

# Curriculum 2024-25

Key stage/ Provision	Intent	Implementation	Impact
<p><b>Primary KS1/2 Rainbow/ Star</b></p>	<p>Our primary curriculum supports pupils to develop a sense of self to become receptive learners in a nurturing environment, developing Social Skills, Motor Skills and Team building with our pupils. Our intent is for all primary pupils to access curriculum learning through the use of nurture principles.</p> <p><u>Rainbow class:</u> Lessons are delivered at a slower pace and less traditional methods to ensure pupil understanding.</p> <p>Pupils will have access to a broad and balanced curriculum which is differentiated to enable pupils to understand the relevance and purpose of learning. We use a child-centred approach to ensure the needs of our pupils are always at the forefront of what we do.</p> <p><u>Star Class:</u> Focuses on developing pupils core skills. In this group we aim to promote ambition and an aspiration to achieve academically. There is also a strong focus on social and emotional development. A child-centred approach to teaching where pupils EHCPs are referred to ensuring that all needs are met to give the best outcomes for pupils.</p>	<p>Primary pupils are taught: English, Phonics, Mathematics, Science, Art, PE, Humanities (themed Topics) and PSHE. We develop pupils' reading and Literacy Skills throughout the Primary curriculum, through discreet Literacy and Numeracy lessons as well through themed topics.</p> <p>Within Key Stage 1 and 2 we use the Phonics Scheme, Read, Write INC (RWI).</p>	<p>The impact of our primary curriculum is significantly measured through pupil progress and attainment. Through rigorous assessments such as: star assessment; RWI assessments and white rose it is clear where pupils have made progress and where further intervention is required. Pupils will make progress in learning and close gaps in their learning.</p>
<p><b>Reach +</b></p>	<p>The aim of REACH + is to embed and promote positive student wellbeing,</p>	<p>Personal Development could be the whole of the curriculum on entry to allow for successful</p>	<p>Pupils will be actively engaged in their learning and the enjoyment of this</p>

# Curriculum 2024-25

	<p>confidence, independence, communication skills throughout an SEMH curriculum. Pupils will follow a more specialised no demands curriculum. The pace and content of the curriculum has been modified to meet the needs of the EHCPs.</p>	<p>transition. The environment will be a safe space where pupils will be given the opportunity to learn through play and exploration. There will be a theme to promote different areas of the curriculum through exploratory based learning. Pupils will have learning time in small groups with adults in the class to ensure learning is tailored to meet pupil needs and anxieties are reduced. Pupils will work towards learning together. Daily phonics sessions and two Lexia lessons per week take place to reduce the gap between pupils chronological age and reading age. Story time and independent reading will be a focus throughout the timetable. This will support phonic interventions and promote a love of reading.</p> <p>Pupils will use Zones of Regulation to support their emotional regulation.</p> <p>Pupils will take part in daily personal development lessons to develop their social, emotional and communication skills.</p> <p>Pupils are given regular brain breaks to enable them to take break from learning if they are feeling anxious.</p> <p>Pupils will have yoga three times a week during personal development to improve focus memory, self-esteem and to reduce anxiety and stress.</p> <p>Pupils will experience some transition through Art, P.E and cooking lessons but the majority will be in their classrooms with their consistent adults.</p>	<p>learning will be apparent in their daily provision.</p> <p>All pupils will have experienced a curriculum that provides exciting and enriching learning experiences and opportunities for them to learn through practical experiences. Pupils will make academic progress and develop phonic knowledge and reading skills to supporting access to all areas of the curriculum.</p> <p>Pupils will develop their social skills and emotional regulation through guided support from the adults working with them and building their resilience.</p> <p>Pupils will make good progress in reading and spelling this academic year.</p>
--	--	--	--

# Curriculum 2024-25

<p><b>Reach</b></p>	<p>Reach will work with pupils who are behind in their academic and social learning. By using a holistic approach to learning, pupils will have the opportunity to visit gaps in their learning with delivery being KS2 focused. Pupils will have opportunities to build confidence around transitions and building relationships with staff across the school with delivery of Art, PE and Food Technology being offered. The aim is to raise pupils' independence by increasing their self-worth and self-confidence within an educational setting. The majority of the school day will be delivered using a Primary model and a major focus will be Personal Development to build their personal and social skills.</p>	<p>The environment will be pupils led and pupils will have their input on classroom layout. There will be activities on offer for pupils to access during breaks and free time, which include LEGO and board games. Practical lessons will be used across all subjects to allow pupils to work together and build their social skills with their peers. During Personal Development sessions, the pupils will focus on emotions, resilience, relationships and communication. Transitions will be kept to a minimal with pupils being taught Art, PE and Food Technology by Specialists. Targeted Phonics and Comprehension will be delivered daily through Read, Write, Inc. Pupils core subjects will be taught at an adapted pace with gaps being explored and revisited.</p>	<p>The Reach curriculum will support pupils to catch up on significant gaps in their educational skills and help to identify gaps for which targeted support will be given. Pupils will begin to be more confident in their attitude to learning and approaching challenges. Pupils will show progress both academically and socially through the delivery of a KS2 curriculum and Personal Development lessons on offer. By using practical lessons, an engaging programme is on offer to all pupils, allowing opportunities to build resilience and social skills such as teamwork and communication. Students will have input into the topics covered and planning will aim to incorporate student interests. This will support pupils if they transition into the main arena of the school for KS3/KS4 or continue in the Reach corridor to Reach Out for their KS4 education.</p>
<p><b>Reach Out</b></p>	<p>To develop maths and literacy skills through targeted interventions. To focus on developing their personal and social development to support them valuing themselves, alongside and maintaining self and healthy relationships as they move into</p>	<p>Pupils in Reach out access a low pupil to adult ratio. Transitions are kept to a minimum to create a safe base. Personal Development will be 2 sessions a week with a focus on building resilience, independence, team building and communication skills. Pupils will access targeted</p>	<p>Pupils in Reach out access a low pupil to adult ratio. Transitions are kept to a minimum to create a safe base. Pupils who are finding it difficult to attend may be met off site and a blended approach planned to meet the pupil's</p>

# Curriculum 2024-25

	<p>adulthood. Support may take the form of a blended learning approach for those pupils who are finding attending school challenging.</p>	<p>interventions for reading and spelling. In preparation for adulthood, an RHSE session per week to address any “gaps” in knowledge and reinforce preparation to adulthood. RSHE drop down days will also reinforce learning. Careers education is threaded throughout the curriculum and pupils will have access to independent careers advice.</p>	<p>needs (weekly meet up, work packs, online learning).</p> <p>Personal Development will be 2 sessions a week with a focus on building resilience, independence, team building and communication skills. Pupils will access targeted interventions for reading and spelling. In preparation for adulthood, an RHSE session per week to address any “gaps” in knowledge and reinforce preparation to adulthood. RSHE drop down days will also reinforce learning. Careers education is threaded throughout the curriculum and pupils will have access to independent careers advice.</p>
Intervention group	<p>Pupils will achieve Functional English and Maths at least Level 1; they will achieve NCFE Sports Science including additional units of work supporting sporting industry and nutritional sciences; pupils achieve a greater understanding of healthy lifestyles and healthy relationships. Some pupils will go on to achieve an NCFE Diploma/Award and all will achieve at least an NCFE certificate.</p>	<p>Pupils will gain their certificates and awards through a very personalised and bespoke offer that is vocationally driven, including outdoor learning opportunities. Pupils will have access to external coaches who will ensure key skills and attributes of multi sports and lifestyle choices can be achieved. Pupils will be working in a very personalised learning environment where the offer will be multi-faceted and layered to support individual destinations and external influences.</p>	<p>All pupils will achieve a Sports Science Certificate and Level 1 Functional English and Level 1 Functional Maths; Most pupils will achieve a Sports Science Award and some pupils will achieve a Sports Science Diploma; complimented by Level 2 Functional English and Level 2 Functional Maths.</p>
KS3	<p>The curriculum has been designed to meet the specific needs of our pupils, all of whom</p>	<p>Pupils are assessed through WRAT 5 assessments, this is then used in a triangulated</p>	<p>The impact of our curriculum is significantly measured through pupil</p>

# Curriculum 2024-25

	<p>have an EHCP identifying their specific SEMH needs.</p> <p>Using age groupings and a range of educational and SEMH specific interventions, the curriculum has been designed to be flexible enough to meet pupils' needs based on their current level of development, whilst still providing sequential progression and development of key skills and knowledge in preparation for Key Stage 4.</p> <p>Pupils to achieve qualifications from Y9 onwards.</p>	<p>approach with their attendance and teacher assessment grades to identify a suitable exam pathway; Entry levels, Functional skills or GCSE. Following on from this, any further interventions and support will be implemented through interventions, either embedded through the curriculum or provided on a one-to-one basis. These include read, Write Inc phonics programme; Fresh start; Lexia; Spellzone and TTRockstars. The aim is to close the gap between their starting point and age-related expectations. Our Curriculum is monitored through twice weekly Learning Walks and weekly Work Scrutiny involving all teaching staff and SLT on rotation.</p>	<p>progress and attainment. Our assessment policy lays out the detail of how we assess pupils. In addition, evaluation of the impact of SHA's curriculum will be measured in the following ways: Learning Walks; Pupil voice; Attendance; Progress data; Work Scrutiny; Analysis of pupil progress data; Qualitative data on pupil progress (e.g. through work scrutiny); Quality assurance of PHSE curriculum; Pupil voice; Analysis of behaviour data; Analysis of pupil progress data in literacy and numeracy/Maths and English; Analysis of progress in reading, spelling and comprehension; Support pupils to make positive decisions about their future and next steps; Number of pupils who have accessed Connexions careers advice; Number of pupils with a positive destination to go to from Year 11; Number of pupils still in that positive destination 6 months later; Achievement of the Gatsby Careers Quality Mark; Number of Year 11 pupils who leave with two qualifications; Number of Year 11 pupils who leave with a qualification in English and Mathematics; Quality assurance of appropriateness of</p>
KS4	<p>Our curriculum is designed to: promote success both academically and vocationally, develop social independent skills. Promote a growth mind-set and engage all pupils in learning. Enable all pupils to make progress from their individual starting points, and to have successes in learning.</p> <p>Focus on developing pupil's social, emotional and mental health. Focus on depth before breadth; having a strong curriculum focus on the facilitating subjects of English and Mathematics. Progression through the Key Stage 4 curriculum is clearly sequenced from Entry Level qualifications through to GCSE qualifications. Support all pupils to make healthy and safe choices. Support pupils to make positive decisions about their future and next steps. Ensure</p>	<p>Subject leads all have strong subject knowledge in their areas and attend yearly subject meetings across the trust, learning walks in this academic year show pupils are given work which matches the intent of the curriculum and is coherently planned in lessons observed this academic year.</p> <p>Teaching staff (including LSAs) work in subject teams to both moderate and review their curricula as well as review progress. This also allows staff with particular expertise to support others and ensure that the pupils experience is consistent.</p> <p>Careers education is threaded throughout the curriculum and pupils will have access to independent careers advice. This approach ensures the Gatsby Benchmarks are threaded throughout.</p>	<p>Number of pupils who have accessed Connexions careers advice; Number of pupils with a positive destination to go to from Year 11; Number of pupils still in that positive destination 6 months later; Achievement of the Gatsby Careers Quality Mark; Number of Year 11 pupils who leave with two qualifications; Number of Year 11 pupils who leave with a qualification in English and Mathematics; Quality assurance of appropriateness of</p>

# Curriculum 2024-25

	<p>that all Y11 pupils leave with at least two qualifications. Ensure that the all of our Y 11 pupils achieve a qualification in English and Mathematics. Ensure that all Y 11 pupils have access to a range of qualifications at the right level and grade to reflect their ability.</p>		<p>curriculum offer and qualifications available for KS4 pupils.</p>
--	---	--	--