

## Curriculum Review 2021-2022

### Intent: what are we trying to achieve with our curriculum?

<p>1. What are our curriculum aims? What do we want pupils to be able to know and do by the time they leave?</p>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• To develop core skills across core subjects especially reading and writing</li> <li>• To support Personal Development</li> <li>• To support pupils to become socially independent</li> <li>• To promote pupils' ambition and aspiration to achieve</li> <li>• To support pupil's become positive role models</li> <li>• To support pupils to achieve their EHCP outcomes through ISP targets and pupil personalisation.</li> <li>• To prepare for transition to secondary and develop coping strategies</li> </ul>
	<p><b>Secondary Nurture</b></p> <ul style="list-style-type: none"> <li>• To promote self-esteem and develop coping strategies to access the curriculum</li> <li>• To develop self-worth within a nurturing environment</li> <li>• To focus on personal development and social independence</li> <li>• To develop a cross curricular approach revisiting previous learning to support memory</li> <li>• To support pupil's, achieve their EHCP outcomes</li> <li>• To prepare for transition to secondary</li> </ul>
	<p><b>Springboard</b></p> <ul style="list-style-type: none"> <li>• To focus on EHCP and ISP targets</li> <li>• To adopt a personalised approach using next steps and stage model assessments</li> <li>• Minimise transitions to ensure pupils feel safe (guided by Nurture Principles and trauma informed practice)</li> <li>• To emphasise personal development (3 dedicated sessions per week)</li> <li>• To build self-esteem and confidence (through personal development and SIS foci)</li> <li>• To develop risk taking and learning</li> <li>• To feel safe with consistent boundaries</li> <li>• Cross curricular approach to learning</li> </ul>

	<ul style="list-style-type: none"> <li>To provide a range of Supra Curricular Opportunities including working with a therapy dog, Lego therapy, counselling, social skills, Build a Bike, Life Skills, Multi Sports, Boxing and Southend United Football Club</li> </ul>
	<p><b>KS3</b></p> <ul style="list-style-type: none"> <li>To provide a positive experience through the curriculum: promote success and resilience including managing emotions</li> <li>To have a focused curriculum based on Core Skills and Personal Development.</li> <li>To ensure all young people have access to the National Curriculum offer and gaps are identified and addressed and gifted and talented are stretched</li> <li>To ensure all young people are involved in their annual review process and most or all ISP targets are met</li> <li>To instil an end goal of 5+ GCSE/Equivalent qualifications covering all the essential Reading and Writing core skills and through an offer of English, Maths, RSHE (PWB in Yr9), PE, Food technology, Arts Award, Personal Development, Princes Trust (8/9) and Sports Science in Yr. 9</li> <li>To provide a range of Supra Curricular Opportunities including working with a therapy dog, Lego therapy, counselling, social skills, build a Bike, Life Skills, Multi Sports, Boxing and Southend United Football Club; SIS and ISP targets signposting pupils towards life long learning strategies which will maximise their abilities to achieve academically</li> </ul>
	<p><b>KS4</b></p> <ul style="list-style-type: none"> <li>To maximise the opportunities to achieve high quality qualifications and prepare them for their post-16 education.</li> <li>To offer support strategies so pupils can manage themselves and achieve their full potential.</li> <li>To promote and develop independent learners through the Supra Curricular offer and work experience and careers (CIAG) intervention.</li> <li>To promote positive role modelling</li> <li>To ensure all young people are involved in their annual review process and ISP targets are met</li> <li>To praise belief, ambition and determination to succeed.</li> <li>To support our young people to become upstanding members of the community</li> </ul>
<p>2. How does our curriculum plan set out the sequence and structure of how it will be implemented?</p>	<p>Our curriculum intent is:</p> <ul style="list-style-type: none"> <li>To provide pupils with academic and vocational success delivered through timetabled lessons supported by the Supra Curricular offer of counselling and therapies as well as improving mental and physical health. Pupils have been awarded allocated times within the day to afford successful learning opportunities where interventions are available to reduce age related gaps and specific barriers to learning can be targeted.</li> <li>To emphasise Personal development opportunities delivered through both the Academic timetable and the Supra Curricular offer. Our pastoral structure including assemblies supports British Values and Core Skills.</li> </ul>

<p>3. How does our curriculum reflect national policy (for example, British values or PSHE)?</p>	<ul style="list-style-type: none"> <li>• To ensure the Intent is reviewed and evaluated by staff, pupils and parents/carers half termly.           <ul style="list-style-type: none"> <li>• PHSE/RSE</li> <li>• Personal Wellbeing and Princes Trust</li> <li>• Equality and Diversity themes/topics within the Pastoral form time and weekly assemblies</li> <li>• Personal development themed focus each half-term embedded into each subjects' SOW</li> <li>• P.E and Sports Science</li> <li>• Pupil Voice</li> <li>• Sports Days</li> </ul> </li> </ul>
<p>4. How does it cater for disadvantaged and minority groups? How do we make sure these pupils are not 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results?</p>	<ul style="list-style-type: none"> <li>• Offer entry level qualifications; NCFE / vocational qualifications plus levels 1 and 2 for non-academic pupils</li> <li>• GCSE's – all young people are entered for GCSE English and Maths</li> <li>• Constant reviewing/ amending/ updating curriculum to match pupil needs. Stage Model supports our resources and interventions around decisions made</li> <li>• Enrichment Drop Down Days and Community Days enhance key themes/topics within the Academy environment and nationally including World Book Day; Science Week</li> <li>• Supra-Curricular offer supports all pupils to be more resilient and manage their emotions; becoming more independent learners</li> <li>• Each subject has equality and diversity embedded as personal development and subject specific units/projects celebrate this as a universal offer e.g., playwrights/authors from different cultures/arts influences/sports and food guru champions and business entrepreneurs</li> <li>• Personal Development</li> </ul>
<p>5. To what extent have we made objectives /aims clear? Does everybody know them?</p>	<ul style="list-style-type: none"> <li>• School Evaluation Form – SEF</li> <li>• School Improvement Plan</li> <li>• Website documents and policies including Inductions processes and paperwork</li> <li>• Displays around the school</li> <li>• Staff CPD every Wednesday</li> <li>• All staff input including through pupil focused/team around the child meetings</li> <li>• Performance Appraisal</li> <li>• Staff Surveys</li> </ul>

## Implementation: how do we deliver our curriculum?

1. How does our current curriculum match our intention (see previous session)?

Our curriculum matches our intention as follows:

### Primary

- The curriculum offers the teaching of core skills: Reading and Writing; Math's; Science; P.E, Arts Award, Food Technology and Outdoor Learning
- Personal development sessions are offered weekly including Boxing classes and South end United and Library/social Skills; working through 'My Activity Passport' and other enrichment activities affords pupils the opportunity to develop a greater sense of what is socially acceptable.

### Nurture

- We have a nurture room with sensory materials and resources, in order for pupils to work on their social skills. This includes carpet time (teacher reads to pupils) and pupils sharing their reading and writing.

### Secondary

#### **KS3-**

- The Curriculum offers the opportunities to gain up to 7 qualifications including GCSE's (Math's; English; Food Tech; Arts Award; Sports Science; Prince's Trust; PWB). Some pupils are encouraged to study other subjects based on their abilities and needs and interventions are supported by SEN and safeguarding
- Supporting strategies are offered so pupils can manage themselves through SIS, 'My Activity Passport'; Supra Curricular activities.
- We have focus days on careers and regular meetings with the Connections officer, as well as careers opportunities for KS3 Yr8/9 – intervention will allow for initial discussions around the future and applications for appropriate organizations. Practitioners will work with these years remotely in the first instance

#### **KS4-**

- The Curriculum offers the opportunities to gain up to 7 qualifications including GCSE's (Math's; English; Food Tech; Occupational Studies; Sports Science; Prince's Trust; PWB). Some pupils are encouraged to study other subjects based on their abilities and needs and interventions are supported by SEN and safeguarding

	<ul style="list-style-type: none"> <li>Supporting strategies are offered so pupils can manage themselves through SIS, 'My Activity Passport'; Supra Curricular activities.</li> <li>We have focus days on careers and regular meetings with the Connexions officer, as well as work experience opportunities for some pupils. Our Supra Curricular offer allows KS4 pupils to work as LSA support staff which encourages a greater sense of self and responsibility.</li> </ul>
2. What subjects are we not teaching?	<ul style="list-style-type: none"> <li>Humanities (History and Geography is celebrated through other subject areas including English, Arts and PSHE; Assemblies; Personal development themes included in every subject SOW)</li> <li>MFL- French taught at KS2 and our English Lead is also a Spanish Teacher and Headteacher speaks German. Code of Conduct is sometimes supported by diverse and rich language replacements including welcomes and goodbyes</li> <li>DT- this is covered in Occupational Studies</li> <li>IT- Google classroom and literacy packages such as Lexia</li> </ul>
3. How do the subjects we are teaching join together? What cross-curricular links are there (in particular in the development of literacy and numeracy)?	<ul style="list-style-type: none"> <li>There are many cross curricular links within our subjects and we have Literacy and Numeracy focus each half term as well as generic whole school Literacy and Numeracy targets in each subject.</li> <li>To promote Reading and Spelling, WOW words have been created for each subject. Key words are in every classroom</li> <li>Personal development is included in every lesson and SIS targets are recorded as the plenary after every lesson or beginning/end of days</li> </ul>
4. How are we encouraging progression as pupils move through the school?	<ul style="list-style-type: none"> <li>We encourage progression as pupils move through the school by including the personal development theme for careers/ college embedded into every SOW and key times within academic year, careers are taught to each year group – in policy</li> <li>Pupils sit Mock exams in November and February in Yr. 11</li> <li>We Moderate pupils' work 6 x per year- 3 internal; 3 externals.</li> <li>SHA has high expectation 6 sub levels per year and uses interventions in order to support pupils to achieve this.</li> <li>We offer different options for KS4 which can and have been amended according to pupil needs.</li> <li>Every pupil has a Target front sheet with individualized targets for each pupil</li> <li>SIS targets are set half termly. Additionally, we offer a number of interventions such as football, Southend United/ Combat; Clay, Dog, Group sessions and social skills; Library; Build a Bike, Multi Sports and Life Skills as part of the Supra-Curricular offer</li> <li>Weekly assemblies to celebrate rewards through certificates and vouchers and form part of Reflection for the week. The Assemblies support the half termly topics and national initiatives</li> </ul>

<p>5. How do we differentiate our curriculum for different ability groups?</p>	<ul style="list-style-type: none"> <li>• At SHA we differentiate different ability groups through KS4 by offering GCSE's or Functional Skills</li> <li>• Differentiation is planned in all SOW; in teachers' weekly plans. Our am and pm cohorts access their learning using the 9 Stages.</li> <li>• SHA staff refer to pupil ISP's every lesson (plenary) or end of day</li> <li>• SHA offer Personalised Learning Plans to support pupils who are transitioning or assessed as a Stage 1 or 2 against the Model</li> <li>• Personal development and Social Independence interventions are offered such as Southend United football; Boxing Academy, Library (social skills), working with a medical dog, group welfare offer, social, emotional activities</li> <li>• All pupils beginning at VPA complete the assessment WRATS 5 in order to differentiate and meet their needs. All other pupils are assessed twice a year to assess progress in Literacy and Numeracy.</li> </ul>
<p>6. Are subjects staffed appropriately? Are staff trained? Do subjects have adequate time and other resources?</p>	<ul style="list-style-type: none"> <li>• Yes, staff at present are staffed appropriately, with additional new starters and over pan, we would benefit from LSA support staff in nurture, PE and primary.</li> <li>• Staff are trained through weekly CPD's.</li> <li>• Arts/Occupational Studies requires equipment for both KS2 and KS4 including chairs and higher tables</li> </ul>

### Impact: what difference is our curriculum making to pupils?

<p>1. How well are children learning the content outlined in the curriculum? How do we know?</p>	<ul style="list-style-type: none"> <li>• The majority of pupils are engaging in the content outlined in our curriculum and weekly Learning walks/ work scrutiny show this and so does the annual teaching and learning report</li> <li>• Each half term SHA teachers complete the data, teacher assessments in Go4schools (all staff) and in order to monitor teacher assessment both internal and external moderation is completed every half term.</li> <li>• Pupils' gaining the qualifications at the end of year 11 reflects their engagement in learning at SHA</li> <li>• For pupils who are not ready to learn, SHA offers transitional programmes and bespoke timetables to support this process.</li> <li>• Feedback from student surveys/parent surveys (AB/PB) shows areas of strengths and aspects of the curriculum which may need amending/ improving.</li> </ul>
<p>2. How well are pupils prepared for their next stage of education or working life? Where do they go?</p>	<ul style="list-style-type: none"> <li>• SHA supports primary with their transition either back to mainstream or into secondary settings.</li> <li>• SHA has a Connexions officer who visits weekly to support with future college applications; Career talks and careers as a topic is included in all SOW.</li> </ul>

	<ul style="list-style-type: none"> <li>• SHA offer a variety of Supra Curricular Activities</li> <li>• SHA offers a broad and balanced curriculum and through exposing pupils to different subjects it enables them to identify interests in various areas.</li> <li>• Gatsby Benchmarks entwined within the Careers and Personal Development Policy. The Careers co-ordinator(s) ensures the Academy is measured against the benchmarks with the Local Authority Careers.</li> </ul>
3. How do we know our curriculum is having an effect across all pupils, including those who are disadvantaged or have low attainment?	<ul style="list-style-type: none"> <li>• At SHA through learning walks and work scrutiny we can assess pupil engagement</li> <li>• SHA measure progress between PP versus non-PP / LAC/ FSM and SEND</li> <li>• SHA use their pupil premium and catch up premium funding for</li> <li>• Comparing data with other Academies</li> </ul>
4. How well are key subject knowledge and skills consolidated before moving onto the next topic?	<ul style="list-style-type: none"> <li>• This is assessed by the teacher through assessment</li> <li>• Each half -term teacher assessment is added to Go4schools.</li> <li>• Within the assessment in Go4schools teachers will complete the progress statements for their subjects</li> <li>• Through rigorous and consistent marking and feedback.</li> </ul>
5. How well-developed are pupils' learning habits and learning skills? How do we know?	<ul style="list-style-type: none"> <li>• In order to assess pupils' learning habits and skills SHA staff will refer to work scrutiny data and learning walks.</li> <li>• Through both L/W and W/S it is evident that Independent learning is developing, pupil engagement is taking place and pupils are answering feedback and marking</li> <li>• Additionally, referring to SIS targets and data in Sleuth which shows pupils' attitude to learning and signposting pupils to the Supra-Curricular</li> <li>• Valuable feedback from pupil surveys completed half-termly provides relevant information in order to assess this also.</li> </ul>
6. How do we use evidence of pupils' learning to feed into our planning and adaptation of the curriculum?	<ul style="list-style-type: none"> <li>• SHA analyse data and add interventions accordingly</li> <li>• Teachers will include any amendments in their weekly planning which shows relevant differentiation</li> <li>• From the data and feedback SHA will change qualifications and look at alternative ones which would be more appropriate for certain year groups or cohorts of pupils.</li> </ul>