

**Sutton House Recovery Curriculum - Return to Learning - Autumn 1 2020**

<b>Curriculum Statement</b>	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
Overall	<ul style="list-style-type: none"> <li>• Offer a full range of opportunities for pupils to gain nationally recognised accreditations as best suits pupil's specific needs</li> <li>• broaden each pupil's life experiences through a range of enrichment opportunities including combined offer with local authority</li> <li>• build up respect, honesty and empathy through showing determination and resilience</li> <li>• Offer STEM days support additional Sciences</li> <li>• Timetables support the needs of all pupils and assessments are used as a tool to review and improve</li> <li>• Timetable will be bespoke to the learners' needs</li> </ul>	<ul style="list-style-type: none"> <li>• Key Skills such as 'resilience', 'communication' and 'self-management' are embedded into the whole curriculum</li> <li>• Work is differentiated in order to match individual needs and abilities. Pupils are mapped against the 9 Stage Model where teaching supports the pupils' areas of need</li> <li>• Ongoing literacy and numeracy assessments maintain the level of support that each pupil requires.</li> <li>• Pupils are assessed each half term and ISP targets are updated</li> <li>• Therapy and counselling services are part of the curriculum</li> <li>• Funding from Pupil Premium supports the purchase of additional resources and opportunities to close the gap of the most vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils to achieve</li> <li>• 'more than just an education'</li> <li>• follow a broad and balanced curriculum that supports the individual needs of our pupils</li> <li>• a full range of nationally recognised accreditations</li> <li>• build up respect, honesty and empathy through showing determination and resilience</li> <li>• Correct teaching strategies and balance with a therapeutic offer close the academic gap.</li> </ul>

<b>Curriculum Statement</b>	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
KS2 (3-9)	<ul style="list-style-type: none"> <li>• be ready to learn and develop a 'love of learning'</li> <li>• provide a high level of attention, nurture and specific support needed so that our pupils can recognise and understand their emotions and manage them more appropriately</li> <li>• have personal learning needs and interests identified</li> </ul>	<ul style="list-style-type: none"> <li>• English and Maths and are taught daily and take place during the morning sessions</li> <li>• Importance of reading throughout the curriculum and through our reading scheme, children can access a range of texts in our library to develop reading skills in fluency and comprehension</li> <li>• Targeted interventions are in place to address specific needs such as fine motor skills, spelling, reading, place value and times tables.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to 'close the gap' and overcome previous barriers to learning</li> <li>• positive relationships with parents</li> <li>• ability to maintain attention for longer</li> <li>• successful completion of Yr6 assessments</li> </ul>

Curriculum Statement	INTENT	IMPLEMENTATION	IMPACT
	<ul style="list-style-type: none"> <li>• work towards meeting age related expectations</li> <li>• Support all pupils to make healthy and safe choices</li> <li>• Close the Gap</li> </ul>	<ul style="list-style-type: none"> <li>• Therapeutic intervention such as 1:1 Art therapy based sessions, Speech and Language Therapy, Play Therapy and ELSA (emotional, literacy support), outdoor and sensory learning</li> <li>• Teachers embrace topics each term to capture how specific skills across the curriculum link to a set theme</li> <li>• Short and pacy activities to maintain engagement</li> <li>• Regular 'brain breaks' to allow time to re-focus</li> <li>• Positive praise and rewards embedded</li> <li>• Consistent approach through behaviour management and expectations set across primary by all staff</li> </ul>	<ul style="list-style-type: none"> <li>• make safer choices</li> <li>• be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society</li> <li>• being able to manage and self-regulate their emotions through various strategies</li> </ul>
Nurture/high Sensory (3-9)	<ul style="list-style-type: none"> <li>• provide a high level of attention, nurture and specific support needed so that our pupils can recognise and understand their emotions and manage them more appropriately</li> <li>• differentiated curriculum with additional focus on Social Skills, developing confidence and also promoting independence</li> <li>• have personal learning needs and interests identified</li> <li>• work towards meeting age related expectations</li> <li>• Support all pupils to make healthy and safe choices</li> <li>• Close the Gap</li> </ul>	<ul style="list-style-type: none"> <li>• English and Maths and are taught daily and take place during the morning sessions</li> <li>• Targeted interventions are in place to address specific needs such as fine motor skills, spelling, reading, place value and times tables.</li> <li>• Therapeutic intervention such as 1:1 Art therapy based sessions, Speech and Language Therapy, Play Therapy and ELSA (emotional, literacy support). Teachers embrace topics each term to capture how specific skills across the curriculum link to a set theme</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to 'close the gap' and overcome previous barriers to learning</li> <li>• positive relationships with parents</li> <li>• ability to maintain attention for longer</li> <li>• make safer choices</li> <li>• develop independent learning skills</li> </ul> <p>be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society</p>

Curriculum Statement	INTENT	IMPLEMENTATION	IMPACT
Transition Hub (3-9)	<ul style="list-style-type: none"> <li>Maintain a primary based approach to learning.</li> <li>transition successfully into secondary education over time</li> <li>Close the gap in their learning to begin to access the secondary curriculum.</li> <li>Thorough support around the Need analysis to reduce the widening of gaps</li> </ul>	<ul style="list-style-type: none"> <li>Maths, English and Project lessons are taught by the class teacher allowing from cross-curricular teaching</li> <li>Food Technology and Arts Award taught through secondary</li> <li>Cultural capital delivered within PSHE, Personal Development and Enrichment</li> </ul>	<ul style="list-style-type: none"> <li>ensures that the Year 7 pupils are provided with the consistency and stability they are familiar with in Key Stage 2 and aim to reduce the gaps by best supporting and assessing the needs – linked to SMART ISP targets</li> </ul>
KS3/4 (3-6)	<ul style="list-style-type: none"> <li>build up a portfolio of accreditations within English and Maths (including early entry)</li> <li>begin to take responsibility and ownership of their education</li> <li>lay the learning foundations for the range of examination subjects studied.</li> <li>Pupils have ambition to achieve 5 + qualifications</li> </ul>	<ul style="list-style-type: none"> <li>‘Normal’ way of working’ recorded to inform the level of support a pupil is allocated when completing national examinations.</li> <li>English and Maths pathways support the success of GCSEs</li> <li>Emphasis on developing speaking and listening and emotional literacy to build skills in persuasive speech</li> <li>Strong emphasis on Drama</li> <li>Princes Trust, Personal Development and the Arts Award</li> <li>engage with ‘taster days’ at local colleges and work places</li> </ul>	<ul style="list-style-type: none"> <li>In order to support the anxieties around completing examinations staff take the time to practice using past papers and hold</li> <li>build up a range of skills and experiences that employers in the future will be looking for.</li> <li>Gain a better understand of the ‘world of work’ and opportunities within the local area.</li> <li>Successful work experience</li> </ul>
KS4 (7-9)	<ul style="list-style-type: none"> <li>support pupils with their post 16 placements</li> <li>develop ‘exam technique’ and revision skills</li> <li>build up their ‘Culture Capital’ to enable aspirational choices and opportunities post 16</li> <li>provide a range of subjects both to support the interest and build resilience</li> <li>aim to achieve the highest possible accreditation</li> </ul>	<ul style="list-style-type: none"> <li>Mock exams complete in Autumn 2/Spring 1</li> <li>guidance around transition and their destinations beyond Sutton House Academy</li> <li>Careers days and visits to possible employers and provisions scheduled</li> <li>mock interviews with external professionals as part of the PSHE/Princes Trust offer</li> <li>Revision of skills, knowledge and the application of relevant exam technique and etiquette</li> <li>Functional skills and speaking and listening – identify gaps early</li> <li>Understanding literacy expectations in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Pupils aim to achieve 8 x(1-9) qualifications</li> <li>allows staff to recognise strengths and areas of development</li> <li>All pupils apply for college courses and attend interviews supported by connexions intervention</li> </ul>

## Welfare

Curriculum Statement	INTENT	IMPLEMENTATION	IMPACT
All (1/2)	Regularly assess barriers to learning Build up a intervention portfolio for each pupil Design bespoke pathways to reduce and remove barriers to learning	Map against 9 stage model Adapting level of support based on continuous reflection on the needs of the pupil and the family Continued, adapted timetables to suit the needs of the pupils during transition for a smooth transition Social skills, outdoor and sensory learning and short, pacey tasks to gently ease them back into routine	Pupils will be ready to learn Pupils will access a broader curriculum ISP targets will be reviewed regularly Pupils will be involved with their educational journeys within the TAC/Annual Review process