Learning to Achieve

**Vision**

Curriculum designed to capture pupils’ interests and prepare them for life.

A learning culture.

Encouraging very achievement, no matter how small.

Improve academic performance, ability to learn and social and emotional skills.

Pupils are able to return to school, further education or the world of work.

**Referral pathways**

Pupils attend because they have been permanently excluded from mainstream (statutory referrals).

Intervention programmes paid for by local high schools.

Children missing education (CME).

Medical referrals via CAMHs.

Education for pregnant girls/young mums.

Fair access protocols.

SEND Packages agreed with Local Authorities

**Social Context**

65-75% of pupils are eligible for free school meals (Lancashire average 11.8%).

75% on roll are disadvantaged.

66% receive help from Lancashire Early Help Services. Some pupils are supported through Child Protection and Child in Need Plans.

Predominantly White British.

Majority of pupils reside in the bottom 2% of wards in the country for deprivation.

Skelmersdale suffers from poor public transport infrastructure, reputation and self-image.

Nearly all pupils are transported to school by taxi.

**Nature of difficulties**

Behavioural, emotional, social or health related difficulties which impact significantly on academic progress and attainment.

Disaffected with low motivation and poor self- esteem in relation to learning.

On entry, functioning below expectations.

Persistent, poor or non-attendees (school refusers).

Arrive with having missed large sections of primary and secondary education, particularly post pandemic.

Some pupils have an EHCP or undergo statutory assessment.

Some pupils are known to the Youth Offending Team.

**Curriculum Intent 2021-22**

The curriculum at The Acorns School is broad, balanced, challenging and engaging, designed to capture pupils’ interests and prepare them for life. We aim to improve each pupil’s academic performance, ability to learn and social and emotional skills. The school aims to improve opportunities - in line with its three key performance indicators - for pupils to remain in education, pursue training or find employment so that they are able to become successful and resilient adults.

The curriculum gives priority to meeting pupils’ current and future needs and promotes spiritual, moral, social and cultural development. Where appropriate, learning is enriched by alternative placements, project work and/or other experiences. Content in each area is selected so that our pupils progressively gain knowledge, understanding and use new skills acquired elsewhere. Content is also selected to engage pupils in learning.

Typically, pupils who arrive at Acorns have been disengaged from learning and do not see the value of education. The Acorns School recognises that a full academic programme is not always appropriate and does not always meet need. Wherever possible, pupils are encouraged to develop their social and emotional skills through practical ‘hands - on’ activities which supports communication, team building and preparation for the later stages of mainstream or other education and training.

Following the pandemic, we are seeing a small but significant number of pupils who have missed school throughout the COVID 19 lockdowns. Bespoke catch up timetables are in place wherever this is required.

Subject leaders have identified where gaps in teaching and learning have arisen for all pupils following the move to remote learning during lockdowns and have adapted the curriculum in 2021-22 to address this.

Impact of the curriculum on pupils’ acquisition of knowledge and development of skills is evaluated through learning walks, professional discussion and collaboration, pupil work scrutiny, performance management and consideration of outcomes information including case studies.

The Acorns School curriculum provides equal opportunities regardless of ability/ disability, gender, race, sexuality and religion.

The aim of this document is to outline our curriculum model and give an overview of what pupils will be studying. More detailed curriculum information and answers to specific questions can be obtained at any time from teachers.

**KS3 Curriculum**

* KS3 groups are organised into ‘tree’ groups Cedar and Maple.
* Cedar Nurture Group delivers specialised and bespoke teaching and learning to pupils who are on the EHCP pathway or who have other additional needs.
* Pupils are taught in mixed ability and mixed aged teaching groups within this key stage.
* Teaching staff are reflective and plan accordingly for pupils’ individual needs.
* All pupils in years 7, 8 and 9 follow National Curriculum programmes for core and other subjects. However, the development of literacy, numeracy and social emotional and behaviour skills are priority with KS3 groups to assist in re-integration back into a mainstream school if appropriate.

**KS4 Curriculum**

* Organised into ‘tree’ group basis Willow, Ash, Oak, Holly and Beech. Teaching groups are separated into year 10 and 11 classes wherever possible.
* All students working on accredited programmes including GCSE, BTEC Levels 1 and 2 and Entry level Functional Skills.
* Teaching groups reflect levels of need including learning, social, emotional and medical needs. Vocational needs are catered for wherever possible including sourcing provision beyond travel to learn area.
* Work related learning is encouraged in workplaces and sourced to meet needs. However, this will be re-evaluated for 2021-22.
* Personalised focused teaching and learning wherever possible.
* Some personalised timetables are reflective of individual need.

**Personal Development**

An important part of the school’s work is to prepare students for adulthood and the diverse aspects of life. We do this via our timetabled personal development curriculum, with the main themes shown in the table below. Staff record on a safeguarding spreadsheet if there are any particular themes or concerns arising both in and outside of school, these are then addressed in the wellbeing lessons as a priority.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Themes** | **Themes** | **Themes** |
| **Monday** | **Safeguarding** | Peer PressureOnline SafetySexting  | Anti-social behaviourKnife crimeBasic First Aid | Safety in the homeRoad safetyWater and Fire SafetyRailway Safety |
| **Wednesday** | **PHSE** | Emotional wellbeingSex and relationships education | Drugs EducationHealthy Lifestyles | Citizenship British ValuesCourt System |
| **Friday** | **Careers development** (see CEIAG on p32) | Start ProgrammeDuke of York Digital EnterpriseMaking Informed Careers Choices | Virtual tours of workplacesVisits to workplacesCareers fairsEmployers' talksCollege visitsApprenticeship visits | Applying for jobs and courses CV and application form workshops |
| **Timetabled** | **Wellbeing**(See Curriculum Map on p23) | Respecting relationshipsRespecting othersMindfulnessRole ModelsDeath and BereavementLove | Positive CommunicationNon-JudgementDealing with Conflict | Respond to safeguarding themes as a priority |

**The Acorns School Curriculum Model 2021-2022**

**KS4 Pathway 1 Academic Curriculum, delivered in-house every day 9am -2.30pm**

**GCSE courses followed in KS4. Access to subjects in mainstream schools provided if appropriate**

**KS4 Pathway 2 Vocational Curriculum**

Off-site provision can be sourced at Educ8, BDS Training, Fir Tree Fisheries, APPLECAST NW and Pathways in Learning, if individual student needs can be met in those learning environments.

Level 1 and 2 courses with accredited qualifications are delivered by partner vocational providers, agreed by service level agreements. Work related learning is a strong feature of these. Some include functional skills units and full awards.

Work related learning offered by local businesses checked and quality assured by the Acorns School Health and Safety Officer/DSL, but is on hold for 2021-22.

**See p23 to p26 for details of vocational provision qualifications offered.**

**KS4 Pathway 3 High Support 1-1**

**See p35 and p36 for details of the High Support offer.**

**KS3 Pathway 1 Academic Curriculum, delivered in-house every day 9am -2.30pm**

KS3 is delivered in-house. The aim is to provide a broad and balanced curriculum to transition to next steps which may include re-integration to mainstream or a specialised placement. Enrichment activities are offered to support personal social and emotional skills development

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subject Area |  | Key Stage 3 |  |  |  Key Stage 4 |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| English | English  | English  | English  | Step Up to EnglishSilver/GoldGCSE English language | Step Up to EnglishSilver/GoldGCSE English language |
| Maths | Maths  | Maths  | Maths  | Entry Level MathsGCSE Mathematics | Entry Level MathsGCSE Mathematics |
| Science | Entry Level Science  | Entry Level Science  | Entry Level Science  | GCSE Biology | GCSE Biology |
| IT | Computing | Computing | Computing  | IT user skills level 2 | IT user skills level 2 |
| Art  | Art  | Art  | Art  | GCSE Fine Art | GCSE Fine Art |
| Life Skills/ nutrition/ cooking skills | Life Skills  | Life Skills  | Life Skills  | BTEC Level 1 Home Cooking skills | BTEC Level 1 Home cooking skills |
| Outdoor Learning | GardeningForest School (2023) | GardeningForest School (2023) | GardeningForest School (2023) | BTEC Entry levels with a horticulture base Forest Schools (2023) | BTEC Entry levels with a horticulture base Forest Schools (2023) |
| PE & Sport | PE  | PE  | PE  | BTEC level 1 Introductory Award in Sport | BTEC level 1 Introductory Award in Sport |
| Personal Development programme; PHSE,Enrichment, CIAEG |  |  |  |
| See separate page | See separate page |
| Alternative Provision |  |  |  | See page 23 to 26 | See page 23 to 26 |

|  |
| --- |
| KS3 Curriculum (Lessons per week) |
| KS4 Core Curriculum (Lessons per week) |
| KS4 Options Curriculum (Lessons per week) |

**English**

Pupils follow a programme of study closely linked to the new National Curriculum centred on a range of whole texts with an emphasis on text-type writing. For pupils who are still developing-readers, more emphasis is placed on literacy skills, phonics and reading practise.

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| --- | --- |
|  | **Curriculum overview** |
| Group | Topic |
| **Key Stage 3** | **Skills for Writing: Alter Egos** – a unit of work that develops narrative writing skills through looking at different texts with the theme of an alter ego.**A Christmas Carol** – developing critical and analytical reading skills.**War & Conflict** – exploring plays, poems and prose around the theme of war and conflict.**Skills for Writing: Writing the World** – developing non-fiction writing skills through a variety of texts around the theme of the natural world.**Macbeth** – reading Shakespeare and exploring plot and characterisation.**Skills for Writing: Spy Fiction** – developing narrative writing skills through looking at different texts with the theme of spies. |
| **Key Stage 4** **Year 10****Key Stage 4** **Year 11** | **Reading Skills** – exploring different reading techniques to learn how to read critically and analytically.**Frankenstein** - using the novel to develop skills needed for AQA Paper 1: Explorations in Creative Reading and Writing.**Fiction Composition** - exploring different creative writing techniques, looking at character, setting, structure and description.**Great Speeches of the 20th Century** - exploring persuasive techniques and devices used in speeches throughout the 20th century and developing skills needed for AQA Paper 2: Writers’ Viewpoints and Perspectives.**Blood Brothers** - using the play to develop skills needed for AQA Paper 1: Explorations in Creative Reading and Writing.**When They See Us** – developing writing skills needed for AQA Paper 2: Writers’ Viewpoints and Perspectives.**Animal Farm** – using the novel to develop skills needed for AQA Paper 1: Explorations in Creative Reading and Writing.**Persuasion/Argument** - developing writing skills needed for AQA Paper 2: Writers’ Viewpoints and Perspectives.**Narrative Writing** – developing writing skills needed for AQA Paper 1: Explorations in Creative Reading and Writing.**Reading Non-Fiction** – developing reading skills needed for AQA Paper 2: Writers’ Viewpoints and Perspectives.**Revision** - final preparations for Year 11 students for their terminal examinations. |

There are two pathways in years 10 and 11:

AQA Step up to English (Silver or Gold) Focusing on key literacy skills and indicating readiness for GCSE.

AQA English Language GCSE A two-year qualification assessed only through terminal exams. This course gives access to grades 1-9 as there are no tiers in the exam paper.

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**Maths :** The maths curriculum consolidates learning from previous years and engages, enthuses and inspires pupils about maths and its real-life applications using the White Rose Scheme of Work

|  |  |  |  |
| --- | --- | --- | --- |
|  | Curriculum Overview |  |  |
| Group |  |  |  |
| KS3 | **AUTUMN*** Ratio and scale
* Add and subtract fractions
* Multiply and divide fractions
* Brackets, equations and inequalities
 | **SPRING*** Representing data
* Tables and probability
* Working in the Cartesian plane
* Sequences
* Indices
 | **SUMMER*** Standard form
* Number sense
* Angles in parallel lines and polygons
* Area perimeter of trapeziums and circles
* Line symmetry
 |
| Year 10 | **AUTUMN*** Congruence, similarity and enlargements
* Working with circles
* Fractions and percentages
* Ratio
 | **SPRING*** Probability
* Collecting, representing and interpreting data
* Types of number and sequences
* Indices and roots
* Manipulating expressions
 | **SUMMER*** Angles and bearings
* Simultaneous equations
* Representing solutions of equations and inequalities
* Trigonometry
 |
| Year 11 | **AUTUMN*** Expanding and factorising
* Algebraic reasoning
* Changing the subject
* Non-linear equations
* Using graphs
* Listing and describing
 | **SPRING*** Gradient and lines
* Functions
* Multiplicative reasoning
* Geometric reasoning
* Algebraic reasoning
* Transformation and constructing
 |  |

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**Functional Skills**

Functional skills are taught when further support is needed to progress Literacy and Numeracy with an emphasis on real-life examples. It is used with Key Stage 3 pupils as a support if there are specific learning needs, or other barriers to learning to re-engage them with the Key Stage 3 Curriculum. It is used with Key Stage 4 pupils when accessing GCSE exams is not possible or as an additional qualification to GCSE if considered appropriate.

The Functional Skills qualifications are provided through Pearson and can be taken at any time when the pupil is ready. The Functional Skills scheme of work is based on the Pearson exam specifications and the national guidelines for Basic Skills in Literacy and Numeracy. The school has passed the Quality Mark for teaching of Basic Skills and this underpins the teaching of Functional Skills in school.

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|  | **Curriculum overview** |
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| **Group** | **Topic** |
| **KS3**  | **FUNCTIONAL SKILLS ENGLISH** is used for pupils to enable them to re-engage with KS3 English Curriculum: **“Back to Basics”** –engaging with text/writing that interests them, handwriting practice, reading and writing longer words, words building into sentences, speaking and listening games.**FUNCTIONAL SKILLS MATHS** is used for pupils to enable them to re-engage with KS3 Maths Curriculum: **“Back to Basics”** – place value, 4 rules, identify 2D and 3D shapes, graphs and tables, measurement, problem-solving, telling the time and reading tables. |
| **KS4 Y10/11** | **FUNCTIONAL SKILLS ENGLISH****Reading:** Forms and tables, websites and posters, text expressing opinions, newspaper/magazine text, adverts and memos, letters and emails. Text in 1st, 2nd and 3rd person. Understanding basic features of text.**Writing:** Form filling, informal letters and emails, adverts and memos, formal letters/emails, writing in the 1st 2nd and 3rd person. Spelling commonly used words and basic grammar and punctuation. Use of complex sentences.**Speaking and Listening:** Talking about leisure activities, holidays, school experiences, childhood experiences, their values and politics, planning for events (e.g Christmas), Post 16 options. Make requests and recall spoken information.**FUNCTIONAL SKILLS MATHS****Number:** Properties of number, Addition, subtraction and negative numbers, multiplication problems and number patterns, place value and money notation, ratio and fractions, division. How to calculate and check answers with and without a calculator.**Statistics:** Gathering and interpreting data, tables and calendars, time and measurement.**Geometry:** Identify 2D shapes and 3D shapes, positional language and turns, properties of 2D and 3D shapes, symmetry and angle |

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**Science**

Science is the basis for much of our life.  Agricultural science dictates how our food is produced, biomedical science keeps us healthy, physics and mechanical science take us from place to place.  We almost literally eat, sleep and breathe science!  Science is a set of ideas about the material world. Science is taught with the emphasis being on investigating, observing, experimenting or testing out ideas and thinking about them.

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|  | **Curriculum overview** |
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| Group | Topic |
| KS3  | Pupils study entry level science. There are 6 topics, 2 Biology, 2 Chemistry and 2 Physics each of which is assessed by an end of topic test and a practical task.The ELC Science specification is co-teachable with GCSE Combined Sciences so it prepares students if they return to mainstream. The assessment is on demand so students can complete assignments when they are ready, helping to keep students motivated. |
| KS4 –Y10 and 11 | Y10 and 11 study AQA GCSE BiologyThis consists of 7 topics:Cell Biology, Organisation, Infection and response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution and Ecology.There are also 10 required practical's which are integrated within the 7 topics.The assessment consists of two 1:45 minute examinations of equal weighting. |

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**Computing and ICT**

Key stage 3 Computing follows the National Curriculum and develops the skills acquired at Key stages 1 and 2. A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. Key stage 4 ICT is taught following the TLM units of work and students complete learning objectives that will achieve qualifications in the subject.

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|  | **Curriculum overview** |
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| Group | Topic |
| KS3  | *Students follow the KS3 National Curriculum and will study the following topics;** *Online Safety*
* *Hardware and Software*
* *Networks*
* Algorithms
* Boolean Logic
* Binary
* Scratch
* Python
* Presenting information
 |
| Key stage 4 | Students followIT user skills level 2 and complete the following units;* Improving Productivity Using IT
* Web site Software
* IT Security for Users
* Presentation software
* Database software
* Using Email
 |

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**Art and Design**

Art is taught using different themes and topics with the emphasis being on experiencing a wide range of approaches and techniques, as well as developing work from a range of sources. The Art History timeline ensures work is chronological and will incorporate the work of well-known artists for pupils to develop an appreciation and understanding of art from different periods of time. We use Art to create and express feelings in others, as well as raising awareness of political and moral issues. Art helps create a sense of self and belonging in the world, this allows students to explore and express themselves in a creative and safe way.

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|  | **Curriculum overview** |
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| Group | Topic |
| KS3 | Key stage three students will work on developing knowledge and skills from early art following the art history timeline up to present modern-day art, this will incorporate looking at work from a wide variety of artists and cultures. Topics include: the elements, mark making, colour theory, early art to present day, 3D work, self-portraits, photography, textiles and focus sessions such as spiritual week, mental health along with a series of mini-masterclasses in art skills and techniques.Pupils will undertake a written art test and a still life drawing from observation, this will help them understand their starting points in terms of knowledge and skills and then build upon these to make progress.Drawing, painting and use of a wide variety of media will engage pupils and help build confidence around skills and knowledge of techniques. This will be delivered on a two-year rolling programme. |
| Year 10 | Year ten students will work on coursework for their Fine Art GCSE AQA qualification and focus on improving their skills as well as looking at the work of other artists and cultures. They must produce a sketchbook of preparation that fulfils the assessment objectives. Preparatory work must also evidence artist research, studying a minimum of two artists for each finished project, in order to fulfil the coursework criteria by the end of Year 11. Topics and titles for coursework in Year 10 include Mixed Media, Nature and Street Art. The four assessment objectives that must be adhered to are;* AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
* AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
* AO3: Record ideas, observations and insights relevant to intentions as work progresses.
* AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students are awarded marks out of 24 for each AO and top marks would be 96. |
| Year 11 | Year eleven students will add to their Year 10 art coursework portfolio to complete the minimum of three finished pieces, each answering a different project title. In the Summer Term, students will participate in a ten hour externally set assignment, normally scheduled over 2 days. Students will have seven different starting points to choose from for their exam component, issued in the Spring Term. They must select one of those titles to respond to. Coursework is worth 60% and the externally set assignment is worth 40% of the final grade awarded. All finished pieces, including the 10-hour timed exam piece, will require a sketchbook of preparation that fulfils the assessment objectives. Preparatory work must also evidence artist research, studying a minimum of two artists for each finished project.Topics and titles for coursework include Natural Forms, Close Ups and Portraits. The four assessment objectives that must be adhered to are;* AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
* AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
* AO3: Record ideas, observations and insights relevant to intentions as work progresses.
* AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students are awarded marks out of 24 for each AO and top marks would be 96. This will translate as GCSE award, Level 1 to 9. |

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**Lifeskills**

Learners will be introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Learners will demonstrate their skills by following a recipe. Learners will consider the value of acquiring skills for cooking both in school and at home and explore ways to pass on their knowledge of cooking skills to others

**BTEC Home Cooking Skills**

**Level 1**

This unit aims to give learners the knowledge, skills and confidence to enjoy cooking meals at home. Learners will gain understanding of how to economise when planning meals to cook at home. The unit will encourage learners to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge. The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing**.**

**To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.**

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|  | **Curriculum overview** |
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| Group | Topic |
| KS3 **Lifeskills** | **Topics to include:**Basic food safetyChoosing ingredientsKitchen basicsRecipesThe value of home cooking skillsWays to pass on information and share recipes |
| Year 10 /11 BTECHome cooking skills Level 1 | Student to be able to use cooking skills to make home cooked food that does not use pre prepared, ready cooked food.Including  • the knowledge, understanding and confidence to cook meals at home • an understanding of how to economise when planning a meal • an ability to transfer skills learned to different recipes • an ability to inspire others by transferring that knowledge**Topics to include:**EggsBreakfastsPacked LunchesSimple SoupsSalads Basic Bread makingCooking PastasCooking VegetablesCooking minceStewsCooking riceFishQuick cooked meatPreparing and cooking chickenPuddingsBarbeque foodFruit saladBaking |
|  |  |

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**Wellbeing**

KS3/KS4 Pupils will participate in lessons to cover a broad range of topics through mindfulness. Each week a new mindfulness topic is introducedpertinent for self-development, healing and growth. This should allow for students to develop skills to manage and regulate their thoughts and emotions, raise and promote awareness, which will enable them to encounter more meaningful life experiences. These topics are taught using journals, worksheets or workbooks. Students benefit from lessons both indoors and outdoors, including practical activities eg cooking, sports, gardening, enrichment.

**Learning Aims:**

* To foster a culture of mindfulness in the classroom setting.
* To empower students to take control of their mind and emotions.
* To engender student respect for self & others.
* To raise awareness of issues encountered in everyday life & ways to deal with these positively.
* To promote awareness of world crisis issues such as climate change and cruelty to animals.

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| --- | --- | --- | --- |
|  |  | **Curriculum overview** |  |
|  |  |  |  |
| KS3/KS4 |  **Autumn 1**Introduction to the Mindfulness CourseGroup Cohesion focus Meditation Target-Setting Challenging Emotions Self-Compassion Gratitude Problems, Challenges, Opportunity Success & Failure | **Spring 1** Meditation Depression Escapism Loneliness Positive Communication  | **Summer 1**MeditationRespecting & Valuing Life Mindful Food Habits IntegrityPollution & Climate Change Meditation  |
|  | **Autumn 2** Meditation Role Models Purpose Concentration Balance Rest & Sleep  Valuing Relationships Bad Habits | **Spring 2** Meditation Non-Judgment Personal Space Dealing with Conflict Death & Grief Forgiveness & Letting Go Making Choices | **Summer 2**MeditationActs of KindnessCommunity / Giving LoveCircles Cause & EffectSelf-ControlCelebration |

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**Physical Education**

Physical Education (PE) for KS3 pupils is taught in the external multi-use games area (MUGA) with the emphasis on practical activities. Pupils will participate in Invasion games such as Football and Basketball, striking and fielding games such as Cricket and Rounders. Track and field events such as Sprints, Long distance running and Javelin. Additionally, KS3 learners will research and produce posters/power points on the key factors of health and safety in PE, Importance of warm- ups and cool down before and after exercise. Understanding the importance of eating a healthy balanced diet, health and skill related fitness and participation in fitness and exercise.

KS4 students will develop a personal progression plan and complete the tasks as part of the BTEC Level 1 Introductory Award in Sport. Pupils will also have to complete Unit SP7-Playing Sport to complete the whole award. Pupils will be graded Pass, Merit or Distinction.

Students will continue to develop their knowledge and understanding in various sports and activities and will also use local external facilities at Edge Hill University.

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|  | **Curriculum overview** |
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| Group | Topic |
| KS3 | Health and Safety in PE. Importance of participation in physical activity (social, emotional, mental and physical). Improving self-esteem through of Teamwork/games. Communication skills/leadership/sportsmanship skills. Label bones of the body. **Invasion games – Football, Rugby, Basketball and Handball.****Swimming- Life Skills.****Health and skill related fitness- Balance, Speed, Power, Agility, Reaction time, Co-ordination, Cardiovascular Fitness, Muscular Strength, Muscular endurance.** **Striking and fielding- Cricket, Tennis, Rounders, Baseball/Softball.****Track and field- Running (long/ short distance), Javelin and discus.****Alternative PE- Table tennis, Boxing (Pads only) Curling and Boccia** |
| Y10 | Health and safety in PE. Diet and nutrition. Understanding the importance of preparing the body for exercise (Warm up/ cool down). Health and Skill related fitness.**Pupils in Y10 will begin a 2-year course - Pearson’s BTEC Level 1 Introductory Certificate in Sport. The marking grade for this course is Pass, Merit or Distinction.****Unit SP7- Playing Sport****Unit A2- Developing a Personal Progression Plan.** |
| Y11 | Health and Safety in PE. Diet and nutrition. Knowledge and understanding about the effects sport and exercise has on the body. **Unit SP7- Playing Sport****Unit A2- Developing a Personal Progression Plan.** |

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 **Vocational Provision**

For some learners in Key Stage 4, The Acorns School recognises that a full academic programme is not always appropriate and does not always meet need. For these pupils a personalised curriculum including alternative provision is offered. This may mean that pupils access functional skills in English and Maths at their Alternative Provision, or they may attend school or one-to-one tutoring for 2 or 3 days a week in order to gain GCSE qualifications. Many of our learners go on to apprenticeships and college courses in construction, joinery or hair and beauty.

The emphasis is on hands-on-activities with pupils learning by practical experiences using “tools of the trade”.

The AP Co-ordinator at The Acorns School carries out the following quality assurance checks:-

* Initial visit
* Website check
* Ofsted registration check
* SLA agreement in place
* Check for DBS compliance
* Safeguarding Policy
* Quality monitoring visits by AP coordinator
* Pupil visits and taster sessions, accompanied by a member of staff
* Regular reports on pupils from providers
* Visits to see pupils on site

|  |  |  |
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| **Vocational Programmes available off site for a small cohort** AP Lead h.cutts@westlancspcss.lancs.sch.ukAP Co-ordinator c.hodkinson@westlancspcss.lancs.sch.uk |  | **Qualifications** |
| Apple CAST NW  | Fishery ManagementAngling tuitionAgricultureBespoke woodwork shopsFish BreedingAquaponicsConservation/HorticultureBrush CutterDry Stone Walling Intro to fish breeding filter systems | NOCN Step up ProgrammeOpen Awards Fishery Management Level Award and Certificate  |
| Pathways in Learning | ConstructionMechanicsArt and DesignBusinessChildcareHair and BeautyHealth and Social CareHospitality and CateringRetailTravel and TourismFunctional Skills Maths and English | BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2 |

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| --- | --- | --- |
| Educ8 | Sports and Fitness awardsArt and Design Hair and BeautyHospitality and TourismHealth and Social CareConstructionPersonal Development and PHSEFunctional Skills Maths and EnglishCaring for Children | BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2BTEC Level 1 and 2 |
| BDS | Beauty Therapy and Hairdressing accreditedHealth and Social Care courses | City and Guilds - Level 1 award, certificate and diplomaLevel 1 Hair and BeautyLevel 1 Certificate for Skills for Working in the Health Care, Adult Care and Child Care SectorsLevel 1 Employability skills |
| Fir Tree Fisheries | Outdoor work preparationSports Fishery ManagementLand and EnvironmentIndependent Living SkillsPreparation for Adulthood | Pearson BTEC Level 1 Introductory Certificate in Vocational Studies |
| Tower Learning | English LanguageEnglish LiteratureMathsPHSEHistoryReligious StudiesPECreative Enrichment Activities | GCSEs and Functional Skills levels |
| Preston Vocational Centre | Construction including plastering, brickwork, carpentry and joinery, painting and decorating, plumbing and health and safety. | City and Guilds Level 1 Qualification in Construction Skills (QCF) |

**World Studies and SMSC**

At The Acorns we believe in the support and development of good human beings, to be purposeful and aware of themselves. Our mission is to offer a positive, life enhancing education, providing opportunities for the development of each individual’s potential.

The Acorns delivers a broad and enriching SMSC curriculum designed to capture pupils’ interests and prepare them for life; through a range of activities, alongside quality teaching of academic subjects in the context of an individualised curriculum. The aim is to provide the building blocks to allow every student to become a well-rounded individual. We aim to improve each pupil’s academic performance, ability to learn and social and emotional skills so that pupils are able to return to school, further education or enter the world of work.

World Studies at KS4 encourages pupils to “get their heads off the desk and look at what’s going on in the world around them!” We are living through unprecedented times, a period of social, political and economic change globally. The World Studies curriculum will look at the impact of this, using current affairs, including “From Slavery to Black Lives Matter” and “Critical Thinking in a World of Fake News and Conspiracy Theories”. Pupils will be expected to debate and form educated opinions on the word around them and the impact of current events.

KS3 Pupils are actively encouraged to engage in social and cultural opportunities which includes trips and visits (currently on hold), guest speaker sessions, specific PHSE events, School Council, pupil voice surveys, specific curriculum themed weeks, horticulture projects and spiritual focus weeks.

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|  | **Curriculum overview** |
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| Group | Topic |
| **KS4****Autumn 1** | **Conspiracy theories**Currently in the world there are a lot of conspiracy theories appearing on social media and some of them can be harmful for young people. Pupils will be exposed to conspiracy theories and will be encouraged to discuss openly their own views on what they believe to be true. Teaching staff will guide the pupils and help them to understand fact from fiction.  |
| **KS4****Autumn 2** | **Black Lives Matter**Pupils will consider the implications and struggles of being a person of colour in our world today and the evolving story around George Floyd and how the treatment of this young man created a worldwide revolt over the treatment of people of colour as well as white people in different parts of the world.Pupils will have the opportunity to look at different historical figures and how they have shaped the world and discuss whether we should erase our history to move forward or whether we should learn and evolve from our history. |
| **KS4****Spring 1** | **Environment**In response to COP 26 pupils will consider the outcomes of the conference and discuss how the environment and the factors ofhuman behaviour can have a detrimental effect on the future of the world. Pupils will be challenged to come up with ideas strategies on how they can change their lifestyles and how the school can become advocate for climate change. |
| **KS4****Spring 2** | **Terrorism**As terrorism is now a prominent part of our world pupils will discuss why terrorism occurs and the reasons around this. To ensure balance pupils will look at the different religions around the world and what they stand for as this will give them the scope to consider extremism. We will also consider ‘grooming’ for extreme groups and how this can impact on young people and how theycan keep themselves safe. |
| **KS4****Summer 1** | **Crime** Pupils will consider a range of crime with the focus on notorious serial murders and child killers. In the present day we are seeing far more crime amongst younger people and how friendship groups are enticing this through social media. It is essential that pupils have the skills to ensure that the know how to get help if they are being drawn into a situation that they know is wrong but feel loyalty to their peer group. In our area we have seen an increase in knife crime and young people losing their lives prematurely. Pupils will be given the opportunity to speak about their experiences and how this has impacted on them. We will also considerwhy there are so many school shootings in the USA and what factors could lead to these situations. |
| **KS4****Summer 2** | **Social Media**In response to the increasing concerns regarding social media and the impact it has every day on young people we will discuss the reasons why young people are ‘hooked’ on social media. Pupils will also be challenged on how social media can be a negative influence in their lives and how simply arguments can evolve when young people are inputting through their devices and not inperson. To balance the argument pupils will look at how social media can be a positive influence and which situations these occur, for example, the lonely and elderly. |

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**CEIAG**

Careers advice and guidance will take place on days when there are Careers conferences, fairs, workshops, college visits, work experience, training provider visits and information sessions about apprenticeships and The National Challenge. Carmel Gresham is our independent careers advisor who will regularly meet with key stage four students to discuss their aspirations and support them with college applications and apprenticeships. Form tutor will have weekly updates from each pupil to ensure that they are applying for relevant courses and structured support will be offered. Pupils in years 10 and 11 will have weekly workshops on application forms, personal statements and structuring a CV. Pupils will also visit Universities as this will inspire the pupils and give them a goal for the future. Year 11 pupils will have mock interviews from local employers so that they can then attend college interviews with more confidence. Year 10 pupils will have a focus on work experience and in PSHE lessons will focus on their skills in order to establish the path they need to take in year 11 in order to secure relevant training.

All students have access to Start an online careers package that allows them to explore jobs by employer or industry, add in their interests and hobbies to find jobs they might enjoy and look at what qualifications they may need to follow a specific career path. Jobs displayed show qualifications and routes in, potential earnings, hours per week and live vacancies. Pupils will also have access to virtual workshops from industry where they can watch a working environment. Visit to workplaces for the pupils will be an integral part of the CEIAG curriculum to enable pupils to have skills to achieve their potential.

Key stage three will be participating in a digital enterprise award during PHSE time. They will achieve a bronze award after earning their 250 points and gain a certificate. The themes within this award are citizen, worker, maker, entrepreneur and gamer. These online challenges help pupils develop digital, enterprise and employability skills. Pupils will also be able to partake in ‘hands on’ enterprise and work as a team to complete multi skills task.

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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Autumn** | * Start Online Careers Programme
* Enterprise topic
* Careers fair
* Personal Action planning topic
* Digital Enterprise Bronze Award
 | * Start Online Careers Programme
* Enterprise topic
* Careers fair
* Personal Action
* planning topic
* Digital Enterprise Bronze Award
 | * Start Online Careers Programme
* Enterprise topic
* Careers fair
* Personal Action planning topic
* Digital Enterprise Bronze Award
 | * Start Online Careers Programme
* Enterprise

 topic* Careers fair
* Personal Action planning topic
* Work experience preparation
 | * Start Online Careers Programme
* CV and personal statements workshop
* Careers open forum
* 1st Careers Interview
* Weekly updates with form tutors
* Colleges visiting the Acorns to discuss courses
* Mock interviews
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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Spring** | * Continue Online Careers Programme
* Workplace Visits
* Employability Skills
* Personal Finance topic
* National Careers week 1st March
* Continue Digital Enterprise Bronze Award
 | * Continue Online Careers Programme
* Workplace Visits
* Employability Skills
* Personal Finance topic
* National Careers week 1st March
* Continue Digital Enterprise Bronze Award
 | * Continue Online Careers Programme
* Workplace Visits
* Employability Skills
* Personal Finance topic
* National Careers week 1st March
* Continue Digital Enterprise Bronze Award
 | * Continue Online Careers Programme
* Workplace Visits
* Employability Skills workshop in preparation for work experience
* CV Workshop
* National Careers week 1st March
 | * Continue Online Careers Programme
* Mock Interviews (Employer interviewers)
* Application and personal statement Workshop
* National Careers week 1st March
* 2nd Careers Interview/ Applications
* College visits
* Applying for Jobs and Courses (PHSE)
* Making Informed Careers Choices (PHSE)
* Weekly catch up with form teacher to ensure pupils have applied for relevant courses
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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Summer** | * Revisit Online Careers Programme
* Decision making workshop
* Enterprise drop-down day
* Completion of Digital Enterprise Bronze Award
 | * Revisit Online Careers Programme
* Decision making workshop
* Enterprise drop-down day
* Completion of Digital Enterprise Bronze Award
 | * Revisit Online Careers Programme
* Decision making workshop
* Enterprise drop-down day
* Completion of Digital Enterprise Bronze Award
 | * Revisit Online Careers Programme
* Mock Interviews (Employer interviewers)
* Enterprise drop-down day
* Work experience week
* 1st careers Interviews
* Visit Colleges
 | * Interview workshop
* 3rd careers Interview/ Applications
* Applications for college checked for each pupil

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**Reading**

R Hart & Risley –US study 1995 Researchers recorded in their first 4 years:

**An average child in a professional family accumulated experience with almost 45 million words, an average child in a working class family, 26 million words. An average child in a welfare family, 13 million words**

Vocabulary size relates to academic success. Vocabulary size is a convenient proxy for a whole range of educational attainment abilities; not just skill in reading, writing, listening & speaking but also general knowledge of science, history and the arts. At The Acorns School we want our learners to be readers because it helps them to access the rest of the curriculum, enhances their academic performance, and helps them to find their place in the world. We also want our learners to be readers so that they can experience the sheer joy of reading “Wherever I am, if I've got a book with me, I have a place I can go and be happy” J. K. Rowling

**Successes**

* Whole school initiatives to encourage reading for pleasure and to increase vocabulary, to develop a reading culture
* Undertake baseline assessment of reading age for all learners, catch up and 1-1 interventions timetabled and resourced for readers requiring additional support. This is done in assessments for new admissions and revisited regularly for other pupils. Results are used to inform targeted interventions.
* Expand existing library, including relocation to a larger room and a significant investment in new books.
* Signed up to the Bookbuzz programme.

**Next steps**

* Rapid Plus ALDS 3 Year Subscription. To be used with Cedar KS3 Nurture group from September 2021 to support reading and comprehension through the in-class PCs. Can also be used to support other students at KS3 who are identified as having a ‘low’ reading age (between 6.6 and 9.6) as part of a coordinated intervention program.  The program can also be used on iPads or laptops.
* Skills for Writing Active Learn Digital Service Subscription. To be used by all Key Stage 3 students as an integrated part of the curriculum for 2021-2022 academic year. Will support Teaching and Learning of ‘low’ ability students at Key Stage 4 as strategies can be embedded across the English curriculum and across key stages.
* As well as delivery during English lessons, one KS3 ICT lesson per week will be used to support the Rapid Plus ALDS.
* GL Assessment subscription for the early detection of dyslexic tendencies, to be used in assessments and for targeted pupils.
* Evaluate impact

**High Support Tuition** is used for a minority of pupils who are unable to access learning with a group and they are taught 1to1 with a personalised learning programme. For full details how this is implemented please see **High Support Tuition Policy.**

**The intention of High Support** is to remove barriers to learning by working closely with the pupil to agree on strategies and activities that increase engagement with learning, family and professionals who are there to support them. How this process is implemented is called the **Learning Pathway:**





**CPD Priorities for 2021/22**

**CPD Priorities for 2021/22**

* Remove barriers to learning
* Increase motivation to learn and increase self esteem
* Improve academic performance
* Subject specific and teacher skills development
* Progress towards becoming a trauma informed school
* De-escalation training for staff

**Complexity of Learners**

* Increased number of KS3 learners supported along EHCP pathway
* On entry performing well below expectations
* Unmet learning needs identified in assessments
	+ Reading age
	+ Working memory
	+ Processing skills
* High proportion (60%+) of learners with ADHD and ASD
* Increased number of SEND Packages agreed with Local Authorities at KS3 and KS4.
* Safeguarding complexity increased post pandemic

**Social, Emotional and Mental Health**

* Poor self-image and low self esteem
* Anxiety disorders
* Attachment and trauma
* Psychological damage
* Experience of domestic violence
* Poverty of aspiration
* Impact of pandemic on mental health and wellbeing

**Subject Development**

* New developments in AQA GCSEs in Maths and English
* GCSE Biology with Combined Science for high achievers
* BTEC qualifications being offered in Sports, Home Cooking
* Development of Computing at KS3 and KS4