

The Acorns School Curriculum 2024/2025

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

Learning to Achieve

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-attendeers (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.

Social Context

71% of pupils are eligible for free school meals (Lancashire average 23.8%).

71% on roll are FSM/disadvantaged.

20% 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.

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Curriculum Intent 2024-25

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.

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 from the curriculum sections core and additional subjects, and at any time from teachers.

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KS3 Curriculum

- KS3 groups are organised into 'tree' groups Rowan, Cedar and Oak.
- Cedar and Rowan Nurture class group delivers specialised and bespoke teaching and learning to pupils who are on the EHCP pathway or who have other additional needs.
- Oak are a transitional group at key stage three who may be suitable to reintegrate back into either their own or another mainstream and are support through behaviour panel in this process.
- Pupils are taught in mixed ability and mixed aged teaching groups within this key stage.
- Teaching staff are adaptive, reflective and plan accordingly for pupils' individual needs.
- All pupils in years 7, 8 and 9 follow National Curriculum programmes for core subjects. For Humanities, PE, Lifeskills/Cookery, Drama the National Curriculum informs the content but it is adapted to suit the learners. 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. Bespoke ELSA lessons will support pupils' social skills and communication.

KS4 Curriculum

- Organised into 'tree' groups year eleven and year ten groups are Willow, Ash and Beech, Holly pupils are typically mixed year ten and eleven.
- 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 experience for appropriate year ten pupils with sourced workplaces to meet the needs and interests of the individual pupils. This will be developed further for 2024-25.
- Personalised focused teaching and learning.

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- Personalised timetables are reflective of individual need and are used to re-engage pupils with learning.

Personal Development

An important part of the school's work is to prepare students for adulthood and the diverse aspects of life and becoming a valued citizen in modern day Britain. We do this via our timetabled personal development curriculum, with the main themes shown in the table below. Personal Development is also part of form times which have a schedule including reading, literacy, numeracy, careers, current affairs. Citizenship lessons leading to a GCSE form a major part of the PD curriculum.

| Personal Development/ SMSC/Careers | Themes | Themes | Themes |
|---------------------------------------|---|---|--|
| | Peer Pressure Online Safety Sexting | Anti-social behaviour Knife Crime Basic First Aid | Safety in the home Road Safety Water and Fire Safety Railway Safety Restart a heart CPR Basic First Aid |
| | Emotional wellbeing Sex and relationships education | Drugs Education Healthy Lifestyles Protected Characteristics | Citizenship British Values Court System |
| | Start Programme Duke of York Digital Enterprise Making Informed Careers Choices | Virtual tours of workplaces Visits to workplaces Careers fairs Employers' talks College visits Apprenticeship visits | Applying for jobs and courses CV and application form workshops |

The Acorns School Curriculum Model 2024-2025

Pathway 1a: Classroom based study 5 days per week GCSE courses, core and enrichment subjects. Students will do all of these subjects leading to external qualifications plus enrichment programmes.

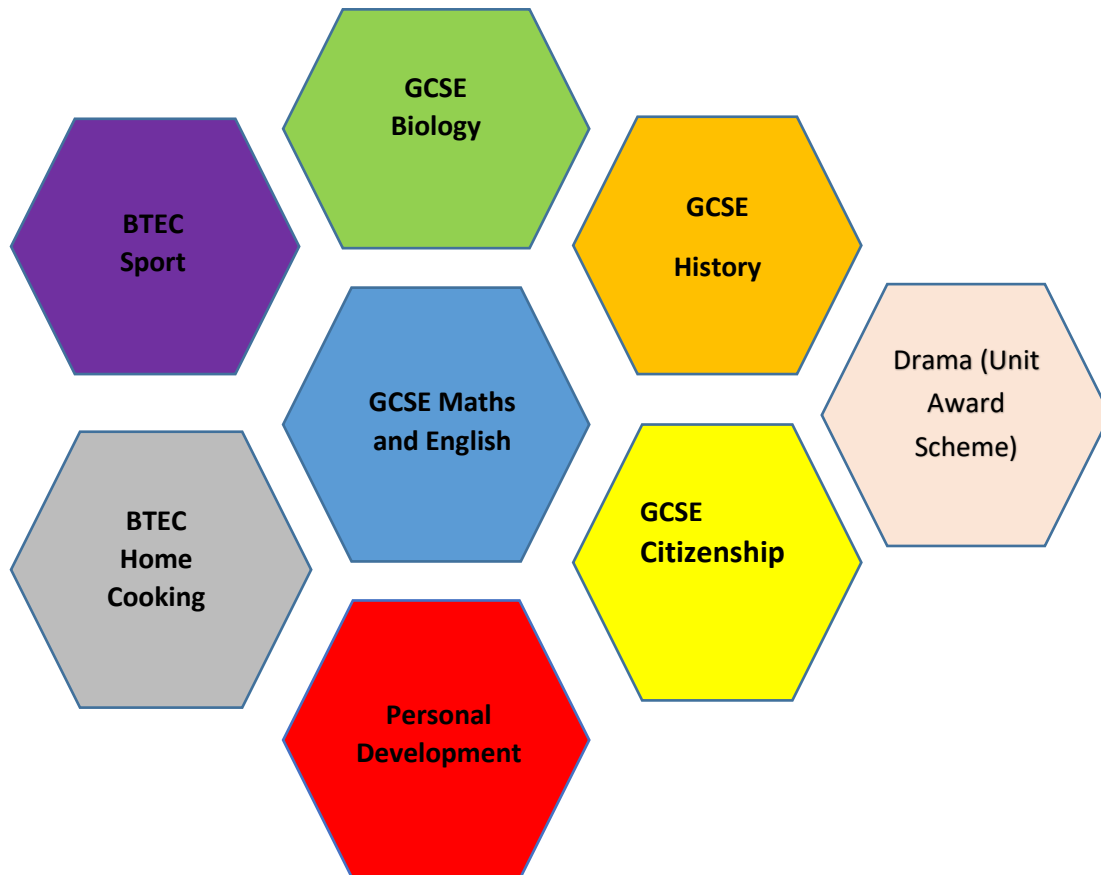
Pathway 1b: Some may do Maths and English Functional Skills or foundation GCSE subjects on site for part of the week and then be offsite to complete vocational programmes for the rest of the week. e.g. industry standard qualifications (IMI/IAL, City and Guilds, BTEC, Ascentis and other vocational pathways).

Pathway 2: Predominantly vocational/ work related course, with Level 1 or 2 Functional Skills English and Maths. Social and emotional skills to re-engage with learning, enrichment activities

Some students will follow Entry Level based programmes to plug gaps and be ready for level 1 options post 16..

Pathway 3. A minority will receive 1-1 teaching for specific reasons e.g. safeguarding concerns or following a risk assessment.

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 Fix-It, BDS Training, My Future Counts, APPLECAST, and Pathways in Learning, if individual student needs can be met in those learning environments.

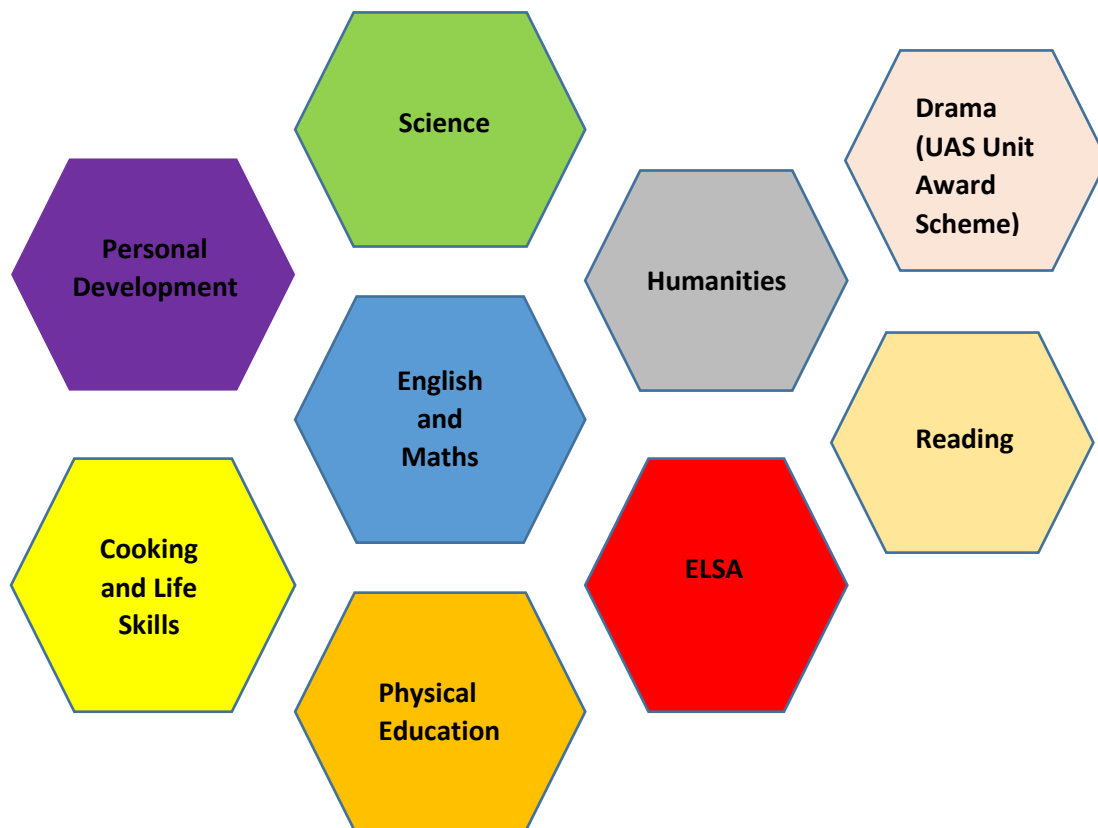
Level 1 and 2 courses with accredited qualifications are delivered by partner vocational providers, agreed by service level agreements. Work related learning is a strong feature of these. Some include functional skills units and full awards.

Work related learning offered by local businesses checked and quality assured by the Acorns School Health and Safety Officer/DSL.

KS4 Pathway 3 High Support 1-1

Some pupils need High Support to re-engage with the curriculum, or because of a risk assessment which says they cannot be educated on the school site. There is a High Support Team in place, staffed by specialist teachers.

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 support 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 English Silver/Gold GCSE English language | Step Up to English Silver/Gold GCSE English language |
| Maths | Maths | Maths | Maths | Entry Level Maths GCSE Mathematics | Entry Level Maths GCSE Mathematics |
| Science | Entry Level Science | Entry Level Science | Entry Level Science | GCSE Biology | GCSE Biology |
| ELSA | ELSA | ELSA | ELSA | | |
| Life Skills/ nutrition/ cooking skills | Life Skills | Life Skills | Life Skills | BTEC Level 1 Home Cooking skills | BTEC Level 1/2 Home cooking skills |
| Drama | Drama UAS (Unit Award Scheme) | Drama UAS (Unit Award Scheme) | Drama UAS (Unit Award Scheme) | Drama UAS (Unit Award Scheme) | Drama UAS (Unit Award Scheme) |
| Citizenship | | | | GCSE Citizenship | GCSE Citizenship |
| Humanities/History | Humanities | Humanities | Humanities | History GCSE | History GCSE |
| PE & Sport | PE | PE | PE | BTEC level 1 Introductory Award in Sport | BTEC level 1 Introductory Award in Sport |
| Reading | Reading | Reading | Reading | | |
| Personal Development programme; PHSE, Enrichment, CIAEG | Personal Development programme; PHSE, Enrichment, CIAEG | Personal Development programme; PHSE, Enrichment, CIAEG | Personal Development programme; PHSE, Enrichment, CIAEG | Personal Development programme; PHSE, Enrichment, CIAEG | Personal Development programme; PHSE, Enrichment, CIAEG |
| Alternative Provision | | | | See separate page | See separate page |

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| KS3 Curriculum (Lessons per week) |
| KS4 Core Curriculum (Lessons per week) |
| KS4 Enrichment Curriculum (Lessons per week) |

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English

Pupils follow a programme of study 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.

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.

See English Overviews in the Curriculum core section on the website for further details.

Subject leader s.evans@westlancspcss.lancs.sch.uk

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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 Schemes of Work.

See Maths Overviews in the Curriculum core section on the website for further details.

Subject leader s.stephenson@westlancspcss.lancs.sch.uk

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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.

See Functional Skills English and Maths Overviews in the core curriculum area on the website.

Subject leader: Mrs Woodhall – c.woodhall@westlancspcss.lancs.sch.uk

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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.

See Science/Biology Overviews in the curriculum core area on the website.

Subject leader j.thomson@westlancspcss.lancs.sch.uk

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Citizenship

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens.

Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

See Citizenship Overviews in the additional subject curriculum area on the website.

Subject leaders v.booth@westlancspcss.lancs.sch.uk

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Drama:

Students will take a practical approach to exploring Drama techniques, Acting Skills and Performance technology. We will run regular trips to see some of the best local theatre.

Drama naturally builds confidence and promotes better communication, and we look forward to seeing what our students achieve.

See Drama Overviews in the additional subject curriculum area on the website.

Subject leaders l.bowen@westlancspcss.lancs.sch.uk and v.booth@westlancspcss.lancs.sch.uk

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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.

Level 2

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.

To pass each 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.

See Lifeskills/Cookery overview in the additional subject section on the website.

Subject leader g.holcroft@westlancspcss.lancs.sch.uk

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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.

See PE overviews in the additional subject section on the website.

Subject leader p.finnegan@westlancspcss.lancs.sch.uk

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Vocational Provision

For some learners in Key Stage 3 and 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 or functional skills 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 using the Lancashire County Council approved proforma.

- 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. These can be pre-arranged or unannounced.

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| Vocational Programmes available off site for a small cohort AP Lead j.thomson@westlancspcss.lancs.sch.uk AP Co-ordinator e.james@westlancspcss.lancs.sch.uk | | Qualifications |
|--|--|--|
| Apple CAST NW | Fishery Management Angling tuition Agriculture Bespoke woodwork shops Fish Breeding Aquaponics Conservation/Horticulture Brush Cutter Dry Stone Walling Intro to fish breeding filter systems | NOCN Step up Programme Open Awards Fishery Management Level Award and Certificate |
| Pathways in Learning | Construction Mechanics Art and Design Business Childcare Hair and Beauty Health and Social Care Hospitality and Catering Retail Travel and Tourism Functional Skills Maths and English | BTEC Level 1 and 2 BTEC Level 1 and 2 BTEC Level 1 and 2 BTEC Level 1 and 2 BTEC Level 1 and 2 BTEC Level 1 and 2 BTEC Level 1 and 2 BTEC Level 1 and 2 BTEC Level 1 and 2 |

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| | | |
|-------------------------|--|---|
| BDS | Beauty Therapy and Hairdressing accredited Health and Social Care courses | City and Guilds - Level 1 award, certificate and diploma Level 1 Hair and Beauty Level 1 Certificate for Skills for Working in the Health Care, Adult Care and Child Care Sectors Level 1 Employability skills |
| My Future Counts | Foodwise Living Independently | ASDAN qualification |
| Fix It Limited | Mechanics Engineering | Open Awards Entry Level 3 in Skills for further learning and employment. |
| Preston North End (PNE) | Sports Enterprise | Open Awards Entry Level 3 in Skills for further learning and employment. |

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SMSC

The Acorns School Spiritual, Moral, Social and Cultural Development recognise it as a crucial part in helping students to learn, develop and grow. Elements can be found within our school policies and the daily practices of teaching and learning; behavioural and academic expectations; management and leadership and our working partnerships. At the Acorns we believe in support of good human beings, to be purposeful and aware of themselves. We share common citizenship to find a way of working and living together successfully. Our mission is to offer a positive, life enhancing education, providing opportunities for the development of every student's potential. Our ethos contributes to the SMSC development of students, as well as inspiring a sense of community.

Our holistic approach to nurturing the 'whole' child works to ensure mental, emotional, spiritual and physical growth and well-being. Daily reflection time in form offers learners to look at current world affairs, researching colleges, applying for apprenticeships, rewards for attendance, achievement and behaviour.

| SMSC overview | |
|----------------------|---|
| Spiritual | <ul style="list-style-type: none">• Remembrance Day. All pupils will learn about the history of WW1 and WW2 along with other conflicts both past and present.• Appreciation of other cultures and British Values as part of the Personal Development Curriculum |
| Moral | <ul style="list-style-type: none">• Firework safety.• Anti-bullying week.• Road safety.• Pride month. |
| Social | <ul style="list-style-type: none">• Recycling week.• Divert group- "Restart the heart" workshop. volunteer work around the school- Gardening. Reward activities for pupils at the end of the course- Trips out, Ten Pin Bowling Wigan FC stadium tour.• Alcohol awareness Pupils will visit and take a walk around different colleges and look at some of the courses they may wish to study. |

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| | |
|----------|---|
| Cultural | <ul style="list-style-type: none">• Black History month. Pupils will research the history around slavery both past and present, past news stories that have changed society today.• Use of key texts in English GCSE “When they see us”• Guest speakers “Lads like us” to speak with our Year 11 pupils about sexual abuse. |
|----------|---|

Subject leader p.finnegan@westlancspcss.lancs.sch.uk

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Duke of Edinburgh's Award.

The Duke of Edinburgh's Award (DofE) Bronze Programme is the world's leading achievement award for young people. It is a balanced programme of activities aimed at developing a student in an environment of social interaction and teamwork. It also encourages young people to take on challenges and live life as an adventure. This Award is offered to pupils in school that are 14-year-old and above

The Acorns School understands it's more important than ever that young people can learn and demonstrate key employability skills after they leave school. By doing the Bronze Award, Pupils can learn employability skills like communication, teamwork, decision making and leadership. The school values its students which is why we are giving them the opportunity to achieve something that we feel will benefit them immensely when they leave school whatever path they take.

The DofE Bronze Award is covered over 4 sections. Physical, Skill, Volunteering and Expedition. Pupils must complete 3 months of work in Physical, Volunteering and Skill whereby evidence is recorded and signed by the subject teacher or DofE assessor. A further 3 months is then required by on 1 of the sections which will complete 6 months of 1 chosen section. All pupils can gain section awards in its not possible to complete the full award. However, to complete the full Bronze Award, pupils must, plan, train and take part in a 2-day 1 night expedition. This will involve training days on walks, map reading, leadership skills on directing the group, setting up tents and camping for 1 night.

| Curriculum overview | |
|----------------------------|--|
| Section Award Evidence | Topic Duke of Edinburgh's Award- Bronze Programme |
| Physical Section | <ul style="list-style-type: none"> • BTEC Level 1 Introductory in Sport- Pupils will participate in a range of Physical Activities, learn new skills and techniques. • Pupils will learn different aspects of BTEC, leadership roles, employability and all of the careers associated with Sport and exercise. |
| Skill Section | <ul style="list-style-type: none"> • BTEC Home cooking- Student to be able to use new cooking skills to make home cooked food that does not use pre prepared, ready cooked food. |

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| | |
|----------------------|---|
| Volunteering Section | <ul style="list-style-type: none">• Pupils will help with Gardening, planting seeds, cleaning up the garden and surrounding areas, paint the work sheds and general tidy up around the school grounds. |
| Expedition Section | <ul style="list-style-type: none">• 2 days and 1 night camping. Pupils will learn new skills such as map reading, demonstrate Leadership skills, good communication, teamwork and overall fun with the rest of the group. |

Subject leader p.finnegan@westlancspcss.lancs.sch.uk

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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. Mrs Stephenson will be meeting regularly to discuss the post 16 pathway for each pupil and ensure that all pupils have several options for their future. Form tutors 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 Personal Development 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.

Subject leader s.stephenson@westlancspcss.lancs.sch.uk

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Reading

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.
- Refurbishment of the school library, including a significant investment in new books and reading materials.
- Reading at The Acorns is a priority within the curriculum. All pupils are assessed for their reading age and comprehension age on arrival at the Acorns through use of the NGRT and NGST. Individual Learner Passports include classroom strategies to allow for targeted in class intervention.
- Use of the Bedrock Learning system for pupils which help improve literacy through interesting and challenging texts, also measuring reading improvement over their time at the Acorns School.
- Key Stage 3 pupils are all given a free book of their choice through the Bookbuzz initiative.
- At KS3 all pupils benefit from weekly timetabled reading lessons to promote a love of reading that results in improved fluency and comprehension.
- At KS4 pupils use challenging texts linked to the curriculum and are able to access GCSE courses.

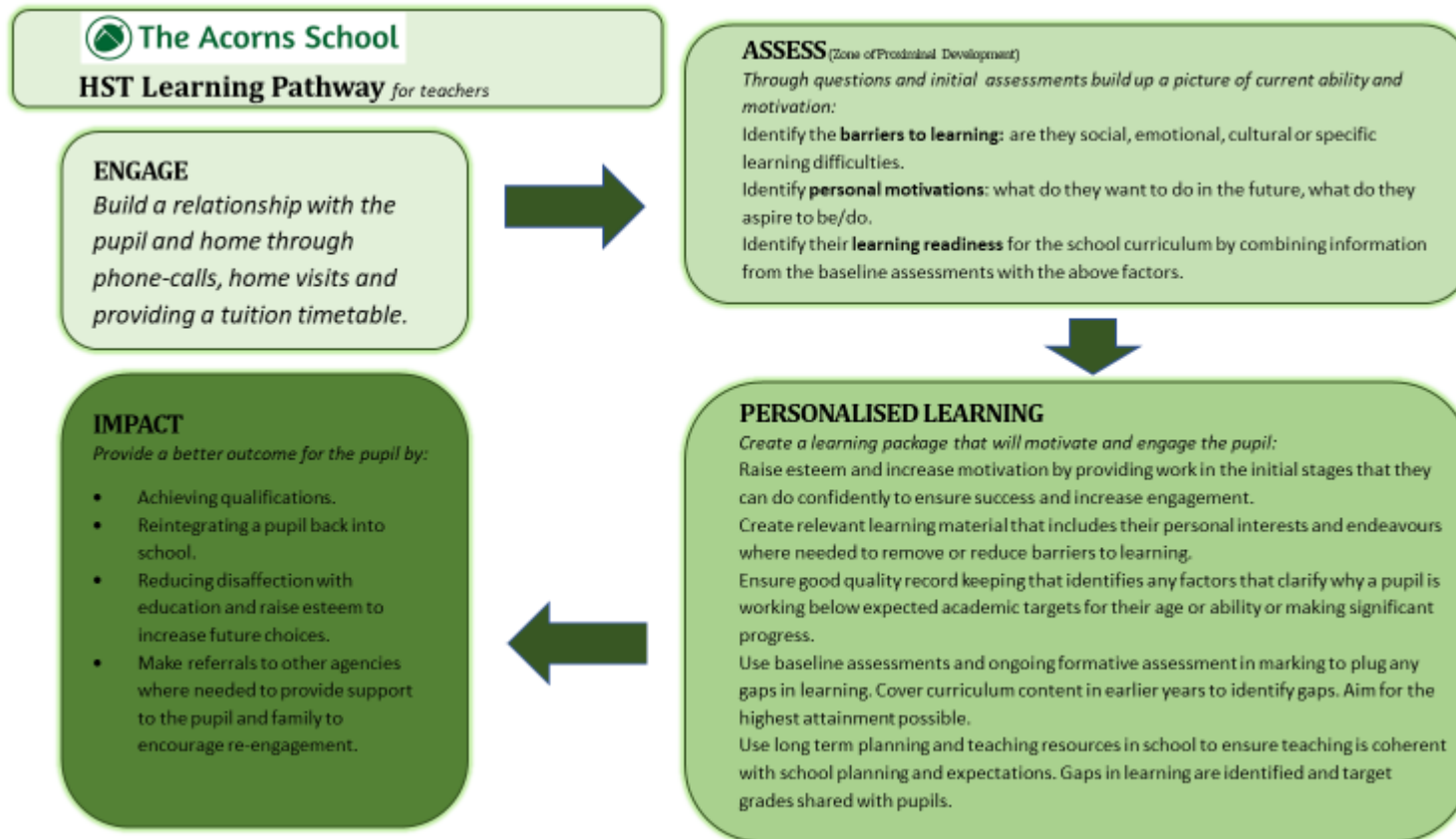
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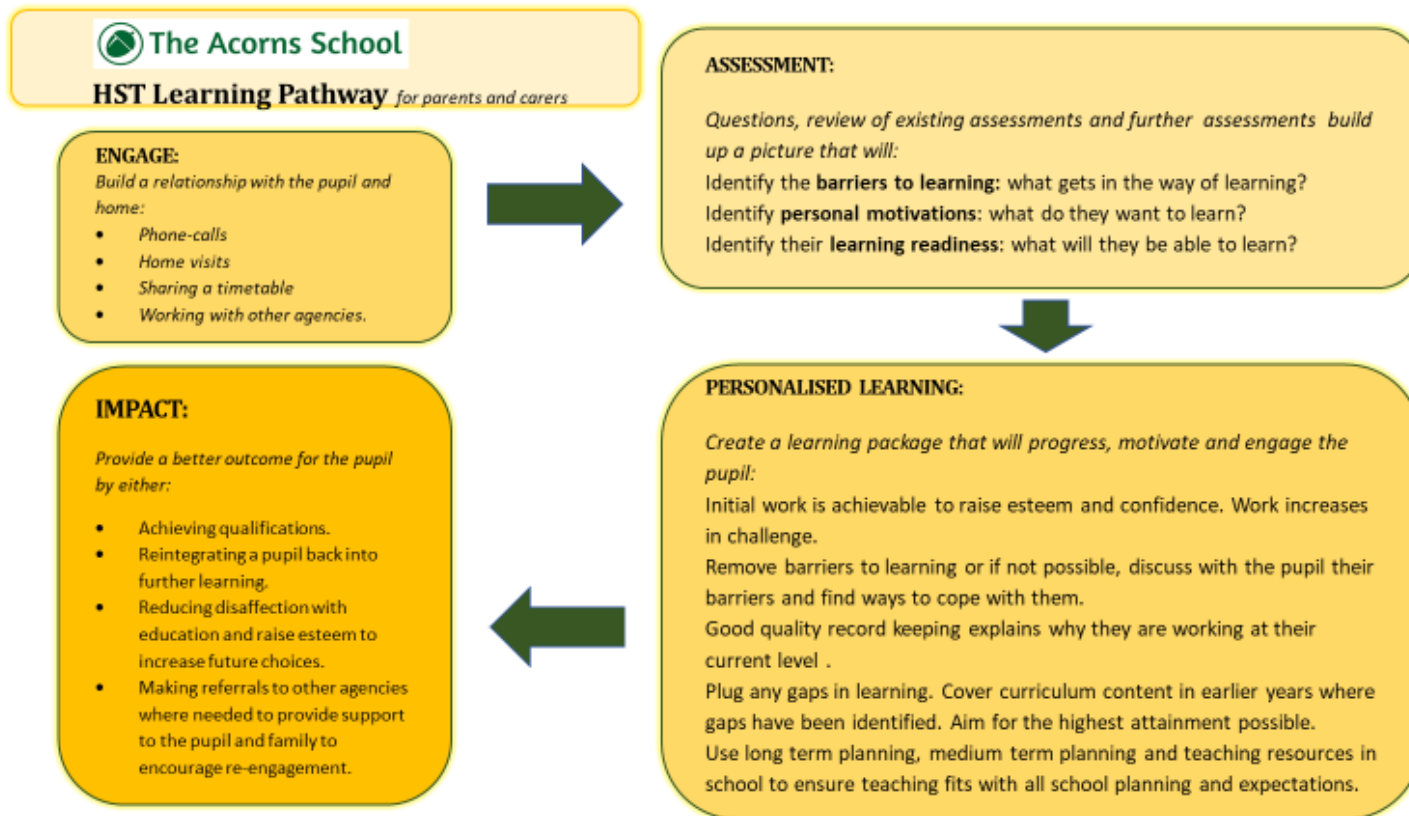
- Staff CPD in Secondary Phonics, used in KS3 reading, KS4 classes and High Support.
- Case studies show that pupils improve their reading at The Acorns.

Subject leader s.koole@westlancspcss.lancs.sch.uk

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 2024/25

CPD Priorities for 2023/24

- Teaching and Learning
- Sandwell Well-being Charter Mark
- Rainbow flag award
- Relational approach to behaviour management

Teaching and Learning

- Subject CPD
- LCC Network Meetings
- Reading – NGRT/Bedrock
- LCC Curriculum advisor (T&L support)

Sandwell Well-being Charter Mark

- Engage with focus groups to listen to and respect all the views of parents, teachers and pupils
- Complete a portfolio of evidence in order to achieve the Sandwell Well-being Charter Mark

Rainbow Flag Award

- 2 staff training on Rainbow flag
- Dissemination to whole staff
- Achieve Rainbow flag award
- Developing PRIDE resources for PHSE

Relational Approach to Behaviour Management

- De-escalation techniques
- Apply new behaviour policy
- Partnership between school and home

CPD Priorities for 2024/25

- Collaborative teaching and learning
- Trauma informed practice
- Needs focused teaching

Teaching and Learning

- Subject specific CPD
- LCC Network/advisor
- Increase collaboration with local schools
- TA's supported to undertake HLTA/teaching

Trauma informed teaching and learning

- De-escalation techniques
- Apply new behaviour policy
- Partnership between school and home

Rainbow Flag Award

- 2 staff training on Rainbow flag
- Dissemination to whole staff
- Achieve Rainbow flag award
- Developing PRIDE resources for PHSE

Relational Approach to Behaviour Management

- De-escalation techniques
- Apply new behaviour policy
- Partnership between school and home
- Collate evidence towards the Silver Behaviour Quality Mark