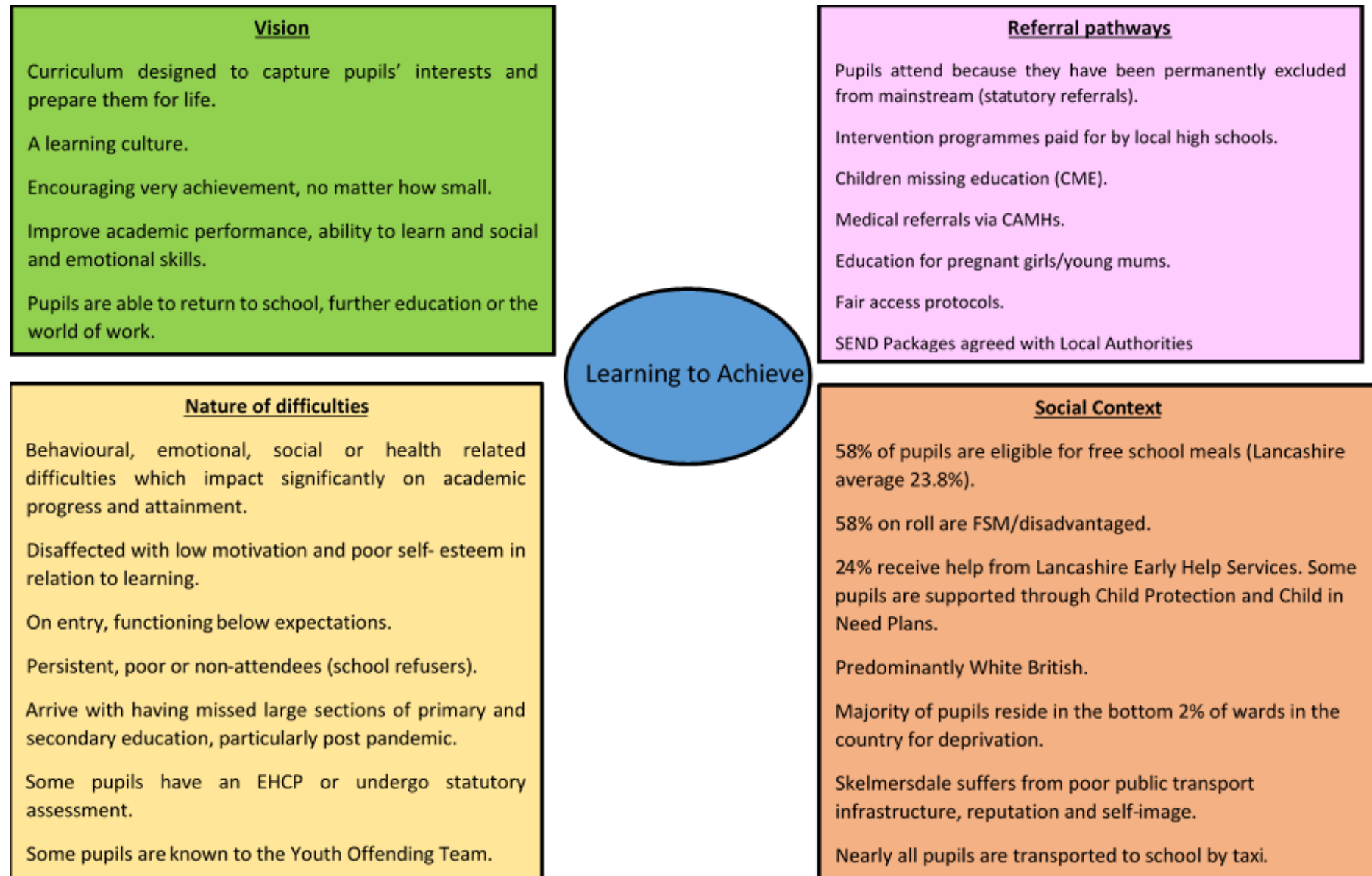




The Acorns School



Curriculum Intent 2025-26

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.

KS3 Curriculum

- KS3 groups are organised into 'tree' groups Rowan and Cedar.
- Cedar and Rowan Nurture class teachers deliver 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 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 and 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 groups are Willow and Ash and year ten groups are Beech and Oak, 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 2025-26.
- Personalised focused teaching and learning.

The Acorns School Curriculum 2025/2026

- 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 2025-2026

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.

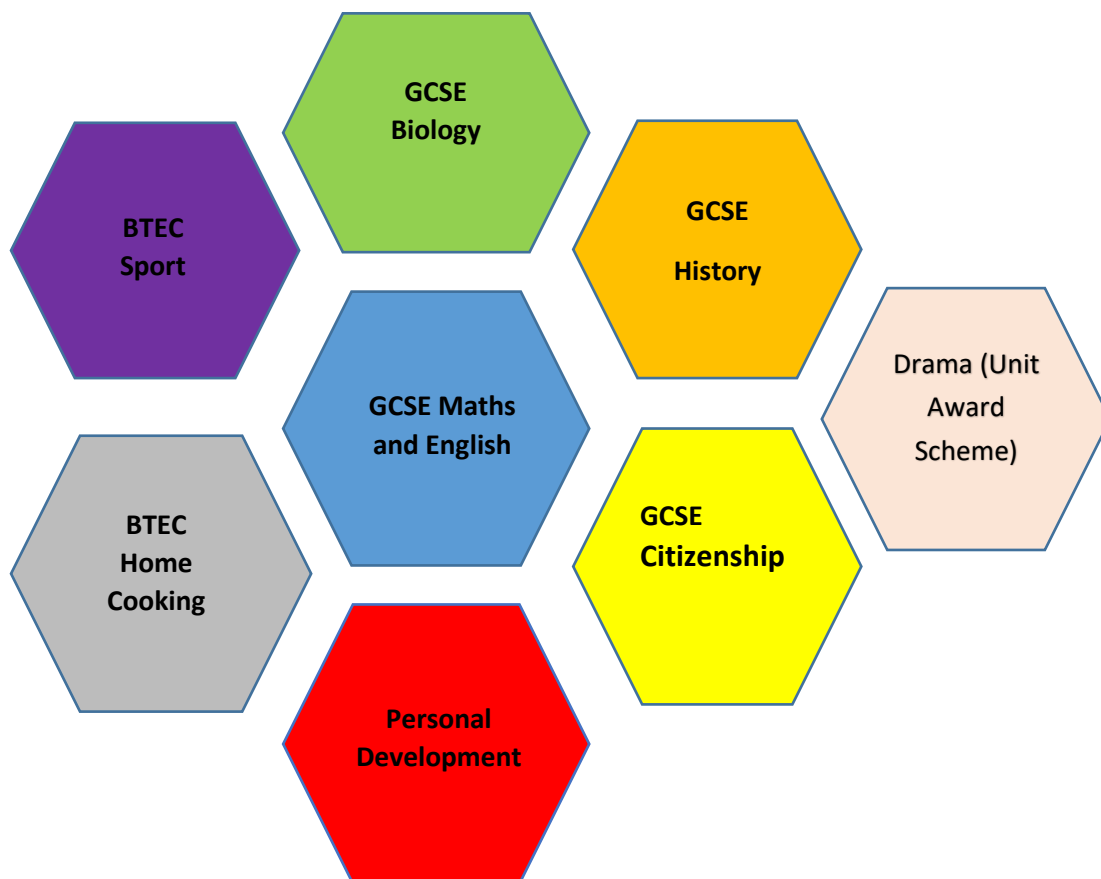
Pathway 1b: Some may do Maths and English Functional Skills or foundation GCSE subjects on site for part of the week and then be offsite to complete vocational programmes for the rest of the week. e.g. industry standard qualifications (IMIAL, City and Guilds, BTEC, Ascentis and other vocational pathways).

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 Bike Mech, Fix-It, BDS Training, My Future Counts, APPLECAST and Stable Lives if individual student needs can be met in those learning environments.

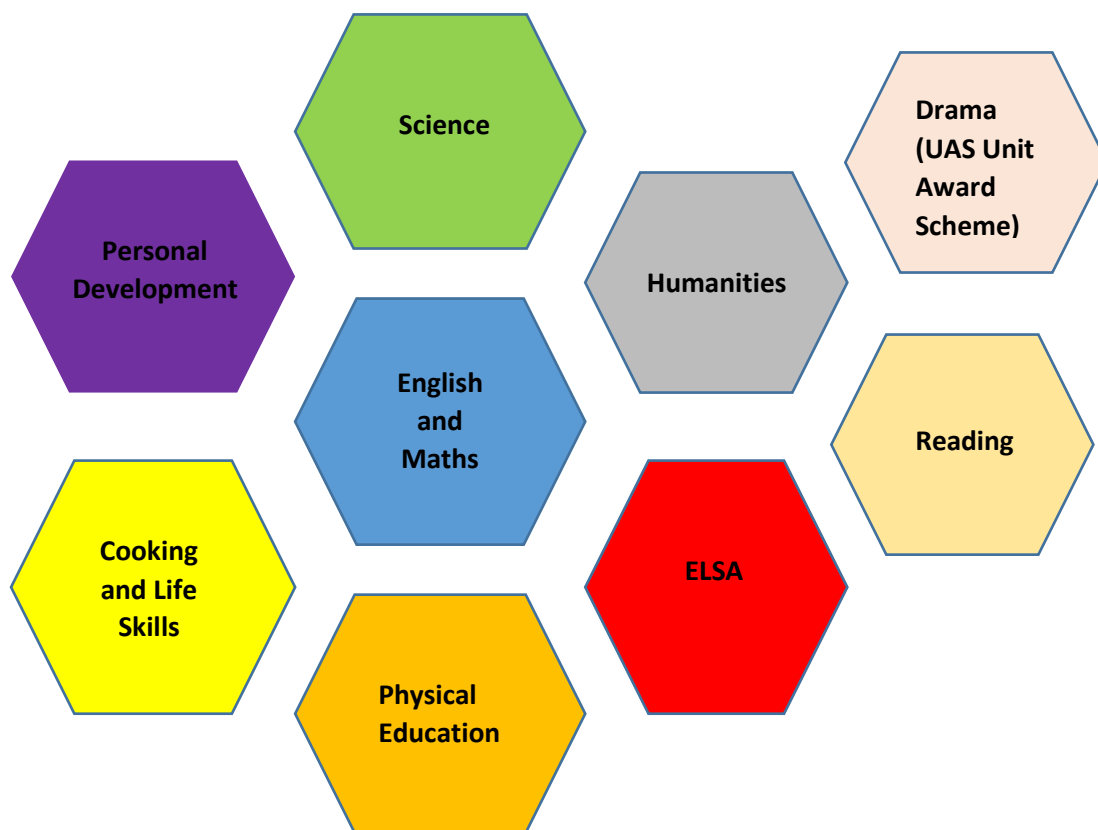
Level 1 and 2 courses with accredited qualifications are delivered by partner vocational providers, agreed by service level agreements. Work related learning is a strong feature of these. Some include functional skills units and full awards.

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 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

The Acorns School Curriculum 2025/2026

Subject Area	Key Stage 3		Key Stage 4		
	Year 7	Year 8	Year 9	Year 10	Year 11
English	English	English	English	GCSE English language	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 1Introductory 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

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

The Acorns School Curriculum 2025/2026

English

English

The content of the English curriculum in Key Stage 3 is in line with the National Curriculum and what other local schools offer. It is laying the foundations for students to either return to a mainstream setting or future learning at Key Stage 4, in both GCSE English Language and GCSE English Literature. The Key Stage 3 English curriculum intends to develop confident, articulate and accurate readers, writers and speakers. Students read a diverse range of increasingly complex and deep texts, write for a wide range of purposes with technical accuracy, and have multiple opportunities to develop their spoken language capabilities. Students regularly read a range of text types as a group and individually, have frequent opportunities to develop personal responses to texts, and build their background knowledge, tier 2 vocabulary and fluency to support comprehension. Writing for a range of purposes, expressing creativity and building writing stamina are developed alongside a deep understanding of grammar, sentence construction, disciplinary writing and underlying spelling patterns. Frequent opportunities to develop the components of spoken language are included throughout the curriculum, and each lesson provides students with multiple opportunities to talk and express their opinions. Text choice represents a diverse range of voices, backgrounds and cultures, so the curriculum provides windows and mirrors to all pupils. The Key Stage 3 English curriculum is ambitious for all students by offering a 'low floor' and 'high ceiling' in each lesson. All students can follow the same pathway through the curriculum, regardless of their starting point. The curriculum is designed to ensure it is possible for all students to attempt the written questions and tasks. Teachers are expected to adapt lessons, support, and scaffold learning according to the needs of students within the context.

The content of the curriculum in Key Stage 4 is in line with the AQA GCSE English Language (8700) specification:

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>. The sequencing of the curriculum ensures that pupils are able to build on and make links with existing knowledge. Concepts are mapped across the two-year programme to ensure coherence and allow for incremental development over time. Schemes of Learning often link to different domains or topics within English, allowing the retrieval of previously taught content and demonstrating how closely linked different ideas can be. The KS4 English curriculum aims to develop confident, articulate and accurate readers, writers and speakers. Students read a diverse range of increasingly complex and deep texts, write for a wide range of purposes with technical accuracy, and have multiple opportunities to develop their spoken language capabilities. Literary and non-fiction texts and extracts are carefully selected by teaching staff to support The Acorns School's whole-school approach to improving reading and building an embedded and sustained culture of reading for pleasure. Struggling readers receive in-class support and out-of-class intervention to improve reading fluency and, therefore, increase students' confidence in reading, writing and overall communication in preparation for their terminal examinations.

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

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

The Acorns School Curriculum 2025/2026

Maths

Our GCSE Maths programme is designed to build student confidence and show the real-world value of mathematics. We believe that by making maths accessible and engaging, we can help students overcome anxiety and achieve their full potential. Our goal is for every student to develop a deep and lasting understanding of the subject, whether they are working towards a qualification in Year 11 or preparing to reintegrate into mainstream education.

Our aim is for students to learn to:

- Recall and apply mathematical facts and concepts quickly and accurately.
- Develop growing confidence in their mathematical reasoning.
- Effectively apply their maths skills to solve problems.

For further information, please see the Maths overviews located in the Core Curriculum section.

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

Subject leader l.hulse@westlancspcss.lancs.sch.uk

The Acorns School Curriculum 2025/2026

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

The Acorns School Curriculum 2025/2026

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

The Acorns School Curriculum 2025/2026

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

The Acorns School Curriculum 2025/2026

Drama:

Students will take a practical approach to exploring Drama techniques through acting, creative arts and different medias. The subject will welcome workshops and visits from industry professionals and trips to venues and theatres. Drama naturally builds confidence, promotes positive wellbeing and allows students to establish the transferable skills they already have throughout life and in their education. We look forward to students accessing the exciting opportunities planned for this year!

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

The Acorns School Curriculum 2025/2026

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

The Acorns School Curriculum 2025/2026

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 games such as Football, Rugby, Handball, Hockey and Basketball. Pupils will also develop their knowledge and understanding of Cricket, Short Tennis, Badminton, Rounders and Athletics. All pupils have the opportunity to improve their skills in Dance and Boxing. Additionally, KS3 learners will study Sports Leadership Award Level 1 alongside the Onside program through LFC Foundation. Students will learn about the key factors of health and safety in PE, Importance of warm-ups and cool down before, during and after exercise. Understanding of Diet and Nutrition, health and skill related fitness and participation in fitness and exercise.

KS4 students will develop their own 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 continue their learning from KS3 through the LFC foundation Sports Leadership Award to Level 2. Students will continue to develop their own knowledge and understanding in Core PE and various sports and activities and will also use local external facilities.

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

The Acorns School Curriculum 2025/2026

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.

The Acorns School Curriculum 2025/2026

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
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.
Bike Mech	Mechanics Engineering	ABC Level 1 Award in Motor Vehicle Studies.
Stable Lives	Equine Studies	Equine Assisted Personal Development courses.

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 <p>Pupils will visit and take a walk around different colleges and look at some of the courses they may wish to study.</p>

The Acorns School Curriculum 2025/2026

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.

The Acorns School Curriculum 2025/2026

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

The Acorns School Curriculum 2025/2026

CEIAG

Our students will have access to a wide range of careers activities and information, including Labour Market Information, Careers Fairs, Work place visits, Employability Skills Workshops, Apprenticeship information, College and University visits and Work Experience for year ten pupils (some work experience may be virtual). Our parents and carers will also have access to support and assistance for their child's Post-16 transitions and career prospects.

Miss Booth Acorns Careers Lead will work directly with Mrs Leary our independent careers advisor from Career North to ensure all pupils are receiving careers time and support. Mrs Leary will work with individual students to discuss their career options and offer advice and guidance. Careers advice and guidance is available to year elevens as a priority, year ten and then key stage three pupils.

Form tutors will provide weekly careers time for their students to support them with completing application forms, personal statements and structuring a CV, looking at a different job each week and discussing employability skills.

All Year 11 pupils will receive mock interviews in preparation for college and employment. Year 10 pupils will focus on work experience, this may be virtual or in person.

Personal Development lessons will focus on their employability skills to support their chosen career path. KS3 Students will have access to external visitors and career workshops in school as well as industry and further education trips.

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

The Acorns School Curriculum 2025/2026

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

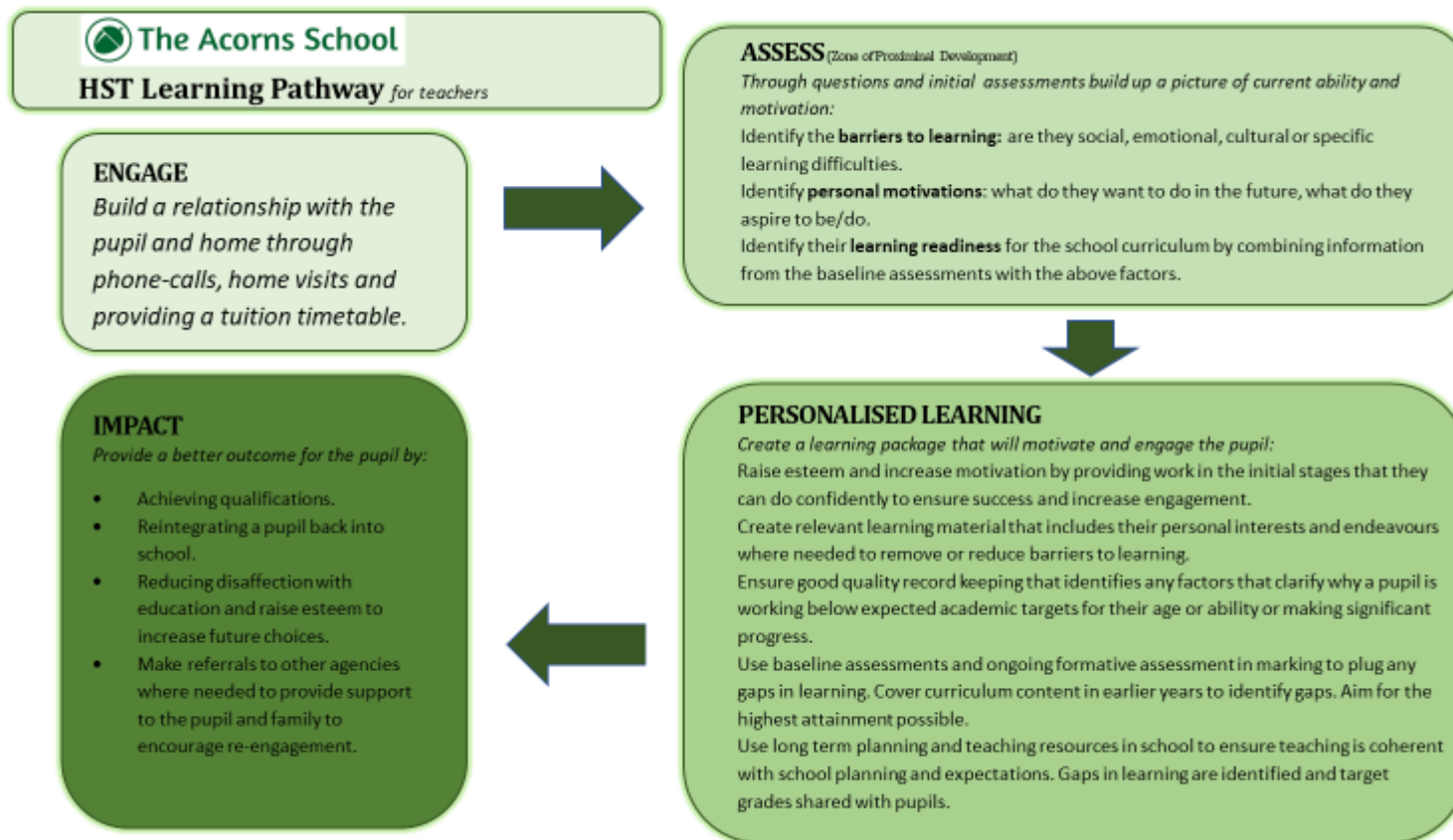
Successes

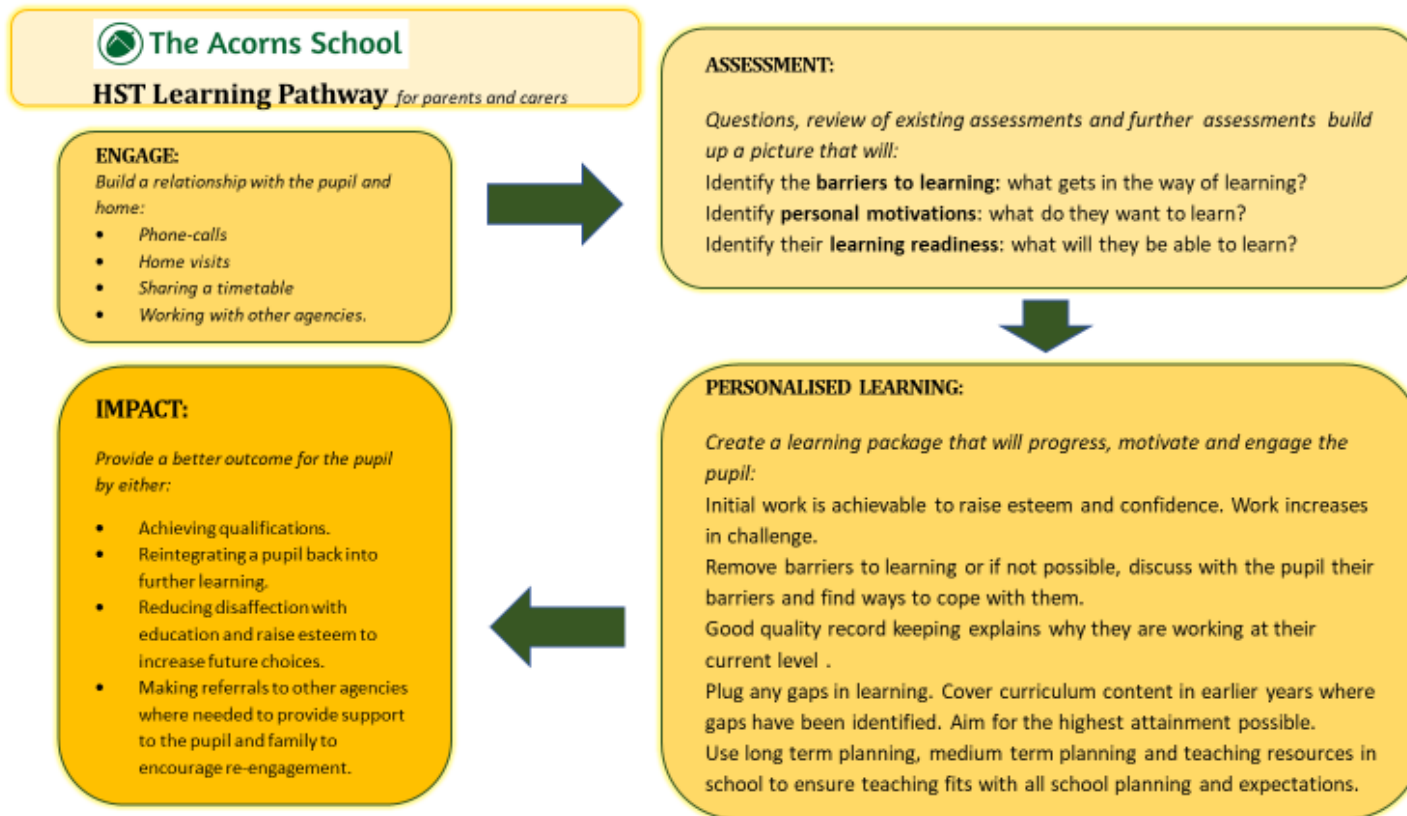
- Whole school initiatives to encourage reading for pleasure and to increase vocabulary, to develop a reading culture. For example, all pupils participate in World Book Day reading activities and challenges.
- Refurbishment of the school library, including a significant investment in new books and reading 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 Lexonik Leap and Flex programmes as an intervention strategy for pupils to help improve literacy, which also measures 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 The Acorns pupils use challenging texts linked to the curriculum and are able to access GCSE courses.
- 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**:





The Acorns School Curriculum 2025/2026

CPD Priorities for 2025/26

Continuous Professional Development (CPD) Statement

The Acorns School has a clear plan for Continuous Professional Development (CPD) that matches the school's goals.

The way Acorns School approaches CPD is based on a few important ideas that make it useful and effective. These ideas are:

- **Relevance:** All CPD activities must relate directly to what staff do in their jobs. This helps improve the learning of students.
- **Evidence-Based:** The activities should use methods that have been shown to work and that can lead to real improvements in teaching and learning.
- **Impact Evaluated:** We will check how well all CPD activities work to make sure they help teachers do their jobs better and help pupils learn more.

At Acorns School, we provide different CPD opportunities to meet the different needs and learning styles of our staff, including:

- **In-House Training:** Workshops and training sessions led by skilled staff from within the school or invited experts.
- **External Conferences and Seminars:** Events outside the school where staff can learn about new ideas and strategies in education.
- **Peer Observation and Coaching:** Working together and giving feedback among colleagues to help each other improve.

These activities help create a positive atmosphere in the school. They increase staff motivation and effectiveness, which benefits both staff and students.

<u>CPD Priorities for 2024/25</u>	<u>Teaching and Learning</u>	<u>Trauma informed teaching and learning</u>	<u>Rainbow Flag Award</u>	<u>Relational Approach to Behaviour Management</u>
<ul style="list-style-type: none">• Collaborative teaching and learning• Trauma informed practice	<ul style="list-style-type: none">• Subject specific CPD• LCC Network/advisor• Increase collaboration with local schools<ul style="list-style-type: none">• TA's supported to undertake	<ul style="list-style-type: none">• De-escalation techniques• Apply new behaviour policy• Partnership between school and home	<ul style="list-style-type: none">• 2 staff training on Rainbow flag• Dissemination to whole staff• Achieve Rainbow flag award• Developing PRIDE resources for PHSE	<ul style="list-style-type: none">• De-escalation techniques• Apply new behaviour policy• Partnership between school and home

The Acorns School Curriculum 2025/2026

<ul style="list-style-type: none"> Needs focused teaching 	HLTA/teaching qualifications			<ul style="list-style-type: none"> Collate evidence towards the Silver Behaviour Quality Mark
<u>CPD Priorities for 2025/26</u> <ul style="list-style-type: none"> Collaborative teaching and learning Trauma informed support for staff Equality and Diversity Charter Mark 	<u>Teaching and Learning</u> <ul style="list-style-type: none"> Subject specific CPD NPQ training to encourage research based practice LCC Network/advisor Increase collaboration with local schools TA's supported to undertake HLTA/teaching qualifications	<u>Trauma informed support for staff</u> <ul style="list-style-type: none"> Power Threat Meaning Framework Project Compassionate Mind Training Increased coaching for staff Supervision skills training (compassionate colleagues) Creating a coaching culture 	<u>Equality and Diversity Charter Mark</u> <ul style="list-style-type: none"> Sexual Orientation to include Rainbow Flag Award training Religion and belief module 	<u>Training and development of staff to meet demands of more complex pupil cohort</u> <ul style="list-style-type: none"> More staff trained as ELSA practitioners NPQ SENCO training SEND and complex needs training for staff Move towards outreach model in line with AP strategy