

COVID-19 Curriculum		
Intent	Implementation	Impact
<p>English/Maths/Media: To offer academic subjects with focus on the core to ensure that students attending do not fall behind where possible.</p>	<p>Timetabled core lessons (English and Maths) Whole school literacy focus within all subjects including practical. Google Classroom activities and assignments set from all subjects.</p>	<p>Students have opportunities to continue with their education and make progress during the lockdown period.</p>
<p>PE: To offer PE/Physical activities that are socially distanced and to improve or maintain the students fitness and hand eye coordination.</p>	<p>Timetabled lessons for sporting activities also time slots to continue with any theory work for the NCFE Level 2 coursework.</p>	<p>Students that have engaged in sports lessons have seen an improvement in their fitness levels and have fully engaged in these sessions.</p>
<p>Princes Trust: To deliver princes trust units that will help the students manage anxiety and emotions during the covid-19 situation.</p> <p>Prince's Trust: units are Covid time specific, i.e. Preparing for a Healthy Lifestyle, Participating in Exercise, Managing Feelings,</p> <p>Princes Trust: To offer topics such as Body language, working as a team and self-confidence have been covered.</p>	<p>5 x 40 mins lessons every 3 weeks. Handpicked unit's specific to the needs of the students.</p> <p>PT is timetabled across the year groups.</p> <p>Timetabled lessons for all students in hubs. Lessons are discussion and written based.</p>	<p>Maintaining progress throughout the course. Students will develop a range of personal development skills. Reduced anxiety around attending school during a lockdown. Students understand how to keep themselves fit & healthy during lockdown.</p> <p>Students can understand some types of body language given off by their peers. Students have also learned strategies in building self-confidence and how to work effectively as a team without conflict</p>
<p>Food Tech: To offer practical based Food Technology lessons in the classroom focusing on basic cooking skills.</p>	<p>Timetabled cooking lessons, timetabled live lessons through virtual platforms (google meet) Cook at home activities; ingredients and recipes are sent home for students to cook for their families.</p>	<p>Students are able to continue to practice the basic cooking skills they already have.</p>

<p>Occupational Studies: To reengage pupils into the school environment through practical lessons based around construction and gardening. Pupils will build resilience and work on managing emotions</p>	<p>Supply a range of engaging activities where pupils will be working with a wide range of tools and materials. Activities have been designed around building resilience through challenging activities and demonstrating how to deal with emotions as they arise.</p>	<p>Pupils will feel comfortable at school and will have been exposed to new skills they may not have previously experienced in the hope they can find new abilities within themselves.</p>
<p>ART: To offer an art curriculum that is personalised to pupil interests.</p>	<p>Provide various materials so pupils can develop their ideas based on their interests.</p>	<p>Pupils have the opportunity to develop their ideas and experiment with different ideas and materials.</p>
<p>Behaviour/ Therapeutic Support</p> <p>To encourage attendance to academy</p> <p>To keep a connection with the school and education</p> <p>To offer a skills-based curriculum, offer a range of opportunities for pupils to engage with staff and school both through Google meets, Google classroom lessons and face-to-face in school sessions.</p>	<p>COVID-19 website updates A trust wide Risk assessment Weekly behaviour group meetings via Gotomeeting Use of Google classroom to reach out to pupils and provide an inclusive communication platform. Welfare/doorstep visits to support pupils and parents To provide FSM vouchers Transport arranged as required with relevant agencies Clear timetabling to engage with as many pupils as is safe and effective. A rolling programme of days for different individuals. Broad and balanced curriculum in place within shortened school day</p>	<p>Continue to record progress on Sleuth Follow a COVID curriculum that reflects the individual needs of our pupils all pupils can achieve Vulnerable and key worker pupils in school Covid-19 behaviour walks Safeguarding via Google classroom Measure attendance through Google classroom. Risk assessments accurate and QA weekly</p>

Recovery Curriculum x 2 weeks		
Intent	Implementation	Impact
<p>English/Maths/Media: To support students that haven't attended school & accessed face to face teaching to catch up in core learning</p>	<p>English- begin in September with a SOW which gently eases each year group back into the full time school environment- including use of IT based literacy-Lexia- films/ documentaries / short reading/writing tasks/ week by week build on improving resilience and self –esteem through the school reward scheme. Adjust time out accordingly.</p> <p>Academy wide termly numeracy focus in place for each half-term</p> <p>Maths – Curriculum will focus practical tasks (outdoor activities - weather permitting) in the first two weeks. Kinaesthetic approach to delivery of topics to ensure/promote social distancing</p>	<p>Students work at the level they are able to & knowledge gaps are filled</p>
<p>To support students that have attended school & had face to face teaching in core subjects</p>	<p>GCSE's in English and Maths</p> <p>English- begin in September with a SOW which gently eases each year group back into the full time school environment- including use of it based literacy-Lexia- films/ documentaries / short reading/writing tasks/ week by week build on improving resilience and self –esteem through the school reward scheme.</p> <p>Maths- Develop online learning resources such as Mathletics / MyMaths / Google classrooms.</p> <p>Maths games and problem solving activities through NCTEM</p>	<p>Students with minimal disruption to their education throughout Covid are able to progress & work at their own level.</p>

<p>Occupational Studies: To ease back those pupils who have not been attending school during lockdown. To continue to build on pupils' personal development. To continue to progress in subjects.</p>	<p>Pupils will mostly be taking part in the practical elements of the NCFE occupational studies qualification. Through new and challenging experiences, the pupils will also be working on building their resilience.</p>	<p>Pupils feel comfortable at school and are moving towards fully reengaging in all subjects and activities within the school.</p>
<p>PSE/Wellbeing: Ensure PSE/Wellbeing course/units are taught alongside core & PE</p> <p>PE: To offer PE/Physical activities that are socially distanced and to improve or maintain the students fitness and hand eye coordination.</p>	<p>Implement new PSE qualifications (AQA AWARDS) by timetabling it</p> <p>Timetabled lessons for sporting activities also time slots to continue with any theory work for the NCFE Level 2 coursework.</p>	<p>Opportunity for wellbeing discussions, students have a better understanding of their feelings, & students gain a qualification</p> <p>Students that have engaged in sports lessons have seen an improvement in their fitness levels and have fully engaged in these sessions.</p>
<p>Princes Trust: To ensure students feel safe and supported whilst attending school.</p> <p>To increase the amount of Princes trust lessons are being delivered.</p>	<p>Create a safe environment with clear boundaries and expectations.</p> <p>Teach personal development skills that will increase the wellbeing of pupils.</p>	<p>Students will feel comfortable attending school.</p> <p>Progression through the princes trust course.</p>
<p>Sports Science: To re-introduce science into the curriculum.</p> <p>Ease students back in to science lessons at a gradual pace.</p> <p>To increase students' academic progress in science.</p>	<p>Include science on the timetable.</p> <p>Introduce the new science course.</p>	<p>Pupils will maintain progress throughout the year.</p>
<p>Art: To support students that haven't attended school and ease them back into learning.</p>	<p>Engaging tasks that build up skills gradually and are differentiated to each pupils needs.</p>	<p>Pupils feel that they are improving their skills and becoming more confident to create art work.</p>

<p>Food Tech: To revisit topics such as health and safety and cooking skills and cook basic dishes that build on student's confidence.</p>	<p>Introduce NCFE level 2 in Food and Cookery</p>	<p>Students will gain confidence in the kitchen using different types of equipment and utensils and will feel happy and safe in their environment.</p>
<p>Behaviour/ Therapeutic Support</p> <p>To continue to encourage attendance to academy</p> <p>To continue to offer a more skills-based curriculum, offer a range of opportunities for pupils to engage with staff and school through face-to-face in school sessions.</p>	<p>Providing a safe and sterile environment-adhering to Government guidelines Providing more therapeutic and active curriculum To support pupils' needs by offering counselling, initial one –to –one support, common room for year 11's to regroup.</p>	<p>All pupils feel safe and confident in attending school and fully reintegrated into the learning environment. Pupils know that they have the academy's support for their needs.</p>

<p style="text-align: center;">Post Covid Curriculum</p>		
<p style="text-align: center;">Intent</p>	<p style="text-align: center;">Implementation</p>	<p style="text-align: center;">Impact</p>
<p>CORE: English, Maths & Media all taught at GCSE, pupils will also complete work towards ELC in mathematics</p>	<p>Students in Year 10 and 11 will be offered extra after school catch up sessions GCSE English text preparation starts in Year 9</p>	<p>All pupils gain qualifications at their own level of learning.</p>
<p>NCFE Level 2 PE</p>	<p>Using a wide range of sports and theory lessons, pupils should learn about being healthy, understanding how the body works and business in sport.</p>	<p>Pupils will earn a Level 2 NCFE qualification in sport and PE.</p>

<p>Occupational Studies: Pupils will be completing Level 1 and 2 NCFE qualification in occupational studies. Entry Level 3 Occupational Studies</p>	<p>Through practical activities and Google classroom Students will learn a wide range of skills including how to play various instruments to learning how to valet a car fully.</p>	<p>Pupils will complete course and gain qualification. Pupils will gain an entry level 3 qualification in Occupational studies.</p>
<p>Food Tech: NCFE Level 2 Certificate in Food and Cookery High Speed Training Level 2 Food Safety Certificate Year 7,8 and 9 Enrichment Cooking Lessons</p>	<p>Qualification are taught with the new timetable, which allows for double practical lessons and single theory lessons. Catch up lessons will also be offered.</p>	<p>All Pupils by year 11 will gain at least one qualification in this subject.</p>
<p>Applied Science and Technology Level ½ - To start the new science qualification, starting with basic principles of biology. Students will have high support when completing work as many of them have not studied biology for some time.</p>	<p>Practical focused lessons, with high support through teacher, LSA/support and resources.</p> <p>Fun ‘quizzes’ to gain some baselines scores as a mock assessment would cause too much anxiety for students.</p> <p>Level 1 and level 2 qualifications that will be accessible for all students.</p> <p>After school catch up lessons for student to make up for lost time during the lockdown.</p>	<p>Students should build up skills to be able to make strong progression through the course.</p> <p>Students will gain Science qualifications.</p>
<p>Art: Begin to follow Scheme of Work that is on school site.</p>	<p>Break Scheme of Work down into easy short tasks that enable each pupil to create work based on topics that are interested in.</p>	<p>All students make progress based on their level of ability.</p>
<p>Behaviour/ Therapeutic Support</p> <p>To continue to encourage attendance to academy</p>	<p>To set SIS targets in line with pupils needs on return to school All pupils are aware of behaviour levels and consequences All pupils are aware of rewards system Providing a safe and sterile environment- adhering to Government guidelines</p>	<p>All pupils feel safe and confident in attending school and fully reintegrated into the learning environment. All pupils are aware of behaviour levels and consequences Reduce the risk of an RPI Manage behaviours</p>

<p>To offer specific pupils bespoke timetables to help manage behaviours</p>	<p>Providing more therapeutic and active curriculum To support pupils' needs by offering counselling, initial one –to –one support, common room for year 11's to regroup.</p>	<p>Update risk assessment's weekly</p>
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