

## Intent: what are we trying to achieve with our curriculum?

<p>1. What are our curriculum aims? What do we want pupils to be able to know and do by the time they leave?</p>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>To develop core skills across foundation subjects.</li> <li>To develop Motor Skills and Team Building embedded within the curriculum.</li> <li>To support pupils in developing a sense of self to become receptive learners in a nurturing environment with the clear intention of returning to mainstream or support access to appropriate provision.</li> <li>To prepare for transition to secondary and develop coping strategies.</li> </ul> <p><b>KS3 STAG</b></p> <ul style="list-style-type: none"> <li>To develop coping strategies for their successful return to mainstream through a 12-week programme.</li> <li>To develop/address any gaps in education and develop self-esteem.</li> </ul> <p><b>KS3 PEX</b></p> <ul style="list-style-type: none"> <li>Provide a positive experience through the curriculum: promote success and a growth mind-set.</li> <li>The curriculum is based around Personal Development including core skills in a nurturing environment with the aim to finding an appropriate provision or continuing their education at the academy.</li> </ul> <p><b>KS4</b></p> <ul style="list-style-type: none"> <li>To maximise the opportunities to achieve qualifications and prepare them for their post-16 education.</li> <li>To offer support strategies so pupils can manage themselves and achieve their full potential.</li> <li>To promote and develop independent learners.</li> <li>To offer career guidance; training or employment and develop their social independence.</li> </ul>
<p>2. How does our curriculum plan set out the sequence and structure of how we'll implement it?</p>	<p>Our curriculum intent is:</p> <ul style="list-style-type: none"> <li>To provide pupils with academic and vocational success delivered through timetabled lessons.</li> <li>To emphasise Personal development opportunities delivered through SIS targets; Personal Development tutor time; extra-curricular activities; careers; options; outside agencies and interventions.</li> </ul>
<p>3. How does our curriculum reflect national policy (for example, British values or PSHE)?</p>	<ul style="list-style-type: none"> <li>PHSE- Sex and Relationships</li> <li>Personal Wellbeing</li> <li>Equality and Diversity</li> <li>Personal development themed focus each half-term embedded into each subjects' SOW</li> <li>P.E</li> <li>Assemblies</li> </ul>
<p>4. How does it cater for disadvantaged and minority</p>	<ul style="list-style-type: none"> <li>Offer entry level qualifications; NCFE / vocational qualifications plus levels 1 and 2 for non-academic pupils</li> <li>GCSE's</li> </ul>

<p>groups? How do we make sure these pupils are not 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results?</p>	<ul style="list-style-type: none"> <li>• Constant reviewing/ amending/ updating curriculum to match pupil needs</li> <li>• Pupil Premium; interventions; laptops; dongles.</li> <li>• Enrichment Friday</li> <li>• Intervention timetable (social independence interventions)</li> <li>• Each subject has equality and diversity embedded as personal development theme</li> <li>• To avoid pupils being 'shut out'- Globe Trotters- identify talents beyond our curriculum and can use PP to support this.</li> </ul>
<p>5. To what extent have we made objectives /aims clear? Does everybody know them?</p>	<ul style="list-style-type: none"> <li>• Documents on website</li> <li>• Staff CPD</li> <li>• All staff input</li> </ul>

### **Implementation: how do we deliver our curriculum?**

<p>1. How does our current curriculum match our intention (see previous session)?</p>	<p>Our curriculum matches our intention as follows:</p> <p><b><u>Primary</u></b></p> <p><b>Nurture-</b></p> <ul style="list-style-type: none"> <li>• We have a nurture room with sensory materials and resources, in order for pupils to work on their social skills. This includes carpet time (teacher reads to pupils) and pupils sharing their reading and writing.</li> </ul> <p><b>KS2-</b></p> <ul style="list-style-type: none"> <li>• The curriculum offers the teaching of core skills: reading and writing; Maths; science; P.E and dance.</li> <li>• Personal development sessions are offered weekly including self-defense classes; working through 'My Activity Passport' and other enrichment activities.</li> </ul> <p><b><u>Secondary</u></b></p> <p><b>KS3-</b></p> <ul style="list-style-type: none"> <li>• TAG: The curriculum offered is largely focused on personal development (Prince's Trust; football; boxing; art; music therapy; focus on PHSE; Enrichment activities; Activity Passports/ Globe Trotters and SIS targets) and core skills English and Math's.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>PEX</i>: The curriculum offered is Math's; English; Science; P.E; Personal development on a weekly basis including My Activity Passport and Globe Trotters. Interventions such as football; boxing; art; music therapy are available for pupils and SIS targets are reviewed half termly.</li> </ul> <p><b>KS4-</b></p> <ul style="list-style-type: none"> <li>• The Curriculum offers the opportunities to gain up to 9 qualifications including GCSE's (Math's; English language and Media) and Levels 1 and 2 Vocational subjects such as Food Tech; Occupational Studies; Applied Science; Prince's Trust; Child Development.</li> <li>• Supporting strategies are offered so pupils can manage themselves through SIS, 'My Activity Passport'; Globe Trotters and enrichment activities.</li> <li>• We have focus days on careers and regular meetings with Connexions officer, as well as work experience.</li> </ul>
2. What subjects are we not teaching?	<ul style="list-style-type: none"> <li>• History and Geography (we cover history through focus days; assemblies; English literature; included in personal development themes included in every subject SOW)</li> <li>• MFL- Tutor time activities; International Language Week and assemblies</li> <li>• DT- this is covered in Occupational Studies</li> <li>• IT- this is offered in Media; Google classroom and literacy packages.</li> </ul>
3. How do the subjects we are teaching join together? What cross-curricular links are there (in particular in the development of literacy and numeracy)?	<ul style="list-style-type: none"> <li>• There are many cross curricular links within our subjects and we have Literacy and Numeracy focus each half term as well as generic whole school Literacy and Numeracy targets in each subject.</li> <li>• To promote reading and spelling, WOW words have been created for each subject.</li> <li>• Personal development is included in every lesson and SIS targets are recorded as the plenary after every lesson.</li> </ul>
4. How are we encouraging progression as pupils move through the school?	<ul style="list-style-type: none"> <li>• We encourage progression as pupils move through the school by including the personal development theme for careers/ college embedded into every SOW.</li> <li>• Pupils sit Mock exams in November during year 11</li> <li>• We Moderate pupils' work 6 x per year- 3 internal; 3 externals.</li> <li>• VPA has high expectation 6 sub levels per year and uses interventions in order to support pupils to achieve this.</li> <li>• We offer different options for KS4 which can and have been amended according to pupil needs.</li> <li>• Every pupil has a Target front sheet with individualized targets for each pupil</li> </ul>

	<ul style="list-style-type: none"> <li>• SIS targets are set half termly and pupils have every Wednesday a lesson for personal development. Additionally, we offer a number of interventions such as football, Southend Combat; Art and Music Therapy and Graffiti Art to support personal development further.</li> <li>• Weekly assemblies to celebrate rewards through certificates and vouchers.</li> </ul>
5. How do we differentiate our curriculum for different ability groups?	<ul style="list-style-type: none"> <li>• At VPA we differentiate different ability groups through KS4 by offering GCSE's or Functional Skills and/or NCFE's which is coursework based.</li> <li>• Differentiation is planned in all SOW; in teachers' weekly plans.</li> <li>• VPA staff refer to pupil ISP's.</li> <li>• VPA offer bespoke timetables to support pupils.</li> <li>• Personal development and Social Independence interventions are offered such as Southend Combat; football; Art and Music Therapy and planned weekly lessons focusing on 'My Activity Passport' activities.</li> <li>• All pupils beginning at VPA complete the assessment WRATS 5 in order to differentiate and meet their needs. All other pupils are assessed twice a year to assess progress in Literacy and Numeracy.</li> </ul>
6. Are subjects staffed appropriately? Are staff trained? Do subjects have adequate time and other resources?	<ul style="list-style-type: none"> <li>• Yes, staff at present are staffed appropriately.</li> <li>• Staff are trained through weekly CPD's.</li> <li>• Construction does not currently have adequate resources.</li> </ul>

### **Impact: what difference is our curriculum making to pupils?**

1. How well are children learning the content outlined in the curriculum? How do we know?	<ul style="list-style-type: none"> <li>• The majority of pupils are engaging in the content outlined in our curriculum and weekly Learning walks/ work scrutiny show this.</li> <li>• Each half term VPA teachers complete the data, teacher assessments in Go4schools (all staff) and in order to monitor teacher assessment both internal and external moderation is completed every half term.</li> <li>• Pupils' gaining the qualifications at the end of year 11 reflects their engagement in learning at VPA.</li> <li>• For pupils who are not ready to learn, VPA offers transitional programmes and bespoke timetables to support this process.</li> <li>• VPA has two TAG programmes, one in primary (KC) and the other in secondary (JW) to assist pupils back into mainstream settings.</li> </ul>
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	<ul style="list-style-type: none"> <li>Feedback from student surveys/parent surveys (EM) shows areas of strengths and aspects of the curriculum which may need amending/ improving.</li> </ul>
2. How well are pupils prepared for their next stage of education or working life? Where do they go?	<ul style="list-style-type: none"> <li>VPA supports primary with their transition either back to mainstream or into secondary settings.</li> <li>Secondary TAG groups are supported on a 12-week programme with structured core academic lessons and a concisely planned approach to personal development skills.</li> <li>VPA has a Connexions officer who visits weekly to support with future college applications; Career talks and careers as a topic is included in all SOW.</li> <li>VPA offer a variety of Personal development activities and Globetrotters activities- data from SB to support this.</li> <li>VPA offers a broad and balanced curriculum and through exposing pupils to different subjects it enables them to identify interests in various areas.</li> <li>Gatsby Benchmarks</li> </ul>
3. How do we know our curriculum is having an effect across all pupils, including those who are disadvantaged or have low attainment?	<ul style="list-style-type: none"> <li>At VPA through learning walks and work scrutiny we can assess pupil engagement</li> <li>VPA measure progress between PP versus non-PP / LAC/ FSM</li> <li>VPA use a Pupil Premium tracker to assess attainment and identify any further interventions which may need to be included.</li> <li>Comparing data with other Academies</li> </ul>
4. How well are key subject knowledge and skills consolidated before moving onto the next topic?	<ul style="list-style-type: none"> <li>This is assessed by the teacher through assessment</li> <li>Each half -term teacher assessment is added to Go4schools.</li> <li>Within the assessment in Go4schools teachers will complete the progress statements for their subjects</li> <li>Through rigorous and consistent marking and feedback.</li> </ul>
5. How well-developed are pupils' learning habits and learning skills? How do we know?	<ul style="list-style-type: none"> <li>In order to assess pupils' learning habits and skills VPA staff will refer to work scrutiny data and learning walks.</li> <li>Through both L/W and W/S it is evident that Independent learning is developing, pupil engagement is taking place and pupils are answering feedback and marking</li> <li>Additionally, referring to SIS targets and data in Sleuth which shows pupils' attitude to learning.</li> <li>Activities within Globetrotters recorded on Go4schools provides an insight into pupils' engagement and development of personal skills in terms of learning.</li> <li>Valuable feedback from pupil surveys completed half-termly provides relevant information in order to assess this also.</li> </ul>

6. How do we use evidence of pupils' learning to feed into our planning and adaptation of the curriculum?	<ul style="list-style-type: none"><li>• VPA analyse data and add interventions accordingly</li><li>• Teachers will include any amendments in their weekly planning which shows relevant differentiation</li><li>• From the data and feedback VPA will change qualifications and look at alternative ones which would be more appropriate for certain year groups or cohorts of pupils.</li></ul>
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