

### Session 1: Intent: what are we trying to achieve with our curriculum?

<p>1. What is our curriculum aims? What do we want pupils to be able to know and do by the time they leave?</p>	<p>Primary</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>KS3 TR</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>KS3 PEX</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>KS4</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 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>Offer entry level qualifications; NCFE / vocational qualifications plus levels 1 and 2 for non-academic pupils</li> <li>GCSE's</li> <li>Constant reviewing/ amending/ updating curriculum to match pupil needs</li> <li>Pupil Premium; interventions; laptops; iPads</li> <li>Enrichment activities</li> <li>Intervention timetable (social independence/ reading/ phonics)</li> <li>Each subject has equality and diversity embedded as personal development theme</li> </ul>

	<ul style="list-style-type: none"> <li>To avoid pupils being ‘shut out’- Globe Trotters- identify talents beyond our curriculum and can use PP to support this.</li> </ul>
5. To what extent have we made objectives /aims clear? Does everybody know them?	<ul style="list-style-type: none"> <li>Documents on website</li> <li>Staff CPD</li> <li>All staff input</li> </ul>

## Session 2: Implementation: how do we deliver our curriculum?

1. How does our current curriculum match our intention (see previous session)?	<p>Our curriculum matches our intention as follows:</p> <p><b>Primary</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>KS1 and 2-</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>Secondary</b></p> <p><b>KS3-</b></p> <ul style="list-style-type: none"> <li><i>LEAP/STAG</i>: The curriculum offered is largely focused on personal development (Prince’s Trust; football; combat; Nuclear Races; Stubbers; Animal care; art; focus on PHSE; Enrichment activities; Activity Passports/ Globe Trotters and SIS targets) and core skills English and maths.</li> <li><i>PEX</i>: The curriculum offered is Maths; English; Science; P.E; Personal development on a weekly basis including My Activity Passport and Globe Trotters. Interventions such as football; combat; art 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 (Maths; English language and Media) and Levels 1 and 2 Vocational subjects such as Food Tech; Occupational Studies; Applied Science; Prince’s Trust and Hair and Beauty.</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> </ul>

	<ul style="list-style-type: none"> <li>• DT- this is covered in Occupational Studies</li> <li>• IT- this is offered in Media 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)?	<p>History-geography  English-media  Maths-science  Food tech- maths  Construction- maths  Science- horticulture  Personal development in every subject  SIS targets  Literacy and numeracy focus each half term  Literacy and numeracy targets in each subject  WOW words</p>
4. How are we encouraging progression as pupils move through the school?	<p>Personal development theme for careers/ college embedded into every SOW.  Mock exams  Moderation 6 x per year- 3 internal; 3 externals  High expectation 6 sub levels per year  Target front sheet  Set individualized targets for each pupil  Reward/ praise/ certificates  SIS targets  Different options for KS4</p>
5. How do we differentiate our curriculum for different ability groups?	<p>Options KS4- GCSE's or Functional Skills/ NCFE's (coursework)  In SOW/ weekly plans/ refer to ISP's  Bespoke timetables/ personal development and social independence interventions  WRATS 5</p>
6. Are subjects staffed appropriately? Are staff trained? Do subjects have adequate time and other resources?	<ol style="list-style-type: none"> <li>1. Yes, staff at present are staffed appropriately. [Staff are trained through weekly CPD's.</li> <li>2. Construction does not have adequate resources.</li> </ol>

### Session 3: 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?	<p>Engagement  Student surveys/parent surveys (EM)  Progress data/ teacher assessment (SQ)  Go4schools data (all staff)  Transition programmes  Qualifications  STAG- primary (KC)  STAG/LEAP (Rho)  Learning walks/ work scrutiny  Internal/external moderation</p>
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<p>2. How well are pupils prepared for their next stage of education or working life? Where do they go?</p>	<p>Entered for GCSE's/ various qualifications  Primary transition  STAG/LEAP-secondary  Career talks  Globetrotters  Data around how they are doing at work or college  Personal development- data from SB to support this  Broad and balanced curriculum embedded with transferrable skills  Through exposing pupils to different subjects, it enables them to identify interests in various areas.</p>
<p>3. How do we know our curriculum is having an effect across all pupils, including those who are disadvantaged or have low attainment?</p>	<p>Engagement  Percentage of pupils  Measuring progress between PP versus non-PP / LAC/FSM  Pupil Premium tracker  Stats  Comparisons with other Academies.</p>
<p>4. How well are key subject knowledge and skills consolidated before moving onto the next topic?</p>	<p>Assessment  Progress statements  Feedback and marking  Teacher assessment  Half term data- Go4schools</p>
<p>5. How well-developed are pupils' learning habits and learning skills? How do we know?</p>	<p>Looking at SIS targets/ Progress/work scrutiny  Sleuth  Globe Trotters  Pupil surveys  Answering feedback and marking  Independent learning is developing  Learning walks- engagement  Work scrutiny  SIS/Sleuth/CPI</p>
<p>6. How do we use evidence of pupils' learning to feed into our planning and adaptation of the curriculum?</p>	<p>Analyse data and add interventions  Weekly planning/ differentiation  Change qualifications and look at alternative ones.</p>