

Intent, Implementation and Impact for Quality of Education

Key Stage	Intent	Implementation	Impact
<p>Primary KS1</p> <p>Primary KS2</p>	<p>Our primary curriculum supports pupils to develop a sense of self to become receptive learners in a nurturing environment, developing Social Skills, Motor Skills and Team building with our pupils. Our intent is for all primary pupils to either return to a mainstream setting successfully or to successfully transition to a specialist provision using the strategies and academic learning to continue to achieve.</p>	<p>Primary pupils are taught: English, Phonics, Mathematics, Science, Art, PE, Humanities (themed Topics) and PSHE. We develop pupils' reading and Literacy Skills throughout the Primary curriculum, through discreet Literacy and Numeracy lessons as well through themed topics. Within Key Stage 1 we use the Phonics Scheme, Read, Write INC (RWI).</p>	<p>The impact of our primary curriculum is significantly measured through pupil progress and attainment. The impact is identified through the analysis of successful transitions back to mainstream school currently 17 pupils have returned to mainstream school or specialist provision this half term. Through rigorous assessments such as: star assessment; RWI assessments and white rose it is clear where pupils have made progress and where further intervention is required.</p>
<p>LEAP 1 and 2</p>	<p>Leap curriculum is nurture-based model, with Primary and Secondary elements, a curriculum focused on personal development and therapeutic subjects/interventions. Most are in different stages of the EHCP process. The delivery of this curriculum is based on SEN methods of teaching and differs slightly to KS3.</p>	<p>All pupils who have joined us and continue to, have come from various different settings and contexts, have been taught different curriculums and some will move onto other schools and curriculums. Therefore, our curriculum has been developed to reflect the wide range of pupil needs; pupil progress and pupil engagement of pupils with SEN needs. We have taken into consideration the journey of the child and developed curriculum options to support individual lifelong learning opportunities. This curriculum is based on a primary structure, however, includes core subjects and personal development opportunities. The curriculum supports key knowledge being retained to memory. This is sequenced, so that new knowledge and skills build on prior knowledge and learning.</p>	<p>The impact of our curriculum is significantly measured through pupil progress and attainment. Our assessment policy lays out the detail of how we assess pupils. In addition, evaluation of the impact of VPA's curriculum will be measured in the following ways: Learning Walks; Pupil voice; Attendance; Progress data; Work Scrutiny; Analysis of pupil progress data; Qualitative data on pupil progress (e.g. through work scrutiny); Quality assurance of PHSE curriculum; Pupil voice; Analysis of behaviour data; Analysis of pupil progress data in literacy and numeracy/Maths and English; Analysis of progress in reading, spelling and comprehension; Number of pupils successfully reintegrated to the next phase of their education; Support pupils to make positive decisions about their future and next steps; Number of pupils who have accessed Connexions careers advice; Number of pupils with a positive destination to go to from Year 11; Number of pupils still in that positive destination 6 months later; Achievement of the Gatsby Careers Quality Mark; Number of Year 11 pupils who leave with two qualifications; Number of Year 11 pupils who leave with a qualification in English and Mathematics; Quality assurance of appropriateness of curriculum offer and qualifications available for KS4 pupils Quality assurance of additional subjects on offer</p>
<p>STAG</p>	<p>This is 12-week programme for pupils to develop coping strategies for their successful return to mainstream. We aim to engage all pupils in learning; enable all pupils to make progress from their individual starting points, and to have successes in learning; focus on developing pupil's social, emotional and mental health;</p>	<p>Have a strong curriculum focus on the facilitating subjects of English and Mathematics; allow pupils to explore subjects beyond the core curriculum that reflect the local context and prepares pupils to be successful within society; support all pupils to make healthy and safe choices; support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to main stream, and be successful in, the next phase of their education.</p>	<p>Quality assurance of additional subjects on offer</p>

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KS3	<p>This curriculum is to provide a positive experience through the curriculum: promote success and a growth mind-set. 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.</p>	<p>Pupils are assessed through the induction process using Star Assessment a baseline assessment which provides ages in reading; comprehension; spelling and maths. Following on from this any further interventions and support will be implemented through interventions, either embedded through the curriculum or provided on a one-to-one basis. These include read, Write Inc phonics programme; Fresh start; Lexia; Spellzone and TTRockstar. The aim is to close the gap between their starting point and age-related expectations.</p> <p>The curriculum reflects the majority of subjects in mainstream including core subjects with the scope of the wide range of pupil needs; pupil progress and pupil engagement. We have taken into consideration the journey of the child and developed curriculum options to support individual lifelong learning opportunities.</p>	<p>Number of pupils who leave with qualifications</p>
KS4	<p>Our curriculum is designed to: promote success both academically and vocationally, develop social independent skills. Promote a growth mind-set and engage all pupils in learning. Enable all pupils to make progress from their individual starting points, and to have successes in learning. Focus on developing pupil's social, emotional and mental health. Focus on depth before breadth; having a strong curriculum focus on the facilitating subjects of English and Mathematics. Support all pupils to make healthy and safe choices. Support pupils to make positive decisions about their future and next steps. Ensure that all Y11 pupils leave with at least two qualifications, no matter when they join us. Ensure that the majority of our Y 11 pupils achieve a qualification in English and Mathematics. Ensure that all Y 11 pupils who are not returning to mainstream education have access to a range of qualifications at the right level and grade to reflect their ability.</p>		