**Intent:**

We need a curriculum that offers our pupils the chance to succeed academically, but also the opportunity to develop a range of soft skills that will enable them to move into post 16 education with the necessary skills and confidence to succeed. We need to have a broad, balanced, holistic curriculum that allows pupils the chance to build up their range of skills and experiences, as well as accumulate academic outcomes or ‘currency’ in order to have a choice for post 16 education. We want to develop a cross curricular approach allowing greater flexibility to develop positive relationships with learning, through a range of mediums and courses.

We want to be able to re-engage the disaffected, giving them the chance to realise they can achieve, and not just keep banging that ‘square peg’ into that ‘round hole’ knowing that it is not going to fit.

We want staff to realise that learning can take on many forms and guises to offer exciting creative opportunities for pupils to thrive.

**Implementation:**

The timetable planned to allow academic (subject based) learning prior to lunch, then p.m. lessons allow for personal development.

Personal Development curriculum includes: Wellbeing; SMSC; Enrichment; SEMH; Golden Time. Targeted Literacy and Numeracy lessons are also delivered during pm slots to support functional skills in ‘Preparing for Adulthood’. PM lessons provide opportunities for mixed age and ability learning.

**Impact:**

Pupils make academic progress as their readiness to learn and self-confidence improves –due to the holistic approach to the curriculum.

Opportunities for vertical groupings allow pupils to be able to cope with change more effectively and work with different aged pupils according to both choice and need.

Pupils able to develop greater positive relationships with staff in an alternative place/space, rather than an area they associate with their own difficulties.

Greater engagement within all subject areas lessons through enhanced resilience, self-confidence and personal and social skills.

Child centred curriculum designed around the needs of the pupils.

Greater opportunity for cross-curricular teaching and learning.

**Curriculum overview by subject**

**Primary:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subjects | Year 3 | Year 4 | Year 5  | Year 6  |
| Read Write Inc | 4 | 4 | 4 | 4 |
| English (once RWI completed)  | 4 | 4 | 4 | 4 |
| Maths | 4 | 4 | 4 | 4 |
| Science  | 1 | 1 | 1 | 1 |
| PE | 4 | 4 | 4 | 4 |
| History/ Geography  | 1 | 1 | 1 | 1 |
| Art | 1 | 1 | 1 | 1 |
| Design Technology | 1 | 1 | 1 | 1 |
| Music  | 1 | 1 | 1 | 1 |
| Literacy/ Numeracy  | 1 | 1 | 1 | 1 |
| Wellbeing | 1 | 1 | 1 | 1 |
| RE (SMSC) | 1 | 1 | 1 | 1 |
| SEMH | 1 | 1 | 1 | 1 |
| Enrichment | 1 | 1 | 1 | 1 |
| Golden Time | 1 | 1 | 1 | 1 |
| Assembly  | 5 | 5 | 5 | 5 |
| Reflection Time | 5 | 5 | 5 | 5 |

**Secondary:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subjects | 7 (x 2 classes) | 8 (x 2 classes)  | 9 (x 2 classes)  | 10 (x 2 classes) | 11 (x 2 class) |
| English | 5 (incl. RWI) | 3 | 3 | 3 (Streamed) | 3 (Streamed) |
| Maths | 5  | 3 | 3 | 3 | 3 |
| PSHE/Careers | 1 | 1 | 1 | 1 | 1 |
| PE | 2 | 3 | 3 |  |  |
| Science | 1 | 2 | 2 |  |  |
| Food Tech | 1 | 1 | 2 | 2 | 2 |
| ICT/Computing | 1 | 2 | 1 | 2 | 2 |
| Music | 1 | 2 | 1 |  |  |
| Art | 1 | 1 | 2 |  |  |
| GCSE/or equivalent open choice |  |  |  | 6 (3 per subject) | 6 (3 per subject) |
| Sports Leaders |  |  |  | 1  | 1  |
| Literacy | 1 | 1 | 1 | 1 | 1 |
| Numeracy | 1 | 1 | 1 | 1 | 1 |
| Wellbeing | 1 | 1 | 1 | 1 | 1 |
| SMSC | 1 | 1 | 1 | 1 | 1 |
| SEMH | 1 | 1 | 1 | 1 | 1 |
| Enrichment | 1 | 1 | 1 | 1 | 1 |
| Golden Time | 1 | 1 | 1 | 1 | 1 |
| Total | 25 | 25 | 25 | 25 | 25 |

The afternoon lessons have a ‘Personal Development’ focus including: Wellbeing, SMSC, Enrichment, SEMH and Golden Time where pupils have the opportunity to work with different peers and staff. These sessions will cover a range of criteria for personal development skills.

**Progression and outcomes:**

**Primary:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subjects | Year 3 | Yr 4 | Yr 5 | Year 6 |
| English | RWI Core NC | RWICore NC | RWICore NC | RWICore NC |
| Maths | Close the gapCore NC | Close the gapCore NC | Close the gapCore NC | Close the gapCore NC |
| Art | NC | NC | NC | NC |
| Geography  | NC | NC | NC | NC |
| History  | NC | NC | NC | NC |
| Science | NC | MC | NC | NC |
| ICT/Computing | NC | NC | NC | NC |
| PSHE | NC | NC | NC | NC |
| RSHE | NC | NC | NC | NC |
| PE | NC | NC | NC | NC |
| Personal Development | SEMH (Boxall), Targeted learning (1-1/small groups), Enrichment, SMSC (including Humanities), Wellbeing (horse riding, climbing, swimming), Activity Passport, Golden Time (positive achievement), |

**Secondary:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subjects | Year 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 |
| English | Transition/ closing the gap / RWI | KS3 NC / General progress/ RWI/Fresh Start | ELC Functional Skills L1-3 /Fresh Start | Edexcel Functional Skills Levels 1 / 2 (onscreen)/ Fresh Start | AQA GCSE English Language (9-1) / Fresh Start |
| Maths | Transition/ closing the gap | KS3 NC / General progress | Edexcel ELC FS 1-3AQA Entry level certificate | Edexcel Functional Skills Levels 1 / 2 (onscreen) | Edexcel GCSE Maths (9-1)  |
| Food Tech | Sainsbury’s Awards – Bronze  | Sainsbury’s Awards – Silver  | Sainsbury’s Awards – Gold  | BTEC – L2 Award(Potential for NCFE L1/2) | BTEC - L2 AwardBasic Hygiene Certificate |
| Art | Core - NC | Core - NC | Core - NC | AQA Fine Art – GCSE (BTEC entry level) |
| Music | Core - NC | Core - NC | WJEC Entry Level | BTEC First – Music (Edexcel) L1/2(WJEC entry level) |
| Science | Core - NC | Core - NC | Core - NC | BTEC – Introductory in Applied Science L1 |
| ICT/Computing | Core - NC | Core - NC | Core - NC | OCR ITQ |
| PSHE/Careers/ RSHE | NOCN Certificate - Personal wellbeing | Prince’s Trust - Personal Development and Employability |
| PE | Core - NC | Core - NC | Core - NC | Y10: OCR GCSE Full Course (short course as fall back)Y11: NCFE – L1/2 Certificate in Sport and Fitness. |
| Vocational |  |  |  | Diana Mentoring SchemeR2S – Offsite construction course. |
| Other  |  |  | Duke of Edinburgh Award Scheme (TBC) | L1 Sports Leaders AwardDuke of Edinburgh Award Scheme (TBC) |
| Personal Development | SEMH (Boxall), Targeted learning (1-1/small groups), Enrichment, Prince’s Trust (Achieve), SMSC (including Humanities), Wellbeing, Activity Passport, Golden Time (positive achievement), Preparing for adulthood. |

**School day timings**

|  |
| --- |
| **PRIMARY** |
| **Monday - Thursday** | **Friday** |
| **Arrival** | 08:45 – 09:15 | **Arrival** | 08:45 – 09:15 |
| **Assembly** | 09:15 – 09:30 | **Achievement Assembly** | 09:15 – 09:30 |
| **Period 1** | 09:30 – 10:15 | **Challenge 1**  | 09:30 – 10:00 |
| **Breakfast** | 10:15 – 10:30 | **Challenge 2** | 10:00 – 10:30 |
| **Period 2** | 10:30 – 11:00 | **Reflection** | 10:30 – 10:45 |
| **Period 3 (PE)** | 11:00 – 11:30 | **Golden Time** | 10:45 – 11:45 |
| **Period 4** | 11:30 – 12:15 | **Lunch** | 11:45 – 12:15 |
| **Lunch** | 12:15 – 13:15 | **Golden Time** | 12:15 – 12:45 |
| **Reflection** | 13:15 – 13:30 |  |  |
| **Period 5** | 13:30 – 14:15 |  |  |
| **Tutor** | 14:15 – 14:45 |  |  |

|  |
| --- |
| **SECONDARY** |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Arrival** | 09:00 – 09:15 | 09:00 – 09:15 | 09:00 – 09:15 | 09:00 – 09:15 | 09:00 – 09:15 |
| **Tutor** | 09:15 – 09:30 | 09:15 – 09:30 | 09:15 – 09:30 | 09:15 – 09:30 | 09:15 – 09:30 |
| **Period 1** | 09:30 – 10:15 | 09:30 – 10:15 | 09:30 – 10:15 | 09:30 – 10:15 | 09:30 – 10:15 |
| **Period 2** | 10:15 – 11:00 | 10:15 – 11:00 | 10:15 – 11:00 | 10:15 – 11:00 | 10:15 – 11:00 |
| **Break** | 11:00 – 11:15 | 11:00 – 11:15 | 11:00 – 11:15 | 11:00 – 11:15 | 11:00 – 11:20 |
| **Period 3** | 11:15 – 12:00 | 11:15 – 12:00 | 11:15 – 12:00 | 11:15 – 12:00 | 11:20 – 12:05 |
| **Period 4** | 12:00 – 12:45 | 12:00 – 12:45 | 12:00 – 12:45 | 12:00 – 12:45 |  |
| **Assembly** |  |  |  |  | 12:05 – 12:15 |
| **Lunch** | 12:45 – 13:20 | 12:45 – 13:20 | 12:45 – 13:20 | 12:45 – 13:20 | 12:15 – 12:45 |
| **Tutor** | 13:20 – 13:30 | 13:20 – 13:25 | 13:20 – 13:30 | 13:20 – 13:25 |  |
| **Period 5** | 13:30 – 14:15 | 13:25 – 13:45 | 13:30 – 14:45 | 13:25 – 13:45 |  |
| **Period 6** | 14:15 – 14:45 | 13:45 – 14:15 |  | 13:45 – 14:15 |  |
| **Period 7** |  | 14:15 – 14:45 |  | 14:15 – 14:45 |  |

Tutor time is used to celebrate and reflect on various achievement and topics.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | 4/5 | 3/4/5 | 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|  | Green | Yellow | Blue  | N | V | D | E | W | Y | A | L | C | S |
| Tutor | ML | SF | ACo | NA | CMT | MH | SS | AB | AP | GA | GK | RC | EM |
| LSA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |