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| Curriculum Statement | INTENT | IMPLEMENTATION | IMPACT |
| Overall | * Offer a full range of opportunities for pupils to gain nationally recognised accreditations as best suits pupil’s specific needs * Broaden each pupil’s life experiences through a range of enrichment opportunities * Build up respect, honesty and empathy through showing determination and resilience * Create a curriculum that puts the pupil at its heart; building ‘well-being’ into each day, following the positive impact of the ‘well-being Wednesday’ on pupil behaviours | * Key Skills such as ‘resilience’, ‘communication’ and ‘self-management’ are embedded into the whole curriculum * mixed ability classes and work is differentiated in order to match individual needs and abilities * Ongoing literacy and numeracy assessments maintain the level of support that each pupil requires * PM lessons deliver explicit SMSC / Wellbeing (including whole year group educational visits and activities) / Enrichment / SEMH (using Boxall data to vertically group classes) / golden time – positive gain time according to achievement points | * All pupils to achieve * ‘More than just an education’ – explicit focus on personal development and targeted SEMH needs * Follow a broad and balanced curriculum that reflects the individual needs of our pupils * A full range of nationally recognised accreditations * Build up respect, honesty and empathy through showing determination and resilience * Pupils engage with a variety of groups and staff so more resilient, adaptable and ready to cope with change * Pupils able to develop effective, positive relationships with staff in alternative places/spaces/activities, rather than an area they associate with their own difficulties, therefore lowering learning barriers * Greater engagement within all lessons during the morning, knowing each afternoon holds wellbeing sessions and alternative opportunities * Greater opportunity for cross-curricular teaching and learning |
| Primary | * be ready to learn and develop a ‘love of learning’ * Have personal learning needs and interests identified * Continue to work towards meeting age related expectations | * English, Maths and PE are taught daily and take place during the morning sessions (Period 1, 2 and 3) * Targeted interventions are in place to address specific needs such as fine motor skills, spelling, reading, place value and times tables * Therapeutic intervention such as 1:1 Art therapy based sessions, Speech and Language Therapy, Play Therapy and ELSA (emotional, literacy support) * Teachers create Topic Webs each term to capture how specific skills across the curriculum link to a set theme/topic | * Begin to ‘close the gap’ and overcome previous barriers to learning * Positive relationships with parents * Ability for pupils to maintain attention for longer |
| Yr 7 - Transition | * maintain a primary based approach to learning * Transition successfully into secondary education. * Close the gap in their learning to begin to access the secondary curriculum * Engage with Prince’s Trust ‘Achieve’ programme within personal development afternoons | * Maths, English lessons are taught by the same class teacher allowing support and continuity into KS3 * Fully immersed into KS3 and taught by subject specialists (Food Technology, Science, ICT, Drama, PE, Music and PSHE). * SMSC / Wellbeing delivered by class teachers * SEMH / Enrichment / Golden time allows interaction with others pupils from different years | * Ensures that the Year 7 pupils are provided with the consistency and stability they are familiar with in Key Stage 2 |
| Yr 8 | * Meet the expectations of the secondary curriculum. * Be exposed to further learning opportunities and vocations and develop a range of skills. * Begin to establish their ‘flight paths’. * Engage with Princes Trust ‘Achieve’ programme within personal development afternoons | * Specialist PSHE teaching includes embedding ‘Careers’ into the curriculum to begin to explore opportunities beyond school. * Begin to assess likely flight paths within classes for future subject choices for GCSE. * Have a set tutor who stays with them through their school journey * SMSC / Wellbeing lessons and activities delivered by tutor teams * SEMH / Enrichment / Golden time allows interaction with others pupils from different years. | * Pupils reflect on personal interests. * Begin to explore opportunities beyond school * Allow the year 8 pupils to learn and develop key skills * Able to make successful and informed decisions * Build positive relationships and team building opportunities |
| Yr 9 | * Begin to develop some of the skills needed for KS4 examinations * Build up a practical approach to learning in order to unlock potential * Make final choices around specific subjects to be studied within KS4 * Opportunity to engage with entry level qualifications * Engage with Prince’s Trust ‘Achieve’ programme within personal development afternoons | * Developing Maths, English, ICT and Science accreditations at an Entry Level. This allows all pupils to build up the determination and resilience needed to complete the linear exams required at the end of year 11. * PSHE/Careers builds up a range of hands on experiences working within our local community * Year 9 pupils begin embarking on the Prince’s Trust ‘Personal Development’ qualification (EL/L1/L2) which is embedded into the school curriculum * NOCN Personal Wellbeing qualification undertaken in KS3, across the PD curriculum (PSHE, SMSC). | * All pupils build up the determination and resilience needed to complete linear exams * Able to meet new people and make new friends * Learn how to manage money, be healthy and stay safe * Able to work as part of a team * Explore your skills and talents * Pupils have the opportunity to achieve a Level 2 Certificate before commencing KS4 |
| Yr 10 | * Build up a portfolio of accreditations within English and Maths (including early entry) * Begin to take responsibility and ownership of their education * Lay the learning foundations for the range of examination subjects studied * Build up further careers experience and skills | * ‘Normal way of working’ recorded to inform the level of support a pupil is allocated when completing national examinations. * English and Maths allow pupils to undertake both Functional skill exams as well as GCSEs * Engage with ‘taster days’ at local colleges and industry days * Complete half of the units required for their PT Level 2 Diploma. Also that we try to engage them in a work experience placement in year 10. * Complete an enterprise project via the Sutton bootsale as well to teach customer service skills and enterprise strategies * Mock exams completed in Spring 2 | * In order to support the anxieties around completing examinations staff take the time to practice using past papers and hold * Build up a range of skills and experiences that employers in the future will be looking for * Gain a better understand of the ‘world of work’ and opportunities within the local area |
| Yr 11 | * Support pupils with their post 16 placements * Develop ‘exam technique’ and revision skills * Continue to build up their ‘capital currency’ to enable aspirational choices and opportunities Post-16 | * Mock exams complete in Autumn 2 * Recommended list of revision guides given to parents to purchase and support extended revision/learning from home * Guidance around transition to post 16 provision or world of work and their destinations beyond Wandle Valley * Visits to local employers and training providers, hosting a * Attend ‘Careers Week’ culminating in ‘Careers Open Morning’, attended by 25+ local employers/training providers, offering informal interviews and further information * Mock interviews with external professionals * Revision of skills, knowledge and the application of relevant exam technique. * Evidence of exams based skills and knowledge to support pupil grading | * Gives pupils the confidence and the knowledge that they can achieve * Allows staff to recognise strengths and areas of development * All pupils apply for college courses and attend interviews |