

# Curriculum Policy

**Adopted Date:** 01/09/2023

**Review Date:** 01/09/2024

## **Equality and Inclusion Statement:**

We include our equality statement in the beginning of all policies to emphasise our commitment to equality and inclusion.

At Apex Specialist Education we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010 and Special Educational Needs and Disability Code of Practice 2014.

At Apex Specialist Education, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the public sector equality duty (PSED) standards, Apex Specialist Education will have due regard to the need to:

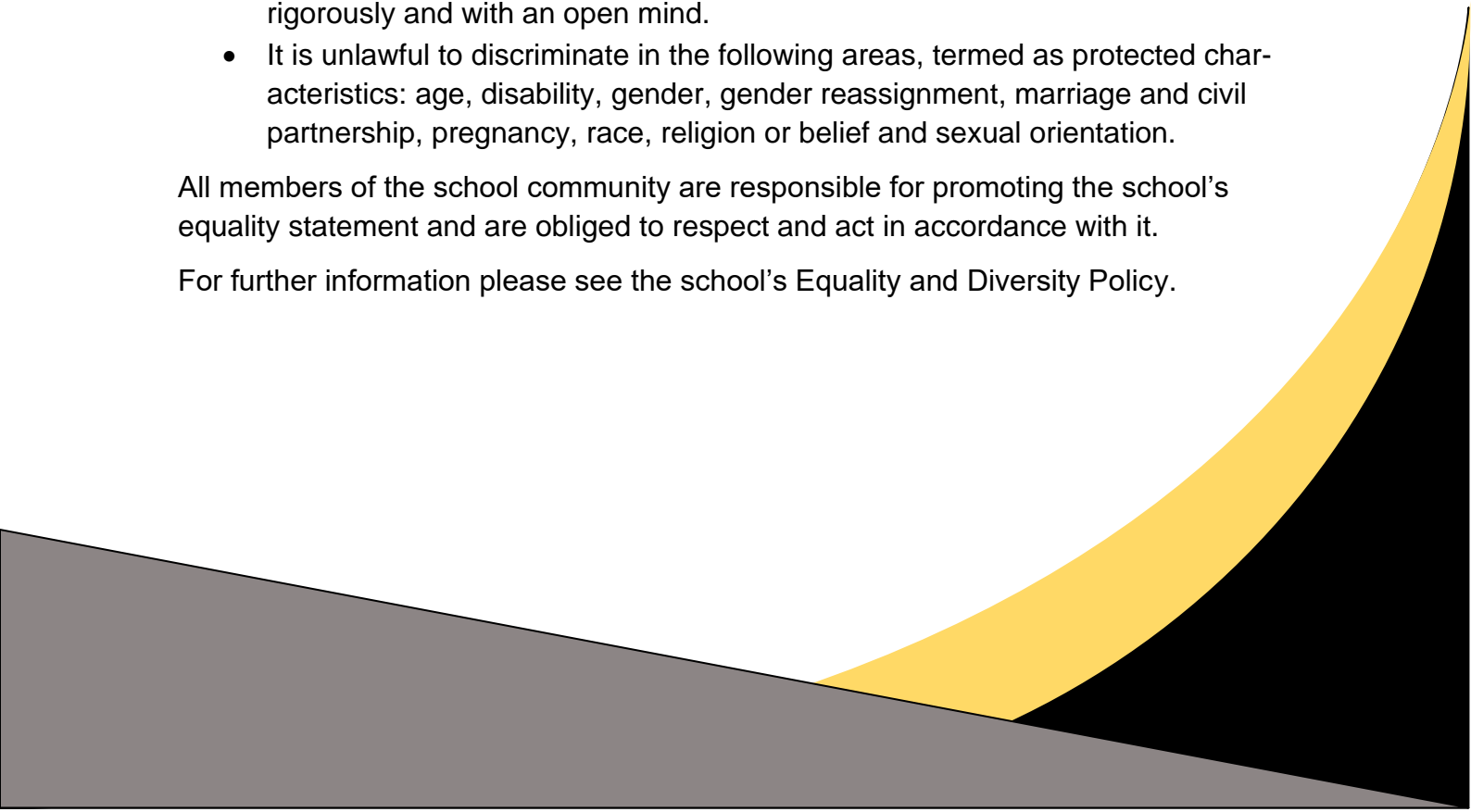
- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the governing board and the leadership team will:

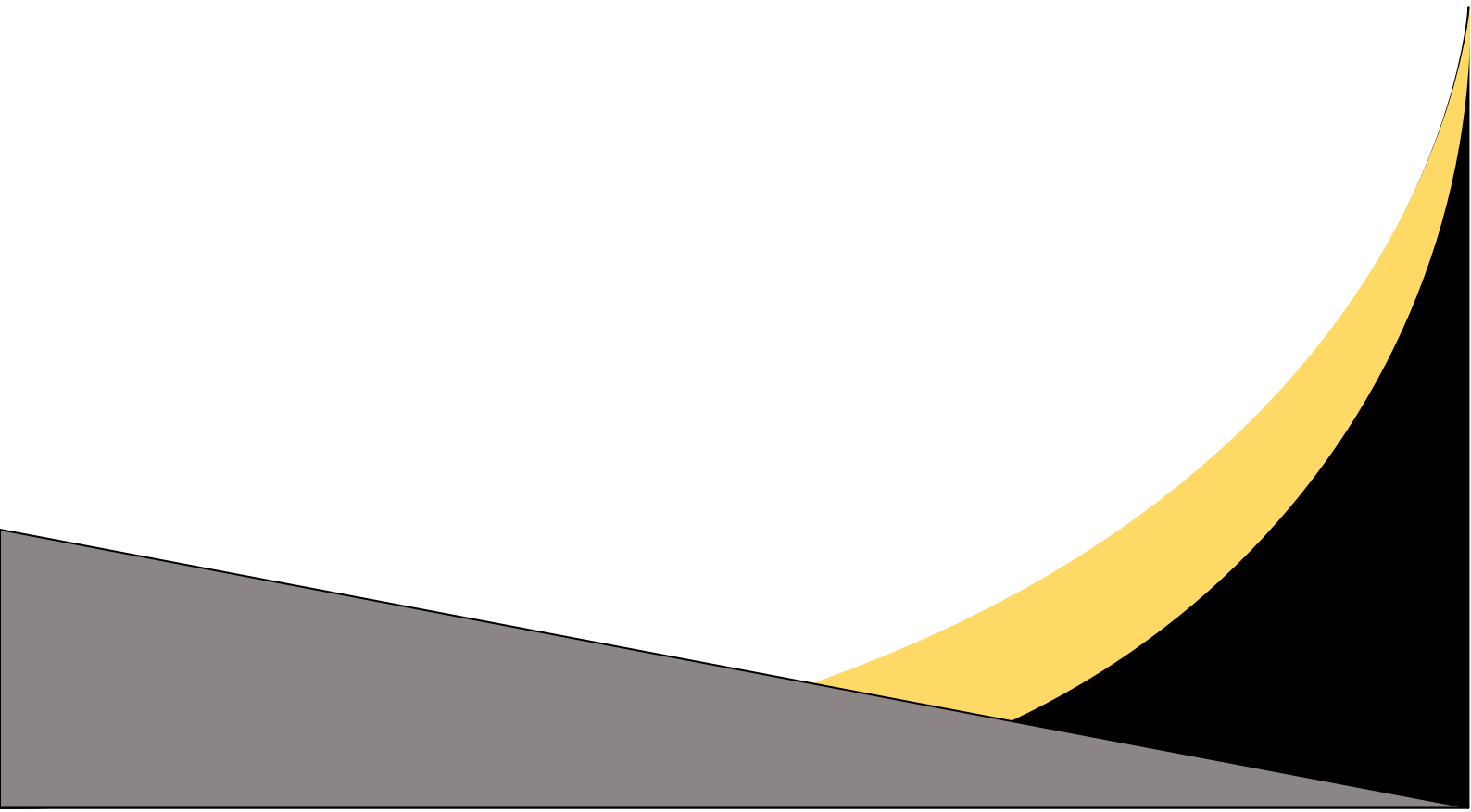
- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought and keep them under review on a continuing basis.
- Integrate PSED into the implementation of all school functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- It is unlawful to discriminate in the following areas, termed as protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation.

All members of the school community are responsible for promoting the school's equality statement and are obliged to respect and act in accordance with it.

For further information please see the school's Equality and Diversity Policy.



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## 1. Introduction

Healey Learning Centre which lies within Rochdale Local Authority offers an integrated therapeutic, and education provision which supports pupils to realise their full potential, whilst developing their social and emotional resilience.

Due to the complex nature of the pupils that attend Healey Learning Centre, it is our responsibility to provide them with the most appropriate curriculum, to promote their academic learning, life skills, Personal, Social, Health and Citizenship and their Spiritual, Moral, Social and Cultural Education.

Pupils who attend Healey Learning Centre have invariably experienced disrupted education placements. Some may have limited positive experiences of education and our assessment processes may demonstrate that pupils are working below age related expectations on admission.

Healey Learning Centre is well-resourced and has a comprehensive range of facilities including ICT in every classroom, a calm/library space, a dinner hall which includes a large monitor and electrical drum kit, a self-contained outdoor space, a purpose built shower and changing room, and an abundance of specialist resources; these include sensory, SEMH, and communication and interaction aides. Staff are highly skilled and there is a professional development programme in place which includes the robust induction of any new staff to the school. Staff/pupil ratios are deliberately high in order to ensure pupils feel well supported.

This policy covers the flexibility of approach we take with our curriculum, within the parameters of the National Curriculum, and how this supports pupils to access the curriculum. Our curriculum is broad and rich, and meets the needs of our pupils. Our curriculum provides consistency throughout the school whilst recognising developmental and age related aspects to learning. Staff have worked closely together to develop the curriculum, meaning there is ownership and understanding of the knowledge and skills pupils will gain at each stage in their educational journey.

According to Ofsted's Education Inspection Framework the school curriculum is defined according to its intent, implementation, and impact. Intent is "a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage". This policy will outline our approach to these three considerations.

**Intent:** The extent to which as a school we demonstrate a rich/varied curriculum, one which is not simply focused on teaching to the tests or achieving good exam results.

**Implementation:** What you do every day to help all students make progress. It is about the resources available, the way we interact with all students and the opportunities provided. Ofsted calls this 'teaching'.

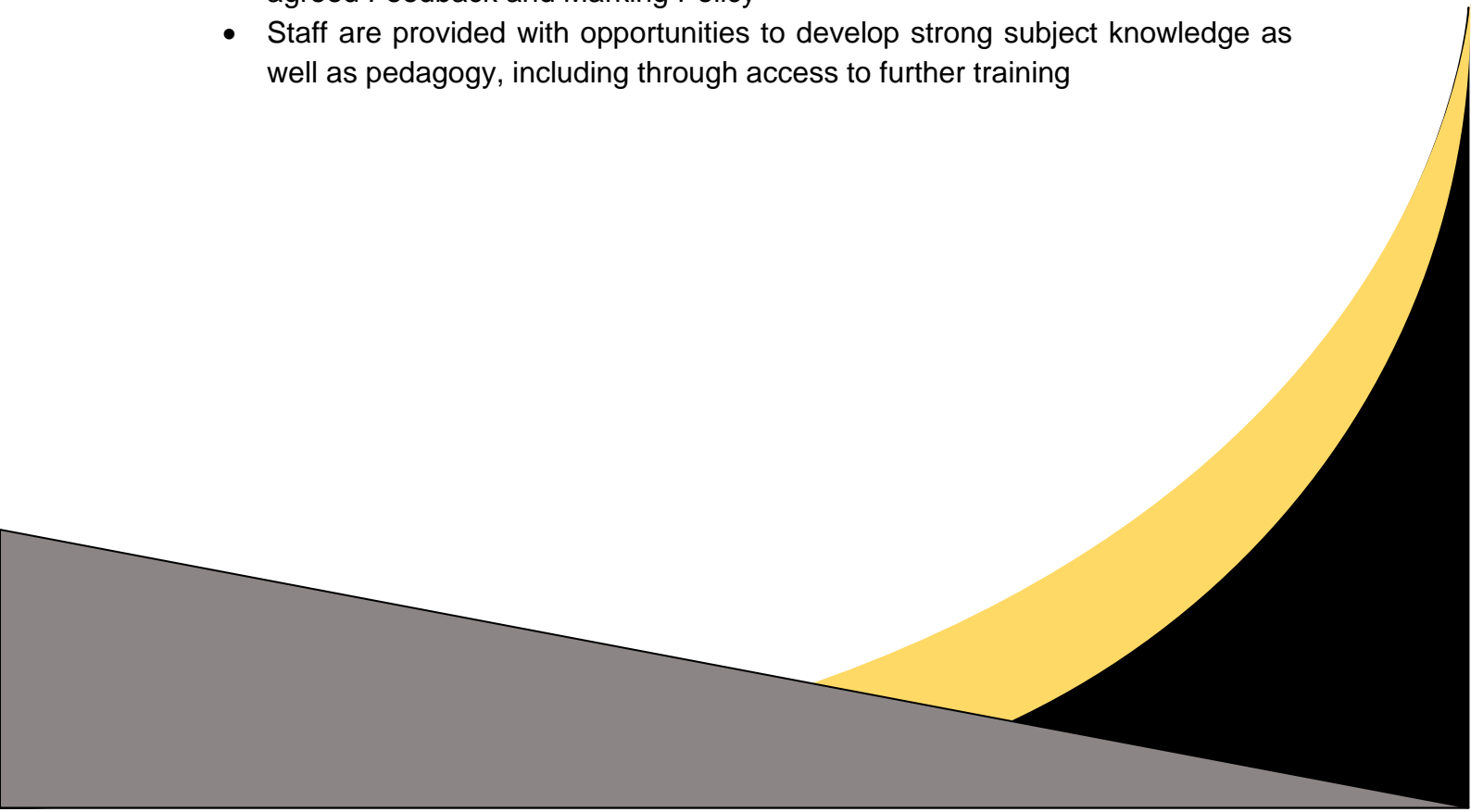
**Impact:** That students develop detailed knowledge and skills across the whole curriculum.

## 2. Roles and Responsibilities of Staff

*The teaching staff at Healey Learning Centre will ensure that:*

- Planning suits the needs of all students no matter what their needs with a focus on Quality First Teaching (QFT). Teaching is personalised and targeted including tasks, questioning and interventions where needed.
- Topics and lessons are planned in logical sequences to ensure knowledge, understanding and skills are developed over time.
- The curriculum is delivered using a range of strategies to support pupils to know more and remember more
- Subject teachers provide a strategic lead, support and advise colleagues, and monitor progress in their area through our robust evaluation process
- Students have access to social, academic, and extra-curricular activities that support and widen their knowledge, allowing them to apply their learning in a variety of contexts.
- The procedures for assessment are used to help focus on what pupils need individually and to plan suitable learning experiences for their needs. It also helps teachers to measure what progress has been made and to provide opportunities to support progression and learning where needed.

*Leaders at Healey Learning Centre will ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
  - Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and ensures that pupils all achieve positive outcomes
  - The curriculum is reviewed regularly to ensure it meets the needs of all pupils
  - All teaching staff fulfil their roles and responsibilities, including the planning of lessons, teaching methods, use of assessment and implementation of the agreed Feedback and Marking Policy
  - Staff are provided with opportunities to develop strong subject knowledge as well as pedagogy, including through access to further training
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### 3. Intent

We are committed to providing our pupils with a safe, happy, nurturing and motivating environment for them to enjoy their learning again and where they are encouraged to reach their potential. Our curriculum considers the needs of a 21st Century child and is ambitious in providing our students with the knowledge, skills and learning behaviours required to become successful life-long learners. We place great importance on a curriculum which develops the whole child. Through our core values, we foster an environment where the emotional, physical, academic, social, moral, spiritual, and cultural development of each child is considered. We firmly believe that everyone is entitled to an ambitious curriculum and our curriculum design is accessible for all, including children with SEND and disadvantaged backgrounds.

At Healey Learning Centre all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches plus essential life skills and experiences. We believe that through this approach we are able to build on our pupils' cultural capital.

Our curriculum and interventions, be that educational or therapeutic, are designed as a cohesive approach to meet the needs of all pupils. Our daily working knowledge of the pupils play a huge part in meeting their needs. Through this approach we can constantly evaluate what the pupils needs are and what progress they are making. We have a positive focus for life/social skills and a curriculum that aims to promote the social inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences in the next phase of their life. From admittance at Healey Learning Centre we believe in helping establish the skills pupils need for living.

Our over-arching aim is to offer a curriculum which provides pupils with:

- A positive experience of learning which promotes aspirational thinking
- The skills to keep themselves safe and healthy now and in the future
- Opportunities to develop independence, confidence and resilience as well as other positive personal and social skills
- Support to make a meaningful contribution to society, equipping them with the knowledge and cultural capital they need to succeed in life
- Academic proficiency in a range of subjects in preparation for the next stage of education, examination pathways and the world of work

Our curriculum has been developed from the requirements of the National Curriculum but we also offer a wide range of activities to further enrich the experience and learning of the pupils. The school has a clear focus on the personal development, socialisation and wellbeing of each pupil, as well as on their academic progress. Strong role modelling, mutual respect and positive choices for behaviour are also part of the curriculum.

As our curriculum is not only focused on academic development; we ensure, that there opportunities for pupils to explicitly engage in activities which promote the following:

- Communication
- Academic progress
- Academic attainment were appropriate
- Relationships
- Self-respect, dignity
- Self-esteem, self-confidence
- Self-regulation
- Independence
- Resilience

We have a timetabled lesson, which is focused on whole-school pupil orientated initiative; specifically the 'pupil council', 'anti-bullying council' and the 'Eco-Schools Green Flag Award'.

#### **4. Implementation (Curriculum Approach)**

At Healey Learning Centre, inclusion is a thread that runs through every area of the school enhanced by collaboration between Senior Leaders, Teachers Support staff, external agencies, parents/carers and most importantly, the child.

The following approaches are intrinsic within the implementation of our learning:

##### *4.1 Six principles of nurture:*

nature of the subject being taught and the needs of the pupils. Our curriculum offer is underpinned by the six 'Principles of Nurture':

- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children

Through ensuring the aforementioned nurture principles are informing our curriculum and pedagogy, we can ensure that the social and emotional needs of our children are met. Whilst these principles permeate all aspects of our school, these are explicitly evidenced via the following (non-exhaustive) factors:

- All children are offered breakfast in form; which additionally has a focus around current affairs.

- Staff and pupils enjoy meals together during lunch, which enables staff to model, facilitate, and reinforce positive social skills in a safe and structured environment.
- All pupils have an assigned keyworker to support their development; in addition to being readily available, keyworker sessions are explicitly timetabled.
- Our rewards afternoon (Friday PM) provides a means for pupils to celebrate both micro and macro successes; ensuring that behaviour is positively reinforced.
- Transitions between groups are minimal, and wherever possible static groups are formed throughout a child's placement.

There are two core form tutors who also deliver cross-curricular SEND teaching following a nurture approach. This is further supported by specialists in subjects which are GCSE orientated. Form tutors are specialist SEND teachers, who have proven experience in the sector, and capable of delivering the national curriculum through a nurture (primary-type) model.

As pupils transition into KS4, they have a mixture of lessons delivered by their nurture teacher, and lessons delivered by subject specialists.

#### *4.2 Trauma Informed Approach*

To support the needs of our cohort, we endeavour to:

- Provide our children with daily access to emotionally available adults, who believe in them, and can relate to them with compassion, empathy and unconditional positive regard.
- Support children experiencing painful life events, by helping them process, work through and make sense of what has happened.
- Ensure that staff interact with children at all times with kindness and compassion.
- Develop our settings in ways that help children feel calm and safe
- Foster a culture in which staff and other adults interact with all children in a way that makes them feel valued as individuals throughout their day
- Have staff and adults who adjust their expectations of vulnerable children to correspond with their developmental capabilities and experience of traumatic stress.

Where appropriate we will work in collaboration with clinical specialists to offer therapeutic intervention, which may include: sensory intervention, play therapy, counselling, music/art intervention, SALT, OT, animal assisted intervention etc...



### 4.3 Teaching and Learning Strategy

With adaptations, our teaching and learning strategy adopts the 3 stage framework pioneered by Barbara Rogoff: teacher led (I do), scaffolded application (we do), and independent pupil application (you do).

We underpin this strategy with rigorous assessment, and continuous support. These are both implemented via explicit and nuanced approaches. Pupils move through these stages incrementally, when they have garnered sufficient knowledge/skills to move forward. Assessment of understanding, and support will be offered at all stages, with the intention of moving a pupil towards independent application (the 'You Do' stage).

Through utilising this model we can ensure that substantive knowledge is carefully considered, and reinforced. Stage 1 considers a pupils current substantive knowledge, whilst 2 and 3 are providing the means for a child to practice and recall this knowledge.

Assessment and Impact (see section below), is a crucial element of our teaching and learning strategy. To bolster formative and summative assessment practices, we dedicate each Friday to recall. During this day, pupils have the opportunity to revisit, and reinforce concepts delivered throughout the week. The implementation of this strategy helps pupils reflect work completed during the 'You Do' phase, respond to marking, correct misconceptions, and ultimately reinforce the retention of desired skills and knowledge.

The application of this strategy may be used multiple times in a lesson, once during a lesson, or even once over a series of lessons. The strategy provides a sequential means to embed learning; whether this be for a single concept, multiple concepts, or a longer term topic.

Our assessment policy considers the application of both substantive and disciplinary knowledge. Core knowledge is the cornerstone of substantive knowledge; which can broadly surmised as contents to be taught as fact (e.g. events leading up to an event). All topics consider pupils' current substantive knowledge through outlines on long-term schemes of work, and assessed through the introduction phase of a new topic. Our teaching and learning strategy ensures that substantive knowledge is carefully implanted, and that pupils are able to recall and utilise core knowledge to further their learning.

Disciplinary knowledge refers to the understanding of how knowledge is established, verified and revised. Our strategy exposes pupils to disciplinary concepts which will further their learning. For example within science pupils have multiple opportunities to participate in experiments; thus developing the disciplinary knowledge in relation to how to conduct practical scientific enquiry. Our strategy accommodates this through reinforcing the application of knowledge across the 3 phases, with greater independence and expectation for the child. **See diagram on next page.**

#### 4.4 Teaching and Learning Strategy: Diagram

<b>Assessment and Recall</b>		
<p>Planning and subsequent teaching is adapted dependent on the differing starting points of each pupil. Where appropriate, all new topics will begin with a low stakes, short assessment to establish prior knowledge. This compliments standardised assessments and, historic data to provide a sufficient benchmark for pupils.</p> <p>Each week teachers document (via student books and curriculum tracker), whether learning has been secured. Friday's 'recall day' provides a means to further address misconceptions, and engage in retrieval practice.</p>		
<b>'I do'</b>	<b>'We Do'</b>	<b>'You Do'</b>
<p><i>During this stage, the teacher will tell pupils what they need to know, and show them how to do the things they need to.</i></p>	<p><i>During this stage, tasks are scaffolding to build competence and confidence in concepts.</i></p>	<p><i>During this stage pupils will be expected to complete tasks independently.</i></p>
<ul style="list-style-type: none"> <li>• Clear explanation of the knowledge and/or skills being developed; this may form verbal, visual, and practical example.</li> <li>• Intended outcomes shared.</li> <li>• Material is delivered in small chunks, and incrementally builds; this is via a step-by-step approach.</li> <li>• Where appropriate, what a good one looks like (WAGOLL) will be used to help model concepts.</li> <li>• Modelling is used to structure new knowledge and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• This phase is intended to provide a means to prompt comparative and organised thinking.</li> <li>• Often this phase will include partially completed information, which enables pupils to fill in the gaps.</li> <li>• This may take the form of whole class examples via the class board/screen, or individually through partially completed handouts.</li> <li>• Pupils will be encourage to encode and retrieve; considering how new information changes their previous understanding (encode).</li> <li>• Retrieval is embedded through supporting recognition and recall (recognition via multiple choice, or recalling concepts with prompts).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be expected to complete tasks/apply concepts which have been covered within earlier stages.</li> <li>• Assessment will be rigorous here; it is crucial to avoid implementing this phase too early. Otherwise, this can lead pupils to guess and lower their self-efficacy.</li> <li>• This stage is about pupils recalling information without prompts.</li> </ul>
<b>Support and Intervention</b>		
<p>In addition to initial assessment, at any stage of this cycle, support needs may be identified. Where necessary, teachers are expected to implement interventions to better secure understanding. Weekly monitoring will demonstrate whether pupils were able to successfully apply concepts via the 'You Do' stage, or needed/need continuous intervention to better secure skills and knowledge.</p>		

## 5. Implementation (Curriculum Content)

### 5.1 Content variables

The following variables are all considered and accepted within our curriculum content

- National curriculum: Planning is creative and meets the requirements of the National Curriculum. Students contribute to the overall design of the curriculum through Student voice.
- Enhanced curriculum: Carefully planned visits, activities, community links, skill workshops, life experiences enhance the learning of our students and develop their understanding of how they can contribute to the community and society.
- Growth mindset and learning behaviours: Effort and inner drive are rewarded. Students are encouraged to reflect upon their learning and take responsibility for their achievement. Reflection time helps them to understand how to become a more successful learner.
- Final outcomes: All Students produce evidenced based work in all subject areas in order to demonstrate the knowledge and skills they have learned throughout. Opportunities of Assessment – Peer, Self and Teacher give feedback to develop even further.

### 5.2 Subjects and Qualifications:

The subjects we ensure pupils experience at Healey Learning Centre are:

- English
- Maths
- Science
- PE
- Humanities (History/Geography)
- Environmental Studies
- RE
- PSHE (inc. Citizenship/Careers/RSE)
- Creative studies (including art, and music technology)

Additional subjects such as technology, and languages are visited through 'drop-down' days; linked to cultural and societal events; calendared throughout our school year.

Although the curriculum is needs-led and therefore tailored to the needs of pupils, National Curriculum coverage is ensured through use of long-term plans. Themes/topics are revisited through the Key Stages to promote consolidation and progression at a deeper level. Each subject lead has developed a progressive long-

term plan across the age ranges. Where possible and in order to support our pupils to remember what they learn, links are made between themes and topics across subject areas which is illustrated through our Curriculum Maps. As appropriate, pupils are directed to complete home-learning tasks.

Timetables are organised in a way which enables pupils to access subject specific teachers; this supports consistency, and the principles of nurture. Our work-related learning curriculum is being developed to provide older pupils with opportunities for vocational learning where appropriate. Every pupil accesses an individual Key Worker session which provides an important opportunity for a pupil to develop a relationship with a trusted adult and undertake some self-directed learning in a relaxed and enjoyable way.

All children are encouraged to achieve a suite of qualifications, to best prepare them for their life after secondary school. Qualifications are introduced in KS4 (year 10 – year 11); all pupils are expected to study towards core subject qualifications (maths, English, science); with variance in the level of qualification, dependent on ability (and pathway; see below). Additionally, our PSHE offer is perfectly aligned with NCFE's RSHE L1-L2 award; this 3-5 year programme is achieved through pupils engagement in the subject. Pupils can additionally opt to study towards a qualification in art and design or physical education (GCSE level).

The following qualifications are embedded within our school's curriculum:

<b>Subject</b>	<b>Title</b>	<b>Level</b>
English	English Language English Literature Functional Skills English	GCSE GCSE EL1 - L1
Mathematics	Mathematics Functional Skills Mathematics	GCSE 1
Science	BTEC First in Applied Science Biology	L1-L2 GCSE
Art and Design	Art and Design Arts Award	GCSE (Bronze-Silver)
PSHE	Level 1 Award in Relationships, Sex and Health Education Level 2 Award in Relationships, Sex and Health Education	L1-L2
Music Technology	Technical Award	L1-L2
Computing	Computer Science	GCSE
RE	Religious Education	GCSE
Humanities	ASDAN Short Course: History ASDAN Short Course: Environmental ASDAN Short Course: Living Independently	

### 5.3 Qualification routes:

All pupils are encouraged to follow our curriculum pathway in the order it is mapped (building to GCSE); where pupils are unable to access this, there will be opportunities for them to pursue an alternative support pathway. These may be pursued within the same class, year, or need wider adaptations.

- Pathway 3 (PW3) is our universal pathway. Pupils following PW3 will follow our universal offer. This includes, GCSEs in core subjects. Pupils in this PW will need universal adaptations which are inherent in the offer within the school; pupils may have poor resilience towards peer-to-peer relationships or academic challenge.
- Pathway 2 (PW2) is a less academically challenging pathway. Pupils may engage in some GCSEs, or may entirely focus on Functional Skills qualifications. Academic confidence and engagement will be promoted through non-GCSE accreditation. PW2 pupils may have specific interventions outlined to provide respite from continuous in-class engagement.
- Pathway 1 (PW1) is intended for pupils with needs which have a prominent impact on their ability to engage in class based learning. Due to high levels of dysregulation, or extenuating factors; specialist adaptations will often be implemented to support engagement and progress. This could include one:one support/teaching, and bespoke interventions curriculum-wide.

### 5.4 Reading:

At Healey Learning Centre, teaching pupils to read and promoting reading for pleasure are both integral to our curriculum. For pupils who have not yet developed initial reading skills, Read Write, Inc: Fresh Start is used; a systematic synthetic phonics programme for struggling readers aged 9 – 13+. Pupils are taught at their challenge point, so they learn to read accurately and fluently in just 15-25 minutes a day.

Our timetable has a daily Drop Everything and Read (DEAR) session scheduled daily, which encourages pupils to develop their reading ability through 'reading for pleasure' (RFP). Each pupil is encouraged to choose a new RFP book each term; we will then either provide that book or specifically purchase it to promote our reading strategy.

Reading proficiency is underpinned by standardised assessments which produce a standard age score; these include New Group Reading Test (NGRT), and York Assessment of Reading for Comprehension (YARC), which can further diagnose reading difficulties including reading accuracy, comprehension, and rate.

Reading skills such as skimming, scanning, continuous reading and close reading, are also taught explicitly in English lessons to develop fluency and efficiency, as well as other areas of the curriculum.

### 5.5 PSHE, and RSHE

Here, at Healey Learning Centre we value PSHE as a way to support students' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships , Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and , therefore, our school, meets the statutory RSE and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

### *5.6 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics*

At Healey Learning Centre, we provide an education that provides pupils with opportunities to explore and develop their own moral values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Throughout the curriculum, we encourage pupils to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As part of the wider SMSC curriculum, pupils are encouraged to act responsibly and work to support their own and the wider community. Work is carried out on the development of pupils understanding of services and cultural pillars.

British values are promoted in so much of what we do, not least during our school assemblies, Religious Education and in PSHE. Modern British values are integral to our curriculum aims and underpin our daily school lives. As well as actively promoting British values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British values, including 'extremist' views.

We remain conscious that across our curriculum we should remain within the guidelines of protected characteristics as defined in The Equality Act 2010. Our curriculum promotes respect and a culture of tolerance and diversity, and this is firmly embedded. The impact of teaching related to the protected characteristics, British Values and SMSC activities are all tracked.

All pupils are encouraged to engage with 3 pupil-led school initiatives: the school council, anti-bullying council, and eco-schools green flag award. Through engaging in these 3 forums, pupils are able to support both their school and wider communities. We believe this an essential tool in developing pupils SMSC awareness; and developing their respect and understanding of other people, whilst contributing to wider society.

### *5.7 ASDAN Short Course (Humanities)*

In KS4 pupils can study towards a number of ASDAN short courses; History, Environment, and Independent Living. These courses have been specifically chosen to enrich the development and learning of all pupils. In addition to building on skills/knowledge acquired in KS3; these subjects provide a good means to prepare for life post-16. Additionally, the vocational nature of these qualifications provide an alternative means of learning, outside of traditional classroom based tuition.

Courses have been aligned to ensure that environmental, historical (including geographical) themes are visited in both year 10 and year 11. The history modules have been purposely chosen, as they have a strong link to citizenship, and geography themes; providing pupils with a broad experience of the secondary curriculum.

The independent living course is also embedded within our curriculum; this provides a pivotal opportunity for pupils to develop the skills necessary for adult life. The unit is focused on living in a house; including how to safely manage utilities, and household appliances. Throughout this unit, pupils will further develop their analytical, investigative, and technological skills.

### *5.8 Careers:*

Please see our careers and work related learning policy for full details. We are passionate about helping pupils to identify and realise their ambitions, aspirations and secure futures that are right for them as individuals. Whether pupils want to be an astronaut, an artist, or just aren't sure what they want to be today, we will support them to understand their skills and talents, their interests and any areas of development. This will help them on their next steps, whether through further or higher education or training, to secure their career of choice and prepare them ready to enter employment.

From year 8 pupils receive access to an independent careers advisor, and from KS4 pupils have explicit careers sessions. KS4 careers follows UCAS' recommended careers planner. Furthermore, all pupils have the opportunity to engage in termly employment talks with visiting speakers within a CEIAG assembly focus.

### *5.9 Enrichment activities, Pupil Led Learning and Learning Outside of the Classroom:*

Pupils have access to a range of planned enrichment activities and cultural visits to enhance learning and cultural capital. These are likely to change in line with pupil interests and subject topics being taught throughout the year, but may include:

- Climbing/Watersports



- Horticulture
- Horse-riding
- Lego Creativity
- Boxing
- Circuits and General Fitness
- Topic related visits eg Science and Industry Museum/theatre visits
- Visits to local landmarks/places of interest
- Model Making
- Forest Schools

## 6. Impact

The impact of our curriculum is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for the next stage of their education, employment, or/and training. Assessment is an integral part of our approach to teaching and learning and teachers undertake this regularly (see separate Assessment Policy and Feedback and Marking Policy).

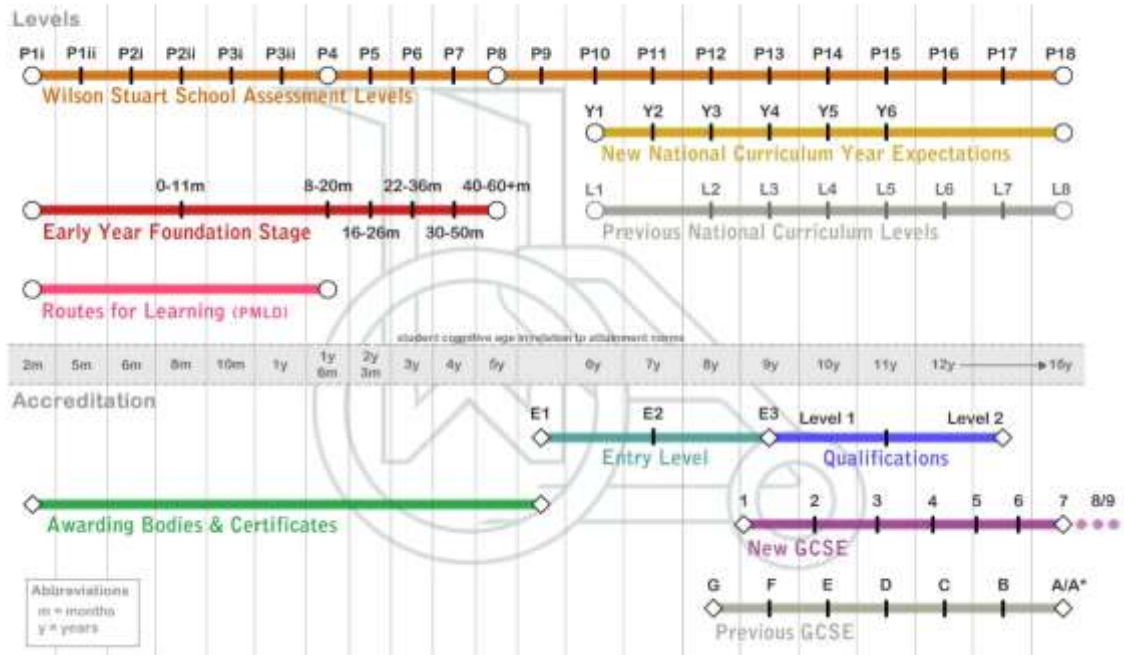
The impact of our curriculum is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for the next stage of their education, employment, or/and training. Assessment is an integral part of our approach to teaching and learning and teachers undertake this regularly (see separate Assessment Policy and Feedback and Marking Policy).

Pupils undergo baseline assessments in all core topics, and weekly retention assessments are explicitly assigned to a Friday. These sessions, alongside end of topic assessments provide valuable in monitoring pupils apprehension of new skills and knowledge. Substantive knowledge is assessed at the beginning of each new topic, alongside disciplinary knowledge; the latter is also carefully examined via standardised key stage summative assessments, which compare age related expectations on a national curve.

Annual standardised assessments will be completed for all pupils; these include Hodder 'Access Mathematics Tests', NGRT, and NGST. The Cognitive Abilities Test (CAT 4) assessments will be done at the beginning of each key stage (or point of admission).

Disciplinary knowledge is tracked in terms of attainment of key concepts and ideas using Wilson Stuart (WS) P Steps (see below); WS P Steps provide a framework for the mapping of disciplinary knowledge across the curriculum. Student progress will be assessed across three data entry points throughout the year and will be recorded and analysed.

## Assessment Levels



WS P Steps – Framework

END OF KS2 to KS3 -

END OF YEAR 6	WS P Steps	END OF YEAR 9
P16	+2	P18
P15	+2	P17
P14	+2	P16
P13	+2	P15
P12	+2	P14
P11	+2	P13
P10	+3	P13
P9	+3	P12
P8	+3	P11
P7	+2	P9
P6	+2	P8
P5	+1	P6
P4	+1	P5
P3ii	+1	P4
P3i	+2	P4
P2ii	+2	P3ii
P2i	+1	P2ii
P1ii	+1	P2i
P1i	+0	P1i

END OF KS3 to KS4 -

END OF YEAR 9	WS P Steps	END OF YEAR 11
P17	+1	P18
P16	+1	P17
P15	+1	P16
P14	+1	P15
P13	+1	P14
P12	+1	P13
P11	+1	P12
P10	+1	P11
P9	+1	P10
P8	+1	P9
P7	+1	P8
P6	+1	P7
P5	+1	P6
P4	+1	P5
P3ii	+1	P4
P3i	+1	P3ii
P2ii	+0	P2ii
P2i	+1	P2ii
P1ii	+0	P1ii
P1i	+0	P1i

*WS P Steps flight path*

Movement along this Flight Path can be fluid and is not restricted to only one strand so that pupils aspire to achieving the best grades they can.

Target and Attainment measures are determined using Attainment Levels. The skills, knowledge and understanding that are required at each level are mapped out for each subject in the form of 'WS P Step Attainment Level Descriptors'. For pupils to attain a particular Attainment Level, they need to demonstrate that they have mastered the particular skills and have a secure understanding and knowledge base. Our goal is for each pupil to gain a deep understanding of the key elements at each level within each subject area, rather than cover large of amounts of content superficially. The drive to master key skills will not only provide a more purposeful learning experience but will also support pupils to achieve their full potential.

In all subjects the levels (WS P Steps) have been developed to show pupils' mastery of the knowledge and skills within a level and the depth of learning achieved, each level is sub-divided into three sub-levels, emerging, developing, and secure.

<b>S</b>	Secure	The pupil has a <b>thorough</b> grasp of the WS P Step. Can apply knowledge/skills consistently.
<b>D</b>	Developing	The pupil has a <b>good</b> grasp of the WS P Step. Can apply knowledge/skills consistently.
<b>E</b>	Emerging	The pupil has a <b>very basic</b> grasp of the WS P Step. Can apply knowledge/skills consistently.

