

Total Tuition Alternative Provision and Rosewood Independent School

Curriculum handbook

September 2023

School values:

Resilience

Empathy

Self-awareness

Positivity

Excellence

Communication

Teamwork

Curriculum Coverage

Rosewood Independent School Students cover all subjects as required by the DFE.

Total Tuition Alternative Provision Students are to study the subjects which appear on timetables on the days they attend.

Our 'Stage not Age' approach

Delivering the right education at the right time

No child at Rosewood is the same as another. Our children are unique, and so our priority has always been to deliver a service and curriculum which best meets their individual needs. We know our children well, and our experience in this sector of education has given us experience in educating children with complex educational backgrounds with evidenced success. Every decision we make at Rosewood puts the child at the heart.

Most children who attend Rosewood have had a previously unconventional education and many have exceptionally negative connotations of education and school on arrival. Aside from Covid, many of our students have had long-term absences from school prior to attending our setting. There are gaps in learning and skills relating to all areas of the curriculum, and often difficulties in social and emotional communication which further hinders their access to education. Our highly qualified and experienced staff team recognise the importance of delivering the right kind of education at the right time for the student. They recognise that previous and current needs, events, and traumas may have an impact on the student's ability to process new learning, and ensure that this understanding is at the forefront of their own planning and delivery.

The Rosewood curriculum aims to identify and fill academic and social emotional gaps through utilising a curriculum designed to engage, develop, and promote a life-long love of learning through a 'stage not age' approach. We provide our teachers with flexibility to deliver the objectives for the stage of the child in a way which engages the individual. This bespoke approach to the curriculum prioritises their individual needs and prepares them appropriately for adulthood and next steps.

Our curriculum incorporates a range of schemes which align to and complement the National Curriculum wherever possible, such as White Rose Maths and Science. We believe in the importance of the outdoors and recognise its value when teaching disengaged students, and so we also deliver Commando Joe's and Wild Passport in our lower school. However, due to the nature of our setting, there may be occasions whereby we are required to 'think outside the box' and deliver learning entirely unique to the child as we focus on their re-engagement into education.

Our first priority is always to engage and to build positive connections. Without engagement, there can be no learning and understanding. Without positive connections in terms of relationships, feeling safe, and trusting in school, the ability to access learning would be minimal. Our approach is trauma-informed.

We develop skills through all topics we teach, with the goal to introduce as many skills and opportunities as we can during the student's time at Rosewood. The pace at which we deliver is unique to the needs of the child.

We align to the needs of the child by providing a scheme of work and ensuring that the student accesses differentiated objectives which best meet their understanding and current point in that particular subject; many of our students are working below their chronological age, and due to this, we deliver our education through teaching to a child's developmental stage and not their chronological age; on a 'stage not age' basis.

We monitor using the iASEND software; tracking small steps and magnifying them into a positive result and demonstrating real progress. iASEND supports our 'stage not age' approach, through a broken down curriculum. Teachers use the iASEND statements to inform their planning.

By building up from strong foundations, we can ensure that progress is built upon skills which are firmly embedded and understood by our pupils, and deliver the right education at the right time for the unique needs of the child.

Curriculum Intent

Resilience, Empathy, Self-Awareness, Positivity, Excellence, Communication and Teamwork

Our ultimate intent is to provide 'education for all'. All children are entitled to a quality education, and we understand that some children require something more tailored to their personality, background, or needs. Our intent is to support children to access education in whichever form works best for them; to deliver the right kind of education, and to deliver it at the right time. Our children are all unique, and our intent is to nurture each of them through a unique learning experience which brings out the best of their abilities and skills.

Our intent is to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work; through a curriculum delivered at a pace which is right for the child. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy, as well as raising the aspirations and achievements of all concerned.

We provide a bespoke holistic approach to learning which keeps the mental and physical wellbeing of each child at the forefront, whilst focusing on improving attendance and promoting attainment through a carefully chosen curriculum designed to meet the complex needs of our cohort. Our approach to education encourages identifying interests and applying engagement strategies, and using solution-focused responses to promote positive behaviours and attitudes, which in turn develop a child's independence, resilience, self-awareness, and confidence.

We believe social and emotional learning should be catered to as a priority within our curriculum, and so we use a trauma-informed approach to address the negative preconceptions our students may have and to plan lessons with anticipation of behaviours or responses that may come with the SEN/ SEMH or trauma backgrounds of our students. We focus on supporting our students to develop respectful and trusting

relationships (building connections) and empowering them to make good decisions. By giving young people the tools to help regulate their emotions and read the emotions of others, they feel secure in their learning environment as they develop the knowledge, skills, and experiences to move forward onto their next steps.

We recognise the importance of providing our students with the academic knowledge they need to move forward through education, onto their next steps, and into adulthood. We align to the National Curriculum and work towards recognised qualifications, and we offer alternative pathways with regular career advice to ensure students are academically supported to fulfil their career ambitions. Our intent is to focus on identifying and filling learning gaps; providing a solid foundation for the next steps of learning and curriculum progression.

Whilst we deliver a planned PSHE scheme, we also recognise that the nature of our setting requires a reflective and responsive delivery in some individual circumstances. Our PSHE scheme also guides our pupils into a deeper understanding of RSE, SMSC, and our British values so they can become upstanding characters and positive influences in their local and wider community.

Curriculum Implementation

We apply the Curriculum Intent through;

- Using a 'stage not age' approach to learning which allows staff to deliver a curriculum suited to the developmental age of the child, with the flexibility to differentiate according to needs and engagement
- Promoting whole-school values based on character. In lower school, this links to the Commando Joe's scheme, which gives agency, licence and shared language to all children to be able to reflect on their learning and receive constructive feedback.
- Using continuous progress monitoring with Educator to ensure weekly learning objectives are met as per the child's needs, aligning to the National Curriculum where applicable
- Using progress reports to provide staff with information which can be used to address gaps for extended learning, and which share progress with parents/carers and referring parties.
- Providing termly grades identified as 'Emerging', 'Developing', 'Secure', or 'Mastery'. This is reported via Educator, which gathers the information input by teaching staff which allows observation of progress, both termly or annually.
- Allowing students to participate in weekly sessions including experience of Debate, Mindfulness, and Philosophy.
- Allowing students to develop a knowledge and understanding of the world around them.
- Providing staff with the tools they need to implement a trauma-informed approach for children with Adverse Childhood Experiences.

- Providing each child with an Individual Support Plan, Positive Handling Plan, and Risk Assessment which aligns to the EHCP. Each student has a set of targets to work towards through the ISP and these are shared with parents, carers, and staff.
- Using a consistent approach to the Behaviour Management Policy, including promoting a solution-focused approach.
- Having staff who are role models to inspire our children inside and outside the classroom and during the practical element of the RESPECT framework.
- Provide each learner from Y7+ with a Career Pathway Plan which abides by the Gatsby Benchmark of Good Career Guidance.

KS1/KS2:

- Utilising cross-curricular links within the curriculum, so pupils can make links between Commando Joe's, their character development and their learning.
- Debriefing of pupils after the weekly mission to explicitly look at character traits and how they were shown during the mission.
- A consistent approach to learning with Commando Joe's missions taking place inside or outside the classroom - utilising the maximum space wherever possible.

Curriculum Impact

Our anticipated impact is:

- Our staff enable young people to develop life skills, character traits, attributes and behaviours which support them to become positive members of their community.
- Young people are provided a safe space where they can learn through our bespoke curriculum and interventions to influence a positive impact on their attendance, educational attainment, and engagement.
- Teachers refer to progression reports throughout the year to plan sequential and bespoke subject lessons for each topic aligning to the National Curriculum and previous baselines for each strand of learning.
- Pupils actively evaluate their own work and achievements, in turn allowing the child to become self-assured and confident, and able to make their own sensible life decisions based on self-reflection..
- Senior Leaders and Subject Leaders provide individual feedback to move practice forward, which celebrates positives and highlights areas of development that, through coaching interventions and continued professional development are developed and strengthened in the longer-term.
- Pupils have developed confidence and self-awareness through the provision of unique learning opportunities.
- Pupils have confidence to take managed risks, and are inquisitive and motivated learners who are able to work confidently with peers or independently.
- Pupils are sufficiently prepared for adulthood and their next steps in education and careers.

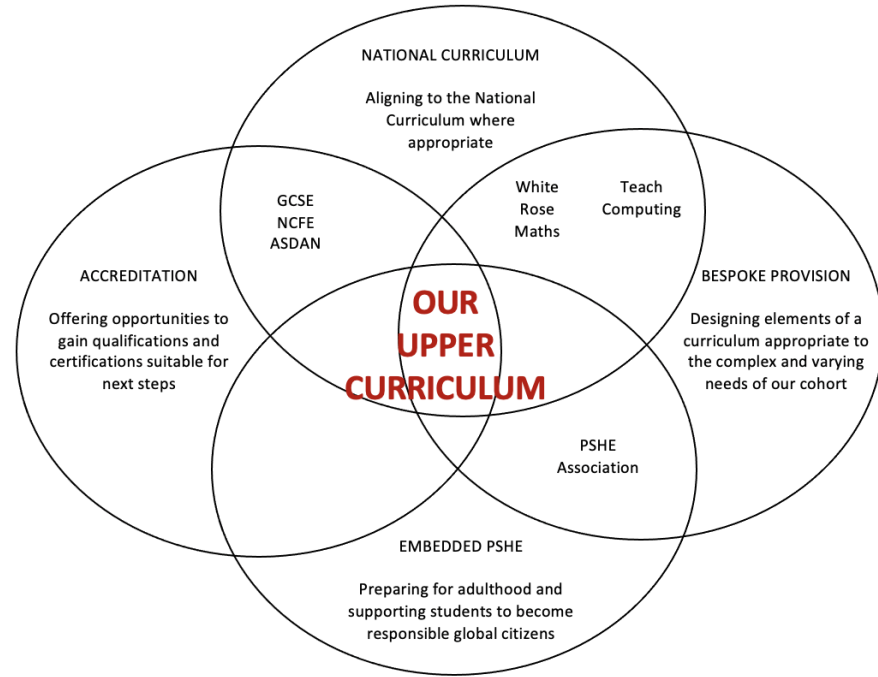
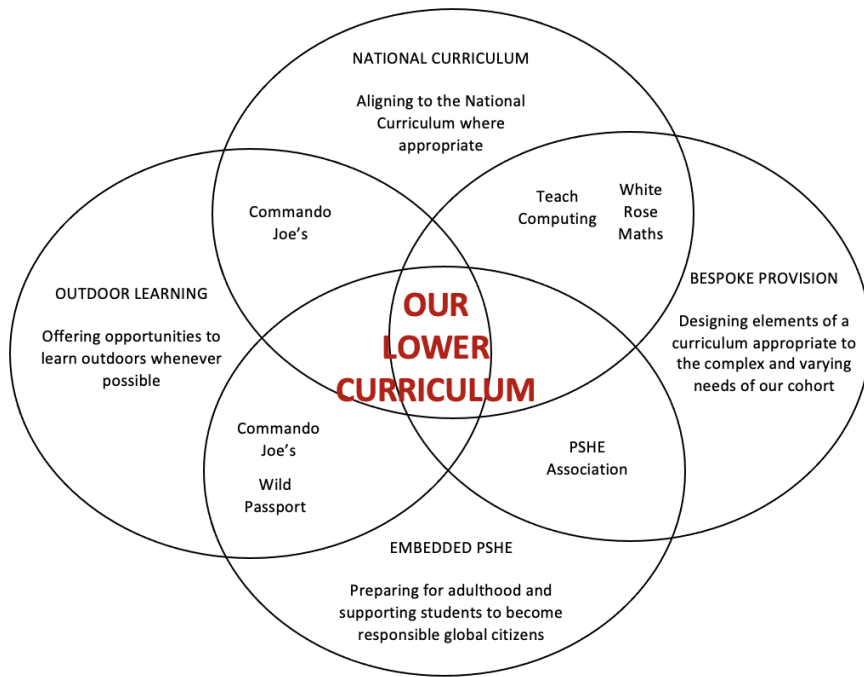
The greatest impact we aim for is that all children, regardless of age, ability, previous experiences, or trauma, are able to access education.

Through this, they develop embedded academic skills as well as critical thinking, physical self-care, emotional development, regulation, and the tools they need to develop positive and safe relationships. They have a deeper understanding of the world around them, with an ability to contribute positively to their communities. They are respectful, tolerant, and accepting of those from different backgrounds and cultures. Most importantly; they have a newfound and ongoing love for learning.

Key Stage	Reference points	Coverage
Key Stage 1 Year 1/2	British National Curriculum Commando Joe's (All subjects) White Rose Maths (Maths) White Rose Science (Science) Wild Passport (Forest School) Charanga (Music)	English / Maths / Science / PE / RE / PSHE / ICT / Art & Design / Languages / History / Geography / RSE / SMSC Forest School Embedded learning mixed curriculum
Key Stage 2 Year 3/4/5/6	British National Curriculum Commando Joe's (All subjects) White Rose Maths (Maths) White Rose Science (Science) Wild Passport (Forest School) Charanga (Music)	English / Maths / Science / PE / RE / PSHE / ICT / Art & Design / Languages / History / Geography / RSE / SMSC / DT Forest School
Key Stage 3 Year 7/8/9	British National Curriculum White Rose Maths (Maths) ASDAN	English / Maths / Science / PE / RE / PSHE / ICT / Art & Design / Languages / History / Geography / RSE / SMSC / DT Life Skills
Key Stage 4 Year 10	British National Curriculum NCFE (Other eg. Functional Skills, occupational studies) White Rose Maths (Maths) ASDAN	English / Maths / Science / PE / RE / PSHE / ICT / Art & Design / Languages / History / Geography / RSE / SMSC / DT NCFE - course options available Life Skills

Key Stage 4 Year 11	British National Curriculum NCFE (Other eg. Functional Skills, occupational studies) White Rose Maths (Maths) ASDAN	English / Maths / Science / PE / RE / PSHE / ICT / Art & Design / Languages / History / Geography / RSE / SMSC / DT NCFE - course options available Life Skills
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OUR CURRICULUM INFLUENCES



Access Links		
Name of Link	Link	Purpose
Century (Remote Learning)	https://www.century.tech/explore-century/remote-learning/	Century is to be used for remote learning and for engagement opportunities in class to support curriculum learning. Staff and students have individual logins.
Educator	https://www.educater.co.uk/	Assessment school target and pupil tracking
Twinkl	https://www.twinkl.co.uk/resources/planit-primary-teaching-resources	For access to resources to support NC curriculum based planning for KS1 and KS2
Twinkl Beyond	https://www.twinkl.co.uk/resources/keystage3-ks3	For access to resources to support NC curriculum based planning for KS3 and KS4
Twinkl Move	https://www.twinkl.co.uk/resources/twinkl-move	For access to planning and resources for Primary PE
Twinkl Phonics	https://www.twinkl.co.uk/resources/twinkl-phonics/level-2-twinkl-phonics	DFE Validated Phonics scheme
ASDAN	https://www.asdan.org.uk/member-login/	To access Life Skills Challenges
NCFE	https://www.ncfe.org.uk/login/	To access material related to KS4 access to Functional Skills and any other additional pathway courses
Teach Computing	https://teachcomputing.org/curriculum?gclid=CjwKC_Ajw1MajBhAcEiwAagW9MTsFAe-NUKhFVvEFRvC	All downloadable resources for all lessons for ICT from Y1-11

	5f2-CgZCIII2oCJKwr90mJrwsK4OHYsXhghoCFjYQAvD_BwE	
Commando Joe's	https://commandojoes.co.uk/divi_mega_pro/210-2/	To access resources for the outdoor curriculum
Wild Passport	NA	To access resources for the outdoor curriculum
White Rose Maths and Science	https://whiteroseeducation.com/	
Google Drive	Staff Google Drive	-

INDIVIDUAL SUBJECT - INTENT, IMPLEMENTATION, AND IMPACT

Subject	English
Intent	<p>Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the child's developmental age rather than their chronological age, adopting a 'stage not age' approach.</p> <p>We believe in a holistic approach to teaching English. We intend to develop our children's love of literature by nurturing a widespread love of reading for pleasure and basing our teaching of the English curriculum on a rich variety of high-quality texts. Throughout school, children are encouraged to use and explore a variety of strategies which will build towards their application of Reading and Writing. Language is celebrated in all classrooms, where children are immersed in a communication enabling environment full of rich vocabulary. During their time at school, children will encounter a range of exciting and meaningful English opportunities, allowing them to express themselves across a wide range of genres - giving them the confidence to articulate their creativity, views and opinions in society.</p>
Implementation	Our children are immersed in a story based English curriculum which is based on high quality texts. These books are selected not only to engage the children but also to model key reading and writing objectives.

Teachers select books by authors the children already know and love and also use this opportunity to introduce new storytellers to them.

Our pupils are taught from the Rosewood English curriculum which offers a range of fiction and non-fiction opportunities for reading, writing, speaking and listening. The teachers also read to the pupils regularly in English lessons so they can access literature which may be too challenging for them to read individually. The books chosen allow the children to learn how to develop their writer's voices in a wide range of genres.

Writing: Pupils are encouraged to write for pleasure from stimuli from texts or themes. They write imaginatively as well as developing skills including persuasive writing, diaries, poetry, and letters.

Weekly SPAG lessons for the more able address skills whilst those assessed as needing specific Phonics teaching are provided with this. Each unit focuses on the enjoyment and response to a text and a guided reading approach where appropriate which develops grammar, punctuation and vocabulary skills. Teachers also encourage dictionary skills development to encourage independence.

A variety of approaches are used to engage pupils in the text including role play and hot seating where appropriate. Teachers use resources to meet the needs of individuals and differentiate accordingly

two or three key grammar, punctuation or vocabulary skills which support the fiction or non-fiction genre being taught. The children have opportunities to practise these grammar skills and then apply them in short burst writing pieces. They also have the opportunity to deepen their understanding of character and motivation through drama activities. Throughout each unit, the children return back to their key text to see examples of the grammar skills they are learning in a real text (book look) and to absorb the vocabulary of a story teller or a non-fiction writer. Visual literacy (film clips, picture books etc.) and real experiences (drama workshops or a linked activity) will also add to the richness of our English curriculum. Each English unit is personalised by the teachers to ensure their student follows the Reading and Writing skills progression relevant to their developmental stage. Writing is also celebrated in all the foundation subjects. As well as practising the greater depth SPaG objectives, they will receive additional writing challenges such as being asked to write from a different perspective, style or with a change of formality. Children are given individual opportunities to develop their skills in spelling which is linked to their SPAG/ Phonics grouping.

Reading: Every opportunity is taken to nurture a love for reading for pleasure. Teachers and children enjoy recommending stories to each other and choosing class books together. A highlight of the year is World Book Day which forms the centre point of a week of reading celebrations. We take great care in helping the reading fluency of all our children progress. All children are heard to read regularly by their teachers which ensures they are all reading at a level which is appropriate to their fluency and which also develops their comprehension skills. They may also read in a paired or shared way to encourage intonation, tone and expression. This allows all children to be supported and challenged in their reading on a personal basis whilst encouraging confidence. This information is then used to make a formal judgement of the children's progress and attainment against the

	national expectations for reading each term and we make use of IASEND for individual tracking and target setting.
Impact	Pupils at Rosewood are developing their reading, writing, speaking and listening skills and make progress from their baselines upon entry: many have missed considerable chunks of learning. They also develop confidence to take risks with their learning and to try out new ideas, being able express their views in talking and writing. Children think of themselves as storytellers and are able to communicate effectively across a range of genres. They are able to talk and write as historians, geographers, scientists, theologians and leading experts in a range of fields. They are encouraged to develop a rich vocabulary and a comprehensive understanding of spelling and grammatical conventions which allow them to communicate their ideas clearly given their very different needs and abilities. Our children leave with a deeply rooted love of reading and a knowledge that they can achieve. and all the They are offered the skills they need to comprehend a range of real life texts and to research independently. This equips them with the ability to find answers to their own questions as they embark on the journey as life-long learners.
Scheme	Aligning to the British National Curriculum where appropriate Adaptation and differentiation made to meet the developmental stage and needs of our cohort

Subject	Maths
Intent	<p>Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the child's developmental age rather than their chronological age, adopting a 'stage not age' approach.</p> <p>Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy. Crucially, a sound knowledge of mathematics is vital for young people seeking employment, and securing a qualification in mathematics is a fundamental requirement for the majority of employers. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</p> <p>Through our 'stage not age approach' and utilisation of the White Rose Maths scheme, our intent is that all pupils:</p>

	<ul style="list-style-type: none"> • become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately • reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language • can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Pupils should make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.</p>
<p>Implementation</p>	<p>Children study mathematics daily following the White Rose Maths Scheme of Learning. WRM is a blocked scheme, which allows for depth and breadth of learning within each strand of mathematics.</p> <p>Hallmarks of our Mastery Approach:</p> <ul style="list-style-type: none"> - Concrete, Pictorial and Abstract Learning: Children engage with a wide and varied range of concrete manipulatives, pictorial representations and abstract methodologies within each session. Cohesive use of CPA is a fundamental part of mastery in mathematics for all learners, not just those pupils with SEND. Concrete and pictorial references scaffold and strengthen understanding and are widely used as a teaching and learning tool. - Fluency, Reasoning and Problem Solving: Every learning session includes the opportunity to develop fluency skills, construct chains of reasoning using relevant knowledge alongside relevant terminology and solve increasingly complex problems in a systematic and coherent way. - Mathematical Vocabulary: Sessions include explicit reference to vital mathematical vocabulary and the use of stem sentences to support and encourage all children to communicate their ideas with mathematical precision and clarity. These sentence structures often express key conceptual ideas or generalities and provide a framework to embed conceptual knowledge and build understanding. - Interleaved Learning: WRM is a blocked learning scheme and as a consequence certain strands of maths are not covered until later in the term. We ensure opportunity to revise knowledge throughout the year. - Fluent Recall: We strive to ensure that pupils secure their knowledge of Times Tables and Related Divisional Facts in line with our 'stage not age' approach, with timeframes individual to the child. Our pupils engage in regular low stakes testing.

<p>Impact</p>	<p>The expectation is that the majority of pupils will move through the programmes of study at a pace suited to their needs. We aim for each child to be confident in each objective set and to develop their ability to use this knowledge to develop a greater depth understanding to solve varied fluency problems as well as problem solving and reasoning questions. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material consolidate their understanding, including through additional practice, before moving on. Where necessary, earlier material should consolidate their understanding, including through additional practice, before moving on.</p> <ul style="list-style-type: none"> - Formative Assessment: Teachers carry out formative assessment in each session and feedback is given to children verbally, through self/peer assessment and through marking. Teachers then use this assessment to influence their planning. Children are rapidly identified as needing further challenge or additional support, and we ensure that this is provided in a timely manner. - Timely Interventions: Teachers believe that all children can achieve in maths. Where prerequisites are not secure, timely interventions will be carried out. We understand that catch-up does not work, and as a consequence our interventions are focused on Pre-Teaching and Same Day Interventions. Following forensic diagnostics, teachers and Teaching Assistants access suitable additional support for small group and individual teaching to ensure that all children reach their full potential. - Low Stakes Quizzing and Fluent Recall: We use a range of low stakes testing throughout the teaching cycle to assess attainment and progress. From Year 2 to Year 6, children complete regular tests in Arithmetic and Times Tables - Summative Assessments: Children complete End of Block assessments for each phase of learning. Results are used to further inform planning and allow for tailored interventions groups to take place to ensure the objectives are secured. Our Assessment Calendar also includes 3 key dates for capturing progress and attainment against National Curriculum Objectives. Assessments are carried out in Autumn, Spring and Summer terms. - Subject Monitoring: We regularly monitor the quality and impact of our mathematics curriculum through targeted learning walks, book scrutiny and pupil interviews. In addition to this, we survey our staff and pupils to identify their perception of mathematics and identify CPD needs.
<p>Scheme</p>	<p>White Rose Maths Edexcel iGCSE scheme of work for KS4 NCFE Functional Skills scheme of work for KS4</p>

Subject	Science
Intent	<p>Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the child's developmental age rather than their chronological age, adopting a 'stage not age' approach.</p> <p>Through experiment, practice and discussion, children gain core knowledge around:</p> <ul style="list-style-type: none"> ● Scientific vocabulary ● 'Working scientifically' skills including systematic and careful observations and following practical scientific methods ● The gathering and interpretation of straightforward scientific evidence ● The use of everyday materials and scientific equipment to solve science problems ● Articulating scientific concepts and using five types of science enquiries <p>We believe that children should be taught science in a way that helps nurture an understanding of the value of scientific skills. We think science learning should be engaging and inspiring.</p> <p>It is our intention to develop in all young people a lifelong curiosity and interest in the sciences. When planning for the science curriculum, we intend for children to have the opportunity, wherever possible, to learn through varied systematic investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them. As children progress through the key learning stages they build on their skills in working scientifically, as well as on their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions. Each unit has an accompanying knowledge organiser which can be used to help reinforce the key knowledge for each unit as set out in the science national curriculum. The knowledge organisers help children to consolidate and retain the science knowledge they have learnt and also reinforce key scientific vocabulary from each unit. The Science scheme of work ensures that children have a varied, progressive science curriculum that provides an opportunity to align to the full breadth of the science national curriculum.</p>
Implementation	<p>For our learners accessing a Key Stage 1 and Key Stage 2 Science curriculum, we use the White Rose Science scheme of work.</p>

	<p>The acquisition of key scientific knowledge is an integral part of our science lessons. Linked knowledge organisers enable children to learn and retain the important, useful and powerful vocabulary and knowledge contained within each unit. The progression of skills for working scientifically are developed through the year groups and scientific enquiry skills are of key importance within lessons. Each lesson has a clear focus. Scientific knowledge and enquiry skills are developed with increasing depth and challenge as children move through the key stages. They complete investigations and hands-on activities while gaining the scientific knowledge for each unit. Interwoven into the teaching sequence are key assessment questions, identified in green on lesson plans. These allow teachers to assess children's levels of understanding at various points in the lesson. They also enable opportunities to recap concepts where necessary. The sequence of lessons helps to embed scientific knowledge and skills, with each lesson building on previous learning. There is also the opportunity to regularly review and evaluate children's understanding. Activities are effectively differentiated so that all children have an appropriate level of support and challenge. Our detailed lesson plans include adult guidance to ensure that teachers are equipped with secure scientific subject knowledge, enabling them to deliver high-quality teaching and learning opportunities while making them aware of possible scientific misconceptions. In addition to a planned sequence of lessons an additional learning platform allows students to catch up on missed work and complete lessons that can be tailored to their learning needs</p>
<p>Impact</p>	<p>Progress is measured through a child's ability to know more, remember more and explain more. This can be measured in different ways in our units. The use of green key questions ensures opportunities are built into the lesson for ongoing assessment. Attainment and progress can be measured across the school using our assessment spreadsheets and through assessment software IASEND. The impact of using the full range of resources included in the science unit will also be seen across the school with an increase in the profile of science. The learning environment across the school will be more consistent with science technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of science-specific home learning tasks and shared use of knowledge organisers. Children who feel confident in their science knowledge and enquiry skills will be excited about science, show that they are actively curious to learn more and will see the relevance of what they learn in science lessons to real-life situations and also the importance of science in the real world.</p>
<p>Scheme</p>	<p>Aligning to the British National Curriculum where appropriate using an adapted scheme of work taken from</p>

	Beyond Science Adaptation and differentiation made to meet the developmental stage and needs of our cohort.
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Subject	History
Intent	<p>Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the child's developmental age rather than their chronological age, adopting a 'stage not age' approach.</p> <p>We aim to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.</p> <p>We endeavour to develop students who</p> <ul style="list-style-type: none"> ● question the world around them and not just accept what they see and read at face value. ● think critically and independently about the world around them ● have a curiosity about the world and other people. ● develop an appreciation of our similarities and common experiences as well as our differences and who are tolerant of other cultures ● develop empathy with people who have had different experiences from their own ● develop their cultural capital. ● engage with events in the past, and draw contemporary parallels which allow them to challenge prejudice and discrimination. ● develop a wide set of skills that are highly valued by employer ● are able to work independently
Implementation	<p>Within History we have created a curriculum with a myriad of aspects which enable pupils to engage with, and consider, diverse and challenging topics throughout history, allowing students to enhance their understanding of the modern world. In addition to the creation of an engaging curriculum, we use a range of innovative and imaginative teaching and learning strategies to stimulate students and foster enthusiasm and passion for the</p>

	<p>subject. Schemes of learning cover local, national and international history from c. 1000 to the present day – allowing an understanding of students’ place in the world and the journey to where we are now.</p> <p>Staff use stimulating and thought-provoking video, discussion tasks and extended writing tasks which foster enthusiasm for the subject, by promoting the consideration of contrasting interpretations of the past; whilst also preparing students for the written and conceptual demands of further study of History.</p> <p>At KS3 and KS4, the chronological journey allows all students to build up their understanding of the development of Britain and its place in the modern world. We will use a range of low-stakes and periodic assessment to embed understanding and develop the application of subject specific skills. Assessments are coordinated across the department with clear progression and continuity throughout the key stages.</p> <p>Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.</p>
Impact	<p>The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment,, and summative assessments aimed at targeting next steps in learning.</p>
Scheme	<p>Aligning to the British National Curriculum where appropriate</p> <p>Adaptation and differentiation made to meet the developmental stage and needs of our cohort</p>

Subject	Geography
Intent	<p>Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the child’s developmental age rather than their chronological age, adopting a ‘stage not age’ approach.</p> <p>To allow for a broader, deeper understanding of the four areas of geography identified in the curriculum and to</p>

	<p>develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.</p>
Implementation	<p>Children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world. Further, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. Map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across all key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.</p>
Impact	<p>That geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.</p>
Scheme	<p>Aligning to the British National Curriculum where appropriate Adaptation and differentiation made to meet the developmental stage and needs of our cohort</p>

Subject	ICT & E-Safety
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Intent	<p>Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the child's developmental age rather than their chronological age, adopting a 'stage not age' approach.</p> <p>Our intent is to:</p> <ul style="list-style-type: none"> - provide a broad, deep understanding of computing which links to children's lives - offer a range of opportunities for consolidation, challenge and variety - allow children to apply the fundamental principles and concepts of computer science and develop analytical problem-solving skills and learn to evaluate and apply information technology - enable students to become responsible, competent, confident and creative users of information technology.
Implementation	<p>Through the sequence of lessons, we intend to inspire pupils to develop a love of the digital world, see its place in their future and give teachers confidence. Cross-curricular links are also important in supporting other areas of learning. Our lesson plans and resources help children to build on prior knowledge at the same time as introducing new skills and challenges. The focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully. Then, lessons focus on algorithms, programming and coding but in a more complex way and for different purposes. Children also develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology. Data Handling is featured more heavily.</p>
Impact	<p>Learning in computing will be enjoyed across the school. Teachers will have high expectations and quality evidence will be presented in a variety of forms. Children will use digital and technological vocabulary accurately, alongside a progression in their technical skills. They will be confident using a range of hardware and software and will produce high-quality purposeful products. Children will see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They will be confident and respectful digital citizens going on to lead happy and healthy digital lives.</p>
Scheme	Teach Computing and NCFE Functional Skills

Subject	PSHE including RSE (Relationship and sex education)
Intent	Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the

child's developmental age rather than their chronological age, adopting a 'stage not age' approach.

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. Our intent is to provide a comprehensive programme that integrates, but is not limited to, statutory content. Our broader PSHE programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

Our delivery provides learning opportunities based on 3 core themes:

- Health and wellbeing
- Relationships
- Living in the wider world

RSE is seen as a crucial part of the journey of preparing our pupils for adult, independent life. We recognise not only the high importance of teaching and assisting our pupils to understand, recognise and form healthy friendships and relationships, but also the vulnerability that our learners have in the community when it comes to matters of sexual activity and the possibility of being exploited. High quality RSE helps create safe school communities where pupils can grow, learn, and develop positive, healthy behaviour for life. It can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. We aim to teach RSE alongside PSHE to also meet the criteria set out in the 'SRE in the 21st Century Supplementary Advice' produced by the PSHE Association, Brook and Sex Education Forum, supported by the Department for Education, Deputy Prime Minister and Shadow Secretary of State for Education.

These adhere to:

- the United Nations Rights of the Child.
- meeting schools' safeguarding obligations.
- Preparing young people for the physical and emotional changes they undergo at puberty.
- maintaining a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

We have designed and deliver an inclusive RSE curriculum, ensuring that all children and young people are supported to navigate puberty and young adulthood in a safe, healthy and responsible way. Our aim is to generate discussion amongst young people about health and wellbeing, relationships and living in the wider

	<p>world. RSE has a key part to play in the personal, social, moral and spiritual development of young people.</p>
<p>Implementation</p>	<p>Whilst we deliver a PSHE scheme, we also recognise that the nature of our setting requires a reflective and responsive delivery in some individual circumstances.</p> <p>Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, schools may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes. PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education. essential to prioritise quality over quantity (so that PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that your programme reflects the universal needs of all children and young people, as well as the specific needs of the pupils in your school or community. When planning and ordering topic areas for your pupils, it is therefore important to start with identifying their needs. Examples of useful data sources include Public Health England Child and Maternal Health (CHIMAT) data sets, your local authority's joint strategic needs assessment (JSNA) and your own knowledge of your pupils' needs. It is important that pupils recognise their PSHE education as relevant and applicable across many important areas of their lives. Unlike many other subjects, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.</p> <p>RSE education is the school subject through which children and young people acquire the knowledge, skills and attributes they need to stay healthy, safe, and thrive now and in the future. A variety of teaching and learning strategies are used which encourage participation, with opportunities for pupils to develop critical thinking and relationship skills.</p> <p>We break our term up into a relationships focus in the autumn, a health and wellbeing focus in the spring, and a sex and mindfulness focus in the summer.</p> <p>There is clear signposting to advice and an opportunity for pupils to devise strategies to boost self-esteem.</p>

	<p>There are many opportunities for cross-curricular work across the curriculum, including opportunities to link to PSHE, RE, PE and Science, as well as linking to British Values, and the development of Spiritual, Moral, Social and Cultural values.</p>
<p>Impact</p>	<p>Learning in PSHE education should be assessed for several reasons:</p> <ul style="list-style-type: none"> • It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. • It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. • Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning. • It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact. • The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" <p>By the end of their academic journey, learners in RSE will demonstrate confidence and awareness about sex and relationships in an independent and safe way. Learners will develop a good understanding about safety and risks in relationships. Learners will be prepared for the physical and emotional changes they undergo during puberty. RSE will promote learners' wellbeing and will prepare learners for the challenges, opportunities, and responsibilities of adult life. The RSE programme will have a positive impact on learners' health and wellbeing and their ability to achieve, and this will play a crucial part in meeting these obligations. Evidence shows that good quality RSE reduces teenage pregnancy rates, increases condom use, and decreases the incidence of non-consensual sex. We need to ensure therefore that children with disabilities and special educational needs receive comprehensive RSE that meets their needs.</p> <p>PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes.</p>

Scheme	KS1/KS2: PSHE Association KS3/KS4: PSHE Association
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Subject	Art & Design and Technology
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Intent	<p>Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the child's developmental age rather than their chronological age, adopting a 'stage not age' approach.</p> <p>We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge</p> <p>We aim to inspire children through a broad range of practical experiences to create innovative designs which solve real and relevant problems within a variety of different contexts. The iterative design process is fundamental and runs throughout the units. This iterative process encourages children to identify real and relevant problems, critically evaluate existing products and then take risks and innovate when designing and creating solutions to the problems. As part of the iterative process, time is built in to reflect, evaluate and improve on prototypes using design criteria throughout to support this process. Opportunities are provided for children to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment and helping to inspire children to become the next generation of innovators.</p>
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	<p>We intend to use the National Society for Education in Art and Design to inform our planning, and develop student's bespoke provision through the Big Landscape Toolkit.</p> <p>The term 'landscape' is a metaphor for both the immensity and scope of art education, and the infinite number of different individual learning journeys or 'routes' young people might take through this terrain. It maps the diversity of subject topography, and the places and experiences we might visit (our intentions), as well as the breadth of learning approaches and actions we might use to help pupils navigate the visual and physical art world.</p>
<p>Implementation</p>	<p>The toolkit has an associated interactive website which provides an inclusive, relevant and learner centred curriculum via the - What? Why? and How? Bands.</p> <p>Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have deliver develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Design and Technology skills and understanding are built into lessons, following an iterative process. However, this is not to say that this structure should be followed rigidly: it allows for the revision of ideas to become part of good practice and ultimately helps to build a depth to children's understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills, knowledge and challenge. We suggest a specific series of lessons for each key stage, which offer structure and narrative but are by no means to be used exclusively, rather to support planning. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Adult guides and accurate design and technology subject knowledge are always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the skills and knowledge that they are teaching.</p> <p>Through these lessons, we intend to inspire pupils and practitioners to develop a love of Design and Technology and see how it has helped shaped the ever-evolving technological world they live in.</p>

Impact	<p>Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.</p> <p>The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of Design and Technology. The learning environment across the school will be more consistent with design and technology technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of design and technology-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that Design and Technology is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of skills and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment, and summative assessments aimed at targeting next steps in learning.</p>
Scheme	<p>Aligning to the British National Curriculum where appropriate Adaptation and differentiation made to meet the developmental stage and needs of our cohort NSAED assessment and progression framework and audit tool https://www.nsead.org/files/ddaf35efc5c0364642c93ae94aba7c18.pdf</p>

Subject	RE
Intent	<p>Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the child's developmental age rather than their chronological age, adopting a 'stage not age' approach.</p> <p>Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas</p>

	<p>prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.</p>
Implementation	<p>We have referred to specific RE lessons to offer a broad range of study for children studying RE. We have suggested specific series of lessons for each year group, which will offer structure and narrative but are not meant to be used exclusively, rather to be used to support planning. Children start by looking at other religions, focusing on celebrations and rituals. They then move onto a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout all key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children.</p>
Impact	<p>We believe that the impact will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our suggested lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.</p>
Scheme	<p>Aligning to the British National Curriculum where appropriate Adaptation and differentiation made to meet the developmental stage and needs of our cohort</p>

Subject	PE
<p>Intent</p>	<p>Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the child's developmental age rather than their chronological age, adopting a 'stage not age' approach.</p> <p>Our intent in PE is to ensure that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression for both indoor and outdoor PE. This progression is clearly identified on progression maps and each lesson has been carefully planned to match these. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. It is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible.</p> <p>The KS3 and KS4 Physical Education programme provides students with the opportunity to focus on the further development of skills learnt and mastered at KS2, and to introduce these skills into conditioned and competitive game situations. Students will be given opportunities to become progressively skilful and intelligent performers within a vast range of sports. They will learn how to acquire and develop skills, know how to select and apply specific skills and tactics within a variety of game situations and learn to develop a positive attitude towards participation in physical activity. The PE curriculum emphasises the retention of knowledge and depth of learning, which is carefully designed to interleave specific content which enables students to revisit prior knowledge. The curriculum focuses on teaching in a sequence that provides the building blocks for students to access future topics. The students should be encouraged to use subject specific language concisely and accurately as part of the wider school vocabulary curriculum to allow students to both communicate and flourish both in and out the classroom in order to be able to face the challenges of 21st century Britain and moreover the global employment market. We aim to educate our students not just for examinations but to be an active and confident participant in the modern world with a love of sport and physical activity.</p>
<p>Implementation</p>	<p>To ensure that all teachers are equipped with the secure subject knowledge required to deliver high-quality teaching of PE. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. Lessons are planned alongside</p>

	<p>subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE. Interwoven into the teaching sequence are key assessment questions which are identified in green. These allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning. The Daily Move provides a fun, regular 15-minute exercise plan to promote active break resources aimed to break up sedentary learning time.</p> <p>In KS3 and KS4, each lesson begins with a 'Do Now' task. Within practical lessons, this would revolve around the warm-up task and include previous skills and aspects of the student's leadership. Teachers plan and deliver lessons in both practical and theory that break down the skills or techniques required in order to master the skill. Students are given time to practice and rehearse their skills and knowledge through specific drills and progressions, and through modelled sentences and scaffolded tasks. Teachers use a variety of techniques when questioning students within PE. Teachers will plan sequences of questions and stretch questions to gauge the level of understanding, and to also extend students' knowledge and ability to recall. Teachers will often cold call students to maintain engagement within the lesson. Students can expect to be asked again if unsure of a question, or bounced back to, to repeat the correct answer. Within practical lessons, teachers provide models of skills and techniques through the use of live demonstrations and visual aid. Students can also be expected to demonstrate skills and techniques as perfect models to showcase to the other students. In order to compile new learning, students are given time to practice skills in isolation and within pressured situations to secure knowledge and application within practical lessons. Teachers plan sequences of questionings and stretch questions to gauge the level of understanding and to enable students to recall prior knowledge. Teachers break down skills and techniques into small chunks and use models to aid understanding. Students within practical lessons, have opportunity to practice skills in isolation, and unopposed and opposed situations in order to better they ready for an assessment point. Low stakes quizzing and questioning help to formulate reviews within lessons, and the use of cold call and lesson tracking helps to review learning weekly to address misconceptions and also to highlight areas of strength for model responses.</p>
<p>Impact</p>	<p>KS1/KS2: Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Our indoor units are often themed with strong cross-curricular links to other subjects and topics, such as Romans</p>

	<p>and Traditional Tales. This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Attainment and progress can be measured using our assessment spreadsheets. The high quality and consistent approach to PE teaching, that is a feature of the Twinkl Move PE lessons, should significantly improve attainment in knowledge and skills in PE. The impact of using the full range of Move resources, including display materials, will increase the profile of sport, PE and physical activity across the school. With technical PE vocabulary displayed, spoken and used by all learners, the learning environment will be more consistent across both key stages. Whole school and parental engagement will be improved through the use of active assemblies and PE-specific home learning tasks.</p> <p>KS3/KS4: To ensure that all students achieve mastery in specified skills the techniques and tactics and knowledge and understanding will be formatively assessed at assessment points within KS3. As a result of this data input teaching content can be adapted and revisited accordingly. Assessment will be used to judge success and progress towards mastery, with teaching time allocated to practical work. The impact of the curriculum upon students becoming athletes or sports analysts who can then make a decision for themselves and under pressure – can be tracked through student participation in sports clubs, sports events and their role within festivals, reading and viewing sports and whether students opt to further their study. The impact of the more purposeful practice helps develop competency within the student's practice. This then leads to much higher levels of motivation and the layers of complexity built within lessons over time enables students to chunk the smaller pieces of information in order to apply this correctly in specific situations and scenarios.</p>
Scheme	<p>KS1/2: Twinkl Move KS3/4: Fit to perform, fit to lead, fit for life</p>

Subject	Languages (French)
Intent	<p>Our main intent in all subjects is to identify and fill academic and social emotional gaps through lessons designed to engage, develop, and promote a life-long love of learning. We do this through delivering to the child's developmental age rather than their chronological age, adopting a 'stage not age' approach.</p> <p>Our curriculum intent for French reflects the purpose and aims of the national curriculum by helping our pupils to develop a greater understanding, knowledge of and enjoyment of French. Our French curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can, and are</p>

	<p>used, to promote their spiritual, moral, social and cultural development. The curriculum is sequenced in long and medium term plans to help pupils build cumulative knowledge towards agreed milestones.</p> <p>Our curriculum is also shaped by our curriculum drivers:</p> <ul style="list-style-type: none"> ● Culture - making connections to other practices beyond their own experience. ● Community – through developing further our appreciation for diversity and the importance of language learning. ● Equality - through ensuring there are no barriers to a child’s ambition, regardless of their individual circumstances. <p>We aim to support children in French to:</p> <ul style="list-style-type: none"> ● Speak confidently ● understand the culture of the country in which the language is spoken ● read fluently ● write imaginatively
Implementation	<p>As part of the planning process, teachers will need to refer to the following documents:</p> <ul style="list-style-type: none"> ● The National Curriculum ● La Jolie Ronde Knowledge Organisers (Primary) ● Twinkl planning (Secondary) <p>We teach French to all children in Years 1 to 11. French lessons are based on the La Jolie Ronde French scheme. The emphasis for our language teaching is on verbal and oral skills and on children’s enjoyment. The lessons are delivered through games, songs and role play. We emphasise the listening and speaking skills over the reading and writing skills. All lessons begin with a recap of previously taught phrases and vocabulary. We build children’s confidence through constant praise for any contribution they make in the foreign language, however tentative. We teach the children to know and understand how to:</p> <ul style="list-style-type: none"> ● use correct pronunciation and intonation; ● work in pairs and groups, and communicate in French; look at life in another culture; ● memorise words; ● ask and answer questions; ● interpret meaning; ● understand basic grammar;
Impact	<p>Assessment is in four key areas:</p> <ul style="list-style-type: none"> ● listening and responding;

	<ul style="list-style-type: none">• speaking;• reading and responding;• writing <p>We use the La Jolie Ronde scheme of work and assessment criteria.</p>
Link to scheme	La Jolie Ronde Twinkl