

# BRADSHAW FARM SCHOOL

## INTENT, IMPLEMENTATION AND IMPACT

# CURRICULUM STATEMENTS



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# Our Curriculum Statement

## Intent, Implementation and Impact

### **Intent - What do we want our pupils to learn?**

Our curriculum uses a personalised learning approach to meet the individual needs of our pupils. Such an approach is important as pupils referred to us have a wide variety of educational backgrounds and life experiences that often involve serious trauma. Due to these experiences their attainments may not match those expected of their peers.

Our pupils often have EHCPs, be school phobic or avoidant, have significant gaps in their learning and have a history of disengagement or poor attendance.

All our pupils attend our school because they live in the children's home linked to us.

We build flexibility into our teaching and learning which enables our pupils to experience a broad, balanced curriculum in which they acquire skills, knowledge and make progress commensurate with their ability.

We aim to inspire lasting change in our pupils to enable them to achieve beyond their goals and to have the best possible chance when they move on from us.

We recognise our pupils often have had traumatic life experiences that are beyond those experienced by the vast majority of society. The effect of their personal histories on our pupils means that they will have missed out on many valuable positive learning experiences. Be this within their family, prior educational settings, or other social interactions. The negative consequences of these experiences on their attitude to, and engagement with, learning transfers with them into our school and can manifest itself in unpredictable ways but most often as severely challenging behaviour.

Having recognised this commonly shared background of our pupils, our curriculum is focused on providing positive and personalised learning experiences that, over time, lead to greater engagement.

The engagement we aim for, in turn, leads to improved achievement, something that our pupils have often not made in their previous educational setting(s).

We aim to make learning real and relevant to our pupils, ensuring that they develop and progress in their learning. There is a strong emphasis within the school on the importance of PSHE, cultural capital and SMSC. ICT is embedded into all our teaching and is approached in a cross curricular manner.

Our approach to teaching and learning helps to support our pupils in becoming positive, responsible individuals who can work and cooperate with others in whatever environment they may find themselves in once they have left our school.

The aims of our curriculum are:

- To enable all pupils to learn and develop skills, knowledge and understanding to the best of their ability so that they are equipped to lead happy, purposeful lives in society

- To develop in our pupils a positive attitude towards learning, so that they become lifelong learners who are able to deal with an uncertain future

- To develop in our pupils competencies in literacy, numeracy, and information and communication technology (ICT)

- To enable pupils to be creative in developing their own thinking

- To provide opportunities for our pupils to successfully return to a mainstream / community environment where appropriate.

- To enable pupils to develop respect for themselves, for others, and for their environment

- To enable pupils to be positive citizens that contribute to society

- To support pupils in developing a personal awareness of their own spiritual self and an

understanding of right from wrong

To help pupils understand the importance of truth and fairness, so that they are able to recognise discrimination and stereotyping, and to challenge it

To enable pupils to develop an understanding of the rights and responsibilities that all of us have in society

To help pupils respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

To ensure that pupils know about the world, how the environment has changed over time and how they can contribute to future progress locally, nationally and globally

To develop in our pupils the desire to pursue healthy lifestyle choices

### **Implementation - How will the pupils learn what our curriculum is delivering?**

We deliver the curriculum in a safe learning environment allowing young people to experience success and quickly build upon, we do this by creating routines that allow students to remember their learning. We sequence and well plan our curriculum and differentiate lessons to meet the individual needs of our pupils.

We have embedded visual learning in the curriculum to increase pupils understanding of key concepts, by use of ICT and digital media we enhance learning

We include opportunities for practical and 'hands on' learning opportunities and where appropriate we encourage group working and collaboration to enhance learning opportunities

When possible we use outdoor learning and educational trips to support their cultural capital and enhance learning experiences

We teach transferable skills through enhancement days, self led projects and cross curricular learning opportunities, we constantly monitor the progress of our pupils and use intervention strategies to support progress.

Within the class timetable there is scope for flexibility to support their learning through a range of interventions, boosters and strategies. As our classes are mixed age and ability, we differentiate our lessons to meet each pupil's need and level of ability.

Where assessment identifies particular challenges, enhanced support will be provided to support engagement and accelerate progress.

The curriculum is for two academic years as our pupils often stay only around an academic year.

We may adjust our programme content depending on the current cohort and on the basis of an evaluation of the progress pupils are making. Our pupils may join us at any time in the year, we undertake a review of prior learning and carry out baseline assessments. We will meet the challenge of finding age appropriate learning experiences for pupils whose level of ability falls well below that of their chronological age.

We monitor the quality of teaching and learning by recognising that we are all learners within a community of learning and that, as learners, we continue to develop our expertise and professionalism.

Through our curriculum we will implement this by :-

Having lessons tailored to the talents, aspirations, and potential of individual pupils

Encouraging innovation through ICT to transform teaching and learning

Developing the skills necessary for autonomous learning, enabling pupils to become lifelong independent learners

Delivering the curriculum in a safe learning environment allowing young people to experience success and quickly build upon this

Creating routines that allow students to remember their learning

Offering a sequential and well planned curriculum

Promoting the acquisition of knowledge as well as skills as well as an enjoyment of learning

Enrichment opportunities can include, but are not limited to, performances, sporting occasions, field/study trips, enrichment activities and themed days / projects which all create opportunities for pupils to access curriculum content and/or develop personal qualities and characteristics

Recognising that all learners have preferred ways of learning affected by prior experiences, beliefs and values

Giving our pupil the best chance to succeed by encouraging a variety learning styles, by using visual, auditory and kinaesthetic approaches

Ensuring levels of learning are planned within lessons and range from surface level acquisition to deep level processing

A full range of teaching styles is used from whole class teaching through independent learning , to individual exploratory work and interactive (group) work where possible.

Ensuring the appropriate teaching style is deployed for each learning event so that learning objectives can be met and outcomes achieved

### **Impact - How can we monitor whether the young people have learnt what is taught?**

Deep questioning, planned repetition, high challenge/low threat activities, innovative teaching and the use of different learning theories are used to make our curriculum distinctive, exciting and successful for our pupils.

We set high expectations of all pupils regardless of their starting point and most make exceptional progress.

Key concepts, knowledge and skills are scaffolds to lead pupils towards greater depth of understanding. Our curriculum is delivered through a programme of study which empowers the teacher to adapt their teaching to the individual strengths and weaknesses of the pupils. In this way, bespoke delivery ensures that all pupils are supported and stretched according to their needs.

Impact will be measured through:

- Lesson Observations and learning Walks (By Headteacher and / or QA)

- Pupils work and classroom displays

- Work scrutiny / book looks (By Headteacher and / or QA)

- Pupil engagement and the general presentation of pupils in class

- Photo and video evidence of the pupil's practical learning

- Pupils progress and attainment

- Internal data and assessment tracking

- Our pupils moving-on in a planned way

# English

## Intent, Implementation and Impact

### **Intent** - What do we want our students to learn?

Our pupils referred to us have a wide variety of educational backgrounds and life experiences that often involve serious trauma. Due to these experiences their attainments may not match those expected of their peers. Our pupils often have EHCPs, be school phobic or avoidant, have significant gaps in their learning and have a history of disengagement or poor attendance. We provide our pupils with rich and varied learning opportunities that help them to become confident and enthusiastic learners. We encourage pupils to have a positive attitude towards communication and to be able to independently express their emotions and ideas.

We strive to teach our pupils how important reading, writing, speaking and listening skills will be in the real world. By giving this context to their learning, our pupils will understand the value of English to them now, and in their futures.

We foster a real love for reading and the creative aspects of English so that our pupils engage with and enjoy their learning. We work towards all our pupils moving on with the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply these skills effectively to a range of purposes in the workplace and in other real life situations. We promote non-fiction reading and writing throughout the whole curriculum. Through various curriculum areas including English we study a wide range of literature, fiction and non-fiction, including modern authors, Shakespeare, classics, poetry etc.

We want all of our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education.

### **Implementation** - How will the students learn what our curriculum is delivering?

\*\* See curriculum plan, cross-curricular plan and school diary / planner

Our whole curriculum builds on literacy skills by developing pupils' spoken language, reading, writing, grammar and vocabulary. English is often taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions; the self-led projects and presentations support this.

We know the value of excellent vocabulary and this is developed and practiced across our curriculum constantly.

Our pupils are encouraged to read for pleasure. We use a range of strategies to promote and improve literacy capabilities.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support pupils in moving towards independent age appropriate literacy skills we provide a wide range of activities including the use of film and imagery, music, ICT, modeled, shared and guided writing, assessment and discussion.

We provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as authors and poets.

We promote the importance of written work by providing a writing purpose and opportunities for pupil's writing to be read aloud and listened to by an audience.

We have developed a range of extra activities which are used to promote English within the school including Reflective diaries, World Book Day, Enhancement projects, Cross-curricular projects. This allows our pupils to attain their potential and be sufficiently prepared for further education or the

workplace.

We work with our pupils to develop life skills such as: increasing confidence in a variety of situations that require speaking to others, assurance in developing their own opinions and being able to share this with others in both formal and informal situations.

Pupils of all abilities will succeed in all English lessons because work will be appropriately scaffolded.

**Impact** - How can we monitor whether the young people have learnt what is taught?

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked across the curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Long term pupils will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning

- be able to read fluently both for pleasure and to further their learning.

- enjoy writing across a range of genres

- have a wide vocabulary and be adventurous with vocabulary choices within their writing

- have a good knowledge of how to adapt their writing based on the context and audience

- leave primary school being able to effectively apply spelling rules and patterns they have been taught

- make good and better progress from their starting points to achieve their full potential

Impact will be measured through:

- Lesson Observations and learning Walks (By Headteacher and / or QA)

- Pupils work and classroom displays

- Work scrutiny / book looks (By Headteacher and / or QA)

- Pupil engagement and the general presentation of pupils in class

- Photo and video evidence of the pupil's practical learning

- Pupils progress and attainment

- Internal data and assessment tracking

# Maths

## Intent, Implementation and Impact

### **Intent** – What do we want our students to learn?

Our pupils referred to us have a wide variety of educational backgrounds and life experiences that often involve serious trauma. Due to these experiences their attainments may not match those expected of their peers. Our pupils often have EHCPs, be school phobic or avoidant, have significant gaps in their learning and have a history of disengagement or poor attendance. We prepare our pupils to re-engage in a more mainstream / community education provision. We start our pupils on the learning path that will enable them to be able to function successfully in the world and have the necessary certification to continue on to further education and training. Through our curriculum we aim to fill in learning gaps brought about through previous non-engagement or poor attendance, we embed the basics of Maths and discuss the sequential order of learning. We use a range of interventions, boosters and intervention strategies to raise attainment and confidence. We focus on basic maths skills and also maths in the real world. Money – eg: change, borrowing, saving, discounts, VAT. Time – eg: tell the time, elapsed time, use a timetable, plan a journey, cooking. Ratio and proportion – eg: relating to cooking and recipes, DIY. Shape – eg: area and perimeter relating to houses, gardens etc. Statistics – eg: reading and constructing graphs, tables and handling data. The above will encompass fractions and percentages, units of measurement, measuring instruments as applicable. Maths runs through our curriculum in a cross-curricular way Maths skills are improved by using numbers and analytical skills, e.g. statistics, timelines. Pupils also have the opportunity to use and apply skills needed to interpret and handle data in the form of graphs, maps and diagrams, e.g. census information, map skills.

### **Implementation** – How will the students learn what our curriculum is delivering?

\*\* See curriculum plan, cross-curricular plan and school diary / planner

A 2 year curriculum plan is in place indicating topics to be covered. Topics will also link in a cross-curricular way with other subjects being taught. Although lessons are taught in time related sessions this sometimes means that learning moves on before all students are competent, to overcome this we use a variety of strategies including boosters lessons and 1-1 sessions. In view of class size, lessons could be individualised so learning moves on when understanding is reached. However, it should be recognised that students do become bored with a particular topic and progress in learning will not be made. It may then be appropriate to move to another topic revisiting the previous one at an appropriate time.

Through cross curricular working we can embed mathematical concepts into topic based learning taking into account why students are learning what they are learning at that time. As our pupils often have different starting points and prior knowledge, when planning teachers ask themselves the question 'what do they need to know in order to learn this?' then 'do they know it?' Our scheme of learning contains opportunities to revisit topics in order to ensure that learning is embedded.

### **Impact** – How can we monitor whether the young people have learnt what is taught?

Our pupils will be more confident in the subject and have a greater knowledge of Maths to help them move on successfully into their next education placements. They will be able to function in society and be competent in basic maths to enable this. Pupils will be able to recall facts and be able to apply them to problems. Application to problems indicates understanding. Assessment at appropriate points will indicate whether learning is embedded.

Impact will be measured through:

Lesson Observations and learning Walks (By Headteacher and / or QA)

Pupils work and classroom displays

Work scrutiny / book looks (By Headteacher and / or QA)

Pupil engagement and the general presentation of pupils in class

Photo and video evidence of the pupil's practical learning

Pupils progress and attainment

Internal data and assessment tracking



# Science

## Intent, Implementation and Impact

### **Intent - What do we want our pupils to learn?**

Our pupils referred to us have a wide variety of educational backgrounds and life experiences that often involve serious trauma. Due to these experiences their attainments may not match those expected of their peers. Our pupils often have EHCPs, be school phobic or avoidant, have significant gaps in their learning and have a history of disengagement or poor attendance

We prepare our pupils to re-engage in a more mainstream / community education provision.

We intend to guide our pupils to become scientifically knowledgeable, scientifically literate and methodical problem solvers, by fostering a spirit of independent inquiry, nurturing curiosity and bringing current, relevant, real world science into the classroom.

We are committed to raising standards of achievement and promoting a lifelong culture of learning through an education in science,

To enable our pupils to transition into their next education setting we feel strongly that our pupils should leave with a basic knowledge of how things work and a desire to learn more.

They should have a good understanding of areas of Science that apply to their everyday lives as an adult:

- The importance of protecting the environment and the importance of conservation.

- The importance of good health care and personal hygiene; including diet, impact of lifestyle choices and sexual health.

- Understanding of how electricity is produced and the pros and cons of various methods of production.

- An understanding of how to safely handle chemicals and the potential dangers of chemical reactions

- A natural curiosity for space and the natural world

It is also important that pupils leave with critical thinking skills so that they can formulate their own opinion when presented with evidence and theories. pupils should be able to interpret data, spot correlations and form their own conclusions.

### **Implementation - How will the pupils learn what our curriculum is delivering?**

\*\* See curriculum plan, cross-curricular plan and school diary / planner

Through cross-curricular planning and discreet Science lessons we stimulate an interest in, and enjoyment of, science. Providing the opportunities and challenges for all to achieve their full potential.

By providing a relevant and exciting science curriculum we encourage a culture of questioning and feeding the natural inquisitiveness of pupils.

Through our developing awareness of the social, economic and environmental implications of science our curriculum will enable pupils to contribute positively to society. Providing the best possible standard of teaching and opportunities for learning.

We have a 2 year cycle to ensure a wide variety of national curriculum content coverage. Cross curricular links are made when possible throughout all curriculum content. Maths skills are taught when possible to meet the demands of the science national curriculum and support the maths curriculum.

Clear links with PSHE, Geography, English and History are threaded throughout the Science curriculum, cultural capital is an integral part of science with educational visits to enhance pupils'

cultural capital. The science curriculum objectives are sequenced in order to build on prior knowledge; however, due to many of our pupils having significant gaps in their education, objective sequencing can be flexible and adapted to meet the learning needs and support learning gaps. Topics are chosen to cover a wide range of essential skills and knowledge required to support progress into their new education placements. Topics cover Biology, Physics and Chemistry. The structure of the curriculum ensures that knowledge, application, understanding and evaluation are developed and that these skills are transferable and that pupils develop their problem-solving, meta-cognition and critical thinking.

**Impact - How can we monitor whether the young people have learnt what is taught?**

Our pupils become increasingly independent, building confidence in practical and data handling skills and greater depth of understanding in each topic, they develop an understanding of the relevance of STEM in the wider world and the associated career opportunities regardless of background.

Our pupils develop an understanding of and their responsibility for their health and also risk factors associated with unhealthy choices, drink and drugs, they achieve economic well-being through academic success and the associated opportunities in STEM careers and further study.

Our pupils make a positive contribution to the learning of others through the development of their team-working and practical skills when appropriate. Engaging and stimulating lessons lead to pupils enjoying lessons and making accelerated progress taking into account their starting point.

Impact will be measured through:

- Lesson Observations and learning Walks (By Headteacher and / or QA)

- Pupils work and classroom displays

- Work scrutiny / book looks (By Headteacher and / or QA)

- Pupil engagement and the general presentation of pupils in class

- Photo and video evidence of the pupil's practical learning

- Pupils progress and attainment

- Internal data and assessment tracking

# PSHCE, RSE, MH&W, Preparation for Independent Living

## Intent, Implementation and Impact

### Intent

There is a strong emphasis within our school on the importance of PSHE, cultural capital and SMSC. Our curriculum uses a personalised learning approach to meet the individual needs of our pupils.

Our pupils have a wide variety of Adverse Childhood Experiences (ACEs), educational backgrounds and life experiences that often involve serious trauma. Due to these experiences their attainments may not match those expected of their peers. Our pupils may have EHCPs, be school phobic and more than likely will have significant gaps in their learning.

We recognise that pupils referred to our school may well have had traumatic life experiences that are beyond those experienced by the vast majority of society. The effect of their personal histories on our pupils means that they will have missed out on many valuable positive learning experiences. Be this within their family, prior educational settings, or other social interactions. The negative consequences of these experiences on their attitude to, and engagement with, learning transfers with them into our school and can manifest itself in unpredictable ways but most often as severely challenging behaviour. Teachers are mindful of pupils' past experiences / backgrounds of our pupils, and We work closely with the home's care team and therapist to ensure sharing of information etc. Having recognised this commonly shared background of our pupils, our curriculum is focused on providing positive and personalised learning experiences that, over time, lead to greater engagement.

The aims of the curriculum for our pupils are:-

- To develop independent problem-solving skills that allow them to feel confident to take responsibility for any challenges they may face in the future, individually or socially

- Have a love of learning beyond of the school curriculum and to actively look to learn new information and skills outside of the classroom

- Engage in activities that support language, problem solving, memory, focus, mental agility, emotion, self regulation

- Understand the daily emotional, psychological and physical benefits of mindfulness and try to incorporate these into their everyday life

- Develop a range of life skills that help lead to success and happiness in adult life

- Be able to articulate their thoughts, values and beliefs in both oral and written form

- Develop a diverse range of skills that will involve them being able to thrive in the world

- Be able to reflect over their learning journeys and highlight how/why their knowledge/skills have developed

- Encourage problem solving, staying calm, lateral mindset, analytical thinking, flexibility, initiative, resilience and teamwork

- To develop skills that empower our pupils to be able to function confidently in a range of social settings

- Through supported practical and academic tasks the young people will learn to take risks, be reflective and resilient.

### Implementation

\*\* See curriculum plan, cross-curricular plan and school diary / planner

Many of our pupils have experienced trauma and this could take many forms including:-

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide
- being involved in CSE or CCE
- having a lack of safety, stability, bonding, instability due to parental separation
- growing up in a household with substance use problems
- growing up in a household mental health problem
- instability due to incarceration of a parent, sibling, or other members of the household

Through our curriculum we will:-

- Develop learning environments that allow students to visualise their thoughts, explorations and imaginative inquiry
- To make learning safe by allowing students to constantly experience success and then be able to quickly build on this
- Use a range of accreditation including ASDAN as flexible and engaging programmes that allow for highly differentiated activities that can ensure success for a range of student abilities
- Give pupils will have the opportunity to undertake a variety of activities that empower them to become confident and skilled independent learners
- Through cross - curricular lessons draw upon subject knowledge and skills within English, Psychology, Mathematics, Science, IT and the Arts
- Makes learning highly relevant outside of their school experience
- Give students the opportunity to revisit and build upon key skills: this consolidates and reinforces their learning, embedding and securing the skills so that they can be used throughout their life
- Support each pupil to develop their understanding in a safe and controlled environment

Through our curriculum pupils will follow a number of topics including:-

### **Relationship and Sex Education**

- Families
- Respectful relationships, including friendships
- Being Safe
- Intimate and sexual relationships, including sexual health
- The Law

### **Physical Health and Mental Well-being**

- Mental Well-being
- internet Safety and harms
- Physical health and fitness
- Healthy eating
- Basic First Aid
- Drug, Alcohol and Tobacco
- Health and Prevention

### **PSHCE**

- Emotional Well-being
- Keeping Safe and healthy
- Social media

Alcohol  
Tobacco and drugs  
Sexual health  
Respectful relationships  
Families and parenting  
Financial choices  
Careers and your future  
Living in modern Britain

### **Preparation for Independent Living**

Money Matters  
Aiming High  
Be Yourself  
Kitchen skills  
It's my body  
Diverse Britain  
One World  
Safety First  
Super Seasonal Cooking  
TEAM  
Think Positive  
VIPs

### **Impact**

Our pupils will :-

Develop a good understanding about safety and risks in relationships  
Be prepared for the physical and emotional changes they undergo during puberty  
Have experienced a positive impact on their health and wellbeing and their ability to achieve  
Have a greater understanding of the need to reduce teenage pregnancy rates, increases condom use, and decrease the incidence of non-consensual sex  
Recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty  
Demonstrate a healthy outlook towards school  
Develop positive and healthy relationship with their peers both now and in the future  
Understand the physical aspects involved in RSE at an age appropriate level  
Have respect for themselves and others  
Have positive body images  
Reduce the impact of ACEs on themselves

Impact will be measured through:

Lesson Observations and learning Walks (By Headteacher and / or QA)  
Pupils work and classroom displays  
Work scrutiny / book looks (By Headteacher and / or QA)  
Pupil engagement and the general presentation of pupils in class  
Photo and video evidence of the pupil's practical learning  
Pupils progress and attainment  
Internal data and assessment tracking

## Intent, Implementation and Impact

<b>Intent</b> - What do we want our students to learn?
We believe that Physical Education (PE) experienced in a safe and supportive environment, is essential to ensure pupils attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all pupils to succeed in physical education and in developing life skills. We want to teach pupils skills to keep them safe, such as being able to swim. We also want to teach pupils how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the well-being and fitness of all pupils, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.
<b>Implementation</b> - How will the students learn what our curriculum is delivering?
** See curriculum plan, cross-curricular plan and school diary / planner  We ensure that our Physical Education curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All pupils are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our Physical Education curriculum includes a variety of sports to ensure all pupils develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. Additionally the curriculum builds on aspects and objectives of the PSHE Curriculum. Our Physical Education Curriculum provides an opportunity to learn kinesthetically in a non classroom environment. It allows pupils to perform and achieve in both individual and team sports. This gives our pupils the opportunity to work individually, which helps with problem solving and independence. Team sports measure the ability to work as a group, developing communication skills and confidence.
<b>Impact</b> - How can we monitor whether the young people have learnt what is taught?
Pupils will understand how to lead a healthy lifestyle and understand the importance of exercise. They are beginning to understand the values and importance of fair play, being a good sportsperson and are motivated to participate in a variety of sports through quality teaching that is engaging and fun. They understand how to take responsibility for their own health and fitness and are equipped with the necessary skills and a love for sport They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE, develop their communication, teamwork and leadership skills and hopefully transfer to other situations.  Impact will be measured through: Lesson Observations and learning Walks (By Headteacher and / or QA) Pupils work and classroom displays Work scrutiny / book looks (By Headteacher and / or QA) Pupil engagement and the general presentation of pupils in class Photo and video evidence of the pupil's practical learning Pupils progress and attainment Internal data and assessment tracking

## Outdoor Education

## Intent, Implementation and Impact

### **Intent** - What do we want our students to learn?

Through our Outdoor Education programme we aim to develop a strong sense of self-esteem and confidence, build relationships and promote a healthy and positive lifestyle. Our programme involves the transformation of knowledge, skills, attitudes and behaviours through direct engagement with the outdoor environment for the personal and social benefit of our pupils. The programme incorporates and supports many aspects of the PSHE and Geography Curriculum.

### **Implementation** - How will the students learn what our curriculum is delivering?

\*\* See curriculum plan, cross-curricular plan and school diary / planner

We will provide safe and challenging activities which offer cross curricular learning experiences, encourage attendance, enhance positive behaviour and which build on experience by using capable, committed and highly trained staff and a variety of venues. Our programme allows us to promote positive social skills within the public domain and consider ways to make a positive impact on the environment.

Provide a programme that builds on the pupils prior learning and experience giving an opportunity for pupils to flourish in a non-classroom based environment. The main intent of the programme is to encourage participation, positive choices in a supportive and yet aspirational forum.

Outdoor education programme offers alternative opportunities for physical achievement where the only 'competition' is inanimate (eg, a rock face or the weather). This sort of challenge frequently motivates pupils who find difficulty expressing themselves physically when competing against others.

Our pupils will also gain life skills, enhanced self-esteem and self care skills. They are expected to take (with the appropriate support), take responsibility for their personal clothing / equipment, undertake appropriate tasks , work towards self-reliance in outdoor adventure, succeed at activities they find physically / emotionally challenging.

We support pupils to set realistic targets for themselves over an extended period, and keep focused until they succeed.

### **Impact** - How can we monitor whether the young people have learnt what is taught?

Pupils support and engage in the planning of their outdoor activities and take maximum ownership whilst participating. Time spent debriefing or reviewing the activity ensures that learning outcomes are emphasised, reinforced and applied in the future.

Differentiation and Progression - Pupils are engaged as far as possible at a level that matches their own abilities and development. Activities are planned that can be adapted to present challenges at different levels appropriate to different group members, or permit group members to take on different roles. Pupil's progress is monitored to ensure they can be continually motivated by new challenges.

Outdoor education has a substantial impact on the personal and social development of our pupils.

Pupils enjoy participating in outdoor activities and adopt a positive attitude to challenge and adventure.

Pupils gain personal confidence and self-esteem through taking on challenges and achieving success and develop their self-awareness and social skills, and their appreciation of the contributions and achievements of not only themselves but of their classmates.

Pupils become aware and develop a respect for the natural environment and begin to understand the importance of conservation and sustainable development.

Pupils overcome their apprehensions to take part in challenging activities and feel proud of what they have achieved. They have confidence to talk openly about their successes, and their failures

and this helps them feel positive about themselves.

They are more able to recognise and modify aspects of behaviour that may restrict their own achievements. Our pupils learn to take responsibility for their own health and fitness.

Impact will be measured through:

- Lesson Observations and learning Walks (By Headteacher and / or QA)

- Pupils work and classroom displays

- Work scrutiny / book looks (By Headteacher and / or QA)

- Pupil engagement and the general presentation of pupils in class

- Photo and video evidence of the pupil's practical learning

- Pupils progress and attainment

- Internal data and assessment tracking



# Humanities and RE (cross curricular projects)

## Intent, Implementation and Impact

### **Intent** - What do we want our pupils to learn?

History, Geography, and RE are taught in a cross-curricular way and designed to encourage students to enjoy learning by stimulating a passion and interest for the world around them and the human and physical processes which help to shape it.

By comparing different places in the world with their local area our pupils gain a greater understanding of the lives and cultures of different people.

Our intent is to provide a curriculum that allows students to have a greater understanding of the past and gain an insight into how this impacts on the present and future, by comparing past societies and their values with the present and studying contemporary problems in their historical settings.

Our curriculum offers our pupils the opportunity to become curious and critical thinkers.

Our pupils gain enjoyment, passion and knowledge about the past and the world around them.

Using the National Curriculum as a base, we choose our topics based on pupil needs and what will match other cross-curricular lesson themes. For example, looking at maps in Geography while learning about grid references in Maths.

Cultural Capital is a feature of our planning, prompting links between Humanities and the wider world.

### **Implementation** - How will the pupils learn what our curriculum is delivering?

\*\* See curriculum plan, cross-curricular plan and school diary / planner

By following a thematic approach for teaching History, Geography, and RE with our pupils, we ensure that there are opportunities for students of all abilities to develop their skills, knowledge and vocabulary throughout their time with us. This allows for access to new knowledge and development of prior learning.

We aim to give pupils varied opportunities to study the world and make links from the past to the present and leading to the future. The projects studied by our students should inspire curiosity and fascination about the world and allow them to ask questions and discover answers throughout. The challenging and exciting programme we provide is supported by using a range of teaching techniques and appropriate trips to provide an immersive experience away from the confines of the classroom. The range of learning and developmental needs calls for constant stimulation and an understanding of when to break away from traditional methods.

History teaching focuses on enabling students to think as Historians and transfer knowledge of the past to moments in the present. We recognise the importance of stories in teaching History and we regard this as an important way of creating interest in a topic. We focus on helping students understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. Geography starts from the pupil's immediate environment and the child's own impact on that environment.

Through visits into the local community, their knowledge of the world is extended through first hand experiences, building up their geographical knowledge and skills. As they become able to tackle more abstract ideas they move onto studying places around the world. In Geography, we encourage students to ask as well as answer questions and we offer them the opportunity to use a variety of methods to gain information – including maps, data, field-trips, photos, pictures and other geographical equipment. Wherever possible, the children take part in practical activities to experience 'real' geography in different environments. RE allows for a greater understanding of cultural diversity and identity, knowledge and understanding of ethics and morals and applying them

to different situations such as War and Human Rights. We delve deeper into our diverse society by looking at festivals and celebrations of the various religions.

Creativity and critical thinking is key to the Humanities curriculum which actively encourages the development of essential life skills such as debating, reasoning, supporting, researching and communicating.

Humanities contribute significantly to the teaching of English in school by actively promoting the skills of reading, writing, speaking and listening. Students develop these skills in many ways including through writing and reading reports, letters, and explanatory texts. Maths skills are improved by using numbers and analytical skills, e.g. statistics, timelines. Pupils also have the opportunity to use and apply skills needed to interpret and handle data in the form of graphs, maps and diagrams, e.g. census information, map skills.

**Impact** - How can we monitor whether the young people have learnt what is taught?

Our pupils will gain a greater knowledge of the worlds around them. They will begin to gain the skills to be a member of their local and global community.

Our pupils will gain an understanding of how to be socially, morally, spiritually and culturally responsible and globally aware; how to make positive contributions to the local area and how to endeavour to be the best that they can be. We aim for all of our pupils to be respectful, skilful and ambitious, with the motivation and passion to continue on their learning journeys.

Impact will be measured through:

- Lesson Observations and learning Walks (By Headteacher and / or QA)

- Pupils work and classroom displays

- Work scrutiny / book looks (By Headteacher and / or QA)

- Pupil engagement and the general presentation of pupils in class

- Photo and video evidence of the pupil's practical learning

- Pupils progress and attainment

- Internal data and assessment tracking

# Enrichment Projects

## Intent, Implementation and Impact

### **Intent** - What do we want our pupils to learn?

As our pupils are amongst the most disadvantaged and many have special educational needs, our school is ambitious for all our pupils and our curriculum is designed to give all learners, the knowledge and cultural capital they need to succeed in life

We strive to help pupils develop as global citizens, by enabling our pupils to benefit from a wide range of cultural perspectives they would not be exposed to otherwise.

Project based enhancement days / weeks give learning opportunities where a theme is used to connect and integrate different subjects. It permits learners to link their learning therefore making it a more cross-curricular experience. During these projects the timetable can be more fluid and therefore adapted more to the needs of the pupils on any given day.

Our curriculum provides opportunities for our pupils to experience a wide range of cross-curricular projects and learning opportunities which will expand their knowledge and begin to fill gaps in prior learning

### **Implementation** - How will the pupils learn what our curriculum is delivering?

\*\* See curriculum plan, cross-curricular plan and school diary / planner

The projects are chosen based on the appropriate curriculum to ensure learners receive a broad and varied experience that covers the necessary learning needs. There is a specific subject for each project which allows for an assessment focus but also incorporates crossovers into other subjects. Although discrete lessons are taught, the learning will merge across the timetable, for example, a Geography lesson may naturally evolve into an English, Maths or outdoor education lesson. A diary of projects is set at the start of the school year and will change from year to year to incorporate world or community events.

Pupils are increasingly encouraged to step up to take the lead in organising events and coming up with fundraising ideas. As part of this, we actively encourage all pupils to get involved in fundraising activities for both local and international charities.

Working in conjunction with our training centre, care teams and in-house therapists a wide range of experience and specialist knowledge can be drawn on.

Opportunities for assessment and accreditation include ASDAN, ELC, The Big Initiative, T2C etc. pupils keep reflective diaries and we also record the school year by using whole school and individual photo-books, to add to their life-story.

### **Impact** - How can we monitor whether the young people have learnt what is taught?

Project based learning results in the pupils having fun with their learning, being active participants in their learning, developing skills quicker as learning is reinforced through multiple subjects and becoming more confident learners.

Attendance and behaviour is improved (from their starting points) and this will help prepare our pupils to continue their learning journey .

We consider project based learning to be a tool used to link the learning experiences of the pupils in many ways to engage them fully in the learning process.

Especially for our pupils, identity is vitally important, our pupils have to know themselves, where they come from, and find their place in the world. pupils will also gain a better understanding of national and global organisations.

Impact will be measured through:

Lesson Observations and learning Walks (By Headteacher and / or QA)

Pupils work and classroom displays

Work scrutiny / book looks (By Headteacher and / or QA)

Pupil engagement and the general presentation of pupils in class

Photo and video evidence of the pupil's practical learning

Pupils progress and attainment

Internal data and assessment tracking