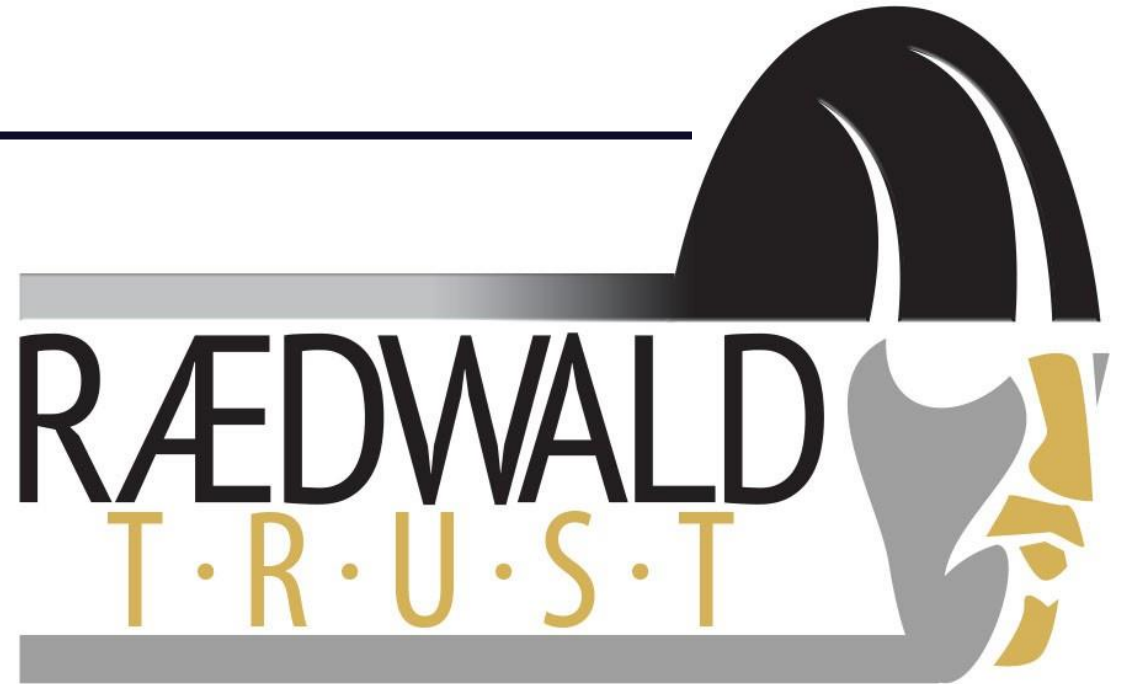

MONTGOMERY ROAD CAMPUS CURRICULUM OUTLINE



2019-2020

1. The vision for our pupils

Having consulted with staff and pupils our shared vision is:

- To make a new beginning.
- Be aspirational and dream big; anything is possible!
- Equality of Opportunity – you have the right to an education, training and employment.
- Learning is for life: we are preparing you for your future.

2. Our commitment to our pupils

- We make Bespoke Learning Offers. We are here to develop each young person, meet their individual needs. We build the learning around you. (Individual Learning Plans and Moving in to Adulthood Plans/Health Plans as required).
- We are committed to “the whole person approach”; we are a Thrive School (Character Development). We want all our young people to engage, enjoy learning and develop skills knowledge and resilience for life. This means we integrate therapeutic work as required alongside academic and vocational learning and SMSC.
- We are aspirational; we do thorough baseline assessments, pathway plans and offer accreditation for every course/ learning experience. We set stretch and challenge targets alongside key stage targets.
- We are committed to developing skills as well as imparting knowledge. Schemes of work and development plans in core subjects ensure there is equality of opportunity for pupils to obtain qualifications the same as mainstream and secure progression at 16+.
- We are committed to enrichment (cultural capital); this is demonstrated in our curriculum offer: sourcing cultural, sporting, vocational and academic opportunities within school, across Raedwald Trust, local, national and global events.

3. The origins of our curriculum: Concentric and experiential

Within our core offer of Art, English, ICT, Maths, PE, PSHE and Science the curriculum is designed around the acquisition of skills through experience, then explicit instruction and reflection. Schemes of work are designed around topics (at GCSE level these usually last 6 weeks or half a term) either of specified content for GCSE and Functional Skills or Entry Level qualifications. Across the key stage subject experience, depth of knowledge and breadth is ensured by the choice of topics: for example in English 10 topics cover a range of reading texts (including literature), writing forms and purposes and speaking and listening opportunities. In Maths and English Functional Skills are offered as well as GCSE thereby applying skills to work based and everyday adult life situations. Core skills and subject knowledge are also practically applied through STEAM Project, work experience, off -site vocational training opportunities, volunteering and special events. In English, Maths and Science there is an opportunity to enter Key Stage 4 at Entry Level to catch up on missed experiences; it is possible to transfer up onto a higher course early in yr10 or even to run the courses in parallel to ensure all content is properly covered and where possible we “close the gap” in attainment.

We conducted a full review of our curriculum to ensure it meets the statutory requirements. All teaching staff are currently reviewing and developing their subject offers, thus enabling the curriculum offer to meet individual need and close the gap in attainment, whilst continuing to extend cultural capital beyond the minimum syllabus requirements.

The Raedwald Trust has launched a reading strategy for all pupils and within the trust a broader ebac curriculum is being developed. The RE offer sits within assemblies and student meeting time.

4. The structure of our curriculum

	Yr10					Yr11				
	English	Maths	Science	Art	ICT	English	Maths	Science	Art	ICT
Core	Baseline From Where I Stand Reading and writing stories Improving Writing Protesting Poetry Autobiography Travel writing.	Baseline Number Operations Fractions, Decimals and Percentages Algebra Part 1 Basic Geometry Approximation and Estimation Probability	Baseline Elements mixtures and compounds The Human Body Energy Forces and the structure of Matter.	Baseline Urban Photography Mask/Body Adornment Fantastic and Strange	Baseline Using word Safety online (privacy settings) and using the internet. Powerpoint Presentations Publisher one page docs Excel spreadsheets. Functional skills assessments.	Reading for detail Murder we wrote (39 steps drama and fiction adaptations) Improving reading Film reviews and points of view Improving writing Revision.	Algebra Part 2 Ratio, proportion and rates of change Graphs of equations and functions Statistics Mensuration Congruence and similarity Indices and Surds	Cells Homeostasis Infections and Control	Fashion and logo design How to and Parkour leaflet Spray paint/stencil Space project Printmaking Graphic Design	Building a CV Letter writing and mail merge Essay writing Organizing files and folders Emails and etiquette Organizing a calendar/diary online Online learning Using publisher to make a leaflet inc image editing. Functional skills assessments.
Training	Deben Care Farm	Travel training	Brickmaker's Wood	Rally Sport	Suffolk skills show, 16+ planning.	Eastern Regional Training	Work experience		16+ transition visits	Food hygiene and safety level 2
Enrichment	STEAM Project	Rock Climbing Football	Motor cycle road safety	Home Cooking Skills	gardening	SOS visit Forensic Activity	Tennis/ golf/cycling/fishing/ Bowling Horse riding	London Trip	Theatre/ museum/art exhibition/cinema.	Leavers meal celebration

5. Off-site provision

On induction to KS4 students are offered staff -supported group experiences (life skills) on and off site to prepare them for work experience, off site training and post 16; conservation work and volunteering build and strengthen relationships and confidence whilst allowing students to experience work- related learning. Staff will support then withdraw from vocational placements once students demonstrate they are ready to be independent. Across the Trust our students are encouraged to experience a wider range of learning and different groups and settings; this offers a richer experience for them than attending a smaller campus might imply. Raedwald Trust have a list of approved providers who are quality assured, risk assessed and student progress is reported weekly and logged. Staff monitor though visits and induction support. Attendance is checked every session. RT based learning is reported every lesson on our internal monitoring system and attendance checked every lesson.

6. Assessment for learning

Within the core subject schemes of work for each topic, the skills developed and extended are made explicit in the assessment and learning objectives. Staff maintain individual student trackers to ensure gaps in skills and knowledge are covered from entry 1 to the highest GCSE grades and individual progress is secure. Pupils hand in completed work for marking at least fortnightly. Next step marking is used by staff to assist each student to develop their skills and confidence by explaining what went well and what to do next time to further improve (assessment for learning). Every half term staff review progress directly with the student and record the outcomes advice and targets; students reflect and respond forming part of the ongoing dialogue of their learning journey. The front of the assessment tracker shows the entry baseline grade, the target grade for KS4 and the course pathway selected. The colour coded chart shows the grades progression and relationship of functional skills to GCSE and Entry Level qualifications.

7. Character development

We aim to prepare all students for further education employment and training and for greater independence; we therefore explicitly address personal safety, emotional well- being and physical health, relationships and social skills, managing money, preparation for working life, travel training, home cooking skills and first aid as a means of ensuring students have the personal confidence and resilience to move on from us and (where possible) re- enter mainstream education. All students have a moving in to adulthood plan, a Thrive plan, a risk assessment and a 5A behavior management plan that is co-produced with staff. All students are encouraged to make a positive contribution to the school community (e.g. whole school planning meetings, RT Pupil Charter meetings, duty rotas) and play an active part in preparation for the responsibilities they face in adulthood (Citizenship and FBV). Individually each student can be offered bespoke opportunities/interventions (e.g. art therapy) which can be arranged in order to assist personal development. We track impact through termly reviews and assessments.