

Springboard Curriculum

Policies KS4



1. Mathematics
2. English Language & Reading
3. Science
4. Citizenship Studies
5. RE
6. PE
7. Food Technology
8. Music
9. Art
10. PSHE/RSE
11. SEMH and PSED

1. KS4 Mathematics Policy

The aim of the Mathematics curriculum across all sites within the Raedwald Trust is to ensure that all learners develop their mathematical fluency, are able to reason using this fluency and apply their knowledge to solve a wide range of practical/functional problems.

As an alternative provision, we believe that all students should have the same opportunities that mainstream students would experience so we cater for students working at Entry Level up to the GCSE Higher Tier. The skills developed within the curriculum is also meets the needs of students studying functional skills specifications if the home school chooses to enter them for these qualifications.

Students that work within our sites have all experienced a varied education. Many students have experienced interrupted education both short and long term. A large investment of time is spent reviewing and improving gaps in knowledge.

In addition to consolidating subject content from Key stage 3, the statutory areas that are covered across our curriculum are:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Baselining

Many students have missed large gaps in their education and students also join us at various points across the academic year. All students will complete a Baseline assessment that we use to understand pupil's confidence with 28 core mathematical skills across the 6 themes of mathematics. We use this information to capture what the students know within each subject and most importantly any gaps in their knowledge. We use this information to inform future planning to ensure students make progress within each subject. We track topic understanding from the baseline assessment. The information also helps to inform the numeracy target set on the Individual learning plan. Lessons are adapted to develop their understanding against the numeracy target.

Entry Level

We can support the delivery of the Entry Level Certificate to students that need to develop and gain confidence within the core strands of mathematics. The Entry level specification is co-teachable with our programme of study. Students can be extracted for specialist 1-2-1 support to aid understanding of the 8 core modules.

GCSE Mathematics

The Programme of study allows students to gain a wide breadth of the GCSE content. A focus on functional understanding, number and ratio is deliberate to allow students these core skills. These topics make up 56% of the course. The scheme is designed to allow enough time to allow topics to be reviewed to improve memory recall.

Term 1		Term 2		Term 3	
Continual review of understanding to improve sticky memory with a focus on Number and Ratio.					
Number	HCF and LCM Equivalent fractions, decimals and percentage +,-, x and / Fractions, Fractions of a quantity, rounding and estimating.	Ratio, proportion, rates of change	Repeated percentage change, calculating percentage change	Geometry and measures	Trigonometry,
Geometry and measures	Perimeter, area, Surface area, volume	Geometry and measures	Area of a trapezium and parallelogram. Circles Volume	Algebra	Linear equations Forming expressions and equations Linear graphs $y=mx+c$
Ratio, proportion, rates of change	Simplify ratio, Sharing in a given ratio, Increase/decrease, Percentage change	Probability	Probability scale, Relative frequency, Tree diagrams, laws of probability, Sample spaces, Venn diagrams	Number	Standard form Fractions review Four operations Upper and lower bounds
Algebra	Collecting like terms, substitution, Linear equations, Brackets and factorising.	Geometry and measures	Reflection, Rotation, Translation and Enlargement.	Ratio, proportion, rates of change	Percentage review
Statistics	Representing data-Bar charts, Pie charts, Pictograms and Scatter diagrams, Averages	Algebra	Sequences,	Statistics	Average review
Functional mathematics	Responding to functional skills questions. 2 week block incorporated within the term	Geometry and measures	Angles, Angles in polygons, Bearings Loci and construction Pythagoras' theorem	Probability	Probability review
		Mock exam	2 week block dedicated to mock examinations and feedback	Geometry and measures	Circles
				Functional mathematics	Responding to functional skills questions. 2 week block incorporated within the term

The Programme of Study aims to deliver the wide breadth of the demanding GCSE specification but has been refined to address the fractional nature of a placement on Springboard pathway. Due to this, identified topics will not be explored in depth. These topics are vectors and volume of cones/pyramids.

For those students identified as performing at Higher GCSE level, we will adapt our lessons for students to extend their knowledge within topics. Students can complete additional topics alongside the main scheme of work. This can be achieved through additional 1-2-1 sessions and targeted resources supported from mainstream school. Through collaborative work with the dual school it is hoped that students can receive support to aid understanding from mainstream teachers. The variety of topics that can be covered are listed below:

Autumn	Spring	Summer
-Mensuration extended -Ratio and proportion -Surd -Statistics	-Algebra inc solving, factorising, simultaneous and quadratics -Indices -Graphs of equations/functions	- Geometry inc Trigonometry - Data presentation including cumulative frequency and Histograms-Probability
-Further algebra -Extended Trigonometry -Growth and decay -Direct and inverse proportion	-Graphs -Functions -Geometry inc Circle theorems	-Gradients and rates of change *Consolidation of topics through targeted revision programme

***Although the Higher paper is demanding on time and coverage it is achievable through differentiated resources and additional sessions provided by both schools.**

Improving recall

Topics are revisited at the start of lessons that review and recap knowledge from last lesson, last week and last month. The EDI framework used within lessons explicitly focusses on recall of previous knowledge. The framework structure is based around Rosenshine's Principles of Instruction and focusses on students improving their 'sticky memory'. We also ensure that lessons place a high emphasis on fractions, decimals, percentages and ratio as these topics are fundamental topics that are tested within many other topic areas.

The lessons are planned to follow a concentric model that allows us to build up student's skills through constant revisiting and interleaving. In line with the Research Government Review series (2021) lessons are planned with:

- Frequent low stake testing
- Learners are given a variety of tasks that focus on rehearsal of facts, methods and strategies alongside developing their understanding.
- Opportunities for students to develop proof and reasoning skills.

Assessment in Mathematics

We assess pupils for three key reasons:

- a. To find out what they do and do not know so that we can plan next steps in their learning journey.
- b. To understand their patterns of progress.
- c. To make judgements about their progress towards key markers in their education.

Ultimately, good assessment will add value to pupil outcomes by helping teachers and leaders to understand what is having good impact and what needs to be refined or addressed for individual pupils.

Progress and attainment information from our planned micro-assessments is regularly reported back to the referring school. At the end of selected topics, there is a macro assessment. The assessments mirror the level of challenge that they will face when they reach their final examinations.

Teachers will assess daily learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. Pupils who may require extra support are identified quickly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support students' individual needs, according to their starting point. We work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

Mathematics and the wider curriculum

Cultural Capital

Within the Trust we believe that it is important for all students to develop cultural skills, knowledge and behaviours that will allow them to thrive in society and the world of work. The Mathematics curriculum sets out to develop our learners' cultural capital to make them ready for their next stage in their lives. This is achieved in many ways including teaching real life skills related to reading timetables, budgeting, finance, recipes, speed/distance, etc.

SMSC

Mathematics enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their numeracy skills and every-day life. Students are provided with opportunities to use their maths skills within real life contexts, applying and exploring the skills required in solving various problems.

Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain their understanding to each other and support each other in their learning. Through teamwork, students are able to gain confidence which should lead to them becoming independent learners.

Within the curriculum we look at various approaches to Mathematics from around the world and use this to discuss their origins.

This includes different multiplication methods from around the world and also the origins of Pythagoras' theorem. We try to develop an awareness of both the history of maths alongside the realisation that many topics we still learn today have travelled across the world and are used internationally.

British values

The Mathematics curriculum promotes the British values of tolerance and resilience each lesson through problem solving and understanding of complex concepts. Students are encouraged to learn from mistakes and are supported to improve their understanding. Within the statistics modules students are encouraged to evaluate data and look for bias.

Careers

Within lessons pathways for future study of STEAM subjects is promoted. When looking at topics students are encouraged to see how these might be used in the real world and within vocational contexts. Lessons are linked to developing vocational and functional understanding of IT, Construction, Cooking, Sport, Science, Transport planning, Finance, etc. Staff will make every attempt to link mathematics into the vocational interests of individual students.

**The Curriculum Overview and Medium Term Plan help to set out how the mathematics curriculum has been planned to develop understanding of the wider curriculum*

Reading

Every opportunity is taken within the classroom to allow students to develop their reading. Many forms of text are actively shared with students to prepare them for independence within society including reading menus, timetables, recipes, advertisements, construction plans, etc.

Students are actively encouraged to read and are supported to understand key words. Shared reading and choral reading often occurs when looking at texts as a class.

We explicitly teach key vocabulary each lesson to allow students to make connective learning and recall the meaning behind command words.

Within lessons staff promote high standards of literacy, articulacy and the correct use of standard English. Displays engage students to support them with the understanding of key command words.

2. KS4 English Language Policy

Introduction

Our Key Stage 4 English programme of study for the Springboard Pathway has its origins in the National Curriculum. For the Springboard curriculum, key knowledge and skills have been identified and progression mapped through from Key Stage 3 to Key Stage 4 as appropriate. The curriculum is sequential with concentric elements to enable objectives to be revisited to build on learning and for knowledge acquisition to be long term. Students will know more, do more and remember more. This curriculum reflects our commitment to providing those students temporarily placed within our Alternative Provision with sufficient opportunity to access a curriculum to support and complement that experienced by their peers in mainstream education.

The ultimate purpose and aim of our curriculum is to prepare students for successful reintegration at their mainstream school and for the end of Key Stage 4, and subsequently post-16 education, training and employment. The expectation is that students will be entered for their end of Key Stage qualification(s) in English through their referring school.

Our programme of study is organised to deliver strands from the English literature national curriculum. However, we do not cover individual texts for any GCSE awarding body, as the short term and part time nature of this pathway and our allocated guided learning hours do not permit this. Should a referring school wish to enter a student for GCSE English Literature, they are able to use the student's timetable for which they are responsible to deliver this.

Within each area key objectives will be taught and assessed. As agreed with pupil's mainstream settings, we will teach the agreed objectives but will not be responsible for teaching English in its entirety as outlined in the programme of study and curriculum overview. There will be specific lesson objectives relating to oracy, reading and writing through each unit which will allow pupils to develop skills and make progress.

Through our Key Stage 4 English curriculum, we intend to promote a love of the English language and literary heritage. By encouraging a passion for Reading, Writing and Oracy, we aim to broaden students' minds; to enable them to fulfil their right to become culturally, emotionally, socially and spiritually intelligent members of society.

Content and sequencing

A thematic and concentric approach is used: we begin each themed unit with a collection of texts. Through a balance of modern and literary heritage texts, students are exposed to areas of reading, whilst being inspired to meet speaking and learning objectives through rich and supported discussions, this enables them to transfer their knowledge into writing tasks further preparing them for end of KS4 examinations.

Assessment and outcomes

Progress and attainment information from our planned micro-assessments is regularly reported back to the referring school. Teachers will assess daily learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. Students who may require extra support are identified quickly. Students self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support students' individual needs, according to their starting point. We work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

English and the wider curriculum

In English, students are supported, encouraged and shown that they can, and are expected to, succeed. Ideas about fairness and equality are discussed through the majority of the literature texts, inspiring students to think about their own rights, responsibilities and values as members of society.

The overarching vision for English at Key Stage 4 on the Springboard Pathway is to promote high standards of language and literacy by equipping pupils with effective reading skills to assist in all aspects of their lives, including further education, training and employment. We also intend students to finish Key Stage 4 with a strong command of the spoken and written language, so they become effective communicators in the wider world.

3. KS4 Science Policy

Origins of the curriculum

The KS4 Springboard pathway science curriculum has been created based on the national curriculum. It considers the wide range of exam boards the pupils may come to us having been previously taught and looks at this in conjunction with the temporary nature of a placement on the springboard pathway. The curriculum develops understanding of both substantive knowledge and disciplinary knowledge carried forward from the KS3 national curriculum and guides them towards content to support exam success, college options and future career possibilities.

The science curriculum is clearly divided into biology, chemistry and physics units that have been consciously selected to develop core knowledge; build a solid foundation and support wider access to science within mainstream settings. The springboard pathway is optimised for pupils on a short-term placement with the Raedwald trust who will be returning to mainstream education.

Due to the possible short length of pupil placement, it is important that we carefully plan the order of the National Curriculum we will deliver. As such, the curriculum has been written sequentially to support development of core science knowledge within all disciplines of science, with a concentric element to revisit scientific skills within the units of study. Learners can spend time studying and understanding the core aspects of the subject area through both theoretical and practical investigation where appropriate. Working scientifically is embedded within each unit which ensures pupils understand the scientific method. Mathematical skills are taught and used through units as appropriate.

By studying this subject, pupils will be able to make observations about the world around them and explain how they have come about. Pupils will embed core knowledge and build on their skills of assessment, evaluation, and conclusion. They will enhance their decision-making ability: they will be better able to predict the effects of both their actions and those of wider society.

The curriculum has been specifically designed for our Alternative Provision (AP) setting. It is purposefully constructed from the national curriculum, giving consideration to the possible limited time of pupil pathway. It focuses on the key content which will support them when returning to their mainstream settings. We also focus on practical skills whenever possible as these are areas which we know that our pupils often have been able to engage in only a limited capacity. We recognise the importance of prior knowledge on building understanding and skills, we also recognise that due to previous attendance and engagement at mainstream settings, prior knowledge will be a key barrier for pupils coming to us. The curriculum has enough flexibility in it to adjust for challenges with prior knowledge being missed.

Content and sequencing

The topics we cover include the three disciplines of Biology, Chemistry, and Physics across the breadth of the KS4 Science Curriculum;

- Living cells
- Atomic structure
- Forces and energy
- The Human Body
- The Periodic Table
- Structure and Bonding
- Waves and Electromagnetism
- Health and Communicable diseases
- Acids and Alkalis
- Rates of reaction
- Energy Resources
- Circuits and electricity
- Genetics
- Variation and Evolution

Our objective in science is to support pupils' understanding of their environment and existence. We aim to support them in understanding how the world around them works and to give them perspective of their place within it and the impact they, and wider society can have, and their contribution to that, alongside awareness of their physical presence. We aim to give pupils social, technological, mathematical, verbal reasoning and literacy skills. We have organised our curriculum to begin with the most fundamental topics of Biology Chemistry and Physics and build in a sequential manner with concentric elements, ensuring regular recapping and revisiting to aid knowledge retention. This represents a balance of all sciences and reflects the reality of science learning they have received and will return to at their mainstream settings. It is a logical continuation of the scientific knowledge

and skills gained at KS3. Pupils will enjoy the advantage of an appropriate baseline assessment, to gauge their attainment level and awareness of KS3 knowledge. A strong focus on prior learning in each lesson will ensure they have the key knowledge that they may have previously missed so that pupils can make required progress.

Due to the temporary nature of our placements, it is not possible to teach the full science GCSE syllabus. We have prioritised themes which link into the fundamental knowledge which all science topics build on. This will support pupils upon returning to mainstream as the topics are complementary. Although our curriculum choices are based on the national curriculum, we have closely followed some of the structures of the AQA double award. With AQA being the most common course, both nationwide and regionally, this will best support them when returning to mainstream. We have selected double science rather than a single science because it would limit post 16 options. If a pupil is following a different exam specification, lessons will be adapted accordingly. Exams will be arranged and hosted by mainstream settings.

The content will be delivered over a series of two lessons a week, for up to 2 years. We are aware that most students will not cover the full curriculum we offer, hence the regular revisiting and gap-filling lessons interspersed throughout. We have Springboard the start of the science curriculum on topics which act as the building blocks to all other topics.

Overview of units of study across the Springboard pathway placement

Subject Content - Year 1	Subject Content – Year 2
<p><u>Biology</u></p> <p><i>Cells</i></p> <p>Typical cells</p> <p>Organelles</p> <p>Specialised cells</p> <p>Microscopes and microscopy</p> <p><i>Respiration</i></p> <p>Aerobic respiration</p> <p>Anaerobic respiration</p> <p>Comparing respirations</p> <p>Fermentation</p> <p>Photosynthesis</p> <p>Diffusion</p> <p>Osmosis</p> <p>Active transport</p> <p>Revision Techniques</p> <p>Interpreting data and graphs</p> <p><i>Biology revision and assessment</i></p> <p><i>Biology assessment review</i></p> <p><u>Chemistry</u></p> <p><i>States of matter</i></p> <p>Changing states</p> <p>Mixtures and separating mixtures</p> <p>Density</p> <p>Gas pressure</p> <p><i>Atoms and molecules</i></p> <p>Atoms, molecules and compounds</p> <p>Structure of atoms</p> <p>Electronic structure</p> <p>Calculating RAM</p> <p>RAM and RFM</p> <p><i>Chemistry revision and assessment</i></p> <p><i>Chemistry assessment Review</i></p> <p><u>Physics</u></p> <p><i>Forces and energy</i></p> <p>Identifying forces</p> <p>Balanced forces</p> <p>Force diagrams</p>	<p><u>Physics 2</u></p> <p>Forces and energy recap lesson</p> <p><u>Waves</u></p> <p>Types of wave</p> <p>Measuring and calculating waves</p> <p><u>The Electromagnetic spectrum</u></p> <p>The Electromagnetic spectrum (EMS)</p> <p>Uses of low frequency EMS waves</p> <p>Use and risks of high frequency EMS waves</p> <p>Magnetic fields</p> <p>Fields and current</p> <p>The motor effect</p> <p><i>Physics 2 revision and assessment</i></p> <p><i>Physics 2 assessment review</i></p> <p><u>Biology 3</u></p> <p>Cells and human biology recap</p> <p><u>Health</u></p> <p>Non communicable disease</p> <p>Smoking and alcohol</p> <p><u>Communicable disease</u></p> <p>Pathogen Cells</p> <p>Bacterial and Protist diseases</p> <p>Viral and Fungal diseases</p> <p>The immune system</p> <p>Vaccination</p> <p><i>Biology 3 revision and assessment</i></p> <p><i>Biology 3 assessment review</i></p> <p><u>Chemistry 3</u></p> <p>States of matter and bonding recap lesson</p> <p><u>Acids and alkalis</u></p> <p>pH and neutralisation</p> <p>Exothermic and endothermic reactions</p> <p><u>Rates of reaction</u></p>

<p>Energy stores and transfers</p> <p>Conservation and dissipation</p> <p>EPE</p> <p>GPE</p> <p>KE and GPE</p> <p>Stopping distances</p> <p><i>Physics revision and assessment</i></p> <p><i>Physics assessment review</i></p> <p><u>Biology 2</u></p> <p>Cells recap lesson</p> <p>Human Biology</p> <p>Digestive Organs</p> <p>Enzymes</p> <p>Lungs and breathing</p> <p>Exchange Surfaces</p> <p>The Heart</p> <p>Blood and Blood Vessels</p> <p>The Nervous System</p> <p>Reactions and reflexes</p> <p>Endocrine Organs</p> <p>Blood Glucose</p> <p>The Menstrual Cycle</p> <p><i>Biology 2 Revision and assessment</i></p> <p><i>Biology 2 assessment review</i></p> <p><u>Chemistry 2</u></p> <p>Atomic structure and states of matter recap lesson</p> <p>Periodic Table</p> <p>Structure of the periodic table</p> <p>Alkali metals</p> <p>Halogens</p> <p>Atoms and Ions</p> <p>Structure and Bonding</p> <p>Ionic bonding</p> <p>Giant ionic structures</p> <p>Covalent bonding</p> <p>Simple covalent bonding</p> <p><i>Chemistry 2 revision and assessment</i></p> <p><i>Chemistry 2 assessment Review</i></p>	<p>Measuring rates of reaction</p> <p>Surface area</p> <p>Temperature, concentration and pressure</p> <p>Catalysts</p> <p>Carbon emissions</p> <p>Atmospheric science</p> <p>Global warming and climate change</p> <p>Burning fossil fuels</p> <p><i>Chemistry 3 revision and assessment</i></p> <p><i>Chemistry 3 assessment Review</i></p> <p><u>Physics 3</u></p> <p>Energy recap lesson</p> <p>Energy resources</p> <p>Energy resources</p> <p>Evaluating energy resources</p> <p>Circuits electricity</p> <p>Static electrical fields</p> <p>Current and charge</p> <p>P.D. and resistance</p> <p>Resistance and wire length</p> <p>Component characteristics</p> <p>Series circuits</p> <p>Parallel circuits</p> <p><i>Physics 3 revision and assessment</i></p> <p><i>Physics 3 assessment review</i></p> <p><u>Biology 4</u></p> <p>Cells and Health recap lesson</p> <p>Genetics</p> <p>Mitosis</p> <p>Meiosis</p> <p>Types of reproduction</p> <p>DNA and Genes</p> <p>Genetic diagrams</p> <p>Inherited disorders</p> <p>Variation</p> <p>Variation and Evolution</p> <p>Natural selection</p> <p>Antibiotic resistance</p> <p>Fossils and extinction</p> <p>Selective breeding</p> <p>Genetic engineering</p> <p><i>Biology 4 Revision and assessment</i></p> <p><i>Biology 4 assessment review</i></p>
--	--

Scientific Skills

There will be scientific skills interwoven throughout. These skills will be revisited throughout each unit of study to help pupils embed skills that can be transferred back into their mainstream setting. The skills we will assess are:

· Scientific Attitudes:

Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review

· **Experimental Skills and Investigations:**

Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge, and experience

· **Analysis and Evaluation:**

Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions

Present reasoned explanations, including explaining data in relation to predictions and hypotheses

We will use our baseline assessment to form a basis for pedagogical adaptation. This would include Irlen's, dyslexia, dyspraxia, and dyscalculia. We will also look at subject specific knowledge and individual pupil styles of learning i.e., auditory/visual/kinaesthetic strengths and weaknesses. We will use Individual learning plans (ILPs) and SEND Information as guidance to adjust our classroom practice as necessary to best support each pupil e.g., increased scribing, reading overlays, sentence starters and cloze techniques.

Assessment and outcomes

With our classes being small, teachers have the capacity to clearly monitor the progress each pupil makes in each lesson. This will allow staff to adjust the following lesson with regards to any short fall or misconceptions in pupil learning, so that they continue to progress at the expected level to successfully access the curriculum. We will also use a RAG rating on the whole school formative assessment tracker to monitor this long term, starting from their baseline level on arrival, for which an assessment is completed during our induction process. We can then feedback to their mainstream setting and it will inform us of weaknesses which need to be addressed in the future. Alongside this we will have end of module assessments for the content of each discipline within the placement. The assessment will be a series of exam questions for the content and skills covered, this will be completed in class as part of a timetabled lesson, in an open book and staff supported style. The assessment will cover 30 minutes of mixed style exam questions with a further lesson to review the outcome and identify areas to revisit. The purpose of it being open book is to avoid the increased pressure and anxiety which we historically know can be a trigger for disruptive behaviour and reduced attendance, whilst still giving pupils exposure to exam style questioning and giving pupils the opportunity to develop the skills required for exam success. This information will, alongside informing our planning, help us to demonstrate progress. It will also help the pupils identify areas of strength and weakness, to both support revision and make informed post 16 and career decisions.

The intended outcome of this will be for all pupils to return to school in a position to achieve a nationally recognised qualification in science which will help to open wider opportunities for post 16 and career choice.

Science and the wider curriculum

Modern Culture imbibes Science, so it is vitally important that Science is recognised in this context. In Science Teaching and Learning, we endeavour to explore and celebrate research and developments that take place in diverse cultures. We aim to expand Cultural Diversity and awareness, particularly with reference to the contemporary contribution of Culturally Diverse Scientists. Science has a major impact on the quality of our lives. Within Science Teaching and Learning, pupils consider the moral impact of Science and Technology upon our everyday lives e.g., Road safety and the value of life. Moral decisions are an important aspect of science. Within Science Teaching and Learning, pupils are encouraged to be both open minded and critical: we aspire to pupils developing and engaging their Moral Compass, helping them to understand their world. Scientists are collaborators. The sharing of ideas, data, and results is a key principle of the Scientific Method. We encourage pupils to work together on Scientific Investigations and to share results, to improve methodology, precision and reliability.

Within science we aim to discuss both contemporary and historic contributions to scientific discovery with examples from across the globe, expanding our knowledge beyond Eurocentric concepts and figures. When necessary, we will also identify, with a critical eye, scientific concepts which are outdated or controversial. We will aim to consider pupils' inherent environment with a desire to promote and expand more diverse experiences.

Literacy within Science

Literacy and communication cover a variety of skills, including taking and making notes, summarising information, presenting ideas/data, persuasive writing, and arguments. It also covers the 'spoken language' component of the National Curriculum. Teachers will incorporate metacognition and dialogue in the classroom, use activities to engage pupils with reading scientific text (helping them to comprehend it) and support pupils to develop their scientific writing skills. Technical vocabulary forms a key part of scientific learning, and it will form a part of every lesson. Key vocabulary will be explicitly defined for pupils to identify, absorb, and use as part of the wider lesson.

4. KS4 Citizenship Studies Policy

Citizenship Studies Curriculum Policy

KS4 Citizenship Studies Curriculum is derived from objectives given in the DfE Citizenship Studies GCSE subject content guidance (2022). The KS4 curriculum is strictly progressive and students will have a developing sense of identity, interconnectedness and become increasingly active citizens. Students will become acutely aware of what it means to participate and the transferable skills they develop will allow for lifelong learning and participation. With the flexible nature of the Raedwald pathway, students will develop the literary skills required for successful integration into various subjects in their mainstream school. We are keen to reengage our students by ensuring that the topics chosen hold value and significance to our cohort who may never have engaged fully in this subject in a mainstream setting. Equipping learners to distil data, assess and scrutinise is central to the delivery of our Citizenship Studies curriculum here. We intend to follow the rubric quoted in the DfE Citizenship Studies guidance whereby our students are better equipped to 'deepen their knowledge of democracy and government, the law, rights and responsibilities and how we live together in society'. Central to this, we intend to inspire our students 'to take responsible citizenship actions, play a positive role in public and democratic life as informed and active citizens, and provide them with the basis for further learning and study'.

The purposes of teaching and learning Citizenship Studies at Key Stage 4 are as follows:

1. To build on delivery at KS3 filling gaps and misconceptions as necessary
2. To address any gaps that have occurred as a result of a fragmented education.
3. To develop a range of adaptable skills which will prove useful for further learning in all area and success later in life.
4. To have the opportunity to develop skills and knowledge needed for the successful reintegration into Citizenship education in mainstream schools.
5. Broadening and deepening understanding of democratic processes including a greater understanding of the Rule of Law, parliamentary democracy and local governance.
6. A greater emphasis on discussion and debate allowing for balance and leading to considered judgements.
7. A greater emphasis on Active Citizenship, whereby students are able to use legitimate channels to present well considered arguments.
8. An increased awareness of how to conduct an in-depth Citizenship Action drawing on primary and secondary data.
9. Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship action.
10. Enhancing competence in a range of intellectual and communication skills, including the formulation of arguments that include elements of synthesis and evaluation of material.
11. To model a love of contemporary politics as a lifelong area of interest.
12. To develop an increasing ability to think critically and independently.
13. To augment and amplify a sense of Citizenship and identity in an increasingly globalised world.

Baselining

Many students have missed large gaps in their education and students also join us at various points across the academic year. All students will complete a Baseline assessment which is used to track development in core Citizenship knowledge. Lessons remain fluid in light of contemporary affairs allowing the baseline to inform the direction of class discussion and debate.

GCSE Citizenship Studies (full course) content and sequencing

The Programme of Study is derived in the first instance from the Department for Education (2022) Citizenship Studies GCSE Subject Content. Our Programme demonstrates how the national guidance is translated into a working version for KS4 students at the Raedwald Trust.

The fundamental areas in our Citizenship Studies GCSE curriculum are closely aligned to the Pearson Edexcel full course Citizenship specification:

Autumn	Spring	Summer
What is Citizenship? Identity Rights and Responsibilities Councils	Regional Government Income and Expenditure Groups and participation in society	UK and Europe UK and the wider world
Electoral Systems Democracy Parliamentary democracy Legal System	The role of the Media Citizenship Action Project	Civil and Criminal Law System of justice Courts and Tribunals Youth Justice Sentencing

The role of the Student and Teacher

Our policy is to encourage all students who take Citizenship Studies at Key Stage 4 to take a significant measure of responsibility for their learning and development as active citizens. This requires a questioning, critical attitude towards the subject where they will need to use their curiosity to interrogate the content and contemporary nature of the curriculum. This approach stems from our belief that the ability to learn independently and reflect constructively are two of the most important skills for life. It is also born partly out of necessity in that the content of GCSE Citizenship Studies is substantial and will require study beyond the classroom and subject to student need. Success in Citizenship Studies will require a commitment beyond taught sessions to self-directed study. Many of our students will have experienced gaps in learning, poor fit educational environments and mental, learning or physical difficulties. We therefore assess and responds to the needs of each student and adapt our support and resources accordingly. We retain the expectation throughout that all students will achieve the best they can and will become active global citizens cultivated through an inspiring and challenging curriculum

Accessing Citizenship Studies GCSE

Due to some pathways being fractional, deliberate and conscious decisions have been made to allow *most* students to be able to access the full course GCSE Edexcel Citizenship Studies examination at the end of Year 11. Students may be entered for this examination provided that they have completed the Citizenship Action Project which constitutes 15% of the final examination. There will be two opportunities over the two year span for students to complete an action project. This means that most of the students will be able to access the final full course GCSE Citizenship Studies GCSE examination.

Adaptable skills

The emphasis remains at all times on the development and use of adaptable skills. Instilling a love and passion for the subject remains at the heart of delivery and everything we aspire to achieve in partnership with our students.

We have identified the acquisition and practice of the following adaptable skills as particularly suited to development of skills required for Citizenship Studies (NB, we use the term 'adaptable' as opposed to transferable skills. This is because any skill, when used in a new context will be adapted to suit that different situation).

- Writing and speaking coherently and logically
- Researching effectively and distilling information
- Developing supported views and judgements
- Increasing ability to judge own performance accurately and set realistic targets

The list is not exhaustive and will be subject to regular review

Assessment and Outcomes

A process of formative assessment provides students with an ongoing understanding of their progress, success and areas for development. This may take the form of verbal and written feedback, reflection or self and peer assessment. Our aim remains for our students to take ownership of outcomes and continually evaluate how they can progress. By making small changes from lesson to lesson our students become familiar with the ongoing process of self-evaluation and development. Teacher assessment will include detailed written feedback, verbal feedback, mini-tests and self and peer assessment. Student led assessment remains at the heart of our delivery.

Citizenship Studies and the Wider Curriculum

The principal focus of our KS4 Citizenship Studies curriculum is to allow our student to develop and extend their knowledge and understanding of place from a local, national and global context. We want our students to transcend the world in which they live and experience a society based on diverse human experience. We will endeavour to help our students become critical thinkers who are reflective of the world we live in. Citizenship Studies is central to asking the bigger questions and gaining a broad, global context can help facilitate this. Students who develop a global awareness will develop a sense of self which is underpinned by British values.

An ability to assess information's relevance and importance is essential in a multitude of roles in the workplace. The skills learned in Citizenship Studies are adaptable to a range of vocational and educational environments, either within Raedwald Trust, in mainstream, or other alternative provision.

The opportunity to study different socio-economic and cultural systems of governance broadens the students' knowledge and understanding of their place in the world. This knowledge can further the students' understanding of our society and their place within it.

The principal focus of the Citizenship Studies curriculum is to inspire in pupils a curiosity about the world and its people which in turn, empowers them to believe that their actions can make a difference. The curriculum has a strong focus on Citizenship Action whereby students can become agents of change both in the locality and on a broader more national scale. Through the Citizenship Action, students can learn how to lobby and create dialogue with those in positions of power such as the local MP and local councillors and those with expert knowledge.

Literacy

The global perspective brings with it an enhanced sense of Cultural Capital whether it stems from studying local issues, the national context through to the global context. Opportunities for visits are actively sort and speakers and experts are encouraged.

Literacy remains at the heart of our delivery. We will inspire our students by making language accessible and all our lessons will be structured in a way that allows for full engagement and understanding of the themes and topics.

5. KS4 RE Policy

The aim of the Religious Studies curriculum across all sites within the Raedwald Trust is to ensure that all learners develop a deep understanding of the diverse religious, ethical, and philosophical traditions that shape societies today. Our curriculum is designed to equip students with the skills needed to critically engage with a range of belief systems, fostering an environment of respect, empathy, and thoughtful dialogue.

As an alternative provision, we believe that all students should have the same opportunities to access a broad and balanced curriculum as they would in mainstream education. Therefore, we cater for students working at various levels, ensuring that all students can access and engage with the content, regardless of their starting points. The skills developed within the curriculum also meet the needs of students studying for qualifications, such as the GCSE and functional skills specifications, depending on the entry route chosen by the home school.

Students in our settings often have experienced a varied and sometimes disrupted education. A significant portion of our time is dedicated to identifying and addressing gaps in knowledge, ensuring that every student is provided with the support they need to progress.

In addition to consolidating subject content from Key Stage 3, the statutory areas covered across our Key Stage 4 curriculum include: Section A: The study of religions – beliefs and teachings; Section B: Thematic studies – religions, ethical and philosophical studies.

Baseline Assessment

Many of our students have experienced significant gaps in their education and join us at various points throughout the academic year. To understand each student's knowledge and confidence with key themes in Religious Studies, all students complete a baseline assessment upon joining. This helps us capture their current understanding and any areas of development. This information is used to tailor future planning and ensure students make progress in their understanding of different religions, ethical principles, and philosophical arguments. This baseline also informs the targets set on the Individual Learning Plan (ILP), with lessons adapted to support each student's progress.

Key Stage 4 Religious Studies Programme

Our curriculum is divided into two main sections:

Section A: The study of religions – beliefs and teachings

1. Christianity:

- The nature of God and the Trinity
- Christian beliefs about creation
- The life and teachings of Jesus
- Christian beliefs about sin, salvation, and the afterlife
- Key concepts such as atonement, grace, and the role of the Holy Spirit

2. Islam:

- The oneness of God (Tawhid)
- The nature of God and the role of angels
- Key beliefs of Sunni and Shi'a Islam
- Islamic teachings on human freedom, predestination, and the Day of Judgement
- The Five Pillars of Islam and their significance in Muslim life

Section B: Thematic Studies – religions, ethical and philosophical studies

1. Theme A: Families and Relationships

- Christian and Islamic perspectives on contraception and sexual relationships
- Views on same-sex relationships and marriage
- The nature of families, gender equality, and the roles of men and women

2. Theme B: Religion, Peace, and Conflict

- Christian and Islamic beliefs about peace, justice, and reconciliation
- Attitudes towards violence, war, and pacifism
- The Just War Theory and the concept of holy war
- Modern ethical issues such as terrorism, nuclear weapons, and peace-making

Assessment in Religious Studies

We assess pupils for three main reasons:

1. To identify their current understanding and areas for development.
2. To track their progress and understanding over time.
3. To make informed judgments about their progress towards key educational milestones.

Regular micro-assessments are conducted to gauge understanding and are reported back to the referring school. Macro assessments are used to evaluate knowledge at the end of selected topics, mirroring the level of challenge students will face in their final examinations. These are delivered in the form of exam style questions during the main lesson.

Teachers use daily assessment strategies, such as RAG rating, to track progress. This information is used to adapt lessons and provide targeted support where needed. Students are also encouraged to self-assess their understanding to develop ownership of their learning journey.

Religious Studies and the Wider Curriculum

Cultural Capital and SMSC Development

We believe that it is essential for all students to develop an understanding of the cultural, social, moral, and spiritual dimensions of life. Through the study of different religions and philosophies, students gain insights into how beliefs shape actions and attitudes. This helps them to develop empathy and a broader understanding of the world around them. Lessons often include real-life applications and discussions that relate religious teachings to contemporary issues, helping students to see the relevance of their learning.

British Values and Respect for Diversity

Our curriculum promotes the British values of tolerance and respect by encouraging students to explore and understand a wide range of beliefs and practices. This is achieved through the study of different religions and ethical perspectives, fostering an environment where students can appreciate the importance of diversity and inclusivity.

Preparation for Future Study and Careers

Religious Studies provides students with the critical thinking skills and ethical awareness necessary for further study and various career paths. Whether students pursue careers in education, social work, law, or the humanities, the skills developed through our curriculum will support them in becoming thoughtful and reflective members of society.

Reading and Literacy in Religious Studies

We place a strong emphasis on developing students' literacy skills. Students are encouraged to engage with a variety of texts, including sacred writings, contemporary articles, and philosophical arguments. Key vocabulary and command words are explicitly taught, and reading activities are integrated into lessons to support comprehension and critical analysis skills.

Overall, the Religious Studies curriculum at Raedwald Trust aims to provide students with a comprehensive understanding of major world religions and ethical issues, enabling them to become informed, reflective, and empathetic individuals.

Right to Withdraw

We strive to be an inclusive community but understand that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents that wish to proceed with this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE content. We will clearly set out the options open to the parents as set out in education law.

However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or should there be other issues related to religion that arise in other subjects.

If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education/ lessons. Any arrangement that is made must not incur extra cost to the school or the local authority.

6. KS4 PE Policy

Origins of the curriculum

The aim of the PE curriculum across all sites within the Raedwald Trust is to ensure that all learners develop their self-confidence through participation in complex and demanding physical activities. This high-quality physical education curriculum inspires all pupils to succeed and excel, to become physically confident in a way which supports their health and fitness. Providing opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

This is consistent with the national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

As an alternative provision, providing fractional placements to our pupils, our specific curriculum focus has been consciously chosen in response to the cohort we serve. We are committed to providing valuable opportunities to learn important knowledge within PE that can enable them to make informed decisions about their own participation in sport and physical activity and lead healthy, active lives. In summary,

- Teachers and leaders recognise that learning takes time. They make sure that pupils have enough time to revisit and develop their knowledge within a context before moving too quickly on to a new sport or physical activity.
- Leaders planning the curriculum are clear that the sport or physical activity being taught matters.
- They select physical activities and sports based on their capacity to develop pupils' competence within PE. They use the 3 pillars (motor competence; rules, strategies and tactics; and healthy participation) to help identify key concepts to teach and for pupils to learn and build pupils' understanding incrementally.
- The PE curriculum meets the needs of all pupils. All pupils feel included and able to succeed within the subject.

We provide numerous sports and activities for our students at a site level or through our Third Party Providers around the local area. This enables the students to have a wide range of opportunities to develop further and promotes a healthy lifestyle within their local community.

PE at PSKS4:

Students access 90 minutes of taught curriculum PE time each week, as well as having the opportunity to participate in table tennis, basketball and football during break and lunchtimes. Mainstream schools provide any additional allocation of PE time required to meet the statutory entitlement of 120 minutes per week, via lessons or extra-curricular clubs.

Content and sequencing

The fundamental areas in our P.E. curriculum cover the three pillars:

- Healthy participation
- Motor competence
- Rules, strategies and tactics

These are covered through our curriculum which is subdivided into

- Health and Fitness
- Co-operation and Collaboration
- Leadership

Through Physical Education, students will acquire the confidence to be involved in physical activities in and beyond school. Throughout the Key Stage 4, students will be given the opportunity to experience a breadth of traditional sports, including cricket, badminton, football, basketball, gymnastics, fitness, tennis and golf. They will develop stronger leadership and interpersonal skills, respecting themselves and others through excellent sportsmanship. They will understand the importance of never giving up, being resilient and striving to be the best they can be. Levels of fitness will rise and the appreciation/understanding of sport at the top level will improve.

The curriculum will be delivered concentrically which allows our cohort to build upon previous learning and skills and to promote progress of new skills and knowledge, whether they are with us for one term or all three. Pupils are given direct instruction to

develop their agility, balance, coordination, stamina and speed, with these fundamental motor skills being returned to during each unit of health and fitness and co-operation and collaboration activities throughout the academic year. The framework of the curriculum is structured around Cognitive, Social and Physical development; allowing students to master physical techniques, develop understanding in performance analysis and work with others confidently.

Pupils will embed the physical development and skills learned in key stages 1, 2 and 3, becoming more competent, confident and increasing expertise in their techniques whilst applying them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. Finally, they will develop the confidence and interest to get involved in exercise, sports and activities out of school in later life, understanding the long-term health benefits of physical activity.

Pupils should be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. tennis, basketball, cricket, football
- Develop their technique and improve their performance in other sports, both competitive and non-competitive
- Take part in activities which present intellectual and physical challenges and be encouraged to work as part of a team, building on trust and developing skills to solve problems, either individually or as a group
- Be encouraged to take part in sports and leisure activities outside school through community links or sports clubs.

This taught content is selected and sequenced to develop pupils' movement related competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. Our high-quality PE curriculum will enable all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE helps pupils develop personally and socially.

They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

If students are unable to participate within an activity, we use bespoke lessons developed by Greenfields Education to access the PE curriculum. The lessons can be taught on site and many lessons can be solely taught within the classroom. These lessons are based around:

- Food and nutrition-linked
- Healthy bodies and minds
- On the move
- Reading- Developing an understanding of sport

Assessment and outcomes

There is a clear micro-assessment in place for how pupils are accessing and progressing within the PE curriculum. Judgements are made throughout each session and unit through a RAG rating system. During the initial lesson of each activity block, the basic gross motor skills required for that specific activity are assessed by PE staff and specialist provider instructors, so that areas which need to be developed can be targeted within subsequent physical learning sessions. Pupils and staff analyse their performance, enabling pupils to accurately connect knowledge that is declarative (know-what) and procedural (know-how). This purposeful feedback informs next steps. This careful monitoring of the impact ensures that all pupils know more and can do more.

Pupils will be supported to understand concepts of competence, performance and creativity to deepen and broaden their knowledge, skills and understanding. These include:

Motor Competence

- Develop control of whole-body skills and fine manipulation skills.
- Select and use skills, tactics and compositional ideas effectively in different types of physical activity.
- Respond with body and mind to the demands of an activity.
- Adapt to a widening range of familiar and unfamiliar contexts.

Performance

- Understand how the components of competence combine and apply them to produce effective outcomes.
- Know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
- Appreciate how to adjust and adapt when performing in different contexts and when working individually, in groups and teams.

Creativity

- Use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- Explore and experiment with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

Healthy, active lifestyles

- Understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
- Recognise that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.

These movements, skills and techniques will be formatively assessed during a variety of physical and competitive activities. Teachers will use visual observation and picture records or written descriptions of pupils' progress throughout the activity.

If, during the induction session of any activity, a student is observed by specialist staff to need more specific targeted support with any of their gross/fine motor skills, then further baseline assessments may be conducted to determine whether a more formalised intervention is suggested to help them make progress in line with age-appropriate expectations.

KS4 and the wider curriculum

In PE, it is important that pupils see their attainment as incremental and not defined by sex, ethnicity or other personal characteristics. The instruction, practise and feedback that pupils receive within lesson time should enable all pupils to develop their competency, reinforcing the important message that everyone can improve. Fostering positive and purposeful learning environments which focus on mastery of skills, self-improvement and effort are key.

Cultural Capital

Within the Trust we believe that it is important for all students to develop cultural skills, knowledge and behaviours that will allow them to thrive in society and the world of work. The PE curriculum sets out to develop our learners' cultural capital to make them ready for the next stage in their lives.

SMSC & British Values

PE enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their body and their health through positive choices and a positive mind-set.

Teamwork is fundamental to PE through reading the game, discussion, explaining and presenting ideas as well as leadership and knowing when to make decisions. Students are always encouraged to explain their understanding to each other and support each other in their learning. Through teamwork, students can gain confidence which should lead to them becoming independent learners.

The PE curriculum promotes the British values of tolerance, resilience and sportsmanship through problem solving and understanding of complex skills. Students are encouraged to learn from mistakes and are supported to improve their understanding. Within sport, to become better we need to practice, listen to others within the team and to those who coach.

Careers

So many excel in physical exercise and there are many career opportunities within Sport and PE. It is important to create an understanding of the real world in PE and allow our students to look beyond school and develop those much-needed skills that are transferable to the next steps of education and beyond.

Reading

Every opportunity is taken within PE to allow students to develop their reading. Signposting students towards specific resources to encourage them to read will increase self-confidence and better their knowledge within education.

Wider School

Further opportunities to be active at break and lunch time gives pupils additional occasions to practise their skills and knowledge, both with their peer group and with wider staffing. This further supports the collaboration and co-operation needed in many team sports and games.

7. KS4 Food Technology Policy

The Springboard pathway Food & Nutrition curriculum is based on current public health priorities and the needs of the cohort. Students will not be studying a GCSE level qualification in the subject, so a bespoke offering has been developed. The Food & Nutrition Curriculum is derived from objectives in the National Curriculum and the students' needs. The curriculum develops knowledge gained at Key Stage 3 and guides learners on a journey towards securing the knowledge and understanding they need to succeed at Key Stage 4 and beyond. The pathway aims for students to return to their mainstream setting. Therefore, a key part of the pathway is to improve their self-confidence, physical and emotional health and independence. The Food & Nutrition programme has been designed to support this.

The purpose of the Food & Nutrition programme is to equip students with the knowledge and skills to lead a healthy lifestyle. The programme aims to provide students with savoury practical cooking skills and allows them to develop an understanding of how their food choices affect their physical and mental health.

The practical lessons will also have a theory focus and will show students how to make freshly cooked versions of commonly eaten ultra-processed foods. The key nutrition focus is not to teach about individual nutrients but to help students make the link between their food choices and the impact they have on their mind and body. The holistic approach fosters a love of cooking and inspires learners to become inquisitive about how foods are made. The students will gradually be given greater independence and they will be encouraged to be creative with their food products and to develop a pride in their work.

Students will develop an understanding of food hygiene and safety in order for them to make food products safely. They will look at the role of bacterial growth, personal hygiene, cross-contamination and food storage. They will work with a range of high-risk foods such as meat, dairy and fish in order to learn skills both for life and to allow them to continue their food studies, which could lead to possible employment.

Practical skills will focus on five key areas that students will repeat and master across the Key Stage through a range of food products. These skills are: knife skills, rolling and shaping, seasoning, time management and control of heat. Allowing students to focus on and practice these skills will ensure they improve their confidence and independence across the subject. These five skills are the building blocks of all future cooking.

Gaps in learning and misconceptions are addressed rapidly. Students self-assess each lesson against the objective to enable them to develop an understanding of their own knowledge progression. Lessons are cross-curricular and literacy is a large part of the Food & Nutrition programme of study. Students will be expected to read through information presented to them and evaluate their own learning.

All teaching will be adapted to support students' individual needs and will take account of their starting point. The unit will work closely with mainstream settings during induction to identify appropriate starting points and any specific strengths or difficulties. Every student will have the opportunity to access Food & Nutrition in a way that works for them to enable them to progress during their time with us.

8. KS4 Music Policy

The Raedwald Trust music curriculum is derived from the objectives set in the National Curriculum for Key Stage 4. Music plays a central role within the curriculum in the Trust and is fundamental to the wider Trust mission of creating aspirational and knowledge in engaging students. Pupils at Key Stage 4 will perform, produce, listen to, and evaluate music. This will support students to develop their musicianship skills, knowledge and understanding about how musical arrangements are composed.

The music curriculum at Key Stage 4 will be centred on creating opportunities for learners to develop as musicians and creators. Learners will develop their singing ability, musical composition skills and be given the opportunity to learn a musical instrument and use technology appropriately. Learners will be given creative license over their work.

They will be expected to strive for musical excellence. In addition to creating their own music, learners will understand and explore how music is produced. They will be given the opportunity to understand, explore and become music technicians. They will be expected to understand the musical concepts of pitch, duration, dynamics, tempo, structure including use of appropriate musical notations where needed.

Due to the Springboard Pathway at Key Stage 4 being fractional, pupils' access 3 days per week at Parkside Academy and 2 days in mainstream. This means that the music curriculum does not cover the full breadth of the national curriculum and conscious and deliberate decisions have been made about what will be taught. These are shared with mainstream schools who can additionally provide music through their mainstream offer if appropriate. We do not offer the Music History component of the music curriculum.

Music Curriculum aims to make sure that all students:

- Develop rudimentary skills on varied instruments (Rhythmic and Melodic)
- Improve performance and communication skills/ working in groups
- Develop IT skills through music technology and software
- Build knowledge around various music genres
- Sing confidently, with a wide range and with a variety of expression
- Develop song writing skills (Improving reading and writing)
- Develop understanding music theory

Objectives from these areas are shared and split into various music topics and assigned to various terms within the curriculum for teaching.

Vocabulary: This forms a key part of our wider curriculum. As a trust we acknowledge the huge impact this provides learners for progression in musical vocabulary. This enables the teacher to know which vocabulary has already been introduced and how to build on this. Pupils are encouraged to use the correct musical vocabulary when discussing their own work, musical genres and production techniques.

KS4 -

Year 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19
Music Production							Music Performance							Music for Film				
Arts Award - Loops and Samples	Editing loops and samples	Sampling	Flex Time	Syncing BPM	MIDI	Audio Formats	Arts Award - Exploring live performance. Part B	Melodic Instruments	Major Chords	Minor Chords	Arts Award - Performance Preparation	Arts Award - Live Performance Skills	Arts Award - Music Influences	Arts Award - Skill Sharing	Music for Film	The Effects of music in Film	Aspeggios Synths	Aspeggios Synths
Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38
Music for Film			Music Production				Live Music						Music for Film					
Notation	Composing	Mixing	Observing Decibels	Panning (Arts Award)	Panning Instruments	Reverb	Recording Live Music	Sampling Live Sound	Recording Guitar	Recording Piano	Recording Drums	Recording Electric Bass	Music for movie trailer	Musical impacts	The watching audience	Reverb and EQ	Panning and Imagery	Video formats

Year 2

Week 39	Week 40	Week 41	Week 42	Week 43	Week 44	Week 45	Week 46	Week 47	Week 48	Week 49	Week 50	Week 51	Week 52	Week 53	Week 54	Week 55	Week 56	Week 57
Arts Award (Part A)	Music Production					Arts Award (Review Part A)	Arts Award (Part B)	Music Theory		Arts Award (Part C)	Arts Award (Part C)	Music Production			Arts Award (Part D)	Arts Award (Part D)	Music Production	Arts Award (Review Part A)
Planning	Music Loops	BPM	Music Arranging	Music Arranging	MEK	Planning	Analyse & Review	Chords	Creating Melodies	Research & Review	Research & Review	Sound Design for Film	Sound Design for Film	Sound Design for Film	Skill Sharing & Review	Skill Sharing & Review	Sound Design for Film	Review
Week 58	Week 59	Week 60	Week 61	Week 62	Week 63	Week 64	Week 65	Week 66	Week 67	Week 68	Week 69	Week 70	Week 71	Week 72	Week 73	Week 74	Week 75	Week 76
Music Production		Arts Award (Review Part A)	Music Performance				Arts Award (Part B)	Music Composition				Arts Award (Part C)	Music Performance					Arts Award (Part D)
Editing Loops	Mixing Skills	Plan or Review	Recording a Guitar	Recording a Bass Guitar	Recording a Piano	Recording Drums	Analyse or Review	Acapella	Remixing a song	Remixing a song	Remixing a song	Research or Review	DJ Transitions	BPM in music genres	DJ Cue Points	DJ Beatmatching	DJ Filters and Effects	Skill Sharing & Review

Teachers will assess learning objectives taught with the use of learning objectives via knows & dos for some specific sites.

Development opportunities in Raedwald trust include rehearsing musicians. Performance experiences are also an essential part of the Raedwald Trust music method:

Lesson Activities: In all lessons, pupils actively engage in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons include a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Our majority of the lessons are ‘hands-on’ and practical, this includes making cross curricular links with other areas of learning.

Provision for Lower and Higher Ability Differentiation: Pupils generally engage in mixed ability groups; however, differentiated approaches are used when needed for all lessons to ensure that learning can be accessed by all pupils and opportunities to elevate pupils learning where able.

School events/ clubs:

- Christmas Concert
- World Music Day
- Lunch time music club

Trust wide events bringing several schools together include:

- Joint school performances (Autumn term)
 - Solo performances
- Snape Malting Performances

Educational Visits: Pupils are given the opportunity to see a show at Snape Maltings, which enable learners to experience shows performed by local secondary schools. Learners are also given an opportunity to be a part of the experience should they choose to show case their musical abilities.

The primary focus for all our students is to access a high-quality music curriculum, with the appropriate choice of music equipment and software's. There is a wide range of ability and confidence across the Raedwald Trust, in which allow for students to engage.

Supporting Special Educational Needs

This policy aims to ensure that all students, including those with special educational needs (SEN), are given equal opportunities to participate, engage, and achieve in music education. Music is a powerful tool for fostering creativity, emotional expression, cognitive development and social skills for students with SEN.

We ensure to cover key principles such as:

- Inclusive access
- Individualised support
- Emotional Wellbeing
- Collaboration with specialists

Cross Curricular links:

Maths: Music and maths have many key areas that enable cross curricular links. Through music pupils are able to measure/ count beats and patterns when performing and composing. Through music pupils are observing patterns, processes and structures. Music can be linked with rhythm and structure; this is an area in music that are mathematically based.

English: Music contributes to the teaching and learning of English at the Raedwald trust by actively promoting the skills of reading, writing, speaking and listening. Pupils will have consistent opportunities to develop their language skills in various ways e.g. singing songs, class discussions, leading small workshops. Through rhythm pupils can learn about the rhythm of words through syllables. Pupils will use reference material and the internet to find out about the history of music and musician. Working as a class learners will develop their own opinions and will communicate their ideas effectively in a variety of ways to their individual needs.

Reading: Music supports and enhances students reading skills. Music education can play a crucial role in developing phonological awareness, fluency, comprehension, vocabulary and overall literacy by reinforcing cognitive, auditory, and language development.

Science: In music students explore the science of sound and understand how sound travels to their ear. Through experimentation with instruments pupils begin to understand how different materials can produce different sounds in which enables them to make independent choices when creating their own compositions.

ICT: Information and Communication technology enhances the teaching in most music lessons. Pupils regularly listen to music related to the curriculum topic using MP3/ YouTube videos. Students also use computers to research facts and information on the artists and musicians they are studying with the internet as a research tool. Giving opportunities for practical learning of music, pupils learn to play the electronic keyboard and develop an understanding of how to operate around the menu options. Learners regularly record their work using audio recording equipment and software. e.g. Apple macs.

Post-16

At the Raedwald Trust, students learn and gain transferable skills that will help them to succeed on a post 16 music course in music production or music performance. Students may also want to explore routes into creative media.

It is important for students to have the opportunity to engage within a strong music curriculum and have a positive experience within the creative arts. Students must feel through the curriculum that they can be safe and free to express their creative thoughts and ideas unique to them. Music is a fantastic way to build confidence and boost self-esteem with learners, whilst developing skills that cross over into Maths, English, Science and IT.

9. KS4 Art Policy

This policy builds upon the policies and current curriculum at KS1-3

The Raedwald Trust programme of study for Art and Design at KS4 has been developed in line with DfE guidance on 'GCSE Art & Design Subject Level Conditions and Requirements' document 2022. Curriculum opportunities have been provided to accommodate specific academic pathways and diverse client needs in Key Stage 4 centres across the Raedwald trust.

The aim of the Art & Design curriculum across all sites within the Raedwald Trust is to provide opportunities for learners to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. The curriculum allows students to problem solve and find solutions through practical experiments. They are encouraged to think, make mistakes and learn from solutions. We aim for students to become 'art literate', understanding the arts as a form of visual and tactile communication, building visual intuition and expanding their understanding of the world. Simultaneously, we seek to develop an awareness, appreciation and understanding of the rich, cultural diversity of the arts within society.

The KS4 Art and Design, **Springboard Pathway** curriculum endeavours to re-engage students through skills focused, creative tasks. With high expectations, clear examples and demonstrations, students are encouraged to explore individual ideas and concepts within a set theme or brief. By regularly exploring new media, tools and techniques alongside specific research into the work of artists, we hope to increase student's confidence, creativity and capacity for imaginative and original thought. We celebrate student achievement within school and the wider community on the Raedwald Trust website, with displays and performances.

Wellbeing

Further to these objectives, we believe that for our cohort of students working in Alternative Provision, a positive experience of the arts in its many forms contributes to the general well-being of the student. Art plays a crucial role in helping students develop strategies to explore their understanding of themselves.

It is our responsibility to:

- To ensure that students are taught the skills needed to sustain and develop creative pursuits by providing a broad arts curriculum of quality and depth.
- That every student should be taught creative skills for life and that appreciation for the arts, in its widest sense, allows students to develop a greater understanding of the world around them.
- To gain a sense of self-esteem, confidence and well-being through participation in the arts and through celebration of outcomes.
- That students should have opportunities to work collaboratively; encouraging the skills of empathy, negotiation, co-operation and teamwork.
- That students be allowed to develop their ability for self-expression, diversity, original thought and inventiveness.
- That through their artistic learning experience, students extend their exploration of the moral, spiritual, cultural and ethical aspects of their world.
- That in participating in arts activities, students are taught to make full use of their critical and evaluative skills, developing greater understanding of the arts.

- That through their learning experiences they improve their chances of gaining meaningful work and pursuing leisure activities

Overview

At KS4, Art and Design is delivered through skill-focused units of work. Projects/ tasks focus on the elements of art, while following set themes. Units of work are designed by Art specialist teachers. The sequencing of units for the Springboard pathway at KS4 are concentric, with skill-based learning through each project/ unit to embed key skills. Relevant elements of art will be in focus each week. Specific artist references are starting points to discovery; teaching contextual knowledge of the arts and developing understanding of relevant techniques, materials and skills applied.

Units of work are delivered and completed over 5-7 week cycles. In this way, progression and long-term knowledge acquisition of key skill areas can be embedded. Art skills and art elements overlap consistently allowing both areas to be revisited frequently throughout a 5-7 week cycle. There are opportunities for extension activities to consolidate learning and develop originality. Progression is mapped according to the GCSE Art and Design Assessment objectives; AO1-4.

This model of delivery and progression ensures learners have opportunities to create original work which could meet some coursework requirements for exam entries at Dual Placement schools where this may be applicable.

See 'KS4 Art & Design Overview' document.

Assessment and Outcomes

Teachers adhere to the RT EDI framework in delivery of lessons. Expectations are simple and clear. Students receive regular verbal and weekly written feedback in which they are given clear advice on ways to develop work and understand their own progression. Each unit builds on acquisition of key skills giving multiple opportunities to improve skills. Units allow for individual outcomes with focused exploration of techniques and mediums. Students are encouraged to engage in two-way dialogue with their teacher and develop critical skills which will move progress further. The development of art literacy and vocabulary is modelled by teachers consistently to enable students to assess their work with more accuracy. Learning objectives are clear.

Assessment will focus on the knowledge and skill objectives (Knows and Dos) presented each lesson. Staff assess work according to these criteria at the end of every lesson. GCSE Art and Design Assessment Objectives are clearly embedded in planning within Medium Term plans. Assessment Objectives 1-4 are clearly outlined and aligned across exam boards at KS4. Collaboration between colleagues from across sites has been practiced for many years, ensuring good levels of standardisation across the Trust. Progress will be reported back to Dual Placement schools in a weekly report.

British Values

The KS4 Art curriculum allows plenty of scope for students to explore British Values. Tolerance is promoted through respect for differing points of view, creative responses and understanding of different cultures and styles within art. Exploring themes of Democracy and the Rule of Law, Individual Liberty, Mutual respect and Tolerance for other faiths and traditions becomes an explicit discussion when exploring the work of artists from different times and cultures. Pupils are encouraged to question and explore sensitive and

controversial issues, developing an understanding of how artworks reflect social, political and cultural values. Cultural relationships to British art and the wider world of art are also explored to foster greater understanding of our cultural and historical context.

The art curriculum at The Raedwald Trust also delivers British values through cultivating a sense of enjoyment and fascination in learning about the world around them and participating pupils actively in artistic and creative activities.

Character Education

Pupils have the opportunity to work independently and with peers to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other. Arts education fosters good problem-solving skills, is well documented for promoting good mental health and generally increases the well-being of our students.

Cultural Capital

The curriculum aims to build a critical art vocabulary, providing opportunities to develop understanding and appreciation through exposure to inspirational artists and exemplars. The taught curriculum is enriched with an introduction to a wealth of artists from a range of cultural backgrounds.

Careers and the world of work

The fast-changing world of work puts even greater demand on all of us to support students in making successful transitions in their lives. In art lessons, we support and encourage pupils to consider and explore careers within the arts and conduct research into future opportunities.

Reading Strategy

Students are introduced to subject specialist artist biographies and statements to encourage independent and shared reading. Planned units of instruction for art projects contribute to the development of pupil reading skills across the key stage, including use of subject specialist language in lessons and in marking and feedback. Teacher modelling of descriptive writing, comparative writing, critique and self-evaluative writing throughout each project. The curriculum uses reading to develop student's skills in being able to speculate and wonder about artist's work; to express views and feelings and to consolidate ideas and understanding.

Art and the wider curriculum

The arts present many opportunities to enrich the broader curriculum. Students develop their understanding of numeracy by exploring scale and proportion, measurement, weight, pattern, geometry and symmetry. Study of the arts develops insights in creative thinking and problem solving across the curriculum. Students can gain an understanding of digital image making and its manipulation through use of technology.

10. KS4 PSHE/RSE Policy

Policy context and rationale

The taught PSHE curriculum has been developed in line with National Curriculum 2013 (updated 2020) and the PSHE Association updated Programme of Study for PSHE Education KS1-5 (2020). Different centres across RT have diverse client groups with specific individual needs. In these cases, the PSHE Association SEND Planning Framework (2018) has been used. The statutory requirement to deliver Relationships Education, Relationships and Sex education (RSE) and Health Education, as of 2024, has also informed this policy.

This policy builds upon the policies and current curriculum at Key Stage 1, 2 and 3 and is written in conjunction with the Trust RSE policy (and should be read in conjunction with this policy). Personal Social, Health and Economic Education (PSHE) within the RT is integral and interwoven across all curriculum subjects. Every member of staff and students' alike, have a responsibility to embrace all aspects of personal and social development.

Entitlement and equal opportunity

PSHE will endorse the RT Single Equality Policy to develop a culture of inclusion and diversity in which all those connected to each setting feel proud of their identity, able to participate fully in school life and feel valued, cared for and listened to. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the academy community, is an integral part of our ethos. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. As Alternative Provisions (AP), we believe that all students have the same entitlement as mainstream students, wherever possible this will be implemented. However, there will also be a need to develop bespoke pathways to meet particular needs.

Conscious and deliberate decision making has been made about the sequence of learning based on discussions with Trust safeguarding leads and analysis of relevant safeguarding data and trends. At Key Stage 4, this means planning has been put in place to ensure curriculum addresses issues that are relevant to our current cohort. This is reviewed on an annual basis to ensure planning remains relevant and current for our cohorts.

Policy availability

This policy will be accessible on the RT website. Parents and carers will be informed of its availability and how to access it. At times it may be necessary to inform parents and carers of some key curriculum content being delivered to keep them fully informed and working in partnership with their child and the school.

Policy aims and objectives

As centres' within the RT we uphold the overarching 7 Principles of Public Life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership. Each centre striving to be a 'centre of excellence' with high expectations, positive pupil attitudes, good behaviour and a clear focus on raising standards and ensuring progress for all. We do our utmost to create a culture where every pupil feels valued and where every member of staff is committed to pupils achieving their very best. This is achieved by fostering an ethos firmly rooted in social justice, civic values and lifelong learning.

Throughout KS3 and following on into KS4 PSHE education continues to addresses both pupils' current experiences and preparation for their future. The Programme of Study at Key Stage 4 is therefore designed concentrically so pupils, no matter starting point, will still receive teaching in all identified aspects of PSHE. Learning will be revisited each term and further personalised for each pupil to ensure each pupil develops knowledge, skills and attributes to be a healthy and rounded individual. This is grounded in the established evidence base for effective practice in PSHE education.

The KS4 springboard fractional pathway means some content has been refined and will not be covered to the same depth. Whilst we aim to follow the curriculum where suitable there will be allowance for personalised lessons to address vulnerabilities, issues, contextual safeguarding, and gaps in learning for young people to address immediate needs. As such, where necessary, we have allowed time for catch-up or additional 1:1 session/s to explore topics that may be pertinent to individual pupils.

We are also aware that we need to address the changes and challenges that young people experience through adolescence and their increasing independence. The Programme of Study will further develop knowledge and skills which will equip them for the opportunities and challenges of life. Students will learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

The purpose and intent of our PSHE curriculum is to underpin these values through:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Contributing to the personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- Preparing pupils for the opportunities, responsibilities and experiences of later life
 - Supporting other curriculum areas by allowing students the opportunity consider the knowledge and understanding they have, by further consideration and development of skills and strategies to apply this to their present and future lives: e.g. Science curriculum covering reproduction.

Creating a safe and supportive learning environment

PSHE deals with 'real life' experiences so it is imperative that students feel safe and supported in and outside of the classroom. At RT we will ensure that:

- Staff are aware of the needs of all students they are teaching and particularly those who are vulnerable or at risk when planning and delivering content.
- Students and staff ask questions through agreed 'ground rules' and have awareness of confidentiality with regard to the safeguarding policy.
- A differentiated programme will be offered to accommodate student needs including those with SEND
- The safeguarding policy is implemented by staff when necessary.
- Students know that 'all' staff are a point of contact and feel able to seek support and/or are able to make a disclosure.
- Everyone knows who the Designated Safeguarding Lead (DSL) is in each centre. That referral may also be available to other support agencies.

Intended outcomes

Through Active engagement in learning, there will be opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

The learning outcomes of our programme will further:

- develop their knowledge and understanding through delivering the facts on the core themes
- develop skills and strategies to build self-confidence, resilience, assess risk.
- promote respect and human rights through an understanding that they have a responsibility to themselves, others and society now and in their future lives.
 - enable students to recognise their true potential, build on success and prepare for the next stage of their lives.

This will build on the knowledge and understanding, skills, attributes and values they have acquired and developed during KS1, 2 and 3 through continuing the core themes of:

- Health and Well being
- Relationships
- Living in the Wider World

Citizenship at KS4 is integrated within the PSHE programme and builds on the KS3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Students develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. Through cross curricular activities experience and evaluate different ways that citizens can act together to solve problems and contribute to society (this should be read in conjunction with the full policy on Citizenship).

Statutory Guidance from the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils will receive the following content:

By the end of primary school pupils will have covered:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online Relationships
- Being Safe

By the end of secondary school: Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

- Families
- Respectful relationships, including friendships
- Online and Media
- Intimate and sexual relationships, including sexual health
- RSE is included in the PSHE curriculum which is delivered across all key stages and also includes Health Education topics such as:
- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Overview of key core themes at KS4

Health and Well Being	Relationships	Living in the wider world (including careers)
<ul style="list-style-type: none"> ✓ Self-concept ✓ Mental health and emotional well being ✓ Health related decisions ✓ Drugs alcohol and tobacco ✓ Managing risk and personal safety ✓ Sexual health and fertility ✓ Anxiety and depression ✓ Sleep ✓ Self-harm and loneliness 	<ul style="list-style-type: none"> ✓ Self-concept ✓ Positive relationships ✓ Relationship values ✓ Forming and maintaining respectful relationships ✓ Consent ✓ Contraception and parenthood ✓ Bullying, abuse and discrimination ✓ Social influences ✓ Abortion and miscarriage ✓ Families ✓ Sexually transmitted Diseases 	<ul style="list-style-type: none"> ✓ Learning skills ✓ Choices and pathways ✓ Work and career ✓ Employment rights and responsibilities ✓ Financial choices ✓ Social media and online friendships ✓ Radicalisation and exploitation ✓ Careers and Transition ✓ Prejudice and discrimination

Learning and Teaching

Principals and methodology

We will determine pupils' prior knowledge/starting points as we believe this informs future planning and assessment. Activities include: mind mapping, invite question and answers, quizzes, draw and write..... The programme will be taught through a range of teaching methods, including 1:1, paired work, small groups. Teaching methods include: scaffolding, inquiry-based learning, scenarios, discussion, socratic questioning, diamond ranking, card sort, problem-based learning.

We will ensure that sessions, include clear, impartial information in relation to matters such as risky behaviour, forced-marriage, female genital mutilation and abortion.

We will help pupils make connections between their learning and 'real life' behaviours by an active learning approach.

Where possible cross curriculum links with other subjects will be made to compliment and support topics being covered. This maybe in timetabling similar topics at the same time, following on from work covered in another subject. e.g. science-reproduction and PSHE- contraception and parenthood.

Reading

Every opportunity is taken within the classroom to allow students to develop their reading. Students are actively encouraged to read and are supported to understand key words. A variety of formats are used – textbooks, articles, scenarios, role plays. Within lessons staff promote high standards of literacy, articulacy and the correct use of standard English. The correct scientific and medical terms will be used. Word banks and displays engage students to support them with the understanding of key command words, students are encouraged to use dictionaries.

Responding to student's questions

We believe it is important that students are able to ask questions in a safe and supportive environment. The topics covered will elicit students to possibly ask some questions which may not be appropriate to the rest of the group or raise safeguarding concerns. Careful consideration needs to take place in assessing the age appropriateness, prior learning and whether others in the group may be affected by an immediate response. It is alright to respond with *'That is a really interesting question and I need time to think because I want to give you a proper answer'*. It is important to ensure you do get back to the student who asked the question. Anonymous questions boxes are available and students encouraged to use these.

Timetabling

Pupils will access one 45 minute lessons per week.

Our PSHE programme is further enriched by 'whole school' activities such as:

- ✓ Social interactions at break time and lunchtime
- ✓ Offsite activity groups
- ✓ Educational trips
- ✓ School events/drama

Assessment

Teachers will assess daily learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. Pupils who may require extra support are identified quickly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support students' individual needs, according to their starting point. We work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

Students successes are rewarded as part of our behaviour strategy, this maybe include a telephone call home, postcard, certificates, subject student of the week, prizes, whole school reward systems

Teaching responsibility and training

- Each centre has a PSHE Lead. This will usually be a teacher.
- PSHE will be delivered by Teachers or other Learning and Progress staff
- All staff are encouraged to be confident in the delivery of PSHE. Through the RT CPD programme staff are supported to maintain their professional development.
- When using external speakers to deliver aspects of our PSHE programme we will ensure they meet our quality assurance standards and follow school policies and procedures

Involving Parents and carers

We are committed to and value involving parents and carers. This is achieved by frequent home school communication by phone, reporting, information evenings and parent evenings. Form Tutors will develop good home school links too.

This policy links to the following RT policies

Anti-bullying

Behaviour management and discipline

Careers Education

Educational visits

Learning and teaching

Online safety

Relationships and sex education

Special Education Needs Policy and Information Report

Supporting pupils with medical conditions

Use of external visitors

Safeguarding policies (Each Centre)

RSE

Citizenship Policy

Science Policy

11. KS4 SEMH Intervention Policy

We believe that children's personal, social and emotional development (PSED) and social, emotional and mental health (SEMH) needs are paramount to their success as learners and as such is heavily weighted within our curriculum offer.

In addition to the PSED themes within each pupil's transition through our induction unit, our model has been deliberately constructed to support the development of making relationships, self-confidence and self-awareness and managing feelings about behavior.

Pupils will be supported through daily form time PSED which focuses on school wide themes such as kindness, honesty and emotional literacy, and SEMH intervention session/s, which are bespoke to the needs of each pupil.

We use the Readiness for Reintegration Scale is an assessment tool used to measure the development skills of pupils, particularly those with social, emotional, and behavioral difficulties, where they may have experienced difficulties and challenges in their mainstream classrooms. It was originally developed based on materials by Rebecca Doyle (2001) and Jane McSherry (1999). This is a specific, quantitative assessment tool, which can support:

- analysing behaviour
- measuring readiness to reintegrate; and
- highlighting specific areas that need further development

The profile considers five main areas and our identified sessions support development in identified areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

As such, all pupils will access at least one explicitly taught and individualised SEMH session. The focus of these sessions will be identified from a range of sources and data: referral information, baseline RAG of the five main areas (as listed above), behaviour log information, PSHE areas of deficit or challenge, safeguarding logs and contextual issues that may impact or contribute towards the social, emotional and mental health needs of our pupils and support their readiness to re-integrate into their mainstream school or identified educational next steps. This data is used to inform planning of learning to ensure concepts, skills and aspects of PSED are developed and consolidated.