



# Wave Trust Curriculum

Our curriculum embodies our WAVE values:

**Be positive:** We have the highest expectations of what our pupils are capable of, no matter what their starting points, and no matter how many fresh starts. Through our Curriculum offer, we will strive to develop unique talents; build confidence; character, aspiration; attainment and at KS4, also qualifications. We aim to prepare pupils for their next steps, and life in modern Britain. We believe every child can learn to read.

**Have empathy:** We seek first to understand, then to be understood. Through our curriculum, we will develop empathetic learners who have an awareness, understanding and are considerate of themselves; their peers; our communities; as well as of the world around us all.

**Show respect:** Our curriculum will support of students to respect themselves, each other and teach an understanding and awareness of diversity.

**Work as one team:** Our curriculum gives our students opportunities to work collectively together, through opportunities to talk, listen, and create. We will draw on every opportunity for learning, both planned and unplanned, to develop pupils' ability to reflect, engage and relate positively to one another.

**Be inclusive:** We will strive to ensure our curriculum is accessible and meets the needs of all our learners. Not one size fits all, but skilfully adapted to meet individual need and SEND/SEMH need.

### Our Mission Statement

We are committed to progressing the social, emotional and academic outcomes for all of our pupils to enable them to achieve their true potential.

### Our Vision

To significantly change pupil lives for the better

### Our Curriculum will...

- Be engaging, enjoyable, and enriching so that pupils enjoy coming to school where they feel safe and ready to learn
- Be rich and varied, in line with our Trust Core Offer, to enable pupils to access a wide range of academic and vocational learning opportunities as well as opportunities for curriculum enrichment. We will make intelligent choices about curriculum content, so that we do not sacrifice quality in the drive for 'coverage'. We will ensure our curriculum focusses on core component knowledge that gives pupils the tools to become life long learners.
- Be ambitious-high expectations that all pupils can achieve. All pupils will have the offer to sit GCSE as well as other L1/2 academic and vocational qualifications so that pupils are not disadvantaged and leave us with qualifications to enable them to take their next steps.
- Be relevant and dynamic-understanding each pupils' unique starting points, and help them reengage with learning and prepare them effectively for the next stage in their educational journey whether reintegrating to mainstream, moving on to a specialist placement, staying with us, or accessing Post 16 education. We want to prepare pupils to be productive members of our society, able to succeed and thrive in the modern world.

Be enabling and nurturing-through placing value on social aspects of learning; our small group provision, addressing SEND and SEMH needs, our curriculum will be accessible and needs driven.

Our aim is to inspire pupils to be aware and celebrate their unique talents and interests and to be the best they can be.

Wave Trust consists of 8 Regional APAs, 2 Medical APAs and 1 Special Education SLCN Academy.

**The Regional APAs** are for pupils excluded from Mainstream or at risk of exclusion from mainstream. They are:

Caradon

Nine Maidens

Restormel (Secondary only)

Shoreline  
River Dart (Secondary only)  
Stansfield  
Penwith  
North Cornwall

**Medical APA**

CHES  
Torlands

**Special Education**

Glendinning Academy

**Regional APAs-Curriculum Structure**

Pupils within our regional Alternative Provision settings have been excluded or at risk of exclusion from mainstream. They therefore can arrive at any stage of their education. They may spend between 1 and 6 terms with any of our settings, though equally there are some pupils who remain with us for significantly longer periods of time for a variety of reasons. It is important that we have a curriculum which meets the needs of these pupils, and which does not limit their ability to return to a mainstream setting or move onto a post-16 placement which is appropriately matched to their future career. We have designed a Key Stage 3 curriculum which is taught in mixed year groups. For every subject we have identified the key component knowledge and have divided the key stage into 6 separate units which can be delivered in termly chunks over just one academic year, or half-termly in a rolling Year A and Year B programme. This structure means that pupils with us for longer do not experience the same learning twice, but do have the opportunity to revisit and deepen their key component knowledge and skills from units and themes that they have been taught previously, for example 'Healthy Relationships' in PSHE. These units are sequenced so that knowledge is built upon knowledge throughout the term, and that planning in mixed year classes can be adapted to meet the needs of individuals. In Year 10 and 11, pupils who join us usually remain with us for the duration of the Key Stage, but often join mid way through Key Stage 4. Planning in core subjects is carefully sequenced and topics interleaved so that pupils on GCSE courses joining us in Y11 can catch up, whilst those with us in Year 10 revisit and extend core learning as they move into Year 11. Teachers are very experienced and skilful in adapting

planning around the unique starting points of pupils, and because intent is clear around the core component knowledge, this helps to ensure a clear, rather than disjointed, learning journey.

6 of our Regional APAs include Primary, and as with Key Stage 3 above, depending on whether the provision is 2 or 3 form entry, we also operate a Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 rolling Year A and Year B curriculum. We have designed a Curriculum that sets out the key component knowledge and scope of study. Teachers will ensure that Maths and English is taught by stage not age, following baseline assessment. Phonics is taught one to one or in very small groups at the same challenge point of the SSP programme.

### **Special APA Curriculum Structure**

Glendinning Academy is different from any of our other Academies in that it is a school which is a pupil's permanent placement. The curriculum design at Glendinning is therefore built around the SLCN needs of the pupils and builds progressively through the Key Stages. Pupils are grouped in stage not age classes following a bespoke 'pieces' curriculum in a rolling 4 year programme at Key Stage 2. After a bridging year, in Key Stage 3 pupils move from thematic to subject based learning, and at Key Stage 4- study for a variety of qualifications.

### **Medical APA Curriculum Structure**

CHES and Torlands curriculum at Primary links closely to mainstream referring Primary schools where pupils lessons are taught one to one. Pupils at Key Stage 3 and Key Stage 4 are taught through the online school, Outreach, or lessons within their referring school, or in the Centres, depending on Health and Medical advice in terms of the hours. Medical AP have 'Heads of Subject' where larger staff teams are in place in core subjects.

### **Trust Curriculum Plans**

Trust Curriculum Plans support Regional APAs Leaders with the agreed core academic offer in terms of:

-setting out the intent, and implementation model (For example, in Primary English, in terms of the teaching of Reading and Writing for pupils beyond the RWInc SSP) In Maths-in the spiral curriculum design; in Science-the pathways to support mixed class planning through the Trust Lily Pad Science curriculum.

- setting out the scope in a Curriculum Overview which maps out the key areas of learning and composite knowledge which will be delivered to our year groups and mixed year classes in a rolling programme (for example in Science and History-by setting out the key areas of learning)

- non negotiables (for example in Phonics in terms of the SSP to follow Trust wide, and in English-where the books can be chosen by Secondary Subject Leaders, but there is a core expectation around genres, text types and outcomes)
- and design, (for example, in Primary, where the Year A and B rolling programme, and half termly rotation for Foundation Subjects supports planning) where Subject Leads in each of the 8 Regional Academies are solo practitioners.
- through the Subject Network-where Subject leaders come together to develop subject and pedagogical knowledge half termly

There is an agreed statement of Intent reflecting precisely the intended learning in the sense of knowledge skills and understanding for that subject within AP. The subject also has long term curriculum overview which maps out the key units and topics that will be delivered each term or half term.

The core offer at KS3 of Maths, Science, English, Humanities and PSHE, and PE, are supported by these long term overview plans and the Subject Leads come together half termly through Subject networks, led by a Subject Advisory Lead. These documents are accessible on the Training Academy for leaders in Academies. Please also see Subject pages on Academy websites for details.

Example of Long Term Subject Overview/Learning sequences:

Pupils in our Wave Regional Academies are taught in mixed year classes. We therefore have a rolling Year A and Year B curriculum map that staff can draw from to support their planning.

# Primary Science

This overview provides the coverage guide to support Teacher planning around the needs of their own cohort. It will also enable you to see what pupils who join you in Year 3 would most likely have covered, or where you may need to ascertain gaps. This will help you plan effectively.

## Key Stage 1

<b>Key Question/Topic/Big Picture</b>  <b>See 'Working Scientifically' objectives in final column which should be referred to throughout</b>	Working scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions					
	How do plants grow?	What are animals and humans? What do they need to grow and survive?	What is stuff made from? What are different materials like and how are they used?	What are the seasons?	Where do animals live and what do they eat? Understanding habitat	Cover any topics not yet previously and reflect on 'Working Scientifically', as taught throughout year. What is Science and how do scientists work?
<b>Substantive Knowledge and Understanding and skills -In this unit of work, students learn...</b>	Year A Plants Pupils should be taught to: -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Year A Animals, including humans Pupils should be taught to: -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Year A Everyday materials Pupils should be taught to: <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials</li> </ul>	Year A Seasonal changes Pupils should be taught to: -observe changes across the 4 seasons Year B	Year B Living things and their habitats Pupils should be taught to: <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>	Working scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

-identify and describe the basic structure of a variety of common flowering plants, including trees Year B Plants	-identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish).	including wood, plastic, glass, metal, water, and rock <ul style="list-style-type: none"> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group</li> </ul>	-observe and describe weather associated with the seasons and how day length varies Working Scientifically-see final column	<ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants</li> </ul>	-asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying
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Half termly Art Sequence-Example for Primary Upper Key Stage 2

Learning Objectives	Learning Outcomes
<ul style="list-style-type: none"> <li>To identify and compare features of art installations.</li> </ul>	<ul style="list-style-type: none"> <li>I can give a definition for installation art.</li> <li>I can identify similarities and differences between art installations.</li> <li>I can analyse artworks and justify my ideas.</li> </ul>
<ul style="list-style-type: none"> <li>To investigate the effect of space and scale when creating 3D art.</li> </ul>	<ul style="list-style-type: none"> <li>I can justify my opinions of installation artworks.</li> <li>I can work safely when creating my model installation space.</li> <li>I can create the effect of a large-scale space when photographing my box.</li> <li>I can suggest the effect on the viewer of being in my model installation space.</li> </ul>
<ul style="list-style-type: none"> <li>To problem-solve when constructing 3D artworks.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can adapt everyday objects and make them interesting for the viewer.</li> <li>I can make changes and try new ideas if something doesn't work first time.</li> <li>I can move my object around within a space and find the best way to display it.</li> </ul>
<ul style="list-style-type: none"> <li>To plan an installation that communicates an idea.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can choose a clear message for my installation.</li> <li>I can identify how my installation idea might make the viewer feel.</li> </ul>

## Planning

Teachers are expected to plan each half term's topic or unit using the template below, or equivalent, drawing on the Trust Subject curriculums, and adapting to meet the needs of the pupils in their classes.

Work planned may be the same for some of the mixed year classes in terms of topic, (For e.g. 'Cells' at Key Stage 3 Science)but differentiation and adaptive teaching will ensure that pupils are working at a level that matches their ability, and ensures pupils do not repeat work covered in mainstream where they are in a mixed year class. I

n Primary, there is not a need to duplicate commercial schemes of learning onto this template, but the curriculum progression model and sequencing of smaller steps, need to be clearly mapped out for each foundation subject or 'Topic' (Geography, Art, PSHE etc) across all classes, and the adaptation clear. (See example for Art above) so that stakeholders can understand the overview of what is being taught and when.



Medium Term Planning Template-Scheme of Learning

Key Information

Subject	
Year Group/Group	
Term	



Unit/Key Question	
Duration	
Overview (Short summary of what the purpose of this topic/unit is)	
Key Vocabulary	
Links to prior/future learning	

Learning Sequence

Lessons	Learning Objectives	Key Activities	Learning Outcomes Assessment opportunities	Resources

Knowledge Organisers-When used, teachers are responsible for creating their own and they must reflect what is taught and be useful to support Pupil learning. They should contain key words, and key learning. Examples are available through Subject networks/Primary Resource packages but teachers must adapt them to reflect their planning.



### Alternative Pathways

There are also alternative pathways for pupils not accessing the main Academy. These pathways are typically for pupils who require significant support or who are on outreach. These pathways require their own plans and can be personalised to individual pupils if necessary. They are time-scaled and regularly reviewed, with the ambition that pupils in Regional AP access the core offer as soon as possible. More details available from each Regional Academy.

### Secondary Timetable

In 2023, the Trust Regional APAs have a contiguous timetable and starts and end times of the day. The **guide** for lesson allocations in Regional APAs (although Principals will direct this and it will depend on factors according to site and staffing) are for English, Maths, PE/LOTG daily/5 sessions a week; PSHE including Careers up to 3 times a week; Science 3 times a week; Humanities subjects 1-2 times a week. The remainder of the 28 sessions are directed by Principals, to include aspects of Personal Development and Cultural capital and tutorial work, Work Exp, DT, VOC, ICT, Art according to staffing/capacity on site. This autonomy is important. At KS4, options vary in the Regional Aps. English, English Literature, Maths, Science GCSE and core PSHE are part of the Trust Core Aspirational Offer which was created to bring parity of offer for pupils across the 8 Regional Behaviour APAs and raise aspiration in some settings. PE is also core.

### Qualifications

Key Stage 4 pupils will have a range of qualifications that they can choose from. Our aspiration in the Regional APAs is GCSE and our agreed Core Offer is that pupils can study for 5 L2 qualifications, 4 of these being GCSEs of English, English Literature, Biology (or Trilogy/BTEC L2), Maths. We value Grades 1 GCSE as much as Grade 2 or 3 or 4 or 5 etc and as part of our values of being positive, we believe pupils can attain these qualification with support. As back up, some Academies also offer Functional Skills in English and Maths. Qualifications typically offered in key stage 4, although slightly different in each academy, are:

GCSEs	Functional Skills/ELC/Step Up	AQA Unit Awards	The Arts Award Duke of Edinburgh Bronze ASDAN	BTECs
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<i>English AQA</i> <i>English Literature AQA</i> <i>Maths AQA</i> <i>Biology AQA</i> Trilogy AQA  Other subjects in liaison with feeder schools include GCSE History, Geography	English Maths	Various	ICT Arts Award D of E Sectional Certificate John Muir Award	Work Skills Introductory L1 Sport Personal Growth and Well Being Catering
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We also liaise with schools to support other qualifications that pupils wish to continue to study whilst in our Trust. We facilitate time in a pupils' timetable to complete the work required and to visit school and meet with teachers in order to ensure that they are able to entered for the qualification or continue with the subject should they return to school.

### **Personal Development**

Each Regional Academy supports the personal development of pupils as one of the most important aspects of their work and fundamental pillars of a quality education on Alternative Provision. The curriculum in our AP settings is more than the Academic. It encompasses every rich opportunity to support our pupils develop socially and to thrive. Most of the pupils who attend the Regional Behaviour APAs struggle with their social, emotional and mental health, and a large proportion of our pupils have had adverse childhood experiences (ACES) which have impacted upon their young lives. The Trust Academies have designed their own Personal Development curriculum and enrichment opportunities to address the complex needs of our pupils and to give them the tools they need in order to become a happy and productive member of society and to succeed in the modern world. We aim that no opportunity to learn is missed. We encourage pupils to try lots of new things, find a spark and then develop it into an area of strength and success. During the induction period for every pupil, detailed profiling enables staff to design a personalised plan to address those areas of need through the personal development curriculum. (This is through a range of diagnostic assessments and intelligence gathered from relevant stakeholders including parents; pupils; referring schools; professional agencies involved) In some Regional Academies, this is delivered explicitly through the Learning Outside the Classroom and Personal Development Curriculum. Timetabled activities can include Dartmoor Zoo, Forest School, surfing, cycling, mountain biking, joining a library,

Marine Aquarium; Ordering food from the café; school clubs. Progress is tracked holistically through use of the Ready for Reintegration Trackers (R4R), or a bespoke tracker in the case of the specific timetabled lessons as part of the Learning Outside the Classroom/Personal Development Curriculum which enables mapping of provision by the teacher leading the specific provision, that can in turn inform School Leaders compiling R4R data.

## **Primary Curriculum (Not Restormel and River Dart which are Secondary provision only)**

Each of our 6 Regional APAs with Primary are unique and share a common in purpose. **Many pupils who join us have missed significant parts of education and sometimes have had a negative experience of learning. Our intent is that our pupils experience a well planned and sequenced curriculum that enables them to move forward from their individual starting points, and gives them a sense of belonging.** Our Primary Academies seek to identify and address gaps in both learning and the personal, social and emotional skills in order that children may go on to be successful in the next stage of their educational journey. Staff focus on establishing a calm environment where children can experience and can learn the social norms and expectations they will need to be successful in their next setting. Staff spend the day with each child in small settings, sharing breaks and meal times. They consistently teach and model positive ways of coping with the challenges that the school day brings, and that making mistakes is part of learning. Every day starts afresh.

Our Primary Academies plan carefully from accurate understanding of pupils starting points to enable all pupils to experience academic success so that each child also develops belief in themselves over time. We believe every child can learn to read, and dedicate daily individual expert teaching for pupils in the early stages of learning to read and also for those post phonics. Through story, we aim to connect pupils to the wider world, develop empathy and identity. That is why daily story time is part of every Primary classroom. We use Read Write Inc Phonics, and the 'Get Writing' programme so that pupils can be taught at their precise challenge point. Work is neither too difficult or too easy, as pupils move through the programme at stage not age, tutored in one to one or very small groups as we prioritise supporting pupils learn to read. Maths is equally planned very carefully using the WRM scheme to support pupils from starting points and address gaps and misconceptions.

Following audit, we have designed in 2022 an overview Trust Primary Curriculum that sets out the scope of an uncluttered subject curriculum that is ambitious and coherent and in line with the National Curriculum to support Leaders of Primary and Subject Areas in the Regional Academies. This provides a curriculum 'base' structure and signposts key resources that can support each Primary Lead in the Regional Academy strengthen their Curriculum. Teachers draw from this to adapt and plan their own learning sequences. Assessment is used so that planning enables pupils to move forwards from their unique starting points and progress at a pace that is right for them and experience the same joy of learning new things that others experience and should be part of every child's life. For example, in Maths and in Reading and

Writing, where planning is highly individualised following the SSP and Get Writing programme; and in Maths, WRM assessments at the start of topics support precision planning and teaching. It enables staff to see what pupils will have likely covered before if they were in mainstream, in Science for example, and what they will return to if going back to mainstream. It should prevent in History, learning about the Great Fire of London, or Egyptians twice! Teachers assess formatively and summatively against the 'I can' statements they have planned in their medium term planning around their pupils, enabling pupils to experience success, particularly where they may be working below Age Related Expectations. The individualised approach ensures all pupils are able to experience success.

The Primary Trust Curriculum identifies the key learning for PSHE, Humanities subjects, Art, Music and DT in a Long Term overview. Aspects of ICT/computing is currently taught within the year in some settings as appropriate. Pupils in some settings are able to experience MFL in KS2 with a focus on several short topics including 'greetings' and 'counting' where the focus is on achievement. Teachers can turn this into 'I can' statements to support their own planning. The Trust Curriculum long term map also helps provide guidance of what pupils will have been taught in mainstream, but also that they may return to. In English and Maths, learning is highly individualised so that pupils are moving forward from the correct challenge point, and assessment supports this. Every pupil is entitled to study the full breadth of the curriculum and develop the knowledge and skills they need to be successful in their next educational setting. Academies run a two-year rolling programme with a therefore the breadth comparable to the national curriculum, along with the additional capacity that comes with working on an individual basis on barriers to success with excluded pupils with social emotional and mental health (SEMH) needs. PE is part of the core offer and Primary pupils engage in swimming lessons.

## **Reading**

Reading is a priority for pupils with each child being thoroughly assessed on arrival. All Academies have an identified Reading Lead and they are trained (MAT wide in 2026 and again in October 2022) Read Write Inc Consultants continue to work with Primary Academies. Secondary only provisions and Medical AP English Leads are RWInc Phonics trained. Following our work with the English Hub, we are intent that in all Academies adhere to our Reading Charter, adopted from the Hub and their Audit document that has supported our work to date, and based on EEF, The Reading Framework and SIH. Further information is available in our 'Reading Approaches at Wave Document'.

## Teaching and Learning

Our guiding principles for high quality teaching and learning in AP are simple.

# Our Principles for Teaching and Learning at Wave

Our guiding principles for high quality teaching and learning in our Academies are clear, and as teachers work together with our pupils.

We believe that pupils learn most effectively when:

- Teachers are trauma-informed in their approach, are aware and take account of individual and specific needs and create anxiety-free classrooms where pupils feel safe, secure and valued.
- Pupils are supported to manage their emotions and to have the resilience to make mistakes and persevere.
- Teachers engage pupils and encourage them to think, often deeply, about something, being clear about why it matters.
- Teachers structure pupils' learning so that they build upon and connect knowledge to what they already know, taking account of starting points.
- Teachers deliver new material clearly and in manageable amounts at the right level for each child, adapting teaching whilst maintaining high expectations of our learners.
- Teachers model and share what success looks like.
- Teachers regularly check for understanding and promptly address misconceptions, having the necessary subject knowledge themselves, as well as an evidence informed understanding of how pupils learn.
- Teachers create opportunities for pupils to practice and retrieve regularly what they have learned.

Subject and Primary Networks: support to develop Subject pedagogy and knowledge

Subject Leads meet half termly at Subject Network Meetings.

Subject/Phase Network Meetings	
Autumn 1	Network Meet 1
Autumn 2	WHOLE Day of INSET with the Subject/Phase Network (2)
Spring 1	Network Meet 3
Spring 2	WHOLE Day of INSET with the Subject/Phase Network (4)
Summer 1	Network Meet 5
Summer 2	Network Meet 6

These meetings are led by Subject Advisory Leads (SALs) in English, Maths, Science, PSHE, PE, Primary and BTEC/Vocational areas. Art subject network has a voluntary Chair from the Art Leads across the Trust. Reading Leads in Primary meet with Development Consultants from RWinc for remote progress meetings as well as Development Days in school.

All subject leads, and new members of staff, at whatever level of experience as practitioners, will actively contribute to the network, playing their part as we work as a Team. Principals will also encourage teachers to build links with neighbouring schools, and attend relevant County subject network meetings. SALs will attend the latter, as well as AQA networks, and cascade. Monitoring of Curriculum to support Principals and Leaders in school is further supported by School Development Team, where we may engage SALs or other subject specialists to support specific aspects of School Improvement, and through the external Improvement partner.

## Pathways

Many of our Regional Academies are already strong in offering alternative packages and pathways, and these remain unique to each Academy. These may be necessary to support engagement with learning, for those pupils not able to access the full curriculum. Medical AP will create highly individualised packages for learners in line with their health and ability to engage with the different offers; online, outreach or in centre. Determining which pathway pupils will access is a decision made during and on admission and referral.

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# The Curriculum at Caradon Academy

## Our Context and Intent

- We believe that the word ‘curriculum’ should be interpreted in its widest meaning: It is every learning experience, (both planned or unplanned), our pupils experience as a member of the school community, delivered both formally within a lesson or informally outside the classroom, throughout the whole school day.
- The curriculum is ambitious coherently, planned and sequenced to give all pupils the knowledge, skills and cultural capital they need to succeed on their personal journeys
- Re-engages pupils with learning through a personalised curriculum approach that allows learners to study the full curriculum
- The design considers starting points, interruptions to learning and the gaps in personal and social development that are often inherent in the lives of the pupils we serve.
- Provides a calm, caring learning environment where pupils feel safe and secure through a relational/Trauma informed approach

- Planned to maximise opportunities for personal development and independence – such as adult supported breakfast, breaks lunch and enrichment, outdoor and adventurous activities, play therapy, forest school, animal therapy
- Provides an ambitious and highly personalised education for all pupils, including those most disadvantaged and with SEND to achieve high standards and make good or outstanding progress
- Enables those not achieving expectations to narrow the gap and catch up with their peers, particularly in Reading, English and Maths
- Will support all pupils to become confident, fluent readers
- Develops all pupil's Social, Moral, Spiritual and Cultural (SMSC) understanding they need to succeed.

## PRIMARY AT CARADON ACADEMY

The Primary team at Caradon Academy, are an experienced team of seven, who provide and equip our children with a breadth of skills to progress socially, emotionally, academically, and creatively, whilst also encouraging and providing a nurturing and positive environment where the children can feel safe and secure enough to thrive.



Our curriculum is designed to incorporate academic lessons, weekly outdoor learning, and enriching experiences, to nurture and ignite a love of learning. We currently follow the National Curriculum in all subjects in both lower and upper key stage 2, and use schemes such as Literacy Tree and



White Rose Maths to support effective planning and delivery of our core subjects and Kapow and one decision for the delivery of our foundation subjects. We follow half termly themes in History, Geography and Science, which are strongly supported by our reading spine to develop curiosity around the topic and a love of reading. Alongside this, we also understand how important each and every child's social and emotional development is. We deliver programmes and approaches, such as Zones of Regulation and Growth Mindset, outdoor learning and animal care to foster resilience, to develop character and self-confidence. British Values are intertwined across the curriculum, as a basis for moral and cultural exploration. This allows us to support our pupils to become responsible members of our global society, whilst also supporting them to move on to the next academic chapter, with confidence and self-belief.

At Caradon Academy, encouraging a love of, and confidence in reading, is at the heart of all lessons. We strive to teach children to read effectively and through using the synthetic phonics programme, Read Write Inc. (RWI), we are able to support the children to learn the 44 common sounds, sight vocabulary, decoding and encoding words, as well as spelling and accurate letter formation. As part of our approach, children who require 'targeted' support, will receive 'fast track tutoring', which is delivered by a RWI trained member of staff on a 1:1 basis. Additionally, if needed, in upper KS2 we use also use 'Fresh Start', which provides support and interventions in line with the RWI approach at an age appropriate level.



Opportunities to read discretely and directly throughout the day, and using specific praise for our readers, is cultivating an environment of capable and enthusiastic readers. In Upper Key Stage 2 and for those pupils who are not following our synthetic phonics program- we currently follow Literacy Tree curriculum. Our Literary Curriculum immerses children in a literary world, therefore creating strong levels of engagement to provide meaningful and authentic contexts for primary English. Through the incorporation on both the Literacy tree 'Writing roots' and 'Literacy Leaves', we

can enable our children to become critical readers and acquire an authorial style as they encounter a wide range of significant authors and a variety of fiction, non-fiction and poetry. The literacy curriculum at Caradon provides complete coverage of all National Curriculum expectations for writing composition, reading comprehension, grammar, punctuation and vocabulary and all plans lead to purposeful application within a wide variety of written outcomes.

We recognise and respond to the rights of our pupils and our use of play, curiosity, empathy and reflection allows us to facilitate the growth and personal development of our primary pupils to support them to participate fully in and contribute positively to life in modern Britain by making a positive contribution to society.

You can find out about our broad and varied Primary curriculum taught subjects within our subject pages.

## KEY STAGE 3

We run a 'rolling programme' where pupils are taught in mixed year group classes at Key Stage 3 due to small class numbers, and who may remain with Alternative Provision for longer than a Year. (Though we remain short stay). Our spiral design ensures each pupil receives teaching of the knowledge, understanding and skills within this planning they need from their various starting points. It is flexible and dynamic enough to be able to respond to need in this way. You can find more information on our Subject pages.

- Pupils follow the national curriculum and study Maths, English, Science, Humanities, Art & Design, PE Health and wellbeing, PSHE/RSE and cookery
- Daily enrichment sessions that cover a wide range of activities such as outdoor learning, music, art, film, carpentry, cooking, PE/Games, mindfulness and meditation, DOE
- Enriched break and lunch times alongside adults providing opportunities for play where students can further develop their social skills, peer interactions, build trusted relationships with staff and develop a sense of belonging
- Pupils follow bespoke reading programmes and intervention where needed through Read, write Inc, Freshstart,
- Progressive careers programme is informed by the Career Development Institute (CDI) Framework and its' associated learning outcomes.

You can find more information on our Subject pages.



## KEY STAGE 4

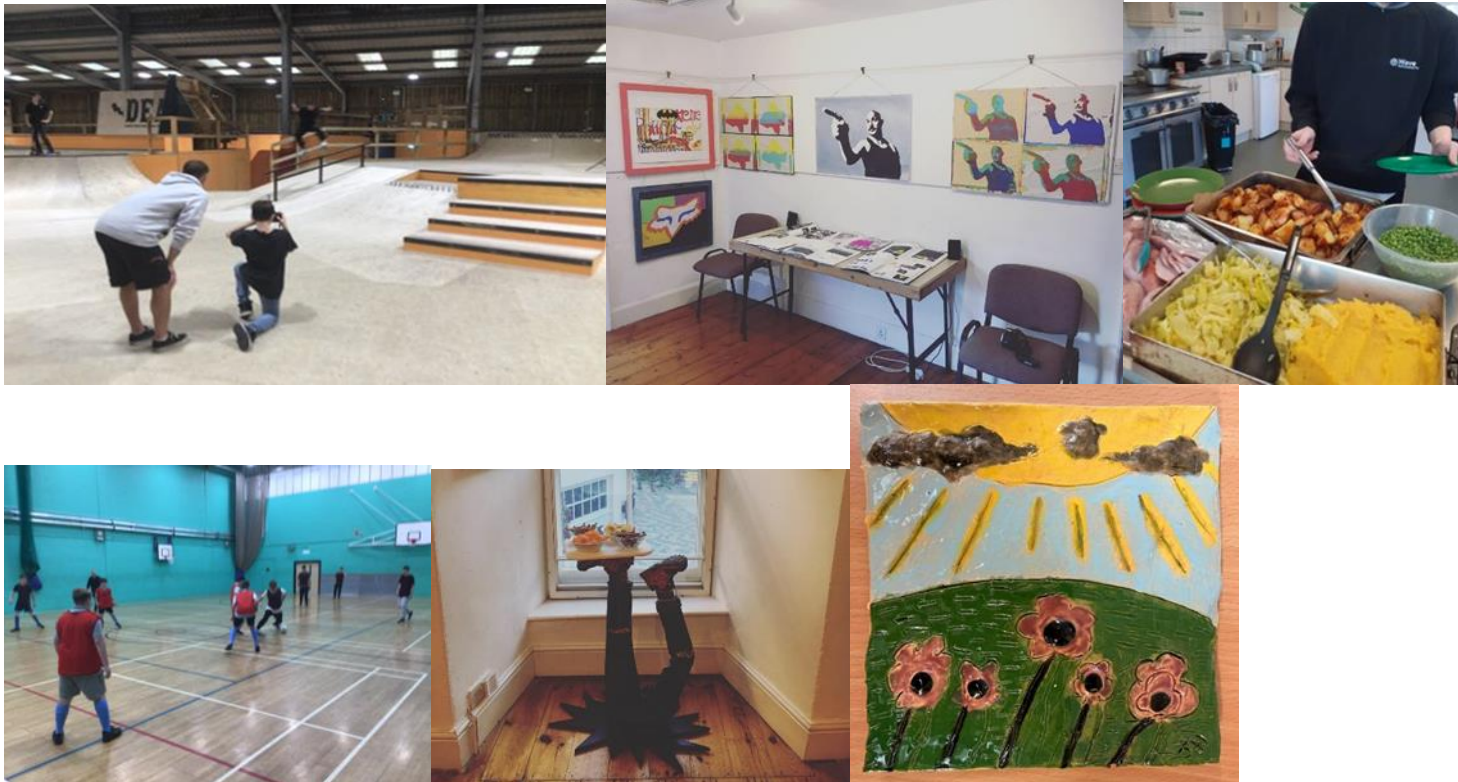
The Key Stage 4 curriculum includes a core offer of 5 GCSE subjects plus BTEC Home Cookery, BTEC Sport, BTEC Vocational studies, BTEC Work Skills, and BTEC Personal Health & Wellbeing – all students complete core units in developing personal skills and preparation for post 16 linked to careers. We also run a daily tutor programme that has Weekly themed topical and cultural sessions – supporting cultural development and PSHE as well as supporting opportunities to read for pleasure, literacy and numeracy.

Daily enrichment sessions cover a wide range of activities such as outdoor learning, music, art, film, carpentry, cooking, PE/Games, mindfulness and meditation, DOE

Here are the qualifications we teach at Caradon, as well as our enriched and PSHE/RSE programme of study and Careers guidance. For more details, please contact us.

- AQA GCSE English
- AQA GCSE English Literature
- AQA GCSE Mathematics
- AQA GCSE Art & Design
- AQA GCSE Biology
- BTEC Vocational Studies
- BTEC Home Cooking
- BTEC Introductory Certificate in Sport
- BTEC Work Skills
- BTEC Personal Growth and Wellbeing
- BTEC Applied Science
- BTEC Introductory Art & Design
- Functional Skills Maths & English
- Entry Level Maths

All Key Stages through PSHE lessons, our tutor programme, assemblies and local trips explore British Values, cultural and religious celebrations, diversity, inclusion, support charity events and develop their social, moral, spiritual, cultural understanding and what it means to be a good citizen.



## Timetable

Lesson and subject allocations for pupils accessing our Core offer are:

Subject	Number of lessons p/w	Number of lessons
	KS3	KS4
English	5	5
Maths	5	5
Science	5	5
PE	4	4
Art	3	3
PSHE	1+ Tutor	1+ Tutor
Humanities	1	N/A
Vocational Studies	N/A	1
Cookery	1	1

## Pathways

Our intention is that pupils will access our Core offer taught in the Academy. There are times when we need to adapt this, and focus on individual targets around pupil's individual SEMH needs in Secondary to enable full engagement.

A full time curriculum offer is available for all of our students. However, we acknowledge that there are times when some of our students may be unable to fully access and engage in this for a variety of different reasons. We are flexible and creative with our bespoke timetable offers in order to provide the best educational opportunities possible for all of our students.

All bespoke timetables are reviewed every six weeks via a meeting with pupils and parents to discuss their views and progress made. Our aim with any bespoke timetable is that it is used as a short term intervention; the desired outcome always being reintegration into our full timetabled offer.

Pathway 1: 4 days onsite core curriculum and one day vocational placement at a local college e.g. construction

Pathway 2: 4 days onsite core curriculum and one day vocational work experience

Pathway 3: 4.5 days onsite core curriculum and 1 afternoon mentoring programme