

Curriculum

Our curriculum embodies our WAVE values:



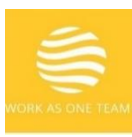
Be positive: We have the highest expectations of what our pupils are capable of, no matter what their starting points, and no matter how many fresh starts. Through our Curriculum offer, we will strive to develop unique talents; build confidence; character, aspiration; attainment and at KS4, also qualifications. 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 APs 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

Key Question/Topic/Big Picture	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						
See 'Working Scientifically' objectives in final column which should be referred to throughout	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?	
Substantive Knowledge and Understanding and skills-In this unit of work, students learn...	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">• distinguish between an object and the material from which it is made• identify and name a variety of everyday materials,	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">• explore and compare the differences between things that are living, dead, and things that have never been alive	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"> describe the simple physical properties of a variety of everyday materials compare and group 	-observe and describe weather associated with the seasons and how day length varies Working Scientifically-see final column	<ul style="list-style-type: none"> 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 	-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"> To identify and compare features of art installations. 	<ul style="list-style-type: none"> I can give a definition for installation art. I can identify similarities and differences between art installations. I can analyse artworks and justify my ideas.
<ul style="list-style-type: none"> To investigate the effect of space and scale when creating 3D art. 	<ul style="list-style-type: none"> I can justify my opinions of installation artworks. I can work safely when creating my model installation space. I can create the effect of a large-scale space when photographing my box. I can suggest the effect on the viewer of being in my model installation space.
<ul style="list-style-type: none"> To problem-solve when constructing 3D artworks. 	<ul style="list-style-type: none"> I can adapt everyday objects and make them interesting for the viewer. I can make changes and try new ideas if something doesn't work first time. I can move my object around within a space and find the best way to display it.
<ul style="list-style-type: none"> To plan an installation that communicates an idea. 	<ul style="list-style-type: none"> I can choose a clear message for my installation. I can identify how my installation idea might make the viewer feel.

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. In Primary, there is not a need to duplicate commercial schemes of learning, but tangible Foundation subject sequenced adapted planning should be available for stakeholders that shows how the intended learning is broken down from composites to components-big ideas to smaller steps-in the curriculum for the rolling Year

A/B mixed year classes in the Regional AP Academies. There are Trust examples available to support Primary Leaders and teachers.

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.

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
English AQA English Literature AQA Maths AQA Biology AQA Trilogy AQA	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

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 that 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 have 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 and all Principals are looking to introduce ICT with their Primary Leads in 23-24. 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 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.

We believe that pupils learn most effectively when:

- Teachers are trauma-informed in their approach and create anxiety-free classrooms where pupils feel safe, secure and valued.
- They can manage their emotions and have the resilience to make mistakes and persevere.
- They are engaged and encouraged to think hard 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. Assessment informs planning and is used intelligently.
- Teachers deliver new material in manageable amounts at the right level for each child
- Teachers model and share what success looks like.
- Teachers regularly check for understanding and promptly address misconceptions, having the necessary subject knowledge themselves.

- Teachers create opportunities for pupils to regularly practice and retrieve what they have learned.

Subject Networks and support to develop Subject pedagogy and knowledge

Subject Leads meet half termly at Subject Network Meetings, These meetings are led by Subject Advisory Leads (SALs) in English, Maths, Science, PSHE, PE and BTEC/Vocational areas. Art subject network has a voluntary Chair. Humanities teachers come together at scheduled Training through year. Reading Leads in Primary meet with the English Hub and Development Consultants from RWinc for remote progress meetings as well as Development Days in school. The Primary Team who also come together where Primary Leads in each setting are encouraged to cascade developments and attend twice yearly moderation with a neighbouring Trust, and where subject Specialists will also input to meetings.

SALs coordinate a SharePoint of subject resources; lead the half termly Subject Network Meetings and contribute to the Primary network; can coach and advise staff as needed; plan needs driven CPD at 2 Trust INSET days a year. These days are a significant part of the Trust INSET calendar. The SAL plans and leads the day where the subject network will come together as one time to develop subject and pedagogical knowledge and practice around issues of assessment, EDI, disciplinary literacy, cognitive science and educational research, national Hub guidance as relevant to that subject, EEF etc and in line with the Trust strategic plan and subject development plan.

The SAL can support the Subject Leader in the AP keep up to date with best practice where needed, within their capacity, as well as provide guidance and support for the ongoing refinement of the curriculum and assessment practices.

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 the Curriculum Lead, Director of Education and the external Improvement partner within the School Development Team.

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.

The Curriculum at River Dart Academy

Our Context and Intent

River Dart Academy is located in a picturesque area of Dartington. Our aim is to work closely with secondary schools to provide support to the most vulnerable pupils. Our pupils come to us at various points throughout their schooling, usually as a result of their school placement having broken down. Our purpose is to support pupils to create an environment where everyone can grow and develop, as they become responsible citizens and lifelong learners. Our role is to help pupils get back on track, either through a return to regular schooling or by completing Year 11 at River Dart Academy.

We work closely with a diverse range of outside agencies both statutory and voluntary so that our pupils can access the support and guidance they need. We are committed to tailoring our curriculum to meet the needs of our pupils, developing a range of skills, knowledge, attitudes and understanding so all our pupils can aspire to their full potential.

We are committed to working in partnership with young people, their parents and carers, their schools and other agencies to re-engage them and enable them to become successful learners and responsible citizens. Where students are able to demonstrate positive behaviour and a desire to achieve, we aim to help them transition back to mainstream school. For those who require a more alternative approach, we provide a balanced and varied curriculum, delivered through good quality teaching and learning. Whilst for many, an AP Academy may seem to be the end of one's academic career, we see it as merely a change in direction.



At The River Dart Academy we recognise that pupils require clear and achievable expectations to allow them to be successful learners, that is why we have introduced 'We are RDA' to record behaviour and attitude for learning in each and every lesson.

What is 'We Are RDA'?

Respect- our people and place

Designated Space - be in the space staff are asking you to be

Achieve- make progress towards personalised learning targets

Pupils accessing our core offer are taught:

Subjects	KS3 lessons p/w	KS4 lessons p/w
English Lang/Lit	5	5
Maths	5	5
Science	3	4
PSHCE	2	2
DT	1	-
LOT/PE	5	6
Art	2	4
Tutor Time programme	2	2
Humanities	2	-

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

- [AQA GCSE English Language](#)
- [AQA GCSE English Literature](#)
- [AQA GCSE Art & Design](#)

- [AQA GCSE Mathematics](#)
- [AQA GCSE Biology](#)
- AQA Unit awards
- AQA Functional Skills

In addition to the accredited awards on offer, we encourage students to explore and develop their skills and talents in wider areas.

Through bespoke outdoor activities, students have opportunities to develop their leadership, teamwork and communication skills by participating in outdoor physical activities. In September 2023, this important aspect of personal development is timetabled formally within our new 'Learning Outside the Classroom' with a new specialist and experienced Lead teacher. Pupils will work towards key personal development targets, and this will be tracked closely to support planning and impact. This also ensures that our students are not disadvantaged by a lack of opportunity or exposure to new events, experiences, cultural activities as we prepare students for life in modern Britain.

More details can be found on our Subject pages. Our Subject Leads design planning around pupils, using the Trust long term Curriculum overviews.

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.

For example, we may have some students who access an outreach package that may involve alternative providers. 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 on site offer.