



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 are available for English, Maths, Science, PSHE, PE (developing 2023-4), Humanities and Primary and 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.

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/LOT/ 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 qualifications 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	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

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 be 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 our 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. 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, White Rose Maths 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. 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. A tracking document supports teachers keep an accurate record of the impact of the curriculum, to inform planning and transitions.

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.

At Wave, given the small size of our Primary Teams in Regional APA, and to facilitate effective team working across our Academies, we have adopted Kapow subject curriculums for foundation subjects. We believe this provides the tools and training our teachers need to deliver an ambitious curriculum. Research into neighbouring schools offering have impressed us in terms of outcomes, and enable us to keep fully abreast of mainstream developments, whilst supporting teacher to adapt learning, and providing clear overviews that link to our principles for effective teaching and learning in AP.

Implementation of the Wave Curriculum:

- Long term plans progressively introduce new concepts, knowledge and ideas and these clearly identify opportunities to allow children to revisit learning so that knowledge, skills and understanding are embedded.
- Medium term plans further breakdown learning into sequences of learning with clearly defined learning objectives, subject-specific pedagogical content knowledge outlined, scaffolds defined and opportunities for assessment identified.
- Subject knowledge is essential to effective teaching therefore teachers work to develop a deep and fluent knowledge of the content they are teaching.
- Teachers have an excellent knowledge of common misconceptions and plan accordingly to address these.

- Lessons are clearly sequenced, succinct, and focused on learning outcomes.
- Questioning is a backbone of all lessons. Teachers use questioning and dialogue to elicit children's understanding, get responses from all children and to identify where children are in their learning. Questions are broad in their scope and probe deeper into children's learning and understanding.
- Both modelling and scaffolding are used in lessons to support children to develop their understanding of new content and to activate prior learning.
- Children are given feedback both in the moment and retrospectively, this feedback is insightful and will enable the children to both secure and move forward in their learning.
- Lessons typically follow the 'I do - we do - you do' approach which effectively scaffolds children's learning so that they may be successful.
- Opportunities to activate prior knowledge are sought as are opportunities to embed new knowledge.
- Assessment clearly identifies what children don't yet know, what they have learnt and what they need to learn next, including what they need to revisit.

Impact of the Wave Curriculum:

Wave Academy Leaders frequently monitor the impact of the school's curriculum. This includes the monitoring of individual subjects by leaders, pupil voice activities, careful analysis of data and the celebration of positives and the reflective identification of areas for development. We seek the advice of external specialists and work to improve our practice by considering what is new in education and adapting new ideas to our setting. We do not confuse learning with coverage; we thoughtfully plan opportunities for both summative and formative assessment and use these to inform next steps in teaching. By carefully undertaking these activities, we are able to see the impact of our teaching on the children in the school.

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 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.
