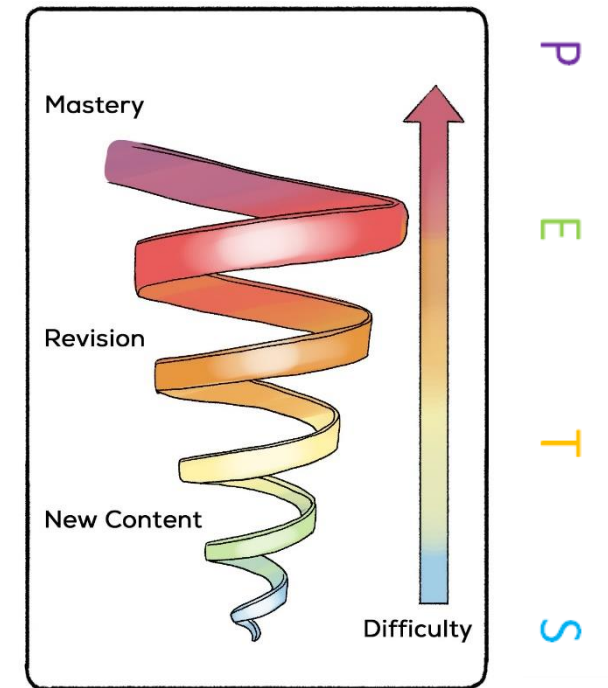# Curriculum Overview

- The school prioritises class groupings by social accessibilities and the ability to interact with the class, create and maintain flourishing friendships with the ultimate aim that each child placed in a class can access the environment both socially and educationally complemented by a consistent primary classroom delivery model. This model supports the school in being as inclusive as possible as learners can join the school at any point throughout the academic year due to the consultation process and being a positive opportunity for learners who cannot access mainstream education.

- Classes are grouped by key stage. At KS3 learners are grouped years 7, 8 and 9 accessing a 3-year rolling curriculum and KS4 grouped years 10 and 11 accessing a 2-year rolling curriculum.

- Through a varied and differentiated curriculum sequenced by stage not age, the school's spiral curriculum promotes achievement and success regardless of starting point to build confidence and engagement. The core curriculum utilises a differentiated approach to delivery via graduated levelling. We use a Foundation (pre entry/entry level 1) Bronze (Entry Level 2), Silver (Entry Level 3), Gold (Level 1) and Platinum (Level 2) system to distinguish expectations with the opportunity for those most able to grow and achieve at a higher level to access a GCSE programme in both Mathematics and English Language. The use of progressive outcomes for these levels creates a sequential ladder which allows learners to build on prior learning if and when they are cognitively able to do so, building complexity of knowledge and skills using a mastery approach with no ceiling on learning.

- We also support progress and achievement through our "Stepping Stones" programme where individual learners master their current educational level through S(upported) T(entative) E(xcelling) P(erfection) supported stages with their development monitored closely and recorded regularly prior to advancing to the next level when fully mastered (see image).

- Curriculum sequencing and design account for learners who may join the school at various points of the academic year and hopefully transition back into mainstream education at various points of the academic year. The curriculum is accessible and achievable for all learners who join due to its structured, complementary and consistent rolling programme with hierarchical learning outcomes and aspirational opportunities for all.
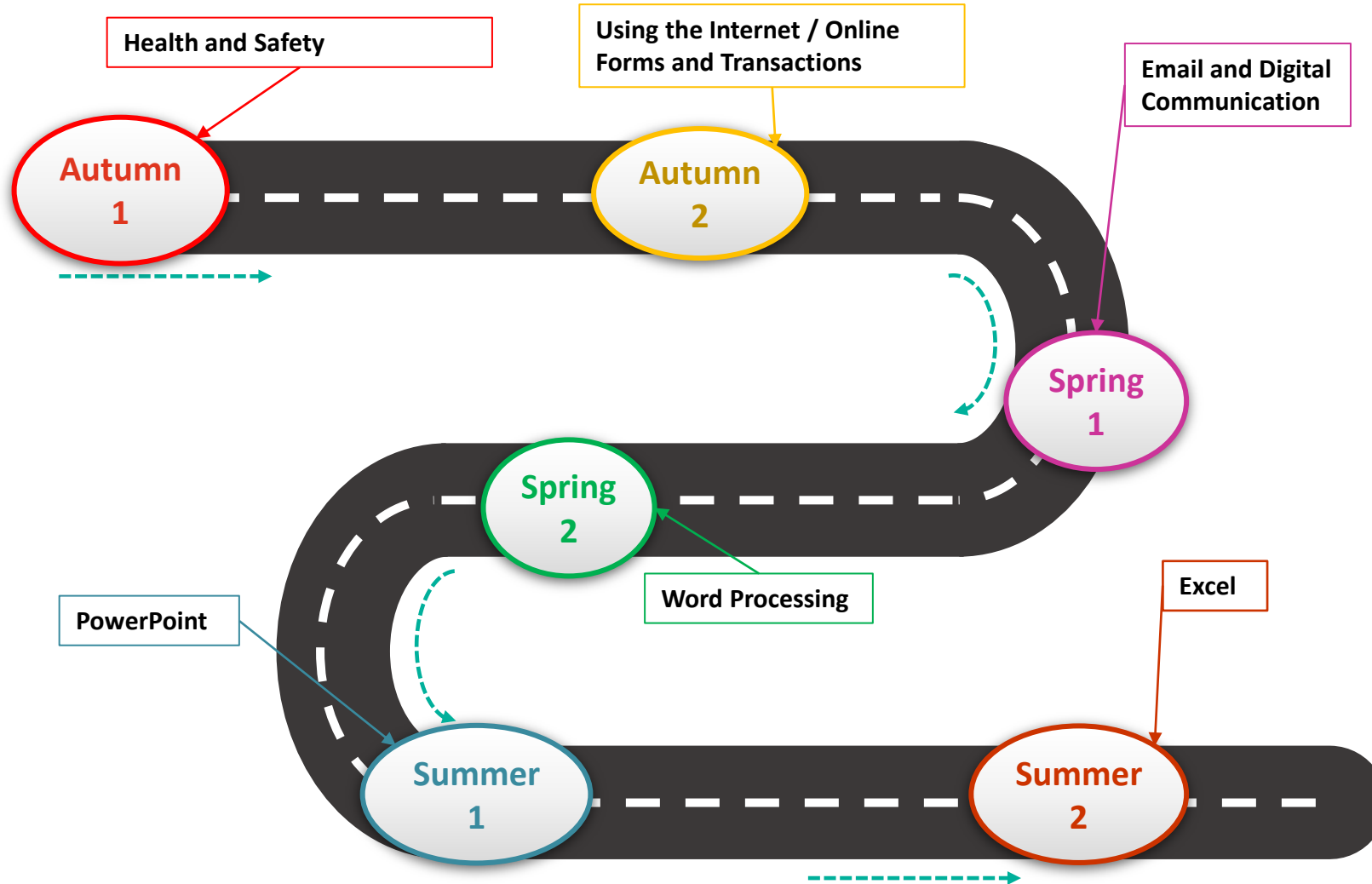
KS3 ICT

The ICT curriculum uses the Digital Functional Skills standards as the basis of its content mapped to the school's foundation, bronze, silver, gold, platinum differentiated outcomes.

The planning and delivery follow a hierarchical model which builds on core skills, e.g. health and safety before using online resources.

These underpinning concepts build firm foundations for the assimilation of new knowledge. The sequential planning is as follows: Being Safe and Responsible Online, Using Devices and Handling Information, Transacting, Communicating and Creating and Editing.

Building on complexity the deliberate approach to sequencing via differentiated level / outcomes shows that one concept relies on prior knowledge.

The rolling curriculum offer sees learners revisit these topics yearly, however, with a variation on input and different activities and tasks. There is no ceiling on learning as all learners can be stretched and challenged to progress and access learning and outcomes at the next level.

Health and Safety

Using the Internet / Online Forms and Transactions

Email and Digital Communication

Autumn 1

Autumn 2

Spring 1

Spring 2

Word Processing

PowerPoint

Excel

Summer 1

Summer 2

KS4 ICT

The ICT curriculum uses the Digital Functional Skills standards as the basis of its content mapped to the school's foundation, bronze, silver, gold, platinum differentiated outcomes.

The planning and delivery follow a hierarchical model which builds on core skills, e.g. health and safety before using online resources. These underpinning concepts build firm foundations for the assimilation of new knowledge. The sequential planning is as follows: Being Safe and Responsible Online, Using Devices and Handling Information, Transacting, Communicating and Creating and Editing.

Building on complexity the deliberate approach to sequencing via differentiated level / outcomes shows that one concept relies on prior knowledge.

The rolling curriculum offer sees learners revisit these topics yearly, however, with a variation on input and different activities and tasks. There is no ceiling on learning as all learners can be stretched and challenged to progress and access learning and outcomes at the next level.

Health and Safety

Using the Internet / Online Services

Digital Communication

Autumn 1

Autumn 2

Functional Skills Exam Opportunity

Spring 1

Functional Skills Exam Opportunity

Spring 2

Word Processing

PowerPoint

Summer 1

Excel

Summer 2

Functional Skills Exam Opportunity