

## Curriculum Intent Policy

[](https://www.thriveapproach.co.uk/)

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| Date Reviewed: | September 2021 |
| Review Frequency: | Every 3 Years |
| Date of next review: | September 2024 |
| Governor Signature: |  |

**Our Ethos:**

‘Everyone in our school community has a right to learn and grow, be treated with respect and feel safe. Each has a responsibility too to conduct themselves in a way that helps promote these rights helping us to ensure that we continue to develop a culture and ethos in which every person feels valued and knows how to value the contribution of others.’

**SSPS Curriculum Intent**

South Somerset Partnership School provides a number of different curriculum experiences for a variety of cohorts in partnership with South Somerset Schools and Somerset County Council.

The principles that underpin our curriculum are:

We will create a predictable, safe and consistent environment where success is rewarded and mistakes are celebrated as excellent ways to develop learning.

We will provide a speech and language rich environment that includes the discreet teaching of vocabulary and fast reading.

We will develop our pupil’s cultural capital by using outdoor environments and by experiencing and exploring our world.

There will be no ceiling on achievement and resources will reinforce high expectations.

We understand that we have a responsibility to fill gaps in pupils learning, both academically and developmentally, preparing them for their next step.

All teaching and learning can be categorised into one of the following quadrants:

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| **Supporting**  *Long Stay, Part Time*  Alternative Provision programmes schools can purchase to support pupils remaining in mainstream provision.  A Thrive based curriculum- outdoors where ever possible.  2 days max placement with no academic input.  PiXL: Alternative Edge  Level Best Coaching  KS4: Vocational Education  Assessed using   * Attendance * Thrive * Neet (Y11 only) | **Re-Engaging**  *Short Stay, Part Time*  Alternative Provision programmes schools can purchase providing experiential learning on conjunction with mainstream provision.  No traditional subjects, wholly Thrive based with short term outcomes identified for each individual prior to start.  PiXL: Alternative Edge  Level Best Coaching  Assessed using   * Attendance * Thrive |
| **Filling the Gaps**  *Short Stay, Full Time*  *(Including statutory provision- PEX)*  Full time placement schools can purchase in *half term* blocks.  Traditional subjects, thematic teaching based on big concepts identified in the NC.  Individual intervention for SLCN / SEMH.  Thrive delivered through subjects and as a discreet subject.  Cultural capital developed using experiential learning and mainstream behaviours for learning taught explicitly and rewarded.  Assessed using   * Attendance * Thrive * Academic progress (steps) * Next Steps | **'Doing School Differently'**  *Long Stay, Full Time*  *(Including statutory provision- MMH and SEND Specialist Placements)*  Full time placement schools and the LA can access for pupils, a few can be bought to prevent Permanent Exclusion at Key Stage Four.  A traditional subject, knowledge-based curriculum developing schema through big concepts identified in NC  Individual intervention for SLCN / SEMH *(at B3 / B5)*.  Thrive delivered through subjects and as discreet identified learning.  Cultural capital developed using experiential learning and mainstream behaviours for learning taught and rewarded.  Assessed using   * Attendance * Thrive * Academic progress (Y11 Outcomes) * Neet / Success in Next Placement |

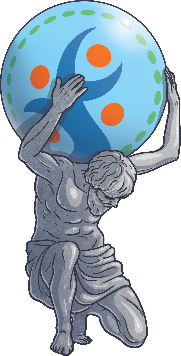
**Curriculum Implementation**

Core to our delivery will be the following subjects, for those in Full Time Placements this can take the form of a traditional ‘timetable’. Younger children, and those on some short stay programmes will access them through a ‘Topic’ based curriculum.

* Maths
* English
* Science / Stem
* RSHE- Pixl Well Being
* Vocational Education / Careers
* Outdoor Thrive

Alternative Provision is a more bespoke programme and can be tailored to meet the needs of an individual child or an identified group of children from one school. All programmes are overseen by a Thrive Practitioner who provides assessment and advice on planning. Information and re assessment is provided for the pupil’s home school in order to establish a consistency of practice across the two institutions. Staff from the pupil’s home school are also encouraged to visit and engage with the programme alongside the pupil.

Our Alternative Provision model is call ATLAS.

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*Action for the Academic Year 21/22; formalise the programme and prepare brochure for marketing from April 2022 (JRo)*

Subject Curriculum Intent Statements:

Maths and Numeracy

At SSPS we believe in a language rich environment, this is at the heart of our focus on numeracy, and delivery through discreet Maths lessons where appropriate.

We want our pupils to leave us with the confidence to talk maths, do maths and apply maths in their lives.

Our overall aim is to equip all of our students with the life skills they need to be able to flourish in the real world and to promote a love of maths. We aim to ensure that, regardless of background and ability, every student has a rich and meaningful mathematics education.

Staff and, ultimately students, will understand the importance of automaticity and fluency within maths. This is taught through real life contexts to enable students to apply their understanding, mathematical reasoning, problem solving skills and to help them make connections across the subject and the wider curriculum, in particular STEM.

***We aim for pupils to:***

* become ***fluent*** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
* be able to ***solve problems*** by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
* ***reason mathematically*** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
* Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

English and Literacy

At SSPS we aim to inspire learners to develop an independent interest and appreciation of all aspects of language.

We combine the learning of reading and teaching of writing skills to improve communication skills and enhance the quality of interactions our pupils have with the world around them.  Furthermore, we embed critical thinking into our curriculum, to encourage pupils to develop further understanding of their surroundings and deepen their abilities to communicate with others.

We encourage students to explore problems with a creative mind and to view the world critically and thoughtfully, this includes being sensitive to diversity and learning to understand the views of others.  Through doing this, we aim to enable students to achieve their full potential and enable full participation in society.

***We aim for all our pupils to:***

* Be an effective communicator, in writing, speaking and listening;
* Learn to write effectively, in a variety of formats, using their experience of reading different writing styles to develop their own skills;
* Develop an understanding of how language and structure can be used effectively, encompassing greater accuracy in spelling, punctuation and grammar;
* Provide opportunities for students to be equipped with the tools to explain an evidence-based viewpoint, alongside understanding the viewpoint of others;
* Experience a supportive environment in which students build confidence and resilience to attempt tasks that stretch and challenge them;
* Leave school with the functional skills required to thrive in the world of further education, work and general life.

Curriculum Intent Statements for Science and STEM, RSHE, and Topic are found in Appendix A

Resourcing Note

Many staff are not delivering within their subject specialism, or are required to supervise delivery of a subject which they may not be trained in (e.g.- overseeing art delivered by a TA). PiXL resources are available of required free of charge to all staff (this is separate to PiXL strategies such as Unlock / Alternative Edge / Them and Us etc). Further investment is made by SSPS in the subject specific CPD also provided. All staff have full access.

Other resources can be requested in line with priorities identified on the SDP or Centre Development Plans.

SSPS has invested in the training of Thrive Practitioners, they complete the online assessment and provide advice alongside action plans for staff working with pupils.

**Curriculum Impact**

We will know that our curriculum is effective and meeting the needs of different and diverse groups of pupils by measuring equally 4 outcomes:

Attendance (Jo Simons and Pastoral Team)

Thrive (Jason Roberts)

Academic Achievement and Progress (Ben Coombes)

NEET (Ben Coombes)

or Next Steps (Ben Coombes and Jason Roberts)

Progress towards these outcomes is reported to the Area Management Group each half term.

Senior and Middle Leaders meet to agree actions following every data collection point.

This information is used as the starting point for a conversation about meeting the needs of individual pupils and the use of case studies is encouraged in order to evidence other impacts of our work and to prevent an over reliance on data.

For each individual child we will endeavour to ensure they achieve at least 2/3 or 3/4 targets.



*Actions for the Academic Year 21/22;*

* *Develop understanding of leadership and accountability in Senior Team*
* *Review RSHE curriculum*