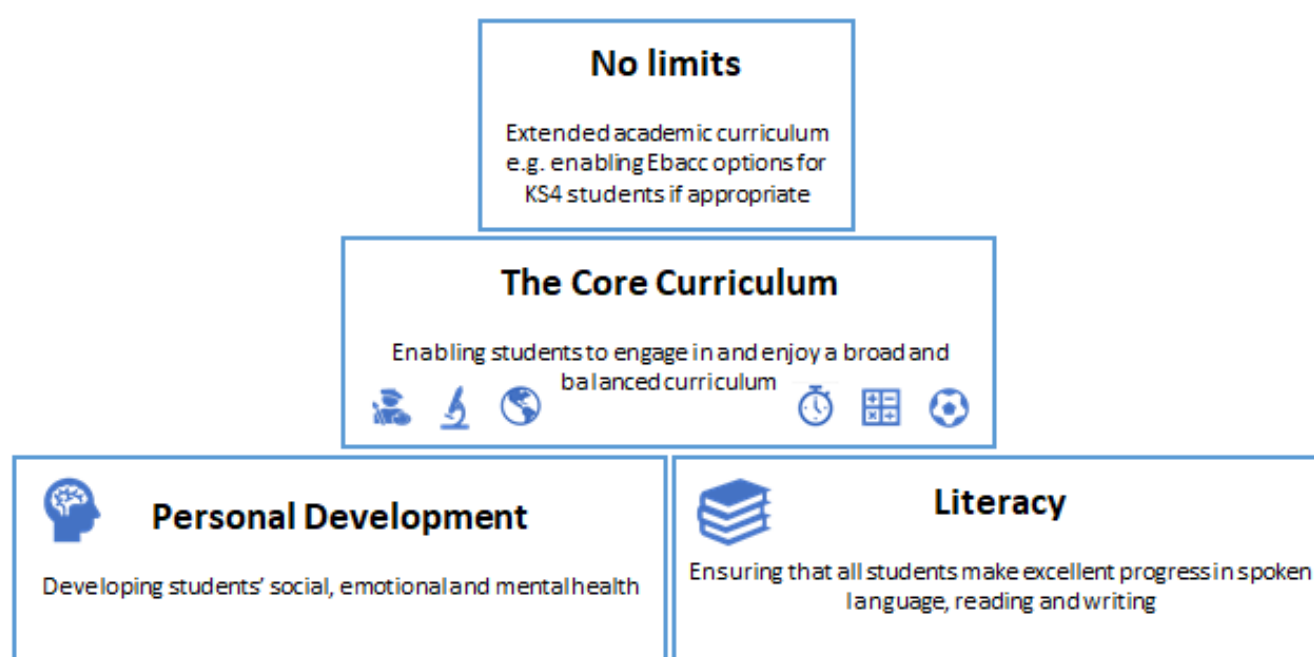


Grantham KS3 Curriculum

Our curriculum model

Our curriculum is **developmental not chronological**: it is based on where a child is in their development, not which year group they are in. Students are assessed on entry in a range of ways, and their work is tailored to their current stage of academic learning and SEMH development.

For many of our students, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed.



Intent

Our KS3 curriculum has the following aims:

Aim	How we achieve this in KS3
Engage all students in learning	<ul style="list-style-type: none"> A variety of activities to include all learning styles; particularly kinesthetic learners. Using pupils' strengths and interests when planning. Planning around a topic to deepen understanding and excite them. Provide trips out to give students learning environments that they may not have had before.
Enable all students to make progress from their individual starting points, and to have successes in learning	<ul style="list-style-type: none"> Personalised curriculum that is developmental. Supporting each child and ensuring they have any resources they need to be successful.

	<ul style="list-style-type: none"> Careful TA and Teacher deployment within the classroom.
Focus on developing student's social, emotional and mental health	<ul style="list-style-type: none"> Focus within the classroom. Classroom staff and care team to support individuals. SEMH curriculum covered in each session and daily points. Back on Track sessions daily covering relevant topics relating to current issues. Time out when required and a chance to talk if needed. Contact with parents to keep information up-to-date.
Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of literacy and numeracy	<ul style="list-style-type: none"> Learning objectives and success criteria that are progressive and increases in challenge. Use of My Maths to support scheme of work. Personalised learning that is practical, developmental and structured to support individuals at their current stage. Challenge that involves problem solving and open-ended enquiries.
Allow students to explore subjects beyond the core curriculum in a thematic project approach	<ul style="list-style-type: none"> Medium term plan is around a topic enabling students to make links, develop knowledge and understanding and build their confidence. Practical opportunities where possible. Trips and visits. Visitors in school to support learning.
Support all students to make healthy and safe choices	<ul style="list-style-type: none"> Back on track curriculum that is relevant to current issues within the media and within the students' lives. Cooking curriculum that encourages healthy eating. Visitors to talk about the impacts of drugs, alcohol and smoking. Nurture time to discuss in a relaxed environment key points in the students' lives.
Support all students to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in, the next phase of their education	<ul style="list-style-type: none"> Back on track curriculum around behaviours and attitudes towards different aspects in their lives. Staff support.

Implementation

Students in KS3 explore the following subjects, using the following curricular programmes as the base of medium-term planning:

SEMH development	<i>Policy currently in development</i>
Literacy	<i>Policy currently in development</i>
English	<ul style="list-style-type: none"> Medium term planning is based on the National Curriculum for English, and to link into topic work. We visit poetry, fiction and non-fiction texts each half term. SPAG objectives are linked in as appropriate. Target tracker is used to ensure that gaps in learning are identified and covered.

	<ul style="list-style-type: none"> • Each day students participate in a range of activities designed to support and develop their love of and technical skills in reading, for example: individual silent reading and enjoying a class novel together. • Accelerated reader used to assess children and track the quality and quantity of reading. • In addition to English lessons, literacy permeates our teaching in other subjects, including PSHE and project work. • We also offer a wide range of literacy interventions as part of our wave 2 provision, so that students with significant gaps in learning can receive personalised support.
Maths	<ul style="list-style-type: none"> • Medium term planning is based on the National Curriculum for Mathematics, and uses Oxford's <i>My Maths</i> programme • Target tracker is used to identify gaps and plan for coverage and progression. • Our wave 2 provision includes Mathematics interventions to support students with significant gaps in learning.
Science	<ul style="list-style-type: none"> • Students follow a programme based on Oxford's <i>Activate</i> Science programme, linking this to the topic that students are exploring through their novel studies. • Lots of practical experiments and investigations to embed learning and develop curiosity.
PSHE	<ul style="list-style-type: none"> • Back on Track, our PSHE programme, is based around the themes in the PSHE association's long term planning and resources. • Students will work towards AQA awards in PSHE. Staff choose relevant AQA units depending on student's needs, interests and areas for SEMH development. Staff also ensure that all students complete units in SRE topics while with us – every second topic studied has a focus of relationships, ensuring that LGBT issues and gender stereotypes are a thread throughout. • Our student's social and emotional development is a key priority for us. Consequently, in addition to PSHE lessons, teachers ensure that themes around wellbeing and relationships permeate through all lessons, and through the "hidden curriculum": how we work with students on their behaviour, the nurturing features in our daily routine such as eating and playing together, and in the relationships that we build and model which are at the very base of our practice.
RE	<ul style="list-style-type: none"> • Looking at religion and belief. • Comparing two different religions. • Looking at how the media can influence people's perspective of these; link to Back on Track curriculum.
PE	<ul style="list-style-type: none"> • All students have two hours of physical education once a week. • All students also have regular opportunities throughout the week for physical activity.
Cooking	<ul style="list-style-type: none"> • All students have a dedicated cooking lesson each week.
IT	<ul style="list-style-type: none"> • IT is taught through the curriculum. Ultimately, it is our aim for KS3 students to complete Entry Levels in IT.
Topic	<ul style="list-style-type: none"> • In addition to the core and foundation subjects above, students will also work on a different "topic" each half term. These are designed to give breadth to the curriculum, and to allow students to experience engagement with, and success in, a range of curricular areas (Religious Education, Humanities, Creative Arts).

