

Our values		Respect				Resilience				Independence		
Curriculum Intentions	Our vision	Our students will: Learn the key skills to succeed in a range of activities, both academic and extra-curricular, in the future Understand the importance of learning and relate it to being independent and successful Have solid social skills which will enable them to socialise and communicate effectively Think critically, evaluate and reflect on their learning Be responsible members of society who understand how to contribute Understand and build positive and healthy relationships										
Curriculum Implementation	Teaching ideologies	Planning with aspiration realistic endpoints for all I	Real life contexts to enable students to make links and prepare them for adult life		s and individual needs including SEND		Effective questioning to che understanding and facilitate d thinking					
	Access for	SEND CPD				ACEs CPD				Autism & ADHD understanding		
	all	Afternoon school program for quieter and specific needs- based learning										
								RSH		Food ⁻	Took Art	
	Learning areas -	English	Maths			Science		P.E		IE .	roou	Tech Art
		Carpentry	Hair & Beauty			Music	/	nimal care	IT Cod	ding	Team	Sport Childcare
	Planning for success	Rigor	tion with families ion process inclu spirations for all	uding asse	Subject leads with specialist knowledge across the curriculum Assessment models that students can access to understand their own progress							
	Holistic planning	Pupil voice & Oracy Staff are trained and deliver high quality Oracy to raise outcomes for students across the curriculum				External Links Quay Arts, Paragon, PCSO, Work experience placements, Alternative providers of education, St George's School, Voice 21, YJS, CAMHS, SALT				Specialist Roles SENCo, Wellbeing lead, Behaviour for learning, HLTA, School Nurse		
Curriculum Impact	Intended impact	Personal Achievement for all Students make good progress and attain in line with or better than national expectations. They are given the opportunities to achieve greater depth standards in core learning. Students' oracy improves and enables them to articulate emotions and ideas.				Aspiration for all Students' aspirations are nurtured and grow with them. All students are exposed to new experiences and enrichment. Staff understand and actively encourage positive change for each individual from their starting point				A positive future for all Students can self-regulate their emotions and take responsibility for their behaviour. They understand the value of learning and employment. Students have self-belief and pride in themselves and what they have achieved		
	Evaluation	High Quality outcomes Has the learning journey led to a purposeful outcome or product? Are there clear assessment criteria? Are students challenged to think critically and to evaluate their learning? Do subject leaders have a clear programme of scrutiny and vision to drive their subject forwards? Curriculum conterrelevant and responsive felevant and responsi			engaged arning? regularly regularly removed the links? community nee learning use assettly to adaptores.	building ge to ading and wtilised ng?	Is the curri challenging areach pupil? embereinforce learners there variation the whole Are there high all? Do see the control of the curries	the whole curriculum? Are there high expectations for		Embedding knowledge & skills Is problem solving a key part of learning? Does the curriculum allow students to build on their skills throughout school? Are knowledge and skills carefully planned in curriculum project outcomes?		Being a positive member of the community Do students know how to make safe choices including in the community and online? Are students able to talk confidently about issues in a fast moving world? Do students apply our values to work collaboratively with others? Do students understand how to contribute to wider society?