

BURNSIDE CURRICULUM INTENT STATEMENT

Key principles

The ethos that underpins our curriculum is one of empowering our students to transform their lives, make a fresh start and develop their confidence in order to prepare for transition back to mainstream, college or post 16 provision.

We encourage students to make a positive contribution to the community and to be ambitious and resilient. We aim to enable our students to make positive choices, develop a growth mindset and be prepared for future success. We also seek to provide opportunities for students to develop their leadership skills.

Our curriculum reflects this ethos by offering a range of key academic qualifications including English, Maths, Science, PE, Creative Arts, Citizenship, Humanities, PSHE and SMSC.

We place equal importance on developing skills needed to succeed in life by focussing on developing students' personal skills, social skills, cognitive skills, creative skills and wellbeing.

All students are prepared for either:

- A successful return to a mainstream school in Years 7-10
- A successful transition to an alternative provision college in Year 10 or 11
- A successful post 16 transition at the end of Year 11

We seek to build students' subject knowledge, and readiness to move on, by offering clearly sequenced programmes of study that are ambitious and provide opportunities for progress and greater independence.

Where possible, all new schemes of learning build on knowledge and skills already taught. Learning is adapted so that all students can be challenged to achieve well and remember what has been taught previously.

How do we achieve this?

Re-engagement:

- We aim to successfully re-engage all students in education by understanding their needs on arrival, both through their Individual Education Plans and initial assessments. We ensure that student needs are understood, and met, across our academic, enrichment, wellbeing and life skills curriculum. We regularly review student progress and hold formal review meetings with parents/carers and students in order to keep aspirations focused on achievement and moving on.

Reading, Writing & Numeracy:

- We place importance on all students having opportunities to practice and develop their reading, writing and numeracy across the curriculum. As well as a focus on English and Maths, all subjects are encouraged to incorporate reading and written work activities into their lessons, where possible. We have a weekly reading for pleasure programme in place and we are developing our library. We ensure that all KS4 students work towards achievement in at least maths and English, either at GCSE or Functional Skills and that KS3 students develop their knowledge and understanding so that they are on a par with their mainstream counterparts.

Enrichment, Wellbeing & Life Skills:

- We provide our students with a broad curriculum so that they gain the tools to equip them with the skills and qualities to work independently and build resilience. It is important to us that students develop wider skills in order to be able to navigate life more successfully and be able to cope better when faced with adversity. We offer a range of opportunities including Boxing, Swimming, Cooking, Music, Multi-sports, Creative Arts and, for Year 11s, Driving Theory.

Careers Information and Guidance:

- We ensure that all students are provided with opportunities to develop their ability to make informed choices about future careers. We offer 1-2-1 support, interview preparation for KS4 and preparation for post-16 options. We also provide opportunities for students to attend workshops and visit industry-based providers, as well as university and college fairs. We hold enrichment days to provide students with vocational taster opportunities. We work with Making the Leap for Year 11 students and invite professionals into the school to speak to the students about career pathways.

Assessment for Learning and Marking and Feedback:

- All students are regularly assessed to ensure that they are making progress from their starting points. Interventions are put in place where there are identified gaps in learning. We use assessment regularly to be able to plan more precisely how to meet individual student needs. We use a range of assessments including quizzes, mini assessments to check understanding, tests and exam style practice. We mark student work regularly and provide clear feedback and areas for improvement which students are expected to respond to in order to demonstrate progress. Progress is also shared with parents/carers on a regular basis.

Re-integration & Transition:

- We provide ongoing support to students at time of transition and re-integration into their new school or college. We ensure that we work in partnership with parents/carers and stakeholders to provide a holistic approach to ensure that transition and re-integration is successful. Progress is closely tracked and support strategies are put in place to ensure that the most positive outcomes are achieved.

Cultural Capital:

- We seek to provide regular opportunities for students to experience a range of trips and visits beyond the classroom that enhances the curriculum offer. We aim to ensure that students understanding of their curriculum is broadened as a result, as well as enhancing their confidence, creativity and enjoyment of learning. We try to open the students' minds to possibilities for developing cultural and career awareness, as well as promoting an appreciation of their city and community.

Monitoring and Evaluation

- IEP targets and progress
- Curriculum maps, Weekly Learning Outcomes, SLT reviews, Peer reviews, Academic Progress Data, Skills Progress Data
- Annual Curriculum Review