|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Intent** | **Implementation** | **Impact** | **Review** |
| **Mathematics** | Address gaps in learning.  To promote enjoyment of learning through practical activity, exploration and discussion.  To provide children with the ability to recall and apply knowledge rapidly and accurately to a range of mathematical problems and situations.  To promote confidence and competence with numbers and the number system.  To develop the ability to solve problems through decision-making and reasoning in a range of contexts.  To develop a practical understanding of the ways in which information is gathered and presented.  To explore features of shape and space developing measuring skills in a range of contexts.  To understand the importance of mathematics in everyday life.  Provide accredited qualification at KS4.  To provide Mathematics learning aligned with national curriculum:   * Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately * Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language * Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions | 4 x Mathematics lessons timetabled weekly.  TT Rockstars to provide fun and engagement in supporting times table knowledge and recall.  At KS2/3:  B-Squared framework – Progression Steps  Full range of White Rose premium resources.  Weekly curriculum meetings.  At KS4:  Sequenced Mathematics Scheme of Learning aligned to Edexcel Functional Skills.  Ability to sit examinations at years 9, 10 and 11.  Edexcel functional skills examinations available at Entry Level 1 through to Level 2.  BKSB to provide Initial and Diagnostic assessment tools to track progress and identify gaps in learning. | Books show progress, evidenced at frequent Book Reviews.  Evidence of supporting aims of National Curriculum.  At KS2/3:  Progress tracked through B-Squared Progression Steps.  Ready to progress to outcomes focused KS4.  At KS4:  Evidence of supporting aims of National Curriculum  Progress tracked through BKSB.  Accredited qualification at appropriate level for individuals. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Intent** | **Implementation** | **Impact** | **Review** |
| **English** | Address gaps in learning.  To promote enjoyment of learning through practical activity, exploration and discussion.  Promote reading for pleasure.  Strong Phonics support where needed to support quick progress and address gaps in learning.  Provide accredited qualification at KS4.  Address gaps in learning.  To provide English learning aligned with national curriculum:   * Read easily, fluently and with good understanding * Appreciate our rich and varied literary heritage * Develop a habit of reading widely and often, for both pleasure and information * Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language * Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences * Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas * Competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. | 4 x English lessons timetabled weekly  4 x phonics lessons timetabled weekly (KS2)  Timetabled DEAR sessions (drop Everything and Read)  Twinkl resources.  Cross curricula, reading, writing and comprehension e.g. SEC “Points of View” activity.  Weekly curriculum meetings.  Benchmark Reading Framework.  B-Squared framework – Progression Steps    At KS4:  Steps4Life framework.  Ability to sit examinations at years 9, 10 and 11.  Edexcel functional skills examinations available at Entry Level 3 through to Level 2.  BKSB to provide Initial and Diagnostic assessment tools to track progress and identify gaps in learning. | Schonell reading assessment to show age related reading progress.  Benchmark Assessment  Books show progress, evidenced at frequent Book Reviews.  Assessed against Age Related Expectations 3 x per academic year. (KS2/3)  Evidence of supporting aims of National Curriculum.  Ready at end of KS3 to progress to outcomes focused KS4.  Progress tracked through B-Squared Progression Steps  At KS4:  Evidence of supporting aims of National Curriculum  Progress tracked through BKSB and B-Squared Steps4Life.  Accredited qualification at appropriate level for individuals. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Intent** | **Implementation** | **Impact** | **Review** |
| **PSHE** | Provide age/stage appropriate PSHE lessons aligned to National Curriculum.  Whole School approach to the teaching of PSHE and RSE  PSHE, including RSE, is at the heart of our school values and ethos and runs throughout all that we do.  Our PSHE/ RSE curriculum aims to enable our children to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain.  Align to aims of National Curriculum.  Provide accredited outcome at KS4. | Whole School approach plus 2 x PSHE lessons timetabled weekly.  PSHE Association curriculum and resources following B-Squared Progression Steps  Twinkl resources.  Weekly curriculum meetings.  School PSHE resources.  At KS4:  Adapted PSHE Association curriculum to fit ASDAN Short Course into learning. | PSHE tracker for all classes B-Squared Progression Steps  Evidence of supporting aims of National Curriculum.  By the time our children leave our school they will:   * be able to apply their skills and attributes to help navigate themselves through modern life * be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society * appreciate difference and diversity * recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty * be able to understand and manage their emotions * be able to look after their mental health and well-being * be equipped to develop positive, healthy relationship with their peers both now and in the future. * understand the physical aspects involved in RSE at an age-appropriate level * have respect for themselves and others. * have improved, positive self esteem   At KS4:  Achievement of ASDAN PSHE Short Course |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Intent** | **Implementation** | **Impact** | **Review** |
| **SEC – Social, Emotional, Communication** | Social, Emotional & Communication (SEC) lessons aim to provide a class-based, timetabled space and time to support individual personal development.  Support transition to academic studies.  SEC aims to provide our pupils with the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.  Provide accredited outcome at KS4. | 4 X SEC lessons timetabled weekly.  Timetabled as first lesson of day to support transition to core academic subjects.  B-Squared Citizenship framework to support planning.  Lessons tailored to individual class needs – can respond quickly to current difficulties in class/school.  Therapy team support.  Individual and class based therapeutic interventions e.g Lego Therapy.  Boxall Online to support progress tracking and support lesson planning.  Weekly curriculum meetings.  At KS4:  Follow ASDAN Personal Development Programme leading to Bronze, Silver or Gold Awards | Boxall Profile progression.  SEC framework – Tracker.  Behaviour logs to show progress.  Pupils will show developed skills and ability in:   * developing and sustaining positive, healthy relationship with their peers, both now and in the future. * recognising, understanding and controlling their emotions and empathising with the emotions of others. * communicating feelings to others. * making responsible and caring decisions.   At KS4:  Achieve ASDAN Personal Development Programme at appropriate level - Bronze, Silver or Gold Award. |  |
| **Global Studies** | With a timetable weighted towards core subjects and personal development, Global Studies aims to provide further balance, breadth and interest to the Sallygate School curriculum.  Aims to give pupils access to the full range of subjects their peers will enjoy in mainstream settings. | 4-5 x Global Studies lessons timetabled weekly  Weekly curriculum meetings.  At KS2/3:  Science, Art, Geography, History taught using B-Squared Progression Steps framework  At KS4: ASDAN Short Courses studied in subject blocks.  At Yr 11:  Independent Living Short Course available. | At KS4:  ASDAN Short Course outcome achieved in:   * History * Geography * Citizenship * Science * RE (Beliefs and Values) * Independent Living |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Intent** | **Implementation** | **Impact** | **Review** |
| **Art** | Art and Design is an important part of our pupils’ entitlement to a broad and balanced curriculum.  Art is an essential way for us to respond to our world and can enhance pupils’ life experiences by allowing children to explore their individuality and their identity within society.  We aim to provide pupils with the opportunities and skills to express their interests, creativity and ideas whilst developing their skills as artists.  Provide accredited qualification. | 1-2 lessons timetabled weekly with subject teacher.  Weekly curriculum meetings.  To develop pupil skills as artists, learners will be supported to:   * Produce creative work, exploring their ideas and recording their experiences * Grow in confidence to express themselves through visual means * Evaluate and analyse creative works of great artists using specialist vocabulary. * Empathise with different viewpoints, traditions and cultures, and begin to understand the viewpoint of the diversity of cultures in which they exist.   At KS4:  Pupils study towards Arts Award at appropriate individual level. | Pupils will have developed:   * A freedom and passion for creative and imaginative individual expression. * Knowledge and skill in a variety of modes of artistic expression. * The confidence to articulately reflect, review and evaluate their own work and that of others. * A desire and ability to embrace expressive art as a means to reflect on, comment on, and visually respond to emotive issues.   At KS4:  Pupils achieve Arts Award at appropriate individual level. |  |
| **PE** | Physical Education at Sallygate School aims to give children the tools and understanding required to make a positive impact in their own physical health and well-being.  We aim for all pupils to experience a wide variety of sports and physical skills which will enhance life-long fitness and life  choices.   PE aims to promote self-esteem through the development of physical confidence and problem solving.  Children will learn the skills required to cope with both success and failure in competitive, individual and team based physical activities. | 2 lessons timetabled weekly.  Inter-school sporting competition.  Weekly curriculum meetings.  PE is taught by a combination of class teachers, PE lead and qualified  sports coaches. Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised.  Children are encouraged to participate in exercise throughout the school day during PE lessons, breaktimes, Outdoor Learning/Forest School and special events. | Improved confidence and ability to work in groups/teams.  The ability to acquire new knowledge and physical skills.  The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities.  Achieved good levels of physical fitness.  Understand what is meant by a healthy lifestyle: achieved by eating sensibly, avoiding smoking, drugs and alcohol and  exercising regularly.  Have developed flexibility, strength, technique, control, agility, co-ordination and balance. They have mastered basic movements including; running, jumping, throwing and catching and are able to apply these to  a range of sports.  At KS4:  Pupils achieve Sports and Fitness ASDAN Short Course. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ICT** | Enable pupils to become confident, autonomous users of ICT, gaining confidence and enjoyment from their ICT activities.  Develop a whole school, cross-curricula approach to teaching ICT.  Use ICT as a tool to support teaching, learning and management across all subjects.  Provide students with opportunities to develop their ICT skills and knowledge in all areas.  Ensure ICT is used, to improve access to learning for pupils with different learning styles and a diverse range of individual needs.  Provide an accredited qualification at KS4. | Computer equipment available for use by all classes.  To build confidence and reduce technological apprehension, computer equipment is used both for fun and for more structured learning.  Use of computers and ICT equipment encouraged across all subjects.  At KS4:  Pupils will use the knowledge and skills they have acquired to join 2 structured ICT lessons per week leading to an accredited ICT Functional Skills qualification at either Entry Level 3 or Level 1 dependent upon their individual ability. | Pupils will be confident users of ICT in their daily lives.  Pupils will have confidence in their ICT skills and the ability to confidently develop them further.  Pupils will leave Sallygate School with Accredited qualification. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Intent** | **Implementation** | **Impact** | **Review** |
| **Forest School – Outdoor Learning** | Forest School is a unique method of outdoor learning. At Sallygate School our aim is to encourage and inspire children through positive outdoor experiences.   Children will have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others.  The children use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated.  Forest School aims to build on a child’s innate motivation and positive attitude to learning,  offering them the opportunities to take risks, make choices and initiate learning  for themselves.  Provide accredited qualification at KS4. | Morning or afternoon timetabled weekly.  Weekly curriculum meetings.  The Forest school learning environment provides opportunities for children to  develop self-esteem, self-confidence, to form positive relationships with others, to  develop a growing awareness of their emotional needs and the needs of others, to  learn to cooperate and work with their peers and adults and to develop strategies  in order to take risks within the boundaries of safety.  Forest School is about exploring and experiencing the natural world through  practical activities. The children go out in all weathers, all year round, exploring  and learning from the seasons and environment changes. Appropriate clothing will  be worn and during high winds it will be considered unsafe to go into the woods.  At KS4:  Pupils will follow a scheme of learning leading to the Duke of Edinburgh Award at bronze or Silver level. | The success of forest school allows the children to:  Grow in confidence as a result of the freedom, time and space they are given in  their learning.  Activities such as sharing tools and participating in play help teach the children to  work together as a group, which strengthens their bonds and social skills.  The sensory experiences provided by Forest School helps prompt language  development. Improving communication skills.  High levels of interest lead to high levels of attention.  The increase in outdoor activity has a positive physical impact. Not only does the  development of physical stamina improve but also gross and fine motor skills.  Children develop an interest in the great outdoors and respect for the  environment.  Encouraging children to develop a relationship with the natural world will help in protecting the environment for generations to come.    Taking children outside of the classroom removes the pressures of academia and  allows them to play to their strengths.  At KS4:  Pupils will achieve DofE Award at appropriate individual level. |  |