

# Key Stage 3 Alternative Academy Curriculum

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Developing pupils' social and emotional skills is an important focus of the curriculum in order to support pupils in their re-integration to main stream school. Pupils are baseline tested on entry, in order to accurately identify pupils' current levels and to address any gaps in learning through personalisation. Pupils reflect on their difficulties in mainstream education and produce a passport to mainstream, working on overcoming any barriers to learning through mentoring with their key worker as part of the 'turnaround' approach. Some pupils may need to stay for a longer period in the provision whilst they are going through the education and health care plan assessment process in order that their needs are fully met in their future education.

## **Nurture start to the day**

Pupils start the day with a nurture breakfast in form time, where pupils have planned activities to develop their personal SEAL skills and in order to have a settled start to learning.

## **Numeracy**

In Numeracy, pupils cover all four areas of the National Curriculum which include; Shape, Space and Measure, Using and Applying Number, Algebra and Handling Data. Numeracy is taught five times a week and is assessed after each unit. Our vision is to create an environment in which all learners can make progress through a kinesthetic and a creative approach. Numeracy also plays an important part in our bespoke 'Elements' curriculum connecting mathematics to real life situations allowing pupils to analyse, problem solve and develop decision making skills.

## **English**

All pupils have a phonics assessment on entry to the alternative academy and if they have gaps in their phonic knowledge, they are taught phonics every day, using the Letters and Sounds, LCP programme, in intervention. English lessons are taught by the form tutor. The Elements theme for the half term is explored and pupils have access to a variety of texts and explore a range of genres of writing, following the national curriculum statutory requirements. Because the ability to read is essential for ease of access to all areas of learning, pupils have reading time every day, either reading a book for pleasure or a book at their appropriate reading level. This provides a further opportunity to support pupils in their enjoyment and progress in reading.

## **ICT**

ICT is covered in the Elements curriculum, where the application of the skills is relevant and purposeful. Pupils have wide ranging abilities in ICT, many having limited access to ICT outside of school. The tasks pupils are provided with to develop their ICT skills are similar to those first developed in primary and include:

- **Word Processing**
- **Databases**
- **Spreadsheets**
- **Blogging**
- **iPad technology**
- **Desktop Publishing programs**
- **Video Editing Software**
- **Multimedia Presentation**
- **Painting Programs**
- **Internet and CD-ROMs**
- **Digital Cameras**



## Elements

The aim of Elements is to further develop pupils' literacy, in particular communication and writing skills through engaging thematic learning that hooks pupils in and which they find motivating and purposeful. Teachers plan the curriculum to make it relevant to the pupils and discuss how learning can be made exciting, whilst still meeting learning objectives. The learning is often developed around a story or character to engage the pupils on an emotional level and to give the learning a context. By focusing on a story or character, the aim is to develop pupils understanding and empathy for others, which, for a range of reasons, is challenging for many pupils. Elements is also a vehicle for History, Geography, RE, SMSC, Citizenship, PSHEE, ICT and mathematics.

## Music

(This is an optional enrichment intervention available for pupils to develop their music skills with music specialist, Mrs Roberts and for all Highfield's pupils.). Pupils will experience performing, composing and listening . They will also learn how to review and evaluate both their own work and the work of others. In this setting it is vital that pupils are guided into working collaboratively and so there is a strong emphasis on practical work and group work. Pupils should expect to experience learning to play various instruments such as keyboard, guitar, drums, bass and voice and they will delve into various genres and cultures such as Rock, Blues, Pop, Classical, Reggae, Folk, Chinese music, African and Indian music. Pupils will learn how to read traditional notation as well as looking at alternatives such as graphic score. The school is well equipped in terms of music technology and all children have the opportunity to record their own and others' work using programmes such as **Pro Tools** and **Garage Band**. Children are encouraged to record information and ideas in a written format in music lessons with a view to support the school's drive to improve literacy. The schemes of work taught are varied and very flexible, tailored to the needs of the individual. Emphasis is placed on progress and the importance of making mistakes in order to achieve this. The curriculum follows the guidelines of the National Curriculum for Music.

## P.E

National curriculum P.E is delivered to pupils in KS1 through to KS3, assessments are carried out on a half termly basis to provide accurate National Curriculum Levels. A wide range of activities are on offer for pupils to participate in including:

- Invasion games (Basketball, football, netball, rugby, dodge ball and hockey)
- Games (boccia, curling)
- Net and wall game (tennis, badminton and volleyball)
- Gymnastics (floor, artistic and trampolining)
- Striking and fielding (cricket, rounders and kin ball)
- Athletics (high jump, shot put, discus, javelin and running)

P.E helps to promote health and wellbeing, most importantly building pupils confidence and self-esteem. SEAL is constantly a part of lessons encouraging self-awareness where pupils evaluate both their own work and work of others. Pupils manage their feelings by experiencing working in a range of environments using resilience when learning new skills and techniques. Using learning journeys for each topic pupils are motivated to achieve. Most importantly pupils are expanding on their social skills learning to take turns and work together as part of a team.

## SMSC and British Values

SMSC and British Values are encompassed in all aspects of teaching and learning. Elements, PSHE, SEAL and 'Opening Minds' mornings all lend themselves particularly well to the development of pupils' SMSC. These subjects and morning provide pupils with the opportunity to explore the questions above and actively take part in the experiences mentioned. Springwell is committed to continuing to develop and embed SMSC in all



aspects of teaching and learning and provide pupils' with exciting opportunities and experiences to develop their SMSC education.

### **Opening Minds mornings**

Opening Minds mornings aim to create a further opportunity to focus on SMSC, British Values and community cohesion to develop pupils' understanding of other cultures, countries and communities. The aim is to widen pupils' experience to support them in becoming more accepting and tolerant of others.

### **PSHE**

PSHE is delivered through Elements and is also taught as a discrete lesson once a week in Key Stage Three. The programme of study covers three core themes, 1. Health and Wellbeing 2. Relationships and 3. Living in the Wider World. Springwell is committed to continue with the development of PSHE education and providing pupils with exciting and relevant learning experiences in a safe learning environment, where every pupil achieves success in PSHE to their full potential. SRE is delivered with support from visiting nurses who give expert advice to pupils on this area of the PSHE curriculum.

### **S.E.A.L**

SEAL teaches essential life skills. If young people feel good about themselves, have skills to cope with their lives and get on with each other, with good teaching, they will be more likely to achieve their potential. SEAL can support them getting there. SEAL focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. Pupils use a SEAL passport to work on their personal SEAL targets and to map their progress in the five aspects of SEAL.

We also use some of the SEAL 'Say no to bullying!' activities during our Anti- Bullying Week in November to complement our on-going work on combatting bullying, this year focusing in particular on challenging racist, homophobic and disablist language.

