

Acorn Park School Curriculum Intent, Implementation and Impact Statement

Reviewed September 2021

Our Intent is encapsulated by 5 Aims which together are intended to ensure we develop well rounded and resilient individuals who are able to live as independently as they can within the community (Impact). The way in which we meet these aims is our implementation.

Aim 1

To ensure that our children receive the very best education that we can provide by equipping ALL children with the necessary functional skills to live as independent a life as possible, opportunities to experience a broad and balanced curriculum and, where appropriate, skills in reading, communication, mathematics and opportunities for writing.

Our Context

On entry, our children arrive at school with diverse and very individual levels of ability. On leaving at 16+, all pupils who left in 2020-21 and who were expected to gain GCSE qualifications did so, gaining between two and 5 GCSEs. These included English Language, Literature, Mathematics, Art and Biology. Over the past 12 months there has been leadership stability. A new school leadership team has now been in place for a full academic year, (since September 2020). In partnership with governors, staff and children, rigour, challenge and quality has been introduced into the core curriculum ensuring it is broad and of high quality.

Why?

Our group vision and mission is clear, we will build incredible futures by empowering vulnerable young people to be happy and make their way in the world through a relentless focus on caring and learning. Children are at the heart of everything we do.

Our school vision, mission and values are now embedded in the school and all stakeholders uphold our principles; We care, we strive, we grow, we thrive.

Implementation – How?

We will have:

- Two learning paths open to our pupils which take account of their abilities and preferences – formal (National Curriculum) and Semi-Formal (experiential and based on the Equals curriculum). These pathways run from EYFS to Post 16.
- *Teaching staff who have access to a regularly refreshed range of CPD, and whose expertise in teaching and learning is monitored through termly observations.*
- *Subject and curriculum leaders who provide guidance, support and expertise in their areas*
- *A carefully sequenced set of clear expectations of what the children should know and be able to do at each stage of their development through school.*
- *Freedom within the curriculum for teachers to adapt their teaching to meet the needs of their children.*
- *Simple yet effective systems to interpret and act as assessment data reinforced by the whole school Earwig system*
- *Staff trained in delivering targeted support throughout school and two dedicated intervention staff*
- *A culture of high expectations amongst children, staff, governors and parents*
- *Outstanding attitudes to learning*
- *A whole setting therapeutic ethos*
- *A positive rewards system across the whole school to incentivise learning*
- *A culture of reading within school.*
- *100% EHCP provision met*

Aim 2

That our children grow in knowledge and understanding of the world in which they live.

Our Context

Our school is largely populated by children of White British heritage. Acorn Park School is set in a small village community and pupils come from a wide geographical area, primarily covering Norfolk and Suffolk, but we have pupils from across England. Whilst some of our children have travelled to new countries, we have a significant number of children who have never been abroad and their experiences of different cultures, ideas, faiths and world views is limited.

Why?

Ours is a welcoming community, however we should always guard against ignorance. We should always seek to understand. We want our children to build up a broad knowledge base of the world in which we live. We want our children to know about their local areas as well as the wider world. For our children to know where places are, when events took place and why they happened. For our children to know what we believe and why we believe it. For our children to grow in an appreciation of other cultures, other beliefs, customs, ways of life and to be intolerant of intolerance.

Implementation – How?

We will have

- *a carefully sequenced scheme of work in history which develops the children's understanding of chronology, retention of knowledge and their ability to not only know what happened, but why things happened. This will include several units where local areas are studied at all Key Stages*
- *a carefully sequenced scheme of work in Geography which enables the children to gain locational knowledge and a develop a growing understanding of the world leading towards to a significant and relevant body of knowledge in upper key stage 2*
- *flexibility within our schemes of work to adapt quickly to relevant and highly topical issues such as Brexit and climate change. A four-year rolling programme of significant events and activity weeks will reflect local and world events such as the Olympics*
- *highly trained and knowledgeable staff, the development of curriculum leads and thorough and rigorous monitoring of work*
- *within our RE scheme of work, carefully sequenced units of work which develop the childrens' knowledge of other faiths*
- *numerous enrichment days and weeks planned into the school curriculum to excite and engage or children*
- *Use of the Gridmaker tool to monitor coverage of SMSC*

Aim 3

For our children to be healthy in body and in mind. We want our children to be strong, fit and active. To participate in sport and enjoy all it has to offer. To learn, through sport, how to win graciously, lose with courage and never give up. We want our children to be healthy; to have a healthy image of themselves as individuals, for our children to recognise the unique beauty in each and every individual. To be mindful and embrace stillness. For our children to grow up to be resilient, responsible, confident and independent.

Our Context

We know that on entry into school, there are children who are working below expectations in their physical development and may not have acquired and mastered all of the fundamental movements necessary for them to develop in sport. Nationally we are in the middle of an obesity crisis. It is crucial that children learn to take part in sport and enjoy all it has to offer in term of both the comradery and the obvious health benefits.

We know that girls are more likely than boys to give up on sport at an early age. We want girls to see all sports as 'something they can enjoy'. We want girls to have the same opportunities as the boys and go on to make sport part of their lives.

Some of our children have very limited food preferences and others will find it difficult to recognise foods that are healthy, or when they are feeling full. These pupils will require support and education around food and nutrition.

Why?

We know that in order to stay healthy we should ensure that children's mental health is looked after. We know that our children are increasingly exposed to social media with near perfect images of people online hinting at a perfect but ultimately unrealistic and unattainable lifestyle. We know that many children are increasingly becoming addicted to their mobile devices. We know that children are today more exposed to bullying through social media than in times past. We know that eating disorders are becoming more prevalent in young people. We want our children to understand how to deal with their emotions, to understand how to stay safe online – this includes looking after their mental health. We want our children to grow up with a healthy body image and an understanding of the dignity of the human person.

Implementation

We will have

- a P.E. scheme of work which shows progression in knowledge and skills across the school
- schemes of work which are relevant to our children to teach them how to keep themselves safe
- PSHE/RSE/PERSONAL DEVELOPMENT scheme of work showing progression in knowledge
- Excellent links with early intervention teams to support children and families with various mental health challenges
- Each child will complete the OFG Group Youth Voice tool which will feed into planning to meet the physical needs of pupils
- Food technology and food and nutrition lessons for all pupils

Aim 4

For our children to enjoy a strong practical curriculum. A curriculum where the children learn about how things work. A curriculum where they make, measure, cut, sew, fix, build, repair grow and evaluate. A curriculum where children will anticipate problems, imagine solutions, evaluate, adjust and problem solve as they go.

Why?

In an increasingly technological world, it is vital that children acquire and develop a range of practical skills. A strong practical curriculum will give the children a more rounded and balanced education. It will allow children who do not necessarily excel in the core subjects an opportunity to shine. A practical curriculum will allow the children numerous opportunities to innovate, problem solve and develop resilience. We want our children to acquire knowledge in science and maths, but we also want our children to apply this knowledge in real life contexts. A strong practical curriculum will allow the children to learn in different ways – a curriculum where they can be increasingly independent and autonomous. We know that our local area has a rich history, we also know that children increasingly work in the virtual world where what they create is often not real. We want our children to continue the heritage of their local areas and have the opportunities to create, grow and make things that are real.

Implementation

We will have

- A dual curriculum which takes account of pupil aptitude, aspirations and preferences.
- An ambitious, carefully sequenced and high quality computing scheme of work which shows progression in knowledge and

skills

- *An ambitious, carefully sequenced and high quality science curriculum which ensures that knowledge and skills are embedded over time*
- *As a result of an ambitious and well planned DT scheme of work which ensures progression in knowledge and skills children, excellent resources and well trained staff, children complete high quality projects within Design Technology*
- *A whole school enterprise and reward scheme provides opportunity for pupils to explore the world of work and take up roles within the system which are practical, hands- on roles.*
- *An offer around horticulture and animal care*

Aim 5

To support the future and next adventures for all our learners and dream big.

Why?

We want all our learners to have high expectations for their futures and be given the tools to achieve their goals. Our young people live in an ever changing world of work and we know that outcomes in the world of work are not always positive for young people on the ASD spectrum. Through opportunities throughout KS3, KS4 and KS5, linked to the Gatsby Benchmarks, to experience work and further education opportunities, our students will have clear pathways to meet their work goals.

Implementation

We will have

- *Regular Youth Voice surveys to identify soft evidence around next adventures for learners*
- *Opportunities within the group for links with the British Exploring Society to join expeditions in Scotland and abroad*
- *Opportunities within the school to join Duke of Edinburgh schemes.*
- *A group lead for Employability who can provide links to work placements and university support.*
- *An elected student council who can voice the needs, feelings and wishes of their peers*
- *Links with local farms, country park, zoo and businesses to provide work shadowing and experience. There is also the*

potential to gain animal care qualifications

- *We will exploit the resource of our school farm to link with curriculum areas such as science and develop opportunity for young people to develop relationships, responsibilities, empathy and resilience through contact with the animals and the wider world.*
- *Opportunities for all pupils in Year 10 and above to undertake work based activities internally and, where appropriate, externally.*
- *Internal and external careers programmes and advice*