



CURRICULUM STATEMENT

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Mission

At Esteem South Academy we aim to 'Raise the BAR' for all regardless of their starting points.

raising the bar

Vision

Our vision is based on the four pillars of success: **BRAVERY**, **ASPIRATION**, **RESPECT** & **WISDOM**.

BRAVERY

Inspiring and equipping our students for the world of work, further education and their life as independent adults. Nurturing their individual characters to be brave and enthusiastic about lifelong learning

RESPECT

Contributing to a culture promoting Fundamental British Values. Provide gold standard information and interaction for our students' families and keeps them at the heart of our school and the school at the heart of the community.



ASPIRATION

Using an explicit, evidence informed whole school approach in developing students' cognitive capabilities and learning behaviours. Providing the basis for them to imbued with creativity and aspiration to succeed.

WISDOM

Development of positive, well-rounded, confident individuals, enabling student's social and emotional wellbeing, empowering them to engage with life and learning.

BRAVERY | **ASPIRATION** | **RESPECT**

Curriculum Foci

We intend for all students to **aspire** to achieve their full potential regardless of their starting points, previous experiences and background. The curriculum is based on the principle of providing our students with the opportunity to develop not only their academic acumen but equally their character through exciting and experiential learning, embedded with deep connections within the local community.

The curriculum of the Esteem South Academy (ESA) is designed to be a short-term, turn-around solution. The goal for all children should be to return as quickly as possible to a suitable setting that fits their needs. On occasion, students may need to stay for an extended time placement, until a suitable setting is found. ESA will support all of the stages involved, including the application for an EHCP if necessary. ESA has the same high expectations as all other schools.

Permanent exclusion and suspensions have a harmful impact on children's and their families' mental health. We deliver an adapted National Curriculum model that recognises the unique needs our students have, whilst also allowing them to re-engage in learning and restore their faith in the educational system.

Students require self-esteem in order to develop self-confidence, which in turn comes from being understood and appreciated. When a child is confident, they form emotional bonds, allowing them to feel cared for and, as a result, learning can take place. We identify the barriers to success and work with the child and family to overcome them.

Many of our students come to us having disengaged from education and not appreciating the importance of their education; they often have gaps in their knowledge and comprehension since their schooling has been disrupted. During the induction meeting, the curriculum offer is discussed with the learners' parents or guardians. To meet each student's individual requirement needs, learners have a customised curriculum that we hope will also ignite their interests and enable them to be ready for the next step in their educational journey.

To support students academically, they receive class-based differentiation and personalised learning plans. The academic curriculum is underpinned with emotional support delivered through the GRIT curriculum and SEMH input received each day during focussed learning sessions as well as when required throughout the day. Focussed learning sessions enable each individual student to focus on their personal development points, whether they be academic or SEMH related. Where a student has an EHCP they will work towards completing their plans objectives.

At the time of referral, each learner may have some academic information supplied by their mainstream schools. However, once a learner enrolls in our school, we also carry out a number of baseline examinations with them. A suitable learning plan is created

once these assessments are analysed in order to raise their academic performance. We then look to fill in their gaps in knowledge, which in turn provides them the confidence to gradually acquire new skills, knowledge and abilities. If a student is having difficulty making the anticipated progress or if a particular learning need is identified, further academic interventions may be implemented.

Because of the prevalence of Social, Emotional or Mental Health (SEMH) difficulties among our student body, we place a premium on helping students develop coping strategies. Our tailored Thrive interventions and taught emotional literacy curriculum (GRIT) are intended to increase not just our learners' capacity for learning but also their capacity for social and emotional resilience, making them better prepared to return to school, pursue further education, or find employment. The curriculum prioritises addressing students' present and future needs while fostering their spiritual, moral, social, and cultural growth.

All students' development is closely tracked, and in cooperation with their parents or carers, the appropriate adjustments are made to the provision.

Except for those who are in the induction process (in which case their time will progressively grow during that period), all full-time students have access to 25 hours of instruction each week. Some dual-registered students may have a part-time timetable at ESA but return to their home school for the remainder of the day, creating a full-time timetable.

All provision is delivered in person on the site. A thorough home learning plan is in place in the unlikely event that teaching is not available on-site.

ASPIRE

Our curriculum has been explicitly designed to enable all of our students to engage, or more commonly, re-engage in education.

We do this through our ASPIRE curriculum:



to direct one's hopes or ambitions towards achieving something



CORE ACADEMICS

ENGLISH
MATHEMATICS
HUMAN
BIOLOGY

Students study a combination of nationally accredited qualifications suitable to the student's abilities and strengths.

Increasing pupils' functional literacy and numeracy is our core objective. Lessons are structured in order to introduce, teach and embed new concepts by the explicit exposure of students to new vocabulary at the start of new topics, and throughout, utilising the 'Balanced Literacy' approach, utilising phonics and Word Aware approaches.



SOCIAL ENGAGEMENT

PHSRE,
SPORTS
LEADERS

Pupils receive discrete Personal, Social, Health, Relationships and Economic education (PSHRE) lessons each week in order to support them in acquiring the knowledge, understanding and skills to help them develop as healthy individuals who can make informed choices about their lives, now and in the future.

Sports Leaders qualifications develop leadership, social and life skills in young people. Through participation in the scheme students' boost confidence, organisation skills and aid attainment and develop employability skills.



PREPERATION FOR LIFE

MY FUTURES
LIFE SKILLS
VOCATIONAL
OPTIONS

My Futures aims to enable pupils to gain real world vocational skills and experiences that prepare them for their adult lives outside of education. Students are introduced to a range of skills through different topics and subjects such as life skills, Computer literacy, D&T, Real World Projects, Forest Schools and Careers.

Life Skills covers skills needed both inside. Life skills support developing their core skills which they will need to support them in living their lives with as much independence as possible.



INDIVIDUALISED

PERSONALISED
LEARNING
FASST
BESPOKE
SUPPORT

To support students academically, they receive class-based differentiation and personalised learning plans.

The FASST offer young people and their families solution focused support to overcome challenges and hurdles. This support can be family, community based or 1:1 sessions.

We work with a variety of external agencies, providing advice and support to staff, and to work directly with children or parents.



RESILIENCE

GRIT
CHARACTER/
SSP
THE THRIVE
APPROACH

Students' wellbeing is supported in the classroom through our GRIT curriculum, which helps students to explore and regulate their emotional responses, and develop resilience. Those with sensory needs are supported by bespoke programs.

The academic curriculum is underpinned with emotional support delivered through the Thrive Approach input received regularly along with daily individualised focused learning sessions.



EXPERIENTIAL

CULTURAL
CAPITAL

Learning outside the classroom is about raising young people's achievement through an organised, powerful approach to learning in which direct experience is of prime importance.

This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn.

Real-world learning brings the benefits of formal and informal education together and reinforces what good educationalists have always known: that the most meaningful learning occurs through acquiring knowledge and skills through real-life, practical or hands-on activities.



to direct one's hopes or ambitions towards achieving something

Primary

Due to the small setting, learners are taught in mixed-ability and mixed-aged teaching groups within each key stage 1 and 2. Our primary class has up to 10 learners, which are organised under the supervision of the class teacher into smaller groups. Our primary learners receive a full and varied curriculum. However, the development of literacy, numeracy skills and social-emotional and behaviour management are priorities to assist their re-integration into a mainstream school.

Learners have access to appropriate E-safety sessions designed to meet our learners' needs with flexible topics to meet any issues or concerns that may arise when a learner is with us. Relationships and Sex Education (RSE) is provided at levels appropriate to the age and maturity of the learner through PSHE lessons.

Where other issues arise such as drugs, alcohol, personal health or safeguarding a range of agencies/professionals such as the School Nurse, the Drug and Alcohol Team, Police or Fire Service may be brought in to deliver sessions to support the specific needs of our learners.

KS2	Reg 8:40-9:00	Lesson 1 9:00-9:45	Lesson 2 9:45-10:40	Break 10:40-	Check In 10:50-	Lesson 3 11:00- 12:00	Lunch 12:00-	Lesson 4 12:45-1:30	Lesson 5 1:30-2:15	Form 2:15-2:30
Monday	Reg and Breakfast	Focussed Learning	English			Maths		My Futures (Careers & Life Skills)	Group Thrive	Form
Tuesday	Reg and Breakfast	Focussed Learning	Maths			English		Grit & Character	Group Thrive	Form
Wednesday	Reg and Breakfast	Focussed Learning	English			Maths		PE	Group Thrive	Form
Thursday	Reg and Breakfast	Focussed Learning	Science			English		Rewards and Enrichment	Rewards and Enrichment	Form
Friday	Reg and Breakfast	Focussed Learning	Maths			Science		PSHE	Group Thrive	Form

Key Stage 3

The KS3 curriculum is designed to support pupils academically and emotionally in readiness for accreditations and work experience opportunities in the later key stage and further education.

Learners are taught in mixed-ability and mixed-aged teaching groups of up to 8 within this key stage and teaching staff are reflective and plan accordingly for learners' individual needs. Each lesson is 60 minutes long.

Learners in Key Stage 3 receive a full and varied curriculum, with a primary focus development of literacy, numeracy skills and social-emotional and behaviour management are priorities with KS3 groups to assist in reintegration back into a mainstream school.

KS3	Reg 8:40-9:00	Lesson 1 9:00-9:45	Lesson 2 9:45-10:40	Break 10:40-	Check In 10:50-	Lesson 3 11:00- 12:00	Lunch 12:00-	Lesson 4 12:45-1:30	Lesson 5 1:30-2:15	Form 2:15-2:30
Monday	Reg and Breakfast	Focussed Learning	English			Maths		My Futures (Careers & Life Skills)	Group Thrive	Form
Tuesday	Reg and Breakfast	Focussed Learning	Science			Maths		Grit & Character	Group Thrive	Form
Wednesday	Reg and Breakfast	Focussed Learning	English			Science		PE	Group Thrive	Form
Thursday	Reg and Breakfast	Focussed Learning	English			Maths		PSHE	Group Thrive	Form
Friday	Reg and Breakfast	Focussed Learning	English			Maths		Rewards and Enrichment	Rewards and Enrichment	Form

Key Stage 4

Learners are taught in year-specific, mixed-ability groups of up to 8 and teaching staff are reflective and plan accordingly for learners' individual needs. Each lesson is 60 minutes long.

Our Key Stage 4 curriculum is designed to give every learner access to a range of recognised and externally accredited qualifications that include both academic and vocational subjects. Emotional Literacy is delivered through PSHE, Grit, Character and individual interventions as well as within lessons.

We expect every learner to achieve a qualification in English and maths and science as a minimum, whether this is at entry level or GCSE. Our curriculum also includes a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.

Students engage with enrichment opportunities for personal development, culture capital and careers related activities that meet their interests and aspirations. The programmes of study include GCSEs, Entry level, Level 1 and Level 2 (various) vocational qualifications, and BTECs.

KS4	Reg 8:40-9:00	Lesson 1 9:00-9:45	Lesson2 9:45-10:40	Break 10:40-	Check In 10:50-	Lesson 3 11:00- 12:00	Lunch 12:00-	Lesson 4 12:45-1:30	Lesson 5 1:30-2:15	Form 2:15-2:30
Monday	Reg and Breakfast	Focussed Learning	Maths			English		My Futures (Careers Life Skills)	Group Thrive	Form
Tuesday	Reg and Breakfast	Focussed Learning	Maths			Science		PE	Group Thrive	Form
Wednesday	Reg and Breakfast	Focussed Learning	Science			English		PSHE	Group Thrive	Form
Thursday	Reg and Breakfast	Focussed Learning	Maths			English		Grit & Character	Group Thrive	Form
Friday	Reg and Breakfast	Focussed Learning	Maths			English		Rewards and Enrichment	Rewards and Enrichment	Form

Reading, Communication and Language

At Esteem South Academy our starting point for all our students is the future, gaining the skills they need to prepare them for life after school in the adult world. We take seriously the importance of developing functional life skills for all students, with reading, despite being a complex skill with many components, being a core life skill that all students should aim to develop. We believe that successful approaches to the teaching of reading should encourage students to use a variety of strategies to develop their literacy skills of decoding, comprehension and communication, increasing their levels of independence as their confidence grows. When planning the development of reading skills all students' individual needs are considered and reflected in the approach. At Esteem South Academy we focus on the importance of laying firm foundations in this crucial area of the curriculum and apply a consistent, whole-school approach to the teaching of reading.

Whole School Approach / Implementation

Literacy skills, including reading, are supported and developed through a framework based on the core skills of decoding, comprehending and communicating.

At Esteem South Academy we use the **Ruth Miskin's 'Read, Write Inc' scheme** for teaching phonics across the whole school. Read Write Inc. Phonics teaches students to read accurately and fluently with good comprehension.

Students learn the English alphabetic code: first, they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. Students are initially taught the sounds in overt phonics sessions, with staff then discretely reinforcing and embedding this learning cross-curricular in all lessons by using decoding charts and dots and dashes to scaffold students decoding of words and texts. In practice this happens when encountering or introducing new words such as topic words, for example; on daily PowerPoints, on worksheets, labelling in and around the classroom, on displays, labels for class-based practical activities, when doing group mind mapping activities and on an individual basis when students need help to decode when accessing text to support their learning.

Students are encouraged to take a 'steps to success' approach to decoding: using a decoding chart, asking for a word to be 'dotted and dashed', asking a friend, using a dictionary to increase their independence at decoding for reading and spelling. Makaton and Cued Articulation are used to reinforce words and sounds where needed.

One key part of comprehension is having a sufficient vocabulary or knowing the meanings of enough words. Readers who have strong comprehension are able to draw conclusions about what they read – what is important, what is a fact, what caused an event to happen, which characters are funny. Thus, comprehension involves combining reading with thinking and reasoning.

For developing readers, who can monitor their own reading and have the ability to check on themselves or search for possibilities and alternatives if they encounter a problem when reading, then guided reading sessions offer a powerful way to support the development of reading strategies. When students are assessed to be at this stage in their reading development then English lessons will offer regular 1:1 or small group reading sessions.

A total communication approach is taken at Esteem South Academy. Total communication is a holistic view of communication that can be used with children, adolescents, and adults. It involves not only oral language to build on communication skills, but includes gestures, sign language and other visual communication systems. All methods of communication should be supported equally, respected and encouraged. Non-verbal communication can be just as effective as speech, communication is a two-way relationship and is only successful if the communicator and the people who they are

communicating with are utilising the same language, i.e. there must be a shared communication system.

Total communication is an approach that incorporates all the ways in which we communicate, including: speech, body language, facial expression, sign and gesture, vocalisations, symbols, written words, hearing, touch, taste, objects, art, music, contextual cues and behaviour.

Mathematics

The principal focus of mathematics teaching in key stage 2 is based on the White Rose work and the EYFS curriculum to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including simple fractions and decimal place values.

Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

Engagement = 1:1 work using Century as a baseline to find gaps in learning. Simple work using and embedding the 4 operations will be used initially, also multiplication tables – learning using YouTube, visual practise etc Suggested engagement activities include using the 4 operations through play with ‘shops’, cooking, and a favourite subject like boats. Evidenced by using video and photographs. Shape work can be accessed via indoor or outdoor work. The main work is based generally on Year 3 with options to extend for older pupils, but many have missed these basics.

The key stage 3 SoW is utilized as an engagement timetable, along with the use of Century Tech, My Maths and individual teaching of areas. The aim is to give the pupils an experience of success in Mathematics which they may never have experienced, in order to build their confidence in the subject. The curriculum is based upon the White Rose units of work that have a variety of different resources alongside the option to use ready-made assessments and marking schemes to support data. Century is another supporting tool to assess any areas of support needed from assessments online. These are undertaken as baseline assessments and work can be differentiated as needed.

Sequencing for Year 10 and Year 11 pupils follows the Edexcel Exam Board two-year GCSE scheme of work. Year 10 and 11s will be taught the scheme of work for their year group. This gives pupils an equal opportunity to work for and gain GCSEs and allows them to access post-16 education places with greater ease.

This will help to prepare them for GCSE Mathematics. There is the option of Foundation or Higher depending on levels of ability shown in baseline tests, on-going work in lessons and engagement.

Those on the Engagement programme will receive individual support using Century Tech, BKSB and My Maths to help them find success in Mathematics. Depending on their levels, ability and confidence, they may join the main timetable for GCSEs or work with staff to undertake Entry Level Certification 1, 2 and 3; which can be used to prove their levels of Maths skill for College etc.

Relationships Education, Relationships and Sex Education

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values and is not about the promotion of sexual activity.

RSE is mainly taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the KS4 science curriculum and in KS3 where appropriate. Other aspects may be covered as part of the GRIT and Character curriculums.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

For more information see the RSE Policy.

PSHRE (Personal, Social, Health, Relationships and Economic Education)

The PSHE (including Relationships Education) curriculum at Esteem South Academy follows the progression as set out and recommended by the PSHE Association. Each of the 3 core strands (Health and wellbeing, Relationships and Living in the wider world) are set out via their recommendations are taught cyclically throughout the year so that pupils have the opportunity to recap and develop on previous learning covered. In addition, each year of the curriculum directly follows from the former so that there is a clear progression in knowledge and understanding. The cyclical nature of the programme also enables staff to recap missed learning and assist our pupils in developing their PSHE subject knowledge no matter when they transition into the school.

During key stage 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect Pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils acquire during the EYFS stage in developing effective relationships, assuming greater personal responsibility and management of personal safety, including online. The curriculum will help pupils to manage the physical and emotional changes at puberty, introduce them to a wider world and enables them to make an active contribution to their communities.

In key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with the transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives and the increasing influence of peers and the media.

In key stage 4, students deepen knowledge and understanding, extend and rehearse skills and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Further Information

This policy has been agreed upon and put together with the help of the wider Leadership team, staff and School Council. If you would like any additional information regarding the curriculum at Esteem South Academy please contact Mrs Jolene Carter (Head of Centre) on 01283 550667 or via email at enquiries@Sdsc.derbyshire.sch.uk,

Address

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