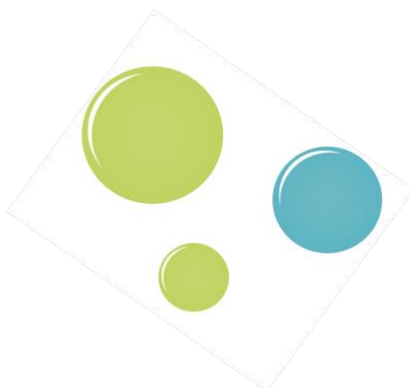
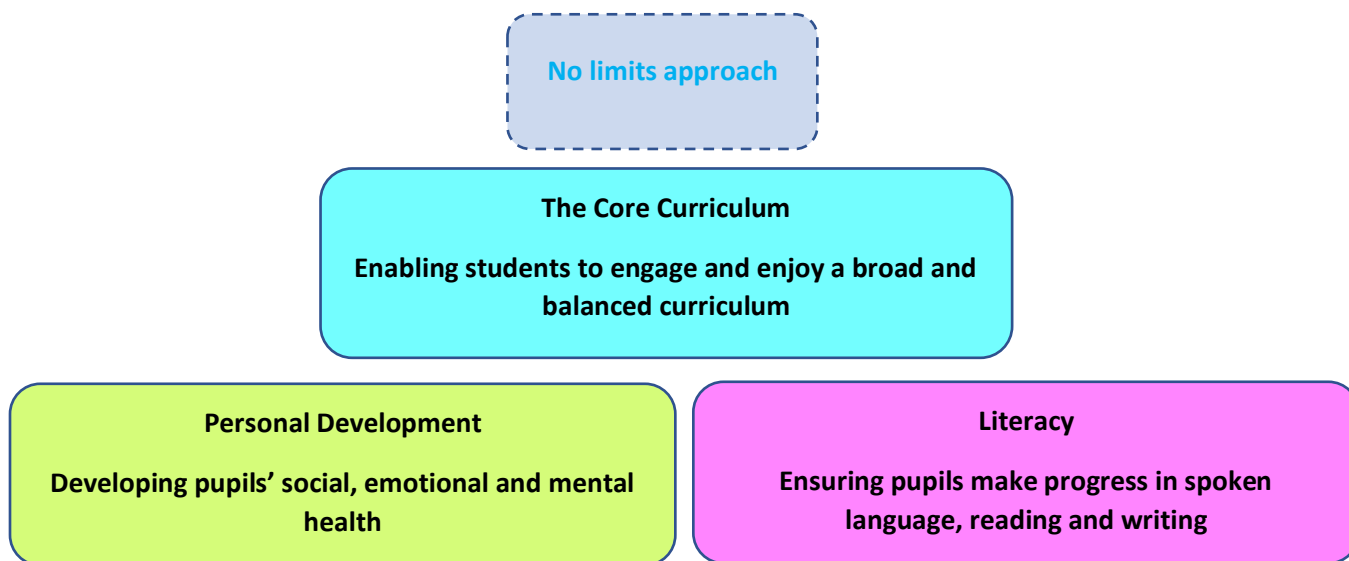




# Springwell Alternative Academy Spalding Curriculum intent, implementation and impact

Every child referred to Springwell Alternative Academy Spalding has been on a unique educational journey. We are committed to reintegrating our pupils to mainstream school, moving them onto specialist provision, or positively transitioning them to post 16 education, employment or training. Pupils are therefore with us for varying amounts of time: some individuals will have a very short time on our roll, while others will remain with us until the end of Y11.

Because of this, our curriculum offer needs to be flexible, personalised, and designed to allow pupils to progress to the next stage on their educational journey. It is developmental not chronological: it is based on where a child is in their development, not which year group they are in. For many of our pupils, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed. Our 'No Limits' approach, prevents any of our pupils being unable to achieve their potential e.g. any pupils that require an EBacc curriculum.





# Springwell Alternative Academy Spalding

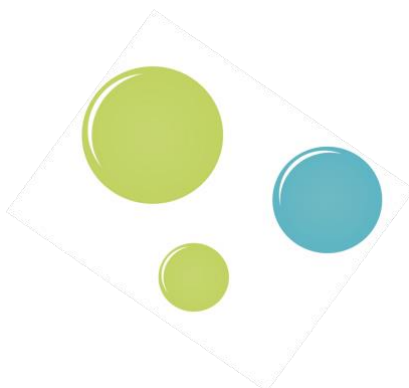
## Curriculum intent, implementation and impact

### Curriculum intent

Our over-arching aim is to provide a curriculum that enables each child to shine: to nurture their individual talents and raise aspirations.

The curriculum in all Springwell Alternative Academy Spalding Schools is designed to:

In primary and KS3	In KS4
<ul style="list-style-type: none"><li>• Engage all pupils in learning</li><li>• Enable all pupils to make progress from their individual starting points, and to have successes in learning</li><li>• Focus on developing pupil's social, emotional and mental health</li><li>• Focus on depth before breadth: having a strong curriculum focus on reading as a vital tool for all other learning</li><li>• Allow pupils to explore subjects beyond the core curriculum in a thematic Enquiry project approach</li><li>• Support all pupils to make healthy and safe choices</li><li>• Support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in, the next phase of their education</li></ul>	<ul style="list-style-type: none"><li>• Engage all pupils in learning</li><li>• Enable all pupils to make progress from their individual starting points, and to have successes in learning</li><li>• Focus on developing pupil's social, emotional and mental health</li><li>• Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics</li><li>• Support all pupils to make healthy and safe choices</li><li>• Support pupils to make positive decisions about their future and next steps</li><li>• Ensure that all pupils leave with at least one qualification, no matter when they join us</li><li>• Ensure that the majority of our pupils achieve a qualification in English and Mathematics</li><li>• Ensure that it is possible for all pupils to achieve five passes at level 2, and that there are other pathways at other levels for pupils for whom this is not appropriate</li><li>• Ensure identified pupils can access an EBacc curriculum if appropriate</li></ul>





# Springwell Alternative Academy Spalding

## Curriculum intent, implementation and impact

At Springwell Alternative Academy Spalding we believe that working from nurture principles gives our pupils the best chance of making progress in their learning, both academically and in terms of their SEMH development. The nurture principles that underpin our pedagogy and all curriculum learning are:

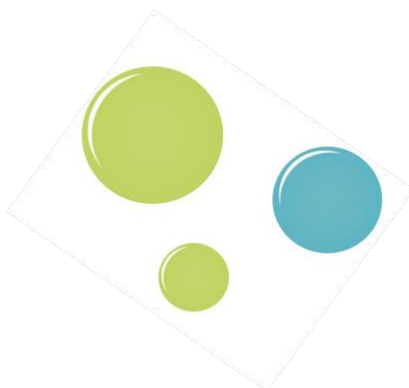
### Nurture Principles

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

The planning and delivery of our curriculum will also be underpinned by a commitment to the promotion of equality, considering all areas of protected characteristics. The PSHE curriculum and embedded SMSC will ensure that Springwell fulfils all our statutory obligations under equality legislation.

### Implementation

In any one classroom in Springwell Alternative Academy Spalding we will have children from state-maintained schools and academies, who have experienced very different curriculums before joining us, and who may return or move on to another setting with a different curriculum. We have mixed-age classes of children, many of whom are not working at age-related expectations. It is therefore crucially important that our curriculum is flexible enough to enable us to meet such a wide range of needs.





# Springwell Alternative Academy Spalding Curriculum intent, implementation and impact

## Building an individualised curriculum for each student:

Each pupil who enters Springwell Alternative Academy Spalding will be assessed and placed on a personalised pathway (see appendix).

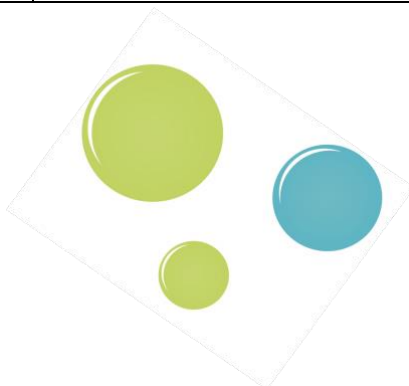
Pupils complete baseline assessments in Literacy and Numeracy, which allows staff to develop a personalised curriculum that fills any gaps they have in prior learning, and allows them to move at their own pace, whatever their starting point.

We use a range of assessment tools to measure our Pupils' social and emotional progress and development, including the Boxall Profile and Doyle's assessment for reintegration readiness.

## Ensuring equality of opportunity:

Springwell Alternative Academy Spalding set certain curriculum elements that all children will be entitled to access, whichever school or setting they are in. We then give school leaders the autonomy to develop further detail in the curriculum on offer in their particular school, responding to the needs of pupils, and making best use of staff expertise and resources available in their local environment. Each school will have clear curriculum plans, outlining what material pupils are expected to cover, and detailing how this curriculum meets the intentions described above.

The Springwell Alternative Academy Spalding Core Curriculum entitlement		
In Primary	In KS3	In KS4
<ul style="list-style-type: none"><li>English and Literacy, including a phonics programme using RWI and Pearson phonics</li><li>Maths and Numeracy</li><li>Science</li><li>PSHE</li><li>Religious Education</li></ul>	<ul style="list-style-type: none"><li>English and Literacy including RWI Fresh Start if needed</li><li>Maths and Numeracy</li><li>Science</li><li>PSHE including SRE and Careers Education</li><li>Religious Education</li></ul>	<p>The curriculum will be designed so that all pupils are able to access the following GCSE courses if it is appropriate for them:</p> <ul style="list-style-type: none"><li>English Language GCSE</li><li>Mathematics GCSE</li></ul> <p>The following qualifications will also be available for pupils who</p>

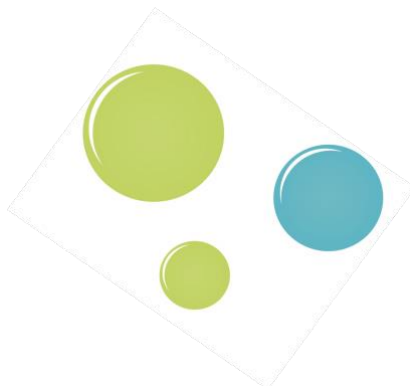




# Springwell Alternative Academy Spalding

## Curriculum intent, implementation and impact

<p><i>NB: most of these subjects will be delivered through a thematic project approach</i></p> <p>Schools will add further courses and qualifications depending on their pupils' needs and interests, their local area, and their staff expertise.</p>	<p><i>NB: most of these subjects will be delivered through a thematic project approach</i></p> <p>Schools will add further courses and qualifications depending on their pupils' needs and interests, their local area, and their staff expertise.</p>	<p>are not yet ready for a GCSE pathway:</p> <ul style="list-style-type: none"><li>• Entry level and Functional skills in English and Mathematics</li></ul> <p>Schools will develop their own curriculum models that ensure all KS4 pupils also experience the following subjects, and gain appropriate qualifications, for example:</p> <ul style="list-style-type: none"><li>• Science</li><li>• Sport/PE</li><li>• PSHE including SRE and Careers education</li></ul> <p>Schools will add further courses and qualifications depending on their pupils' needs and interests, their local area, and their staff expertise.</p>
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# Springwell Alternative Academy Spalding

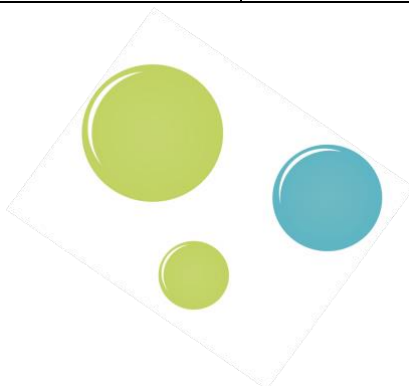
## Curriculum intent, implementation and impact

### Impact

The primary measure of the impact of our curriculum will be pupil attainment. Our assessment policy lays out the detail of how we assess pupils.

We will further evaluate the impact of our curriculum in the following ways:

Aim	Impact Evidence
Engage all pupils in learning	<ul style="list-style-type: none"><li>• Observations of learning</li><li>• Pupil voice</li><li>• Attendance</li><li>• Back on Track portfolios</li></ul>
Enable all pupils to make progress from their individual starting points, and to have successes in learning	<ul style="list-style-type: none"><li>• Analysis of pupil progress data</li><li>• Qualitative data on pupil progress (e.g. through back on track portfolios or seesaw)</li></ul>
Support all pupils to make healthy and safe choices	<ul style="list-style-type: none"><li>• Quality assurance of PSHE curriculum</li><li>• Observations of learning in PSHE lessons</li><li>• Pupil voice</li><li>• Analysis of behaviour data</li></ul>
Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of literacy and numeracy/English and Mathematics	<ul style="list-style-type: none"><li>• Analysis of pupil progress data in literacy and numeracy/Maths and English</li><li>• Analysis of impact spreadsheet on provision map - reading and maths standard scores</li></ul>
Support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in, a mainstream school	<ul style="list-style-type: none"><li>• Number of pupils successfully reintegrated to the next phase of their education</li></ul>
Support pupils to make positive decisions about their future and next steps	<ul style="list-style-type: none"><li>• Number of pupils who have fully completed the Springwell one-to-one Careers programme</li><li>• Number of pupils with a positive destination to go to from year 11</li><li>• Number of pupils still in that positive destination 6 months later</li></ul>
Ensure that all pupils leave with at least one qualification, no matter when they join us	<ul style="list-style-type: none"><li>• Number of pupils who leave with one qualification</li></ul>





## Springwell Alternative Academy Spalding Curriculum intent, implementation and impact

Ensure that the majority of our pupils achieve a qualification in English and Mathematics	<ul style="list-style-type: none"><li>• Number of pupils who leave with a qualification in English and Mathematics</li></ul>
Ensure that it is possible for all pupils to achieve five passes at level 2, and that there are other pathways at other levels for students for whom this is not appropriate	<ul style="list-style-type: none"><li>• Quality assurance of GCSE curriculum being followed in all schools</li><li>• Observations of learning in GCSE lessons</li><li>• Number of pupils following a GCSE pathway</li><li>• Quality assurance of appropriateness of curriculum offer and qualifications available for pupils not following a GCSE curriculum</li><li>• Quality assurance of additional subjects on offer in each school</li><li>• Number of pupils who leave with five qualifications</li></ul>

