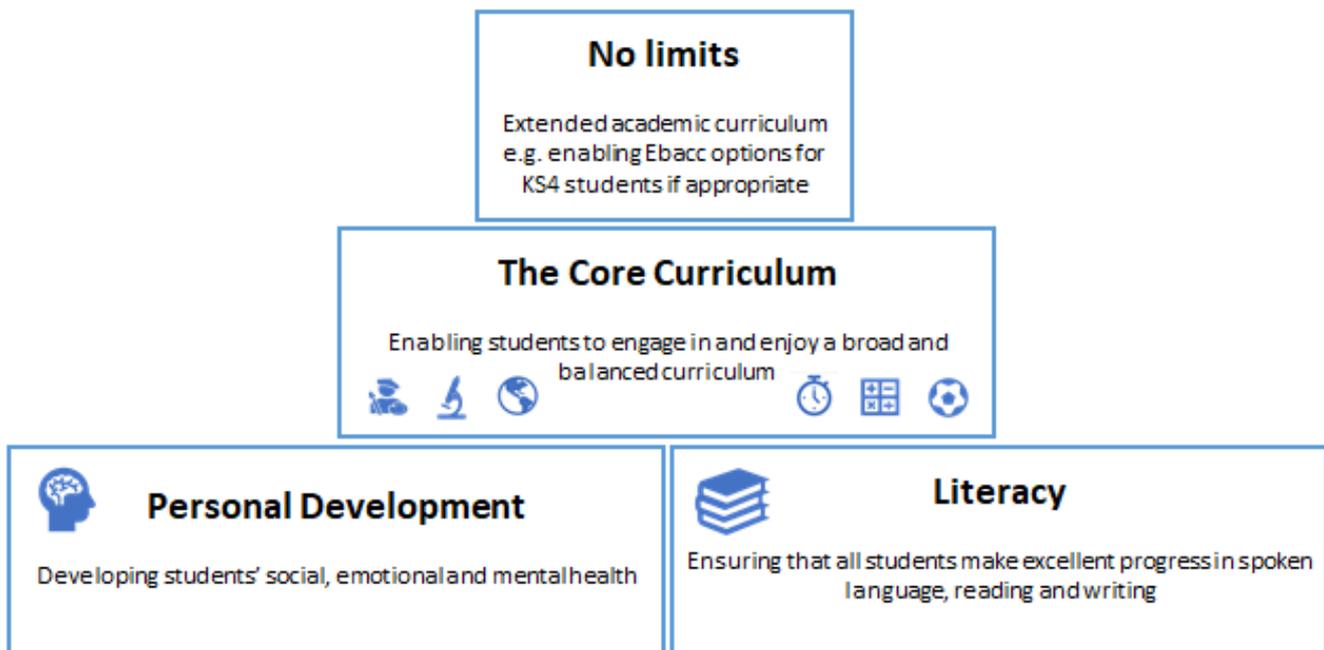


Spalding KS3 Curriculum

Our curriculum model

Our curriculum is **developmental not chronological**: it is based on where a child is in their development, not which year group they are in. Students are assessed on entry in a range of ways, and their work is tailored to their current stage of academic learning and SEMH development.

For many of our students, 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.



Intent

Our KS3 curriculum is designed to:

- Engage all students in learning
- Enable all students to make progress from their individual starting points, and to have successes in learning
- Focus on developing student's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all students to make healthy and safe choices
- Support all students to move into, and be successful in, their next phase of education

Springwell Lincolnshire
Our Curriculum Intent

 Engage all students in learning	 Enable all students to make progress from their starting points	 Enable all students to experience success in learning
 Focus on developing students' social, emotional and mental health	 Depth before breadth: have a strong core of English and literacy	 Depth before breadth: have a strong core of Mathematics and numeracy
 Allow students to explore other subjects in a thematic project approach	 Support all students to make healthy and safe choices	 Support all students to move into, and be successful in, their next phase

Implementation

Students in KS3 explore the following subjects, using the following curricular programmes as the base of medium-term planning:

SEMH development	<i>Policy currently in development</i>
Literacy	<i>Policy currently in development</i>
English	<ul style="list-style-type: none"> • Medium term planning is based on the National Curriculum for English. • Each day students participate in a range of activities designed to support and develop their love of and technical skills in reading, for example: individual silent reading and enjoying a class novel together. • In addition to English lessons, literacy permeates our teaching in other subjects, including PSHE and project work. • We also offer a wide range of literacy interventions as part of our wave 2 provision, so that students with significant gaps in learning can receive personalised support.
Maths	<ul style="list-style-type: none"> • Medium term planning is based on the National Curriculum for Mathematics, and uses Oxford's <i>My Maths</i> programme. • Our wave 2 provision includes Mathematics interventions to support students with significant gaps in learning.
Science	<ul style="list-style-type: none"> • Students follow a programme based on Oxford's <i>Activate Science</i> programme, linking this to the topic that students are exploring through their novel studies.
PSHE	<ul style="list-style-type: none"> • Back on Track, our PSHE programme, is based around the themes in the PSHE association's long term planning and resources. • Students will work towards AQA awards in PSHE. Staff choose relevant AQA units depending on student's needs, interests and areas for SEMH development. Staff also ensure that all students complete units in SRE topics while with us – every second topic studied has a focus of relationships, ensuring that LGBT issues and gender stereotypes are a thread throughout. • Our student's social and emotional development is a key priority for us. Consequently, in addition to PSHE lessons, teachers ensure that themes around wellbeing and relationships permeate through all lessons, and through the "hidden curriculum": how we work with

	<p>students on their behaviour, the nurturing features in our daily routine such as eating and playing together, and in the relationships that we build and model which are at the very base of our practice.</p>
PE	<ul style="list-style-type: none"> • All students have two hours of physical education once a week. • All students also have regular opportunities throughout the week for physical activity.
Cooking	<ul style="list-style-type: none"> • All students have a dedicated cooking lesson each week.
IT	<ul style="list-style-type: none"> • IT is taught through the curriculum. Ultimately, it is our aim for KS3 students to complete Entry Levels in IT.
Topic	<ul style="list-style-type: none"> • In addition to the core and foundation subjects above, students will also work on a different “topic” each half term. These are designed to give breadth to the curriculum, and to allow students to experience engagement with, and success in, a range of curricular areas (Religious Education, Humanities, Creative Arts).

