



Curriculum Statement

Parneet Kang
Principal

William Holland
Chair of Trustees

REVIWED: 02th August 2023 - Parneet Kang

Curriculum intent

Our aim is to provide an ambitious and high quality education that is designed to give all students the knowledge and cultural capital that they need to succeed in life. A curriculum that brings out the very best in them and enables them to overcome the challenges that exist in their lives.

Our curriculum is designed to provide students with the core knowledge, skills and understanding that they need for success in education and later life; to maximise their cognitive development; to develop the whole person and their talents to ensure that they become active and economically self-sufficient citizens. By drawing on all of the resources available to us we anticipate that our curriculum enables students to appreciate and participate in the full richness of the human experience.

Our curriculum will meet the independent school standards, particularly Part 1 and Part 2 requirements. We aim to construct a curriculum that is ambitious and is well sequenced and effective. We aim to deliver a broad and balanced curriculum that is well matched to students' capabilities and specific needs, including those with education, health and care plans (EHCP's). Provision will not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Those in full-time education, and of compulsory school age, will get an interesting and stimulating curriculum that gives students experiences in linguistic, mathematical, scientific, technological, human and social, physical and creative education. Personal and social education will reflect Emscote's aims and ethos and will pay due regard to the protected characteristics as set out in the Equality Act 2010. A separate school framework has been produced to explain what the protected characteristics are so that they are covered in the curriculum. Careers education will be provided by an external provider, who is a careers specialist, to ensure the education provided is of good quality and is presented impartially, so students make informed choices based on up-to-date information.

High priority will be given to ensuring that the curriculum and teaching enable students to make good or better progress in lessons and over time. Many students attend Emscote with weak literacy and numeracy skills, and many have behaviour or attendance problems that must be addressed, so that they can access the curriculum provided. Our attention will be placed on removing such barriers to learning and addressing literacy, numeracy, behaviour and attendance matters so students can achieve well and succeed.

Staff and leaders have developed a 'Learning Curriculum' founded on these key principles:

Entitlement – We believe that all students have a right to learn the curriculum as laid down by the school. The school has a duty to ensure that all students are taught a programme of study that ensures all areas of learning, as laid down in the independent school regulations are covered. Our aim is to provide a broad and stimulating curriculum that enables students to make good or better progress in all subject taught. The curriculum will be based predominately on national curriculum and examination requirements. The curriculum is intended as a concise specification of knowledge and content to be taught and learned. Staff will aim to bring the curriculum to life.

Mastery – We want all students to achieve a full understanding of the knowledge, skills and understanding specified in the curriculum for each year.

Stability – while we will make occasional adjustments in the light of feedback and experience we will aim to develop stability over the years, so that staff can develop expertise and have the confidence to teach the curriculum effectively. We will develop good quality assessments and teaching materials to support the curriculum.

When students enter school their starting points and specific needs will be assessed so that they are on the right programmes of study so that they learn effectively. Baseline assessment will identify strengths and gaps in learning. We aim to rapidly fill in gaps in learning so they do not persist, particularly in literacy and numeracy. The intention is to build on students' strengths and current knowledge, skills and understanding and widen and enrich the learning experience so students achieve their potential.

We will:

- create a learning culture based on high expectations delivered in a well ordered, disciplined environment
- keep students and staff safe from harm

- ensure teaching and learning are effective and both are enjoyable
- work with individuals to ensure their learning pathway is bespoke and individualised to maximise learning
- enable students to gain qualifications that have currency in the real world
- improve students' literacy and numeracy skills, as well as their behaviour and attendance
- promote the spiritual, moral, social and cultural development of students
- actively promote British values and deliver impartial careers education
- ensure students improve their self-confidence and self-esteem
- encourage students to be tolerant, respectful and gain an understanding of lifestyles different from their own and acquire a broad understanding of civic duties and public institutions.

To ensure curriculum intent is implemented, we will:

- ensure senior and subject leaders monitor that the curriculum is covered and is taught effectively in order that students achieve the learning objectives and outcomes are good
- ensure external, independent monitoring of the curriculum is regularly undertaken with written outcomes to inform future practice
- ensure students study a broad range of subjects in line with regulatory requirements
- ensure that the curriculum is well sequenced; that end points are clear and known and those that fall behind are helped to catch-up quickly
- ensure the curriculum is suitably adapted to meet individuals' specific needs, particularly those that have special needs, are looked after or are vulnerable
- ensure the curriculum is coherently planned and sequenced so students have the necessary knowledge, skills and understanding, in all subjects taught, to access future learning and employment.

Implementation

The curriculum is designed to improve students' academic and personal development. Training and staff development will ensure that all staff have the necessary expertise and subject knowledge to implement the curriculum effectively.

We aim to ensure:

- teachers have good subject expertise and can effectively teach the content of the courses that they have responsibility for
- the curriculum is well sequenced, stimulating, challenging and enjoyable
- staff create a learning environment that focuses on students and their specific needs so that they achieve their potential
- teachers present subject matter clearly, promoting discussion to increase learning
- teachers provide effective oral and written feedback so students know what is working well and what must be improved
- teachers help students to achieve well in all subjects taught
- teachers help students remember long term the content and concepts that they have been taught
- assessment is used well to check students' understanding at the same time not making it burdensome.

Curriculum offer

Some students will attend full time, whilst others will be part time. Full timers will be taught a curriculum that covers all of the required areas of learning and national curriculum requirements. Provision will be fully rounded. Part timers will cover the curriculum agreed with the individual's host school. Attention will be paid to ensure that students' education meets government requirements, in order that students' education is not narrowed or compromised. If an individual from a host school is following a programme of study that is not normally taught at Emscote, every effort will be made to provide the subject to provide continuity of learning. Our aim is to adjust provision to meet individuals' needs. Mathematics and English will be an integral part of the education provided for part timers, along with personal, social and emotional education.

In addition to GCSE's the school will provide year 11 students to access a Functional skills programme. Emscote School believe that Functional Skills are important to educational and personal development for learners because they are:

- Essential for individuals to function in everyday life, work, leisure and education.
- Necessary in developing a commitment to lifelong learning to enhance the lives of individuals, improve employability and to create the skills that our economy and employers need.
- Help towards meeting the Government's drive for improvements in the Maths and English skills of all students.

The Emscote School recognise that linguistic and cultural diversity enrich our school and that a student's achievement is linked to a welcoming environment in which they feel valued and confident. Building on each student's knowledge and understanding of other cultures and languages will support EAL learners in becoming confident speakers, readers and writers of English in all areas of the curriculum.

Catch-up programme:

For those students that have had time out of school and missed parts of the education, the school will provided catch-up lessons specifically in numeracy and literacy so they do not fall behind further.

Key Stage 3 (Years 7, 8 & 9)

The **core curriculum** for all Key Stage 3 students includes English, Mathematics, Science, Humanities (History, Geography and RE), ICT, Art, physical education (PE) and PSHE. Additional literacy intervention is timetabled for all students who are not yet reaching age related expectation in English and mathematics if required. RSE is also in the Year 9 curriculum to support with their age-related needs and support transition to Key stage 4.

Key Stage 4 (Years 10 & 11)

The **core subjects** are English, Mathematics, Science, Physical Education, PSHE, RSE and Life Skills. We offer GCSE PE to all in Year 10.

In addition, following guided discussion with teachers and parents, students choose from a broad range of options (academic and vocational) which have equal value in the curriculum but also focus on life chances and allow for success/progression for further study, either at P16 select or alternative study.

Mathematics

Key Stage 3 (Year 7, 8 and 9)

The subjects students will follow in Key Stage 3 programmes of study are based on the new Key Stage 3 curriculum. Through the mathematics content, students will be taught to:

Develop fluency: • Consolidate knowledge and skills at KS2 and extend understanding of place value and number systems into decimals and fraction arithmetic • Select and use appropriate strategies to solve complex problems • Use appropriate language, terminology and notation to describe and analyse numbers, algebraic relationships, 2D and 3D shapes • Use algebra to generalise the structure of arithmetic and formulate mathematical relationships • Develop algebraic and graphical efficiency, including understanding linear and simple quadratic functions • Substitute values into expressions, rearrange and simplify expressions & solve equations.

Reason Mathematically: • Extend their understanding of the number system to exploring their connections algebraic and graphical representations • Make and test conjectures about patterns, relationships by looking for proofs and counterproofs • Extend and formalise their knowledge of ratio and proportion in working with measures and geometry, also in formulating proportional relations algebraically • Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning • Begin

to reason deductively in geometry, number and algebra, including using geometrical constructions • Explore what can and cannot be inferred in statistical and probabilistic settings and begin to express their arguments formally.

Solve problems: • Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems • Develop their use of formal mathematical knowledge to interpret and solve problems, including financial mathematics • Begin to model situations mathematically and express the results using a range of formal mathematical representations.

Subject Content- Subject content is broken down into the following broad areas: • number • algebra • ratio proportion & rates of change • geometry & measures • probability • statistics.

Student Experience & Expectation

Students are grouped where best support can be tailored towards their progress and achievement. Students are expected to mark their class work and reflect on what they have learned and examine what they need to do to progress further after every lesson. There will be an increased element of functional mathematics and cross-curricular mathematics to provide opportunities for students to apply their knowledge, skills and understanding in mathematical and other contexts through problem-solving.

Key Stage 4 (Years 10 & 11)

Our Key Stage 4 provision provides an opportunity for creativity tasks/projects as well as increased levels of assessment and monitoring so students achieve well in the subject and get the examination grades that they deserve.

Students will continue to develop their knowledge and skills in: • number • algebra • ratio, proportion and rates of change • geometry & measures • probability • statistics.

In each topic area the curriculum will seek to equip students with the ability to: – develop fluency in the recall and use of essential skills; – reason mathematically which will require students to use and apply standard mathematical techniques to independently solve problems; – extend problem solving to mathematical or other contexts. These will be problems where the students use and apply standard techniques to reason, interpret and communicate mathematically.

English

Key Stage 3: (Year 7, 8 & 9)

The English curriculum in Key Stage 3 includes a wide range of activities which may be undertaken individually, in small groups or as a whole class. Reading, writing, speaking and listening are considered equally important.

The English curriculum covers the following areas: • The use and development of written and spoken language; • individual and shared reading to critique how authors convey meaning in contemporary and pre-1900 texts, poetry and drama; • the use and influence of the media; • oral work, including prepared talks, discussion and performance; • writing fiction and non-fiction texts with a focus on using sophisticated vocabulary together with accurate spelling and punctuation pertinent to the audience and purpose; • the study of how social and historical context affects meaning; • the study of Shakespeare • individual and shared reading to critique it is expected that all students will complete wider reading at home in order to enhance their learning. In order to facilitate this, a reading challenge will be set for students to complete.

Key Stage 4 (Years 10 & 11)

All students will follow both English Literature and English Language specifications. Exams will be sat at the end of Year 11 in June. The requirements for the English Literature and Language curriculum consists of: • the study of 19th century fiction, non-fiction and poetry; • the study of contemporary fiction, drama and poetry; • the study of a Shakespeare play; • writing a description and a narrative; • writing to persuade and argue a viewpoint; • reading critically to analyse an author's viewpoint and attitudes; • an oral presentation with responses to questions.

Science

Key Stage 3 (Year 7, 8 and 9)

The curriculum will focus upon:

Forces ~ speed, gravity electromagnets ~ voltage and resistance, currents energy ~ energy costs, energy transfer waves ~ sound, light matter ~ particle model, separating mixtures reactions ~ metals and non-metals, acids & alkalis earth ~ earth structure, universe organisms ~ movement, cells ecosystems ~ interdependence, plant reproduction genes ~ variation, human reproduction forces ~ contact forces, pressure electromagnets ~ electromagnets and magnetism energy ~ work, heating and cooling waves ~ wave effects and wave properties matter ~ periodic theory and elements reactions ~ chemical energy and types of reactions earth ~ climate and earth resources organisms ~ breathing and digestion ecosystems ~ respiration and photosynthesis genes ~ evolution and inheritance.

During the year students will also develop their working scientifically skills. They will be asking scientific questions, planning investigations and recording data, they will then go on to analyse and evaluate their data.

Areas of study: separate sciences

Biology: • Biomimicry • Cells • Respiration and photosynthesis • Classification, adaptation and ecosystems

Chemistry: • Atomic structure and the periodic table • Bonding, structure, and the properties of matter • Energy Changes

Physics: • Electricity and electromagnetism • Energy • Particle model of matter • Waves

Students will also develop their working scientifically skills. They will be asking scientific questions, planning investigations and recording data, they will then go on to analyse and evaluate their data.

Key Stage 4 (Years 10 & 11)

Students will study the GCSE Combined Science Trilogy course (AQA). If a student is more able and doing separate sciences then provision can be made to teach biology, chemistry and physics in the classes with suitable differentiation.

Key Stage 4 (Year 10 & 11) separate sciences

Biology: • Diet, exercise, hormone, genes and drugs • Surviving changes in the environment

Chemistry: • Chemical Changes • Energy Changes • Rate and Extent of Chemical Change • Organic Chemistry • Using Resources

Physics: • Energy and efficiency • Electrical energy and waves • Rates, energy, salts and electrolysis • Forces and motion • Electricity and radiation

Key Stage 3 (Year 7, 8 and 9)

The curriculum will focus upon:

History

“The more you know about the past, the better prepared you are about the future” - Theodore Roosevelt

The overarching concepts for History at The Emscote School are:

- Significance - How important are key historical events/individuals
- Change and Continuity – How have societies and attitudes changed or stayed the same
- Cause and consequences– How events lead to an event or an individual’s actions
- Similarity and difference – How people or events are similar/different

• Interpretations – How and why do interpretations of events/people differ • Sources – Analyse sources and consider their provenance • Diversity – Build a respect of cultures and opinions • Knowledge – broaden and strengthen historical knowledge over various time periods

Geography

Knowing our place in the world, physically, morally and culturally, allows us to understand ourselves, others and empathise with the situation's others are in. Understanding how and why places vary so much is achieved through exploring how our planet works, why our weather changes and the risks they pose to people. Combating the issues of rising populations and the exploitation of resources, such as oil and precious metals sustainably will allow all to make informed and ethical choices about how we interact with our environment.

The concepts being taught in geography are:

• Location – Spatial awareness of different countries' locations and the locations of major physical and human features • Place – Similarities and differences between different areas • Biodiversity – Life exists in all environments, how life adapts to it and how we interact with those environments • Hazards – Physical and human hazards affect people in different ways in different locations. • Interdependence – How countries and areas are linked through the flow of goods, resources and ideas • Resource management – How to use our planet's resources sustainably and equally • Sustainability – Using our planet's resources without negatively affecting our planet or future generations • Analytical skills – Using mathematical and cartographic skills to describe, interpret and analyse our world

RELIGIOUS EDUCATION

We consider RE to be an important subject in a broad and balanced curriculum. The subject helps to further promote the "spiritual, moral, social and cultural development of all students".

Our primary aim is to enable students to understand the nature of religious beliefs and practices and the importance and influence of these in the lives of believers. To this end, a multi-faith syllabus is followed and is designed to take into account the needs of our students who come from a variety of religious backgrounds or, no religious background at all. We aim to create an environment in which students learn to appreciate the faith and practices of others and are challenged to examine their own beliefs and values.

Physical Education:

Key Stage 3 (Year 7, 8 and 9)

The curriculum will focus upon:

We all need to lead an active and healthy lifestyle. Exercise is fundamental, as it allows you to function and complete everyday tasks, as well as improving quality of life and life expectancy. Participating in sport reduces obesity and improves mental health through the release of endorphins and promotes social inclusion. The aim is to develop a lifelong interest in sport, either by committing to regular participation, showing a passion for sport or topic, effective teamwork to succeed in a game or situation or by choosing a career that you could make a living from in a growing industry.

The curriculum focuses on developing and improving the following skills

• Acquiring and developing skills – Performing basic and advanced skills in a range of activities. • Problem Solving – Team building and logical thinking. • Tactical understanding – Outwitting opponents using basic and advanced tactics. • Leadership and coaching – Communication, decision making, confidence and analytical skills. • Benefits of exercise – physical (lose weight), mental (less stress) and social (make new friends) • Effects of exercise – short term and long-term effects of exercise on the body systems. • Technology – Heart rate monitors, smart watches, stop watches and technology in sport.

Key Stage 4 (Years 10 & 11)

The curriculum focuses on developing and improving the following skills

- Acquiring and developing skills – Performing basic and advanced skills in a range of activities.
- Problem Solving – Team building and logical thinking.
- Tactical understanding– Outwitting opponents using basic and advanced tactics.
- Leadership and coaching – Communication, decision making, confidence and analytical skills.
- Benefits of exercise – physical (lose weight), mental (less stress) and social (make new friends)
- Effects of exercise – short term and long-term effects of exercise on the body systems.
- Technology – Heart rate monitors, smart watches, stop watches and technology in sport.

In Year 10 we are piloting a GCSE in PE through AQA GCSE PE. Subject content includes Applied anatomy and physiology - Movement analysis - Physical training - Use of data - Sports psychology - Socio-cultural influences - Health, fitness and wellbeing.

PSHE

The Emscote Schools PSHE programme is used to reinforce those values which make our school community into one which is both tolerant and respectful.

Lessons are used to further embed the teaching of British Values as well as cover important curriculum areas which prepare students for the modern world. The following strands are part of our current Life Studies programme: learning how to learn, beliefs and values, rights and responsibilities, ourselves and others, sex and relationships, health and development, work and careers, enterprise and finance, technology and the media.

ART

The KS3 Art curriculum is designed to cover a range of skills based processes. The art and design schemes of work ensure all students learning needs are met. Lessons incorporate a range of practical work, group discussion, independent and group work and ICT to allow access to all students, as well as providing opportunities for formative and summative assessment. The curriculum aims to promote awareness of the basic elements of making art and to increased mastery of basic skills, such as line, tone. Provision will also provide opportunities to draw and paint using various mediums; students will learn the names of shapes and colours and geometric forms; learn about light and shade techniques and the colour wheel; gain an understanding of the creative use of collage techniques, discover graffiti art, learn about artists and their work

ICT

All pupils study ICT at Key Stages 3 where we cover a comprehensive range of topic areas in some depth. The ICT curriculum covers three main strands and is delivered through TUTE. This covers Digital Literacy and ICT. Students are taught in mixed ability groups and have 1 lesson per week of ICT.

Emscote exemplar curriculum offer for full and part timers

Table 3 KS3/4 Full/Part time Pupils:

Mandatory Subjects

| | |
|--------------------|---------|
| English Language | AQA |
| English Literature | AQA |
| Maths | Edexcel |

| | |
|-----------------------------------|-----|
| GCSE PE (Year 10) | AQA |
| EITHER | |
| Science Trilogy (triple combined) | AQA |
| OR | |
| Chemistry | AQA |
| Biology | AQA |
| Physics | AQA |

| Non Examined Subjects | |
|-----------------------|--|
| PSHE | |
| RSE | |
| Art | |
| P.E | |
| ICT | |
| Religious Education | |
| History | |
| Geography | |
| Life Skills | |

Example of our timetable

| Year 7 | 9.20-9.45 | 9.45 – 10.30 | 10.30-10.40 | 10.40 – 11.25 | 11.25-11.35 | 11.35 – 12.20 | 12.20-1.05 | 1.05 – 1.50 | 1.50-2.00 | 2.00-2.45 |
|--------|-----------|--------------|-------------|---------------|-------------|---------------|------------|-------------|-----------|-----------|
| Mon | Mentoring | Geography | | English | | Science | | PE | | PSHE |
| Tue | Mentoring | PE | | English | | Art | | History | | Maths |
| Wed | Mentoring | Science | | English | | PE | | RE | | Maths |
| Th | Mentoring | Science | | History | | Maths | | PSHE | | ICT |
| Fri | Mentoring | Geography | | Maths | | English | | Art | | Science |

A three-year Key Stage 3 provides students with the time and space to gain the necessary knowledge, skills and understanding in all subjects taught Staff will provide effective support to secure the required knowledge and understanding.

Teaching and learning will build on prior learning and provide sufficient opportunity for guided and independent practice. We use “Tute” an online teaching tool as the foundation of our teaching in most areas.

The intention is for lessons to: -

Begin a lesson with a short review of previous learning

Present new material in small steps with student practice after each step

Ask questions and check the responses of all students

Provide models and exemplars
Guide student practice
Check for student understanding
Obtain a high success rate and check for success
Provide scaffolds for difficult tasks
Monitor independent practice
Engage students in regular reviews

We aim to promptly identify and support students who may not have a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

Class size

The majority of teaching and learning is carried out in small groups 1:5.

On some occasions there may be a greater teacher to student ratio depending on the activity.

Teaching staff in all subjects (except PE and Art) are qualified teachers. Those that do not currently have a teaching qualification will be completing courses to work towards gaining qualifications in a relevant subject and are undergoing further training so that they have the necessary expertise to teach the subject they have responsibility for. We also employ a small number of Support Workers that are linked to curriculum area. In order to organise and deliver effective teaching and learning of our curriculum, our teachers work as a team according to their specialisms.

In the case of **part time learners**, Emscote will work closely with host schools, commissioner and other providers to ensure consistency in the content of learning and share information regarding the prior learning and pattern or order of learning, should the student still access teaching at another provider.

Schemes of work;

There are detailed, well sequenced schemes of work in place for each subject. They are based on National Curriculum and/or examination requirements.

Staff use schemes of work, in conjunction with the baseline assessments, to determine at which point they will begin to deliver a bespoke programme for individuals. Once the starting point has been ascertained the programme of study will determine the specific learning pathway for individuals to follow.

Approach to Reporting, Assessment and Marking

As mentioned earlier our aim is to provide work that is challenging and well matched to students' specific needs. Our aim is to stretch students to achieve their potential. Teaching and learning are monitored regularly, internally by senior leaders and externally by a school improvement specialist hired to do this job.

Assessment is carried out in line with our assessment and feedback policy.

Summative assessments are conducted which allow students to demonstrate their growing understanding of their subjects and for staff to assess the impact of lessons teaching. These summative assessments are typically taken at key periods in the year, usually at the end of term. Mock examinations are conducted usually at the end of December or early January.

Formative assessments are designed to support students in achieving fluency in each subject. We are particularly conscious of the role that literacy, particularly vocabulary and numeracy plays in unlocking and accessing the whole curriculum. Staff support students with the meaning of subject-specific language, and lessons contain appropriate and tailored levels of challenge for both reading and writing.

Parents and carers are provided with an annual report specifying each student's attainment and progress in all subjects taught, in line with regulatory requirements. Regular contact is made with host schools and parent/carers to report how well students are achieving. Reports are provided to parents/carers every half term to provide them with a detail account of their child's current achievement and progress to date against a series of baseline assessment.

Spiritual, moral, social and cultural (SMSC) education

Emscote gives high priority to promoting students' SMSC development. A separate SMSC policy defines what each aspect is so it can be covered effectively. We aim to ensure that Part 2, independent school standards are met. To this end we will:

- ensure we promote fundamental British values
- enable students to develop their self-knowledge, self-esteem and self-confidence through the curriculum, teaching and day-to-day life in school
- encourage students to know right from wrong and respect the laws of the land
- encourage students to take responsibility for their behaviour, show initiative and understand how they can contribute positively to others lives and society as a whole
- enable students to acquire a broad general knowledge of and respect for public institutions
- promote tolerance and harmony between different cultural traditions
- not tolerate harassment or discrimination of any kind
- encourage respect for those with protected characteristics
- encourage respect for democracy and will not promote partisan political views.

Cultural capital and enrichment across the curriculum

We aim to equip students with the knowledge and cultural capital they need to succeed in life.

Cultural capital is 'the essential knowledge that students need to be educated citizens, introducing them to the very best that has been thought and said and helping to engender an appreciation of human creativity and achievement'

Other important aspects are offered to student in a variety of ways. This includes working with external agencies. Wider learning includes:

- Careers education provided by external careers specialist
- Student council- allowing students ownership of their school environment
- Work placements at year 10/11 where possible.

Preventing Radicalisation

We promote equality of opportunity and celebrate cultural. We do not tolerate prejudiced behaviour or attitudes of any kind. Staff work hard to protect students from radicalisation and extremism by being open to discussion about these issues, and are swift to identify and respond to vulnerable students who require support, intervention or help from outside agencies, including Prevent and Channel officers, where relevant. Safeguarding policies pay due regard to government Prevent duties and responsibilities to ensure guidance is followed closely.

Individual Educational Needs (IEN)

All students have individual learning needs. One of our main tasks is to meet the specific needs, aptitudes and prior attainment of students, particularly those with special needs and/or disabilities; those that are looked after or are in receipt of pupil premium funding or are disadvantaged or vulnerable. We are proud that our one-to-one work and group learning activities are well thought through and are effective. Emscote students are offered additional support where required and outside help and support is sought if expertise to meet individuals' needs is required. Emscote staff works in conjunction with a student's school, family

and/or other agencies to implement strategies, support their individual needs, and share best practice through Pupil Profiles.

Impact

Students will follow a bespoke and common curriculum, and assessments will check how well individuals have performed both academically and in their personal development.

The impact of the curriculum will be evaluated by:

- evaluating how well individuals achieve in lessons and overtime
- evaluating students' attainment and progress in the subjects taught, particularly the extent of improvement in their progress
- ensuring students develop detailed knowledge and skills across the curriculum and make the progress of which they are capable
- checking how well individuals perform in examinations, national tests and internal assessments
- checking gains in learning from individual starting points
- ensuring students apply the knowledge, skills and understanding that they have acquired in subjects and that they are appropriate for their age
- ensuring students are well prepared for the next stage of education or employment
- evaluating improvements in behaviour and attendance in lessons and over time
- evaluating individuals' contribution to the school and local community in order to become responsible citizens.

Our aim for students will be that they:

- enjoy learning and school life
- are ambitious, well-motivated and engage with the learning opportunities provided
- have developed good relationships with adults in school and their peers
- are well prepared for the challenges they face in society and for the next steps on their educational or work journey
- are responsible, tolerant and disciplined individuals that make a difference in the world at large
- are socially, morally, culturally and spiritually aware
- able to work as part of a team and develop good leadership skills
- achieve their full potential regardless of their starting point
- are good attenders and give of their best at all times.

Monitoring and Evaluation

Emscote school will have good quality assurance procedures to ensure that the quality and effectiveness of the curriculum, teaching, learning, behaviour and attitudes, outcomes and leadership are properly evaluated, both externally and internally.

Senior leaders will evaluate the quality of teaching, learning and assessment regularly to identify what is working well and what must be achieved. Teaching staff will be held to account for the quality of provision and the outcomes from their work. An external school improvement partner will also quality assure the school's work termly, providing written reports of findings to inform future improvements. Recommendations and next steps arising from quality assurance will be robustly followed up so the necessary improvements in provision and leadership are accomplished.

Quality assurance activities will include:

- analysis of internal and national performance data
- lesson observations, both informal and formal
- work scrutiny, including work scrutiny conducted with individuals and their curriculum plans
- seeking student and parent views about the quality of education provided and the outcomes achieved
- checking performance management targets are being met
- checking attendance and behaviour information

- checking that students' personal skills and development are improving at a good rate.