



Nancealverne School Curriculum Overview

Curriculum offer published in full on the school website.
2022-24

Nancealverne Values

“Achieving high academic outcomes, celebrating achievements, and providing a wide range of rich, meaningful, and varied opportunities for all children; preparing them well for adulthood and life beyond school.”

- **Healthy:** To foster caring and trusting relationships between pupils and staff: celebrating individual achievements, respecting pupils as individuals who have the potential to learn and make a unique contribution.
- **Achieving:** To develop a broad and varied curriculum through the dynamic teaching, highly structured, differentiated, and personalised learning programmes- setting high expectations.
- **Positive contribution:** To foster a love of learning in all our pupils, regardless of need; to develop independence and self-confidence preparing them well for adulthood and life beyond school. To be a strong presence and make a meaningful contribution to our local community, developing the role of the school as part of the total education provision in Cornwall.

Our School Structure


We have chosen to structure our school as follows:

Lower School				
		Class Base	Learning Phase	Rationale Considered
Early Years Foundation Stage	EYFS/ KS1/ KS2	Acorns	Nursery 1 Nursery 2 Reception May also feature Yr1	An EYFS class that follows the EYFS curriculum and ethos. Pupils are assessed using Evidence for Learning and Cherry Garden. Learning through play is an important part of pupils' educational experience at this stage, giving children the opportunity to explore and discover and build on their skills and interests. Children work towards 'Early Learning Goals' which help develop the skills they will need as they grow older and move on to the National Curriculum. Learning is organised through child-initiated learning, tabletop and sensory activities, structured group, adult directed learning, small group, pairs, 1:1 supported, child-led, therapeutic intervention in class or in a bespoke therapeutic space following personalised programmes from a therapist. There is also participation in whole school and early-stage community-based activities. Learning takes place both in the indoor and outdoor learning environment.
Infants and Juniors		Sycamore Chestnuts	Year 2/3/4 Year 2/3/4	A holistic, play based environment as pupils move towards more subject specific learning. Pupils have access to an appropriately differentiated National Curriculum. A wide range of teaching and learning strategies are used throughout the school to deliver this effectively. Pupils between the ages of 5 – 16 have access to an appropriately differentiated National Curriculum. A wide range of teaching and learning strategies are used throughout the school in order to deliver it effectively. Some pupils are able to access the curriculum following a multi-sensory approach specific curricular activities include hydrotherapy, massage, sensory communication, and ICT. Our sensory offer includes a high level of interactive equipment, and every effort is made to ensure that work is age appropriate. Work is comprehensively differentiated. As well as the subject specific National Curriculum subject areas, other enrichment activities form an important part of the school day – these may include physiotherapy, speech and language therapy, self-help skills, drama and music workshops, rebound therapy, day and

				residential visits, whole school collective worship, community and sporting activities, events such as Sports Days, riding and swimming, visits to local schools, colleges, churches, museums and art galleries.
		Juniper Palm	Year 4/5/6 Year 5/6/7 (KS2/3 Class)	<p>Primary aged class with subject specific learning. We offer a broad and varied curriculum; highly structured; differentiated and personalised learning programmes. We provide a specialist; high quality and relevant education for all pupils.</p> <p>Pupils between the ages of 5 – 16 have access to an appropriately differentiated National Curriculum. A wide range of teaching and learning strategies are used throughout the school in order to deliver it effectively. Some pupils are able to access the curriculum following a multi-sensory approach specific curricular activities include hydrotherapy, massage, sensory communication, and ICT. Our sensory offer includes a high level of interactive equipment, and every effort is made to ensure that work is age appropriate. Work is comprehensively differentiated.</p> <p>As well as the subject specific National Curriculum subject areas, other enrichment activities form an important part of the school day – these may include physiotherapy, speech and language therapy, self-help skills, drama and music workshops, rebound therapy, day and residential visits, whole school collective worship, community and sporting activities, events such as Sports Days, riding and swimming, visits to local schools, colleges, churches, museums and art galleries.</p>
Upper School				
Secondary	KS3	Elm	Years 7/8/9/10	<p>A secondary class with subject specific learning. We offer a broad and varied curriculum; highly structured; differentiated and personalised learning programmes. We provide a specialist; high quality and relevant education for all pupils.</p> <p>Pupils between the ages of 5 – 16 have access to an appropriately differentiated National Curriculum. A wide range of teaching and learning strategies are used throughout the school in order to deliver it effectively. Some pupils are able to access the curriculum following a multi-sensory approach specific curricular activities include hydrotherapy, massage, sensory communication, and ICT. Our sensory offer includes a high level of interactive equipment, and every effort is made to ensure that work is age appropriate. Work is comprehensively differentiated.</p> <p>As well as the subject specific National Curriculum subject areas, other enrichment activities form an important part of the school day – these may include physiotherapy, speech and language therapy, self-help skills, drama and music workshops, rebound therapy, day and residential visits, whole school collective worship, community and sporting activities, events such as Sports Days, riding and swimming, visits to local schools, colleges, churches, museums and art galleries.</p>

		Willows	Years 7/8/9/10	<p>Willow Class is a specialist pupil led provision which operates within a burst/pause structure, designed to lower the children's anxiety, meet their individual sensory and communication needs and encourage independence of learning. The curriculum is a combination of formal learning in the core areas of English, Maths, PSHE and PE and the areas of the Access and Enrichment Curriculum.</p> <p>The aim of the Semi-Formal Curriculum is to provide a functional and effective learning experience to children and young people identified as meeting the "Bridging to Learn" criteria. Willow Class is a pupil led provision which operates within a burst/pause structure, designed to lower the children's anxiety, meet their individual sensory and communication needs and encourage ownership of learning. The curriculum is a combination of formal learning in the core areas of English, Maths, PSHE and PE and the areas of the Semi-Formal Curriculum. The main aims of the Bridging to Learn provision are to:</p> <ul style="list-style-type: none"> • Develop functional literacy and numeracy skills, relevant to each individual's level of understanding • Provide context about the world around them • Establish independence in all areas of the pupils' lives • Increase the children's ability to focus on tasks individually, and as part of a group • Increase attention and response • Develop the children's working memory, knowledge retention and recall • Develop communication by providing a "Communication Toolbox" which focuses on imperative and declarative communication • Encourage engagement and participation, either coactively or independently • Provide the opportunity for supporting adults to model positive communication skills, such as listening, eye contact, responding, reciprocity and respecting others' opinions
	KS1/2/3/4/5	Maple	Multi-year	<p>A specialist multi-sensory class and environment for students with Profound and Multiple Learning Difficulties (PMLD). A full access and enrichment curriculum is offered.</p> <p>These learning experiences may be provided in a variety of formats – individual, paired, small group and whole group. However, we recognise the individual needs, personalised learning plans and talents of each learner which facilitates development of their intellectual, moral, physical, social, and creative capacities. Therefore, each pupil has a personalised learning to learn profile, which includes objectives and targets set taking information from variety of sources including:</p> <ul style="list-style-type: none"> • Developmental stage of the learner/ Engagement model of learning • EHC Plans • Reports and information from multi-agency teams and involved professionals (including therapy plans and advice/guidance) • Information gained from parents/carers • Levels of support/resources required to access/engage in purposeful learning <p>The above is offered by a highly skilled and specialist team of teachers and teaching assistants, working with external agencies and multi-professional teams to ensure the best outcomes for our pupils.</p>
Secondary/ Post-16	KS4/5	Lower Evergreens	Years 10/11/12	<p>From Key Stage 4, pupils follow a transition course which leads to accreditation and qualifications where appropriate. The expectation is that the majority of learners leave Nancealverne school with a Qualification in ASDAN Personal Progress or Personal and Social Development at Entry Level, as well as accredited learning in other areas of ASDAN. For those students who are able to, we also offer functional skills qualifications in English and Maths through Edexcel. ASDAN modules focus on skills including communication, numeracy, literacy and PSHE (Personal, Health and Social Education) as well as life skills which aim to develop individual personal autonomy and independence. The qualifications and accreditations are nationally recognised by the awarding bodies and demonstrates recognition of the students' achievements. Students also work towards achieving the Duke Of Edinburgh Award.</p>

Post 16	KS5	Upper Evergreens	Years 11/12/13/14	<p>The students are encouraged to be as independent as possible and to be aware that their actions have implications not only for themselves and for others. During the year students will participate in focus weeks when the modules they undertake will work towards enterprise, industry, and work-related skills. These modules help to demonstrate to the students their roles and responsibilities as part of the wider community of which they are an important and integral part.</p> <p>The school forms strong relationships with parents, Social Care and Careers South West to select and access post-school opportunities. A careers convention is organised annually where all providers are invited to the school. A link course is offered at the local college and students are encouraged to look at alternative placements from the age of sixteen. Visits to post 19 provisions are regular throughout the school year, and learners are encouraged to make choices about their future with the support of their family, the school and independent careers education and advice. There are many local colleges and establishments offering suitable courses and placements for post 19. Students are given supported induction and transition to these different settings in their last year at the school.</p>
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<p>What we aim to achieve?</p> <p>Curriculum INTENT</p>	
<p>Curriculum INTENT</p>	<p>Whilst we follow the objectives of a structured subject- specific curriculum, we offer highly- differentiated and personalised learning programmes. We deliver a specialist, high-quality and relevant education. This focuses on personal skills and academic achievement, setting high expectations for all. We appreciate that students may not be working at age related of key-stage expectations and therefore measure progress from individual starting points.</p> <p>The curriculum demonstrates equity in the subjects studied. The progressive curriculum is delivered effectively through highly personalised learning routes; no pupil is disadvantaged by their curriculum offer and this meets the needs of all pupils. The curriculum is pupil-centred, inclusive and flexible and recognises that each pupil is unique and aims to empower them to achieve their full potential whilst preparing them for a fulfilling and independent life beyond school. The curriculum is highly personalised and considers the diverse needs, strengths and interests of each student and provides opportunities for them to follow in their unique way.</p>

We fully consider the interests and aspirations of pupils and families placing great importance upon preparation for adulthood and the extent to which outcomes secured within the school can be both communicated and applied beyond the school day and beyond the pupils' time at the school. We have developed a Curriculum Framework, with accompanying Progression of Key Skills documents, which provide a guiding structure within which learning takes place. This is a developmentally progressive model moving from a curriculum which is primarily concept and skills driven up to age sixteen, to one which is increasingly context based in Post-16.

The value of the education we offer is not just in the acquisition of new knowledge but is rooted in its application in life-building and in consideration of the preparing for adulthood outcomes identified at year 9. This is clearly demonstrated via our work-related Learning offer, which evidences both breadth of study and equity in access (EYFS-Post 16). This curriculum offer identifies end points to further pupils' skills, knowledge and understanding of potential post school options which may include the world of work/world around them and ways they can make a positive contribution to it. Personalised pathways ensure all pupils succeed and determine accreditation and qualifications routes mapped during the early secondary phase. This directly links to work related learning within the school curriculum.

The Curriculum Access and Engagement strategy utilises observational frameworks outlined by the DFE engagement model to very good effect. Person centred planning which includes incorporating the advice and guidance from therapeutic teams is fully implemented; teaching is highly responsive to children's needs which inspires pupils to learn as we know them so well. The effective implementation of EHCP outcomes is delivered through personalised PLG targets.

Subject leads have a clear understanding of the needs of the pupils which drives the development of the curriculum securing it is coherently planned and sequenced to meet their highly personalised learning needs; roles and responsibilities identified secures accountability of roles. Coherent schemes of work identify a rationale for subject specific teaching. Schemes identify end points for each key stage that will secure sequencing in learning/building upon prior learning. This ensures learning is embedded and builds on pupils' long-term memory using the mastery approach throughout the curriculum offer with ever-increasing complexity.

- Leaders construct a curriculum that is ambitious and designed to give all our learners, particularly the most disadvantaged, and that have special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- To provide an outstanding broad and balanced education, which is personalised to the individual needs of each pupil.
- To provide a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Through the identification of the appropriate curriculum pathways, we secure outstanding outcomes in developing pupil's academic achievement, independence, engagement, and social skills.
- To provide a calm, learning focused environment, which is safe, caring and nurturing.
- To develop and maintain strong and mutually supportive relationships with parents and carers.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g., speech and language therapists, occupational therapists, physiotherapists etc.
- Remains as broad and balanced as possible for as long as possible, including when delivered remotely.
- To increase resilience and develop pupils' ability to self-regulate.
- To develop pupils' essential life skills, developing their knowledge and the cultural capital they need to succeed in life (personal development).
- To promote physical and emotional well-being for all learners.
- To provide informed access and progression within personalised Accreditation routes.
- To prepare pupils for the next stage of their education.
- To ensure all pupils have a genuine 'voice' and opportunity of choice.
- To ensure all pupils leave Nancealverne with outcomes that reflect the best of their ability.
- To ensure the best possible long-term outcomes are available for all pupils.
- To ensure Nancealverne values are at the heart of learning.

<div>Curriculum IMPLEMENTATION</div> <div>How do we organise learning at Nancealverne?</div>	<div><ul style="list-style-type: none">There are three main learning groups within the school: Severe Learning Difficulties (SLD), Autistic Spectrum Disorder (ASD) and Multi-needs (PMLD).Within these groups we have three learning pathways, identified as Ready to Learn (R2L), Bridging to Learn (B2L) and Learning to Learn (L2L).Fundamental to any personalised learning pathway is the schools' response to outcomes identified via Education, Health and Care Plans (EHCP) which are fully implemented in any one of the pathways being pursued.</div> <div><ul style="list-style-type: none">Our learners broadly follow three different curriculum pathways:</div> <div><table><tr><td><ul style="list-style-type: none">Learning to learn Our pre-formal learning pathway</td></tr><tr><td><ul style="list-style-type: none">Bridging to learn: Our semi-formal learning pathway</td></tr><tr><td><ul style="list-style-type: none">Ready to learn: Our formal learning pathway.</td></tr></table></div> <div><ul style="list-style-type: none">EHCP outcomes identified through the Annual Review process are addressed/assessed throughout the academic year. Targets identified enable learners to work towards longer term aims ensuring development of key skills which secures progress over time within the areas specified. EHCP outcomes are addressed within all personalised learning routes regardless of pathway taken.All pupils have full access to a broad and balanced curriculum which is differentiated to meet pupils' learning needs and styles.Our curriculum is designed to be challenging and appropriate to the pupil's stage of development.Preparation for next stage in learning including transition between Key Stages/Pre-/ Post-school. The school recognises the importance of effective transition; through assessing pupils holistically, using a range of assessment frameworks, the school can identify personalised learning needs, achievements (progress) and next steps for learning.The school ensures that accreditation is meaningful and clearly reflects the skills and understanding which students need to develop. It is imperative that accreditation provides value in the work that students have pursued through their bespoke curriculum/personalised learning route and all accreditation strengthens learning.Our curriculum offers significant cross-curricula learning opportunities to ensure pupils make significant personal development.Our core subjects are English, Maths, PSHE, Physical Development and Science.We have a strong focus on Physical Education and Physical Development. We offer a full Physical development programme including Rebound Therapy, Move and Real PE programmes.Our curriculum covers a wide range of core and foundation subjects. We dedicate substantial time to both.Our curriculum is designed to build and expand on previous skills and subject knowledge.We offer a wide range of qualifications, which are selected to appropriately challenge, based on the pupil's stage of development.</div>	<ul style="list-style-type: none">Learning to learn Our pre-formal learning pathway	<ul style="list-style-type: none">Bridging to learn: Our semi-formal learning pathway	<ul style="list-style-type: none">Ready to learn: Our formal learning pathway.
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<ul style="list-style-type: none">Ready to learn: Our formal learning pathway.				

- Nancealverne recognises the importance of ensuring long terms curriculum aims develop pupil's interests and aspirations. We consider it vital that the voice of all learners is recognised and is, importantly, acted upon. As part of the Careers and Work-Related Learning curriculum and at Annual Reviews, each learner is provided with key information identifying how the curriculum will support their aspirations.
- By building respectful relationships with parents/ carers, the school secures effective partnerships. Through Annual Review and termly pupil progress meetings the school elicits the views of parents/ carers determining how such views can enhance educational opportunities. Termly reports to parents/ carers evidence pupil progress over time in relation to bespoke personalised curriculum /learning pathway.
- The school works closely with Multi-Agency Teams incorporating advice and recommendations received from them into the pupil's school day (e.g. – well-being/therapy plans). To secure effectiveness the school monitors progress (where appropriate) within such plans; through our bespoke provision the school is able to address these through PLG's (e.g. – communication targets) or within structured teaching/learning sessions (e.g. – music therapy).
- Enjoyment and engagement in learning is incredibly important to us, we therefore also run regular whole school theme days throughout the academic year.
- At Nancealverne we work in a Total Communication environment. This means that we work on key principles of communication which involves the use of symbols, pictures, PECS, Makaton Key Word signing and communication passports. We use low tech and high tech AAC methods. We have a dedicated group of 'communication champions' whose job it is to develop different resources for classes to adapt to their children. All staff wear portable communication aids/ visuals to support all learners.

Teaching and Learning

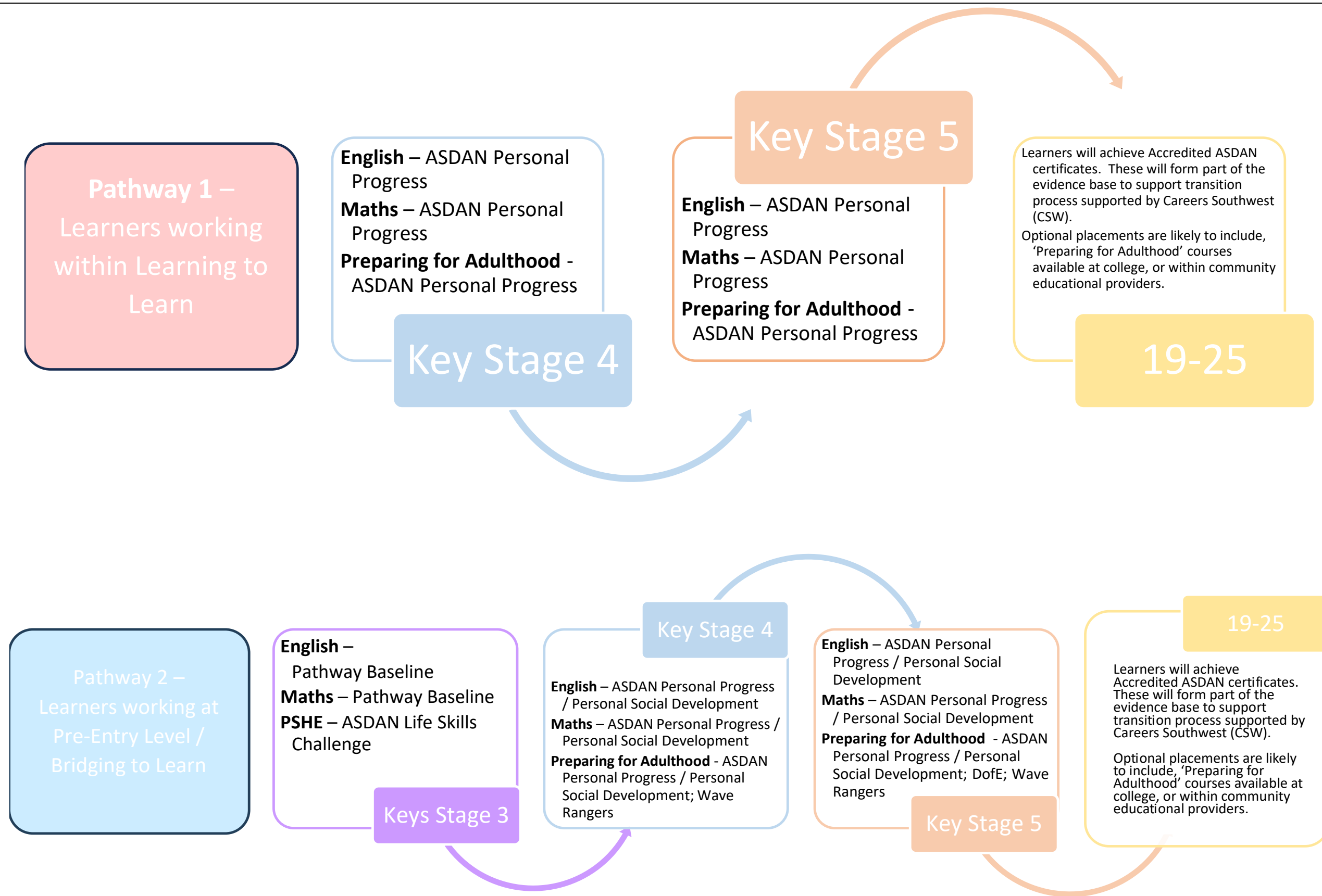
- All classes are led by qualified and experienced education professionals.
- All staff have additional training on supporting learners with Special Educational Needs. This is personalised to the particular needs of the learners.
- All staff have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise. All staff are supported by experienced subject leads.
- All staff check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary.
- All staff deliver the subject curriculum in a way that allows (as possible) pupils to transfer key knowledge to long term memory. Teaching is sequenced so that new knowledge and skills build on prior learning and pupils can work towards clearly defined outcomes.
- A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.
- There is a full Continuous Professional Development (CPD) available for all staff. This includes access to and completion of National Professional Qualifications (NPQs).
- Quality of teaching is observed and reviewed by Subject Leads (Middle Leaders) and Senior Leaders. There is also an external moderation of teaching schedule.

Assessment


Assessment

- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.
- Nancealverne uses rigorous assessment system Evidence for Learning to collate progress evidence towards individual personal learning goals. We also continue to use BSquared and this supports triangulation and validation of data sources.
- Rigour in assessment; progress is demonstrated from each individual learners starting point.
- Assessment of progress over time mirrors each of the pupils learning pathway and personalised learning route; assessment of progress is evidenced via pupil progress files which are moderated over the academic year. Bespoke assessment routes and associated data sets evidence if pupils are making expected progress, exceeding expectations or if skill sets are emerging.
- Progress meetings with Senior Leaders are held at least termly. Pupil progress is also examined at regular line management meetings.
- Pupils' work is evidenced in subject books, and through 'Evidence for Learning'. These are moderated across Key Stages.
- Nancealverne analyses data from a range of sources to effectively evaluate each pupil's performance. This allows us to determine whole school performance, moderate our own practice and plan for further improvement.
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment.

Assessment Methods	Teacher Assessment and Moderations	Engagement Profile	B Squared	EFL (Evidence for Learning)	Pupil Progress Meetings	Accreditation and Qualifications	EHCP/ Annual Review process
Assessment purpose and impact	Is integral to effective teaching and learning. Draws on a wide range of evidence of pupil learning. Trust in secure professional judgments.	Promotes a broad and engaging curriculum. Encourages reflective practice and explores opportunities for extension for future learning.	Supports in the triangulation and validation of all source data. Summative assessment model used to evaluate student learning, skills acquisition, and academic achievements at the end of a defined instructional period.	Captures real time assessment and evidence of steps of progress. Provides a formative and holistic profile of progress. Is linked to Skills Builder evidence, Supports in the triangulation and validation of all source data.	Tracks curriculum access and identifies need for early intervention. Extends opportunities for reflective practice and informs training and staff development. Supports peer development opportunities and development of subject leads.	Uses tests and tasks in appropriate way. Formally recognises achievement supporting next step development (Post 19) Embraces self and peers assessment developing self-esteem and wellbeing.	Individual targets and Personal Learning Goals (PLGs) are reviewed as part of this statutory process. Pupil views are paramount. PLGs evidenced through Evidence for Learning.



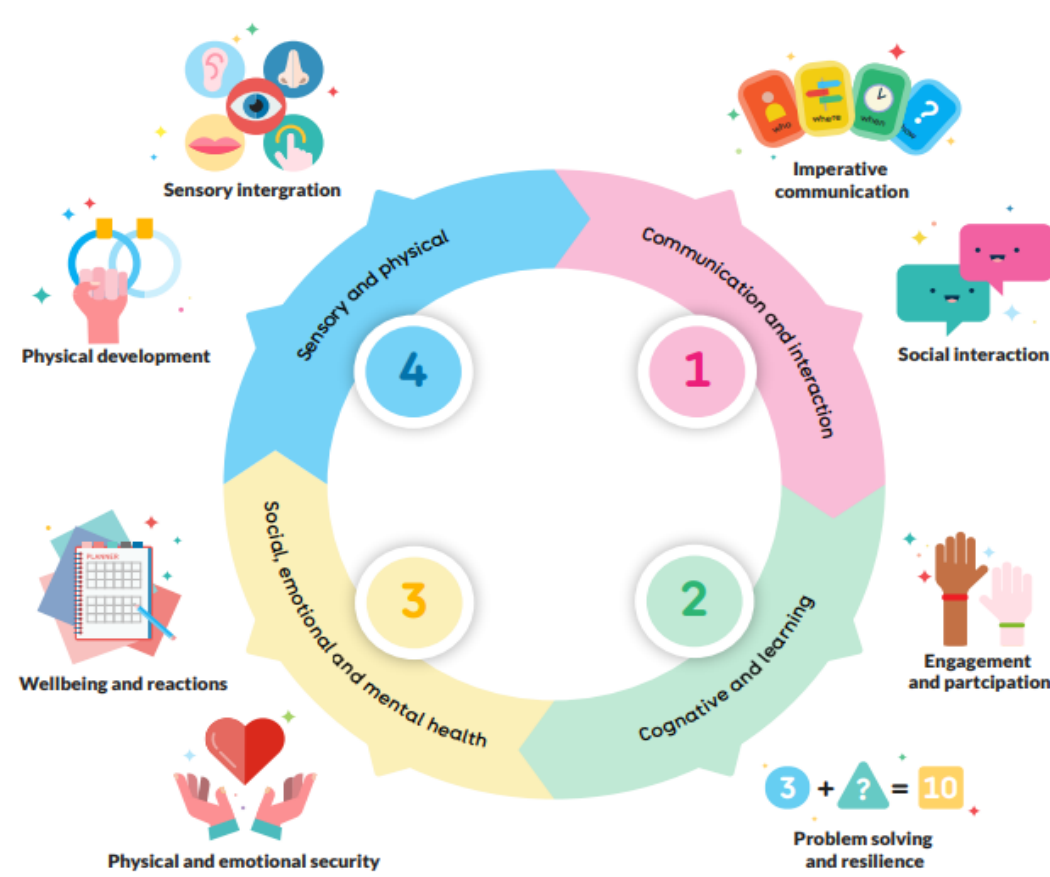
	<div><div><div><div><div>Pathway 3 / 4 – Entry Level and Level 1-2 Learners</div></div><div><div>English – Pathway Baseline Maths – Pathway Baseline PSHE – ASDAN Life Skills Challenge</div><div>Keys Stage 3</div></div><div><div>English – Functional Skills (EdExcel) E1-L2 Maths – Functional Skills (EdExcel) E1-L2 Preparing for Adulthood - ASDAN Personal Social Development; Wave Rangers</div><div>Key Stage 4</div></div><div><div>English – Functional Skills (EdExcel) E1-L2 Maths – Functional Skills (EdExcel) E1-L2 Preparing for Adulthood - ASDAN Personal Social Development; DofE; Wave Rangers</div><div>Key Stage 5</div></div><div><div>19-25</div><div>Learners will achieve Functional Skills accreditation between Entry Level 1 and Level 2, supported by Accredited ASDAN certificates. Optional placements are likely to include, 'Preparing for Independence/ Employability' courses available at college, or within community educational providers. Level 1 and 2 accreditations will extend options further within wider college provision. Apprenticeships and Supported Internships</div></div></div></div></div>
Skills Builder	<p>Skills builder – Nancealverne School has been awarded as a gold skills builder school accredited from the National Skills Builder programme.</p> <p>The Gold award is given for those modelling best practice in high-quality essential skills education and where schools have fully embedded the Skills Builder Principles. Teachers have direct access to the Skills Builder teaching and learning hub, with over 300 activities and lessons which align with our curriculum, providing the children with clear and structured opportunities to develop each skill. Pupils can be assessed as cohorts or individuals, providing a clear pathway to developing each skill and next steps. Development of skills are celebrated throughout the school and Skills Builder challenge days are timetabled into the curriculum to further embed the skills and provide opportunities for these to be explicitly taught and practiced. The school is provided with consistent professional development from external representatives of the Skills Builder programme to sustain high standards and report on progress within the school.</p> <div><div>Essential Skills Builder</div><div><div><div></div><div>LISTENING</div></div><div><div></div><div>SPEAKING</div></div><div><div></div><div>PROBLEM SOLVING</div></div><div><div></div><div>CREATIVITY</div></div><div><div></div><div>STAYING POSITIVE</div></div><div><div></div><div>AIMING HIGH</div></div><div><div></div><div>LEADERSHIP</div></div><div><div></div><div>TEAMWORK</div></div></div></div>

<p>Bespoke Offer – Enriching to Learn</p>	<p>At Nancealverne we recognise that for a small number of learners with complex needs a bespoke offer will be required to ensure that they are able to thrive. These learners will benefit from all the provisions available through the school's universal offer, enhanced by an individualised engagement and enrichment offer, where the importance of personal development and academic achievement are underpinned by both therapeutic and community enrichment opportunities.</p> <p>Through this offer pupils will develop the skills to feel safe to engage and learn as part of the whole school community.</p>  <p>Academic Achievement</p> <ul style="list-style-type: none"> •Learners will have individualised opportunities to access to the National Curriculum. •A child centred approach will be adopted, building on strengths and interests, using engagement strategies that create a low risk and highly motivating experience. In turn learners will develop their self-esteem and resilience as they experience success. <p>Therapeutic Enrichment</p> <p>Learners will have an enhanced therapeutic offer including:</p> <ul style="list-style-type: none"> •Ongoing access to SIT •Therapeutic profiles developed (SERP, communication passport) •Referrals and access to relevant pathway 3 service providers •Therapeutic interventions e.g. Music therapy/sound bath <p>Community Enrichment</p> <ul style="list-style-type: none"> •Regular opportunities to engage with community-based enrichment opportunities, including, Access to the Sailing Trust, equine therapy, the Wave Project <p>Personalised Development</p> <ul style="list-style-type: none"> •The development of skills linked to personal learning goals will inform planning and individualised learning opportunities throughout the school day. These opportunities will include, development of self-esteem, belonging and resilience skills through carefully planned individual sessions.
<p>Impact of the Curriculum at Nancealverne School.</p>	<ul style="list-style-type: none"> • The majority of pupils meet or exceed their expected progress. Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. • Detailed analysis of outcomes and pupil progress indicates that there is little statistical significance between the performance of key groups. Where any small differences are identified strategies are implemented swiftly. • Robust and rigorous data collection and analysis. • Pupils make significant progression and achieve within personalised Accreditation routes. • Parents/ Carers views are listened to and acted upon. By building respectful and positive relationships with parents/ carers, the school secures effective partnership working. • The spiritual, moral, social, and cultural development of pupils is paramount and at the heart of the curriculum delivery. • Pupils are supported to develop outstanding behaviour over their time at Nancealverne, increasing their ability to self-regulate. • The skilful use of a total communication approach supports pupils' learning very effectively. Pupils can take a full part in lessons. This results in them making progress and having wider access to the community. • Pupils are well-prepared for the next stage of their education and the large majority transition to mainstream colleges. No Nancealverne pupil has left Nancealverne not in Education, Employment or Training (NEET) in the last five years. • Leaders have established a well-structured curriculum to promote work-related learning. This has resulted in pupils having a clear understanding of the different options available when they leave Nancealverne. They are empowered to make informed choices about their future.

How do we know our curriculum is right for our pupils?	<p>Top level view:</p> <ul style="list-style-type: none">• Attendance and contribution to Special Partnership Trust wide learning communities. Senior and middle leaders attend.• Robust and rigorous data collection and analysis.• Leaders have confident understanding of curriculum intent and sequencing, and how this reflects the vision and values of the school.• Teachers know and understand why curriculum choices were made.• Leaders access research and evidence to continually review as needed. <p>Subject leads:</p> <ul style="list-style-type: none">• Subject monitoring in collaboration with leaders, teachers and pupils.• Subject leaders have expertise and enthusiasm for continual improvement of subjects.• Robust CPD offer to address knowledge gaps and development opportunities. <p>Bringing it all together:</p> <ul style="list-style-type: none">• The vision and values are reflected in the 'lived experience of the pupils'.• Focus on safeguarding, behaviour and attendance all indicate success of the curriculum offer for pupils.• Destination data and progress outcomes reflect successes.• Parent and pupil reflections on the curriculum are positive.



Curriculum Access and Engagement Strategy



- 1. Communication & Interaction**

Imperative Communication

 - Can utilise communication strategies to make requests, express preference and have needs met.
 - Understands and responds to direction.
 - Is supported in a Total Communication, language rich environment.

Social Interaction

 - Understands social cues during interaction.
 - Can operate as part of a social group, engaging in coactive or collaborative play and exploration.
 - Recognises and responds to preferred adults and peers.
- 2. Cognition & Learning**

Engagement & Participation

 - Engagement is triggered by motivating stimuli.
 - Can follow direction and expectation during learning opportunities.
 - Demonstrates curiosity during exploration.

Problem solving & Resilience

 - Exploring tasks and activities in increasingly complex ways.
 - Developed attention, including shared attention, switching attention between activities, turn taking and attention on independent tasks.
 - Increased frustration tolerance and persistence.
- 3. Social, Emotional & Mental Health**

A sense of physical & emotional security

 - Builds trusting relationships with supporting adults.
 - Anticipates routine and structure, but can maintains regulation during unexpected changes.
 - Calmer during times of transition.
 - Engagement in learning is more easily triggered and sustained.

Wellbeing, regulation & reactions

 - Understands social cues during interaction.
 - Can operate as part of a social group, engaging in coactive or collaborative play and exploration.
 - Recognises and responds to preferred adults and peers.
- 4. Sensory & Physical**

Sensory integration

 - Has appropriate motor responses to sensory stimuli, such as turning towards the source of sounds.
 - Registers and processes sensory information, from passive exploration through curiosity and exploration to purposeful engagement, with sensory cues supporting working memory to retrieve information.

Physical development

 - Development of fine and gross motor operation.
 - Development of coordination, balance and agility.
 - Engages with structured physiotherapy plans which develop strength and mobility.

Whilst we follow the objectives of a structured subject-specific curriculum, we offer highly differentiated and personalised learning programmes. We deliver a specialist, high-quality, and relevant education. This focuses on personal skills and academic achievement, setting high expectations for all. We appreciate that students may not be working at age-related or key-stage expectations, and therefore measure progress from individual starting points.



The L2L/ B2L Curriculum Offer will use whatever specialist techniques, teaching approaches, advice & guidance received which will motivate (interest led), support the needs/ improve access of any individual pupils.

The Learning to Learn (L2L) curriculum at Nancealverne School is followed by pupils where a process based, sensory and developmental curriculum is appropriate to meet their learning needs.

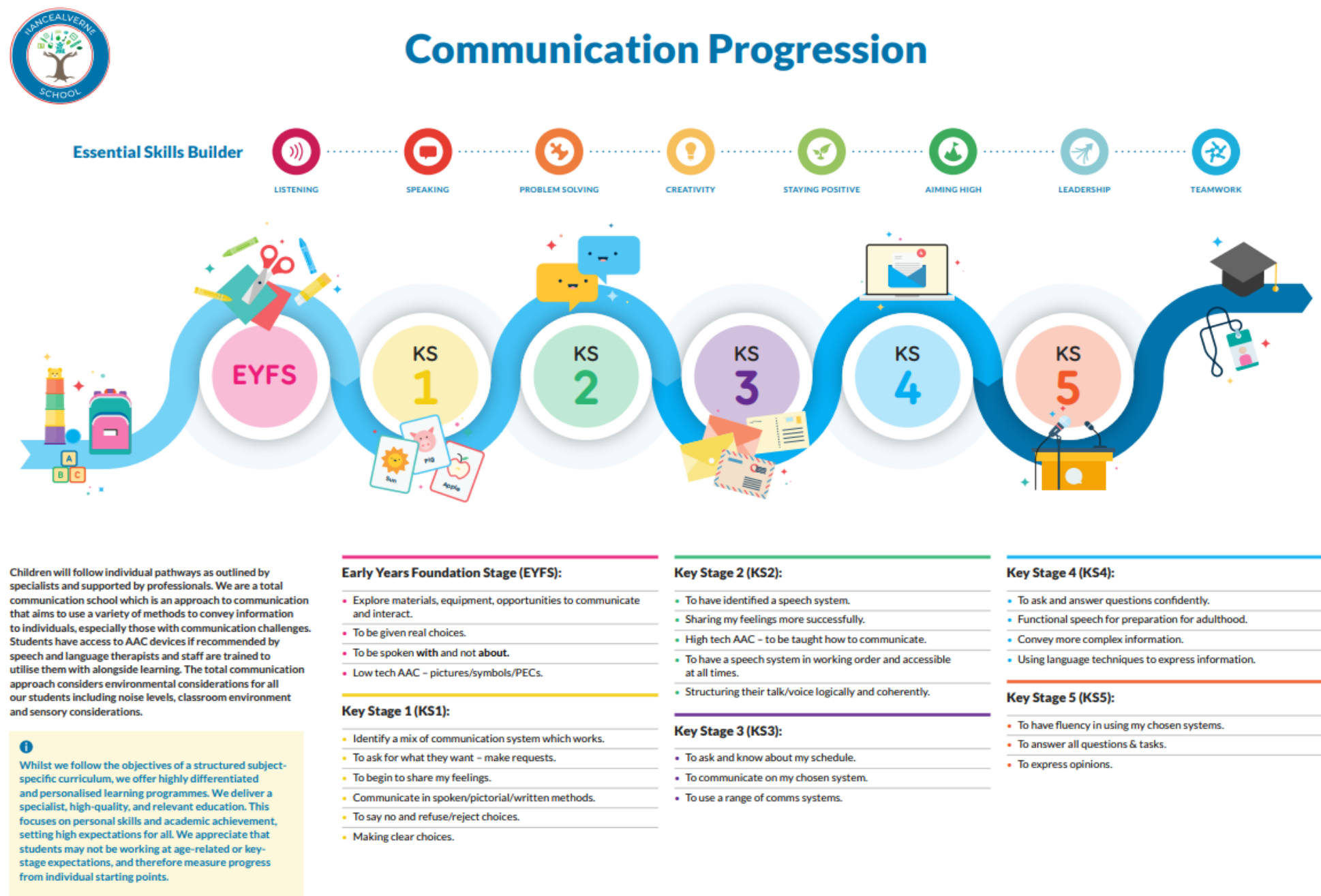
These pupils access educational experiences through a Learning to Learn rolling pathway, within which engaging topics are changed half termly. Within this the National Curriculum is used as a 'vehicle' for learning securing equality of opportunity in subjects studied / accessed. Within these topics we provide a wide variety of multi-sensory activities, learning invitations and opportunities to consolidate existing skills and to learn new ones.

These learning experiences may be provided in a variety of formats – individual, paired, small group and whole group. However, we recognise the individual needs, personalised learning plans and talents of each learner which facilitates development of their intellectual, moral, physical, social, spiritual and creative capacities. Therefore, each pupil has a personalised learning to learn profile, which includes objectives and targets set taking information from variety of sources including:

- Developmental stage of the learner/ Engagement model of learning
- EHC Plans
- Reports and information from multi-agency teams and involved professionals (including therapy plans and advice/guidance)
- Information gained from parents/carers.
- Levels of support/resources required to access/engage in purposeful learning.

The above is offered by a highly skilled and specialist team of teachers and teaching assistants, working seamlessly with external agencies and multi-professional teams to ensure the best outcomes for our pupils.

Communication

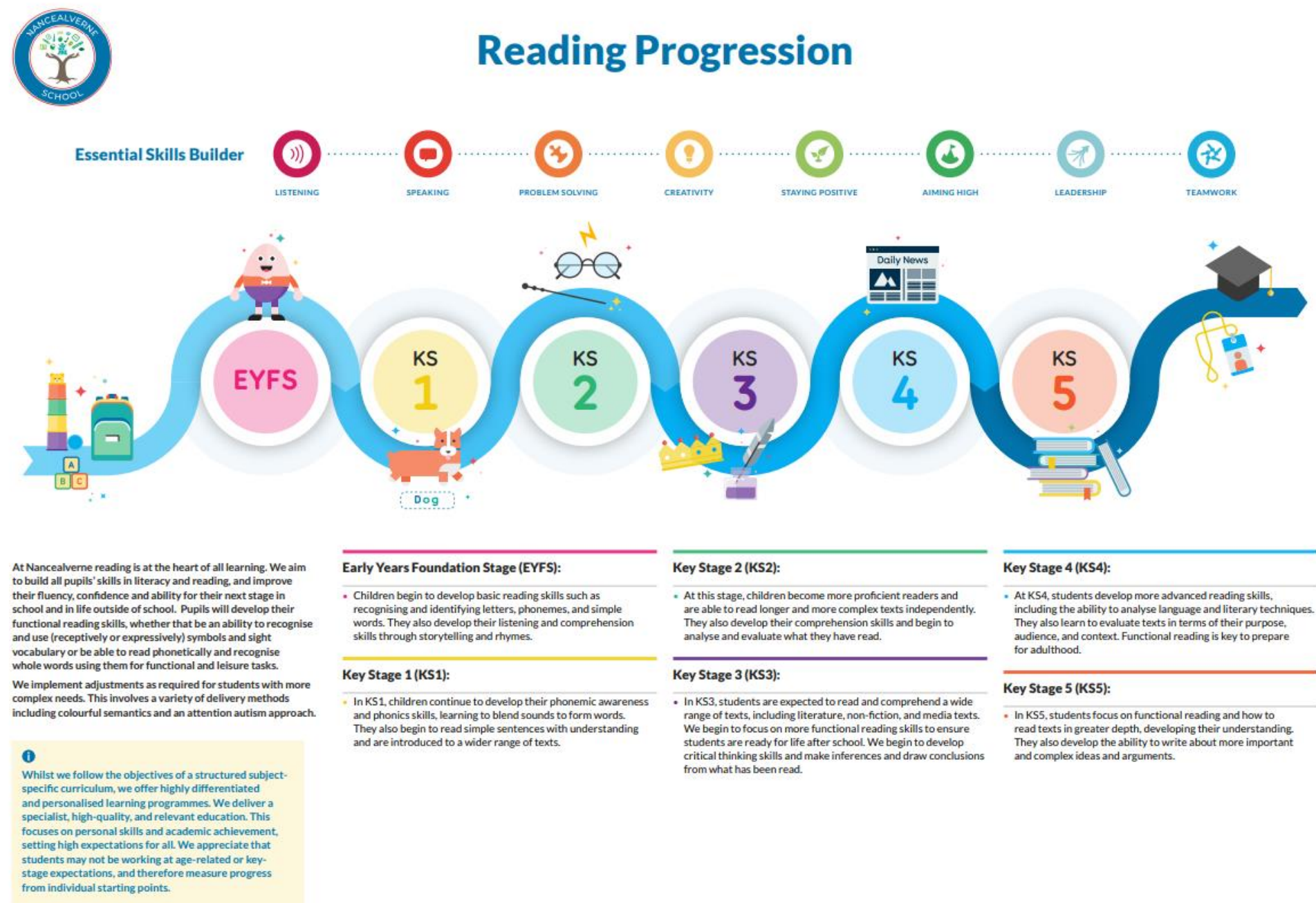


The school has a well-embedded total communication environment to ensure effectiveness in the development of pupils speaking, listening and communication skills.

The school has a total communication approach where pupil voice and is at the heart of our school ethos and values. We empower students to advocate for their own needs and preferences, helping them to build confidence and independence. Pupils are provided with effective forms of communication and SALT/SIT recommendations are fully implemented. We teach students effective communication skills including non-verbal communication and the use of assistive communication devices where necessary.

Staff are in receipt of CPD designed to enhance their skills in their communication with our pupils- PECS, AAC, visuals, symbols, and communication passports. Pupils are provided with the means to communicate based upon the advice and guidance of SALT and AAC. As a result, communication between adults and pupils is effective which facilitates pupils developing their understanding, communication conveys meaning and provides purpose. The skilful use of a total communication approach supports pupils' learning very effectively. Pupils can take a full part in lessons and wider school life. This results in them making progress and having wider access to the community.

Reading



Reading and phonics – Reading is prioritised to allow pupils to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

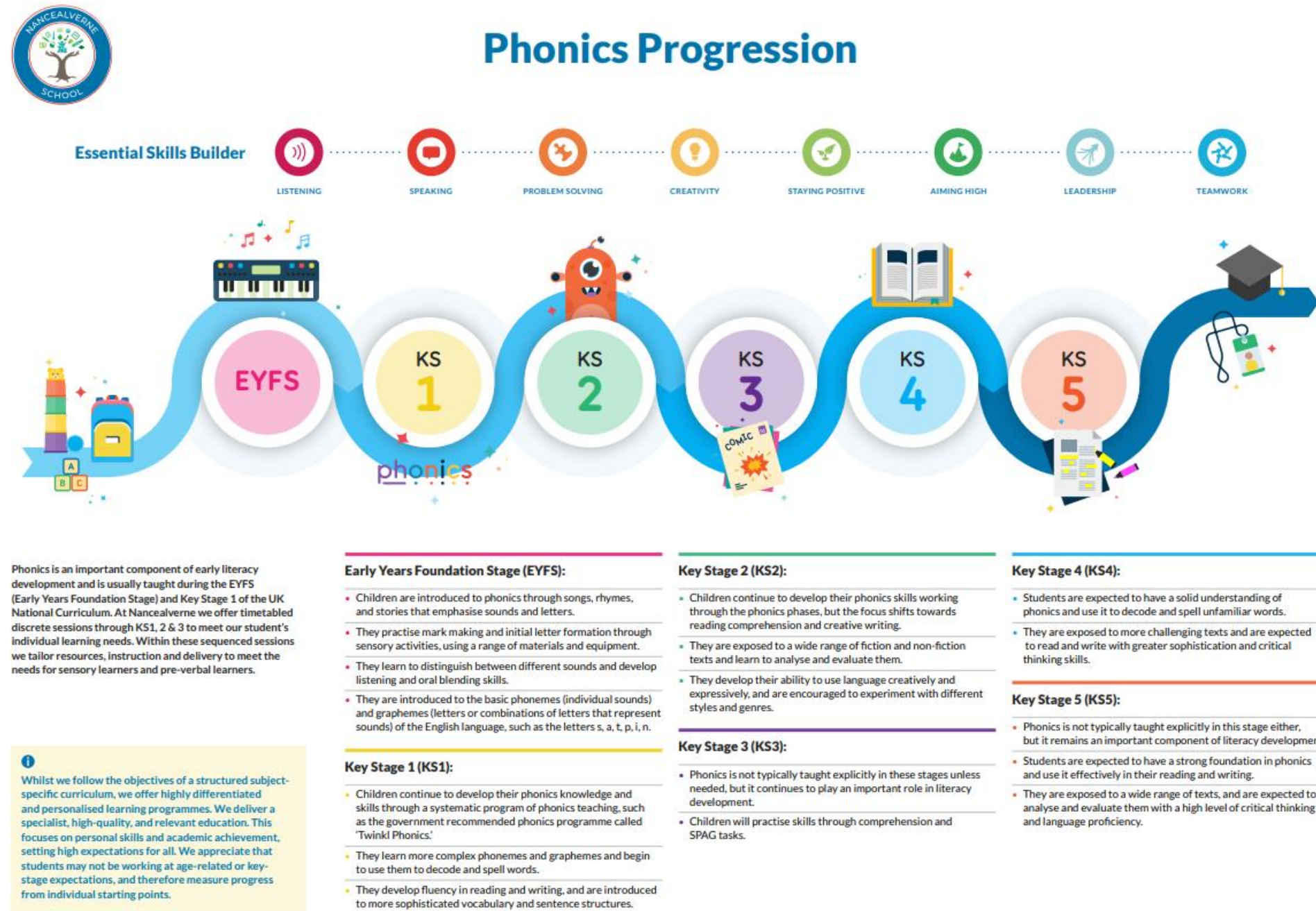
Formal phonics teaching is highly motivating and accessible using the Twinkl phonics programme. The programme is DFE accredited, and all staff have received high quality training. Phonics practice is embedded across EYFS to KS3 through a three- part process -KS1-KS2 streamed Sensory phonics, Twinkl phonics and Precision Teach -KS3 & 4 streamed Phonics phase 5, Guided reading, comprehension and SPAG sessions. KS5 pupils access Functional Literacy within accreditation pathways and reading sessions timetabled daily. Some individual students in KS5 are still supported to read using the synthetics phonics approach. Phonics intervention groups have been timetabled every week (twice weekly sessions) to focus on the lowest ability and disadvantaged pupils. An additional phonics intervention group also targets our highest ability readers. There is a strategic approach to reading using our data outcomes to good effect.

The school environment/resources developed to raise the profile of reading across the school providing opportunities for all and to foster a love of reading across the school- this has been supported in the development of the new reading room/classroom reading spaces and a focus on motivating texts within our curriculum pathways including high interest low ability readers which are more age appropriate for older students.

The Robust monitoring of English across the school is demonstrated through termly learning walks and book scrutiny which have a specific focus and best practice is highlighted and shared within staff meetings. English data is monitored termly alongside our data lead with any arising issues explored and addressed with class teachers. Any target students identified in line management meetings to put actions in place and interventions needed.

The use of colourful semantics provides a platform to re-tell part of the story and show the student's comprehension and understanding of what they have read. As well as teaching the process of searching the text to answer questions and begin to form sentence structure.

All pupils make at least expected progress towards challenging Literacy and Reading targets. Pupils' leave school having experienced a large range of texts, enabling them to foster a love of reading and literacy that can be taken into adulthood. They would have developed reading skills acquiring formal accreditation outcomes where appropriate that will allow them to be as independent as possible in their adult life; reading outcomes are therefore aspiration led. Data collection through our assessment systems will support teachers to ensure that students make the expected or exceed the expected progress from their starting points.





Writing Progression



What is the writing skills progression from EYFS to Key Stage 5?

The progression of writing skills from Early Years Foundation Stage (EYFS) to Key Stage 5 is a long-term process that involves the development of several key writing skills. Here's a general overview of how these skills progress:

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- Early Years Foundation Stage (EYFS):**
- Children learn to form letters and begin to write simple words and sentences.
 - They develop their understanding of sentence structure, punctuation, and grammar through speaking and listening activities.

- Key Stage 1 (KS1):**
- Children build on their foundation stage writing skills by learning to write longer sentences and paragraphs.
 - They begin to develop their ability to use descriptive language and explore different genres such as narratives, poetry, and non-fiction.

- Key Stage 2 (KS2):**
- Children continue to develop their writing skills by learning to write for different audiences and purposes, using more advanced grammar and punctuation.
 - They explore different writing techniques and styles, such as persuasive writing and letter writing.

- Key Stage 3 (KS3):**
- Children focus on developing their writing skills in more depth, with a focus on structure, clarity, and coherence in their writing.
 - They explore different forms of writing, including writing to inform, persuade, argumentative writing and creative writing.

- Key Stage 4 (KS4):**
- Students develop their writing skills further by learning to write in a more sophisticated and nuanced way, using advanced vocabulary and rhetorical devices.
 - They learn to write to a specific purpose and audience, including for accreditation and assessment purposes.

- Key Stage 5 (KS5):**
- Students refine their writing skills to a higher level of complexity and sophistication.
 - They develop their ability to analyse and synthesise information and express themselves in a clear, compelling, and articulate way across a range of different genres and forms.



PSHCE Progression



It is taught through a range of both holistic and focused approaches that foster personal development of all pupils. Our curriculum offer enables pupils to make purposeful connections and links with their lives and with that of those around them within their communities and societies and ensures it promotes personal development, social and emotional wellbeing as well as personal values, that underpin the British Values taught in schools and our society today.



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Early Years Foundation Stage (EYFS):

- Developing self-awareness, self-confidence, and self-esteem.
- Recognizing and managing feelings and emotions.
- Understanding the importance of positive relationships and friendships.
- Promoting a healthy lifestyle, including basic personal hygiene.
- Learning about basic safety rules and practices – fire, water and road safety.
- Introducing how we can stay safe online.

Key Stage 1 (KS1):

- Developing a sense of personal identity and self-worth.
- Understanding and respecting similarities and differences among individuals and communities.
- Recognizing and managing emotions effectively.
- Developing positive relationships and interpersonal skills.
- Understanding who we can trust.
- What services help us in emergencies and how to call for help.

Key Stage 2 (KS2):

- Promoting healthy eating and physical activity.
- Learning about the value of money and saving.
- Know when to call 999 and who can help us.
- Medicine, fire, water and road safety.
- To understand and identify who we can trust.
- Identifying risks and how to keep safe.

Key Stage 3 (KS3):

- Exploring personal values, beliefs, and identity.
- Developing critical thinking and decision-making skills.
- Understanding and managing emotions and mental well-being.
- Developing healthy relationships and understanding consent.
- Introduction to ASDAN accreditation (New Horizons).
- Identifying future work prospects.
- Understanding boundaries, consent, risk taking and personal safety
- Identifying trustworthy adults and helpful adults/services

Key Stage 4 (KS4):

- Promoting physical and emotional health, including sex education and substance abuse prevention.
- Developing financial literacy and economic understanding, such as budgeting and career choices.
- Links to ASDAN accreditation modules and PSHCE development linked to functional skills and life-long learning.
- Drug safety and services that help us.

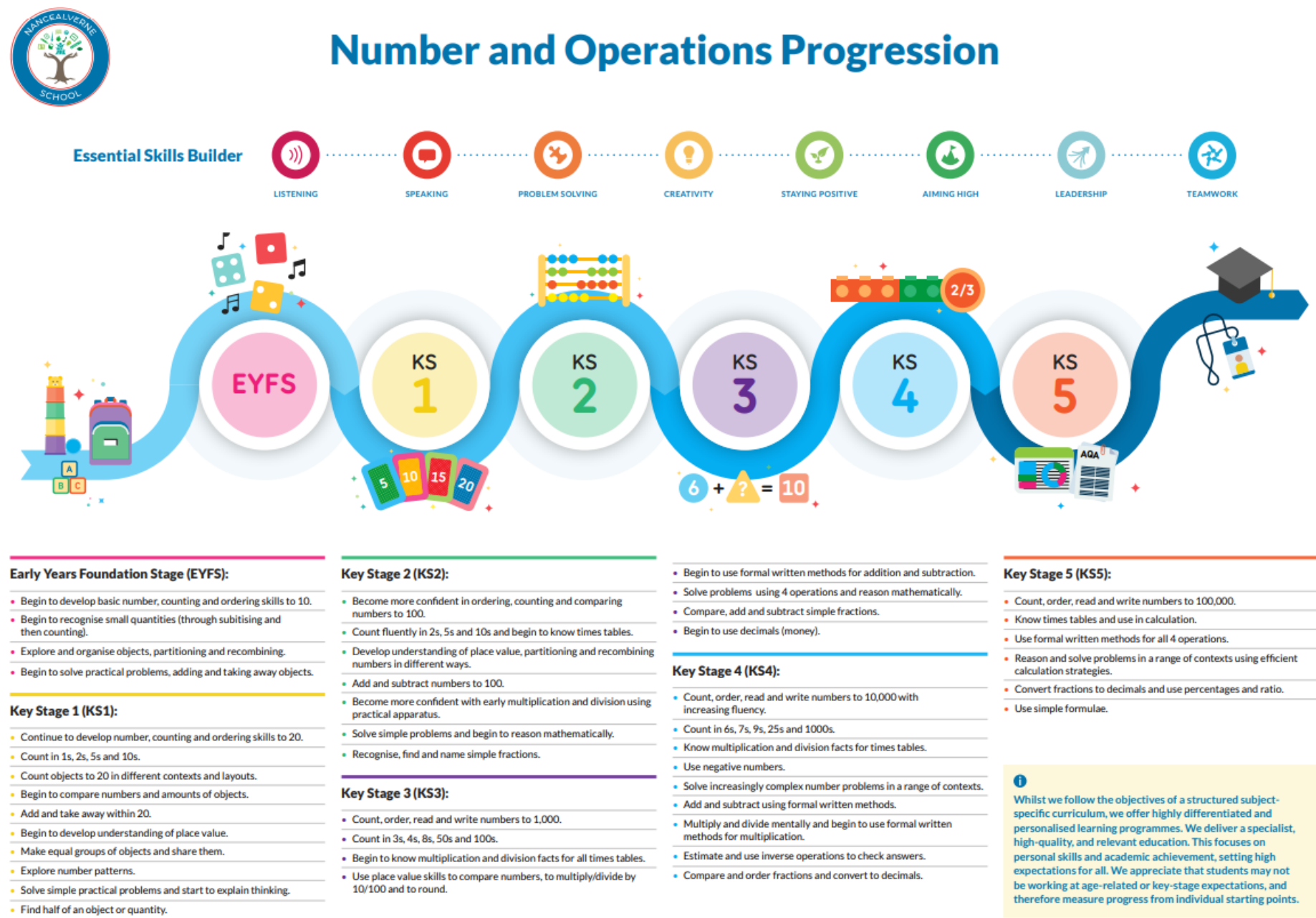
Key Stage 5 (KS5):

- Exploring personal values and ethical considerations.
- Developing independent thinking and decision-making skills.
- Understanding mental health and well-being and seeking support when needed.
- Exploring issues related to relationships, consent, and sexual health in more depth.
- Developing financial management skills, including understanding loans, mortgages, and taxation.
- Exploring career choices and developing employability skills.

The PSHCE curriculum has been carefully developed to promote the progression of skills and allows for personal development on an individual basis. Regular time tabled PSHCE/ RE sessions throughout the school demonstrates implementation of subjects.

The PSHCE curriculum offer demonstrates development and progression of skills in reliance, relationships, confidence and health and wellbeing enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media. Citizenship is identified within the PSHCE curriculum and is also delivered across a range of subjects including work related learning and ASDAN. All pupils are actively supported in their ability to be reflective about their own belief and tolerance for others' views faiths and beliefs.

The PSHCE and RSHE curriculum ensures that children have an age- appropriate understanding of healthy relationships and know how to stay safe from abuse. Effective safeguarding practice and outstanding pastoral care ensure that vulnerable children and families are protected and supported well. Weekly assemblies and pupil celebrations promote confidence, character building and opportunities for showcasing skills and are focused on broader SMSC development. Assemblies recognise personal achievement and development, and these are celebrated by star of the week, Head teachers' awards, reading and maths stars.



Maths mastery training has been delivered to all staff and the maths mastery approach is well- embedded across the school with a strong focus on ongoing training, use of practical apparatus and representation. The school has been awarded as a 'Financial Centre of Excellence' status and is currently working towards re-accreditation by July 2024. The award recognises the implementation of an ambitious maths curriculum with a clear focus on the importance of building in money and financial skills for all learners and preparing pupils well for life beyond school.



Geometry Progression



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- Early Years Foundation Stage (EYFS):**
- Talk about and explore 2D and 3D shapes using informal language.
 - Use shapes in pictures.
 - Continue and copy simple repeating patterns.
 - Combine shapes to make new ones Begin to understand simple positional language.

- Key Stage 1 (KS1):**
- Begin to recognise and name common 2D and 3D shapes.
 - Begin to explore properties of shapes.
 - Begin to describe position, direction and movement using everyday language.
 - Continue, copy and create patterns of objects and shapes.

- Key Stage 2 (KS2):**
- Identify and describe properties of 2D and 3D shapes.
 - Begin to recognise lines of symmetry in 2D shapes.
 - Compare and sort common shapes and everyday objects.
 - Begin to use mathematical vocabulary to describe position, direction and movement, including rotation.
 - Order and arrange objects in patterns and sequences.

- Key Stage 3 (KS3):**
- Draw 2D shapes and make 3D shapes using modelling materials.
 - Recognise 3D shapes in different orientations and describe them.
 - Identify horizontal, vertical and perpendicular lines.
 - Recognise and identify right angles and whether angles are greater or less than a right angle.

- Key Stage 4 (KS4):**
- Compare and classify geometric shapes based on properties and sizes.
 - Identify acute and obtuse angles and compare and order angles by size.
 - Identify lines of symmetry in 2D shapes in different orientations.
 - Describe positions on a 2D grid.
 - Plot points and draw sides to complete a polygon.

- Key Stage 5 (KS5):**
- Identify 3D shapes from 2D representations.
 - Draw given angles and measure in degrees.
 - Estimate and compare angles Use the properties of rectangles to deduce facts and find missing lengths/angles.
 - Distinguish between regular and irregular polygons using reasoning.
 - Reflect and translate shapes.



Measuring Progression



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- Early Years Foundation Stage (EYFS):**

 - Compare 2 objects/items practically in terms of size, weight or capacity (eg. big/small, heavy/light).
 - Begin to sequence events (2 or 3 pictures/symbols).
 - Begin to tell the time to the hour.
 - Begin to recognise some coins.
- Key Stage 1 (KS1):**

 - Begin to measure using non-standard and then standard units.
 - Compare, describe and begin to solve practical problems.
 - Sequence events using language of time.
 - Tell the time to the hour and begin to know half-past.
 - Recognise coins and begin to know value.
- Key Stage 2 (KS2):**

 - Choose and use appropriate standard units to estimate and measure.
 - Compare and order simple measures.
 - Begin to compare and sequence intervals of time.
 - Tell the time to quarter hour and begin to understand duration.
 - Recognise coins and notes.
 - Recognise coins and notes.
 - Make equivalent amounts.
- Key Stage 3 (KS3):**

 - Measure, compare, add and subtract measures.
 - Calculate perimeter of simple 2D shapes.
 - Estimate and read time with increasing accuracy.
 - Record and compare time using analogue and digital clocks.
 - Combine coins to make amounts and solve simple practical problems including giving change.
- Key Stage 4 (KS4):**

 - Estimate, compare and calculate different measures, including money in pounds and pence.
 - Convert between different units of measure.
 - Calculate perimeter and start to find area.
 - Read, write and convert between analogue and digital 12 and 24 hour clocks.
 - Solve problems involving duration of time.
- Key Stage 5 (KS5):**

 - Use all four operations to solve problems involving measure (length, volume, mass, money) using decimal notation.
 - Calculate perimeter of composite shapes and calculate and compare area of 2D shapes.
 - Understand equivalences between metric and imperial units.
 - Solve problems involving converting between units of time.



Science Progression



At Nancealverne we offer an inclusive, engaging and differentiated Science curriculum that builds on the individual learner's needs and understanding to develop a scientific knowledge and understanding of the world, ensuring that all reach their full potential. We provide opportunities to build curiosity, inquiry and questioning skills. Language, communication and thinking skills are enriched by the delivery of the Science Curriculum, as these skills are embedded in the Science curriculum offer.

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- Early Years Foundation Stage (EYFS):**
- Develop confidence and curiosity to explore the natural world around them making simple observations and drawing pictures of animals and plants.
 - Communicate about similarities and differences, drawing on personal experiences.
 - Develop the security to investigate the properties of materials through sensory experiences.
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Key Stage 1 (KS1):**
- Establish curiosity through careful observation, investigation and asking simple questions.
 - Use simple equipment to perform scientific investigations.
 - Use simple scientific language to describe scientific phenomena.
 - Observe similarities, differences and patterns and use to communicate simple predictions.

- Key Stage 2 (KS2):**
- Establish classification and prediction skills.
 - Use scientific knowledge and reasoning to explain everyday observations and phenomena.
 - Plan and carry out simple investigations using a range of equipment.
 - Begin to use scientific terminology to explain ideas and communicate findings.
 - To use a range of evidence, including measurements and secondary research to draw simple conclusions.

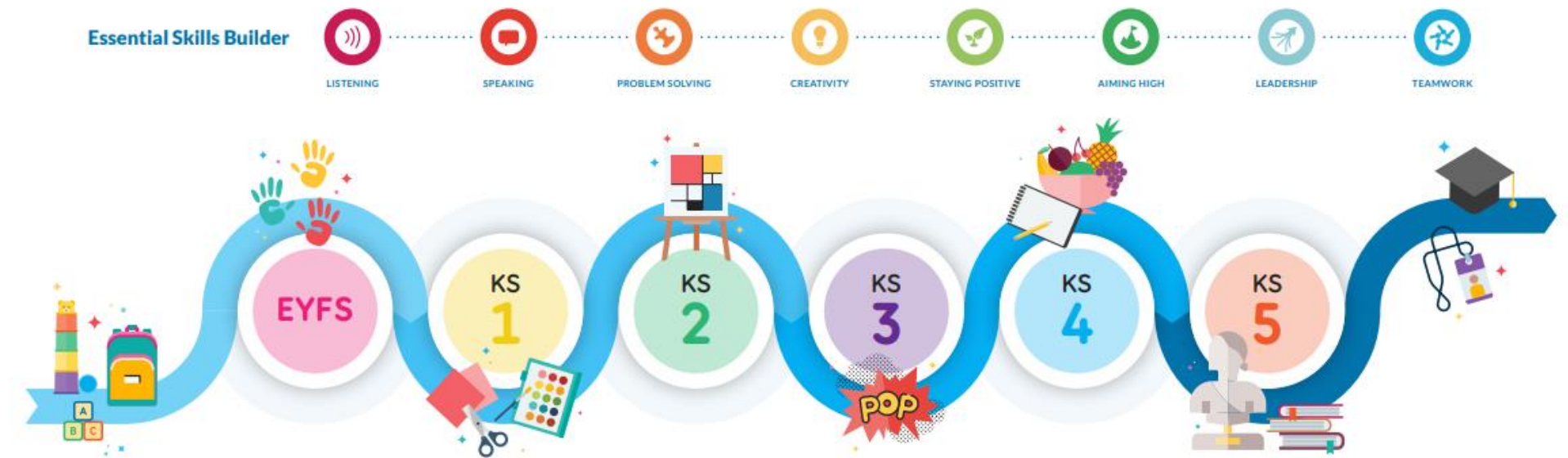
- Key Stage 3 (KS3):**
- Establish reasoning to draw conclusions and make hypothesis based on scientific understanding.
 - Experience Science taught as explicit areas of Chemistry, Physics and Biology.
 - Investigate a range of scientific phenomena, using scientific methods and a range of equipment to measure findings.
 - Share scientific hypothesis based on previous experiences and scientific understanding.
 - Use secondary sources to deepen scientific understanding.

- Key Stage 4 (KS4):**
- Develop a deeper understanding of the scientific principles taught in KS3.
 - Carry out more complex scientific investigations, using more advanced equipment.
 - Apply scientific skills to functional/real world situations.
 - Develop interest and understanding of Science based career possibilities.
 - Explore accreditation opportunities at a level appropriate to the individual learners.

- Key Stage 5 (KS5):**
- Build on application of scientific skills and understanding.
 - Further develop understanding of options to develop science education beyond post 16.
 - Explore accreditation opportunities at a level appropriate to the individual learners.



Art Progression



We are lucky to work with several establishments around our art curriculum including the Tate gallery in St Ives, local artists around the Mazey day parades and weekend and students from the London school of Art who work with our students for a week at a time providing workshops, art activities and music around a particular theme.

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Early Years Foundation Stage (EYFS):

- Explore and experiment with a range of materials and tools, including paint, clay, and collage materials.
- Use simple shapes and lines to create images.
- Begin to express personal ideas and feelings through art.
- Develop hand-eye coordination and fine motor skills through art-making activities.

Key Stage 1 (KS1):

- Use a range of techniques, such as printing, collage, and painting, to create images.
- Begin to understand the elements of art, such as colour, shape, and texture.
- Experiment with different materials to create different effects.
- Develop observational skills by looking at and discussing different art forms.

Key Stage 2 (KS2):

- Use art to explore different topics and themes across the curriculum.
- Develop an understanding of different art styles and movements.
- Experiment with different media to create mood and atmosphere in their art.
- Use art to communicate ideas and messages effectively.

Key Stage 3 (KS3):

- Develop their own personal style and approach to art-making.
- Critically analyse and evaluate different art forms and techniques.
- Experiment with more advanced techniques and processes, such as printmaking and sculpture.
- Use art to explore and communicate complex themes and ideas.

Key Stage 4 (KS4):

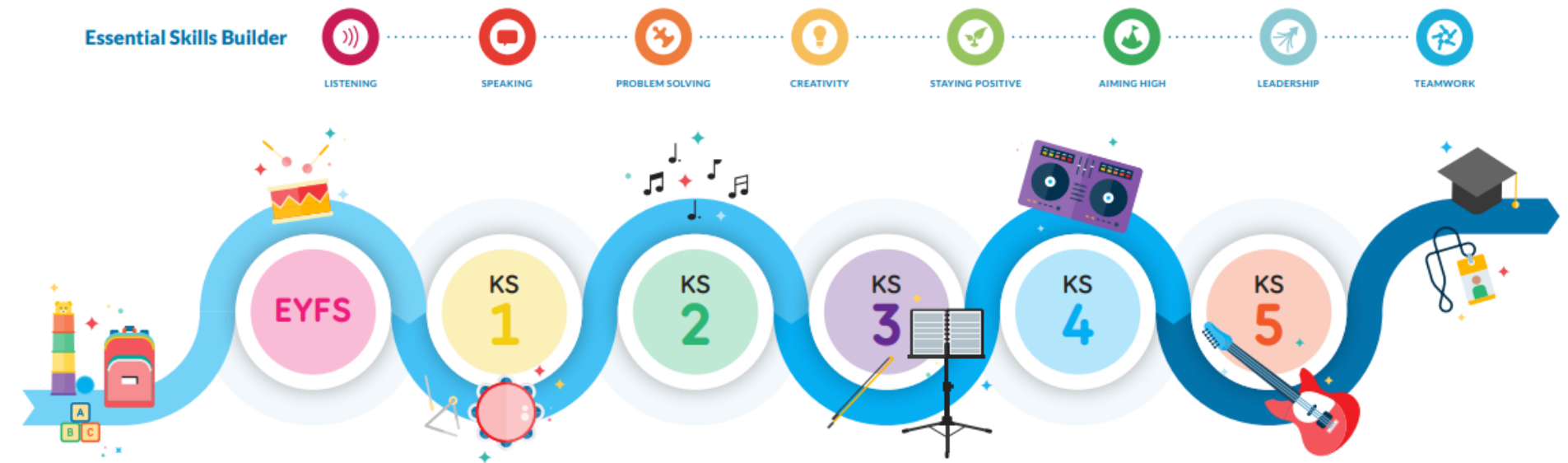
- Develop technical skills in specific art forms, such as drawing or painting.
- Experiment with different media and techniques to create a body of work that demonstrates their skills and interests.
- Analyse and evaluate their own work and the work of others.
- Use art to explore their own identity and experiences.

Key Stage 5 (KS5):

- Develop a strong understanding of art history and theory.
- Experiment with different approaches to art-making, including collaborative and interdisciplinary approaches.
- Develop a personal project that demonstrates their skills and interests.
- Critically reflect on their own work and the work of others in relation to contemporary art practice.



Music Progression



Music is embedded throughout our curriculum including daily phonics sessions, school choir and local cultural events. Pupils can also be referred to music therapy with a qualified therapist.

Secondary age pupils also have timetabled music sessions fortnightly where they look at different genres, composers, instruments. They have opportunities to explore music, listen and create and compose their own. We endeavour to give as many opportunities as possible to perform on celebrated days such as our Christmas nativity.

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- Early Years Foundation Stage (EYFS):**
- Exploring sounds and making sounds with their own bodies and instruments.
 - Recognizing and responding to different rhythms and melodies.
 - Singing songs, rhymes, and simple tunes.
 - Participating in musical games and activities to develop listening and concentration skills.

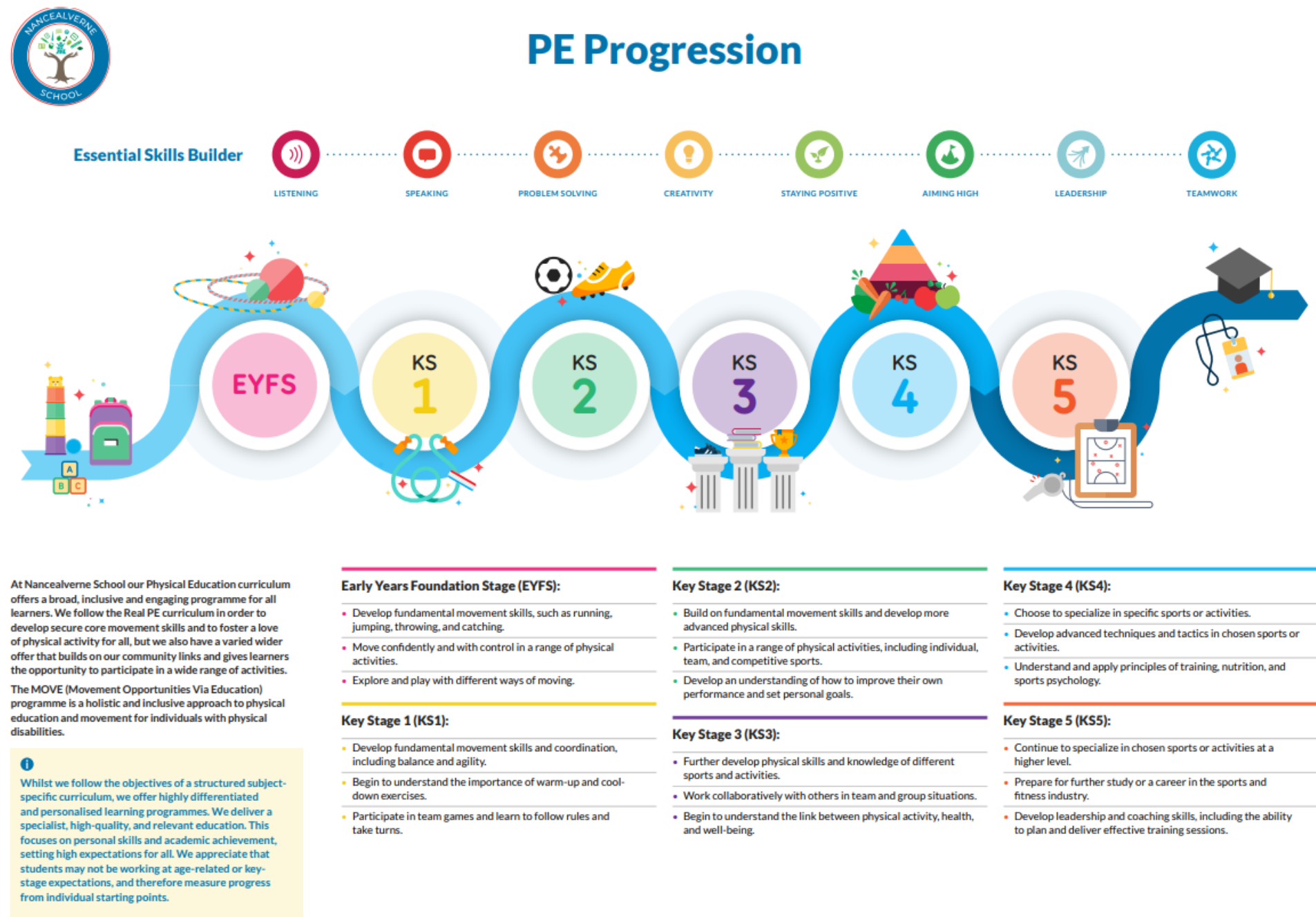
- Key Stage 1 (KS1):**
- Learning to read and write simple music notation.
 - Playing a variety of instruments to develop technical and expressive skills.
 - Singing in unison and in simple harmony.

- Key Stage 2 (KS2):**
- Improvising and composing short pieces of music using a range of instruments and technology.
 - Listening to and appraising different styles of music from different cultures and times.

- Key Stage 3 (KS3):**
- Developing musical skills and knowledge through performing, composing, and appraising.
 - Learning to play more complex pieces on instruments or voice.
 - Composing longer pieces of music using more advanced techniques.
 - Developing a deeper understanding of music theory and notation.
 - Analyzing and evaluating different styles of music and exploring their cultural and historical contexts.

- Key Stage 4 (KS4):**
- Refining technical skills and developing a personal musical style through performance and composition.
 - Developing a thorough understanding of music theory and notation.

- Key Stage 5 (KS5):**
- Studying a range of musical genres and styles in depth, and exploring their cultural and historical contexts.
 - Developing skills in music production and recording, and exploring careers in the music industry.





Science Progression



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 - Use simple scientific language to describe scientific phenomena.
 - Observe similarities, differences and patterns and use to communicate simple predictions.

- Key Stage 2 (KS2):**
- Establish classification and prediction skills.
 - Use scientific knowledge and reasoning to explain everyday observations and phenomena.
 - Plan and carry out simple investigations using a range of equipment.
 - Begin to use scientific terminology to explain ideas and communicate findings.
 - To use a range of evidence, including measurements and secondary research to draw simple conclusions.

- Key Stage 3 (KS3):**
- Establish reasoning to draw conclusions and make hypothesis based on scientific understanding.
 - Experience Science taught as explicit areas of Chemistry, Physics and Biology.
 - Investigate a range of scientific phenomena, using scientific methods and a range of equipment to measure findings.
 - Share scientific hypothesis based on previous experiences and scientific understanding.
 - Use secondary sources to deepen scientific understanding.

- Key Stage 4 (KS4):**
- Develop a deeper understanding of the scientific principles taught in KS3.
 - Carry out more complex scientific investigations, using more advanced equipment.
 - Apply scientific skills to functional/real world situations.
 - Develop interest and understanding of Science based career possibilities.
 - Explore accreditation opportunities at a level appropriate to the individual learners.

- Key Stage 5 (KS5):**
- Build on application of scientific skills and understanding.
 - Further develop understanding of options to develop science education beyond post 16.
 - Explore accreditation opportunities at a level appropriate to the individual learners.



Computing Progression



Overall, the objectives for computing education are designed to equip students with the skills and knowledge they need to use technology effectively and safely, and to prepare them for future careers in computing and related fields.

There is an emphasis on E-safety and keeping yourself safe whilst online with the subject embedded in the curriculum as well as being highlighted through safer internet days and information from our computing lead.

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- Early Years Foundation Stage (EYFS):**
- Recognize and use technology purposefully and safely to achieve goals.
 - Use simple programmes and applications to support their learning.
 - Use technology to share their experiences and achievements with others.

- Key Stage 1 (KS1):**
- Design, write and debug simple programs.
 - Use logical reasoning to explain how some simple algorithms work.
 - Use technology safely and respectfully, keeping personal information private.

- Key Stage 2 (KS2):**
- Design, write and debug simple programs.
 - Use logical reasoning to explain how some simple algorithms work.
 - Use technology safely and respectfully, keeping personal information private.

- Key Stage 3 (KS3):**
- Design, write and debug more complex programs.
 - Use algorithms to solve problems.
 - Understand computer networks and the internet.

- Key Stage 4 (KS4):**
- Understand how computer systems work, including hardware and software.
 - Use programming languages to create programs that solve problems.
 - Understand the implications of using technology, including legal and ethical considerations.

- Key Stage 5 (KS5):**
- Develop an understanding of advanced programming concepts and techniques.
 - Apply programming skills to real-world problems.
 - Understand how to create and manage databases and networks.



Design and Technology Progression



The progression of design and technology skills at Nancealverne school include enterprise projects. These projects aim to teach students practical skills related to entrepreneurship, teamwork, problem-solving, and financial literacy. Students typically work in teams to develop a business idea, create a business plan, and execute the project. This may involve tasks like market research, product development, marketing, sales, and managing finances. We also have skills builder activities throughout the year which include drop down days where we complete whole school enterprise projects, team building and creative workshops.

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- Early Years Foundation Stage (EYFS):**
- Explore and experiment with a variety of materials and tools.
 - Develop an awareness of shape, form, and texture in their creations.
 - Begin to understand how things work and use basic mechanisms.
 - Express ideas and feelings through designing and making.
- Key Stage 1 (KS1):**
- Investigate and use a range of materials, tools, and techniques.
 - Design and make purposeful products using simple construction methods.
 - Explore how things move, and design and make moving toys or models.
 - Begin to evaluate their own and others' designs and suggest improvements.

- Key Stage 2 (KS2):**
- Investigate, disassemble, and evaluate existing products.
 - Design and make products with a specific purpose, considering user needs.
 - Use a wider range of materials, tools, and techniques, including electronics.
 - Develop an understanding of structures and mechanisms.
 - Communicate design ideas through sketches, diagrams, and prototypes.
 - Consider the impact of design and technology on individuals and the environment.

- Key Stage 3 (KS3):**
- Research, analyse, and evaluate existing products and systems.
 - Generate, develop, and communicate design ideas using computer-aided design (CAD) software.
 - Use a wide range of materials, tools, and techniques to make high-quality products.
 - Understand and apply the principles of sustainable design and manufacturing.
 - Develop programming skills to control and automate systems.
 - Collaborate effectively in design and make projects, considering user feedback.

- Key Stage 4 (KS4):**
- Apply knowledge and understanding of materials, processes, and techniques.
 - Use CAD/CAM technologies to design and manufacture products.
 - Analyse and evaluate the work of other designers and manufacturers.
 - Consider the social, moral, and ethical implications of design decisions.
 - Develop critical thinking and problem-solving skills in design contexts.
 - Apply iterative design processes to develop and refine product ideas.

- Key Stage 5 (KS5):**
- Demonstrate a deep understanding of materials, processes, and manufacturing technologies.
 - CAD/CAM techniques to design and prototype complex products.
 - Investigate and evaluate a range of design styles, movements, and philosophies.
 - Analyse and critique existing products and propose innovative design solutions.
 - Develop advanced technical skills in areas such as electronics, mechanics, or textiles.
 - Conduct independent research and develop a personal design portfolio.



Humanities Progression



The humanities curriculum encompasses a range of subjects that focus on History and Geography. The curriculum is designed to foster critical thinking, cultural understanding, and effective communication skills and we enhance this offer through community visits, skills builder days and cultural experiences. Here is an overview of the typical subjects included in the humanities curriculum:

1 Whilst we follow the objectives of a structured subject-specific curriculum, we offer highly differentiated and personalised learning programmes. We deliver a specialist, high-quality, and relevant education. This focuses on personal skills and academic achievement, setting high expectations for all. We appreciate that students may not be working at age-related or key-stage expectations, and therefore measure progress from individual starting points.

- Early Years Foundation Stage (EYFS):**
- Develop an awareness and understanding of the world around them.
 - Begin to ask questions about the past and present.
 - Explore different cultures, traditions, and beliefs.
 - Develop basic geographical knowledge, such as recognizing different environments and features.
- Key Stage 1 (KS1):**
- Develop an understanding of chronology by ordering events and objects.
 - Explore local and national history, including significant individuals and events.
 - Investigate and compare different places, including their physical and human features.
 - Begin to understand basic geographical concepts, such as maps, globes, and directions.

- Key Stage 2 (KS2):**
- Develop a more detailed understanding of historical events, people, and civilizations.
 - Study different geographical regions and their characteristics, including climate, landforms, and ecosystems.
 - Explore the interconnections between human and physical geography.
 - Develop skills to interpret and analyze different sources of information, including maps, photographs, and written texts.
- Key Stage 3 (KS3):**
- Investigate key periods and themes in history, such as ancient civilizations, world wars, and social changes.
 - Study the physical and human geography of different regions in more depth.
 - Develop critical thinking skills to evaluate different perspectives and interpretations of historical and geographical events.
 - Analyze the relationships between people, places, and environments.

- Key Stage 4 (KS4):**
- Develop a more detailed knowledge and understanding of specific historical periods or themes.
 - Investigate global issues and challenges from a geographical perspective.
 - Develop research skills, including the ability to gather, analyze, and present information.
 - Explore the impact of human activities on the environment and society.
- Key Stage 5 (KS5):**
- Study history, geography, or religious education in greater depth and specialization.
 - Conduct independent research projects on specific topics of interest.
 - Analyze complex historical and geographical issues, including their social, political, and economic contexts.
 - Develop critical thinking and debating skills through the evaluation of different interpretations and perspectives.



Work-Related Learning and Careers Progression



At Nancealverne school we work closely with local colleges and providers to ensure our students are aware of all their options once they leave school and we showcase them during our yearly careers fayre which is open to students from year 9 and upwards.

Our students take part in several local community projects which Community projects in schools serve as valuable learning experiences for students and provide a meaningful platform for students to learn, grow, and contribute positively to their community. They offer a rich learning environment that goes beyond the classroom and prepare students to be active and engaged in their community.

i Whilst we follow the objectives of a structured subject-specific curriculum, we offer highly differentiated and personalised learning programmes. We deliver a specialist, high-quality, and relevant education. This focuses on personal skills and academic achievement, setting high expectations for all. We appreciate that students may not be working at age-related or key-stage expectations, and therefore measure progress from individual starting points.

- Early Years Foundation Stage (EYFS):**
- Develop social skills by participating in group activities and sharing resources with peers.
 - Explore different job roles through pretend play, such as being a doctor, chef, or firefighter.
 - Begin to understand the concept of money and its use through role-playing activities, such as setting up a shop or playing cashier.
- Key Stage 1 (KS1):**
- Develop an understanding of different jobs and professions by inviting guest speakers to talk about their occupations.
 - Engage in simple tasks related to real-life scenarios, such as writing a shopping list or creating a basic budget.
 - Learn about the importance of teamwork and collaboration through group projects or class activities.

- Key Stage 2 (KS2):**
- Explore a range of career options and their associated skills, interests, and qualifications.
 - Develop problem-solving and critical-thinking skills through activities that require finding solutions to real-life challenges.
 - Gain an understanding of entrepreneurship by creating and managing a small business project within the school.
- Key Stage 3 (KS3):**
- Develop employability skills such as communication, teamwork, and time management through group projects and presentations.
 - Explore the world of work by attending career fairs, work experience placements, or virtual job shadowing opportunities.
 - Understand financial literacy by learning about budgeting, saving, and making informed consumer choices.

- Key Stage 4 (KS4):**
- Begin to explore specific career pathways through subject choices, work experience, and career guidance sessions.
 - Develop employability skills through mock interviews, CV writing, and participating in enterprise projects.
 - Understand the rights and responsibilities of employees by learning about employment laws, health and safety regulations, and workplace ethics.
- Key Stage 5 (KS5):**
- Explore higher education and career options through university visits, apprenticeship programs, and college fairs.
 - Develop practical workplace skills through internships, part-time jobs, or volunteering opportunities.
 - Prepare for the transition from education to work by focusing on career planning, job application techniques, and interview skills.