The Lotus Academy Trust

Supporting children to find opportunities in every difficulty

The Damara School

Specialist SEMH Independent School

Curriculum Plan

25/26

Approved by: Trust Board	
Initial Ratification: 31 August 2019 Nov 22, Nov 24, July 25	**Review**: October 2020; Feb 2022, Sept 22,
Next review due by: July 2026	

1. Curriculum aims/intent

Our curriculum has taken 2 years to develop and is designed to provide distinctive perspectives and approaches to understanding the world and is based on sound principles and an orderly approach, rather than following particular pedagogic methods. It is innovative, holistic, therapeutic, creative and relevant and is differentiated and personalised for every pupil. While there are overlaps between our curriculum Learning Areas and subjects (except English, Maths and Scientific Knowledge which is direct adoption of the National Curriculum) of the UK National Curriculum, our curriculum is designed to be expressive, reflective and emotionally based, connecting with the pupil's everyday world, concerns, needs and experience. The GCSE curriculum includes the core competencies and specifications of the programmes of study which is suited to prepare all our pupils for external examinations and accreditations.

Our curriculum and approach to teaching and learning including behaviour management is holistic and therapeutic. The school also uses mindfulness principles and practices to manage behaviour and promote improved attitudes to learning .

Holistic education, to us as a school, is a comprehensive approach to teaching and learning, including behaviour management where staff, in working with parents, carers and multi-agencies, seek to address the social, emotional, moral, cultural and academic needs of our pupils using an integrated, 'wrap around' approach.

Our pupils are taught to reflect on their actions and how these may impact on themselves, each other, the school, their families and society. We place emphasis on developing self-esteem, confidence, resilience, empathy and critical-thinking skills to manage and cope with difficulties and challenges in life, not just for now but for their future as well.

As a school, we acknowledge that all of our children and young people have experienced emotional difficulties in the past as well as the present and that how they first come to our settings is a consequence of what has happened to them previously and/or the difficulties that they face due to their additional needs and that this will be reflected in their behaviour. Our therapeutic approach involves understanding what may underly the behaviour which to us is a motivation to understand what is being communicated.

Our school's policies and the day-to-day practice in schools are designed to provide experiences that create sustained prosocial feelings within all pupils at the school. Our staff are trained and encouraged to nurture children and young people in order that they flourish and grow. Staff are trained and supervised in a consistent approach which is based on a focus on inclusion of children and young people, a set of values and beliefs about understanding behaviour, open communication, a commitment to diversion and de-escalation, risk reduction planning, reparation, reflection and restoration.

The school uses mindfulness principles and practices to manage behaviours, both academic and social behaviours. These include meditation in MBS, mindful breathing, mindfulness awareness of emotions and senses, use of 'safe space', taking a 'headspace' and 2 minutes thinking time. We find that the benefits include:

- helping our pupils and staff manage their stress more effectively and work through it more quickly
- improve cognitive performance as well as resilience to stress and stressors
- Relatively simple and easy to incorporate into our day to day operations and easily adapted to specific ages and abilities of the pupils
- reducing pupil and staff anxiety
- improving attention and ability to focus
- managing emotional reactivity
- increasing self-awareness and self-regulation
- helping pupils and staff to find peace
- encouraging pupils' ability to calm themselves and regulate their emotions

- improving executive function and higher-order abilities (i.e., planning, strategic thinking)
- decreasing assessment anxiety through enhancing memory and concentration, and reducing mind-wandering/daydreaming

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan
- Ensure that every pupil's development in non-academic terms will enable them to play a confident, informed role in society, have a fully developed value system, and be able to interact with other people in a positive way
- Enable all pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support all pupils' spiritual, moral, social and cultural development
- Support all pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning in all pupils
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic, vocational and technical ambition for all pupils
- Encourage all pupils to work hard and achieve
- Encourage open discussion by all pupils and staff of problems and themes which arise from the curriculum or everyday life
- Stimulate debate and encourage questioning and individual opinion
- Equip all pupils with the knowledge and cultural capital they need to succeed in life
- Promote the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

In addition, our secondary curriculum intends to:

- Provide subject choices that support all pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum including a strong academic, vocational and technical range of subjects
- Develop every pupils' independent learning skills and resilience, to equip them for further/higher education and employment

Our curriculum offer

Learning Areas (Traditionally known as Subjects)	Curriculum within Learning Area	Themes, Topics and Specifications, if applicable
English/Literacy **Hummingbird** **Panda** **Bear** **Eagle** **Owl**	Follows formal curriculum (NC or FS)	
Maths/Numeracy **Hummingbird** **Panda** **Bear** **Eagle** **Owl**	Follows formal curriculum (NC or FS)	
The Society I live in **Hummingbird** **Panda** **Bear** **Eagle** **Owl**	This Learning Area seeks to actively engage children and young people in public life. They will be supported in achieving the knowledge and skill to make democratic decisions necessary to sustaining and improving our democratic way of life, and participating as members of a global community. Some of the areas covered include knowing their place in society, working with the	**See Curriculum Map**

	vulnerable (Residential home), living on a budget (life skills), community partnerships (community gardening), the impact of crime (Ex-offenders and the Police) and the power of choice (voting/free speech/free choice)	
The World Around Me **Hummingbird** **Panda** **Bear** **Eagle** **Owl**	To provide pupils with knowledge that fosters a deeper understanding of the world around us. To develop their knowledge and understanding of how the universe has changed from its initial simple state following the Big Bang into the universe we see now. Pupils are encouraged to understand how stars, galaxies and planets are formed and how these may influence human behaviour and events. This learning area covers historical sciences in which data is provided primarily from past events and for which there is usually no direct experimental data. Through the study of historical events, past events are shown to continue to shape current and future events and fosters critical reasoning.	**See Curriculum Map**
Computing **Hummingbird** **Panda** **Bear** **Eagle** **Taught as LAP, MAP and HAP classes**	Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the	https://teachcomputing.org/

	curriculum, and influences work at the cutting edge of a wide range of disciplines.	
Scientific Knowledge Hummingbird Panda Bear Eagle Owl	This Learning Area seeks to provide children and young people with knowledge and skills that foster a deeper understanding of the world around us. It aims to demonstrate how past events shape current and future events and fosters critical reasoning. Some of the areas covered include respecting our World (recycling and climate change), crime & punishment, scientific discoveries and the gender revolution (in local businesses)	Follows National Curriculum
Exploration of my imagination Hummingbird Panda Bear Eagle Owl Taught in mixed class groups	This Learning Area aims to develop the skills of promoting imagination to help make knowledge applicable in solving problems and integrate experience. It further develops the understanding, knowledge and skills to experiment, make mistakes and self-correct. Some of the areas covered include art, music, photography, role play, drama, cooking and craft making.	Covers Food technology, Resistant Materials, Music, Drama, Art and Textiles
PE: Mind, Body, Spirit Hummingbird Panda Bear Eagle Taught in ability groups	This Learning Area focuses on improving health, increasing personal growth, strengthening relationships, and developing true self-actualisation. It also seeks to develop an enquiring and curious mind in all children and young people to prepare them for a future	See Curriculum Map

	characterised by rapid social, technological and cultural change. Some of the areas covered include teaching mindfulness strategies to convert negative thoughts, feelings, beliefs, and attitudes into positive ones, yoga and sport to help the physical body positively impact on the mental state and healthy cooking.	
The World of Work **Hummingbird** **Panda** **Bear** **Eagle**	This Learning Area aims to provide children and young people with the skills, knowledge and understanding which prepare them for working life, helping them to enter work, training and further education and develop their future careers as confident individuals who are able to contribute positively to society. Some of the areas covered include supporting children and young people to prepare for working life through completion of practical and entrepreneurial projects within the organisation and local community.	See Curriculum Map
GCSE English Language (AQA) **Phoenix (Chronological years 9, 10 and 11)**	**Follows the AQA Spec (8700)** **Subject content** **1 Explorations in creative reading and writing** **Section A: Reading (**one literature fiction text) **Section B: Writing (**descriptive or narrative writing) **Assessed** 1. written exam: 1 hour 45 minutes	AQA English Language (8700) Specification

	2. 80 marks 3. 50% of GCSE **2 Writers' viewpoints and perspectives** **Section A: Reading (**one non-fiction text and one literary non-fiction text) **Section B: Writing (**writing to present a viewpoint) **Assessed** • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE **3. Non-exam assessment** (AO7–AO9) • presenting • responding to questions and feedback • use of Standard English **Assessed** • teacher set throughout course • marked by teacher • separate endorsement (0% weighting of GCSE)	
FS English **Owl** **Phoenix**	Functional Skills: English Level 1 and Level 2 (8720, 8725), is designed to equip learners with the life skills they need to succeed. It aims to ensure learners can communicate with confidence and independence and offers excellent preparation for employment and further education.	AQA Specification code: 8720 8725 QAN code: 603/4284/5 (Level 1); 603/4285/7 (Level 2)
GCSE Maths **Phoenix** **(Chronological years 9, 10 and 11)**	**Subject content** • Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Probability	AQA GCSE Mathematics 8300

	• Statistics A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a pupil progresses through the paper. **Paper 1: Non calculator** **How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • non-calculator • 33⅓% of the GCSE Mathematics assessmen **Paper 2: Calculator** **How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment **Paper 3: Calculator** **How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment	
FS Maths **Owl** **Phoenix**	**Subject content** • Use of number and the number system • Use of measures, shape and space • Handling information and data	AQA Functional Skills Mathematics 8361, 8362

	AQA Level 1 and 2 Functional Skills in Mathematics are linear. Learners must sit both papers in the same series. For both levels, 25% of the total marks are allocated to the assessment of underpinning skills and 75% of the total marks are allocated to the assessment of problem solving. **Section A: Underpinning Skills** A mix of multiple choice and short response questions **Section B: Problem solving** Short response questions **Paper 1: Non Calculator How it's assessed** • Written exam: 30 minutes • Paper based • 20 marks • 25% of the AQA Level 1 and 2 Functional Skills in Mathematics • Set and marked by AQA **Paper 2: Calculator** **How it's assessed** • Written exam: 1 hour 30 minutes • Paper based • 60 marks • 75% of the AQA Level 1 and 2 Functional Skills in Mathematics • Set and marked by AQA	QAN code:603/4257/2 (Level 1), 603/4258/4 (Level 2)

GCSE Combined Science: Synergy **Phoenix (Chronological years 9, 10 and 11)**	Synergy is a double award and worth two GCSEs. It is assessed by four, 1 hour and 45-minute exams. The specification covers the same Department for Education subject criteria as Combined Science: Trilogy, structured so that it can be easily taught by two teachers. The content is arranged into topics that bring together concepts from biology, chemistry and physics to help students understand that they are interlinked, and to exemplify key areas of working scientifically. This will give students a more rounded understanding of science as a whole.	AQA Specification code: 8465 QAN code: 601/8760/
ELC Science **Owl** **Phoenix**	The ELC provides flexibility, but on a clear progression pathway. It equips pupils with skills and knowledge transferable to both educational and career settings, and provides a worthwhile course for pupils of various ages and from diverse backgrounds in terms of general education and lifelong learning. This qualification is linear. Linear means that students submit all components that form the assessment at the end of the course. Two Entry Level Certificate Science qualifications are available. Entry Level Certificate (Single Award)	AQA Specification code: 5960 QAN code: 601/7522/9

	Entry Level Certificate (Double Award)	
ELC PE Owl Phoenix **(Taught as a mixed class)**	Entry Level Certificate in Physical Education will inspire and engage students by providing a broad, coherent, satisfying and worthwhile course of study	OCR Specification code: R463 Qualification number: 603/0100/4
BTEC Diploma in Workskills Owl Phoenix	The BTEC Diploma in Workskills qualifications are a well recognised suite of qualifications that are used to develop the employability skills of diverse groups of learners. The purpose of Level 2 Diploma Workskills is to progress learners who are motivated by the prospect of work into the workplace.	Pearson BTEC Entry Level 3 Subsidiary Award, Award and Extended Award in Workskills Qualification number: 603/7621/1
BTEC Creative Media Production Phoenix **(Chronological years 9, 10 and 11)**	The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production is for learners who want to acquire technical knowledge and technical skills through vocational contexts by applying the learned knowledge and processes related to investigating, exploring and creating media products as part of their Key Stage 4 (upper class) learning. The qualification recognises the value of learning skills, knowledge and vocational attributes. The qualification will broaden the learners experience and understanding of the varied progression options available to them.	Qualification title: Pearson BTEC Level 1/Level 2 First Diploma in Creative Digital Media Production Qualification Number (QN) 601/0166/0
BTEC Level 1/Level 2 Tech Award in Digital	The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners	Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology

Information Technology **Owl**	who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 (upper class) learning. The qualification recognises the value of learning skills, knowledge and vocational attributes. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.	(Qualification Number: 603/2740/6),
Enrichment **Hummingbird** **Panda** **Bear** **Eagle** **Taught in mixed class groups**	2 sessions per week: • Life Skills •Newsround	

British Values, SMSC, PSHE, ICT, RE, RSHE, Careers advice, Numeracy & Literacy are embedded and integrated within every theme, topic and across all Learning Areas, making the connections stronger.

A mindfulness focus is introduced in every lesson to teach all pupils the necessary communication skills to make positive behaviour choices, deal with anxiety and develop the skills of confidence, resilience and co-operation.

Putting the plan into practice			
Hummingbird, Panda, Bear, Eagle and Owl			
Subject/activity	**Hours per week**	**Mandatory/ Option**	**Comments**
English	4.42	M	55minutes X 4 = 220minutes - National Curriculum

			45minutes X 1 = 45minutes -National Curriculum
		14	
Maths	3.75	M	45minutes X 5 = 225minutes - National Curriculum
Scientific Knowledge	2.25	M	45 minutes X 3 = 135 minutes - National Curriculum
Computing	1.5	M	45 minutes X 2 = 90 minutes – National Centre for Computing Education
PE (Mind, Body, Spirit)	3	M	45 minutes X 4 = 180 minutes. Includes the core competencies of National Curriculum subjects: RSHE, PSHE, PE
Exploration of my imagination	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: Art, Music, PE, Drama, Dance, PSHE, RE, DT
The Society I live in	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: Citizenship/Social Studies, RE, RSHE, Government and Politics, ICT, Work and Life Skills, Communication and Culture including Languages, Sociology and psychology
The World around me	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: Science, History, Geography and Anthropology
The World of Work	0.75	M	45 minutes X 1 = 45 minutes Includes the core competencies of National Curriculum subjects: Preparation for working life, PSHE, ICT, Work and Life Skills, Communication and Culture, Sociology
Enrichment	1.5	M	45 minutes X 2 = 90 minutes
Breakfast Club	1.25	M	15 minutes X 5 = 75 minutes for Meet and Greet

Subject/activity	Hours per week	Compulsory / voluntary	Comments
Break – all pupils have 100% staff contact	1.25	M	15 minutes X 5 = 75 minutes
Lunchtime – all pupils have 100% staff contact	1.25	M	15 minutes X 5 = 75 minutes for club/games after eating
WoW time or catch up	1.67	M	20 minutes X 5 = 100 minutes
Tutor Time - reflection	1.25	M	15 minutes X 5 = 75 minutes
Total (including meet and greet, break and lunch time club). All pupils have 100% contact during these sessions	**28.34**		**1700 total minutes per week**
Total (excluding meet and greet, break and lunch time club)	**26**		**1560 total minutes per week**
Middle classes (typical Key Stage 3 – years 7 and 8)			
Owl			
Subject/activity	**Hours per week**	**Compulsory / voluntary**	**Comments**
English	4.42	M	55minutes X 4 = 220minutes - National Curriculum 45minutes X 1 = 45minutes -National Curriculum
Maths	3.75	M	45minutes X 5 = 225minutes - National Curriculum
Scientific Knowledge	2.25	M	45 minutes X 3 = 135 minutes - National Curriculum
Computing	2.25	M	45 minutes X 3 = 135 minutes – National Centre for Computing Education
Entry Level PE	2.25	M	45 minutes X 3 = 135 minutes. OCR Programmes of Study
Exploration of my imagination	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: Art, Music, PE, Drama, Dance, PSHE, RE, DT
The Society I live in	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of

Subject/activity	Hours per week	Compulsory/ voluntary	Comments
			National Curriculum subjects: Citizenship/Social Studies, <mark>RE, RSHE, Government and Politics, ICT, Work and Life Skills, Communication and Culture including Languages, Sociology and psychology</mark>
The World around me	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: <mark>Science, History, Geography and Anthropology</mark>
BTEC Workskills	1.5	M	45minutes X 2 = 90minutes - OCR Programmes of Study. Includes The World of Work
Enrichment	1.5	M	45 minutes X 2 = 90 minutes
Breakfast Club	1.25	M	15 minutes X 5 = 75 minutes for Meet and Greet
Break – all pupils have 100% staff contact	1.25	M	15 minutes X 5 = 75 minutes
Lunchtime – all pupils have 100% staff contact	1.25	M	15 minutes X 5 = 75 minutes for club/games after eating
WoW time or catch up	1.67	M	20 minutes X 5 = 100 minutes
Tutor Time - reflection	1.25	M	15 minutes X 5 = 75 minutes
Total (including meet and greet, break and lunch time club). All pupils have 100% contact during these sessions	**28.34**		**1700 total minutes per week**
Total (excluding meet and greet, break and lunch time club)	**26**		**1560 total minutes per week**
Upper classes (traditional Key Stage 4 – years 9, 10, 11) **Phoenix**			
Subject/activity	**Hours per week**	**Compulsory/ voluntary**	**Comments**
English	4.42	M	55minutes X 4 = 220minutes 45minutes X 1 = 45minutes - AQA Programmes of study

Maths	3.75	M	45minutes X 5 = 225minutes - AQA Programmes of Study
GCSE Combined Science: Synergy	3	M	45minutes X 4 = 180minutes AQA Programmes of Study
ELC PE	2.25	M	45minutes X 3 = 135minutes - OCR Programmes of Study
NCFE Level 1 Technical Award in Food and Cookery	2.25	M	45minutes X 3 = 135 minutes - NCFE
BTEC Workskills	1.5	M	45minutes X 2 = 90minutes - OCR Programmes of Study. Includes The World of Work
BTEC Creative Media	2.25	M	45minutes X 3 = 135minutes - OCR Programmes of Study
GCSE History	2.25	M	45minutes X 3 = 135minutes - AQA Programmes of Study
Breakfast Club	1.25	M	15 minutes X 5 = 75 minutes
Lunchtime Clubs	1.25	M	15 minutes X 5 = 75 minutes for club after eating
WoW time or catch up	1.67	M	20 minutes X 5 = 100 minutes
Tutor Time - reflection	1.25	M	15 minutes X 5 = 75 minutes
Total (including meet and greet, break and lunch time club). All pupils have 100% contact during these sessions	**28.34**		**1700 total minutes per week**
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Length of the school day

The school day for pupils is 9am – 15:15pm: Monday to Thursday. School closes at 13:30 on Fridays for staff training and development.

(Monday – Thursday)

Session	Time	Activity
1	9:00 - 9:15	Pupils, arrive, meet and greet. Breakfast club and tutor session. Registration (am)
2	9:15 – 10:10	Lesson 1: Learning Area
3	10:10 – 10:55	Lesson 2: Learning Area
4	10:55 – 11:10	Break
5	11:10 – 11:55	Lesson 3: Learning Area
6	11:55 – 12:40	Lesson 4: Learning Area
7	12:40- 13:10	Lunch
8	13:10- 13:55	Lesson 5: Learning Area
9	13:55-14:40	Lesson 6 : Learning Area
10	14:40-15:00	WOW time/Catch Up
11	15:00 – 15:15	Tutor time: Social Skills and reflection

(Friday)

Session	Time	Activity
1	9:00 - 9:15	Pupils, arrive, meet and greet. Breakfast club and tutor session. Registration (am)
2	9:15 – 10:00	Lesson 1: Mindfulness and meditation
3	10:00 – 10:45	Lesson 2: Learning Area
4	10:45 – 11:00	Break
5	11:00 – 11:45	Lesson 3: Learning Area
6	11:45 – 12:30	Lesson 4: Learning Area
7	12:30- 13:00	Lunch
8	13:00- 13:20	WOW time/Catch Up
9	13:20 – 13:30	Tutor time: Social Skills and reflection

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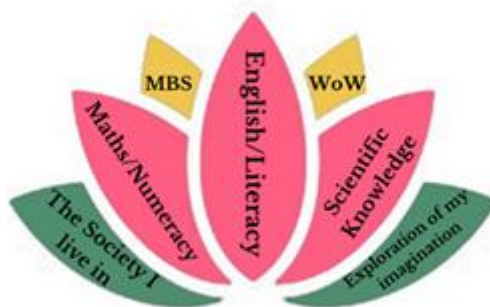
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	and future events and fosters critical reasoning.	
Computing **Hummingbird** **Panda** **Bear** **Eagle** **Taught as LAP, MAP and HAP classes**	Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.	https://teachcomputing.org/
Scientific Knowledge **Hummingbird** **Panda** **Bear** **Eagle** **Owl**	This Learning Area seeks to provide children and young people with knowledge and skills that foster a deeper understanding of the world around us. It aims to demonstrate how past events shape current and future events and fosters critical reasoning. Some of the areas covered include respecting our World (recycling and climate change), crime & punishment, scientific discoveries and the gender revolution (in local businesses)	Follows National Curriculum
Exploration of my imagination **Hummingbird** **Panda** **Bear** **Eagle** **Owl** **Taught in mixed class groups**	This Learning Area aims to develop the skills of promoting imagination to help make knowledge applicable in solving problems and integrate experience. It further develops the understanding, knowledge and skills to experiment, make mistakes and self-correct.	Covers Food technology, Resistant Materials, Music, Drama, Art and Textiles

	Some of the areas covered include art, music, photography, role play, drama, cooking and craft making.	
PE: Mind, Body, Spirit **Hummingbird** **Panda** **Bear** **Eagle** **Taught in ability groups**	This Learning Area focuses on improving health, increasing personal growth, strengthening relationships, and developing true self-actualisation. It also seeks to develop an enquiring and curious mind in all children and young people to prepare them for a future characterised by rapid social, technological and cultural change. Some of the areas covered include teaching mindfulness strategies to convert negative thoughts, feelings, beliefs, and attitudes into positive ones, yoga and sport to help the physical body positively impact on the mental state and healthy cooking.	See Curriculum Map
The World of Work **Hummingbird** **Panda** **Bear** **Eagle**	This Learning Area aims to provide children and young people with the skills, knowledge and understanding which prepare them for working life, helping them to enter work, training and further education and develop their future careers as confident individuals who are able to contribute positively to society. Some of the areas covered include supporting children and young people to prepare for working life through completion of practical and entrepreneurial projects within the organisation and local community.	See Curriculum Map

GCSE English Language (AQA) Phoenix (Chronological years 9, 10 and 11)	Follows the AQA Spec (8700) Subject content	AQA English Language (8700) Specification
	1 Explorations in creative reading and writing	
	Section A: Reading (one literature fiction text) **Section B: Writing (**descriptive or narrative writing)	
	Assessed • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE	
	2 Writers' viewpoints and perspectives	
	Section A: Reading (one non-fiction text and one literary non-fiction text)	
	Section B: Writing (writing to present a viewpoint)	
	Assessed • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE	
	3. Non-exam assessment (AO7–AO9) • presenting • responding to questions and feedback • use of Standard English	
	Assessed • teacher set throughout course • marked by teacher • separate endorsement (0% weighting of GCSE)	
FS English Owl Phoenix	Functional Skills: English Level 1 and Level 2 (8720, 8725), is designed to equip learners with the life skills	AQA Specification code: 8720 8725 QAN code: 603/4284/5 (Level 1); 603/4285/7 (Level 2)

	they need to succeed. It aims to ensure learners can communicate with confidence and independence and offers excellent preparation for employment and further education.	
GCSE Maths Phoenix (Chronological years 9, 10 and 11)	**Subject content** • Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Probability • Statistics A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a pupil progresses through the paper. **Paper 1: Non calculator** **How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • non-calculator • 33⅓% of the GCSE Mathematics assessmen **Paper 2: Calculator** **How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment **Paper 3: Calculator** **How it's assessed**	AQA GCSE Mathematics 8300

	• written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment	
FS Maths Owl Phoenix	**Subject content** • Use of number and the number system • Use of measures, shape and space • Handling information and data AQA Level 1 and 2 Functional Skills in Mathematics are linear. Learners must sit both papers in the same series. For both levels, 25% of the total marks are allocated to the assessment of underpinning skills and 75% of the total marks are allocated to the assessment of problem solving. **Section A: Underpinning Skills** A mix of multiple choice and short response questions **Section B: Problem solving** Short response questions **Paper 1: Non Calculator How it's assessed** • Written exam: 30 minutes • Paper based • 20 marks • 25% of the AQA Level 1 and 2 Functional Skills in Mathematics	AQA Functional Skills Mathematics 8361, 8362 QAN code:603/4257/2 (Level 1), 603/4258/4 (Level 2)

	• Set and marked by AQA **Paper 2: Calculator** **How it's assessed** • Written exam: 1 hour 30 minutes • Paper based • 60 marks • 75% of the AQA Level 1 and 2 Functional Skills in Mathematics • Set and marked by AQA	
GCSE Combined Science: Synergy Phoenix (Chronological years 9, 10 and 11)	Synergy is a double award and worth two GCSEs. It is assessed by four, 1 hour and 45-minute exams. The specification covers the same Department for Education subject criteria as Combined Science: Trilogy, structured so that it can be easily taught by two teachers. The content is arranged into topics that bring together concepts from biology, chemistry and physics to help students understand that they are interlinked, and to exemplify key areas of working scientifically. This will give students a more rounded understanding of science as a whole.	AQA Specification code: 8465 QAN code: 601/8760/
ELC Science Owl Phoenix	The ELC provides flexibility, but on a clear progression pathway. It equips pupils with skills and knowledge transferable to both educational and career settings, and provides a worthwhile course for pupils of various ages and from diverse backgrounds in terms	AQA Specification code: 5960 QAN code: 601/7522/9

	of general education and lifelong learning. This qualification is linear. Linear means that students submit all components that form the assessment at the end of the course. Two Entry Level Certificate Science qualifications are available. Entry Level Certificate (Single Award) Entry Level Certificate (Double Award)	
ELC PE Owl Phoenix (Taught as a mixed class)	Entry Level Certificate in Physical Education will inspire and engage students by providing a broad, coherent, satisfying and worthwhile course of study	OCR Specification code: R463 Qualification number: 603/0100/4
BTEC Diploma in Workskills Owl Phoenix	The BTEC Diploma in Workskills qualifications are a well recognised suite of qualifications that are used to develop the employability skills of diverse groups of learners. The purpose of Level 2 Diploma Workskills is to progress learners who are motivated by the prospect of work into the workplace.	OCR Qualification Number (QN) 601/9005/X
BTEC Creative Media Production Phoenix (Chronological years 9, 10 and 11)	The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production is for learners who want to acquire technical knowledge and technical skills through vocational contexts by applying the learned knowledge and processes related to investigating, exploring and creating media	Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production Qualification Number: 603/1238/5

	products as part of their Key Stage 4 (upper class) learning. The qualification recognises the value of learning skills, knowledge and vocational attributes. The qualification will broaden the learners experience and understanding of the varied progression options available to them.	
BTEC Level 1/Level 2 Tech Award in Digital Information Technology **Owl**	The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 (upper class) learning. The qualification recognises the value of learning skills, knowledge and vocational attributes. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.	Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology (Qualification Number: 603/2740/6),
Enrichment **Hummingbird Panda Bear Eagle** **Taught in mixed class groups**	2 sessions per week: • Life Skills •Newsround	

British Values, SMSC, PSHE, ICT, RE, RSHE, Careers advice, Numeracy & Literacy are embedded and integrated within every theme, topic and across all Learning Areas, making the connections stronger.

A mindfulness focus is introduced in every lesson to teach all pupils the necessary communication skills to make positive behaviour choices, deal with anxiety and develop the skills of confidence, resilience and co-operation.

Putting the plan into practice			
Hummingbird, Panda, Bear, Eagle and Owl			
Subject/activity	Hours per week	Mandatory/ Option	Comments
English	4.42	M	55minutes X 4 = 220minutes - National Curriculum 45minutes X 1 = 45minutes -National Curriculum
Maths	3.75	M	45minutes X 5 = 225minutes - National Curriculum
Scientific Knowledge	2.25	M	45 minutes X 3 = 135 minutes - National Curriculum
Computing	1.5	M	45 minutes X 2 = 90 minutes – National Centre for Computing Education
PE (Mind, Body, Spirit)	3	M	45 minutes X 4 = 180 minutes. Includes the core competencies of National Curriculum subjects: RSHE, PSHE, PE
Exploration of my imagination	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: Art, Music, PE, Drama, Dance, PSHE, RE, DT
The Society I live in	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: Citizenship/Social Studies, RE, RSHE, Government and Politics, ICT, Work and Life Skills, Communication and Culture including Languages, Sociology and psychology

Subject/activity	Hours per week	Compulsory / voluntary	Comments
The World around me	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: Science, History, Geography and Anthropology
The World of Work	0.75	M	45 minutes X 1 = 45 minutes Includes the core competencies of National Curriculum subjects: Preparation for working life, PSHE, ICT, Work and Life Skills, Communication and Culture, Sociology
Enrichment	1.5	M	45 minutes X 2 = 90 minutes
Breakfast Club	1.25	M	15 minutes X 5 = 75 minutes for Meet and Greet
Break – all pupils have 100% staff contact	1.25	M	15 minutes X 5 = 75 minutes
Lunchtime – all pupils have 100% staff contact	1.25	M	15 minutes X 5 = 75 minutes for club/games after eating
WoW time or catch up	1.67	M	20 minutes X 5 = 100 minutes
Tutor Time - reflection	1.25	M	15 minutes X 5 = 75 minutes
Total (including meet and greet, break and lunch time club). All pupils have 100% contact during these sessions	**28.34**		**1700 total minutes per week**
Total (excluding meet and greet, break and lunch time club)	**26**		**1560 total minutes per week**
Middle classes (typical Key Stage 3 – years 7 and 8)			
Owl			
Subject/activity	**Hours per week**	**Compulsory / voluntary**	**Comments**
English	4.42	M	55minutes X 4 = 220minutes - National Curriculum 45minutes X 1 = 45minutes -National Curriculum

Maths	3.75	M	45minutes X 5 = 225minutes - National Curriculum
Scientific Knowledge	2.25	M	45 minutes X 3 = 135 minutes - National Curriculum
Computing	2.25	M	45 minutes X 3 = 135 minutes – National Centre for Computing Education
Entry Level PE	2.25	M	45 minutes X 3 = 135 minutes. OCR Programmes of Study
Exploration of my imagination	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: Art, Music, PE, Drama, Dance, PSHE, RE, DT
The Society I live in	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: Citizenship/Social Studies, RE, RSHE, Government and Politics, ICT, Work and Life Skills, Communication and Culture including Languages, Sociology and psychology
The World around me	1.5	M	45 minutes X 2 = 90 minutes. Includes the core competencies of National Curriculum subjects: Science, History, Geography and Anthropology
BTEC Workskills	1.5	M	45minutes X 2 = 90minutes - OCR Programmes of Study. Includes The World of Work
Enrichment	1.5	M	45 minutes X 2 = 90 minutes
Breakfast Club	1.25	M	15 minutes X 5 = 75 minutes for Meet and Greet
Break – all pupils have 100% staff contact	1.25	M	15 minutes X 5 = 75 minutes
Lunchtime – all pupils have 100% staff contact	1.25	M	15 minutes X 5 = 75 minutes for club/games after eating
WoW time or catch up	1.67	M	20 minutes X 5 = 100 minutes
Tutor Time - reflection	1.25	M	15 minutes X 5 = 75 minutes

Total (including meet and greet, break and lunch time club). All pupils have 100% contact during these sessions	28.34		1700 total minutes per week
Total (excluding meet and greet, break and lunch time club)	26		1560 total minutes per week

Upper classes (traditional Key Stage 4 – years 9, 10, 11)
Phoenix

Subject/activity	Hours per week	Compulsory/ voluntary	Comments
English	4.42	M	55minutes X 4 = 220minutes 45minutes X 1 = 45minutes - AQA Programmes of study
Maths	3.75	M	45minutes X 5 = 225minutes - AQA Programmes of Study
GCSE Combined Science: Synergy	3	M	45minutes X 4 = 180minutes AQA Programmes of Study
ELC PE	2.25	M	45minutes X 3 = 135minutes - OCR Programmes of Study
NCFE Level 1 Technical Award in Food and Cookery	2.25	M	45minutes X 3 = 135 minutes - NCFE
BTEC Workskills	1.5	M	45minutes X 2 = 90minutes - OCR Programmes of Study. Includes The World of Work
BTEC Creative Media	2.25	M	45minutes X 3 = 135minutes - OCR Programmes of Study
GCSE History	2.25	M	45minutes X 3 = 135minutes - AQA Programmes of Study
Breakfast Club	1.25	M	15 minutes X 5 = 75 minutes
Lunchtime Clubs	1.25	M	15 minutes X 5 = 75 minutes for club after eating
WoW time or catch up	1.67	M	20 minutes X 5 = 100 minutes
Tutor Time - reflection	1.25	M	15 minutes X 5 = 75 minutes

Total (including meet and greet, break and lunch time club). All pupils have 100% contact during these sessions	28.34		1700 total minutes per week
Total (excluding meet and greet, and lunch time club)	26		1560 total minutes per week

Length of the school day

The school day for pupils is 9am – 15:15pm: Monday to Thursday. School closes at 13:30 on Fridays for staff training and development.

(Monday – Thursday)

Session	Time	Activity
1	9:00 - 9:15	Pupils, arrive, meet and greet. Breakfast club and tutor session. Registration (am)
2	9:15 – 10:10	Lesson 1: Learning Area
3	10:10 – 10:55	Lesson 2: Learning Area
4	10:55 – 11:10	Break
5	11:10 – 11:55	Lesson 3: Learning Area
6	11:55 – 12:40	Lesson 4: Learning Area
7	12:40- 13:10	Lunch
8	13:10- 13:55	Lesson 5: Learning Area
9	13:55-14:40	Lesson 6 : Learning Area
10	14:40-15:00	WOW time/Catch Up
11	15:00 – 15:15	Tutor time: Social Skills and reflection

(Friday)

Session	Time	Activity
1	9:00 - 9:15	Pupils, arrive, meet and greet. Breakfast club and tutor session. Registration (am)
2	9:15 – 10:00	Lesson 1: Mindfulness and meditation

3	10:00 – 10:45	Lesson 2: Learning Area
4	10:45 – 11:00	Break
5	11:00 – 11:45	Lesson 3: Learning Area
6	11:45 – 12:30	Lesson 4: Learning Area
7	12:30- 13:00	Lunch
8	13:00- 13:20	WOW time/Catch Up
9	13:20 – 13:30	Tutor time: Social Skills and reflection