

	<b>INTENT</b> What are we aiming for?	<b>IMPLEMENTATION</b> What are we doing?	<b>IMPACT</b> How will we know this is working?
GAPS	A curriculum that relentlessly targets gaps, both for groups and for individuals, and links planning, delivery and targeted support to closing curricular targets and areas of weakness.	<ul style="list-style-type: none"> <li>• Regular analysis of AtL to ensure that early identification of signs of emerging gaps are spotted. Targeted intervention subsequently follows.</li> <li>• Small group intervention, form tutor mentoring, inclusion team support etc used to ensure personalised approaches support closing of gaps.</li> <li>• Regular progress checks and in-class assessments to structure daily/weekly; medium term and long term assessment points and goals.</li> <li>• Routine use of “in and on” activities to allow broader context setting, recap of basic concepts and terminology, personal reflection, wider contextual understanding of subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• AtL scores improve and number of students on targeted support reduces with their own AtL score improving.</li> <li>• Champions of Learning (COL) twice yearly assessment checks demonstrate improved and accelerated progress for target groups and whole cohort.</li> <li>• Progress scores and basics attainment increases for exiting KS4 cohort.</li> </ul>
PERSONALISATION /PATHWAYS (NOT GAMING)	A curriculum and qualification offer that responds to the interests of the individuals and cohorts, prioritising the right <i>personal</i> pathways to further study, employment or training.	<ul style="list-style-type: none"> <li>• All tiers offered to students of suitable ability despite challenges of cohort sizes.</li> <li>• Small groupings to broaden the number of subjects offered and facilitate the creation of a course that otherwise wouldn't be viable.</li> <li>• Not using ‘quick win’ subjects to ‘game’ the performance tables. All suitable qualifications for the children and their pathways.</li> <li>• Maintenance of a three year KS3 to ensure breadth and depth for learners.</li> <li>• Strategic use of alternative providers of accreditation for appropriate pathways for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective placing of Post 16 students onto pathways and employment, training or education.</li> <li>• All children included in the school's outcomes and no permanent exclusions but instead effective curriculum offer to facilitate improvement and progress for most vulnerable learners.</li> <li>• Learners leave with a meaningful suite of accreditation that opens up meaningful opportunities for their future.</li> </ul>

DEPTH/MEMORY/ RETENTION	Challenging curriculum content and learning activities and a mind-set of improving and revisiting.	<ul style="list-style-type: none"> <li>• Dramatically reducing the use of non-specialist teachers to ensure that lesson planning, delivery and assessment is done by experts in their field with passion for their subject.</li> <li>• Use of external support and challenge to ensure SoL reflect suitable rigour.</li> <li>• Training teachers on the use of 'Learning Modes' to ensure curriculum content is approached through a variety of methods; trailed in mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in higher levels attained at both secondary key stages.</li> <li>• Teaching staff revisit and hone their schemes of learning to maximise opportunity to deepen a child's understanding and accelerate their progress.</li> </ul>
SKILLS	A balanced plan of skills and knowledge delivery ensuring that new learning can be consolidated effectively and skills are assessed and enhanced. A focus on high quality literacy, oracy and numeracy skills as a foundation to broader curriculum.	<ul style="list-style-type: none"> <li>• Oracy CPD delivered as part of the programme of professional development for teachers.</li> <li>• Literacy and numeracy across the curriculum embedding and sharing best practice from all phases and key stages.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong attainment and progress profile in English and Maths</li> <li>• Reading age gaps close</li> <li>• Basics attainment increases for GCSE cohort</li> <li>• Attainment 8 and Progress 8 increases for 2020, Year 11</li> </ul>
EXPERIENCES	An appreciation of the value and importance of the hidden and preventative curriculum and a pledge to take every opportunity to broaden curriculum experiences for students.	<ul style="list-style-type: none"> <li>• Frequent and numerous opportunities for students to develop their skills, cultural capital, knowledge and understanding including volunteering opportunities, work experience, speakers</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students secure effective post 16 destinations</li> </ul>
TRANSITION	An awareness of the challenges that face the current secondary age children at ACS. An active and thorough transition plan for all years 7 – 10 to support their relocation to new secondary provision post summer 2020.	<ul style="list-style-type: none"> <li>• High level strategic meetings to understand the curriculum challenges, emotional pressures and logistical considerations involved in the relocation of the current cohort.</li> <li>• Necessary support for identified children and families.</li> <li>• Effective communication with new schools and with families to facilitate smooth transition that minimises negative impact on students.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of transitioning pupils are able to do so with effective support and achieve a successful ongoing educational pathway.</li> </ul>