



Curriculum Statement of Intent

September 2020

DISCOVER

CREATE

THRIVE

ACHIEVE

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Ormiston Academies Trust Core Aims

In all OAT schools, the purpose of the curriculum is based on our purpose as a Trust:

Teach – the curriculum sets out the knowledge and skills pupils are entitled to

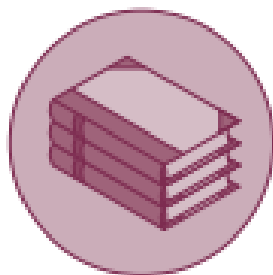
Develop – the curriculum sets out how pupils will develop socially and emotionally

Change – the curriculum should be designed so that any pupil can excel, so that no one is disadvantaged

Our aims for the curriculum also support the OAT values, which are:

- Anyone can excel
- Share what is best
- Be inclusive
- Enjoy the challenge

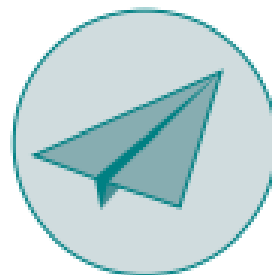
Within OAT, all schools share common aims for the curriculum. Schools may focus on a subset of these aims at any given time, while recognising that all are important. The core aims relate to the school, not to each pupil. For some disabled pupils without the capacity to retain knowledge, for example, the curriculum they receive will relate to some aims and not others. Not every aspect of each strand is equally relevant in each phase of education, though all schools touch on each strand in some way.



TEACH



DEVELOP



CHANGE

OAT Definition of Curriculum

The OAT view of the curriculum is that:

- It extends between the ages of 2 and 19.
- It includes both the formal timetabled curriculum and all the informal learning and development that occurs outside the timetable.
- It is a plan or strategy for progression for our pupils: how we move them from a state where they have not acquired specific knowledge, skills, experience and dispositions, to a state where they have acquired these.
- It encompasses everything that pupils acquire: what they know, what they can do, what experiences they have had and how they are likely to behave.
- It involves a deliberate choice to select, from all the possible knowledge, skills, experiences and dispositions, those which we believe pupils should acquire.
- It responds to well-designed assessment which tells us whether pupils have acquired what was intended.

OAT Curriculum expectations

Pupils and parents can expect the following from OAT schools:

- All OAT pupils should develop in music and the arts, in technical and technological skills, in sport and physical activity and socially and emotionally, to the extent of their potential. Opportunities to do so are available to every pupil and where pupils do not pursue these in the formal curriculum they are actively encouraged to do so in the informal curriculum.
- The curriculum in every OAT school is stretching and broad, while taking into account the specialism of that school and how the curriculum may be adapted for pupils with special educational needs and/or disabilities. Schools without an adapted curriculum will meet the expectations below.
- In addition to the above, at primary in OAT
 - Schools follow the full intent of the National Curriculum.
 - Early Years provision follows the EYFS, and the interpretation of this provides a sensitive balance of play-based learning and adult-led interaction.
 - Throughout Key Stage 1 and 2, pupils receive a broad and rich curriculum, taught primarily as discrete subjects or through combining subjects when this is appropriate for reinforcing or deepening particular areas of knowledge and skills.

- In addition to the above, at secondary in OAT
 - Schools follow the full intent of the National Curriculum for Key Stage 3.
 - In Key Stage 4, all pupils will study English Language, English literature, mathematics, science (trilogy or separate), PE, and PHSE/religious education. While we consider the study of PE, PSHE and RE to be essential, undertaking a qualification is not essential for all. In a three-year Key Stage 4, pupils will always be offered three options in addition to science.
 - All pupils have the right to study the EBacc in Key Stage 4, regardless of prior attainment. Schools guide and advise pupils to study a combination of subjects that will give them the best foundation for their next stage, but do not constrain their choice. For pupils with middle and high prior attainment, schools actively promote the EBacc as a good foundation for further study.
 - All pupils are entitled to undertake a qualification in at least three of the following: a modern foreign language, history, geography, and computer science.
 - Schools have the latitude to decide when to offer pupils curriculum choices, as long as these decisions take account of the need to give all pupils breadth for as long as possible. Decisions must be based on what advantages pupils, not what advantages schools

Cliff Park Ormiston Academy's Statement of Intent

Cliff Park Ormiston Academy aims to unlock potential and transform the lives of individuals living within the local area.

Our academy, therefore, is based on an ethos of “excellence” for all; encouraging students to fulfil our high expectations through a dedicated and caring approach, based on our core values of “Discover”, “Create”, “Thrive” and “Achieve”. These are the names of our four academy “Communities” and are the key traits that we want our young people to embrace as life-long learners and adults.

By combining the hallmarks of a traditional secondary education with a vocational curriculum, relevant to contemporary life and future employment, we strive to provide a “world-class” educational provision for young people in the local area.

Discover is to learn or find out; gain sight or knowledge of something previously unknown.

Create is to have the confidence and self-motivation to bring something unique into being, from one's own thought or imagination.

Thrive is to grow, develop and be successful; to flourish.

Achieve is to fulfil your true potential, through the mastery of core knowledge and skills, and an ambition to be the best you can be.

All of these combine to create a provision that is designed to maximise the life-chances of every young person who passes through the academy doors, something which is also reflected through the academy's aims:

Exam success - we want our students to get the best possible qualifications;

Challenge and engagement - we want our students to benefit from a wide variety of opportunities and experiences that ignite them; to be fully involved in and enjoy their learning, gaining appropriate skills for living and for work;

Self-identity, confidence and a feeling of self-worth – we want our students to develop the social skills and healthy habits, to succeed as active happy citizens.

High quality teaching and learning is at the centre of everything we do at Cliff Park Ormiston Academy. We are focused on ensuring that students have a top-quality learning experience. We do this through ensuring that we recruit the best teachers; we constantly review our curriculum and we develop the key learning behaviours in our students which will enable them to be successful in their futures.

The staff, every year, focus on further developing the quality of their lessons by reviewing teaching practices, enhancing the curriculum and promoting 5 key Learning Habits.

We are encouraging students to focus on these Learning Habits because we believe that these will enable students to access their learning and have the best opportunity during their time with us.

1. ALWAYS STAY ON TASK

We insist on focused learning in class. When a teacher has carefully planned a lesson and other students are trying so hard, there is nothing worse than a young person or group of young people being off task and distracting learning for themselves and others. When someone is talking we expect good manners, whereby all students sit up, face the teacher and pay attention.

Like a referee, sometimes teachers get things right and sometimes they get things wrong. However, what is totally unacceptable is for a young person to answer back or question the decision in front of the class. It stops others from learning and it undermines the teacher. Great learners politely discuss concerns with the teacher or a trusted adult in their Community Team after the lesson or at break/lunchtime.

2. ALWAYS BE ON TIME

We insist on punctuality to school and to each and every lesson. School begins at 8.45am prompt each day. Every child should be registered at the start of the day and will be considered late if they arrive after 8.50am. After Form Time and/or assembly lessons begin at 9.10am and lateness to lessons will also not be tolerated. Please support this by ensuring your son/daughter gets sufficient sleep and by supporting them with any necessary preparation in the evenings and/or the mornings before school. Attendance at school is vital. The law states that all children should attend 100% of the time. Anything below 95% would be a grave cause for concern as research clearly shows that progress and achievement suffers.

3. PERFECT UNIFORM

We insist on perfect uniform. This is because we want children at Cliff Park Ormiston Academy to be proud of their school and to get into good habits for later life. Shirts should be tucked in at all times and ties should be worn correctly. "Hoodies", rings and trainers are not permitted under any circumstances. Evidence suggests that sloppy uniforms can lead to poor behaviour and poor progress for students.

4. ALWAYS DO YOUR "BEST" WORK

We insist on all classwork and homework being completed on time and to a high standard, neatly and with pride. Your child received a homework planner in September. In addition to Class Charts, they should be used to record homework in order that you can monitor what work has been set. A Homework Club runs on a Tuesday and Wednesday in the LRC after school and all students are welcome to attend. For further details, please contact Mr Mills, Assistant Principal for Create at the academy.

5. FEEDBACK

When work is marked, your son or daughter will be asked to improve it by following the teacher's feedback. This may mean doing the work, or a certain part of the work, again if the teacher has identified that the learning isn't secure.

To help your son/daughter to pick up these 5 habits very quickly we will explicitly teach them in class and in assemblies. We will also continue to reward those who demonstrate these great habits using Credits, positive postcards, phone calls to parents and end of term prizes, including reward trips.

If any of the 5 key Learning Habits are broken, the teacher will record this on our behaviour database (Class Charts). This will inform you that your child has a detention, usually on the same day. The length of the detention will depend on the nature of the offence.

Cliff Park Curriculum – Statement of Implementation

In order to achieve these aims we are going to focus on the following areas:

1. Literacy (I can communicate effectively eg: read, write, speak...)
2. Numeracy (I can reason and use numerical concepts eg: add, subtract...)
3. “Enjoy the challenge” (I am resilient eg: give it a try, try again if I fail, try something even if it seems far too difficult...)
4. Curriculum for Life (I am an analytical thinker; I understand how to stay safe and healthy; I have “British Values” eg: democracy, rule of law, respect and tolerance...)
5. Interconnected knowledge (I can see the links between the subjects and topics I study)
6. Foundational/facilitating knowledge and techniques (I have the facts I need to succeed in life; I know how to choose and perform the right technique at the right time)
7. Enrichment and Cultural Capital (I have a wide range of experiences and life skills)
8. Qualifications and CEIAG (I have the qualifications that are right for me; I am ready for the next stage in my life eg: education, employment and training)

Cliff Park Subject Rationale

Lessons are taught at Cliff Park Ormiston Academy over a two-week timetable. Subjects receive the following number of lessons each fortnight:

	Core Subjects			MFL	Humanities		ICT	Performing Arts		Arts/DT Rotation	PE	Cliff Park Capital	
	English	Maths	Science		Geog	History		Drama	Music			RE	PSHE/RSE
Year 7	9 18%	9 18%	7 14%	3 6%	3 6%	3 6%	2 4%	2 4.0%	2 4.0%	3 6.0%	4 8%	2 4%	1 2%
Year 8	9 18%	9 18%	7 14%	3 6%	3 6%	3 6%	2 4%	2 4.0%	2 4.0%	0.75 1.5%	4 8%	2 4%	1 2%
Year 9	9 18%	9 18%	7 14%	3 6%	3 6%	3 6%	2 4%	2 4.0%	2 4.0%	0.75 1.5%	4 8%	2 4%	1 2%

	English	Maths	Science	Option P	Option Q	Option R	Option S	Option T	ICT	PE	PSHE/RSE
Year 10	9 18%	9 18%	9 18%	4 8%	4 8%	4 8%	4 8%			4 8%	3 6%
Year 11	8 16%	8 16%	9 18%	5 8%	5 8%	4 8%	4 8%	3 6%		2 8%	2 4%

English

Students at Cliff Park learn to develop skills in reading and writing that allow students to access information and knowledge within the wider world, including widening and enriching their cultural capital.

Knowledge, content and themes are taught in a certain order based upon the acquisition and progression of reading and analytical skills. Students will gain an experience of relevant canonical writers, which will allow them to develop a deeper understanding of their works as they progress through the schemes of learning.

Mathematics

Students at Cliff Park learn Mathematics because it is fundamental to our daily lives and because being numerate enables our young people to be successful in each stage of their life. The mathematics department will encourage pupils to:

- Enjoy, and take part in, all of the activities in the mathematics classroom.
- View maths as more than just manipulation of numbers and appreciate it as a useful tool that can explain and describe the world around them.
- Use contexts that promote financial capability and/or emphasise ethical, social and moral situations.
- Be able to work as an individual and as part of a group.
- Be inquisitive.
- Have high expectations of what students can achieve in mathematics.

Knowledge, content and themes are taught in a certain order based upon the logical progression of these elements. For example, students need to have an understanding of number before they can begin to understand algebra. The mathematics team will set clear and achievable targets for pupils; help students to identify their weaknesses and suggesting how they can improve. They will present real-life mathematical situations that allow students to show what they can do and give students responsibility for their own learning and recording of progress. They will also provide a stimulating environment by using a variety of teaching styles and resources, including practical work, problem solving and investigation.

Science

Students learn science because it provides them with transferable academic, practical and analytical skills which can be used throughout life. It allows students to make informed decisions and answer the questions of the future, as well as opening doors to higher education and beyond.

Knowledge and content are delivered thematically which builds upon the main skills and principles within the main scientific disciplines at KS3. At KS4, students are taught through subject specialisms in order to develop a wider appreciation of the knowledge, content and skills underpinning each scientific discipline.

Modern Foreign Languages

Students at Cliff Park learn a language because they give students skills and a valuable talent that is applicable to almost everything. MFL is not just about learning a language, students find out about other people, countries and culture. This enables students to be outward facing and tolerant. It is an interesting and varied subject that opens doors to working across the world. It gives students the opportunity to explore the grammar in their first language and supports students in developing strategies which enable them to remember more.

Knowledge, content and themes are taught in a certain order based upon the principles of language acquisition. Students need to develop grammatical concepts and collect vocabulary in a logical way which enables them to build on this knowledge every lesson. MFL is delivered in themes or topic areas but the language used develops in a cumulative way and between themes or units there is much transference. For example students need to know what a verb is to learn to conjugate a verb. They then need to know the verb conjugation to create a tense.

Geography

Students at Cliff Park learn Geography because it is about the world we live in, its people & interactions, how the world is changing, and the impacts of human actions.

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. The subject helps us make sense of current and historical events, whether of economic, political, or social importance. It is an important link between the natural and social sciences, and provides students an opportunity to encounter different societies and cultures. The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare us for those changes. Geography tackles the big issues of environmental responsibility, sustainability and our global interdependence.

Throughout both Key Stage 3 and Key Stage 4, students are encouraged to become better critical thinkers to understand the issues facing the world in which we live.

At Key Stage 3, students experience a range of physical, human and environmental geography topics to inspire in pupils a curiosity and fascination about the world and its people. Students have an opportunity to leave Cliff Park with knowledge about diverse places, people, resources and natural and human environments, together with a understanding of the Earth's key physical and human processes.

At Key Stage 4 students follow the Edexcel Geography B course. The key themes are Global Geographical Issues, UK Geographical Issues, and People and the Environment.

History

Students at Cliff Park learn History because it is important and relevant in the modern world. The ability to identify similarities and differences; analyse change and continuity; explain cause and consequence and to assess significance are crucial skills in understanding the world in which we live. No other subject covers these skills and concepts as explicitly as History. In an era of fake news and political spin, understanding how to spot propaganda and misinformation is paramount. Understanding how interpretations of the past are formed is important if students wish to test validity and make up their own minds about what happened and why. In addition, stories from the past are interesting and fun!

Knowledge, content and themes are delivered chronologically at Key Stage 3. Students experience a range of political, social, economic and religious history taught in a logical sequence when it fits into this broad chronology. In this way, every student has the opportunity to leave Cliff Park with a balanced understanding of British history and how it fits into the European and world context. At the end of Year 7 and throughout Year 8, students also examine how this story shaped Great Yarmouth and the local area. At Key Stage 4 students follow the Edexcel History course. The units studied are the American West, Early Elizabethan England, Medicine and the historic environment and Weimar and Nazi Germany. These are taught in the order that is most accessible for all.

PSHE

Students at Cliff Park learn PSHE or Personal, Social, Health and Economic education in order to equip students with the knowledge and skills to succeed in life. It is about building an understanding so that we are empowered to make informed life decisions and take responsibility for the potential consequences of those decisions. It is about learning to manage our feelings, and supporting each other when things are tough. It is about learning and upholding 'British Values'.

Knowledge, content and themes are taught in a certain order based upon what is age and developmentally appropriate. In order to provide the building blocks for students to be equipped with the means to have a positive contribution in society. It aims to promote critical thought and understanding of society's issues at times where we consider them to have maximum impact on their development as citizens of an open, tolerant Britain.

Drama

Students at Cliff Park study Drama because it gives young people the opportunity to explore their creativity and innovation skills, which are key aspects of any chosen career path. Studying Drama is not simply about learning how to perform, it is about developing resilience, coping with performance pressure, exploring themes, cultures and historical events, and most importantly developing the vital communication skills required to thrive as part of a team.

Knowledge, content and themes are taught in a certain order to ensure that students are given the opportunity to explore new creative skills and techniques, to apply them to a set of circumstances, and to develop them in an increasing spiral of knowledge linking to international performance practitioners, themes, creative intentions and purposes of



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performance, and the ever evolving landscape of Performing Arts around the world. Drama's curriculum aims to ensure students practical exploration of performance techniques links to important social, moral, historical and political themes appropriate to past, present and future generations of society.

Dance

Students at Cliff Park have the opportunity to choose from three strands within the BTEC Tech award in Performing Arts. Dance focuses on helping students acquire the technical knowledge and skills through practical and theory based learning, broadening the learners experience and understanding of the varied progression options available to them under Performing Arts.

The course aims to provide pupils with the knowledge, understanding and development of physical skills whilst covering three styles of dance.

Music

Students at Cliff Park learn Music because it allows students to become well-rounded creative, individuals. It gives students the opportunities and experiences they may not be able to access anywhere else. Music gives students the skills needed to be unique and gives them the ability to work successfully within groups and take on leadership roles.

Knowledge, content and themes are taught in a certain order based upon the skills required to be successful within the focussed area. Students all start by learning the musical elements that are then incorporated into the different focus points. Students are taught about music from around the world and periods raising their engagement with cultural capital. Students are given various opportunities to learn musical instruments throughout their time at Cliff Park giving them the skills to continue with this in the future.

Physical Education

Students at Cliff Park learn to develop competence to excel in a range of physical activities, giving them confidence to lead healthy, active lives. Students engage in competitive sports and activities. It gives students the opportunities to develop performance, leadership and officiating skills, focussing on the student and giving them lifelong skills for the future.

Our intent is for students to grow beyond physical skills in PE and develop habits for life and healthy lifestyle behaviours.

Knowledge content and themes are taught in a progressive manner to allow students to build on their prior knowledge skills and experiences.

Computing

Students at Cliff Park learn computing and information technology because we live in an increasingly technological world where almost every job relies on computers and where almost all job roles require the ability to work with computers. It also develops computational thinking - the art of thinking clearly. Students at Cliff Park choose computer science because they want to know how computers work and be able to offer the rare technical computer skills that are in high demand across the world.

Knowledge, content and themes are taught in a certain order based upon developing key skills across computer science, imedia, and digital literacy in key stage 3. This foundation then provides the knowledge and skill base to allow specialisation in key stage 4 in computer science or imedia.

We also provide a broad based IT qualification that builds on software skills developed in key stage 3. All pupils use these skills to gain an ECDL qualification, where the skills chosen are based on an audit of the IT requirements of over a thousand UK employers.

Art

Students at Cliff Park study Art & Design because it allows students to become well-rounded, creative individuals that can think outside the box and express themselves in a visual language, developing their imagination and creativity. It gives students the opportunities and experiences they may not be able to access anywhere else. Art gives students the skills needed to be unique and gives them the ability to work successfully individually and within groups, learn about other cultures (tolerance) expressing feelings and opinions about SMSC/PSHE themes like religion, protest art etc.

Knowledge, content and themes are taught in a specific order based upon the skills required to be successful within the focused area. Students all start by learning the main art elements that are then incorporated into the different focus points. Students are taught how to work with a range of 2D and 3D materials, raising their engagement with cultural capital, special awareness and motor skills. Students are given various opportunities to develop their critical writing skills and knowledge by evaluating their own work, famous artists' work and that of fellow peers. Students will have access to topics, which link to future art careers both at KS3 and KS4 with the vocational BTEC Art subject.

Textiles

Students at Cliff Park learn textiles because it is both a creative subject but also because students are learning skills for life such as sewing a button back onto a blazer or shirt.

Knowledge, content and themes are taught in a certain order based upon the order of difficulty of each of the skills and the way in which they link together. An example of this is: All the hand sewing techniques skills: straight stitch, backstitch, learning to sew on a button, decorative stitches for example chain stitch (knowledge). Techniques are taught that link to different cultures Mola, Applique, Batik. Fabrics and fibres are taught so students can understand their origin (cultural) and how they are processed. Weaving techniques are learnt once fabrics, fibres, and their processes are understood.



Engineering

Engineers address real-world problems. They fix things, which are broken, improve those that are not and come up with new inventions that make the World a better place in which to live. Engineering encourages risk-taking and promotes teamwork. Engineers help move us forward to a brighter future by solving the problems of today. Engineering teaches how to think through a problem, to identify the issues and produce solutions in order to solve it.

From a local perspective, the Great Yarmouth area has long been involved in the energy production industry. From its roots in oil and gas, Great Yarmouth companies now lead the sector in wind turbine clean energy production. This exciting development and its associated support industries will provide well-paid, rewarding careers for decades to come and potentially allow our students to gain internationally recognised qualifications with which to travel the World.

The curriculum builds student confidence in their own abilities by gradually increasing the level of challenge. Knowledge and skills are taught in a logical and manageable manner which students find interesting, relevant and exciting. Regular off-site trips add context and open the students' eyes to the world of work around them.

Catering

Students at Cliff Park learn catering as an essential life skill whilst in KS3. Food technology is part of a wider subject carousel and will experience a new subject and topic every 8 weeks. Students will be able to prepare and cook a wide diversity of predominantly savoury dishes using a range of cooking techniques. Following the principals of the eatwell guide students will have an understanding of a healthy balanced diet. Skills start with health, safety, hygiene and knife skills, progressing using a variety of food commodities, cooking techniques and equipment, developing competency and creativity. In year, 8 students will make a range of more complex dishes, requiring a greater range of skills and accuracy, producing dishes suitable for family meal times. We teach teamwork, communication, problem solving as well as confidence, whilst instilling a love of food and cooking.

Knowledge, content and themes are taught in a certain order based upon the range of skills developed in KS3 to meet the criteria of the vocational course we deliver at KS4, which has a focus on the Hospitality, Catering and Leisure Industry. This is because the industry is a major employer in the local area but equally as important, it offers great opportunities nationally and globally. They will learn the structure of the industry, the scope and range of jobs available, how business can become successful whilst developing and understanding of the economic, environmental, social and moral issues around food, the nutritional needs of all customer types. The practical element representing over 60% of the qualification will have students planning and preparing range of restaurant standard, multi-cultural national and international dishes, giving them a thorough understanding of the skills required by industry. The final exam requires students not only to demonstrate high level of skills but the ability to multi task and work under pressure. This equips our students with the knowledge and cultural capital to succeed in life, employment and business.



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Travel and Tourism

Students at Cliff Park have the opportunity to study BTEC travel and tourism. The course helps students understanding of this sector and how it is one of the fastest growing industries in the country. The course also identifies careers in travel and tourism and knowledge of travel geography has been identified by employers as being a very important asset for working in the industry. The course will enable the students to identify and locate tourist destinations, major airports and seaports in the UK and around the world, as well as to discover sea routes and three-letter airport codes.

The knowledge, content and themes of both subjects are taught in a certain order based upon the understanding the basic concepts of the travel and tourism course. Students first build knowledge of tourism in United Kingdom then progress onto Europe and the rest of the world. The final unit is a synopsis on customer service and the part it plays in the travel and tourism sector.

Social Sciences

Students at Cliff Park can learn 2 different subjects within the social science umbrella. These include Children's play learning and development and Health and social care.

Health and social care - This looks at the development of the human body from birth to old age. We study how the person changes overtime and what support is involved to help care for people at different stages and with different needs. Students will also develop their understanding of care values and the barriers that people face when trying to receive vital care. This is all done through practical case studies, which make it more real to students. I think this is the ideal subject for somebody to take is they want to get involved in a "caring" profession, like nursing, midwifery, social work and many more.

Children's play learning and development- This looks at the learning and development of children up to the age of 8. We look at the milestones that children achieve, when this should happen, and how adults would support this learning in an early years setting. This is a great subject for students who would like to work with children in the future as it also looks at the practical side of educating children using case studies.

The knowledge, content and themes of both subjects are taught in a certain order based upon understanding of the basic concepts of the course, as they are the foundation for future learning. Students need to develop the subject based concepts and the correct terminology in a logical way which enables them to build on this knowledge every lesson.

Progress Centre

Nurture

Nurture groups are founded on evidence-based practices. They offer a short-term, inclusive, focused intervention that works in the long term. The class size is usually between six and 12 learners supported by two members of staff. Nurture groups assess learning and social and emotional needs and provide personalised support in a safety-netted environment to remove the barriers to learning. There is great emphasis on language development, communication, independence and basic learning skills. Everything is explained, demonstrated, practised and over-learned. The relationship between the two staff provides a role model that learners observe and copy. As learners progress academically and socially, they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. The CPOA Nurture Group runs for the first term in year 7. Learners then transfer to their Community tutor groups and a fully mainstream timetable.

Reading

Learners are invited to attend reading interventions where their standardized score on GL reading tests (administered in the English department) is <84. Toe by Toe is used for learners who struggle to decode. Catch-up Literacy is used for learners who struggle to read at text level.

Toe By Toe supports decoding acquisition in very small steps through phonemes and polynons (nonsense words). The learner becomes able to apply the rules to multi-syllabic words and makes rapid improvement. Confidence and self-esteem are boosted.

Catch Up® Literacy uses a text-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age and is designed for use with struggling readers aged 6-14, rather than beginner readers. The programme promotes:

- Self-confidence and motivation in class
- Independence for writing
- Improved attitude towards English and other curriculum subjects

Handwriting

Handwriting is a basic tool used in subjects to take notes, complete academic tasks, do homework and evidence knowledge. Poor handwriting can have a pervasive effect on academic performance. Laboured handwriting drains mental resources needed for higher-level aspects of learning, such as attention to content, elaboration of details, and organization of ideas. When handwriting is perceived as arduous and time-consuming, motivation to write may be greatly reduced, leading to a lack of practice that may further compound difficulties with writing. Handwriting is linked to basic reading and spelling

achievement because it activates visual perception of letters. It activates the brain more than keyboarding because it involves more complex motor and cognitive skills.

Bricks Club

This collaborative therapy improves social competence for learners with communication / anxiety / self-regulation difficulties. It is based on empathising and systemising theories. The intervention promotes:

- Language & communication
- self-regulation
- attention
- strategic choice