

OA Suffolk Curriculum Intent, Implementation and Impact Statement

Intent	Implementation	Impact
<p>To support pupils to overcome and/or remove any barriers to learning.</p>	<ul style="list-style-type: none"> • Ensure that pupil transition between provisions is based on detailed, precise information sharing • Ensuring that pupils are learning at a level which enables them to feel confident and supported • Regular and ongoing assessment using Earwig enables precise information gathering about pupil's academic, social, emotional and personal development. • A pathway hypothesis states clearly barriers that pupils face, allowing precise targets to be made. 	<ul style="list-style-type: none"> • A wide variety of aspirational outcomes for pupils tracked by Earwig • Pupil engagement, well-being and confidence rise as a result of access to curriculum • Pupil outcomes are positive with a view of all pupils leaving with a range of GCSE and vocational qualifications • Pupil reading ages improve • Pupils enjoy school more • Pupils re-integrate to mainstream feeling more confident
<p>To develop pupils' cognition and access to the curriculum</p>	<ul style="list-style-type: none"> • A curriculum that focuses on: working memory, speed of processing, inference, anticipation, reflection, evaluation and analysis • Precision planning based on the individual needs of pupils • Revisiting learning regularly to aid memory retrieval and support working memory strategies • Pupils are taught a curriculum which has been chunked into small steps of progress and adapted for their individual needs • Gaps in learning are identified and are taught on regularly and in small steps • Learning is scaffolded to allow pupils chance to reflect on their learning and progress. 	<ul style="list-style-type: none"> • Pupils access core and foundation curriculums with greater success • Pupils are prepared for the next stages of their education • Pupils make progress academically, socially and emotionally. • Pupils are more confident in their learning
<p>To enable access to the whole curriculum through the development of a pupil's reading skills.</p>	<ul style="list-style-type: none"> • Discrete reading sessions following The Olive Way themes • Snack bite reading across the curriculum • Bespoke interventions • Precise information sharing during induction • Short, sharp and precisely planned reading lessons with a view of increasing engagement through a range of topics and texts 	<ul style="list-style-type: none"> • Pupil engagement, well-being and confidence rise as a result of access to curriculum • Pupil outcomes are positive with a view of all pupils leaving with a range of GCSE and vocational qualifications • Pupil reading ages improve • Pupils enjoy school more • Pupils re-integrate to mainstream feeling

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		more confident
To enable our pupils to learn and master fundamental skills in English and mathematics, which enable them to be successful in the next stage of their education.	<ul style="list-style-type: none"> • Bespoke functional skills curriculum aimed at mastering the fundamental skills and knowledge. • Schemes of learning which re-visit skills and knowledge to help secure new skills and knowledge and builds upon prior. • Appropriately sequenced curriculum which builds on pupil levels • A curriculum which enables a range of different pupil levels within one class. • High aspirations for Key Stage 4 pupils aiming at GCSE and Functional Skills. • Ongoing and regular assessment, both formative and summative, ensures teachers closely track pupils' progress, are aware of any gaps in understanding and adapt their teaching appropriately. 	<ul style="list-style-type: none"> • Pupil engagement, well-being and confidence rise as a result of access to curriculum • Pupil outcomes are positive with a view of all pupils leaving with a range of GCSE and vocational qualifications • Pupil reading ages improve • Pupils enjoy school more seen through pupil survey • Pupils re-integrate to mainstream feeling more confident
To develop a pupil's Personal Social Health Education (PSHE) understanding to prepare our pupils for greater independence and the next destination in their education.	<ul style="list-style-type: none"> • A system of universal, targeted and specialist teaching and planning ensures that pupils experience PSHE learning which will directly impact their lives • Learning is recorded in a floor book meaning the barrier of written work can be removed to enable access this important learning • PSHE is taught by a member of SLT with teachers and LSA's present to ensure consistency in approach • PSHE lessons and floor books include signposts to support available to them in the real-world and online community. • Aspects of PSHE will be taught in The Olive Way where appropriate and necessary. 	<ul style="list-style-type: none"> • Pupils are aware of how to manage and perceive risk in school and in the wider community • KS4 pupils gain qualification in RSE • Pupils feel safe and know how to keep themselves safe.
To enrich and increase pupils' self-confidence and motivation through a broad and rich vocational curriculum	<ul style="list-style-type: none"> • The Olive Way is focused on SMSC objectives which further support the personal development of each pupil. • To give pupils the "wow" factor when participating in new and exciting activities. 	<ul style="list-style-type: none"> • Pupils will have increased social and cultural capital which will be recorded through The Olive Way assessment framework on Earwig • There will be increased engagement in the

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	<ul style="list-style-type: none"> • To help the students understand how amazing the world around us is. • Linking the curriculum to a range of BTEC vocational qualifications. 	<p>wider curriculum through greater experiences which will provide greater curriculum progression</p> <ul style="list-style-type: none"> • Pupils' confidence will improve. This will be tracked through Olive character points • Pupils will make greater progress towards a wide variety of targeted outcomes.
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