

### Curriculum Handbook

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Relevant Independent School Standards	Part 1 – Quality of Education Part 2 – Spiritual, Moral, Social and Cultural Development of Pupils Part 8 – Quality of Leadership in Management of Schools

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## Context

- The Southover Partnership offers part-time (Outreach) and full-time placements for pupils aged 8-19 with **Education and Health Care (EHC) plans**. Pupils have **social, emotional** or **mental health** as their primary needs, and most are also on the **autistic spectrum** and have **other needs**. Pupils come from diverse settings; many have a history of disrupted and /or limited education.
- Southover's curriculum **supports** the **fundamental British Values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and we are fully inclusive embracing Part 6 of the Equality Act 2010.
- Southover takes into account the **ages, aptitudes** and **needs** of all our pupils; we offer a programme of activities which is appropriate to their needs, and that **all** pupils have the opportunity to **learn** and make **progress**.
- Despite the greater specialisation normal amongst pupils at **Key Stage 5**, Southover offers an element of **enrichment** available for pupils which goes beyond specific subjects being learnt [See Implementation pt.2].
- The Southover curriculum content is designed so that **all** pupils at the school can make progress, with an **appropriate** level of **demands**. While pupils of **exceptional ability** are enabled to make progress, the **needs** of these pupils are always appropriately **taken into account** [See Implementation pt.3].

## Curriculum intents and rationale:

Intent statements		Rationale	
We intend to...	Introduce the concept of education through a bespoke curriculum (ready to learn / reconnecting with learning) based on the attachment theory (add footnote with reference)	because	Southover pupils often have attachment difficulties, a history of disrupted or limited education.
	Offer a broad and balanced curriculum with a range of subject qualification pathways		Southover pupils deserve to choose the subjects they enjoy learning regardless of their ability.
	Effectively prepare pupils for the life in British society including opportunities, responsibilities, and experiences		Southover pupils can benefit from additional exposure to prepare them for society
	Ensure all pupils leave Southover with a proficiency in the subjects they study to their best of ability		skills and knowledge are both transferrable to everyday life and working environments.

## Implementation and approach to learning

### *Small school model*

Pupils often access learning:

- with support from their primary attachments (An individual key staff, A selected group of key staff members or All staff on-site)
- with a strong staff ratio in a small class – general lessons range from two staff members with one pupil, to two / three staff members with three / four pupils, based on the nature of the lessons and the needs of the pupils.
- Relationship building with different attachments

### *Bespoke curriculum*

While we have our well-sequenced curriculum pathways and schemes of work in place. It is common that contextual lessons and 'out-of-cycle' learning take place to explore the hidden curriculum, as Southover proactively plans to differentiate based on the needs and interests of the pupils.

- Besides meeting the 7 areas of learning outlined in the Independence School Standards through my curriculum, Southover also offer a range of vocational (Appendix 1) qualifications across the subjects, and have established partnerships with external providers. While some vocational subjects offered have a subject link (i.e. DT, Music, etc), the rest are overseen by our Vocational Lead.

## ***Interventions***

Not all pupils are always in a 'ready to learn' state, and therefore, a range of 'reconnecting with learning' interventions are offered at Southover:

Curriculum adaptations:

- Contextual adaptations are put in place to support pupils to reconnect with learning. Lessons may be adapted to focus more project-based work (internal or ASDAN), group work, off-site work or other relevant adaptations.

Reading intervention:

- In order to improve access to the curriculum, reading interventions are offered to those who find reading difficult and cannot access the differentiated curriculum. Such interventions may include guided reading and phonics delivery, specialized phonics and reading programs.

Academic booster interventions:

- Where it is identified that pupils are not making expected progress in certain subjects due to their academic ability (wider knowledge gap and misconceptions) and subject specific / cross-subject specific barriers, academic booster interventions are offered.

Pastoral interventions:

- Where the barriers to learning are not strictly academic related, but caused by other factors, pastoral interventions are offered to pupils. This includes but not limited to: Emotional Literacy Support Assistance (ELSA), In-house mentoring programme and Hybrid learning style. Southover also adopts a Zones of Regulation and emotion coaching approach, as we celebrate emotions and believe that we need to connect before we correct.

Three-tiered therapeutic interventions:

- The Southover Clinical offer includes Speech and Language, Occupational Therapy, Counselling (PSHE+) and Clinical Psychology. We adopt a three-tiered model, as we deliver our therapeutic interventions with a universal approach, targeted approach and specialist approach.
  - Universal approach: Follow the therapy team's observations and assessments, staff teams are trained on implementing different sets of strategies that can be applied to specific pupils.
  - Targeted approach: When pupils' therapeutic needs cannot just be met through a universal approach, targeted interventions delivered by Higher Level Teaching Assistants (Intervention Leaders), or other skilled teaching staff, in a group or 1:1 setting.
  - Specialist approach: Some pupils' needs are met through specialist interventions delivered directly from the therapists.

## ***EHC orientated delivery***

- Our small school model allows us to thoroughly understand the needs of our pupils. In addition to the high level of understanding, Southover staff also meet pupils' EHC needs by embedding different implementation approaches through adapting their teaching based on pupils' EHC needs.

### ***Social, Moral, Spiritual and Cultural (SMSC)***

- Southover ensure that all pupils can function properly as adult citizens. Since pupils will inevitably have some contact with wider society, Southover equip our pupils for that contact, which includes engagement with public institutions, society and its wide range of members, at both national and local level.
- Southover believes that learning does not just take place in the classroom. Therefore, a range of events and workshops in relation to: Understanding the world through our Reading for Pleasure Scheme, cultures and diversity, religions, work and careers-related, exams, Personal, social, health and economic (PSHE), Relationship and Sex Education (RSE), are in place for our pupils for cross curricular and personal development learning purposes.

*\*Pupils' engagement and interest in political issues are encouraged, and The Southover Partnership do not prohibit conversation about these issues, provided the political issues are age-appropriate. Teachers and staff support pupils' understanding of political issues discussed and the different views held while avoiding endorsing any partisan or particular political viewpoints put forward.*

### **Impact statements**

In accordance with our curriculum Intents and Implementation, our pupils will be:

- Aware of their learning styles and needs, and acquire further life skills
- Able to form meaningful attachments in life through the attachment model.
- Achieving their personal best in their chosen subjects and interest areas and in their life post-Southover.
- Able to understand different viewpoints respectively.
- Able to elicit their voice, including likes and dislikes, and therefore make informed decisions in life.

## Teaching Pupils with English as an Additional Language (EAL) and Reading

All pupils at Southover have an Education, Health and Care Plan (EHCP), and some speak English as an Additional Language (EAL). Their needs are met by our educational and welfare provision, which includes a broad and balanced curriculum and bespoke interventions. We collect the information on whether pupils speak English as an Additional Language (EAL) when they are admitted to Southover. All school pupils and Outreach pupils on the Excelsior Pathway's reading age is tested annually, and those with EAL may achieve a lower score. We test and analyse pupils':

- Sentence completion
- Passage comprehension with questions related to:
  - Retrieval
  - Simple inference
  - Context comprehension
  - Inference and deduction
  - Writer's purposes and viewpoints
  - Writer's use of language
  - Organisation of texts
  - Social, cultural and historical traditions

Specific teaching and learning strategies based on pupils' reading ability are generated and implemented throughout the curriculum. Additionally, we also plan differentiated work, mode of delivery and expectations for pupils with EAL as we consider the following:

- Are pupils with EAL likely to be able to understand the work set?
- What can pupils access independently?
- What level of support (i.e. shorter instructions, time to process, provide pupils with a dictionary or visuals) might pupils with EAL require?
- Are interventions required? [See Implementation]
  - 1:1 or 2:1 working environment with further differentiated work or use of translation
  - Toe-by-toe reading intervention
  - Rapid reading
  - Universal, targeted or specialist intervention in Speech and Language Therapy (SALT)

## Early reading

- Besides offering Toe-by-toe reading intervention to pupils (Readers) whose reading level prevents them from accessing the curriculum, Southover also have Outreach pupils who:
  - Are in Key Stage 2, whose reading ability is still developing
  - Are on the Immersive Pathways (Pre-National Curriculum Levels to Primary National Curriculum Levels)
  - Emerging readers
  
- In order to meet their reading needs, we offer the 'Rapid Phonics Scheme', which comes with 'Rapid Reading' (Primary age-appropriate books) and 'Rapid Plus' (Secondary age-appropriate books). We implement the Rapid Phonics Scheme through:
  - Regular 2:1 (Staff to pupil ratio) phonics intervention
  - Regular reading and comprehension sessions with pupils
  - Assessing pupils' phonics and reading progress during the intervention
  - Providing parents and carers with regular feedback, in addition to termly reports
  - Providing parents and carers with online reading platforms
  - Providing parents and carers with hard copy books in all stages



## Curriculum Overview

### *My Curriculum folder*

'My Curriculum' is the school's unique approach to giving each school child a broad and balanced programme of study. Teaching starts from a pupil's interests and National Curriculum subjects are built around these. 'My Curriculum' continually develops knowledge and skills and includes a range of work experience opportunities for all our older secondary pupils and ensure that there is a continuous focus on the development of communication and interaction skills. Subjects are colour-coded, and the 'My Curriculum Folder' is used in each learning review for stakeholders to celebrate achievements. In line with the Independent School Standards paragraph 2(2)(a), we offer we provide full-time pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.\* Southover also use a range of teaching materials, including but not limited to: online, physical, project-based community work, therefore, we are able to continue delivering the curriculum when the internet is unavailable.

The key areas include:

- My Core skills (Blue) – English, Maths and Science
  - My Choices (Orange) – Humanities, Business Studies, ICT , Vocational subjects, Project work.
  - My Creative Self (Red) – DT, Food tech, Music, Art, Textiles, Drama, Digital Media and Photography.
  - My Healthy Self (Purple) – PE, Dance, Travel-training
  - Myself (Green) – PSHE (Inc RSE)
  - My Future Self – Work experience, Careers input and Split placements
- 
- Once pupils have acquired the relevant skills in KS3, they will officially work towards appropriate qualifications that challenge them and reflect on their ability, in order to prepare them for further education and adult life.
  - Since pupils' ability may not match up with the chronological expectations, some may complete their qualifications at a later stage.
  - All subject content-based objectives are derived from the national curriculum and with a strong level of differentiation.

\*Should a pupil's special educational needs or medical needs prevent them from accessing one or more areas of learning in line with the independent school standards through discrete lessons, a blended learning approach will be implemented to ensure that they are exposed to the learning experience. This is considered on a case-by-case

### *Linguistic: English*

- The KS3 English curriculum consists of a range of Schemes of Work that cover reading, writing and spoken language.
- All pupils have 3 blocks of hourly lessons of English weekly; however, booster sessions are created for those who require additional input.
- Teaching staff have the flexibility to choose the appropriate schemes of work, in liaison with the Head of English, to ensure that pupils access a balanced curriculum and are challenged appropriately, without compromising learning opportunities.
- In KS4 and 5, we offer Entry Level 1 – 3, Functional Skills Level 1-2, GCSE English language and literature, and A-level English Literature.

#### KS3 Scheme of Work Matrix:

	Autumn 1 & 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Novel - Teacher chooses from age appropriate list	Introduction to Poetry	Myths and Legends	Advertising & Non-Fiction	Creative Writing
Y8	Novel - Teacher chooses from age appropriate list	Romeo and Juliet- Shakespeare text		Persuasive Writing	Creative Writing
Y9	Novel - Teacher chooses from age appropriate list	Macbeth - Shakespeare text		Functional Writing & Link with Careers	Creative Writing

#### KS4 / 5 Options:

##### Pearson's Entry Level Functional Skills (Entry 1-3):

Pearson's Entry Level Functional Skills Entry 1-3 Certificates in English are qualifications designed to assess and recognise an individual's essential skills in English at entry-level. The certificates aim to assess the candidate's practical skills and understanding in English, focusing on reading, writing, speaking, and listening. Entry Levels: The certificates cover three entry levels: Entry 1, Entry 2, and Entry 3. Each level represents a progression in difficulty and complexity of English skills.

#### AQA's Functional Skills (Level 1 & 2):

AQA Functional Skills English Level 1 and Level 2 are qualifications designed to assess and recognise an individual's practical skills in English. The qualifications aim to assess the candidate's ability to apply English skills in real-life situations, focusing on reading, writing, speaking, and listening.

- Level 1: AQA Functional Skills English Level 1 is equivalent to a GCSE grade 1-3. It assesses foundational English skills and the ability to understand and communicate basic information effectively.
- Level 2: AQA Functional Skills English Level 2 is equivalent to a GCSE grade 4-9. It assesses more advanced English skills, including the ability to understand and analyse complex texts, write coherent and well-structured pieces, and engage in extended spoken communication. Many higher education institutes and employers will accept this in place of a GCSE English qualification.

#### AQA's GCSE English Language / Literature

- GCSE English Language: AQA GCSE English Language is a comprehensive qualification that focuses on developing pupils' reading, writing, and communication skills. Through the study of a wide range of fiction and non-fiction texts, pupils learn to analyse and evaluate language, structure, and style. They develop the ability to understand and interpret increasingly complex written materials, expanding their vocabulary and comprehension skills. The qualification also emphasizes effective writing skills, enabling pupils to write for different purposes and audiences with accuracy and fluency. AQA GCSE English Language equips pupils with essential communication skills that are valuable in both academic and professional settings.
- AQA GCSE English Literature: AQA GCSE English Literature offers pupils the opportunity to explore and appreciate a diverse range of literary works. By studying texts from different genres, periods, and cultures, pupils develop critical thinking and analytical skills. They learn to analyze characters, themes, and literary techniques, and to interpret texts in their socio-cultural contexts. The qualification encourages pupils to engage with literature through close reading, discussion, and written analysis. AQA GCSE English Literature fosters a love for literature while enhancing pupils' ability to express their ideas effectively and engage in meaningful literary discourse. It provides a solid foundation for further study in literature and related fields.

#### OCR's A level English Literature

- OCR A level English Literature is a rigorous and comprehensive qualification that allows pupils to deepen their understanding and appreciation of literature. The qualification covers a wide range of literary texts, including classic works, contemporary literature, and texts from different cultures and traditions. Pupils develop advanced analytical and critical thinking skills as they explore themes, literary techniques, and the social and historical contexts of the texts. The qualification also encourages pupils to engage in independent research and develop their own interpretations and arguments. AQA A level English Literature equips pupils with valuable skills in literary analysis, research, and communication, preparing them for further study in English literature or related fields, as well as a variety of career paths that require strong analytical and communication skills.

## Mathematical: Mathematics

- The KS3 Maths curriculum consists of a range of Schemes of Work that cover subject content such as Number, Algebra, Ratio, Proportion and rates of change, Geometry and measures, Probability and Statistics.
- All pupils have 3 blocks of hourly lessons of Maths weekly; however, booster sessions are created for those who require additional input.
- Teaching staff have the flexibility to choose the appropriate schemes of work in liaison with the Head of Maths, to ensure that pupils access a balanced curriculum, are challenged appropriate, without compromising learning opportunities.
- In KS4 and 5, we offer Entry Level 1 – 3, Functional Skills Entry Level 1 – 3, NCFE Level 1 Managing your money, Functional Skills Level 1 – 2, GCSE Maths (Foundation and Higher tier) and A level Maths.

KS3 Scheme of Work Matrix:

YEAR 1	YEAR 2	YEAR 3
Core curriculum	Core curriculum	Core curriculum
Unit 1 Analysing and displaying data	Unit 1 Number	Unit 1 Indices and standard form
Unit 2 Number skills	Unit 2 Area and volume	Unit 2 Expressions and formulae
Unit 3 Expressions, functions and formulae	Unit 3 Statistics, graphs and charts	Unit 3 Dealing with data
Unit 4 Decimals and measures	Unit 4 Expressions and equations	Unit 4 Multiplicative reasoning
Unit 5 Fractions	Unit 5 Real-life graphs; Unit 9 Straight-line graphs	Unit 5 Constructions
Unit 6 Probability	Unit 6 Decimals and ratio	Unit 6 Sequences, inequalities, equations and proportion
Unit 7 Ratio and proportion	Unit 7 Lines and angles	Unit 7 Circles, Pythagoras and prisms
Unit 8 Lines and angles	Unit 8 Calculating with fractions	Unit 8 Graphs
Unit 9 Sequences and graphs	Unit 9 Straight-line graphs	Unit 9 Probability
Unit 10 Transformations	Unit 10 Percentages, decimals and fractions	Unit 10 Comparing shapes

AQA's Entry Levels (Entry 1-3):

Entry Level Maths is a qualification designed to assess and recognize pupils' mathematical skills and understanding at a foundational level. It is suitable for learners who may not have achieved a GCSE in Mathematics but still want to develop their mathematical abilities. The qualification covers various mathematical topics, including number, algebra, geometry, statistics, and probability. It aims to build pupils' confidence in applying mathematical concepts and problem-solving skills in



real-life situations. AQA Entry Level Maths provides a stepping stone for further study or employment opportunities that require a basic level of mathematical proficiency. It offers pupils the opportunity to develop essential numeracy skills and a solid foundation for future academic and professional pursuits.

#### Pearson's Functional Skills Entry Levels (Entry 1-3):

Pearson's Entry Level Functional Skills Maths is a qualification designed to develop essential mathematical skills for everyday life and work. It focuses on practical applications of mathematics, enabling learners to apply mathematical concepts and problem-solving skills in real-life situations. The qualification covers topics such as number, measurement, geometry, statistics, and handling data. It aims to improve learners' numeracy skills, including their ability to understand and interpret data, calculate with numbers, and solve problems. Pearson's Entry Level Functional Skills Maths provides a solid foundation for further study or employment and equips learners with the necessary mathematical skills to navigate and succeed in various contexts.

#### Pearson's Functional Skills (Level 1-2):

Pearson's Functional Skills Maths Level 1 and Level 2 are qualifications designed to develop and assess essential mathematical skills needed for everyday life and work. These qualifications focus on practical applications of mathematics, enabling learners to apply mathematical concepts and problem-solving skills in real-life situations.

- Level 1 is equivalent to a GCSE grade 1-3. Level 1 covers topics such as number, measurement, geometry, statistics, and handling data, providing a solid foundation for further study or employment.
- Level 2 is equivalent to a GCSE grade 4-9. Level 2 builds upon the skills developed in Level 1 and covers more advanced topics such as algebra, ratio and proportion, and probability. Both qualifications aim to improve learners' numeracy skills, including their ability to understand and interpret data, solve problems, and apply mathematical principles in practical situations.

#### NCFE Level 1 Managing Your Money

NCFE Level 1 Managing Your Money is a qualification that focuses on equipping learners with the necessary skills and knowledge to effectively manage their personal finances. This qualification covers topics such as budgeting, saving, borrowing, and financial planning. By providing learners with practical strategies and tools, it enables them to make informed decisions about money management, develop good financial habits, and navigate financial challenges. NCFE Level 1 Managing Your Money empowers individuals to take control of their finances, promoting financial well-being and resilience.

#### Pearson's GCSE Maths (Higher and Foundation tier)

- The Higher Tier assesses more complex mathematical concepts and problem-solving skills, suitable for pupils aiming for grades 4 to 9. The Higher Tier is designed for pupils aiming for higher grades and covers more advanced concepts, such as algebra, geometry, and statistics. It challenges pupils to apply their mathematical knowledge in real-world contexts and develop problem-solving skills.
- The Foundation Tier focuses on building a strong mathematical foundation and is aimed at pupils targeting grades 1 to 5. It is intended for pupils who may require additional support and focuses on building a solid foundation in essential mathematical concepts. It covers topics like number, measurement, and basic algebra. Both



tiers provide pupils with the opportunity to develop their mathematical abilities and prepare for further study or employment.

#### Pearson's A level Maths

A Level Maths is a comprehensive qualification that provides pupils with a deep understanding of mathematical concepts and skills. It covers a wide range of topics, including algebra, calculus, statistics, and mechanics. The course is designed to develop pupils' problem-solving abilities and mathematical reasoning, preparing them for higher education or careers in fields that require strong mathematical skills. Pearson A Level Maths offers both pure mathematics modules and applied modules, allowing pupils to tailor their studies to their interests and future goals. With rigorous assessments and a focus on critical thinking, this qualification equips pupils with the mathematical foundation needed for success at the A Level and beyond.

## Scientific: Science

- The KS3 Science curriculum consists of a range of Schemes of Work that cover biology, physics and chemistry modules yearly.
- The Science curriculum also helps learner embedded skills such as Scientific Attitudes, Experimental skills and investigation, Analysis and evaluation, and Measurement.
- All pupils have 2 blocks of hourly lessons of Science weekly; however, booster sessions are created for those who require additional input.
- Teaching staff have the flexibility to choose the appropriate schemes of work in liaison with the Head of Science, to ensure that pupils access a balance curriculum, are challenged appropriate, without compromising learning opportunities.
- In KS4 and 5, we offer Entry Level 1 – 3 Science, Entry 1 – 3 Further Science, GCSE Chemistry, Biology, Physics at both Foundation and Higher tier.

### KS3 Scheme of Work Matrix:

	Year 7	Year 8	Year 9
Biology Topics	7A Cells 7B Reproduction 7C Muscles and bones	7D Ecosystem 8A Food and Nutrition 8B Plant and reproduction	8C Breathing and respiration. 8D Unicellular organism
Chemistry Topics	7E Mixtures and separation 7F Acids and Alkalis 7G Particles	7H Atoms, elements 8E Combustion	8F Periodic table 8G Metals and their uses 8H Rocks
Physics Topics	7I Energy 7J Electricity	7K Forces 7L Sound 8I Fluids	8J Light 8K Energy transfers 8L Earth and space

### Pearson's Entry Level Certificate in Science (Entry 1-3):

The Pearson Entry Level Certificate in Science is a qualification designed to introduce pupils to the fundamentals of scientific knowledge and inquiry. It provides a solid foundation in key scientific concepts across biology, chemistry, and physics. This certificate is suitable for pupils who may have limited prior knowledge or experience in science and aims to develop their scientific literacy and understanding. The qualification covers topics such as the structure and function of living organisms, chemical reactions, forces and motion, and the Earth and the universe. Through a combination of theoretical learning and practical investigations, pupils gain a basic understanding of scientific principles and develop skills in observation, data analysis, and scientific communication. The Pearson Entry Level Certificate in Science serves as a stepping stone for further study or employment in the field of science.

### Pearson's Entry Level Certificate in Further Science (Entry 1-3):

The Pearson Entry Level Certificate in Further Science is a qualification designed to build upon the foundational knowledge gained in the Entry Level Certificate in Science. It provides pupils with a deeper understanding of scientific concepts and principles across biology, chemistry, and physics. This certificate aims to develop pupils' analytical and investigative skills, allowing them to apply scientific knowledge to real-world scenarios. Through practical experiments and theoretical learning, pupils enhance their scientific literacy and critical thinking abilities. The Entry Level Certificate in Further Science serves as a stepping stone for pupils who wish to pursue advanced studies in science or related fields, providing them with a solid foundation for future academic and career success.

### AQA's GCSE Biology, Physics and Chemistry

The AQA GCSE Biology, Physics and Chemistry qualification are offered in two tiers: Foundation and Higher. The Foundation tier is designed for pupils aiming to achieve grades 1 to 5, while the Higher tier is for pupils targeting grades 4 to 9.

- GCSE Biology foundation tier: Pupils cover key biological concepts such as cell structure and function, human anatomy and physiology, nutrition and digestion, gas exchange systems, reproduction, health, material cycles, and genetics. The assessments at this tier focus on recall, understanding, and application of biological knowledge, with an emphasis on practical skills and data analysis.
- GCSE Biology higher tier: Pupils delve deeper into topics such as genetics and evolution, plant structure and function, ecology and ecosystems, human physiology, and the impact of human activity on the environment. The assessments at this tier require pupils to demonstrate a higher level of understanding, analysis, and evaluation. The Higher tier also includes more challenging practical tasks and experimental skills.
- GCSE Physics foundation tier: Pupils explore in-depth subjects including energy changes and transfers, forces and motion, waves, light, electricity, magnetism, and space physics. The assessments at this level demand pupils to showcase a higher level of understanding, analysis, and evaluation. Additionally, the Higher tier incorporates more challenging practical tasks and experimental skills to further enhance pupils' scientific capabilities.
- GCSE Physics higher tier: Pupils delve deeper into topics such as energy changes and transfers, forces and motion, waves, light, electricity, magnetism, and space physics. The assessments at this tier require pupils to demonstrate a higher level of understanding, analysis, and evaluation. The Higher tier also includes more challenging practical tasks and experimental skills.
- GCSE Chemistry foundation tier: Pupils explore essential topics including the nature of matter at a particle level, atoms, elements, compounds, pure and impure substances, chemical reactions, and energetics. They acquire a foundational understanding of these concepts and develop the ability to apply their knowledge in practical contexts. Assessments at this level prioritize the recall, understanding, and application of chemistry principles, with a particular focus on practical skills and data analysis.



- GCSE Chemistry higher tier: Pupils engage in a more comprehensive exploration of subjects such as the periodic table, materials, Earth and atmosphere, and chemical analysis. The assessments at this level demand a greater depth of understanding, analysis, and evaluation from pupils. Additionally, the Higher tier incorporates more demanding practical tasks and experimental skills to further enhance pupils' scientific capabilities.

### ***Personal, Social, Health and Economic Education (PSHE)***

- PSHE is the platform within school where students focus on the social and emotional development reflected in our school ethos.
- In tandem with their academic learning, students take part in a structured PSHE curriculum that follows learning journeys which encompass social thinking, emotional wellbeing, health, relationships and sex education.
- The PSHE learning journeys cover *Self-awareness, Self-care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles & The World I live in.*
- Further contextually differentiated cyclical topics are designed under each learning journey, in liaison with pupils' input.
- Our PSHE curriculum encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act:
  - age
  - disability
  - gender reassignment
  - marriage and civil partnership
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation
- Our PSHE curriculum is intended to enhance SMSC development so that students are prepared for the opportunities, responsibilities and experiences of later life. This involves teaching students about British laws, values and the democratic process so that they can effectively navigate life in British society.
- We aim, through social thinking, to promote good behaviour and positive character traits in our students and celebrate those who demonstrate good character values in their day to day school life.
- Through their PSHE learning, students have a platform where they can learn to effectively cope in emotionally charged situations and where they can seek help and advice with mental and emotional health so they are prepared for any challenges that they may face as they take their next steps.
- Our RSE curriculum [See separate policy] provide primary aged pupil with Relationship Education, and secondary school aged pupils with Relationship, Sex and Education.

### PSHE KS3, 4 & 5 Matrix

Term	Learning journeys	Cyclical Topics	PSHE Character value
Autumn 1	Self-awareness	KS3 Cycle 1 – Personal Strength	Confidence and Optimism
		KS4 Cycle 1 – Managing Pressure	Confidence and Optimism
		KS5 Cycle 1 – Fixed and Growth Mindsets	Confidence and Optimism
		KS3 Cycle 2 – Skills for learning	Perseverance and Resilience
		KS4 Cycle 2 – Preparing for Adulthood	Motivation
		KS5 Cycle 2 – Ways to better myself	Drive
		KS3 Cycle 3 – Prejudice and Discrimination	Perseverance
		KS5 Cycle 3 – Self-esteem, self-worth and self-confidence	Grit
Autumn 2	Self-care, support and safety	KS3 Cycle 1 – Feeling frightened / worried	Confidence and Optimism
		KS4 Cycle 1 – Keeping safe in all situations: Public and private	Confidence and Optimism
		KS5 Cycle 1 – Knife Crime, county lines and gangs	Confidence and Optimism
		KS3 Cycle 2 – Accident and Risk in Emergency situations	Perseverance and Resilience
		KS4 Cycle 2 – Gambling	Motivation
		KS5 Cycle 2 – Personal Hygiene	Drive
		KS3 Cycle 3 – Feeling Unwell	Perseverance
		KS5 Cycle 3 – Emotional Support and Mental Wellbeing	Grit
Spring 1	Managing Feelings	KS3 Cycle 1 – Self-esteem and unkind comments	Respect and Tolerance
		KS4 Cycle 1 – Peer Pressure and Bullying	Respect and Tolerance
		KS5 Cycle 1 – Managing Change	Respect and Tolerance
		KS3 Cycle 2 – Strong Feelings	Motivation and Ambition
		KS4 Cycle 2 – Sexual Attraction	Resilience
		KS5 Cycle 2 – Social and Emotional Development	Respect
		KS3 Cycle 3 – Romantic feelings	Honesty
		KS5 Cycle 3 – Making sense of relationships	Honesty
Spring 2	Changing and Growing	KS3 Cycle 1 – Friendship	Respect and Tolerance
		KS4 Cycle 1 – Drugs, Alcohol and Tobacco (including medicinal drugs)	Respect and Tolerance
		KS5 Cycle 1 – Sexual and Gender differences	Respect and Tolerance
		KS3 Cycle 2 – Puberty	Motivation and Ambition
		KS4 Cycle 2 – Long term relationships and parenthood	Resilience
		KS5 Cycle 2 – Sexual Relationships, Consent and Parenthood	Respect
		KS3 Cycle 3 – Healthy and Unhealthy relationship behaviours	Honesty
		KS5 Cycle 3 – Managing long term relationships and dealing with relationship breakdowns	Honesty
Summer 1	Healthy Lifestyles	KS3 Cycle 1 – Elements of a Healthy lifestyle	Honesty and Dignity
		KS4 Cycle 1 – Body image (media and online impacts)	Honesty and Dignity
		KS5 Cycle 1 – How to have a healthy lifestyle	Honesty and Dignity
		KS3 Cycle 2 – Physical Activity	Focus and Conscientiousness
		KS4 Cycle 2 – Intimate relationships, contraception and consent.	Conscientiousness

Summer 2	The world I live in	KS5 Cycle 2 – Pros and Cons of Online Gaming	Ambition
		KS3 Cycle 3 – Mental Wellbeing	Ambition
		KS5 Cycle 3 – Managing peer pressure	Perseverance
		KS3 Cycle 1 – Taking care of the Environment	Honesty and Dignity
		KS4 Cycle 1 – Managing Finances and Cybercrime	Honesty and Dignity
		KS5 Cycle 1 – Copyright and ownership	Honesty and Dignity
		KS3 Cycle 2 – Diversity, rights and responsibilities	Focus and Conscientiousness
		KS4 Cycle 2 – Careers based learning	Conscientiousness
		KS5 Cycle 2 – Privacy and Security	Ambition
		KS3 Cycle 3 – Preparing for adulthood	Ambition
		KS5 Cycle 3 – Managing online information and online bullying	Perseverance

### ***Human and Social: Humanities***

- Within the Southover Humanities curriculum, our Key Stage 3 learners follow a carousel system, where they study history and geography topics in rotation, following the schemes of work provided.
- Teaching staff have the flexibility to choose the appropriate schemes of work in liaison with the Head of Humanities, to ensure that pupils access a balance curriculum, are challenged appropriate, without compromising learning opportunities.
- In KS4 and 5, we offer Entry Level 1 – 3 History, Entry 1 – 3 Geography, GCSE History and GCSE Geography.

KS3 Scheme of Work Matrix:

	Y7			Y8			Y9		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
History	Normans		The Black Death		Atlantic Slavery		WW1		Antisemitism
Geography		Biomes		Development		Coasts		Globalisation	



#### OCR History Entry Levels (Entry 1-3):

The History Entry Levels Certificate with OCR is a qualification offered by OCR (Oxford, Cambridge and RSA Examinations) in the UK. It is designed for pupils who are at the beginning stages of their history education. The certificate aims to develop pupils' historical knowledge and understanding, as well as their skills in critical thinking, analysis, and interpretation. The History Entry Levels Certificate covers a range of historical topics and themes, allowing pupils to explore different periods and events. It provides a solid foundation for further study in history and helps pupils develop a strong understanding of the subject. The certificate is assessed through a combination of coursework and exams, allowing pupils to demonstrate their knowledge and skills in a variety of ways.

#### OCR Geography Entry Levels (Entry 1-3):

The Geography Entry Levels Certificate offered by OCR (Oxford, Cambridge and RSA Examinations) in the UK is a qualification specifically designed for pupils who are at the initial stages of their geography education. This certificate aims to cultivate pupils' understanding of key geographical concepts, enhance their skills in data analysis and interpretation, and foster their ability to critically engage with geographic issues. The curriculum of the Geography Entry Levels Certificate covers a broad range of topics, including physical geography, human geography, and environmental concerns. Through a combination of coursework and exams, pupils are assessed on their knowledge and proficiency in these areas. This certificate serves as a solid foundation for further studies in geography, equipping pupils with a strong grasp of the subject matter.

#### OCR's GCSE History:

OCR GCSE History is a rigorous and comprehensive qualification that allows pupils to develop a deep understanding of key historical events, themes, and concepts. The course covers a wide range of topics, including the Norman Conquest, the American West, and the Cold War. Pupils are encouraged to critically analyze historical sources, evaluate different interpretations of events, and develop their own historical arguments. The OCR GCSE History examination assesses pupils' knowledge, understanding, and analytical skills through a combination of written exams and controlled assessments. This qualification provides pupils with a solid foundation in history and prepares them for further study at the A-level or higher education level.

#### OCR's GCSE Geography:

OCR GCSE Geography is a thorough qualification that enables pupils to acquire a profound comprehension of essential geographical principles, skills, and case studies. The curriculum encompasses a diverse range of subjects, including physical geography, human geography, and environmental concerns. Pupils are encouraged to apply their geographical knowledge to various scenarios and levels, while also critically analysing and evaluating information. Assessment in OCR GCSE Geography evaluates pupils' knowledge, understanding, and analytical abilities through written exams and fieldwork assessments. This qualification equips pupils with a strong grounding in geography and prepares them for advanced study at the A-level or higher education level.

### Physical & aesthetic: Physical Education

- Southover's PE curriculum is designed to cater to the **physical well-being, different needs** and **abilities** of our pupils, providing inclusive and **differentiated** learning experiences.
- Our PE curriculum references the national curriculum, ensuring that our pupils develop **competence** in a broad range of **physical activities**, engage in **competitive sports** and activities, and lead **healthy, active lives**.
- We offer a **range** of KS4/5 options in PE, allowing our pupils to specialise in areas of interest and **further develop** their **skills** and **knowledge** in specific **sports** or **activities**.

#### KS3 Scheme of Work Matrix:

Autumn	Spring	Summer
Team Games (Team building & Competition)	Target Games (Competition Specific)	Striking and Fielding, Net games, Athletics/ Sports Day (Sport in the community)
Team Sports/Activities can include: Football, basketball, netball, rugby, hockey, dodgeball, volleyball etc. Team building can include: team relays, problem solving tasks, orienteering, fitness relays, dance in teams/partner work etc	Target games can include: Throwing games (like precision throwing with bean bags), golf, bowling, bowls, corn-hole, handball, archery, 5-a-live etc. Sports from Autumn 1 can also be used again, breaking down and highlighting the target related skills (passing accurately through a gated coned area, shooting into the corners of a goal only)	Striking and fielding sports can include: Softball, tennis, cricket, rounders, etc Athletics sports can include: track events (races of various distances including relays), field events (high jump, long jump, triple jump, discus, shot put, javelin) Preparation for sports day

KS3	KS4/5 Options
KS3 P.E.	AQA GCSE Dance
	OCR GCSE - Physical Education
	OCR L2 Cambridge National in Sport Studies
	OCR L1 Cambridge National in Sport Studies
	BTEC Level 1 Introductory In Sport
	OCR Entry Level 1-3

### ***Creative: Arts and Music***

- Pupils are exposed to a range of topics, with different implementational work and outcomes, which are tied to the national curriculum.
- Teachers have the flexibility to contextually apply different topics under different schemes of work to challenge pupils in liaison with the Head of Department.
- Southover offer a wide range of creative education related qualifications.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Identity – <i>About Me</i> Drawing	Identity – <i>About Me</i> Painting	Environments – <i>Minibeasts</i> Photography	Environments - <i>Minibeasts</i> Printing	Artefacts – <i>Ancient Egypt</i> Sculpture	Artefacts - <i>Ancient Egypt</i> Sculpture
Year 8	Environments – <i>Fantasy Lands</i> Collage	Environments - <i>Fantasy Lands</i> Collage	Artefacts - <i>Traditional Clothing</i> Fashion Design	Artefacts - <i>Traditional Clothing</i> Fashion Design	Identity – <i>Masks</i> Sculpture	Identity – <i>Masks</i> Sculpture
Year 9	Artefacts - <i>CD Cover</i> Graphic Design	Artefacts - <i>CD Cover</i> Graphic Design	Environments – <i>Real/Surreal</i> Animation	Environments - <i>Real/Surreal</i> Animation	Identity – <i>Biography</i> Pupil choice of media	Identity – <i>Biography</i> Pupil choice of media



KS3	KS4/5 Options
KS3 Art	Pearson A Level Graphic Design
	Pearson GCSE Art & Design
	Pearson GCSE Photography
	Pearson GCSE Graphic Design
	Arts Award Bronze/Silver
	NCFE Level 1 Graphic Design, Photography, Creative Craft
	AQA Unit Award Scheme

KS3	KS4/5 Options
KS3 Music	Rock School instrumental exams
	BTEC Tech Award Level 1- Performing a Piece of Music

***Technological: Information and Communications Technology (ICT), Digital Media and Business Studies, Design & Technology (D&T) and Food Technology***

- At Southover, we value **technological learning** as an **integral part** of its **curriculum**, recognising its importance in preparing pupils for the **modern world**.
- In addition to our **ICT curriculum**, the schools also emphasise the use of ICT **across** other subjects, providing pupils with the necessary skills to **navigate** and **utilise digital tools** effectively.
- **Digital Media** and **Business Studies** are both KS4 options, and they allow pupils to develop their **creativity** and **communication** skills for **entrepreneurship, leadership**, and understanding the **business world**, through mediums such as **video production, graphic design**, and **multimedia presentations**.
- **Design and technology** is highly regarded at Southover, promoting **creativity, problem-solving**, and **practical** skills. Pupils engage in hands-on activities that involve **designing, making**, and **evaluating** products, fostering **innovation** and **critical thinking**.
- **Food technology** is recognised as a vital component of the curriculum, teaching pupils about **nutrition, healthy eating**, and **practical cooking skills**.

The below tables show the progression of our technological curriculum:

KS3	KS4/5
KS3 ICT	GCSE Computer Science*
	INCFE Level 2 Certificate in Understanding Coding
	BTEC Level 2 Certificate in ICT Systems and Principles
	Pearson Digital Functional Skills Entry Level 3 and Level 1 only
	BTEC L1 Introductory Digital Media
	BTEC L1 Introductory Business Award / Certificate / Diploma

\*Pupils who wish to GCSE Computer Science are recommended to working at Step 5 or above in Maths.

KS3	KS4/5
KS3 Food technology	GCSE Food Preparation and Nutrition
	BTEC Level 2 in Home Cooking Skills
	BTEC Level 1 in Home Cooking Skills

KS3	KS4/5
KS3 D&T	NCFE Level 1 Award Occupational Studies for the Workplace

## Outreach curriculum

- Our Outreach curriculum offer is **bespoke** to the commissioning body and the pupil for which we teach.
- Outreach pupils are all admitted on a **part-time** (10-20 hrs per week), temporary, basis, commissioned by the Local authorities, with the aim of **transitioning** them **back into full-time education**.
- Despite the part-time nature, Southover Outreach aim to provide pupils **experience** in the **7 areas of learning** (in line with ISS 2(2)(a))
- The plans and targets are set up specifically around the EHCP and with a core focus on: PSHE, Sensory Processing, Communication, Literacy, Numeracy and Science.
- At The Southover Partnership Outreach, we offer **two** curriculum **pathways**: [1] **Excelerator Pathway** and [2] **Immersive Pathway**:
  - [1] **Excelerator Pathway**: This is a pathway designed for **secondary-aged pupils** who work at a **Key Stage 4 or above** levels
  - [2] **Gateway Pathway**: This is a pathway designed for **secondary-aged pupils** who work at a **Key Stage 3 or above** levels
  - [3] **Immersive Pathway 1-2**: This is a pathway designed for **all primary school-aged** pupils who work at between **Pre-National Curriculum Levels** to **Primary National Curriculum Levels**
- All Outreach pupils receive a Baseline Assessment when they join Southover, and their pathways are then determined



### Excelerator Pathway (L2+Accreditations):

- Pupils on the Excelerator Pathway will follow an **adapted version** of the Southover School's **curriculum** offer, including the appropriate accreditation(s);
- **English, Maths** and **PSHE** (Including Relationship and Sex Education for Secondary School-aged pupils) are the core offers of all pupils on this pathway;
- The number of subjects depend on the **total learning hours** commissioned; and
- Pupils will have a choice of foundation subjects based on their interest areas.

### Gateway Pathway (Pre-Entry to L1 Accreditations):

- Pupils on the Gateway Pathway will follow a hybrid version of the Southover School's **curriculum** offer, including the appropriate accreditation(s);
- **Communication, Numeracy** and **PSHE** (Including Relationship and Sex Education for Secondary School-aged pupils) are the core offers of all pupils on this pathway;
- The number of subjects depend on the **total learning hours** commissioned; and
- Pupils will have a choice of foundation subjects based on their interest areas.

Moving On GLOBETROTTER				
Science	Technology	Foreign Cultures	Creativity	Humanities
Industry and Production The Solar System Habitats on Land and Sea	Specialist Clothing and Costumes Food Groups and a Balanced Diet Making Gifts for Sale	UK Culture: Language or Dialects Lifestyles Wider Culture	Popular Music Contemporary Art Theatre and Film Making	Local Community Events Landmarks Famous Buildings
Personal, Social and Health Care	Citizenship	Leisure & Recreation	Daily Living Skills	Work Skills and Career Education Post - 16 Guidance
Personal Care and Presentation Using Local Facilities for Health Drugs Awareness	Democracy: Rights and Responsibilities Residential Experience The Year of: Campaigns	Joining a Club Competitive Sport Health Action Plan	Container Gardening Planning Meals for a Period of Time Clothing Care and Maintenance	Understanding a Work Production Line Advertising The Work Place Person Centred Planning Preparing for New Situations Transition Arrangements

### Gateway Maths KS3

Autumn Term	Spring Term	Summer Term
Number	Number	Number
Handling data	Time	Shape
Money	Measures	Space

### Gateway Maths KS4

Autumn Term	Spring Term	Summer Term
Properties of Number	Calendar	Measure
Geometry	Statistics	Money
The Four Operations		
Ratio		

### Immersive Pathway:

- **All primary** school-aged Outreach pupils are on the Immersive Pathway
- **Some Secondary** school-aged Outreach pupils are on the Immersive Pathway, should they work **significantly below** the **KS3** National Curriculum levels.
- The Immersive Pathway will cover **Pre-National Curriculum** and adapted **Primary National Curriculum**, offering a foundation of knowledge and skillsets

- **Communication, Numeracy and PSHE** (Including **Relationship** and **Sex** Education for **Secondary** School-aged pupils and **Relationship** Education for **Primary** School-aged pupils) are the core offers of all pupils on this pathway;
- The number of subjects depend on the **total learning hours** commissioned; and
- Pupils will have a choice of foundation subjects based on their interest areas.

### Core Offer

Communication	Thinking and Problem Solving	The World Around Me	PSHE	PfA
Imperative communications	Six general and repeatable problems	History and Passing Time	My Health	My Dressing & Undressing
Following instructions	Eight exemplar problems	Digital Photography	My Emotions and Feelings	My Shopping
Declarative Communication		Festivals	My Identity Beliefs and Values	My Cooking/Food
Dynamic communications		Food	My Financial Management	Technology
Narratives		Life Cycles	My Social Interactions	My Travel Training
Formal social interactions with familiar, known people		People		
Personalised reading and writing		Recycling		
Non-verbal, behavioural communications		The Seasons		
Peer to peer communications		The Weather		
Augmentative and alternative communications		Water		

### Creative Offer

Art	Music	Drama	Dance	Play and Leisure
Collage	TEMPO	Drama-related activity	Sequencing Movement	Time
Drawing	RHYTHM	Early Drama – Developing Make-Believe	Creating A Dance Narrative	Parallel Play
Painting	TIMBRE	Open-Ended Drama	Using Professional Dance Performance Creatively	Shared Play
Print Making	TEXTURE	Creating Theatre	Using Dance Steps And Step Patterns Creatively	Turn-taking Play
Sculpture	STRUCTURE			Co-operative play
Digital Media	PITCH			
Textiles	DYNAMICS			

## Independence Preparation for Adulthood

Cooking	Dressing and Undressing	Travel Training	Shopping
Pre-cooking skills	Body Parts	Walking And Road Crossing (Travelling as a Pedestrian)	MONEY
Using a blunt knife	Dressing / Undressing	TRAVELLING BY BUS/TRAM	SHOPPING
Pouring, mixing and estimating	Self-Organisation	TRAVELLING BY TUBE/METRO/UNDERGROUND	SHOPPING FOR COOKING
Dealing with accidents in the kitchen	Privacy	TRAVELLING BY TRAIN	OTHER SHOPPING
Working safely with electrical equipment			
Germs and bacteria			
Using more advanced kitchen equipment			
Following recipes			



### Planning process (School):

- Southover ensure that pupils **acquire new knowledge** according to their **ability** so that they **increase** their **understanding** and develop their skills in the subjects taught.
- Southover **foster pupils' self-motivation**, the application of **intellectual, physical** and **creative** effort, **interest** in their **work** and the ability to **think** and **learn** for themselves;
- Teaching staff **follow** their **schemes of work** and **cycles** based on the **key stage** and **pathway** of the learners
- In liaison with Heads of Department, teaching staff may provide **out-of-cycle** or **contextual learning** for pupils; including but not limited to the following reasons:
  - Pupils' prior **knowledge** is **beyond** the **planned** cycles;
  - There are **significant gaps** in pupils' learning ;
  - Pupils require to **reconnect with learning** [See Implementation Section];
  - Teaching staff need to **address safeguarding needs** through **contextual** lessons;
- When planning, teaching staff consider pupils':
  - Academic needs;
  - Learning sequences;
  - EHC needs (addressed through the 'Termly Skills Target'; co-produced with pupils and parents at learning review meetings); and
  - Celebrate the PSHE Value of the term.
- Our planning cycle include:
  - Teaching staff plan **half-termly**;
  - Head of Department monitor the planning by providing feedback;
  - Senior Leadership Team supports with some specific planning scrutiny
- Our planning system (My Curriculum Aims) is **clear** and **efficient**, and we **always share** our half-termly plans with **pupils** to promote a ***mutual understanding\****:

<p style="text-align: center;"><b>SOUTHOVER PARTNERSHIP SCHOOL</b>  <b>MY CURRICULUM AIMS</b>  <b>[YEAR – YEAR]</b></p>	
<p><b>TERM: [HALF TERM]</b></p>	<p><b>CURRENT LEVEL: [ACADEMIC LEVELS]</b></p>
<p><b>Termly skills target: [A COMBINATION OF EHC OUTCOMES]</b></p>	
<p><b>PSHE Character Value: [THE VALUE OF THE TERM]</b></p>	
<p><b>Topics: [THE TEACHING TOPIC OF THE HALF TERM]</b></p> <p> <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM]  <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM]  <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM]  <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM]  <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM]  <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM]  <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM]  <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM]  <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM]  <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM]  <input checked="" type="checkbox"/> [A LIST OF LEARNING OBJECTIVES FOR THE HALF TERM] </p> <p><i>*Mutual Understanding: The learning objectives can be altered follow a discussion teaching staff have had with their pupils, based on a mutual understanding of needs.</i></p>	
<p><b>TEACHER COMMENT</b></p>	<p><b>PUPIL COMMENT</b></p>
Empty space for teacher comment	Empty space for pupil comment



### Assessment process (School):

- **Southover** encourage pupils to work hard, concentrate, achieve and take a positive attitude towards learning. **We achieve this by encouraging** open discussion by pupils and staff of problems and themes which arise from the curriculum or everyday life.
- In addition to planning clearly and efficiently, **Southover also** follow an **effective system** to track pupils' progress.  
On a classroom level, we:
  - Assess pupils through class-based work, including but not limited to, written work, discussions, project based work;
  - Address **misconceptions** by providing pupils with both **verbal** and/or **written** feedback;
  - Provide pupils with opportunities to **self** or **peer-assess**; and
  - **Do not** adopt a **one-size-fits-all** approach on our verbal / written feedback or self or peer-assessment, as we consider what is **more effective**
- On a **half-termly** basis, teaching staff assess pupils' '**academic levels**', following the **Pearson Steps**, which **inform** KS3 pupils' **future subject options** [Table 1]
- On a **half termly** basis, teaching staff also assess pupils' '**progress**', and discuss **interventions** that may be **required** with their Head of Department and Senior Leaders. [Table 2]
- On a **termly** basis, a **written report** of each registered pupil's progress and attainment in the **all subject** areas taught, and selected **EHC Outcomes**, is provided to the **parents** and **carers**. [Table 3]
- Heads of Department conduct termly moderation with the department teachers – by site, as a whole school, and externally where possible.

[Table 1: Academic levels – KS3 Pearson Steps informing KS4/5 options]

English:

Level achieved by the end of KS3	Possible KS4/5 pathway(s)
Pearson Step 9	GCSE English Language* and / or English Literature*
Pearson Step 8	
Pearson Step 7	
Pearson Step 6	Functional Skills L2 / GCSE English Language*
Pearson Step 5	
Pearson Step 4	Functional Skills L1 / Functional Skills L2
Pearson Step 3	Functional Skill Entry 3 / Functional Skills L1
Pearson Step 2	Functional Skill Entry 1 / 2
Pearson Step 1	Functional Skill Entry 1

\*Pupils who want to further pursue A-Level English are required to have achieved a Grade 6 in their GCSE.

Maths:

Level achieved by the end of KS3	Possible KS4/5 pathway(s)
Pearson Step 9	GCSE Maths (Higher tier)
Pearson Step 8	
Pearson Step 7	
Pearson Step 6	
Pearson Step 5	GCSE Maths (Foundation tier) / Functional Skills Level 1 / Level 2
Pearson Step 4	
Pearson Step 3	NCFE Level 1
Pearson Step 2	Entry Level (1-3, depending on the assessment outcome)
Pearson Step 1	Or Functional Skills Entry Level 1 -3

\*Pupils who want to further pursue A-Level Maths are required to have achieved a Grade 6 in their GCSE.

Science:

Level achieved by the end of Y8	Possible KS4/5 pathway(s)
Pearson Step 9	GCSE Science (Higher tier) – (Chemistry/Biology/Physics)
Pearson Step 8	
Pearson Step 7	
Pearson Step 6	
Pearson Step 5	GCSE Science (Foundation tier) – (Chemistry/Biology/Physics)
Pearson Step 4	
Pearson Step 3	Entry 1-3 Science / Further Science
Pearson Step 2	
Pearson Step 1	

\*Pupils who want to further pursue A-Level Science subjects are required to have achieved a Grade 6 in their GCSE Science.

Humanities:

Level achieved by the end of Y9	Possible KS4/5 pathway(s)
Pearson Step 9	GCSE History / Geography
Pearson Step 8	
Pearson Step 7	
Pearson Step 6	
Pearson Step 5	Entry 1-3 History / Geography

	or
Pearson Step 4	GCSE History / Geography
Pearson Step 3	Entry 1-3 History / Geography
Pearson Step 2	
Pearson Step 1	

\*Pupils who want to further pursue A-Level Geography or History subjects are required to have achieved a Grade 6 in their GCSE Geography or History.

#### Art:

Level achieved by the end of KS3	Possible KS4/5 pathway(s)
Pearson Step 9	GCSE Art & Design, Photography, Graphic Design
Pearson Step 8	
Pearson Step 7	
Pearson Step 6	A Level Graphic Design*
Pearson Step 5	
Pearson Step 4	
Pearson Step 3	GCSE Art & Design, Photography, Graphic Design
Pearson Step 2	
Pearson Step 1	
	NCFE Level 1 Graphic Design, Photography, Creative Craft, Arts Award Bronze/Silver
	AQA Unit Award Scheme

\*Pupils who wish to study A Level will need to pass GCSE at grade 5 or above and is dependent on the discretion of HOD

#### ICT / Digital Media / Business:

Level achieved by the end of KS3	Possible KS4/5 pathway(s)
Pearson Step 9	GCSE Computer Science*
Pearson Step 8	
Pearson Step 7	
Pearson Step 6	NCFE Level 2 Certificate in Understanding Coding BTEC Level 2 Certificate in ICT Systems and Principles
Pearson Step 5	
Pearson Step 4	
Pearson Step 3	Pearson Digital Functional Skills L1 BTEC L1 Introductory Digital Media BTEC L1 Introductory Business Award / Certificate / Diploma
Pearson Step 2	
Pearson Step 1	
	Pearson Digital Functional Skills Entry Level 3

\*Pupils who wish to GCSE Computer Science are recommended to working at Step 5 or above in Maths.

# Physical Education:

Level achieved by the end of KS3	Possible KS4/5 pathway(s)
Pearson Step 9	OCR GCSE Physical Education* Or Cambridge Nationals L1 / L2
Pearson Step 8	
Pearson Step 7	
Pearson Step 6	
Pearson Step 5	
Pearson Step 4	Cambridge Nationals L1 / L2
Pearson Step 3	
Pearson Step 2	
Pearson Step 1	
	OCR Entry Level 1-3

\*Pupils who wish to study GCSE Physical Education will require an additional P.E. lesson to focus on the scientific aspects.

[Table 2: Assessment proforma]

[SITE – HALF TERM – BY SUBJECT]							
Key stage and Year group	Pupil	Subject	Current Pathways	Current academic grade	Progress	Prediction for Summer 2	Brief justification and intervention in place
XXXXXXX	XXXXXXX	XXXXXXX	KS4/5 Options / KS3 Subjects	QUALIFICATION ASSESSMENT CODES / PEARSON STEPS	1 (Below expected); 2 (Expected); 3(Beyond Expected)	END OF YEAR PREDICTION (UPDATED HALF TERMLY)	XXXXXXXXXXXXXXXX
XXXXXXX	XXXXXXX	XXXXXXX	KS4/5 Options / KS3 Subjects	QUALIFICATION ASSESSMENT CODES / PEARSON STEPS	2	END OF YEAR PREDICTION (UPDATED HALF TERMLY)	XXXXXXXXXXXXXXXX
XXXXXXX	XXXXXXX	XXXXXXX	KS4/5 Options / KS3 Subjects	QUALIFICATION ASSESSMENT CODES / PEARSON STEPS	2	END OF YEAR PREDICTION (UPDATED HALF TERMLY)	XXXXXXXXXXXXXXXX
XXXXXXX	XXXXXXX	XXXXXXX	KS4/5 Options / KS3 Subjects	QUALIFICATION ASSESSMENT CODES / PEARSON STEPS		END OF YEAR PREDICTION (UPDATED HALF TERMLY)	XXXXXXXXXXXXXXXX
XXXXXXX	XXXXXXX	XXXXXXX	KS4/5 Options / KS3 Subjects	QUALIFICATION ASSESSMENT CODES / PEARSON STEPS	2	END OF YEAR PREDICTION (UPDATED HALF TERMLY)	XXXXXXXXXXXXXXXX



## Outreach planning and assessment procedure

### Planning process (Outreach):

- **Outreach ensure that pupils acquire new knowledge according to their ability so that they increase their understanding and develop their skills in the subjects taught.**
- Outreach **foster** pupils' **self-motivation**, the application of **intellectual**, **physical** and **creative** effort, **interest** in their **work** and the ability to **think** and **learn** for themselves;
- Teaching staff **adapt** their **schemes of work** and **cycles** based on the **student interest**, **need** and **timeframe with Outreach**
- In liaison with Outreach Lead Practitioner, teaching staff may provide **out-of-cycle** or **contextual learning** for pupils; including but not limited to the following reasons:
  - Pupils' prior **knowledge** is **beyond** the **planned** cycles;
  - There are **significant gaps** in pupils' learning;
  - Pupils require to **reconnect with learning** [See Implementation Section];
  - Teaching staff need to **address safeguarding needs** through **contextual** lessons;
- When planning, teaching staff consider pupils':
  - Emotional Needs
  - Interests
  - Academic needs;
  - Learning sequences;
  - EHC needs (addressed termly through the 'Outreach Support Plan'; co-produced with staff, pupils and parents/carers at learning review meetings); and Annual Reviews
  - Celebrate the PSHE Value of the term.
- Our planning cycle include:
  - Teaching staff plan **half-termly**;
  - Lead Practitioner monitors the planning by providing feedback;
  - Senior Leadership Team supports with some specific planning scrutiny

### Assessment process (Outreach):

- **Outreach** encourage pupils to work hard, concentrate, achieve and take a positive attitude towards learning. **We achieve this by encouraging** open discussion by pupils and staff of problems and themes which arise from the curriculum or everyday life.
- In addition to planning clearly and efficiently, **Outreach also** follow an **effective system** to track pupils' progress according to their pathway.
- Within Home Tuition, we:
- Assess pupils progress through planned activities and independent work, including but not limited to, written work, discussions, project based work;
- Address **misconceptions** by providing pupils with both **verbal** and/or **written** feedback;
- Provide pupils with opportunities to **self-assess** or **shared-assessment with Teaching Team**; and
- **Do not** adopt a **one-size-fits-all** approach on our verbal / written feedback or self or peer-assessment, as we consider what is **more effective**
- On a **termly** basis, teaching staff assess pupils' '**academic levels**', in accordance with the **Equals Framework** and **Pearson Steps**, which **inform** pupils' **future subject options** [Table 1 - above]
- On a **half termly** basis, teaching staff also assess pupils' '**progress**', and discuss **interventions** that may be **required** with their Head of Department and Senior Leaders. [Table 2 - above]
- On a **termly** basis, a **written report** of each registered pupil's progress and attainment in the **all subject** areas taught, and selected **EHC Outcomes**, is provided to the **parents** and **carers**. [Table 3 - above]
- Heads of Department conduct termly moderation with the department teachers – by site, as a whole school, and externally where possible.
- Head of Outreach and Lead Practitioner perform Learning Review Meetings and Book Scrutiny
- Learners complete a Pupil Voice Questionnaires

## Appendix 1

SKILLED FOR LIFE QUALIFICATIONS FOR 2023/2024 - (All internally assessed qualifications)

### A – Literacy and Numeracy

#### Numeracy

##### Entry Levels

- AQA Maths Entry Level Certificates
- Pearson Entry Level Maths Functional Skills

##### Level 1

- NCFE Level 1 Award in Managing your Money.

### B - Social and personal skills

#### Entry Levels

- Pearson Edexcel Entry Level Award, Certificate and Diploma in Personal Progress (Entry 1, 2, 3)
- Pearson Edexcel Entry Level Award, Certificate and Diploma in Skills for Independence and Work (Entry 2)
- Pearson Edexcel Entry Level Award and Certificate in Personal and Social Development (Entry 2, 3)
- Pearson Edexcel Entry Level Award in Personal Behaviour for Success (Entry 3)

##### Level 1

- Pearson BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship in Youth Organisation
- Pearson Edexcel Level 1 Award and Certificate in Personal and Social Development.
- Pearson Edexcel Level 1 Award in Personal Behaviour for Success
- Pearson BTEC Level 1 Award and Certificate in Safe Road Skills and Attitudes
- NCFE Cache Award Level 1 Sexual Health Awareness
- Pearson BTEC Level 1 in Personal Growth and Wellbeing

##### Level 2

- Pearson Edexcel Level 2 Award and Certificate in Personal and Social Development
- Pearson Edexcel Level 2 Award and Certificate in Personal Growth and Wellbeing
- Pearson BTEC Level 2 in Personal Growth and Wellbeing.

### C - Skills for work

#### Entry Levels

- Pearson BTEC Entry Level Award and Certificate in Workskills (Entry 3)

##### Level 1

- Pearson BTEC Level 1 Award, Certificate and Diploma in Workskills
- NCFE Level 1 Award and Certificate in Employability Skills

##### Level 2

- Pearson BTEC Level 2 Award, Certificate and Diploma in Workskills
- NCFE Level 2 Employability Skills



## **D - Industry Knowledge**

### ***Entry Levels***

#### Art and Design

Pearson BTEC Entry Level Award in Art and Design (Entry 3)

Pearson BTEC Entry Level Award in Performing Arts (Entry 3)

#### Business administration

Pearson BTEC Entry Level Award in Business Administration (Entry 3)

#### Construction

Pearson BTEC Entry Level Award in Construction (Entry 3)

#### Creative Media

Pearson BTEC Entry Level Award in Creative Media Production (Entry 3)

#### Health and Social Care

Pearson BTEC Entry Level Award in Caring for Children (Entry 3)

Pearson BTEC Entry Level Award in Health and Social Care (Entry 3)

#### Hospitality and Customer Service

Pearson BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3)

#### IT

Pearson BTEC Entry Level Award, Certificate for IT Users (ITQ) (Entry 3)

#### Land Based

Pearson BTEC Entry Level Award in Land-based Studies (Entry 3) - (Not at SPS at present)

#### Sport and Leisure

Pearson BTEC Entry Level Award in Sport and Active Leisure (Entry 3)

#### Travel and Tourism

Pearson BTEC Entry Level Award in Travel and Tourism (Entry 3) (not at SPS at present)

#### Vocational Studies

Pearson BTEC Entry Level Award, Certificate and Diploma in Vocational Studies (Entry 3)

Pearson BTEC Level Entry 3 Award, Certificate and Diploma in Entry to Vocational Study

### ***Level 1***

#### Applied Science

Pearson BTEC Level 1 Award, Certificate and Diploma in Applied Science

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Applied Science

#### Art and Design

Pearson BTEC Level 1 Extended Certificate in Exploring the Creative Arts and Media Sectors

Pearson BTEC Level 1 Award, Certificate and Diploma in Art and Design

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Art and Design

NCFE Level 1 Award in Photography

#### Business and Administration

Pearson BTEC Level 1 Award, Certificate and Diploma in Business Administration Pearson

BTEC Level 1 Introductory Award, Certificate and Diploma in Business

#### Construction

Pearson BTEC Level 1 Award, Certificate and Diploma in Construction

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Construction

#### Creative Media

Pearson BTEC Level 1 Award, Certificate and Diploma in Creative Media Production  
 Pearson BTEC Level 1 Award in Social Media  
 Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Digital Media  
 NCFE Level 1 Certificate in Creative Media

#### Engineering

Pearson BTEC Level 1 Certificate in Exploring the Construction and Engineering Sectors (Not at SPS at present)  
 Pearson BTEC Level 1 Award, Certificate and Diploma in Engineering (Not at SPS at present)  
 Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Engineering (Not at SPS at present)

#### Health and Social Care

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Health and Social Care  
 Introduction to Hairdressing and Beauty  
 Pearson BTEC Level 1 Award, Certificate and Diploma in an Introduction to Hair and Beauty (Not at SPS at present)

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Hair and Beauty (Not at SPS at present)

#### IT

Pearson BTEC Level 1 Award for IT Users (ITQ)

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Information Technology  
 NCFE Level 1 Award in Graphic Design

#### Hospitality Industry and Customer Services

BTEC Level 1 Award in Basic Cooking Skills  
 NCFE Level 1 Certificate in Customer Service

#### Land-Based

Pearson BTEC Level 1 Award in Land-based Studies (Not at SPS at present)

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Land-based Studies (Not at SPS at present)

#### Performing Arts

Pearson BTEC Level 1 Award, Certificate and Diploma in Performing Arts

#### Public Services

Pearson BTEC Level 1 Certificate in Public Services

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Public Services

#### Retail

Pearson BTEC Level 1 Award and Certificate in Retail Knowledge

#### Sport and Leisure

Pearson BTEC Level 1 Award, Certificate and Diploma in Sport and Active Leisure  
 Pearson BTEC Level 1 Introductory Certificate and Diploma in Sport  
 NCFE Level 1 Certificate and Diploma in Sport  
 NCFE Level 1 Certificate in Nutrition and Health  
 Transport and Logistic  
 Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Transport and Vehicle

#### Travel and Tourism

Pearson BTEC Level 1 Award, Certificate and Diploma in Travel and Tourism ( Not at SPS at present)

Pearson BTEC Level 1 Award, Certificate and Diploma in Introduction to the Travel and Tourism Industry (Not at SPS at present)

#### Vocational Studies

Pearson BTEC Level 1 Award, Certificate in Vocational Studies

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Vocational Studies

NCFE Level 1 Occupational Studies for the Workplace

## ***Level 2***

Art and Design

NCFE Level 2 Award, Certificate and Diploma in Creative Craft

NCFE Level 2 Certificate in Art and Design

NCFE Level 2 Certificate in Photography

Business

NCFE Level 2 Certificate in Business Management (Not at SPS at present)

Creative Media

NCFE Level 2 Certificate in Creative Media

Hospitality and Customer Services

Pearson BTEC Level 2 Home Cooking Skills

NCFE Level 2 Certificate in Principles of Customer Service

IT

Pearson BTEC Level 2 Award, Certificate and Diploma for IT Users

NCFE Level 2 Award, Certificate and Diploma in Graphic Design

Land based

Music

NCFE Level 2 Certificate in Music Technology

Public Service

BTEC Level 2 Certificate Introduction to Public Service



Sport and Leisure

NCFE Level 2 Certificate in Fitness Instructing

NCFE Level 2 Certificate and Diploma in Sport

NCFE Level 2 Certificate in Nutrition and Health

Vocational Studies

NCFE Level 2 Award and Certificate in Occupational Studies for the Workplace

