**InspirED: Curriculum and Academic Assessment**

**Rationale**

This is simple, we want to create an environment and culture that creates a sense of belonging, understanding and progression. The students that access our provision will have suffered a turbulent education and found themselves working in a system that is not catered for them. This could be due to a number of reasons including SEND, Early Years Trauma, Attachment, Socio-economic considerations plus many more. We want to create a school that enables students to thrive in education and not merely survive. Our curriculum’s overall focus is Personal Development. This means many things to many people; to us it means to continually improve! We have created and will evolve an educational package that will focus on softer skill development as well as a choice of vocational pathways. Our vocational pathway will continue to develop as we build capacity within our school.

**Intent**

At InspirED, we aim to further enhance the life chances of the students within our care. We aim to do this through a vocational offer that is designed to facilitate personal development through focusing on soft skills development as well as a range of practical skills. We want to equip our students with the skills to make positive contributions in their communities whilst navigating the world around them in a positive manner. Through increased cultural capital and a curriculum designed around personal development our students will experience a rich tapestry of relatable life skills. As we blend our focus on soft and practical skills we will ensure that numeracy and literacy are the thread that runs through our entire practice therefore given our students a holistic and meaningful experience in education.

**Key Stage 3**

**Offer**

Our offer for this age range is designed to equip students with the skills needed to be able to navigate the current placement more effectively. This is done through a short step out placement with the emphasis placed on the referring school to still have overall accountability for the student in question.

Students have the opportunity to access a range of vocational offers through part time (1 or 2 days) placements over 6 or 12 weeks. The pathways will allow students to access courses that provide a number of practical skills and enhance well-being and softer skills.

The range of pathways are designed to improve cultural capital for every young person in our care and allow them to build connections in the community. The courses are all accredited from AQA unit award scheme.

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| Pathway | Subject | Unit |
| Workshop | Carpentry and Joinery | 11530 |
| Garden | Horticulture | 116551, 116552, 116553, 116554 |
| Outdoors | Expeditions/Bushcraft | 75240 |
| Sport | PE | 116159, 75309, 116486, |

The units listed above are the base offer and students can develop to other more bespoke units when these are complete.

SMSC/Personal Development   
Daily assemblies – These will set the tone for the day and will have a SMSC focus built around City and Guilds Personal Development units, current affairs and themed approaches.

Reflect and Circle time - This will be done at the end of each lesson and at the end of the day as a collective. This is an opportunity for students to explore and celebrate achievements and challenges throughout the day. This is a crucial aspect of student’s journey with InspirED as they develop an understanding of their conduct and how it affects others.

Interventions  
All students will take part in a targeted interventions as well as a group intervention through the week (2 day placement). The targeted interventions will be related directly outcomes from EHCP/MSP and linked through PDAM. The group session will be reading, SPAG or Oracy. These will be assessed through;

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| --- | --- |
| Assessment | Area |
| Schnoll Spelling Test | Spelling |
| SSRT | Reading word and Comprehension |
| Oracy | Voice 21 |

Students will be assessed using these frameworks at the start and end of their placement and this will run alongside PDAM (Personal Development Assessment Model).

**Key Stage 4/5**

The 14+ offer is designed to operate on a full or part time basis. Students can be referred from schools to access any number of the pathways listed below. Students can attend for any number of days and will all have access to a selected PSS course. The number depends on the number of days attending the provision.

Students will have the opportunity to attend the school to access a variety of vocational courses. The developed programs are set at level 1 but Entry level and level 2 programs will be available. Maths and English are mapped out through the curriculum (see LT Plans and SOW) so students have access to key core content but it is delivered in a different way. The courses will be accredited through City and Guilds and AQA;

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| --- | --- | --- | --- |
| Exam Board | Subject | Number | Level |
| City and Guilds | Certificate in Practical Horticulture | 7573-91 | 1 |
| City and Guilds | Certificate in making furniture and furnishings | 5780 | 1 |
| City and Guilds | Food preparation and cooking | 7131-03 | 1 |
| City and Guilds | PSS – Personal Development | 5546-32 | 1 |
| City and Guilds | PSS – Equality and Diversity | 5546-34 | 1 |
| City and Guilds | PSS – Preparing for Employment | 5546 - 35 | 1 |
| AQA | FS Maths | 603/4257/2 | EL/1/2 |
| AQA | FS English | 603/4284/5 | EL/1/2 |

**Students aged 14+**

Duke of Edinburgh

All students that are placed in any capacity over a 6-month period will access DoE. InspirED is a licensed Duke of Edinburgh centre (from September 2022) and the full program will be covered through established pathways. The focus in the first academic year will be that all students achieve Bronze.

Sports Leader UK

The school will host two drop down weeks dedicated to Sport Leaders UK. The first program will be focus on level 1. The second week will be a hybrid of level 1 and level 2 so that students have the opportunity to progress.

Summary of academic offer for 2022/23

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| --- | --- | --- | --- |
| Offer/ Number | Detail | Aim | Assessment/ Accreditation |
| Step out Y7/8.  6 Places per day | Step out is for 2 days a week for a 12-week period. Through the program students will take part in Joinery, Horticulture, Sport and Expeditions. Students will also have SMSC input. Day 1 Joinery and Sport Day 2 Horticulture and Expeditions/Team building.  *\*Days and number of weeks can be changed to suit needs of young person* | - Close working relationship between AP and mainstream  - Enhance key softer skills to enhance chances of success in mainstream  - Provide tangible evidence through PDAM for graduated response.  - Give students sense of achievement | AQA Unit Award for all 4 pathways  PDAM ass. for key competencies |
| Step out Y9/10 | See above | See above | See above |
| Duke of Edinburgh  10 Places | 1 day a week for the academic year  InspirED will facilitate every aspect of the program.  Practical – 2 x Sports (3 months each) depending on cohort  Skill – Joinery/furniture making and Horticulture  Volunteer – Working with partner charities  Expedition – Practice weekly with orienteering, team building, slacklining etc. | To support students to complete who might otherwise struggle to independently manage all the components of the program.  To offer increased cultural capital through the different pathways.  A focus on personal development and enhancing softer skills. | Pathways are accredited by AQA unit award scheme  DoE – Bronze, Silver and Gold. |
| C&G Certificates  5 places per day | From 1 day a week up to full time.  Each day would consist of Personal Development and designated vocational course | Allow students to build practical skills whilst gaining qualifications  Students to see potential careers  Focus on Personal and social development | City and Guilds at L1/2  C&G PSS at L1/2  PDAM |