Curriculum Policy

Date accepted by the YES Trust Executive Leadership Team: January 2024
Date accepted by the Department for Education: January 2024
Date reviewed by The Raise Academy: October 2026

This policy should be read in conjunction with:

- SEND policy
- Sex and Relationships policy
- PERSONAL DEVELOPMENT (PSHRE/RSHE) POLICY
- Statement of British Values and Scheme of Work
- EAL Policy

INTRODUCTION

The Raise Academy stands apart from existing local provision by delivering a highly specialised curriculum supporting students' specific needs. As a trust we are determined to secure excellence for all, providing world class education and support to those who have previously found the education environment a challenge, we are able to achieve this by continuously striving for the best; improving, innovating and reflecting. We all aspire to the highest standards of achievement. This includes but is not limited to; educational accomplishment; the incredible passion that young people develop for learning; values; and inter-personal skills so that they can contribute positively to local and global communities.

Our Vision for The Raise Academy is to work constantly to provide excellence for every student. With a highly-trained, specialised team, we will support the entire cohort's needs, particularly focusing on those students with emotional and social difficulties; with an aspirational environment to recapture an often lost passion for learning and creativity we hope to capture new found curiosity and imagination to help all become the best versions of themselves. Staff are supported by an effective Senior Leadership Team (SLT) working collaboratively to develop high-level plans, resources, and strategies for teaching. The Raise staff team draw on the experience of other SEMH schools, personal expertise, external support agencies, and recent academic research. The Raise curriculum incorporates focused programmes of study using a multi-functional approach. Raise students will have challenging yet achievable student targets supported by well-informed student profiles and one-page profiles. Staff at Raise focus on developing aspirational personal growth with each student, no matter of their age or ability finding an optimal framework to excel, achieve and become a lifelong learner, contributing to the community and modern Britain.

The curriculum is delivered flexibly, showing consideration for each student's learning profile. Subject Leaders develop overarching schemes of work that encourage learning outcomes over the entire course through each key stage. Staff follow well sequenced curriculum with clear learning intentions which, through the use of high-quality activities, resources, and assessment criteria the work is scaffolded to match students' individual abilities, needs, learning styles and developmental stages. Each member of staff will spend a proportion of their time sharing and shadowing good practice both within and outside the Academy. This will enable them to plan, prepare and differentiate materials, and will ensure all students have constant access to the highest-quality learning, so achieving excellent, and accelerated, progress.

Assessment occurs continually throughout the curriculum. At key points within the academic cycle students' progress will be reported by staff and this will reflect both formative and summative assessments the student has completed.

Curriculum development and review is a vital part of our whole school strategy for improvement. A core focus of the Raise curriculum is the personal development of each student. We are committed to providing of a rich, deep, broad and balanced education for all of our students.

CURRICULUM INTENT: AIMS AND OBJECTIVES

The RAISE curriculum is:

- **R**elevant
- **A**spirational
- **I**nspiring
- **S**equenced
- **E**ngaging.

Fostering enquiry-based learning and promoting a thirst for knowledge, maximising academic potential and personal/social development, enhancing future life chances through a nurturing approach. We intend our students to become lifelong learners ready to take on the next phase in life equipped with the attributes, skills, knowledge, understanding and qualifications they need to be successful in their futures.

Our rich and deep curriculum covers a wide spectrum of opportunities both academic and non-academic to ensure our young people enjoy and engage in their learning.

Our vision is that when a student leaves The Raise Academy we want them to:

- have plans in place for their future
- enjoy learning and see the value of lifelong learning
- have respect and understanding for themselves and others, regardless of differences
- have productive roles as a contributing member of society
- know how to maintain a healthy body and mind have achieved their best academic outcomes

The Raise Academy sees the importance of developing all aspects of a student's character and so offers a holistic education promoting progress in all areas – socially, intellectually, creatively and culturally. Fundamental to this is equipping students with the tools to support their mental health now and in the future.

The delivery of the curriculum ensures pupils learn and remember more, extend their knowledge and are given opportunities to make concrete links between topics and subjects. At the heart of the Raise curriculum is the development of students interests and talents with a rich, deep and ambitious diet. Using an enquiry-based learning approach we promote creativity and leadership within our students to support them becoming lifelong learners with the skills and attributes they need to succeed in careers that we don't yet know due to the rapidly changing world we live in. Therefore, the enquiry-based curriculum needs to be rich, deep, aspirational, creative, relevant and meet the needs of our students, following a comprehensive programme of subjects with a strong focus on reading and literacy. Pupils will hone their leadership skills through a range of activities including Duke of Edinburgh Award, and many sporting opportunities and extracurricular activities.

Formative assessment is planned to ensure learning is broad and effective. The Raise curriculum is carefully sequenced with timely support and intervention to fill gaps in learning, allowing students to make accelerated progress. Our curriculum allows for individual, personalised pathways to support individual needs and build upon students' prior knowledge whilst providing appropriate challenge.

At The Raise Academy it is important that we recognise students' personal starting points; we acknowledge some may have not had a positive experience of education, and it is our job to change this. We believe in learning for enjoyment and equipping our pupils for the world beyond school.

Curriculum Programme ~~2025-26~~ 2026-2027

	Transition	KS3	KS4
Core	10		
English		3	4
Maths		3	4
Science		3	4
Art	2	2	
Vocational	2	2	
Food	2	2	2
eSports	1	1	
Reading	1	2	1
Outdoor Ed	2	2	2
PE	2	2	2
Intervention	2	2	1
Option A			2
Option B			2
TOTAL	24	24	24

Vocational	DT or Hair & Beauty
Core	English/Maths/Science/Humanities/Reading
Intervention	2 periods per KS3 class / 1 period per KS4 class
Option A	eSports or H&B
Option B	Art or DT

Humanities

In Year 7, Humanities is taught through dedicated Core lessons. Across the remainder of Key Stage 3, Humanities is delivered through a planned cross-curricular model incorporating English, Intervention and Outdoor Education. This approach enables pupils to develop historical, geographical, social and cultural understanding through meaningful and relevant learning experiences. Religious Education is delivered through Intervention lessons, where pupils explore beliefs, values, religions and ethical issues.

KS4 Options

At the end of Year 9 students choose three options. These options could include but are not limited to:

- Art
- Food Technology
- DT
- PE
- Hair & Beauty
- Animal Care
- E-Sports

There may also be opportunity to work with external colleges to offer further courses of study. The qualification will be decided by the subject teacher and will be appropriate to the students' academic ability. These will include GCSE, BTEC Awards, Level 1 and 2 Awards and AQA Unit Awards. All students, no matter which options they have chosen will gain a Duke of Edinburgh qualification and a certificate in Food.

Personal Development

Personal Development will be delivered half-termly via whole school drop-down days. Lessons will be based on the three areas: health and wellbeing, relationships and the wider world. A range of topics will be covered over the year within the three areas including British values, RSE, life skills, mental health and the law. The Personal Development curriculum has been designed to give pupils the age relevant information they need to become well-rounded individuals, prepared the world after they leave The Raise Academy.

At The Raise Academy we believe this education should support the whole individual; therefore, we offer a bespoke, broad and balanced curriculum that encompasses personal, social, emotional, moral, spiritual, cultural and academic development of each and every child. Our aim is to enable our students to realise their full potential and ensure healthy growth and development of their minds, bodies and emotional wellbeing. Along with bespoke curriculums our Personal, Social, Health, Relationships and Economic (PSHRE) education programme promote students' personal, social and emotional development, as well as their health and wellbeing.

Our Personal Development programme along with cross curricular schemes of work aim to help children understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. We aim to provide children with an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. Equipping our students with life skills and ensuring their health and wellbeing are key principals and aims at The Raise Academy.

We recognise that the United Kingdom is a richly diverse, multicultural and multi-faith country, and understand our responsibility in promoting and encouraging a culture and ethos that upholds British Values. Our school is highly inclusive and reflects British values in all that we do. We nurture our students on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our students to be creative, unique, openminded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We value the importance of PSHRE and British Values in preparing children for the opportunities, responsibilities and experiences of adult life.

The Raise Academy aims to instil a sense of awe and wonder and reconnect out students with their education. In order to achieve this, we believe that students need to learn about the many emotional aspects of life and how to recognise their own 'triggers' and enable them to manage these successfully. We understand that all behaviour is communication, and we aim to support our students through the challenges they face. As an Academy we recognise and are fully aware of how Personal Development supports many of the principles of Safeguarding. At The Raise Academy we aim to help our students to:

- Develop confidence, responsibility and support them to make the most of their abilities
- Prepare to play an active role as citizens
- Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments
- Develop healthy relationships and respect the differences between people
- Understand some basic principles of finances and equip them with skills for life
- Make a positive contribution to the life of the school and wider community

Careers

At The Raise Academy, we put each pupil at the centre of their education, making the experience as personally tailored as possible and providing the right environment for all to succeed. We are dedicated to supporting pupils to choose the right Key Stage 4 qualifications and find the post 16 destinations that are correct for them. We provide impartial guidance and advice on further education, training or employment across KS3 and KS4 and involve many outside agencies such as Riverside College, St. Helens College the NHS and the Careers and Enterprise Company (CEC) amongst others.

A well-planned programme of visiting employers, visits to colleges and training providers as well as structured lessons supports pupils to build a range of employability and life skills. The programme, which builds on knowledge year to year, will also support in choosing KS4 & KS5 pathways that suit their interests and abilities whilst helping them to follow a career path and gain suitable post 16 education, training or employment.

Our Aims:

- Support students to become aware of their interests, strengths and skills and able to associate these with a variety of career paths.
- Raise aspirations and broaden horizons based on knowledge of current Labour Market Information (LMI).
- Equip students with employability and life skills
- Enable pupils to make informed decisions
- Support successful transitions to post-16 destinations
- Promote independence, confidence and wellbeing

Implementation

We hold termly careers drop-down days that are carefully planned to fulfil statutory guidance and to inspire and engage students through meaningful, real-world learning experiences. We deliver high-quality career guidance that adheres to the Gatsby Benchmarks:

1. **A Stable Careers Program:** Offering a well-structured and consistent careers education that supports students throughout their school journey.
2. **Learning from Career and Labour Market Information:** Providing students with up-to-date information on career options and labour market trends to help them make informed decisions.
3. **Addressing the Needs of Each Student:** Personalizing career guidance to meet the unique needs and aspirations of every student, ensuring tailored support for their future paths.
4. **Linking Curriculum Learning to Careers:** Integrating career-related learning into the curriculum to help students understand the relevance of their studies to their future careers.
5. **Encounters with Employers and Employees:** Facilitating regular interactions with employers and professionals to expose students to a range of career options and real-world insights.
6. **Experiences of the Workplace:** Providing opportunities for students to gain practical experience through work placements and other work-related activities.

7. **Encounters with Further and Higher Education:** Offering guidance and opportunities to explore further and higher education options, helping students understand pathways to continued learning and development.
8. **Personal Guidance:** Ensuring that every student has access to personalized career guidance from a qualified Level 6 careers advisor, helping them plan their next steps effectively and confidently.

By adhering to these benchmarks, we have to created a robust careers education program that equips students with the knowledge, skills, and experiences they need to make successful transitions into the world of work or further education. Our programme is reviewed annually using the Compass+ tool to assess progress against the benchmarks.

At The Raise Academy, we believe that education extends beyond the classroom. Our enrichment programme forms an important part of our wider personal development offer, providing pupils with opportunities to discover new interests, develop their talents, build confidence and independence, and experience activities that support their preparation for life beyond school.

Every Friday afternoon, pupils take part in a structured programme of enrichment activities. Our provision is organised across six key areas:

- Sport & Physical Activities
- Nature, Outdoors & Adventure
- Wider life and future skills (including STEM)
- Arts & Culture
- Civic Engagement
- Mindfulness

Pupils have opportunities to experience a broad range of activities across these areas, with the programme shaped by their interests, needs and aspirations. Activities are supported by the expertise and interests of Raise staff, alongside opportunities to work with external organisations and partners.

Activities may include:

- Football
- Skateboarding/Bikes
- Board Games/Lego
- Art and crafts
- Dance
- Climbing
- Reiki
- Gaming

Alongside our Friday enrichment programme, pupils benefit from an extensive range of lunchtime activities, educational visits, trips and experiences throughout the year. These opportunities enable pupils to broaden their horizons, develop their interests and engage with the wider community.

We use pupil voice and participation to help shape and develop our enrichment offer, ensuring that activities remain engaging, relevant and accessible. We recognise and celebrate pupils' participation and achievements as part of our wider school culture.

Literacy and Numeracy Intervention

In addition to a cross-curricular commitment to literacy and numeracy, The Raise Academy provides a planned programme of timetabled intervention to ensure all pupils can develop the skills needed to access learning, achieve positive outcomes, and prepare for adulthood.

National trends indicate that many pupils within SEMH provisions are working below age-related expectations in literacy and numeracy. As a result, we are committed to ensuring that all pupils make progress towards becoming confident, functional learners who can access the wider world and future employment opportunities.

All staff recognise their responsibility in developing pupils' literacy and numeracy skills. To support this, a whole-school Literacy and Numeracy Framework (LNF) is embedded throughout the curriculum, ensuring that literacy and numeracy development is reinforced across all subject areas rather than being solely the responsibility of English and Mathematics departments.

As part of our whole-school literacy strategy, Key Stage 3 pupils receive two timetabled reading lessons per week, while Key Stage 4 pupils receive one timetabled reading lesson per week. These sessions focus on developing reading fluency, comprehension, vocabulary, and confidence. Pupils requiring additional support access personalised literacy intervention through the Lexia programme, enabling targeted teaching that addresses individual areas of need and accelerates progress.

Within Literacy, we want students to be accomplished in:

- Oracy across the curriculum
- Reading across the curriculum
- Writing across the curriculum

Oracy across the Curriculum

We want all students to be able to communicate their needs, feelings, and thoughts. We want students to be able to share experiences with others and express their ideas through the power of the spoken word. We want them to explain their intentions by asking questions, voicing and expressing opinions, and making informed choices through use of a variety of media. We want them to be able to build on previous experiences, listening and responding appropriately to others. Ability to use a range of media is essential in the development and use of language, and in supporting the consequent confidence and freedom that brings.

Emphasising Oracy across the curriculum focuses particularly on one element – developing and presenting information and ideas. This is subdivided into three aspects:

- Speaking
- Listening
- Collaboration and discussion

Reading across the Curriculum

Through reading, students access ideas, information, and experiences that help them to understand themselves and their world and learn and work effectively.

Reading across the curriculum focuses on two elements – locating, selecting and using information, and then responding to what has been read; it is subdivided into:

- Reading strategies

- Comprehension
- Response and analysis

Writing across the Curriculum
Students write to record and explore their thoughts, feelings, and opinions, and to communicate with others. It is the power of language that will enable them to express their ideas. Writing across the curriculum focuses on the following elements:

Organising ideas and information:

- Meaning, purposes, and readers
- Structure and organisation

Writing accurately:

- Language
- Grammar, punctuation, spelling, handwriting

Within Numeracy, we want students to be accomplished in:

- Developing numerical reasoning
- Using number skills
- Using measuring skills
- Using data skills

Developing numerical reasoning
The LNF focuses on four areas of numeracy, each with distinct elements within its strands. In some cases, that is composed of related areas reflecting the fact that they are interconnected and should not be broken up further. The curriculum's expectations reflect that connectivity. This curriculum area focuses around three elements:

- Identifying processes and connections
- Reviewing
- Representing and communicating

Using number skills
Fundamental skills are needed to be comfortable with using and manipulating numbers to carry out procedures. It is here that students will grasp how to count; that numbers come in a certain order; that non-whole numbers can be represented in different ways; and, how to use checking strategies to ensure they have carried out the procedure correctly.
Also reflected in this area are the specific framework of money, leading to the building blocks of financial education. Using number skills operates within these it five elements:

- Use number facts and relationships
- Fractions, decimals, percentages
- Calculate using mental and written methods
- Estimate and check

Manage money

Using measuring skills
Measuring skills address the importance of knowing what measurements are required, in which context, and what standard units to employ. This strand focuses on four elements:

- Length, weight/mass, capacity
- Time
- Area and volume; Angle and position
- Temperature

Using data skills

The results of tackling any problem or question involve handling data, which can be done in a variety of ways. Whether through a single number, or by means of a table or chart of some kind, applying the correct – or best – data-handling procedure is a procedural skill in itself. It is focused over three elements:

- Collecting and recording data
- Presenting and analysing data.
- Interpreting results

Curriculum Programme

Subject / Activity	Periods per Week	Compulsory / Voluntary	Comments
Key Stage 3			
KS3 - English	3	Compulsory	Following an enriching curriculum model KS3 English sets out to expand the knowledge of students while continuing to develop their functional ability
KS3 - Maths	3	Compulsory	Following an enriching curriculum model KS3 Maths set out to expand the knowledge of students while continuing to develop their functional ability
KS3 - Science	3	Compulsory	Following the KS3 national curriculum all students will have access to Physics, Chemistry and Biology
KS3 - Reading	2	Compulsory	These sessions focus on developing reading fluency, comprehension, vocabulary, and confidence. Pupils requiring additional support access personalised literacy intervention through the Lexia programme,
KS3 – eSport	1	Compulsory	Provides pupils with opportunities to develop teamwork, communication, problem-solving, and digital skills through structured gaming activities. Pupils also learn about online safety, sportsmanship, and the wider esports industry in an engaging and relevant context.

KS3 - Food Tech	2	Compulsory	Food technology is mandatory as it is vital all students are able to cook and budget meals to live a healthy lifestyle. Students will follow an inspiring curriculum and experience cooking from across the world
KS3 - Art	2	Compulsory	Students will get the opportunity to try various ways of expressing themselves in Art through 3-D, 2-D modelling to fine art and urban art.
KS3 - PE	2	Compulsory	It is important that every student lives and active life from a brisk walk to competitive matches in many different sports
KS3 – Hair and Beauty	2	Optional	An introduction to the hair, beauty and wellbeing industry. Through practical activities and theory-based learning, pupils develop an understanding of basic hair and beauty techniques, health and safety, hygiene, customer care and professional presentation.
KS3 - DT	2	Optional	Pupils explore the design process, learn to use a range of tools, materials and equipment safely, and develop an understanding of how products are designed to meet user needs. The curriculum encourages innovation, resilience and critical thinking while introducing pupils to careers within design, engineering, manufacturing and related industries.
KS3 – Intervention	2	Optional	Supports pupils to develop the social, emotional and behavioural skills needed to engage successfully in school and beyond. Through targeted activities and discussion, pupils build emotional literacy, resilience, self-regulation, communication and positive relationship skills.
KS3 – Outdoor Education	2	Compulsory	Building upon a Forest Schools approach, the Outdoor Ed curriculum will provide practical opportunities to explore the physical environment, learning about environmental issues, connecting to science topics and skills, including animal care and horticulture

Key Stage 4			
KS4 - English	4	Compulsory	AQA GCSE English language (8700) AQA GCSE English literature (8702)
KS4 - Maths	4	Compulsory	Edexcel GCSE Mathematics (1MA1) – non-calculator Edexcel GCSE Mathematics (1MA1) – Calculator Edexcel GCSE Mathematics (1MA1) – Calculator
KS4 - Science	4	Compulsory	AQA GCSE Science (Trilogy) (8464)
KS4 - Option Art	3	Voluntary	BTEC Tech Award Level 1/2 Art and Design Practice (603/7056/7)
KS4	2	Voluntary	BTEC Level 1 Introductory Award/Certificate in Sport (601/8568/5)
KS4 - Option Design and Technology & Construction	2	Voluntary	NCFE Level 1/2 Technical Award in Creative Design and Production (603/7003/8)
KS4 – Food Tech	2	Compulsory	BTEC Level 2 Award in Home Cooking Skills (500/8020/9)
KS4 – Duke of Edinburgh	2	Compulsory	Duke of Edinburgh Award Bronze (Year 10) Duke of Edinburgh Award Silver (Year 11)
KS4 – Intervention	1	Compulsory	Intervention lessons support pupils' social, emotional and mental health development, while also exploring beliefs, values and respect for others through Religious Education.

SEND

Every child attending The Raise Academy has an EHCP for SEMH needs. This means we have a statutory duty to ensure we work towards achieving the targets and goals set within it. We will work with both Halton and St. Helens LA SEND Teams and participate in annual reviews for every child, using a Person-Centred Planning (PCP) approach, involving the young person, their family and any relevant agencies working with the student.

To support this process, every learner will have One Page Profile that relates to their wider EHCP. One-page profiles are reviewed each term and include targets that are broken down into smaller steps that pupils are working towards during the school year. The profiles also include known triggers, baseline data, interventions and strategies for regulation.

Class sizes are small (maximum of 8 students per group), with a high ratio of staff to students (2 staff per group). This means that learning support can be provided within the classroom, via quality differentiation and distribution of staff support. Wherever possible, students' learning will take place with their peers in their own classrooms, however for some students, targeted interventions may be required to help them with their learning. These may be taught within or outside of the class group.

Whilst the primary category of SEND noted on the students' EHCP is SEMH, it is possible they will also have difficulties in the other categories of SEND:

- Social, Emotional, Mental Health (SEMH)
- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Sensory and / or Physical (S&P)

As a result, it is essential that we take a holistic approach to meeting the needs of each student. Our teachers are skilled at adapting their teaching, so as to provide a graduated approach to meeting the needs of their students.

Our graduated approach will include:

- Classroom differentiation, utilising support available in class
- SENCo support and advice to help further understand needs and adapt teaching and learning within (or without) the classroom
- Short term targeted interventions
- External agency assessment and advice (Educational Psychology, Speech and Language Therapist, Autism Advisor, etc)
- Regular reviews

If necessary, we will employ a Speech and Language Therapist to carry out assessments of students, as required, to deliver interventions and to support and train staff. To support the mental health needs of students, we employ a Mental Health Counsellor, who is available to provide therapeutic support to those who need it.

Gifted and Talented (G&T)

The SENDCO will have the responsibility to identify the top 5% of learners (in terms of achievement and capability) across the school, by way of identifying the gifted and talented cohort. This will be carried out on an annual basis, using a variety of methods:

- Analysis of whole school / year group attainment

- Teacher observations, of work, communication
- Parental information

A register of G&T learners will be kept but most importantly the information gathered will be used to tailor and inform the Individual Learning Plans (ILPs) for each student.

To support this process further, it will be important that staff are aware of how to identify young people who are potentially gifted and talented and how to differentiate to ensure students remain motivated and don't underachieve. Staff will receive CPD and guidance from the SENCo on how to adapt their approaches to learning and teaching.

To ensure that information held is kept up to date, regular monitoring throughout the school year will take place, in line with termly ILP reviews.

English as an additional language (EAL)

Should a child who speaks EAL attend The Raise Academy, they will be welcomed and supported like all other children. However, we recognise that their needs will be different to others and will require adults to make reasonable adjustments and further support to meet their needs.

We understand that EAL students face many barriers to their learning and will require careful support and differentiation to help them overcome them. For example, adapting teaching approaches to include more visual learning, group activities and allowing time to prepare before lessons will be important. Consideration of how adults speak and use language will also help, in terms of slowing down, accurately pronouncing words and allowing processing time.

Working with the home will also be valuable to help understand and support the student further. Taking time to find out about them and their culture will help them feel a sense of belonging while also providing a richness and diversity to the classroom. Further details can be found in our schools EAL Policy.

Looked After Children (LAC)

Children who are looked after will have their holistic needs considered and supported throughout their time at The Raise Academy. Our Designated Teacher for LAC will ensure PEPs are completed termly, by way of reviewing academic and pastoral progress. Pupil Premium Plus funding will be allocated for specialist support, so as to ensure the students are not disadvantaged any further due to their previous experiences. Our regular assessment data will ensure we can track progress and analyse trends in relation to this particular student group. This monitoring will lead to the implementation of additional supportive interventions (such as emotion coaching, animal therapy, academic catch up, etc) so that the students are supported to experience and achieve the same or better outcomes as their peers.

In addition to the above, our understanding of the impact of trauma and adversity on child development, academic engagement and wellbeing, will ensure that all staff develop excellent, nurturing relationships with all children but in particular those who are looked after. Staff will understand attachment and trauma-informed approaches, playing an important role in helping young people feel safe and secure at school. The Designated Teacher will be a key adult who will build a consistent and supportive relationship with our looked after children and will act as their advocate.

As for all students, our onsite Counsellor will be available to provide therapeutic support, when required. The PD curriculum will work towards supporting young people to learn how to recognise their feelings and begin to self-regulate. The variety of 'safe, calming spaces' around the school will provide students with places to support this further, if and when needed. Further details can be found in The Raise Academy Cared for Children Policy.

Use of ICT to improve learning

ICT can help to develop students' attitudes to learning by increasing self-esteem and confidence, or by supporting independence and persistence in the face of initial difficulties. It also has potential for promoting pleasure in learning by enhancing engagement, motivation and the desire to learn. Research supports that many neurodivergent learners benefit from different technologies to support their learning.

Our curriculum allows for ICT to be incorporated across all subjects when appropriate. Interactive whiteboards are installed in each classroom, and computers are available across the school, either via desktops or laptops, as well as additional class iPads. Teachers will use visual and auditory timers to support those who need help with time management; music, sound and lighting for those who need help with concentration and focus.

Adaptive and assistive technologies that are carefully designed to help with many types of learning differences, such as dyslexia, autism, language and communication difficulties, will be incorporated into the learning experiences for some of our learners. Examples such as speech to text software, audio books and word prediction tools will be utilised for those who need it.

An immersion room is included in the new build, with a view to providing exciting and immersive learning experiences for all children. Immersion rooms are a cutting-edge technology for schools, which allow projection of images or information on all four walls of a room at the same time, creating a unique 360° experience for teaching, learning, research, and communications. The experience is similar to a virtual reality experience, but in a group setting. The possibilities this will provide for learning experiences are wide and are expected to motivate and inspire.

ASSESSMENT

Quality of Learning

Maximising Potential / Progress Monitoring

The Raise Academy Curriculum Intent underpins all curriculum plans at all Key Stages and is the basis of any curriculum development and monitoring. It incorporates the YES Trust Vision and takes account of the individual needs of students. Setting the highest expectations for students at The Raise Academy is at the heart of decision making; we strive to tailor our curriculum personalising it to the needs of our students, make full and effective use of on-going assessment for learning and set ambitious yet realistic targets enabling all students to be equipped to obtain the equivalent of at least 5 GCSEs at the end of Key Stage 4 – in most cases exceeding this, with students gaining certification in 8 GCSEs.

It is absolutely key that all stakeholders (students, staff, parents/carers) understand current academic performance across subject areas, how this relates to previous assessments of their knowledge, skills and understanding, and also indications of future achievements. The forensic tracking of assessment data allows us as a school to deploy the necessary and specific interventions to ensure that students make at least expected progress, if not accelerated progress. To ensure accuracy and effectiveness, a uniform system and method must be implemented for comparison, as a student navigates Key Stage 3 and into Key Stage 4. Current performance data is mapped against targets, which are derived from entry point information, whenever that may be at Raise. In order to ensure that students' potential is maximised, baseline data is obtained by teachers at the end of Autumn Term 1, using both whole school and subject level data collection methods. From this starting point all pupils are expected to make 1 grade/level of progress by the end of the Summer Term in both Key Stages.

A clear assessment model is in place through to GCSE for our KS3 and KS4 students and tracks progress closely demonstrating whether students are making at least expected progress as well as monitoring their attitude to learning. This will allow teachers and senior leaders to monitor the performance of students and use this, along with other contextual data, to make informed decisions and set actions for the following half term including adaptations to teaching and intervention and additional support. Senior leaders will hold termly progress meetings to ensure that all students are on track to make at least expected progress and to ensure that students needs are being fully met in the classroom and that the potential of students is taken into consideration. These will take place towards the end of Autumn Term 2.

The whole-school assessment model and tracking system ensures analysis of data entry is in line with:

- YES Trust KPIs – reportable termly to the CEO/Director of Education
- YES Trust 5 colour coding system for consistency (red-orange-yellow-green blue)
- PDP and SDP Targets of one grade/level of progress per student, per year, per subject from their starting point

Baseline Testing - Data captured (via IXL) and made available to all staff at the start of each academic year, allowing for a holistic view of academic ability and potential includes:

- Overall diagnostic level in Maths and English, showing a pupil's current attainment level
- Grade-level proficiency, indicating whether a pupil is above, on, below or far below their age-related expectations.
- Strand-specific performance, breaking results down into areas such as number, algebra, reading comprehension, writing, etc.
- Knowledge gaps and next steps, identifying the specific skills a pupil is ready to learn or revisit.
- Personalised action plans, automatically generated from diagnostic outcomes to support targeted teaching and intervention.

Half-termly Schemes of Work for each subject will identify the intended concepts and skills, against which the degree of student ability and understanding will be measured. This will be simply broken down into just five grades:

Excelling, **Extending**, **Secure**, **Developing**, **Emerging**

The curriculum content will be derived back from intended Key Stage 4 knowledge, skills and understanding that will be required to allow students to be "GCSE ready" at the end of Year 9, therefore SoWs will be progressively more challenging each term, revisiting and compounding topics and skills, however building in terms of complexity towards KS3 exit points.

Students will continue to be grouped based on attitude and aptitude rather than age related.

All subject areas complete **baseline assessments in Autumn 1** in order to ascertain starting points, which will allow for progress to be measured against during the year. Starting points will determine the curriculum they will be measured against in Key Stage 3, and the GCSE "working at" grade at Key Stage 4. Analysis of baseline data will be taking place during the first week of Autumn Term 2.

There will be **5 data drops** throughout the academic year (3 of which are reportable to parents/carers) which will generate a **progress score related to KPIs** and measured against expectations, using the simple 5-coloured system, identifying progress on a range between **significantly below expected** / **below expected** / **Expected** / **Above Expected** / **Accelerated**. (see below)

Key Stage 3

Grade Values	**Grades**
5-5.9	Excelling
4-4.9	Extending
3-3.9	Secure
2-2.9	Developing
1-1.9	Emerging

Initial baseline testing and subsequent data drops will place a student within 5 grade bands, each grade a decimalized score according to knowledge, skills and understanding within that particular set of criteria.

Progress Grades
Accelerated
Above
Expected
Below
Sig. Below

Current "working at" grade scores at each data drop will compare back to the baseline score and measure progress compared against expected progress for that point within

the year and generate and progress grade. E.g. in order to be on track to make the expected 1 grade of progress by the end of the year, a student making expected progress will have increased their "working at" grade by 0.2 in the first data drop.

A2L Grade
Outstanding
Above
Expected
RI
Inadequate

Staff will also be reporting on Attitude to Learning (A2L) which will be fed back to parents/carers, as well as Attendance and ClassDojo % Positive Scores…all of which will be using the same 5 coloured system.

Example Progress Tracking at Key Stage 3

Student at Secure Grade 3.0 Baseline at Autumn 1:

Baseline	Progress				
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Extending 4.0	4.0	4.0	4.0	4.0	**4.0**
Secure 3.9	3.9	3.9	3.9	3.9	3.9
Secure 3.8	3.8	3.8	3.8	**3.8**	3.8
Secure 3.7	3.7	3.7	3.7	3.7	3.7
Secure 3.6	3.6	3.6	**3.6**	3.6	3.6
Secure 3.5	3.5	3.5	3.5	3.5	3.5
Secure 3.4	3.4	**3.4**	3.4	3.4	3.4
Secure 3.3	3.3	3.3	3.3	3.3	3.3
Secure 3.2	**3.2**	3.2	3.2	3.2	3.2
Secure 3.1	3.1	3.1	3.1	3.1	3.1
Secure 3.0	3.0	3.0	3.0	3.0	3.0

Sequencing from KS3 to KS4 – Target Setting

Grades	GCSE Target (based on KS3 exit)
EXCELLING Demonstrated a **comprehensive understanding** of **all concepts** and skills in a unit of work	**8 – 9**

EXTENDING Grasped the **main concepts and skills** in a unit of work and can apply to **new contexts**	**6 – 7**
SECURE Has a **secure understanding** of the **main concepts and skills** when applied to **familiar contexts**	**4 – 5**
DEVELOPING Grasped **some of the main ideas and skills** in a unit of work, **others require development**	**2 – 3**
EMERGING Beginning to **grasp some of the main ideas and skills** in a unit of work	**1**

Key Stage 4

Grade Value	GCSE "Working at" Grade
9-9.9	9
8-8.9	8
7-7.9	7
6-6.9	6
5-5.9	5
4-4.9	4
3-3.9	3
2-2.9	2
1-1.9	1
0-0.9	E

GCSE grading criteria are used to both baseline and assess against across Key Stage 4 courses. As with Key Stage 3, the expectation remains the same in terms of a positive increase of 0.2 of a grade between data drops will reflect expected progress. As these are two year courses (as shown below), a student should make 2 grades of progress between the start of Year 10 and the end of Year 11 if they are to make expected progress.

Example Progress Tracking at Key Stage 4

Student working at GCSE Grade 3.0 Baseline at Autumn 1 of Year 10:

Baseline	Progress – Year 10				
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Grade 4.0	4.0	4.0	4.0	4.0	**4.0**

Grade 3.9	3.9	3.9	3.9	3.9	3.9
Grade 3.8	3.8	3.8	3.8	**3.8**	3.8
Grade 3.7	3.7	3.7	3.7	3.7	3.7
Grade 3.6	3.6	3.6	**3.6**	3.6	3.6
Grade 3.5	3.5	3.5	3.5	3.5	3.5
Grade 3.4	3.4	**3.4**	3.4	3.4	3.4
Grade 3.3	3.3	3.3	3.3	3.3	3.3
Grade 3.2	**3.2**	3.2	3.2	3.2	3.2
Grade 3.1	3.1	3.1	3.1	3.1	3.1
Grade 3.0	3.0	3.0	3.0	3.0	3.0

Recording, Reporting and Tracking

Each term data is reported to parents in a written progress report and once a year, students receive a full written report.

Half-termly Pupil Progress Meetings (core subjects) and termly Pupil Progress Meetings (all other subjects) between subject teachers and the Senior Leadership Team are held in order to track student progress and identifying groups and individuals above/at or below target. Action plans for individuals and groups below target are drawn up and reviewed during these meetings.

Form Tutor Involvement

Form tutors monitor students in their form and speak to SLT if they think that a student needs closer monitoring

Weekly phone calls are made by Form Tutors (or emails/messages via Class Dojo) to all parents and carers of children in their form to include discussion on their child's progress

Assessing Students' Work

Assessments form the basis of students' progress in each subject. Progress is assessed to show attainment against national benchmarks at KS4. Progress in KS3 will be tracked against the Raise KS3 Assessment model. Assessments take the form of continual assessment considering both classwork and formal written assignments or tests.

Students are told in advance the requirements of assessments. They receive a written formative comment on their work which relates to these requirements and which states:

- what has been done well
- what needs to be improved
- how this improvement will be made

The formative comments for each assessment are discussed with the student, so they fully understand their level, what they have done well and what they need to do to improve even further.

Frequency of Assessments

There are half termly assessment windows for internal tracking and monitoring purposes. Key Stage 4 students will carry out Mock exams to help them prepare for formal examinations. Year 10 will sit their mocks at the end of the academic year, and Year 11 will sit mock exams in November and again in March.

Grouping of Students

SLT with consultation of subject teachers are responsible for placing students in appropriate groups. All decisions concerning grouping consider student ability and attitude. Professional judgement is still required to ensure the individual child's needs are accounted for. Groups continuously remain subject to change and the
Academy reserves the right to make these changes as and when necessary.

Personal, Social and Emotional Development (PSED)

BOXALL - An evidence-based tool supporting a whole school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing.

We use the Boxall Profile to identify barriers to social and emotional development and highlight areas of success. The Boxall Profile, due to its roots in Attachment, provides focus and structure for effective work with students in relation to Emotional and Social development. The nurture approach expects that:

- Learning is understood developmentally
- Each Classroom is a safe base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication (putting feelings into words)
- All behaviour is communicative
- Transitions are significant in the lives of children
- Parents and students themselves are included within the planning processes

Whole School Database - The profile should only be completed with staff who know the child well and therefore can recognise what is ***usual*** behaviour. Initially all our staff complete the Boxall Profile for ALL students. Staff discuss students and agree what is usual behaviour. This data is collated and compared with past scores to show progress.

The Boxall Profile **informs intervention** and **support plans** for each student. Concerns are also discussed weekly during WISPAS Panel.

FEEDBACK

What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal.

The most important reason to check and assess work is that it enables the teacher to give feedback. This then informs the teacher of the progress a student is making in their subject area. This then allows for focused planning which is tailored to the needs of individual students and that leads to further progress. Formative feedback for students – whether this is based on teacher or peer assessment - is much more useful for the student than simply knowing the mark achieved in the assessment.

Aim of Feedback

- To help students make progress
- To give students dedicated time to reflect upon their learning and put in effort to make improvements
- To inform our planning and structure the next phase of learning
- To facilitate effective and realistic target setting for student and/or the teacher
- To encourage a dialogue to develop between the student and teacher
- To encourage students to have a sense of pride in their work
- To encourage students to aim for perfect presentation
- To correct mistakes, with a focus on literacy skills

Principles

Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback. On the spot feedback is most effective.

A dialogue, both verbal and written, should be created between teacher and student. When marked books or assessments are returned to students it is essential to allow time for students to read the comments and engage with feedback.

Where appropriate students should be encouraged to assess their own work against the learning intention and success criteria.

Peer and self-feedback are a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.

Type and frequency of verbal feedback

- This is the most frequent form of feedback.
- It has immediacy and relevance as it leads to direct student action.
- Verbal feedback may well be directed to individuals or groups or students; these may or may not be formally planned.
- Verbal feedback is recorded in books as VF

Type and frequency of written feedback

- The frequency of each type of written feedback will vary between subjects and key stages; books are marked with written next steps at least once a week.
- Some departments that are more practical may well not have detailed written feedback; however students will still receive feedback from teachers on their work

STUDENT CENTRAL DATA

Students CTF files and paper files are requested by The Raise Academy as part of the enrolment process. CTF files are stored on the schools MIS (Arbor). All paper files are stored securely in a locked filing cabinet.

MONITORING AND EVALUATION

- Members of the SLT monitor students' books to review the quality of the curriculum, marking and student progress.

The Senior Leadership Team monitor the impact of the policy as part of the QA process.