



North Star Academy – Curriculum Policy			
Author	A Gowell J Grayson	Source	Policy Reviewed
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Review Body	Local Governing Body	Status	Statutory

Ratification

Role	Name	Date
Chair of Trust Board	Richard Penska	
CEO	Kaye Palmer-Greene	

Details of Policy Updates

Date	Details

1. Intent

North Star 240° is committed to providing a curriculum that acknowledges the student's previous educational experiences and progress and that recognises the importance of leaving school literate and numerate. We recognise the importance of good oracy as a predictor for later success and as the foundation for reading and writing.

Beyond this our curriculum draws on the National Curriculum as well as other research-led provision to offer students an education that will support their preparation for the next stage of learning or for adult life.

We understand that fear of learning may have negatively affected student's previous progress in learning and encourage a delivery that enables students to confidently engage with the curriculum. Mistakes are valued while feedback and praise focuses on process rather than outcome.

Our students have complex needs. Some have individualised timetables, accessing sessions that support their engagement with curriculum subjects such as therapy sessions, speech and language therapy, dyslexia interventions, emotional literacy, Thrive, numeracy and literacy acceleration programs.

Aims and Intention:

- That the curriculum is designed and delivered to meet the needs of students with specific needs in the areas of social, emotional and mental health;
- That the curriculum prepares the students well for adulthood and the next stage of their education;
- That the curriculum is designed in a way that offers opportunity for long-term memory development through repeated practice and the ability to make links between subject knowledge;
- That the curriculum promotes the development of skills that can be demonstrated by the application of relevant subject knowledge;
- That students develop self-awareness of their own learning needs;
- That students can describe in their own words what they have learned;
- That students are confident and supported in taking steps into new and unknown areas of learning;
- That learning is scaffolded appropriately;
- That learners leave school able to speak confidently, reading, writing and calculating at a level that will equip them for daily adult life and support the attainment of recognised qualifications;
- That students can understand and move independently within their immediate, local and regional community;
- That students view themselves as successful learners.

2. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have in part chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and Responsibilities

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" and enough teaching time is provided for students to cover the requirements of the funding agreement.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions;
- Proper provision is in place for students with different abilities and needs, including children with SEN.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy and with the school Guidance and Appraisal process.

4. Implementation

4.1 The Core Curriculum

English

At North Star 240° our English Curriculum aims to provide students with the opportunity to develop and build upon their reading, writing and comprehension skills including understanding a range of texts types and their purpose, using both evaluative and analytical skills. Our curriculum overview builds upon the skills and knowledge acquired at key stage two and introduces the key secondary assessment objectives broken down into developmental and age-related expectations. All students in Key Stage 3 will study a broad spectrum of texts including fiction and nonfiction which are designed to strengthen and embed key reading and writing skills. As students reach Year 9 these key skills are developed and fine-tuned through our Power of Reading curriculum which provides students with extended writing pieces intended to strengthen written accuracy and allow creative and analytical expression in preparation for the Key Stage 4 transition.

The Key Stage 4 English curriculum is designed to inspire and motivate students. In an ever changing modern world and, when new technologies are consistently being introduced, it is important to prepare and equip our students with the right tools and skills to communicate effectively to the right audience as well as understand a variety of forms and purposes of communication.

For those students who are more able, we offer GCSE English language where students are given the opportunity to explore a range of texts from a historical, social and cultural context including modern texts, 19th century texts and methods of communication. They are encouraged to understand the methods writers use for different purposes, for example the way the internet and advertisers persuade us to purchase their products, and to be creative and write in different forms so that they can improve their command of spelling and grammar, preparing them for employability and developing skills such as effective communication, writing professionally and expressing themselves creatively through nonfiction and fiction texts. For those who require a more functional approach to English we offer both Entry Level and Functional Skills English preparing them well for the next phase of their education.

Talk 4 Writing

Talk 4 Writing (T4W) is a unique process that uses spoken activities to develop writing skills. Quality writing is created by first expanding and developing students' oral language skills and then teaching the necessary steps for exceptional sentence, paragraph and text construction. T4W is powerful because it is based on the principles of how people learn; the movement from imitation to innovation to independent application can be adapted to suit the needs of learners of any stage.

The Talk 4 Writing approach enables children to read and write independently for a variety of audiences and purposes within different text types and themes. The Talk 4 Writing Curriculum has been adapted to reflect the assessment objectives of the current secondary National Curriculum for English therefore topics are broken down to ensure there is a focus on the six key assessment objectives throughout the year within our T4W delivery.

Power of Reading

The Power of Reading curriculum is about teaching literacy through using high quality books and creative teaching approaches, such as art and drama. This approach aims to engage and motivate children in their literacy learning and enables children to deepen their understanding of texts and

provides a meaningful context for writing. The Power of Reading helps to develop inference and deduction and comprehension skills. It also involves children regularly writing in different genres and creates a more cohesive learning experience. Literacy is at the heart of the curriculum and the texts facilitate a range of exciting cross curricular work.

Reading

At North Star 240° we want every child to have a love of reading and books. Many students come to our school with a negative view of themselves as readers. We use high quality reading books at the right level for the child and children read regularly in school and at home, giving them the skills and confidence to make great progress.

Reading is a key life-long skill. We support and encourage students to be able to read a text out loud, to sound out the words and say them (phonics) and we also teach them to understand the meaning what they are reading (comprehension). We encourage the children to read at home with their parents and carers. Because we feel reading at home is so important we award the students points for doing this. We check reading progress three times a year.

The EEF toolkit states that, “phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as reading comprehension strategies and meta-cognition and self-regulation. The difference may indicate that children aged 10 or above who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target.” We have a phonics programme that is taught to selected secondary students, however, we assess its use carefully and, use a different approach with some students if that is more appropriate.

Running alongside the phonics teaching we have a focus on the students understanding text through an explicit teaching of reading comprehension strategies. As the EEF toolkit states, “alongside phonics it is a crucial component of early reading instruction” and so is of high importance for many of our students as it enables them to develop the reading skills to comprehend the meaning of what they read.

We also teach reading through AR which is a computer program that helps teachers manage and monitor children’s independent reading practice. Our students pick up a book at his/her own level and reads it at his/her own pace. When finished, the student takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read). AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.

SPaG (Spelling Punctuation and Grammar)

For 25 minutes of each school day we have SPaG and literacy remembering session. In these quick sessions, students are encouraged to improve their spelling, sentence structure and increase their vocabulary.

Maths

At North Star 240, we aim to ensure that all students develop an enjoyment of maths and gain fluency in the underlying mathematical skills that will allow them to succeed in day-to-day life. At the same time, more able students are stretched and challenged as they work towards GCSE. All students are encouraged to recognise the importance of maths and work towards a suitable qualification.

Key Stage 3 Maths

In order to support a targeted approach, we teach maths in ability groups at Key Stage 3, making sure everyone understands new learning before moving on. Maths is taught every day at North Star 240° following the Maths Mastery curriculum.

Mathematics Mastery has three key ideas: deep understanding, mathematical thinking and mathematical language and problem solving is at the heart of the curriculum. The 'mastery approach' aims for students to have a full understanding of mathematical ideas so they are ready for the next step of learning.

Students are given opportunity to explore, recognise patterns, question and be able to work on problems that take longer to solve. We teach them to investigate, look for all possible answers and explain their work.

When students learn something new they will use objects to help them understand it (concrete). They will then move to using pictures or drawings to help with the mathematical ideas (pictorial). When they are ready students will start working just with numbers and maths symbols (abstract).

Key Stage 4 Maths

Students in Key Stage 4 (including able year 9s) follow a 2- or 3-year scheme of learning that leads to a GCSE qualification (Edexcel exam board) which they sit at either Foundation or Higher tier. Students are taught subject content which is regularly tested through PPEs (GCSE style questions that allow practice and application of skills learned). As in Key Stage 3, learning is tracked by staff and teaching is differentiated to ensure that gaps in knowledge can be targeted and filled.

Students who require a more functional approach and need additional support, work towards an Entry Level qualification that can lead to Functional Skills level 1, developing their confidence and basic skills. These students are enrolled on the BKSB website which allows students to work through content at their own level.

In year 11, students are encouraged to use past papers and online resources and receive regular homework in preparation for their exams. There are also weekly extra-curricular revision sessions on offer for students to receive extra support before sitting their GCSE.

Science

Key Stage 3 Science

Students are encouraged to develop their knowledge and understanding of fundamental scientific concepts and techniques whilst refining the key skills needed by all scientists. Students will develop skills such as planning, analysing and evaluating through a variety of interesting and relevant contexts within the science units taught, with a clear focus on practical work. There are a range of different

units that incorporate the different aspects of Biology, Chemistry and Physics and allow opportunities to assess both scientific understanding and skills whilst building foundations for Key Stage 4.

In year 7 we cover a range of different topics such as cells, human reproduction, adaptation of animals, solid-liquid-gases, speed and energy. Skills taught in science in year 7 are to use practical equipment appropriately and safely, to make some comparisons between observations seen or measurements taken and find simple patterns their results. Year 7 is about putting down a foundation of knowledge that can be built on in year 8 and beyond.

In year 8 we cover a range of different units such as, health, diet, digestion, human reproduction, energy stores, energy resources, acids and alkalis. Skills taught in science in year 8 are to use practical equipment appropriately and safely with the emphasis in recording data, analysing information and evaluating what was found out from the experiment or given data or information.

In year 9 students will follow one of two routes depending on their ability.

- Route 1: Students will follow the GCSE Biology syllabus.
- Route 2: Students will follow Entry Level Science syllabus. This course is a bridge between Key Stage 3 and GCSEs as we recognise that GCSE Biology may be too demanding for some students. Entry Level Science gives students who are unlikely to achieve a grade in GCSE Science the opportunity to achieve a certificated award. It also prepares students for GCSE Science if they wish to pursue line of education for the future.

Key Stage 4 Science

Entry Level

For those students who require additional support, we offer Entry Level science that's intended to be accessible to a wide range of learners of all abilities. Learners can develop a more 'hands on' approach to their learning and gain practical skills, knowledge and understanding in the three science areas of biology, chemistry and physics. This curriculum pathway covers:

Biology

Cells, using microscopes, digestion. Investigating different foods for how much energy they contain. Researching how the bodies heart and circulation system works. Investigating how the body fight disease and infection

Chemistry

Testing different acids and alkalis, testing what makes chemical reactions get hot and cold, testing how reactions speed up or slow down. Investigating how much energy is contained in different fuels. Investigating how to make clean water.

Physics

Investigating different forces, what makes objects speed up or slow down. Investigating energy transfers from different objects. Researching the uses and environmental concerns of different energy resources. Researching the effect of radioactivity on the environment.

GCSE Biology

For our more able students we offer a GCSE pathway through Biology. We implement this over a three-year period starting in year 9 and being examined at the end of year 11. Students will develop confidence in, and a positive attitude towards science and will recognise its importance in their own lives and society. Students will develop scientific skills through topics such as, 'digestion and the digestive system in humans'. Over the course, all students will complete specified practical activities to develop a greater understanding of many topics and to enhance the experience and enjoyment of biology.

4.2 Vocational and Occupational Curriculum

Construction

The vocational curriculum is delivered through the occupational studies in the workplace. The qualification is intended to be accessible to a wide range of learners of all abilities. Learners can develop a more 'hands on' approach to their learning and gain practical skills, knowledge and understanding in their chosen vocational area(s).

The skills, knowledge and understanding gained may help learners prepare for work through real or simulated work situations and may contribute to preparing them for working life beyond education. The qualification is intended to give learners a solid base from which to further develop their skills and learning.

Students will undertake units in carpentry, bricklaying, motor vehicle mechanics and painting and decorating over a two year period. Skills and knowledge will be gained through construction projects and will involve using tools, machines and equipment under supervision, group work and individual tasks.

Food and Cookery Skills

Cooking is an essential life skill, empowering us to make changes that benefit our health and wellbeing. The Home Cooking Skills at BTEC level 1 and 2 aims to give every young person the basic skills and knowledge to be able to cook for yourself in a healthy, cost-effective way, as well as gain the confidence to share these skills with friends and family.

All of our students will leave at NorthStar 240° with a vocational skills qualification at an appropriate level.

4.3 The Active and Physical Curriculum

Physical Education

At NorthStar 240° we aim to set high standards within PE and make our delivery bespoke to each student's needs. The emphasis upon our curriculum is an active and healthy lifestyle that leads to the potential lifelong participation in physical activity. We aim to do this by utilising fitness facilities and

training methods to inform students of appropriate techniques, and the benefits of exercise, as well teaching about the importance of nutrition, alongside a standardised multi-sport curriculum.

We link our core planning to meet those of national curriculum guidelines for each key stage, whilst also ensuring strong links with our Key Stage 4 PE options. Our assessments link to our plans and are fulfilled each lesson and term so that each child has an opportunity to meet individual learning outcomes.

The curriculum is designed to be accessible and all students are entitled to have the opportunity to progress and reach appropriate levels of attainment in order to realise their potential. This involves teachers matching tasks to the needs, interests and abilities of the students in a learning situation which is challenging and stimulating. Teaching and learning strategies are designed to stimulate, enthuse and enable students to gain personal satisfaction from their participation. Sport at North Star 240° has traditionally been very strong and it is important to continue to strive for excellence in all aspects.

Once students reach Year 10 they opt to partake in Cambridge Nationals Sports Science, working towards a Level 2 qualification. This course allows for students to progress through a Level 1 qualification into Level 2. Where students require a more practical pathway students can chose Entry Level Qualification.

Duke of Edinburgh

As part of our physical education curriculum, we offer The Duke of Edinburgh Bronze Award scheme. Outside of the traditional PE curriculum, this award provides students with a balanced programme of activities that develops the whole person – mind, body and soul – in an environment of social interaction and team working. Taking part builds confidence and develops self-esteem.

Our intention is to take students outside the comfort zone of the classroom and their social circle, broadening their horizons and giving them a positive approach to overcoming challenges and reaching goals. The Duke of Edinburgh Award requires students to choose their own activities and set their own targets and their level of achievement depends on their own enthusiasm, commitment and self-motivation. This boosts their independence, responsibility and ability to reflect on the impact of their actions. They learn to work well and respectfully with others, become more confident and expand their aspirations.

Forest School

It is important to give children early experiences of nature but we recognise that it can sometimes be difficult for children to safely explore the natural environment. Forest school allows students to explore their environment and develop social skills that will support their development and being outside of the classroom is great for their health and wellbeing. Learning to keep safe when doing activities like, sawing, cutting, making camp fires and cooking are skills that will stay with them through life.

Children begin to learn about the importance of looking after animal habitats and why the natural environment should be protected and Forest School helps children learn while giving a chance to play at the same time.

4.4 Social, Emotional and Relationship Curriculum

PSHE

At North Star 240° we believe that every student has the right to access a personalised curriculum which supports their individual needs, interests and experiences. Therefore, we offer PSHE as a discrete subject with specialised teachers leading the delivery of these lessons. It is also embedded across the wider curriculum through awareness days and whole school assemblies.

Personal, Social, Health Education (PSHE) equips students with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, responsible and balanced lives. PSHE acknowledges and addresses the changes that learners are experiencing, identifying their next steps and progression into further education or the world of work, the challenges of adolescence and their increasing independence. Students are encouraged to become sufficiently confident in their own beliefs and values and learn how to contribute to a cohesive and compassionate society.

As students move through Key Stage 3 they continually build on the skills, attitudes, knowledge and understanding they have acquired and developed through the repetition of the three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). PSHE allows students to build their confidence, resilience and self-esteem and enables them to recognise, accept and shape their own identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships as well as develop the essential skills for future employability and therefore better enjoy and manage their lives. PSHE education also makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing.

When students reach Key Stage 4 there is a shift in focus and we begin to look at the key themes that underpin Health and Wellbeing. This is delivered through PiXL Wellbeing which has been developed to support young people to take responsibility for their health, life and mind. The aim is to inspire and empower our students to look after their wellbeing and lead a healthy, active lifestyle in preparation for adulthood.

The PSHE Curriculum helps children to:

- Develop skills such as self-esteem, risk-management, teamwork and critical thinking;
- Speak openly and participate in healthy debates;
- Make meaningful cross-curricular links;
- Identify their interests and develop their passions and own values;
- Find out about themselves, the wider world and their place in it;
- Develop their confidence, resilience, happiness and well-being.

SMSC and Assemblies

At North Star 240° the promotion of students' spiritual, moral, social and cultural education is considered to be a whole school issue. Spiritual, moral, social and cultural development is promoted not only through all the subjects of the curriculum but also through the assemblies and ethos of the school and through the development of positive attitudes and values.

North Star 240° aims to ensure a comprehensive SMSC curriculum:

- To promote the spiritual, moral, cultural, mental and physical development of students at the school and of society;
- To prepare students for the opportunities, responsibilities and experiences of adult life;
- To promote respect and consideration for differences in gender, race, religion;
- To help each student achieve their full potential across all areas of the curriculum;
- To develop the individual strengths of all students and to help provide support in all areas to enable the full development of each individual;
- To inspire and stimulate the students in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills;
- To help our students towards independent learning and to equip them with all life skills in order for them to take their place in a fast-changing society;
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum;
- To develop respect for religious and moral values and understanding of all races, religions and ways of life;
- To help the students understand the world in which they live;
- To develop a sense of responsibility, consideration for others, self-respect and self-confidence;
- To promote good relationships between home, school and the local and wider communities.

Spiritual, moral, social and cultural development is crucial for individual students, staff and for society as a whole. We believe it is the heart of what education is all about - helping students grow and develop as people.

Assemblies and British Values

We have a weekly assembly that ties in with National Awareness days. These all have an SMSC focus and students will often do follow up work in class. These assemblies allow students to explore their values, beliefs and experiences whilst learning about themselves and the surrounding world. They learn the difference between right and wrong through looking at moral issues. Through these assemblies, students also learn about democracy, rule of law, individual liberty, tolerance and respect.

4.5 Cultural and Creative

Art and Design

Through a series of termly projects, students are introduced to a selection of famous artists' work from a variety of cultures both past and present. The main aim of the project work is to develop knowledge and skills in key elements of art such as line, shape, texture, form, space, colour and value, through exploring a variety of art processes and techniques such as clay, batik, print and painting. Exploring such techniques develops their creative, imaginative and practical skills and enables them to express ideas and feelings, record observations and design ideas. Through their own explorations and the study of other artists work, students will develop visual language skills enabling them to express ideas and opinions using an art vocabulary.

GCSE art and design will provide students with a wide range of creative and stimulating opportunities to explore their interests. This develops imaginative and innovative ways of working and understanding media, materials and technology.

The key areas of development are:

- Developing ideas through investigations, demonstrating critical understanding of sources;
- Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes;
- Recording ideas, observations and insights relevant to intentions as work progresses;
- Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Throughout the topics, students will have a number of opportunities to explore and discover local areas such as capturing first hand images of nature and the city, using photography skills along with visits to art galleries and museums.

GCSE art and design is a strong foundation for further progression to art and design related courses and develops employability skills such as communication, creative thinking, problem-solving, and self-management skills.

Cultural Capital and Enrichment

Our aim is to enrich every child's school experience and create an environment where they are encouraged to succeed and be the best they can be. Cultural capital is about preparing children with the knowledge and skills for what comes next. We realise the exploration of new skills and experiences helps to nurture resilience, curiosity and creativity and ultimately, this leads to the growth of new forms of cultural capital that makes a difference in individual mindsets and shapes the future.

The intent of our enrichment programme and additional curriculum initiatives is to help our children experience the awe and wonder of the world in which they live and develop life skills to support them as citizens. Cultural capital and enrichment is of considerable importance at North Star 240° as many of our students arrive with us with gaps in their previous experiences; we aim to extend their experiences to enable all children to be better prepared for the next steps of their learning, life and adulthood.

4.6 Careers and Preparing for Adulthood (Employability)

All students at North Star 240° will experience a scaffolded careers programme enabling them to be fully equipped with the skills needed by further education and employers, preparing them for adulthood. Our strategic intentions are:

- To enhance engagement, develop student confidence and raise attainment through linking curriculum learning to careers;
- Supporting positive destination data and reducing risk of NEET providing meaningful encounters with employers and meaningful experiences of work;
- Supporting positive attendance and behaviour data through high levels of engagement by linking curriculum learning to careers and meaningful employer encounters.

Throughout the programme students will have records of their experiences kept on Compass+. The programme will have underlying themes relating to the following employability skills:

1. Self-motivation – taking responsibility for developing work readiness
2. Self-assurance – having the tools and skills to present themselves to employers
3. Aspiration – having high personal goals
4. Informed – understanding the opportunities available and making realistic choices
5. Experience – having experience of work that is rewarding and fulfilling

6. Achieving – qualifications valued by employers
7. Accountability – understanding how to take responsibility
8. Resilience – understanding employers need for people who can listen and learn
9. Entrepreneurial – working creatively to achieve personal and business potential
10. Co-operation – developing effective communication and co working skills

Gatsby Benchmarks

In 2018, the government released a new careers strategy and statutory guidance for schools and colleges. It put an increased focus on using the Gatsby Benchmarks as a framework for best practice around which we have built our own careers provision.

The eight Gatsby Benchmarks of Good Career Guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Through the implementation of our careers program, our aim to be fully compliant with the Gatsby benchmarks.

4.7: Intervention Curriculum

At NorthStar 240° we have identified the need for additional interventions that focus on both academic and social emotional and mental health needs, working in accordance with Bristol City Councils commissioning plan 'Meeting the needs of pushed out learners' - Education for students with additional social and emotional needs' (*Fleming D, Jones A, Roberts J – 2016*)

As per the commissioning plan, we aim to have an intervention offer that:

- Improves outcomes for children and young people including attendance and progress in learning;
- Makes sure all students are in an education setting that best suits their needs.;
- Reduces the need for permanent exclusions and reduce fixed term exclusions;
- Enables all students to achieve their potential;
- Ensures we offer a package that meets all the needs stated in a students' EHCP;
- Ensures that students feel safe;
- Ensuring our students progresses at post-16 to suitable education, training or employment.

Interventions allow for students to access a highly bespoke curriculum that meets all the above statements. This offer will at times use commissioned external agencies to enable students to reach their potential and ready them for their post 16 futures.

Identifying Need and Planning Interventions

The need for an intervention is identified through:

- Needs identified on the student's EHCP;
- Tutor team Information;
- SNAP B assessments;
- BOXALL profiles;
- EP assessment;
- Baseline assessments;
- Attendance;
- CPOMS reports;
- Behaviour review data.

Each intervention is planned specifically to the student's needs and delivered typically through:

- One to one and small groups that is carefully linked with classroom teaching;
- One to one tuition led by teaching assistants who are specifically trained;
- Targeted group support linked to EHCP provision,

5. Inclusion

Teachers set high expectations for all students. They use appropriate assessment and carefully scaffolded learning ensuring that they meet the diverse needs of students including those who are identified as:

- Students working at or close to age related expectations;
- Students who are identified as higher attaining;
- Students with low prior attainment;
- Students from disadvantaged backgrounds;
- Students with SEN;
- Students with English as an additional language (EAL);
- Students with a social worker or in care.

Teachers will plan lessons so that students with SEN and/or disabilities can study National Curriculum subjects wherever possible, and ensure that there are no barriers to every student achieving. Teachers will also take account of the needs of students with receptive and expressive language difficulties. Lessons will be planned so that teaching opportunities help students to develop their language skills, and to support students to take part in all subjects.

6. Impact and Monitoring Arrangements

In order to achieve the aims of our curriculum intent, North Star 240° have robust quality assurance processes that measure impact:

Academic impact is measured through:

- Termly formative assessment data where teachers track student progress against the developmental strands of our curriculum;
- Termly summative assessment using mock exams, termly topic tests, controlled assessments and PPEs;

- Analysis stakeholder feedback (student, parent, staff);
- Annual analysis of attainment in external examinations;
- Annual analysis of NEET and destination data.

Social, Emotional and Mental Health is measured through:

- Boxall Profile data;
- Snap B assessment;
- CPOMS and safeguarding data;
- Attendance and welfare data;
- Student Voice data;
- Reviewing individual student risk assessments;
- Reviewing EHCP and Preparing for Adulthood data.

Curriculum design and teacher impact is measured through:

North Star 240° uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior leaders and subject leaders monitor individual subjects by:

- Reviewing learning through book scrutinises;
- Reviewing IEP targets and supporting behaviour plans;
- Evaluating subject performance through the deep dive methodology;
- Evaluating student voice;
- Providing individual teacher feedback to move practice forward through our guidance and appraisal process;
- Highlighting areas of development through coaching and continued professional development;
- Support teaching performance through the NSAT CPD;
- Link governor visits;
- High level challenge from the Trust and LGB.

This policy will be reviewed every year by the headteacher and the local governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment, Recording and Reporting Policy;
- SEN Policy and Information report;
- Careers Policy;
- Cultural Capital Policy;
- RHSE Policy;
- The GAP.