



Atlantic Academy
Part of the Athena Learning Trust

Atlantic Academy - Curriculum planning and delivery

Integrity:

At part of the Launceston College Multi Academy Trust (Trust), we seek to develop adventurous students who have the character, resilience and self-awareness required to be successful. We have exceptionally high aspirations for our students, and seek to support them to be happy, successful and responsible young people, no matter what their background or circumstances. The Trust offers a distinctively broad, personalised, and academically rigorous curriculum across our primary and secondary schools, and aspire to the highest standards of teaching and learning. The Trust offers expert guidance and advice to students to help them shape and achieve their future goals without limitation. We believe that all students are entitled to benefit from these opportunities, and we want to equip every student with the knowledge, skills and values they need to achieve the very best that they can.

Atlantic Academy seeks to create a safe, caring and supportive learning environment that allows for individual differences and learning styles to be celebrated. Each student's confidence, resilience and enthusiasm for learning is fostered by positive relationships with fellow students, staff and our broader community.

Intent:

Atlantic Academy regularly evaluates its provision to ensure the curriculum meets the needs of the student community and embraces the values of our school:

- Our students **excel** in individual ways
- Our students **engage** with their school community
- Our students are **excited** by opportunity and experience
- Our students **enjoy** looking after their wellbeing.

Our curriculum and how we deliver it ensures that all students can make progress, have access to a broad and balanced education, develop as individual learners and are provided with outstanding guidance on future options and careers.

Implementation:

The curriculum is planned and delivered in a coherent sequence, which is shared with students and parents through a visual learning journey. Programmes of study underpin our learning journeys, alongside detailed delivery plans and resources; these are regularly reviewed to ensure students continue to make progress. We monitor the effectiveness of our curriculum delivery through an agreed quality assurance process.

To support the effective implementation of our curriculum we:

- Support leaders and classroom teachers to regularly review curriculum plans and learning journeys.
- Promote the development of teaching and learning, by implementing great teaching and learning habits.
- Provide a range of professional development to support teaching and learning, subject specific skills and pedagogical developments.

- Ensure a broad and balanced curriculum for all students
- Identify and remove barriers to student progress in the classroom
- Encourage confidence, resilience and enthusiasm through the provision of a range of extra-curricular opportunities
- Facilitate the sharing of best practice in closely aligned subjects, through our faculty approach. Impact: Ensuring students excel, by valuing education and life-long learning is at the heart of our curriculum. Key indicators of success will be academic progress and attainment, removal of in school variation, promoting student aspirations and next steps, engagement in the wider curriculum offer, achievement, behaviour and attendance benchmarks.

A range of additional evidence is utilised to monitor the impact of our curriculum offer for students:

- Student progress identified through learning walks, developmental lesson observations, work scrutiny and student voice.
- The range and quality of career and employer engagement activities, and student engagement in these.
- Student leadership. The annual review of exam outcomes is an integral step to review effective implementation of our curriculum offer.

Our approach to teaching pupils with SEND

Every teacher is a teacher of SEND and every leader is a leader of SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated and adapted for individual pupils. Teachers will;

- Create a positive and supportive environment for all pupils, without exception.
- Build an ongoing, holistic understanding of their pupils and their needs.
- Ensure all pupils have access to high quality teaching.
- Compliment high quality teaching with carefully selected small-group and one-to-one interventions.
- Work effectively with teaching assistants.

We will also provide the following interventions:

- Social skills – including clubs
- Anger management and social emotional and mental health support
- Communication and Interaction and Speech and Language support
- Handwriting support
- 6th form mentoring and paired reading
- Physiotherapy

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it by;

- Flexible grouping
- Cognitive and metacognitive strategies
- Explicit instructions
- Using technology to support pupils with SEND
- Scaffolding

Teachers adapt the learning by use of recommended aids, such as laptops, coloured overlays, visual timetables and larger fonts.

Teachers differentiate their teaching in a variety of ways including; giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.