

West Kirby School



Quality of Education Policy

E Wynne – September 2023

Quality of Education

West Kirby School is a non-maintained Special school for pupils aged from 5 to 19 in West Kirby, Wirral. The School caters for pupils who exhibit a range of special educational needs including, but not exclusively: Autism, Social Communication difficulties, ADHD, Attachment difficulties and Demand Avoidance.

Due to the complex nature of the pupils that attend West Kirby it is our responsibility to provide them with the most appropriate education to promote their academic learning, life skills, personal, social, health and citizenship and their Spiritual, Moral, Social and Cultural education and meet the long term outcomes as identified in their EHCP (Education, Care and Health Plan) and Statements from Welsh LAs. This policy covers the flexibility of approach we take and how this approach supports the pupils access the curriculum.

The Principal has overall responsibility for the implementation, development and monitoring of all areas of Quality of Education throughout Key Stages; supported by Deputy Head Teacher and the Education Team Leaders (ETLs)

Contents:

- Curriculum
- SMSC, British Values and Protected Characteristics
- Assessment
- Marking and Feedback
- Evaluation of Teaching
- Most Able Pupils
- Homework
- PSHE
- Phonics
- Reading

Curriculum

Introduction

West Kirby School and College offers an innovative curriculum developed with the aspirations and interests of the student at the centre. At West Kirby School and College, all pupils follow the 2014 National Curriculum. We offer a holistic approach through our Support Services Team who provide a wide range of support to enable pupils to access a innovative and aspirational curriculum

Aim

Core aims of the curriculum at West Kirby School and College are to support each child in developing independence, to encourage a positive sense of self, and to promote a positive attitude to learning, so that each child can access learning fully.

Our curriculum aims are:

- To ensure all our children are at the centre of a broad, varied and interesting learning experience that is enjoyable and relevant for the future.
- For all pupils to gain 5 GCSEs or equivalent by year 11
- To create a sense of awe and wonder in our creative curriculum aims that helps to inspire a lifelong love of learning.
- To promotes positive mental health, well-being and to enhances our children's life skills, social skills and cultural awareness through the holistic nature of our practice.
- To ensure relationships that develop between children and adults that are positive, consistent and secure.
- To provide an environment which meets the needs of all children.
- To meet sensory needs.
- To develop self-awareness and self-control.
- To develop resilience and motivation for learning.
- To support children in responding to change.
- To recognise and support anxiety in children. □ To celebrate success in all its forms.

Subject leaders, in conjunction with the Deputy Head Teacher, have a responsibility for the implementation, development and monitoring of their particular subject area across the key stages,

thus ensuring continuity and progression throughout the whole school. They are supported by the ETLs.

Primary Curriculum

In the Primary Department we use, Read, Write Inc. phonics, Read Write Inc Fresh Start, Read Write Inc Support for Spelling Literacy Counts – Read to Write scheme, Steps to Read and Sentence Accuracy. White Rose Maths and the Wirral Agreed RE Syllabus. We teach the foundation subjects in a thematic way through our and a global curriculum called 'Learning means the world'

We teach phonics and maths daily, the pupils read each day and are read to improve their understanding.

Our primary curriculum is innovative, forward thinking and highly relevant to our pupils' needs. It thoroughly engages them as they tackle challenging topics and issues.

Secondary Curriculum

Key Stage 3

Our classes access a secondary style curriculum with some classes having more class based lessons which offer a reduced number of staff changes and transitions depending on the needs of the cohort. All students study English, Mathematics, Science, History, Geography, Religious Education, Computing, Design and Food Technology, Art, Music, Drama, Physical Education, and Personal, Social, Health Education (PSHE).

Key Stage 4

Pupils access a secondary style curriculum in the main, with some classes having a reduced number of staff changes and a modified curriculum to include more life skills curriculum. All pupils have English, Maths, Science, ICT, PSHE and RE. Key Stage 4 pupils participate in the Key Stage 4 options which give pupils the opportunity to take a variety of subjects again the options choices are modified to the needs of the pupils.

Key Stage 5

Our Post 16 provision provides pupils with the opportunity to re-sit qualifications and have further opportunity to study a limited amount of subjects to AS and A Level standard. Post 16 develop life

skills ready for the next stage of their education or work. Enterprise skills are also developed, alongside opportunities to visit colleges and places of work.

Appendix 1 – WKS Curriculum Overview

Appendix 2 – Rationale and Aims

Social, Moral, Spiritual and Cultural education: British Values

Protected Characteristics

Through timetabling our PSHE and Life skills Lessons we are also able to ensure time is available for wider curriculum aspects such as:

- Anti-bullying (SMSC)
- Fire Safety (SMSC)
- Road Safety (SMSC)
- Celebration of British Values Week (BV)
- Black History Month (Protected Characteristics)
- Internet Safety Week (SMSC)
- Celebrating Neurodiversity (Protected Characteristics)

Social, Moral, Spiritual and Cultural (SMSC) education, British Values (BV) & the Protected Characteristics (PV) are an integral part of our curriculum. The school pays particular regard to the Equality Act 2010 and the protected characteristics set out in it.

The teaching around the protected characteristics is evidenced on the SMSC Grid maker to ensure Protected Characteristics are taught and embedded into all aspects of our school curriculum.

Assessment

Teachers use assessment for learning to provide ongoing assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives, and to identify and set next step targets for each pupil.

Assessment methods and materials

Assessment for learning may take the following forms:

- Observing pupils' interactions, holding discussions with pupils and observing pupils' learning against specific objectives and learning criteria
- Checking understanding as a group and as individuals
- Targeted questioning to determine how secure pupils' understanding is
- Using lesson objectives and success criteria to make pupils aware of what they are learning and how they can deepen their understanding
- Self-assessment and peer assessment, enabling pupils to review, edit and improve their work and become reflective learners
- Coaching pupils using verbal feedback to guide them and prompt improvement
- Providing verbal and written feedback to pupils that is closely matched to their learning needs
- Assessment of exemplar work of different levels

The use of assessment criteria and examination materials

Annotated Schemes of work, made by class teachers and other adults involved with each pupil, are used to record other important information about pupils' progress.

Cat4 is completed by all pupils from Key Stage 3 and above. This assesses their ability to take on new information.

Progress through English (PTE) is completed each Autumn Term up until year 10.

Progress through maths (PTM) is completed each Autumn Term up until year 10.

Star Reading is used as a baseline to identify pupils reading levels on the Accelerated Reader scheme.

The NARA is completed twice a year for all pupils until they reach the reading age of 12 years 10 month. This is in line with the 'Read On, get on Strategy' lead by the National Literacy Trust.

PIVATS are used to assess the social and emotional needs of the pupils.

Reporting

Termly progress reports are sent in the autumn and spring term end of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. We provide opportunities for parent consultation evenings and the annual reviews so that parents can discuss how well their child has settled and are able to be involved in the target setting process. We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of National Curriculum assessments.

Moderation

Regular moderation takes place each term to ensure consistency. Teachers meet in phase and subject groups to analyse pupils' work against National Curriculum stages and external examination grades. Teachers are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation. We also have a number of partner schools, with whom we moderate externally.

Formative assessment

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress. Methods of formative assessment include the following:

- Question and answer sessions
- Observation of pupils
- Hot seating
- Quizzes
- Self-assessment
- Projects which contribute to a final grade

Marking and Feedback

West Kirby School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the School's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

See appendix 3 – Marking Symbols Primary

See appendix 4 – Marking Symbols Secondary

Expectations for Marking

Marking is up to date and offers clear information about why pupils have done well.

Marking is completed in green pen

When required, verbal feedback can be given

It offer detailed suggestions and targets for improvement

It provides pupils with opportunities to reflect on feedback, using the purple pen, which also allows them to respond to the feedback and ask questions

It identifies the next step for pupils,

Teachers used the agreed marking symbols depending upon Key Stage

Workload

SLT understand that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact the learning. If a teacher is unsure about the effectiveness of their own practices, the Education Team Leaders will help with developing an approach to marking and feedback that is more suited to the teacher

Evaluation of Teaching

The main purpose of evaluating teaching is to increase and improve pupils' learning. Therefore the key indicator of high quality teaching is rapid, sustained and retained learning. For some of the pupils at West Kirby School, learning may be in relation to social, emotional and independence skills as well as academic learning. At West Kirby School we provide procedures aimed towards ensuring high quality teaching and learning throughout the school.

See appendix 5 – Timetable of moderating teaching

The Leadership team aim to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform and remind staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.

Every teacher can expect the following to support their professional development and continuous improvement

- Their teaching and impact on pupil learning to be evaluated every term
- This will include lesson observations, learning walks, book scrutiny, pupil progress meetings with teachers and pupil conversations.
- Lessons observations and learning walks will not be graded.
- Those evaluating teaching and learning for the purposes of performance and development of teachers will be senior or middle leaders (ETLs).
- Findings will be based on professional opinions taking into account the teachers standards.
- Feedback from reviewers will be specific and ensure that teachers know how to improve further

- There is an expectation that teacher receive verbal feedback within 24 hours of a lesson.
- Where a school's evaluation of teaching identifies a member of staff in need of improvement, an action plan will be implemented to address areas for improvement and key actions expected of the teacher and support provided by the school. Action plans will be reviewed at least half termly.
- Teachers will be encouraged to undertake peer observations and share best practices with colleagues around learning.

Most Able Pupils

At West Kirby School, we value all pupils equally and endeavour to ensure that each child should have the opportunity to realise their potential in a challenging and supportive environment. Our school will have, at any time, more able pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes

A teacher's professional judgement will be used to identify the most able and talented and will be based on a combination of objective and subjective assessments:

- Ongoing teacher assessments ,
- Test results such as KS1 and 2 SATS , CAT4, PTE, PTM, NARA, Star Reading and all current standardised tests in use,
- High standards of work,
- Depths of insight, intuition and understanding within lessons,
- Outstanding talents which may be apparent within a lesson, e.g. for drama, sport, art,
- Through parental discussion, finding out about pupils' hobbies and interests, which may give a fuller picture of their particular talents.

Identification

Most able pupils are pupils who have ability or abilities beyond the large majority of their peer group and consequently require a more challenging curriculum that is appropriate for the majority. More able pupils are defined as those pupils with one or more abilities developed to a level significantly ahead of their year group. Different areas may be English, Maths, Science, History, Geography and

Languages. The school also endeavours to identify any pupils who may have the potential to be gifted but are currently underachieving.

At West Kirby School, we believe that the day-to-day learning environment is the most crucial area for the enrichment, extension and progression of the most able pupil. Therefore, every teacher has the responsibility to reflect this provision in their planning.

Homework

At West Kirby School, we believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

Primary

In primary, homework activities is given at the beginning of the half term for parents to complete weekly as they wish.

Secondary and Post 16

Homework is set weekly with each a different subject rotated each week with core subjects.

See appendix 6 – Homework timetable Key Stage 3, 4 and 5

Teachers at West Kirby understand the difficulties many pupils and their families have in receiving and completing homework and use their discretion when setting homework we look for opportunities for homework to be completed in school time and provide time at lunchtime for pupils to complete homework in school. Teachers use a positive approach to reward pupils who complete homework and no pupil is penalised.

PSHE

Through our curriculum, our school environment, our school vision and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on RESPECT for themselves and for others, at home, at school, at work and in the community. Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making. In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

Key Stage 1 and 2

In primary we follow 3D PSHE curriculum.

Key Stage 3, 4 and 5

In Key stage 3 and 4 our PSHE aims to help our students develop an increased understanding and knowledge of:

- Health issues: drugs, sex education, mental health, healthy lifestyle, and work/play balance;
- Personal issues: goal setting, self-awareness, self-esteem, relationships, emotional wellbeing and mental health interventions, duty of care, child protection, safety and safeguarding, including specific coverage of online issues, including cyber-bullying and peer-on-peer;

- Social issues: relationships including family, friends, workplace, teams, disabled people, protected characteristics, and an understanding of the Equality Act of 2010, workplace law and legislation, and specific learning and engagement around Fundamental British Values
- Emotional literacy: supporting personal and social development by encouraging resilience, positive self-esteem and confidence. The moral and ethical aspects of issues are discussed to enable students to explore their own feelings and thoughts, as well as developing emotional empathy.
- Economic Wellbeing: managing personal finances, banking, credit lending, interest, etc.

Our Bespoke PSHE curriculum has been developed to meet the needs of the pupils at West Kirby out clearly how the curriculum meets the needs of all of our students, with their diverse experiences. Whilst it should be observed that this it is important to note that it is the needs of pupils that drives the PSHE and is paramount, rather than the professional or personal comfort of the adults. PSHE is taught weekly. Assessment for PSHE includes the use of PIVATS to support the development of the pupil's Social, Emotional and Mental health as part of their IEP.

Phonics

At West Kirby School and College, for pupils up to Year 5, we use Read Write Inc. Phonics programme. Phonics is taught until they reach the end of Key Stage 1 expectations in reading.

For pupils Year 5 and above who require additional support e.g. children aged 9 and above who have reading ages below 9 or are below national curriculum expectation for Key Stage 2, we use Read Write Inc. Fresh Start. This teaches students to read accurately and fluently with good comprehension; also, how to spell correctly and compose their ideas for writing step-by-step.

Phonic lessons are moderated through observation by the reading phonics lead supported by Read Write Inc Consultant.

See Appendix 7

Reading

Reading is a vital skill that will support pupil's learning across the whole curriculum At West Kirby School, we aim to develop a love of reading to all of our pupils. A range of fiction and non-fiction texts are available to the children in our well stocked library and the notion of everyone a reader is

promoted across the school. Reading for pleasure is at the heart of our reading ethos. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include national and school competitions, activities linked to World Book Day, visits to library, author visits and trips to book shops.

Pupils are tested using the NARA twice a year until the reading age of 12yrs 10 months. Star Reading is used to ensure pupils are reading at the correct reading level and this is monitored using the Accelerated Reader programme. Pupils are monitored by the Reading Support team and English team who report to the Deputy Head. Reading interventions are completed by Reading Support, HLTAs and TAs.

Key Stage 1 and 2

In Key stage 1 and 2 pupils are listened to each day until they develop the skills to become a 'free reader'. Free readers are pupils who are reading above the reading age of 10 years.

Key Stage 3

Pupils in Key Stage 3 continue to have timetabled reading lessons as part of DEAR time and library sessions.

Key Stage 4 and 5

Pupils with reading age of below 12.10 will continue to have reading interventions and reading time is available in English lessons and a library session.

Intent	<p>Our vision</p> <p>Share the high expectation that children and young people (CYP) at the school achieve at least five GCSEs or equivalent (depending on ability).</p> <p>Ensure that young people leave school with a good reading level.</p> <ul style="list-style-type: none">Support, enable and develop CYP to self-regulate and manage their social emotional and mental health and physical needs both within a school environment and in life.Become respectful members of society who are community minded, uphold British Values, understand Protected Characteristics and who contribute to charitable causes. <p>Enable young people to be proactive, enterprising, aspirational and career minded.</p> <ul style="list-style-type: none">Ensure that CYP and their parents/carers feel pride in their achievements and a developed/developing self-esteem.Develop independence and resilience in pupils.Enable staff to feel pride in and be aspirational for their pupils and for themselves.									
	Needs of the pupils:		Subjects				Qualifications	Specialist Services	Awards	
Implementation	ASD ADHD Attachment Dyslexia OCD Demand Avoidance Anxiety	Developmental Co-ordination disorder Social Communication Self Esteem Failure tolerance	English Maths Science Computing Life skills	Art History Geography DT German Classics	Chinese TED Creative Media RE Health and Social	Food Tech Horticulture Graphics Drama D of E Animal Care	ASDAN Entry Level Level 1 Level 2 GCSE AS Level A Level	SALT OT Clinical Psychologist Attachment and Trauma PCT Reading Support Learning Mentor	ADHD Friendly School – November 2019 Autism Accreditation Award – December 2019 Wellbeing Award (August 2021) Arts mark Gold – April 2019 Trauma Award (September 2020) Leading Parent Partnership award – (September 2021) Well Being Award – (January 2022)	
	Approaches to Learning- * Highest learning expectations * Consistent approach to teaching & behaviour * Teaching styles and resources meet pupil's need * Differentiation * Personalised learning * Build on learning beyond school * Inclusion for all * Promote communication					Enrichment - Weekly Wellbeing and Life skills includes – climbing, den building, swimming, Viking Golf, mountain biking Sports opportunities including wheel chair rugby and Judo. Residential trips including Outward bounds, camping, narrow boat. Work Experience opportunities in local area				
Impact	<u>Personal Development</u> Through our SMSC curriculum, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and work with others. Pupils are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual social, moral and cultural issues that form an intrinsic part of growing Pupils gain the skills knowledge and understanding they need to lead, healthy, independent lives and to become informed, active and responsible citizens						<u>Pupils Outcomes</u> Data outcomes *External examination results *Pupil Progress meetings *Pupils Progress Conversations *Parent surveys *Pupils Surveys Staff Surveys *Learning Walks *Lesson Observations Book Scrutiny *Successful transitions in year 11, and Post 16			

West Kirby School Curriculum Rationale and Aims APPENDIX 2

At West Kirby we believe that children are entitled to a curriculum that raises the aspirations of every child and gives them the confidence to fulfil their potential through positive learning experiences. West Kirby is a school for pupils with complex learning needs including autism and ADHD. This impacts on individual development and, to differing extents, shapes the nature of the child's learning experience. Education for children at West Kirby should reflect the unique presentation of each individual, for example meeting sensory needs, providing for social and communication difference or challenging areas of strength. We believe these differences merit a specific approach, whereby skills can be fostered to maximum effect, rather than trying to fit the child into a 'normative' model of development. Core aims of the curriculum at West Kirby are to support the child in developing independence, to encourage a positive sense of self and to promote a positive attitude to learning, so that each child can access learning fully.

Pupils at West Kirby require a support network that is cohesive. We believe it is imperative to work in close partnership with parents, carers and families, to facilitate the sharing of good practice and success across all environments. Drawing on the expertise our school provides including: speech and language therapists, occupational therapists, psychologist ensures we have a dynamic and holistic approach to every child.

Aims of West Kirby

- To ensure all our children are at the centre of a broad, varied and interesting learning
 - experience that is enjoyable and relevant for the future.
- For all pupils to gain 5 GCSE or equivalent by year 11
- Our creative curriculum to create a sense of awe and wonder and helps to inspire a lifelong love of learning.
- The holistic nature of our practice promotes positive mental health and well-being and enhances our children's life skills, social skills and cultural awareness.
- Relationships are developed between children and adults that are positive, consistent and secure.
- Provide an environment which meets the needs of all children.
- Meet sensory needs.
- Develop self-awareness and self-control.



West Kirby School Personalised curriculum Personalised Curriculum

Every child is unique. Many children will present with a 'spiky' learning profile, with areas of strength and areas that are under developed, which would benefit from intervention. Additionally, children will experience a range of different barriers to learning, in areas such as sensory processing, communication, attention deficits, anxiety or low self-esteem.

The effects of social communication difficulties are unique to every child and the impact on the ability to learn is extremely varied so we therefore deliver a curriculum to meet the pupils' dynamic needs.

Children will require support to develop a wide range of skills, including: Communication, life skills, mental health and social.

Teaching and learning is supported by the Clinical Services team who provide a raft of support based on the School's

Appendix 3

Marking Codes at WKS Primary

V – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

I – independent work completed by the child

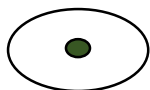
S – Support given



- Next Steps



- Success criteria achieved abc – Writing on the line



- Full stop used correctly



- Finger space

! – Using exclamation Mark Correctly

? – Using question mark correctly

TD – Teacher Directed

CI – Child Initiated

WT - Working Towards

ABC – Capital Letters in the correct Place

// - New paragraph needed **Sp** - Spelling support given

Marking Codes At WKS Appendix 4

V – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

I – independent work completed by the child

S – Support given

Sp. - Word underlined Spelling mistake –correction in the margin

CL - Capital Letter missing

// - New paragraph needed



- Next Steps



- Success criteria achieved

Anyone marking work other than the class teacher must initial the work they have marked.

Timetable of Learning Moderation Appendix 5

Half Term	Activity	Staff completing moderations
Autumn 1	Learning Walks	SLT/ ETLs
	Book Scrutiny	SLT/ ETLs
	Learning Conversations	SLT/ ETLs
Autumn 2	Learning Walks	SLT/ ETLs/ Subject Leads
	Book Scrutiny	SLT/ ETLs/ Subject Leads
	Learning Conversations	SLT/ ETLs/ Subject Leads
Spring 1	Learning Walks	SLT/ ETLs/ Subject Leads
	Book Scrutiny	Teachers / HLTAs
	Learning Conversations	SLT/ ETLs/ Subject Leads
	Pupils Progress Meetings	SLT/ ETLs
Spring 2	Learning Walks	SLT/ ETLs/ Subject Leads
	Book Scrutiny	SLT/ ETLs/ Subject Leads
	Learning Conversations	SLT/ ETLs/ Subject Leads
Summer 1	Learning Walks	SLT/ ETLs/ Subject Leads
	Book Scrutiny	SLT/ ETLs/ Subject Leads
	Learning Conversations	SLT/ ETLs/ Subject Leads
	Pupil Progress Meetings	SLT/ ETLs
Summer 2	Learning Walks	Teachers / HLTAs
	Book Scrutiny	Teachers / HLTAs
	Learning Conversations	Teachers / HLTAs

Appendix 6 – Homework

Autumn 2023

Week Beginning	Key Stages		
	Key Stage 3	Key Stage 4	Key Stage 5
04/09/23	English		
11/09/23	History	Option 1	Option 1
18/09/23	Maths		
25/09/23	Geography	Option 2	Option 2
02/10/23	Science		Life Skills
09/10/23	Art	Option 2	Option 2
Half Term			
30/10/23	English		
06/11/23	Music	Option 4	Life Skills
13/11/23	Maths		
20/11/23	DT	Option 1	Option 1
27/22/23	Science		Life Skills
03/12/23	PSHE		

Spring 2024

Week Beginning	Key Stages		
	Key Stage 3	Key Stage 4	Key Stage 5
08/01/24	English		
15/01/24	Computing	Option 3	Option 3
22/01/24	Maths		
29/01/24	PE	Option 4	Life Skills
05/02/24	Science		Life Skills
12/02/24	Life skills	Option 1	Option 1
Half Term			
26/02/24	English		
04/03/24	PSHE	Option 2	Option 2
11/03/24	Maths		
18/03/24	RE	Option 3	Option 3
25/03/24	Science		Life Skills

Summer 2024

Week Beginning	Key Stages		
	Key Stage 3	Key Stage 4	Key Stage 5
15/04/24	English		
22/04/24	History	Option 1	Option 1
29/04/24	Maths		
06/05/24	Geography	Option 2	Option 2
13/05/24	Science		Life Skills
20/05/25	Art	Option 3	Option 3
Half Term			
03/06/24	English		
10/06/24	Music	Option 4	Life Skills
17/06/24	Maths		
24/06/24	DT	Option 1	Life Skills
01/07/24	Science		Life Skills
08/07/24	MFL		

