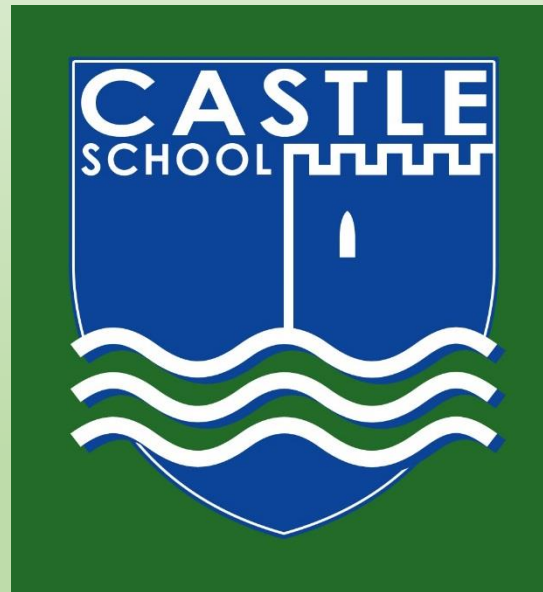


Castle School

Secondary Key stage 3



Intent

Our Secondary Curriculum focuses on learning and strives to provide an exciting and stimulating environment, be creative and fun whilst setting a standard for all the children.



Inquiry....

The Key Stage 3 Curriculum is based upon a highly differentiated approach with a wealth of enrichment learning opportunities to support pupil's individual achievements depending upon the child's learning styles.

A students needs are incorporated into individualised programmes to support the student's learning.





Implementation

Classes are a mix of students in years 7, 8 and 9 and are named after Castles. Students are grouped upon the most suitable learning style for that particular child.

Edinburgh

The majority of learners follow a pre-formal curriculum, the lessons are fun, lively where learners learn and develop through a range of experiences.

Balmoral

Students in Balmoral follow a semi-formal curriculum. Students do activities centred around stories to help extend our vocabulary, reading skills and comprehension.

Carisbrooke

A pre and semi-formal class where children generalise the skills they are learning and develop their ability to apply them to real life situations. Activities are built around, rhythm and rhyme, sensory play, and acting (dressing up as characters). Through these different approaches the pupils are developing their attention and listening skills.

Corfe

Within Corfe the learning is of a more formal approach. The students follow a curriculum where there is a balance between the more formal learning subjects alongside opportunities to develop more practical skills and experience learning opportunities within the wider community too.

Dover

Dover class are a group of semi-formal learners. The students are learning to communicate using Makaton, PECS, or using our communication boards or iPads for communication.

Innovation and impact



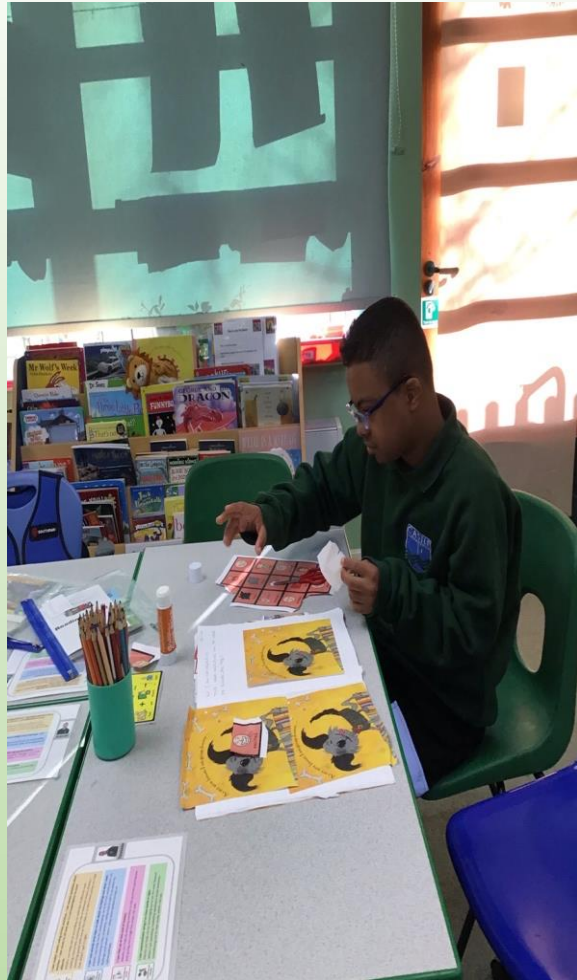
Pre formal:

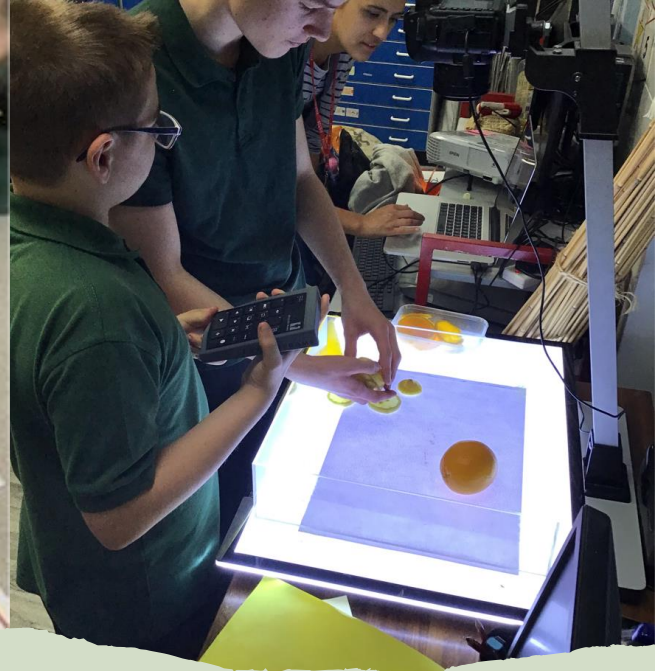
Subjects such as English and maths are intertwined throughout sessions instead of a focused session. It allows the children to generalise the skills they are learning and develop their ability to apply them to real life situations. Activities are built around, rhythm and rhyme, sensory play, and acting (dressing up as characters). Through these the pupils are developing their attention and listening skills.

Semi-formal Classes

In these classes students are learning to communicate. You might hear talking, using Makaton signing, PECS, or using our communication boards. Activities are based around a story, this helps to develop skills in Maths and English as well as social and communication skills and independence.

Students will have opportunities to practice listening in circle time, working on independent tasks at our tables, moving around to communicate, or self-regulating in outside areas.





Formal

Within these groups learners follow a broad curriculum that includes 6 key areas: English, Maths, our world, creativity, physical and PSHE. We use a therapeutic approach to our learning; our focus is on the individual and everything we do is used as a learning opportunity.

Formal Classes:



- Formal classes in **Key Stage 3** will start to engage with more out of school learning if they are all able to leave the school environment as a whole group, whilst remaining safe. Short trips to the local shop, park and cafe may begin to form part of the weekly timetable. Students may also be offered further opportunities for out of school learning, e.g., a cycling programme that includes sessions out on the roads outside of school.
- The purpose for trips out of school is for students to practise the key skills they have learned within school, e.g., money exchange, social and communication skills and safety within the community.
- There are other trips organised as special one-off events or as part of projects, e.g, the Christmas pantomime, PowerHouse Games, film-making projects (with finished films shown at Cambridge Junction).

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Semi – Formal Classes:

- Semi-formal classes focus on practising key skills in school, e.g., money exchange, social and communication skills and safety within the school environment. This may be done through activities such as a weekly in-class café or weekly bike sessions in the playground.
- Trips out are not weekly but arranged when they specifically support a key aspect of learning, e.g., trips to the local shop when students learn about money and horse-riding when it supports individual student targets / needs. Students will likely be split into smaller groups to create a higher staff to pupil ratio to ensure safety. Extra resources needed for these trips (which may include extra staffing) are planned in advance alongside the curriculum.
- There are other trips out organised as special one-off events or as part of projects, e.g, the Christmas pantomime, PowerHouse Games, film-making projects (with finished films shown at Cambridge Junction).



Community Links....

Students continually develop life skills.

This may mean a visit to the local shops, library,

Students have also been invited to Performing Arts events at the junction

Students have also experienced a variety of off site sporting events too.



Residential opportunities

This year a trip is planned to Grafham water (Activities centre) for our year 9 students. Residential provides opportunities for Personal growth, independence and also increases in self esteem and confidence in the activities that are provided

Curriculum planning

We use the four areas of the EHCP to help construct the curriculum and also to

- Cognition and learning
- Social, emotional and mental health
- Sensory and physical communication and interaction
- Communication and Interaction



Communication and reading

All students within Secondary actively take part in reading during tutor time on a daily basis alongside adult support.

Targeted students participate in extended reading support alongside teaching assistant support.



Partnerships with parents

Working with parents is vital to ensure there is shared understanding between home and school

- Parents meet with the school annually during EHCP reviews and also during twice yearly parents evenings
- Parents are also invited in for other class events throughout the year.

Daily communication with Parents....

- Parents are communicated with regularly through the Evidence for Learning app. This provides photos and written descriptions of a child's progress in school and allows parents to share home news too.



Transition

When a student joins Castle School, a rigorous and robust transition takes place which is bespoke to the individual child's needs.

Students are well supported in their subsequent placements whether it be at Castle Sixth Form or to a local Sixth Form College.

Students attend bespoke sessions at their new placements supported by familiar staff from Castle School.



Extending opportunities

We also work in partnership with a range of agencies throughout our local community. We believe that learning should take place within context and have many opportunities to explore the functionality and application of what they have learnt in real life situations.

Recent partnerships have included:

Kettles Yard Museum

The Junction Cambridge

The Powerhouse games

