

TURNING POINT ACADEMY

Whole school Intent, Implementation and Impact statement – Updated January 2026



At Turning Point Academy, we offer a curriculum which can be personalised for each pupil. Our curriculum is classified under three broad headings:

CORE	CREATIVE	LIFE
English Mathematics Science Computing	Art Design Technology Food Studies PE, Sport & Fitness Music	World Studies Personal, Social and Emotional Development Health & Wealth Relationships Education Citizenship and Resilience building Workability Stay Safe Stress management & relaxation

All pupils study the core curriculum subjects and aspects of our Life Curriculum. Pupils in Key Stages 2 and 3 study subjects in our 'Creative Curriculum' and for pupils in Key Stage 4, options are offered from the 'Creative Curriculum'.

We find our pupils learn best when we make their learning as creative as possible. At TPA, pupils are able and indeed, encouraged to learn in a safe environment where they can experiment, explore, challenge, take risks and make mistakes. A growth mindset approach is adopted in all lessons and pupils are also explicitly taught the skills to be independent learners.

Our school's vision, aims and values underpin the intent, implementation and impact of each subject. This means that they are considered in the planning and design of lessons and activities in all subjects and are always part of the objective for those lessons. The vision, aims and values for are school are as follows:

School Vision: At Turning Point Academy we believe that to truly flourish children must feel valued. So, we focus on what each pupil can achieve, through a personalised approach, and we celebrate their successes at every opportunity.	School Aims: <ul style="list-style-type: none"> Develop a strong sense of self-worth and the confidence to take risks in their learning. Communicate their choices and opinions effectively and appropriately in everyday situations and about their future aspirations. 	School Values: <u>Belong</u> We promote a strong sense of belonging for our pupils, nurturing the skills they need to develop appropriate friendships and interests. We foster a true vision for inclusion so that everyone feels part of our school. <u>Commit</u>
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<p>Our vision is to have a rich understanding of the needs of our pupils, so that the response is targeted and effective, delivering the best possible outcomes. Alongside our academic curriculum, our enrichment programme helps to bring learning to life.</p> <p>We encourage independence and develop interests, building character and resilience in everyone, so that our pupils are able to take their place in society as successful citizens.</p>	<ul style="list-style-type: none"> • Engage meaningfully and successfully in regular independent activities, in and out of school. • Build and maintain deep friendships, managing conflict effectively and repairing relationships appropriately. • Develop a strong set of values by which they treat themselves and others. • Have a strong voice within the development of our school and their community. • Understand how to keep themselves safe. • Develop a love of learning and engage with a wide range of activities. • Feel safe to make mistakes and view misunderstandings as a positive part of the learning process. 	<p>Each pupil encounters the fundamental outcomes of physical and emotional wellbeing, and a platform for effective communication and personal safety, leading to higher level outcomes of enjoyment, achievement, feeling valued and respected.</p> <p><u>Thrive</u></p> <p>Each pupil has access to high quality teaching, which develops social skills and resilience for future independence. We foster confidence and respect so that everyone has the opportunity to experience success and achievement.</p>
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CURRICULUM INTENT

We intend to provide a highly engaging curriculum across all subjects at TPA which serves for many pupils to re-engage them with learning after periods of disengagement or non-attendance in school. We do this by providing learning in a highly interactive curriculum in which pupils experience a high level of success. We take advantage of the all-though nature of our school in order to plan a learning flightpath which can be mapped across the Key Stages.

Our broad intent across the curriculum:

- One of the fundamental intentions of teaching and learning across all subjects at TPA, is to maximise the opportunities for success. We believe that if pupils feel they can be and are successful in their learning, they will become more engaged and enthusiastic in their learning approaches. This requires teachers at TPA to use a broad repertoire of techniques for our pupils, many of whom have experienced little success in their recent educational experiences, to ensure that barriers to their engagement and learning success can be overcome.
- Teaching and learning in all subjects follows the programmes of study as set out in the National Curriculum for the pupils' stages and year groups. All learning at TPA is delivered as is appropriate for the pupils' stage regardless of their age.

- All learning takes full advantage of assessment for learning information and is therefore differentiated and designed to make it bespoke and personalised for each and every learner.
- To design and deliver programmes of study which are meaningful, engaging, memorable and fun in order to ensure pupils fully engage with, enjoy and remember their learning experiences and in a way which allows them to understand how new learning builds on previous knowledge and skills.
- In order to make learning fun and engaging, we intend teaching in other subjects to provide pupils with opportunities to be creative. As well as many of our pupils enjoying creative activities and this assisting them to be engaged in the learning, it also allows us to develop creative skills and the associated growth mindset to enable our pupils to develop the necessary creative skills.
- Learning at TPA intends to develop resilience as a learner, in line with the overall school vision. Teaching in all subjects is grounded in growth mindset principles and provides pupils with the opportunities and the security to try things out, question their learning and make and learn from their mistakes. It intends to develop a sense of curiosity throughout and we therefore intend to encourage a notion of wonder.
- It is intended that strong links to citizenship, global awareness and Fundamental British Values are explicitly explored through the teaching of all subjects at TPA.
- We intend to provide opportunities for pupils to gain meaningful accreditation for their learning at every available opportunity. We aim to ensure that learners leave TPA with qualifications which reflect their progress and success and provide them with meaningful currency to progress with education, training or employment.
- At TPA, we believe that strong literacy and mathematical skills underpin all learning across the curriculum and that they are essential life skills. To this end, teaching activities across the curriculum are designed to develop essential literacy skills. It is important to us therefore, that reading skills, vocabulary, oral language skills and writing skills are both used to enhance learning in all subjects as well and to be developed through the learning of other subjects. The same is true of mathematical skills: our intention is that mathematical skills are used both to enhance learning across other subjects and further developed in subjects across the curriculum.
- Teaching at TPA uses a broad range of resource types in order to meet the multisensory range of needs of our pupils. A key element of our resourcing is the use of technology. Our pupils enjoy using technology to more fully explore their learning and the world around them. It is important therefore, that we embrace and encourage this use of technology, again as a tool for engagement and interest and to enhance our lessons. A further benefit of this intention is to develop our pupils' skills in technology across the curriculum in order to continue to furnish them with the computing skills they will need for success in their futures.

CURRICULUM IMPLEMENTATION

A key strength of our school is our flexibility and creativity in our delivery of the National Curriculum. Our small teaching groups enable us to deliver our teaching in a way which we can be certain is meaningful and beneficial for every one of our pupils. This might be in the derision of alternative approaches to teaching various subjects when engagement and interest is a barrier, or through innovative teaching approaches to meet bespoke learning needs.

Our implementation of the curriculum:

- Teaching at TPA follows the programmes of study for each subject set out in the National Curriculum. Whilst we will sometimes reframe some of the teaching in order to meet the needs of our learners, teachers always ensure that the skills and key concepts continue to be covered through their teaching.
- Teaching across all subjects is linked in a thematic approach wherever it is appropriate and possible. This holistic view ensures a more complete, comprehensive learning experience about topics which we believe pupils find more meaningful. We ensure that the thematic approach is genuinely meaningful and that links are not made tenuously.
- Learning is enriched wherever possible and appropriate, though taking the pupils on trips and visits, for example to locations, museums, theatre visits or by bringing appropriate visitors into school to work with the pupils. We ensure that learning across all subjects provides our pupils with local, national and global experiences.
- In our small classes, we know our pupils incredibly well. Teachers at TPA are highly observant of misconceptions in pupils learning and our strong relationships enable us to address these misconceptions in a timely and effective manner in order to ensure they do not impact on future learning. Equally, where a gap in a pupil's learning is identified, work is planned to enable this piece of learning to be caught up on.
- Our implementation of the curriculum across all subjects is designed for the bespoke learning styles of our pupils. We observe the learning styles of the pupils, identifying the ways they learn most effectively as well as how they enjoy learning. We ensure that we build on these styles, but also provide experiences in the other styles as well in order that key skills can be developed in all styles. We aim for learning to be as multisensory as possible, supporting our learners with specific learning difficulties, but helping all our pupils have memorable and meaningful learning experiences.
- Expectations across the curriculum are consistently high and pupils are always encouraged to perform to their individual potential. Our strong relationships and growth mindset approach facilitate this effectively.
- At TPA our curriculum is rich in opportunities for our pupils to develop their own individual opinions and stylistic choices, whilst also encouraging the development of empathy and compassion. This develops the key elements of citizenship and social skills.
- Our curriculum implementation has a range of opportunities to work in class groups, in smaller groups and pairs and individually. Our teaching provides many opportunities for pupils to develop as independent learners.
- Pupils are given opportunities to make choices in their learning. This gives them ownership of their work. An example of this may be when a pupil may be given the opportunity to choose the format in which they record their learning.

- Our curriculum implementation is rich in opportunities to develop literacy skills such as reading, writing, vocabulary and oral language skills and also mathematical skills. These are designed to develop the skills across the curriculum as well as to use the skills to enhance the learning of subjects across the curriculum.

Reading

At Turning Point Academy, reading is assessed in detail on entry to our school and subsequently each term using Star Reader. This assessment is completed as a class. This assessment provides teachers with measures of reading accuracy, comprehension, reading speed and also gives an indicative reading age and norm reference standardised score for each pupil. Assessment of reading in this way enables us to judge the specific reading skills which need to be targeted for improvement.

Every class has a 15 minute reading session each morning and a dedicated reading session after lunch, during which reading for pleasure is promoted and specific reading skills are taught, developed and rehearsed via a wide range of reading opportunities and activities. This will include:

- Free choice reading, including books, magazines, newspapers, and online sources
- Reading with an adult with a focus on reading accuracy and comprehension
- Reading activities which will target areas such as vocabulary development, retrieval skills, inference skills, summarising and fluency.
- Being read to by an adult.

CURRICULUM IMPACT

At Turning Point Academy, we review our curriculum regularly in light of information from our teachers and pupils. If a subject leader identifies an element which is not working as well or if our progress data indicates that pupils are finding a specific aspect challenging, then our teaching is adapted to support these areas. Our curriculum is updated in line with national requirements or the availability of new resources or initiatives to ensure that we can be confident that our curriculum is as appropriate for our pupils as possible. The effectiveness of our curricula for each subject are evaluated regularly by our subject leaders via book scrutiny, looking at work on display and through talking to pupils.

Pupils' prior attainment in their previous setting is considered on entry to our school along with some initial baseline assessments which we conduct in order to provide our teachers with a starting point from which to begin their teaching in each subject. Progress and attainment in all subjects are assessed termly and findings are reported formally to parents/ carers. Pupils' performance in subjects is assessed against National Curriculum Statements using Educater and progress is assessed from the pupils' individual starting points and in relation to Age Related Expectations. This means that our assessment of progress and attainment is always up to date and teachers have a sound understanding of pupils' attainment in order to inform their planning.

Each curriculum area will have some elements of Intent, Implementation and Impact which are more specific to that subject. These are detailed as follows:

English intent, implementation and impact statement

English intent statement

What does our English curriculum intend to do?

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ☐ read easily, fluently and with good understanding
- ☐ develop the habit of reading widely and often, for both pleasure and information
- ☐ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ☐ appreciate our rich and varied literary heritage
- ☐ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ☐ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ☐ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

READING

Common across all key stages

- ☐ At Turning Point Academy it is acknowledged that the study of English has a foremost place in education and in wider society and crucially that the skills of language and literacy are essential for our pupils to experience not only academic success, but for fulfilling careers and rewarding lives, where they are able to participate fully as a member of their local and wider communities; it is our intention that pupils therefore learn to speak, read and write fluently and confidently, through accessing a curriculum that is broad, balanced and meaningful.
- ☐ We believe that a high-quality education in English will teach our pupils to speak and write fluently so that they can both acquire and build knowledge whilst communicating their ideas and emotions to others in a reciprocal way. We aspire to foster a love of reading in our pupils, where good reading habits are established and a sense of wonder, joy and pleasure is gained through reading widely. We recognise that through reading, the opportunity to develop pupils holistically, culturally, emotionally, intellectually, socially and spiritually is limitless and intrinsic to our school ethos.

- ☐ For all of our pupils, it is our intention to identify learning “starting points” and intervene to address gaps whilst teaching in line with National curriculum statutory requirements; with due consideration to both, learning in English as in many other subjects across the curriculum can be highly personalised.
- ☐ Decisions about progression are based on the security of pupils’ linguistic knowledge, skills and understanding and their readiness to progress to the next stage and informed by teacher assessment. Pupils whose linguistic development is more advanced are challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent consolidate their knowledge, understanding and skills through additional practice in the classroom, 1:1 individualised targeted intervention sessions and essential skills lessons.

Key Stage 2 Specific reading intentions

Key Stage 3 Specific reading intentions

Key Stage 4 Specific reading intentions

Learning is baselined and progression regularly assessed. Pupils may be working below, within or above their actual Key Stage. Learning is often personalised based on this assessment.

At key stage 2, our intention is to focus on developing increased security, fluency and competence within two reading dimensions:

1. **Word reading:**

It is our intention that pupils will learn to:

- ☐ apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent
- ☐ respond speedily with the correct sounds to graphemes for all 40& phonemes
- ☐ read accurately words with 1, 2 or more syllables that contain the same graphemes above
- ☐ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and those with common suffixes

At Key stage 3, our intention is for pupils to develop a deeper appreciation and love of reading and to read increasingly challenging material independently.

It is our intention that pupils will learn to:

- ☐ read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- ☐ read from a range that includes high-quality works from: • English literature, both pre-1914 and contemporary, including prose, poetry and drama • Shakespeare (two plays) • seminal world literature
- ☐ choose and read books independently for challenge, interest and enjoyment.
- ☐ re-read books encountered earlier to increase familiarity with them and

At Key stage 4, our intention is for pupils to build on the knowledge and skills that they have been taught at key stage 3- reading should be wide, varied and challenging for pleasure and information.

It is our intention that pupils will learn to:

- ☐ prepare for a variety of accreditation routes for English that include functional skills level 1, level 2 or GCSE English language through walkthrough mock exam papers, mock exams and exam practice questions in the classroom.
- ☐ read and appreciate the depth and power of English literary heritage
- ☐ read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism - including whole texts.

<ul style="list-style-type: none"> <input type="checkbox"/> read common exception words- noting unusual correspondence between spelling and sound when these occur <input type="checkbox"/> read words with contractions accurately understanding the role of the apostrophe <input type="checkbox"/> read books aloud, accurately and consistent with developing phonic knowledge and skills with increased speed and fluency <input type="checkbox"/> re-read books to build up fluency and confidence in word reading; reading most words without overt sounding <input type="checkbox"/> skimming and scanning skills for the retrieval of key words <input type="checkbox"/> increasingly apply growing knowledge of root words, prefixes and suffixes to read aloud and find meaning <p>2. Comprehension (both listening and reading) Pupils will be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by; <input type="checkbox"/> listen to and discuss a wide range of poems, stories, non fiction at a level beyond that at which they can read independently at first <input type="checkbox"/> link what they read or hear with their own experiences and knowledge of the world <input type="checkbox"/> become very familiar with key stories, rhymes and poems retelling them and considering their characteristics <input type="checkbox"/> recognise and join in with predictable phrases 	<p>provide a basis for making comparisons.</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand increasingly challenging texts <input type="checkbox"/> learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries <input type="checkbox"/> make inferences and refer to evidence in the text <input type="checkbox"/> understand the purpose, audience, form and context of the writing and draw on this knowledge to support comprehension <input type="checkbox"/> check understanding to make sure that reading makes sense. <input type="checkbox"/> read critically <input type="checkbox"/> describe how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning <input type="checkbox"/> recognise a range of poetic conventions and understanding how these have been used <input type="checkbox"/> study setting, plot, and characterisation, and the effects of these <input type="checkbox"/> understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play <input type="checkbox"/> make critical comparisons across texts <input type="checkbox"/> study a range of authors, including at least two authors in depth each year. 	<ul style="list-style-type: none"> <input type="checkbox"/> read within a range that includes at least one play by Shakespeare; works from the 19th, 20th and 21st centuries; poetry since 1789, including representative Romantic poetry <input type="checkbox"/> re-read literature and other writing as a basis for making comparisons <input type="checkbox"/> choose and read books independently for challenge, interest and enjoyment. <input type="checkbox"/> understand and critically evaluate texts <input type="checkbox"/> read in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes <input type="checkbox"/> draw on knowledge of the purpose, audience, form and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation <input type="checkbox"/> identify and interpret themes, ideas and information <input type="checkbox"/> explore aspects of plot, characterisation, events and settings, the relationships between them and their effects <input type="checkbox"/> seek evidence in the text to support a point of view, including justifying inferences with evidence <input type="checkbox"/> distinguish between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence <input type="checkbox"/> analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
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<ul style="list-style-type: none"> <input type="checkbox"/> discuss word meanings, linking new meanings to those already known <input type="checkbox"/> monitor and check that the text makes sense as they read <input type="checkbox"/> discuss the significance of the title and events- making some predictions <input type="checkbox"/> make inferences on the basis of what is said and done- implicit and explicit <input type="checkbox"/> participate in book talk- explaining and discussing what is read, building on own and others ideas and challenging courteously <input type="checkbox"/> Increase skills to read silently <input type="checkbox"/> Use dictionaries to check meaning <input type="checkbox"/> Identify themes and conventions in a wide range of books <input type="checkbox"/> Read aloud, performing playscripts and poems- understanding intonation, tone, volume, pace <input type="checkbox"/> Recognise different structures and forms and how these contribute to meaning <input type="checkbox"/> Identify main ideas from 1 or more paragraphs and begin summarising these <input type="checkbox"/> Explore an increasing range of non fiction writing and understand the features of genre <input type="checkbox"/> Make comparisons between texts <input type="checkbox"/> Discuss and evaluate how authors use language, including figurative language to impact the reader 		<ul style="list-style-type: none"> <input type="checkbox"/> make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading <input type="checkbox"/> make an informed personal response, recognising that other responses to a text are possible and evaluating these. <input type="checkbox"/> understand and apply an extended and ambitious vocabulary, which demonstrates an understanding of the relationships between words, how to understand nuances in meaning and figurative language. <input type="checkbox"/> study the effectiveness and impact of punctuation and grammar in the texts they read <input type="checkbox"/> develop understanding of the work of dramatists and how it is communicated effectively through performance <input type="checkbox"/> how alternative staging allows for different interpretations of a play.
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Writing

Common across all key stages

- ☐ In writing, the intention is to progressively build and develop skills across key stages as increased knowledge is consolidated and competence increased.
- ☐ Two areas of competence are primarily focused on: Transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing.)
- ☐ Transcription includes developing the skills to write down ideas fluently based on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics), understanding the morphology (word structure), orthography (spelling structure) of words.
- ☐ Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader, requiring the pupils to write with clarity, awareness of the audience, purpose and context, and display an increasingly wide knowledge of vocabulary and grammar.
- ☐ The intention is that pupils will be taught to write imaginatively and for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar, opportunities to enhance pupils' vocabulary will arise naturally from their reading and writing and will be explicitly taught as pupils learn how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use an extended vocabulary and figurative language.
- ☐ Extended writing activities aim to increase resilience, writing stamina and fluency and include elements of re-drafting, amending grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness, whilst paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.
- ☐ It is our intention that writing will become increasingly fluent, legible and eventually speedy as progression is made.
- ☐ For all of our pupils, it is our intention to identify learning "starting points" and intervene to address gaps whilst teaching in line with National curriculum statutory requirements; with due consideration to both, learning in English as in many other subjects across the curriculum can be highly personalised.
- ☐ Decisions about progression are based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage and informed by teacher assessment. Pupils whose linguistic development is more advanced are challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent consolidate their knowledge, understanding and skills through additional practice in the classroom, 1: 1 targeted individualised intervention sessions and essential skills lessons.

Key Stage 2 Specific writing intentions

Key Stage 3 Specific writing intentions

Key Stage 4 Specific writing intentions

Learning is base-lined and progression regularly assessed. Pupils may be working below, within or above their actual Key Stage.
Learning is often personalised based on this assessment.

At key stage 2, our intention is to focus on developing increased security, fluency and competence within two dimensions:

1. **Transcription:**

It is our intention that pupils will learn to:

- ☐ Spell by segmenting spoken words into phonemes
- ☐ Spell phonemes for which 1 or more spellings are already known, including some homophones
- ☐ spell common exception words
- ☐ spell more words with contracted forms
- ☐ use the possessive apostrophe correctly- singular and in regular /irregular plurals
- ☐ distinguish between homophones and non-homophones
- ☐ add suffixes to spell longer words (-ment/-ness/-ful/-less/-ly)
- ☐ apply spelling rules
- ☐ write from memory simple sentences dictated by teacher
- ☐ use the first 2/3 letters of a word to check its spelling in dictionary

Handwriting: *Pupils will learn to:*

- ☐ form lower case letters of the correct size relative to one another
- ☐ use diagonal and horizontal strokes needed to join letters
- ☐ write capital letters and digits of correct size orientation and relationship to one another and lower-case letters
- ☐ use spacing between words that reflect the size of letters

At Key stage 3, our intention is to teach pupils to write accurately, fluently, effectively and at length for pleasure and information.

It is our intention that pupils will learn to:

- ☐ write for a wide range of purposes and audiences, including: • well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- ☐ summarise and organise material, supporting ideas and arguments with any necessary factual detail
- ☐ apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form
- ☐ draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- ☐ plan, draft, edit and proof-read writing
- ☐ consider how writing reflects the audiences and purposes for which it was intended, amending the vocabulary, grammar and structure of writing to improve its coherence and overall effectiveness
- ☐ pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in key

At Key stage 4, our intention is for pupils to build on the knowledge and skills that they have been taught at key stage 3.

It is our intention that pupils will learn to:

- ☐ prepare for a variety of accreditation routes for English that include functional skills level 1, level 2 or GCSE English language
- ☐ adapt writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
- ☐ select and organise ideas, facts and key points
- ☐ cite evidence, details and quotation effectively and pertinently for support and emphasis
- ☐ select and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context
- ☐ use standard English where appropriate
- ☐ make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]
- ☐ revise, edit and proof-read writing
- ☐ reflect on whether draft writing achieves the intended impact
- ☐ restructure writing and amend its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness

<ul style="list-style-type: none"> <input type="checkbox"/> increase the legibility, consistency and quality of their handwriting 2. Composition: Pupils will learn to: <ul style="list-style-type: none"> <input type="checkbox"/> develop positive attitudes and stamina for writing <input type="checkbox"/> write narratives about personal experiences and those of others; factual or fictional- creating settings, characters and plot <input type="checkbox"/> write about real events- using simple organisational devices ie. Headings, subheadings <input type="checkbox"/> write poetry using different forms <input type="checkbox"/> write for different purposes <input type="checkbox"/> plan or discuss what they will write about <input type="checkbox"/> record ideas/keywords including new vocabulary <input type="checkbox"/> make simple sentence revisions and corrections through evaluation <input type="checkbox"/> re-read to check writing makes sense, verbs indicating time are used consistently <input type="checkbox"/> proofread to check for errors in spelling, grammar and punctuation- proposing changes to improve <input type="checkbox"/> use familiar and unfamiliar punctuation: full stops, capital letters, exclamation marks, commas for lists, apostrophes <input type="checkbox"/> write sentences with different forms; statements, question, exclamation and command <input type="checkbox"/> write using expanded noun phrases to describe and specify <input type="checkbox"/> use present and past tenses correctly and consistently <input type="checkbox"/> use subordination and co-ordination 	<p>stage 1 and 2 programmes of study for English.</p> <ul style="list-style-type: none"> <input type="checkbox"/> consolidate and build on knowledge of grammar and vocabulary <input type="checkbox"/> draw on new vocabulary and grammatical constructions from reading and listening, and use these consciously in their writing to achieve particular effects <input type="checkbox"/> know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English <input type="checkbox"/> use Standard English confidently in their own writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> pay attention to the accuracy and effectiveness of grammar, punctuation and spelling. <input type="checkbox"/> draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects <input type="checkbox"/> analyse some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
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- ☐ use some features of written standard English
- ☐ Use and understand grammatical terminology
- ☐ organise paragraphs around a theme
- ☐ assess the effectiveness of their own and others writing
- ☐ use conjunctions, adverbs and prepositions to express time and cause
- ☐ use fronted adverbials

SPEAKING AND LISTENING

Common across all key stages

- ☐ National curriculum statements relating to Speaking and Listening apply across the key stages and the content at Turning Point Academy is tailored to a level appropriate to the pupils.
- ☐ It is our intention to continually build on the oral language skills previously learnt to develop confidence and competence in spoken language and listening to enhance the effectiveness with which pupils are able to communicate across a range of contexts, using an increasingly deeper and richer vocabulary, discussing increasingly abstract concepts that relate to the wider world and understanding language itself. By doing so, secure academic, social, emotional and behavioural foundations can be formed from which language and discussion can be used to probe and remedy misconceptions and explore situations and solutions.
- ☐ At Turning Point Academy, it is our intent to enhance pupils' vocabulary across the English and wider curriculum, both through opportunities that arise naturally from reading and writing and through integrated teaching of the relationships between words: nuances in meaning; how to work out and clarify the meanings of unknown words; words with more than one meaning; correct grammatical and literary terms in English.
- ☐ Pupils are taught to control their speaking and writing consciously and to use Standard English whilst using the correct elements of spelling, grammar and punctuation.
- ☐ Throughout the programmes of study across the curriculum, pupils are taught the subject specific vocabulary needed to discuss their reading, writing and spoken language using the conventions for discussion and debate.
- ☐ The crucial role that spoken language, (the variety and breadth of what pupils hear and speak) plays in underpinning the development of reading and writing skills and in the development of cognitive, social and linguistic skills is recognised and integrated into planning and delivery across the curriculum.
- ☐ Further, it is our aim that through the English curriculum, all pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Opportunities to adopt, create and sustain a range of roles, respond appropriately to others in role, improvise, devise and script drama for one another and a range of audiences, as well

as to rehearse, refine, share and respond thoughtfully to drama and theatre performances are planned for throughout the key stages.

- ☐ Essential skills lessons are used to further develop oral language and listening skills where specific gaps have been identified in baseline or ongoing assessment.

Key Stage 2 Specific speaking and listening intention

Key Stage 3 Specific speaking and listening intention

Key Stage 4 Specific speaking and listening intention

Learning is base- lined and progression regularly assessed. Pupils may be working below, within or above their actual Key Stage. Learning is often personalised based on this assessment.

It is our intention that pupils will learn to:

- ☐ listen and respond appropriately to adults and peers
- ☐ ask relevant questions to extend understanding and knowledge
- ☐ use relevant strategies to build vocabulary
- ☐ articulate and justify answers, arguments and opinions
- ☐ give well structured descriptions, explanations and narratives for different purposes, including expressing feelings
- ☐ maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments
- ☐ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ☐ speak audibly and fluently with an increasing command of standard English
- ☐ participate in discussions, presentations, performances, role play, improvisations and debates
- ☐ gain, maintain and monitor the interest of listeners

It is our intention that pupils will learn to:

- ☐ speak confidently and effectively,
- ☐ use Standard English confidently in a range of formal and informal contexts, including classroom discussion
- ☐ give short speeches and presentations, expressing their own ideas and keeping to the point
- ☐ participate in formal debates and structured discussions, summarising and/or building on what has been said
- ☐ improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
- ☐ discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

It is our intention that pupils will learn to:

- ☐ use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language
- ☐ speak confidently, audibly and effectively
- ☐ use Standard English when the context and audience require it
- ☐ work effectively in groups of different sizes and take on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- ☐ listen to and build on the contributions of others, asking questions to clarify and inform, and challenge courteously when necessary
- ☐ plan speech for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- ☐ listen and respond in a variety of different contexts, both formal and informal.

<input type="checkbox"/> consider and evaluate different viewpoints attending to and building on the contribution of others <input type="checkbox"/> select and use appropriate registers for effective communication		<input type="checkbox"/> evaluate speech in terms of content, viewpoints, evidence and aspects of presentation <input type="checkbox"/> improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning <input type="checkbox"/> Use role, intonation, tone, volume, mood, silence, stillness and action to add impact.
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English implementation statement

How is our English curriculum implemented?

Common across all key stages

- ☐ At Turning Point Academy, we follow a broad and balanced programme of work which is grounded in the programmes of study in the National Curriculum. It ensures progression in the development of skills across Key Stages 2, 3 and 4 and ensures coverage of a meaningful, rich and varied literary heritage.
- ☐ All learning, including that in English, originates from an individual's starting point and our personalised approach means that misconceptions and gaps in learning are addressed effectively so that pupils can continue to make progress from their starting points and that pupils may be working at a level different from their actual Key stage. Implementing essential skills lessons are central in achieving this intention.
- ☐ In line with our school aims, a growth mindset is adopted where mistakes are expected and learning from mistakes is encouraged.
- ☐ Learning is enriched through visits to places and events that enhance class-based learning and through the regular participation of external writing competitions run nationwide and internal whole school reading and writing initiatives.

READING

- ☐ Reading materials are assessed to determine correct instructional level, correct level of maturity and interest level.
- ☐ Guided reading as a group and being read aloud to, regardless of key stage, is implemented daily throughout the school with the intention of; building vocabulary; improving listening skills and comprehension; building relationships; providing a portal for discovering pupil's interests; providing a platform for discussing difficult issues; building empathy; providing a positive reading role model; sparking curiosity and a thirst for learning.
- ☐ Pupils are encouraged to read widely across both fiction and non-fiction genres to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge and vocabulary across the curriculum.
- ☐ Good comprehension draws from linguistic knowledge and knowledge of the world- At Turning Point Academy, pupils experience high-quality discussions with the teachers across the curriculum and are offered a range of enrichment activities that serve to broaden horizons

and offer opportunities that may be inaccessible otherwise, themed national awareness days linked to SMSC values often serve to provide cross curricular links to learning about the world that consolidate or extend learning beyond the national curriculum.

- ❑ At Turning Point Academy there is daily designated reading time in the timetable dedicated to reading for pleasure where pupils choose their reading from a well-stocked library.
- ❑ Class and individual reading initiatives and challenges are set to create an air of excitement and fun, reading is further embedded across the curriculum with a literacy focus within each lesson.
- ❑ Book reviews and reading journals help to track progress and link to a system of celebration of rewards.
- ❑ A range of high quality historical and cross cultural works in fiction and non-fiction, poetry, prose and drama are delivered in the English curriculum, as pupils are increasingly exposed to more diverse and challenging texts throughout the key stages as increasingly complex skills are developed.
- ❑ As independence in learning increases pupils may access ICT facilities to research their own sources and complete independent projects.
- ❑ All pupils develop artistic skills of scripting and performing both classic works like those of Shakespeare and more contemporary plays like Blood Brothers through the curriculum and through additional enrichment activities that focus on drama. Opportunities to perform original and classic productions for the school community and wider audiences are planned for, encouraged and celebrated.

WRITING

- ❑ At Turning Point Academy, a narrative approach to the English curriculum is used throughout KS2, 3 and 4, where "talk for writing" begins with model writing from which pupils internalise and imitate structure; examples of writing are linked and similarities and differences explored; the "BIG picture" is explored and grammatical features and their effect are unpicked; writing is then innovated whilst being couched within the big picture narrative and the features of language that have been learned. The intention is that words, phrases and ideas from previously explored writing will remain in their own unique creations from imagination.
- ❑ Implementation of whole school policy and practice based on the works of Alex Quigley, that foster "word consciousness" and which aim to take a deeper approach to learning words and their spelling patterns (through the explicit awareness that words are connected, exist in families and exhibit common patterns aid in the teaching of the morphology-word structure and orthography- spelling structure) intends to develop a learning environment for all pupils that is "word rich".
- ❑ Explicit vocabulary teaching is reinforced by multiple exposure, word organisers, following a word detective approach to new words, teaching context clues, using a dictionary and thesaurus, producing active word walls and linking rewards and celebration to pupils using new words in context.
- ❑ At Turning point Academy, we actively encourage the whole school community to participate in external writing competitions, through organisations like "Young Writers", "BBC short stories," "Young Voices" and other relevant organisations with the opportunity for pupils' work to be published and recognised nationally - we have experienced great success at creating a real buzz and enthusiasm for writing by participating competitively. Pupils gain esteem from their successes and the process of engagement impacts significantly on pupil's development of effective composition, forming, articulating and communicating ideas, and coherently organising writing for a reader. In addition, pupils learn how to plan, revise and evaluate their writing- this on occasion will involve the use of ICT.
- ❑ Internal themed competitions based around a range of forms of writing are also implemented to link with national awareness days and SMSC themes frequently throughout the term.

- ❑ Specific skills, like handwriting are targeted through individualised or essential skill lessons where interventions are used to build legibility, fluency and speed.

SPEAKING and LISTENING

- ❑ Pupils have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class across the curriculum and in English.
- ❑ Structured and less structured opportunities are created throughout the school day where pupils must take turns and when it is necessary to participate constructively in conversations and debates, these are also planned for across the curriculum in many “power up” and “discover and share” elements of lessons.
- ❑ There is an active school council that regularly meet where pupils learn how to enhance communication between pupils, management, staff and parents/carers and promote pupil voice through the school ethos and regular routines of the school day.
- ❑ Pupils frequently receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.
- ❑ There are regular opportunities for individual pupils/small groups or whole classes to deliver assemblies based around set themes or deliver short scripted pieces of drama, original pieces of writing and whole performances to the school and wider community, some of which would be used for exam accreditation purposes.
- ❑ Pupils are supported in making their thinking clear to themselves as well as to others through processes like thinking out loud, restorative practice, growth mindset, scaffolding, refocus, repair and reflection.

Implementing specific KS2 intentions	Implementing specific KS3 intentions	Implementing specific KS4 intentions
<i>Learning is base-lined and progression is regularly assessed. Pupils may be working below, within or above their actual Key Stage. Learning is often personalised based on this assessment.</i>		
<i>Pupils will achieve KS2 intentions by the implementation of:</i> <ul style="list-style-type: none"> ❑ intervention aimed at developing phonological awareness that is informed by assessment and tailored to individual pupils specifically in fun, multisensory and engaging 1:1 structured learning activities. ❑ activities that extend pupils expressive and receptive vocabulary ❑ collaborative learning activities where pupils can share their thought processes 	<i>Pupils will achieve KS3 intentions by the implementation of:</i> <ul style="list-style-type: none"> ❑ intervention aimed at developing phonic knowledge and word reading accuracy that is informed by assessment and tailored to individual pupils specifically in fun, multisensory and engaging 1:1 structured learning activities. ❑ intervention aimed at improving reading fluency: reading with accuracy, speed and expression. ❑ sight word strategies 	<i>Pupils will achieve KS4 intentions by the implementation of:</i> <ul style="list-style-type: none"> ❑ pre-learning activities that build background knowledge about texts-cultural and historical references, themes and ideas. ❑ an increased exposure to culturally and historically diverse literature and non-fiction texts of differing lengths in various reading groupings. ❑ activities that support connection making to other subjects, to the wider world and other students: identifying

<ul style="list-style-type: none"> <input type="checkbox"/> teacher modelling of inference making and thinking aloud <input type="checkbox"/> verbal articulation of ideas before starting writing <input type="checkbox"/> guided oral reading instruction: teachers model fluent reading of text, pupils read aloud with appropriate feedback <input type="checkbox"/> repeated reading- pupils re-read a short and meaningful passage a set number of times or until they reach appropriate fluency <input type="checkbox"/> modelling and teaching of strategies that aid comprehension: prediction, questioning, clarifying, summarising, inference, activating prior knowledge <input type="checkbox"/> modelling and teaching of strategies that aid composition: planning, drafting, sharing, evaluating, revising, editing and publishing <input type="checkbox"/> effective feedback that increasingly supports independence. <input type="checkbox"/> extensive practise of handwriting skills <input type="checkbox"/> explicit teaching and practise of spelling, sentence-combining and construction techniques <input type="checkbox"/> TRUST reading strategy to encourage parental engagement and structure the reading experience at home. 	<ul style="list-style-type: none"> <input type="checkbox"/> spelling strategies <input type="checkbox"/> comprehension strategies that explicitly teach: vocabulary development, interaction with a text, self monitoring of understanding. <input type="checkbox"/> think and share questioning: simple lists, description, explanation, sequence <input type="checkbox"/> self monitoring strategies for comprehension <input type="checkbox"/> questioning that aids comprehension: recognition and recall, reorganisation, inferential, evaluation, appreciation. <input type="checkbox"/> an increased exposure to culturally and historically diverse literature and non-fiction texts of differing lengths in various reading groupings. <input type="checkbox"/> activities that support connection making to other subjects, to the wider world and other students: identifying and developing viewpoints for writing and speaking and listening <input type="checkbox"/> extended practice: revisiting texts to extend vocabulary, grammar, comprehension using exam style texts and questions. <input type="checkbox"/> the use of writing structures that support and scaffold written responses to increase independence: PEEL, DAFOREST, Structure strips, word banks, word walls, model responses, cloze activities, Zoom,Drop,Shift, "I, we, you" . <input type="checkbox"/> writing and reading activities of differing lengths that require increased stamina and which are indicative of exam style questions and timings. <input type="checkbox"/> high quality "accountable talk" that is well structured and guided by teachers by modelling, for example including 	<p>and developing viewpoints for writing and speaking and listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> extended practice: revisiting texts to extend vocabulary, grammar, comprehension using exam style texts and questions. <input type="checkbox"/> reading strategies, such as activating prior knowledge, prediction and questioning to improve comprehension-through modelling, group work and direct support. <input type="checkbox"/> practice of individual exam questions under timed conditions in class and whole exam papers in mock exam conditions. <input type="checkbox"/> exam technique sessions <input type="checkbox"/> formal assessment where feedback is used to evaluate and improve/target learning <input type="checkbox"/> the use of writing structures that support and scaffold written responses to increase independence: PEEL, DAFOREST, Structure strips, word banks, word walls, model responses, cloze activities, Zoom,Drop,Shift, "I, we, you" . <input type="checkbox"/> writing and reading activities of differing lengths that require increased stamina and which are indicative of exam style questions and timings. <input type="checkbox"/> high quality "accountable talk" that is well structured and guided by teachers by modelling, for example including key vocabulary and metacognitive reflection.
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English impact statement
What progress will be made?

- ☐ Pupils make progress from their baseline starting points and will apply and understand the content, skills and processes specified in the relevant programmes of study.
- ☐ Progress is monitored through the use of B-squared- assessment which informs lesson planning, delivery and personalisation of learning, including any required interventions and accreditation routes at key stage 4.
- ☐ Skills progress and competence is evident in pupil's books and in teaching scrutiny. Teachers assess pupils English Language learning against objective statements linked to the National Curriculum and progress is used to inform future planning.
- ☐ Positive next steps marking (live, written, oral) addresses misconceptions promptly and results in improvements where it is evident a response has been made to feedback given.
- ☐ Essential skills sessions are driven by ongoing assessment and progression is made in individual targeted areas for intervention. One to one and small group support is informed by accurate assessment and interventions tailored and designed to support and challenge pupils to address gaps, consolidate and extend learning.
- ☐ Progress is formally reviewed termly and reported to parents/ carers through their termly progress reports where achievements are celebrated and targets set for improvement.
- ☐ Pupils can produce short and more extended pieces of writing across genres, for different purposes and for different audiences with increasing range and depth throughout the key stages.
- ☐ Pupils presentation and handwriting is of a good standard.
- ☐ Writing and reading across the curriculum is at least as good as the work produced in English books and lessons.
- ☐ Pupils are proud of their achievements in reading and writing and their growing competence knowing that others value their progress too.
- ☐ A Vocabulary Rich learning environment is created where pupils are exposed to meaningful, deliberate, repetitive and engaging language daily.
- ☐ Pupils are increasingly word conscious and adventurous in their vocabulary choices- both orally and in written form- they undertake a "word detective" approach when encountering new words.
- ☐ A positive reading and writing culture are established in school, where both are promoted, as pupils show interest and gain great pleasure from discussing their reading and writing.
- ☐ A well-used, well organised and diverse school library is regularly accessed by pupils for personal and directed use.
- ☐ Subject leader provides an action plan and addresses areas for development at least annually, being sure to build links to SMSC development of pupils, using latest developments in research and practice to improve outcomes for pupils and providing enrichment activities that consolidate and extend learning.
- ☐ Disciplinary literacy is used as an approach to improving literacy across the curriculum and literacy is recognised as key to learning across all subjects in school. Teachers in every subject provide explicit vocabulary instruction to help students access and use academic language. Reading and writing instruction is combined across the curriculum.

- ☐ Parents and carers will have a good understanding of how they can support reading, spelling grammar and composition at home.
- ☐ Pupils often demonstrate their English language knowledge, understanding and appreciation through their responses across the curriculum and through their holistic development as active local and global citizens.

Turning Point Academy

Maths intent, implementation and impact statement

Maths intent statement

What does our Maths curriculum intend to do?

The aim of the Maths teaching at Turning Point Academy is to ensure that all pupils:

- become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

It is understood at Turning Point Academy that mathematical skills will be rehearsed across a variety of other National Curriculum subjects and also that the learning in other subjects will also enrich and influence the learning in Mathematics.

Maths is taught at TPA in a way which ensure progression of skills and follows a sequence which builds on previous learning. The learning for maths is grounded in the Programmes of study as set out in the National Curriculum. Whilst we aspire for our pupils to attain age-related expectations in their maths learning, we are committed to teaching pupils at an appropriate stage, regardless of chronological age. To this end, if it is appropriate for a pupil to be following the Programmes of Study for a year group lower than their chronological age, then work is differentiated to meet this need.

Within the National Curriculum, the programmes of study for maths are set out year-by-year, progressing through Key Stages 1-4. These are broadly categorised in a sequential fashion as follows:

Key Stage 1

Whilst we do not have any pupils at Turning Point Academy who are Key Stage 1, we do have pupils who are working at that stage on entry to our school. It is vital therefore, that we consider the KS1 programmes of study as part of our offer. The National Curriculum states that the principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value.

The programmes of study for Key Stage 1 are:

- Number- Number and Place Value
Addition and Subtraction
Multiplication and Division
Fractions
- Measurement
- Geometry- Properties of shape
Position and direction
- Statistics

Lower Key Stage 2

The National Curriculum states that the principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

The programmes of study are:

- Number- Number and Place Value
Addition and Subtraction
Multiplication and Division
Fractions (including decimals)
- Measurement
- Geometry- Properties of shape
Position and direction
- Statistics

Upper Key Stage 2

The National Curriculum states that the principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

The programmes of study are:

- Number- Number and Place Value
 - Addition and Subtraction
 - Multiplication and Division
 - Fractions (including decimals and percentages)
- Ratio and proportion
- Algebra
- Measurement
- Geometry- Properties of shape
 - Position and direction
- Statistics

Key Stage 3 and 4

At Key Stage 3, the National Curriculum explains that pupils should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Together, the mathematical content set out in the key stage 3 and key stage 4 programmes of study covers the full range of material contained in the GCSE Mathematics qualification. Wherever it is appropriate, given pupils' security of understanding and readiness to progress, pupils should be taught the full content set out in this programme of study.

The programmes of study are:

- Working Mathematically- Develop Fluency
 - Reason mathematically
 - Solving problems
- Number
- Algebra

- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Maths implementation statement

How is our Maths curriculum implemented?

At Turning Point Academy, we follow a broad and balanced programme of work which is grounded in the programmes of study in the National Curriculum. It ensures progression in the development of skills across Key Stages 2, 3 and 4 to ensure coverage of the key topics: number, measure, geometry, statistics, and Algebra. All learning, including that in maths originates from an individual's starting point and our personalised approach means that misconceptions and gaps in learning are addressed effectively, so that pupils can continue to make progress from their starting points. In line with our school aims, a growth mindset is adopted and learning from mistakes is encouraged. At Turning Point Academy, there are a number of teaching styles and implementation strategies which are applicable to the teaching of maths across key stage 2, 3 and 4. These include the strong focus we place on developing subject and topic specific vocabulary and encouragement to use this vocabulary in their independent verbal and written work.

Opportunities are taken in pupils' learning to develop links with other curriculum subjects including science, geography and computing, which support learning and strengthen pupils' understanding. Some implementation strategies are more specific to Key Stage 2, in line with pupils' ability and also the content of the curriculum. In particular, the use of ability grouping in maths, which supports pupils' development who have similar ability from their individual starting point. Grouping pupils by their ability rather than age will ensure that pupils are accessing topics levelled at their current ability, and enables appropriate support to be deployed more effectively. Where teachers identify additional specific areas of need during their teaching, they will plan to address these misconceptions, gaps or areas of difficulty during essential skills lessons. Essential skills lessons can also be utilised for opportunities for over-learning or pre-learning in a subject.

At Turning Point Academy, all learning, including that in mathematics, originates from an individual's starting point and our personalised approach means that misconceptions and gaps in learning are addressed effectively so that pupils can continue to make progress from their starting points. In line with our school aims, a growth mindset is adopted and learning from mistakes is encouraged.

Some implementation strategies are specific to the 3 key stages in which we teach, in line with the ability stages of the pupils and the content of the curriculum. It is evident that the both the curriculum content and its implementation are cumulative, allowing for progression of skills and concepts.

Key Stage 2

The curriculum has been planned using a variety of resources at Key Stage 2. Power Maths is the core scheme of work, which is used to form the core content in lessons, combined with topic specific resources from other sources to further engage pupils in their learning. Teachers are also given the freedom to implement different resources and strategies, at their professional discretion, which they judge will further support pupils' development in maths.

Key Stage 3

The curriculum has been designed via a variety of different resources at key stage 3. My Maths and CGP are the core textbooks, which will be used to develop the core content in lessons, combined with topic specific resources from other sources to further engage pupils in their learning. Teachers are also given the freedom to implement different resources, at their professional discretion, which they judge will support learners' engagement and learning. Pupils will continue to build on the skills developed in Key Stages 1 and 2 and connections across mathematical ideas, to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. At Turning point academy decisions about progression are based on the securing of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content in preparation for key stage 4. Those who are not sufficiently fluent will consolidate their understanding through strategies developed, implemented and monitored via the class teacher or teaching team, including additional practice, before moving on.

Key stage 4

At key stage 4 pupils will continue to build on knowledge and understanding developed at key stage 3. At this point in our pupils' development opportunities will be provided whenever possible, in line with pupils' individual learning plan, to secure understanding set out in the GCSE programme of study. However, if key stakeholders deem a different math's qualification more appropriate for an individual pupil's ability, then on these occasions teachers will be given the freedom to implement topic content from other sources as well as implementing resources from both key stage 2 and 3, which would best support the progression to achieve desired target level and qualification.

The curriculum has been designed via a variety of different resources at key stage 4. CGP Mathematics for GCSE/Edexcel GCSE maths foundation, the core textbooks which will be used to develop the core content in lessons, combined with topic specific resources from other sources to further engage pupils in their learning. Teachers are also given the freedom to implement different resources, at their professional discretion, which they judge will support learners' engagement and learning.

Maths impact statement

What progress will pupils make?

Pupils at Turning point academy enjoy their maths lessons and demonstrate a good understanding of the concepts and vocabulary they are taught. The teaching team look at work in pupils' books and on displays and talk to pupils and staff about their learning in maths.

Teachers assess pupils' maths learning against objective statements linked to the National Curriculum and progress is used to inform future planning. Progress from starting points and against age related expectations is considered for every pupil. This progress and attainment is reported to parents/ carers on a termly basis.

On entry to Turning Point Academy, pupils' baseline levels in maths as assessed by their previous setting are considered by the receiving teacher. Where no previous information is available, an initial judgement is made regarding the pupils' levels against the assessment statements set out in B-Squared and this information is used as a baseline against which progress will be measured.

Should their assessment levels be below the age-related expectations for a pupil of their chronological age, or there be obvious gaps in their learning, then in line with Turning Point Academy's policy of teaching to stage rather than age, the starting point of the content, in line with the National Curriculum, will be adjusted accordingly.

Science intent, implementation and impact statement

Science intent statement

What does our Science curriculum intend to do?

The principal intent for the science curriculum at Turning Point Academy is to promote pupils' scientific skills to a high standard, subsequently developing the curiosity they need to succeed in all aspects of science, the school environment, and the wider world. This will be achieved through a variety of approaches; encouraging pupils to ask and answer scientific questions, learning the value of hypothesising, make observations, identifying and classifying findings, and recording and interpreting information.

The National Curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry, and physics
- develop understanding of the nature, processes, and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

At Turning Point Academy, our intention is that pupils will develop thinking skills through exposure to a range of engaging and meaningful science topics. They will explore science through a variety of teaching styles, and sources, such as, planning and carrying out investigations, presenting findings in different forms, using ICT and other virtual platforms, plus accessing the wider community. Through using such diverse approaches this will develop mastery skills, independent learning, scientific enquiry skills, enhance their knowledge of concepts and vocabulary and enable all pupils to reach their potential across the four strands of the science curriculum. It will also encourage pupils to develop their own opinions about their responsibilities and impact on the world through a scientific perspective.

Science will be taught across Key Stages 2,3 and 4 in a way that ensures progression of skills and follows a sequence that builds on previous learning. Pupils will further their knowledge by working scientifically to understand the nature, processes, and methods of science for each year group and how this is interconnected, enabling them to acquire transferable skills across all curricula areas. Pupils will work scientifically, and this will be embedded within the content of biology, chemistry, and physics, focusing on the key features of scientific enquiry, so that they learn to use a variety of approaches to answer scientific questions, subsequently developing higher order thinking skills.

Pupils will be given daily opportunities to articulate scientific concepts clearly using relevant vocabulary through reading, writing, and speaking and listening tasks. They will be assisted in making their thinking clear, both to themselves and others, and given the foundations they need to reconstruct any misconceptions, enabling them to become successful independent learners.

At Turning Point Academy, we are committed to developing reading and mathematical skills across the whole curriculum. Opportunities to develop and use reading, and mathematical skills are therefore planned as an integral part of our Science lessons. In line with our school vision,

aims and values, Social, Moral, Spiritual and Cultural development and Fundamental British Values underpin our lessons and in Science, this is evident in the explicit teaching and development of pupils' individual opinions regarding global issues and tolerance of other cultures.

Science implementation statement

How is our Science curriculum implemented?

At Turning Point Academy, we follow a broad and balanced programme of work which is grounded in the programmes of study in the National Curriculum. It ensures progression in the development of skills across Key Stages 2, 3 and 4 and ensures balanced coverage of a variety of topics across the four strands: biology, chemistry, physics, and scientific enquiry.

At Turning Point, all learning, including science is initiated through a pupils' starting point. This personalised approach allows misconceptions and gaps in learning to be addressed quickly and effectively, subsequently enriching progress and enhancing learning from starting points. In line with the school aims, pupils are taught self-belief and that learning from mistakes is valued and supported, giving further opportunities to develop independent learning, thus enabling pupils to reach their potential. As a school we work closely with parents daily sharing short- and longer-term progress through reports and reviews to ensure we can support all pupils from a holistic perspective.

Pupils have four timetabled science lessons each week and this encompasses all four strands of science, biology, chemistry, physics, and scientific enquiry. There is a strong focus on the development, understanding and use of scientific vocabulary and how to implement this into the wider world. Cross-curricular links are made, and science is taught with a strong emphasis on developing pupils spiritual, moral, social, and cultural needs wherever possible. Pupils will use a range of scientific sources such as, investigative apparatus and practical work, charts, tables and graphs for recording ideas, plus extensive use of research tools to widen their experience.

Learning is enriched through visits within the local area. This is always risk assessed and scheduled to enhance the learning taking place within the classroom. Classes are regularly set challenges by the principal and these are often of a scientific nature for pupils to research and investigate, which they thoroughly enjoy, especially presenting their findings during assembly times.

Development of knowledge

Pupils will develop their scientific knowledge through a range of different learning styles to enable misconceptions and higher order thinking skills to foster. They will build up an extended specialist vocabulary and apply mathematical knowledge to their understanding of science, including collecting, presenting, and analysing data.

Scientific enquiry teaching will include observing over time; pattern seeking; identifying, classifying, and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils will be taught to seek answers to questions through collecting,

analysing, and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4 once pupils have gained mastery skills and built up the scientific skills needed to engage in more complex discussions around experimental ideas.

Key stage 2

At Turning Point Academy, pupils will develop their curiosity of science through, exploring, discussing, testing experimental ideas and looking at the relationships between living things, which will develop their ideas about functions, relationships and interactions within environments. They will be given opportunities to broaden subject specific vocabulary by using observations to decide how these should be best investigated and recorded. They will build up their knowledge of recording and conclusions using comparative and fair testing methods, plus supporting their practical work using secondary sources.

As pupils move to year 5 and 6, they will deepen their understanding of scientific vocabulary and processes through predictions and interpreting the relevance of their ideas by linking these to initial aims, results and conclusions. Pupils will be able to appreciate more abstract ideas using simple modelling and how this relates to a specific scientific idea, enabling them to select appropriate vocabulary to support and build on newly formed abstract ideas, which will give rise to pupils' developing skills needed to use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Key stage 3

At Turning Point Academy, pupils will develop their curiosity of science through, developing a deeper level of understanding of scientific ideas through building on mastery skills by investigating more abstract scientific concepts through higher level modelling. The pupils will understand the connections between processes using a subject specific vocabulary to explain this through carefully self-planned practical work, higher level modelling ideas relating scientific explanations to the world around them, consequently developing and evaluating explanations by supporting their ideas through more extensive research. Pupils will value opportunities to work alongside peers to explain new evidence and ideas, discuss their findings independently and collectively to discuss and explain reasons for anomalies, which will give rise to furthering their understanding of how to justify their ideas, record and improve evaluations. To complement this, pupils will be able to develop their understanding of using units and mathematical representations throughout planning and writing up investigations.

Key stage 4

At Turning Point Academy, pupils will develop their curiosity of science through, continued building and deepening scientific knowledge developed in earlier key stages focusing on biology, where they will be working towards accreditations. This will enable them to understand the world we live in at a deeper level, plus improving opportunities to develop mathematical and technological skills. Pupils will develop a deeper understanding of scientific processes and the cause and effect of these and use this to describe past and present scientific achievements. Pupils will be given an array of opportunities use and broaden their subject specific vocabulary to express their scientific observations and ideas, through; conceptual models and theories, discussions around effects having one or more cause and that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review. Pupils will also study contemporary issues both past and present and use

scientific knowledge and evidence to make judgements about the world and explain the consequences of this, reflecting on modern developments in science understanding the causes of and solutions to some of the challenges facing society today and in the future.

Science impact statement
What progress will pupils make?

Pupils at Turning Point Academy enjoy their science lessons and demonstrate a good understanding of the concepts and vocabulary they are taught. Their progress is reviewed termly and reported to parents/ carers through their termly progress reports. The teaching team look at work in pupils' books and on displays and talk to pupils and staff about their learning in science.

Teachers assess pupils' science learning against objective statements linked to the National Curriculum and progress is used to inform future planning. Progress from starting points and against age related expectations is considered for every pupil.

Pupils will display acquired skills through a stepping process of responses to questions, which enables effective assessment of development of thinking skills. There will also be an increased understanding subject specific vocabulary and scientific knowledge through scientific enquiry tasks, verbal and written responses, conclusions and evaluations, which will have elevated throughout the key stages.

Pupil progress will be determined through their ability to work independently on scientific concepts and enquiry skills demonstrating improved confidence to seek answers to questions sought, 'Working scientifically' by collecting, analysing, and presenting data appropriately in line with key stages, demonstrating self - belief has been rooted, enabling accreditations to be successfully to be acquired.

Turning Point Academy

Computing intent, implementation and impact statement

Computing intent statement

What does our Computing curriculum intend to do?

The National Curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

At Turning Point Academy, our intention is that pupils will develop their computational thinking and creativity to equip them with the skills for a changing world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Computing is taught across **Key Stages 2, 3 and 4** in a way that ensures progression of skills follows a sequence that builds on previous learning.

Key Stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Key Stage 3

Pupils should be taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions

- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concern.

Key Stage 4

Pupils should be taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns

At Turning Point Academy, we are committed to developing reading and mathematical skills across the whole curriculum. Opportunities to develop and use reading and mathematical skills are therefore planned as an integral part of our computing lessons. In line with our school vision, aims and values, Social, Moral, Spiritual and Cultural development and Fundamental British Values underpin our lessons and in Computing, this is evident in the explicit teaching and development of pupils' individual opinions on the impact of technology on individuals and society as a whole.

Computing implementation statement

How is our computing curriculum implemented?

At Turning Point Academy, we follow a broad and balanced programme of work which is grounded in the programmes of study in the National Curriculum. It ensures progression in the development of skills across Key Stages 2, 3 and 4 and ensures coverage of computer science and understanding how to use technology in a safe and appropriate manner.

At Turning Point, all learning, including that in Computing originates from an individual's starting point and our personalised approach means that misconceptions and gaps in learning are addressed effectively so that pupils can continue to make progress from their starting points. In line with our school aims, a growth mindset is adopted and learning from mistakes is encouraged.

At Turning Point Academy, there are a number of teaching styles and implementation strategies which are applicable to the teaching of Computing across both key stage 2, key stage 3 and key stage 4. These include the strong focus we place on developing subject and topic specific vocabulary and encouraging pupils to use this vocabulary in their independent verbal and written work.

Key Stage 2

Pupils at key stage 2 will develop a deeper understanding of computer science, information technology and digital literacy. Pupils will become more skilled, and critical, users of technology, choosing tools that help them achieve their goals while developing safe, and acceptable, online behaviours.

Pupils will develop

- logical reasoning and problem solving talents
- programming skills, with the ability to explore the world of automatic, autonomous systems and robots.
- knowledge to utilise a block-based language to create functionality through the medium of a graphical based interface.
- their understanding of the World Wide Web as a communication tool and how we find information, through the effective use of search engines
- understanding of digital imagery. Demonstrating their ability to edit an image format, and evaluate the effectiveness of their choices
- confidence of using different digital devices effectively.

- their understanding of computer systems and how information is transferred between systems and devices. Pupils will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems.
- knowledge and the skills to utilise different programmes within the MS office suite, implementing functions to demonstrate a greater proficiency.

Key Stage 3

Pupils at key stage 3 will build on the skills learnt at key stage 2 to become more proficient users of technology and will be introduced to more complex functions and software programs.

Pupils will develop:

- greater awareness of appropriate use of the internet, the importance of online safety and the impact of cyber bullying
- ability to use a variety of technology mediums for effective communication
- model data within MS spreadsheet, implementing a variety of different formulas to enable data to be analysed in different ways .
- an understanding of networks (both LAN and WAN) and the impact they have on society.
- a greater understanding of block-based programming languages utilising sequencing, variables, selection, and count-controlled iteration
- knowledge to create text-based programming utilising inputs and outputs, increasing understanding to create more complex arithmetic operations.
- understanding of computing systems: from programs and operating systems, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of.
- knowledge of mobile app software to create apps and evaluate their successes benchmarked against the needs of the user.
- understand essential knowledge relating to binary representations and how they can be used to represent text and numbers.
- an appreciation of the effects of cybercrime and techniques they implement to steal, disrupt and infiltrate networks.
- digital media such as images and sounds and discover the binary digits that lie beneath these types of media.

Key Stage 4

All pupils at key stage 4 will continue to work on their information and communication technology skills, with all pupils working towards Level 1 IT User Skills, Level 1 Digital Functional Skills and some will further their qualification and work on the Level 2 IT User Skills. Pupils will:

- Plan, select and use appropriate IT systems and software for different purposes
- Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful
- Develop and test solutions to improve the ongoing use of IT tools and systems
- Use a spreadsheet to enter, edit and organise numerical and other data

- Use appropriate formulas and tools to summarise and display spreadsheet information
- Select and use appropriate tools and techniques to present spreadsheet information effectively
- Enter, edit and combine text and other information accurately within word processing documents
- Structure information within word processing documents
- Use word processing software tools to format and present documents
- Input and combine text and other information within presentation slides
- Use presentation software tools to structure, edit and format slides
- Prepare slides for presentation to meet needs
- Use email software tools and techniques to compose and send messages
- Manage incoming email effectively

GCSE Computer Science will be offered to pupils as an option. Pupils who choose this subject as an option will develop:

- Introduce students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science
- Develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators

Computing lessons include opportunities for pupils to develop and practice their mathematical and reading skills to enrich both their computing learning and also the development of these skills. Where teachers identify specific areas of need during their teaching, they will plan to address these misconceptions, gaps or areas of difficulty during essential skills lessons. Essential skills lessons can also be utilised for opportunities for over-learning or pre-learning in a subject.

Computing impact statement

What progress will pupils make?

Pupils at Turning Point Academy enjoy their computing and demonstrate a good understanding of the concepts and vocabulary they are taught. The teaching team look at pupils' work, on displays, talk to pupils and staff about their learning in computing.

Teachers assess pupils computing learning against objective statements linked to the National Curriculum and progress is used to inform future planning. Progress from starting points and against age related expectations is considered for every pupil. This progress and attainment is reported to parents/ carers on a termly basis.

On entry to Turning Point Academy, pupils' baseline levels in computing assessed by their previous setting are considered by the receiving teacher. Where no previous information is available, an initial judgement is made regarding the pupils' levels against the assessment statements set out in B-Squared and this information is used as a baseline against which progress will be measured.

Should their assessment levels be below the age-related expectations for a pupil of their chronological age, or there be obvious gaps in their learning, then in line with Turning Point Academy's policy of teaching to stage rather than age, the starting point of the content, in line with the National Curriculum, will be adjusted accordingly.

Regular formative and summative assessments will be performed throughout pupils' learning journey, to benchmark learning within computing and to ensure that pupils are achieving targets set against their individual learning goals. Where appropriate stretch activities or additional support will be implemented to ensure that pupils achieve or excel within the subject.

Turning Point Academy

Personal, Social and Health (PSHE) intent, implementation and impact statement

School Vision:

At Turning Point Academy we believe that to truly flourish children must feel valued. So, we focus on what each pupil can achieve, through a personalised approach, and we celebrate their successes at every opportunity.

Our vision is to have a rich understanding of the needs of our pupils, so that the response is targeted and effective, delivering the best possible outcomes. Alongside our academic curriculum, our enrichment programme helps to bring learning to life. We encourage independence and develop interests, and we build character and resilience in everyone, so

School Aims:

- Develop a strong sense of self-worth and the confidence to take risks in their learning.
- Communicate their choices and opinions effectively and appropriately in everyday situations and about their future aspirations.
- Engage meaningfully and successfully in regular independent activities, in and out of school.
- Build and maintain deep friendships, managing conflict effectively and repairing relationships appropriately.

School Values:

Belong

We promote a strong sense of belonging for our pupils, nurturing the skills they need to develop appropriate friendships and interests. We foster a true vision for inclusion so that everyone feels part of our school.

Commit

Each pupil encounters the fundamental outcomes of physical and emotional wellbeing, and a platform for effective communication and personal safety, leading to higher level outcomes of enjoyment, achievement, feeling valued and respected.

Accomplish

that our pupils are able to take their place in society as successful citizens.	<ul style="list-style-type: none"> • Develop a strong set of values by which they treat themselves and others. • Have a strong voice within the development of our school and their community. • Understand how to keep themselves safe. • Develop a love of learning and engage with a wide range of activities. • Feel safe to make mistakes and view misunderstandings as a positive part of the learning process. 	Each pupil has access to high quality teaching, which develops social skills and resilience for future independence. We foster confidence and respect so that everyone has the opportunity to experience success and achievement.
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PSHE intent statement

What does our PSHE curriculum intend to do?

When pupils leave Turning Point Academy, we intend them to do so with the knowledge, understanding and emotions to play a positive and active role in today's society. To this end, we aim to deliver a PSHE curriculum across the school which develops our pupils' resilience and character, furnishes them with the essential knowledge, emotional literacy and skills to develop their citizenship and provide them with the key skills they will require to make effective choices and decisions as they move into the next phase of their lives. In line with the duty placed on schools in the 2006 *Education and Inspections Act*, our PSHE curriculum also intends to promote the wellbeing of pupils in our school. Our PSHE curriculum covers the Programmes of Study for Citizenship as set out in the National Curriculum.

We want our pupils to learn and develop:

- Emotional literacy skills to enable them to discuss their thoughts and feelings
- The knowledge and understanding to keep themselves safe and healthy
- Essential knowledge and understanding about the world they live in to become a tolerant and inclusive member of society
- The social skills and understanding to develop and maintain positive relationships

A thread of development for pupils' social, moral, spiritual and cultural awareness runs through our planning and delivery of the PSHE curriculum and we aim to ensure this learning is meaningful through a thematic approach which celebrates and utilises SMSC-themed events and celebratory days and community-based topics. A calendar of theme-days and weeks is drawn up each year and shared with all staff.

Through the teaching of PSHE at Turning Point Academy, pupils will learn about and have the opportunities to apply Fundamental British Values. These Fundamental British Values are:

- Tolerance of different cultures and religions
- Rule of Law

- Democracy
- Mutual respect
- Individual Liberty

Pupils will have a comprehensive understanding of these values and their application across their learning and the wider society. They will, therefore, be encouraged to make links between their work across the curriculum and the values.

Relationships and Sex Education (RSE)

RSE is delivered to all pupils at an age-appropriate level with appropriate differentiation according to stage of learning. The coverage of this is in line with the requirements set out in the update to the National Curriculum. TPA has adopted the Medway scheme of work for RSE as links are made explicitly to this in the PSHE planning from the PSHE Association.

Our Intent, Implementation and impact statements for RSE are set out explicitly in our *Relationships and Sex Education Curriculum policy*.

PSHE here implementation statement How is our PSHE curriculum implemented?

Pupils at Turning Point Academy have three 45minute timetabled lessons of PSHE each week which are often supplemented by specific SMSC topic work set by the principal following specific assemblies. Planning largely follows the thematic approach detailed in the programme from The PSHE Association. Teachers use a creative approach to their planning and supplement the work of the PSHE Association with other activities. Teachers' medium-term planning incorporates The PSHE curriculum, our Relationships and Sex Education programme and the work for SMSC theme weeks and days.

Additional learning opportunities are included in the PSHE curriculum from visitors to school or through trips to places within the local and wider community. In Key stages 2, 3 and 4, PSHE education at TPA is enriched further through History, Geography and Religious Studies lessons in our World Studies curriculum.

The National Curriculum programmes of study for Citizenship set out the coverage for Key Stages 2 and 3:

Key Stage 2

At Key Stage 2, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Key Stage 3

At key stage 3, PSHE teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- ♣ the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- ♣ the operation of Parliament, including voting and elections, and the role of political parties
- ♣ the precious liberties enjoyed by the citizens of the United Kingdom
- ♣ the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- ♣ the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- ♣ the functions and uses of money, the importance and practice of budgeting, and managing risk.

Key Stage 4

In Key stage 4, PSHE teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- ♣ parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- ♣ the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- ♣ other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- ♣ human rights and international law
- ♣ the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- ♣ diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- ♣ the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- ♣ income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

At Turning Point Academy, pupils receive a bespoke teaching experience which is built on the foundations of their previous learning. Therefore any gaps in learning or misconceptions are addressed at a level appropriate for each individual pupil.

PSHE impact statement
What progress will pupils make?

The PSHE curriculum is a key component of the overarching offer at Turning Point Academy and is key to pupils developing the confidence, attitudes and tolerance to succeed to their potential and become well-rounded and positive citizens.

PSHE attributes can be harder to assess than other aspects of assessment. Pupils themselves are often better able to judge personal aspects such as confidence or sense of belief. It is therefore vital that pupils are provided with opportunities for self-reflection as part of their PSHE lessons. The PSHE Association scheme of work sets out a three-part assessment scheme which can be applied at topic level or to individual lessons:

1. Baseline assessment
2. Assessment of Learning
3. Assessment for learning

Assessments against these topics are then aligned to the wider assessment statements in B-Squared. Pupils' progress is assessed from their starting points and attainment is judged against age-related expectations. Progress and attainment are shared with parents/ carers termly in a report and discussed at parent/carer consultation meetings.

The effectiveness of teaching and learning in PSHE is evaluated annually through a deep-dive approach. This includes surveying the opinions of pupils and staff, scrutiny of work in pupils' books and on displays and analysis of progress and attainment data. Findings of this evaluation are shared with staff and trustees.

Art and Design intent, implementation and impact statement

Art and Design intent statement ***What does our Art and Design curriculum intend to do?***

The National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Turning Point Academy, our intention is that pupils will embody some of the highest forms of human creativity through Art, Craft and Design. They will be engaged, inspired and challenged, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art and Design will be taught across Key Stages 2,3 and 4 in a way that ensures progression of skills and follows a sequence that builds on previous learning.

Key Stage 2: Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Key Stage 3: Pupils will be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils will be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Key Stage 4: All pupils will follow the Unit Award Scheme which is a unique recording of achievement scheme, offering learners the opportunity to have their achievements formally recognised with a certificate each time a short unit of learning is successfully completed. Flexibility is key with this award scheme and we encourage and support learners to show them what they can do, rather than what they can't.

There are no limits on:

- what can be accredited, as long as it is worthwhile and meaningful for the learner
- who can achieve, in terms of age or ability
- how long it takes to achieve or when this takes place
- how learning can be evidenced.

At Turning Point Academy, Art and Design is taught in both a thematic way as part of our Creative curriculum and as individual lessons, thus ensuring a holistic experience of learning linked to the world we live in and developing key skills.

Art and Design implementation statement ***How is our Art and Design curriculum implemented?***

At Turning Point Academy, we follow a broad and balanced programme of work which is grounded in the programmes of study in the National Curriculum and the Unit Award Scheme. It ensures progression in the development of skills across Key Stages 2, 3 and 4 and ensures coverage of a rich and varied diet of artistic techniques and strategies. It ensures coverage of key skills, use of different materials and developing an appreciation of artists and their work.

At Turning Point, all learning, including that in Art and Design originates from an individual's starting point and our personalised approach means that misconceptions and gaps in learning are addressed effectively so that pupils can continue to make progress from their starting points. In line with our school aims, a growth mindset is adopted and learning from mistakes is encouraged.

Pupils have eight timetabled Creative curriculum lessons each week and Art and Design is taught as a part of these lessons. There is a strong focus on the development, understanding and use of artistic vocabulary, key skills and techniques, and studies of famous and local artists. Cross-curricular links will be made and Art and Design is taught in a thematic way wherever possible. Pupils will use a range of resources such as

sketchbooks, art materials, tools and equipment but will also make extensive use of research tools such as the internet, and specific art programmes to widen their experience.

Learning is enriched through visits within the local area or to galleries. This enrichment is always scheduled to enhance the learning taking place within the classroom. Classes are regularly set challenges by the principal and these are often of an artistic nature. Pupils enjoy engaging in these tasks, researching and presenting new knowledge in a creative way.

Art lessons include opportunities for pupils to develop and practice their mathematical and problem solving skills to enrich both their artistic learning and also the development of these skills. Where teachers identify specific areas of need during their teaching, they will plan to address these misconceptions, gaps or areas of difficulty during essential skills lessons. Essential skills lessons can also be utilised for opportunities for over-learning or pre-learning in a subject.

Art and Design impact statement What progress will pupils make?

Pupils at Turning Point Academy enjoy their thematic Creative curriculum lessons and demonstrate a good understanding of the concepts and vocabulary they are taught. Their progress is reviewed termly and reported to parents/ carers through their termly progress reports. The teaching team look at work in pupils' sketchbooks and on displays and talk to pupils and staff about their learning in Art and Design.

Teachers assess pupils artistic learning against objective statements linked to the National Curriculum and progress is used to inform future planning. Progress from starting points and against age related expectations is considered for every pupil. This progress and attainment is reported to parents/ carers on a termly basis.

On entry to Turning Point Academy, pupils' baseline levels in Art and Design as assessed by their previous setting are considered by the receiving teacher. Where no previous information is available, an initial judgement is made regarding the pupils' levels against the assessment statements set out in B-Squared and this information is used as a baseline against which progress will be measured.

Should their assessment levels be below the age-related expectations for a pupil of their chronological age, or there be obvious gaps in their learning, then in line with Turning Point Academy's policy of teaching to stage rather than age, the starting point of the content, in line with the National Curriculum, will be adjusted accordingly.

Pupils often demonstrate their artistic knowledge, understanding and appreciation through their responses to citizenship and PSHE tasks and projects. They are encouraged to have an understanding and appreciation of global issues and events. This knowledge, understanding and appreciation will be captured by teachers as part of their ongoing summative assessment.

Design Technology intent, implementation and impact statement

Design Technology intent statement

What does our Design Technology curriculum intend to do?

The National Curriculum for Design Technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

At Turning Point Academy, our intention is that pupils will, through a variety of creative and practical activities, be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design Technology will be taught across Key Stages 2,3 and 4 in a way that ensures progression of skills and follows a sequence that builds on previous learning.

Key Stage 2: When designing and making, pupils should be taught to:

- Design:
 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

- Make:
 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Evaluate:
 - investigate and analyse a range of existing products.
 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
 - understand how key events and individuals in design and technology have helped shape the world.
- Technical knowledge
 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].
 - apply their understanding of computing to program, monitor and control their products.

Key Stage 3: When designing and making, pupils should be taught to:

- Design:
 - use research and exploration, such as the study of different cultures, to identify and understand user needs.
 - identify and solve their own design problems and understand how to reformulate problems given to them.
 - develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
 - use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.
- Make:
 - select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture.
 - select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.
- Evaluate:
 - analyse the work of past and present professionals and others to develop and broaden their understanding.
 - investigate new and emerging technologies.
 - test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.

- understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.
- Technical knowledge:
 - understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.
 - understand how more advanced mechanical systems used in their products enable changes in movement and force.
 - understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs].
 - apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].

Cooking and nutrition:

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Key Stage 2: Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet.
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Key Stage 3: Pupils should be taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.

Key Stage 4: Through the NCFE, VCERT programme, pupils should learn:

- Unit 1: Preparing to cook - Health, hygiene and safety, using a wide range of equipment, function of ingredients, application of knowledge in the production of 6 dishes.
- Unit 2: Understanding food - The main food groups; sources of food, seasonality, factors affecting food choices (social, environmental, cost and sensory), evaluating food products and application of ingredients in 6 products with a 2 course assessment included.

- Unit 3: Exploring balanced diets - Externally assessed examination (written). Nutrients, individual dietary needs, adapting recipes and food diaries to meet the needs of individuals.
- Unit 4: Plan and produce dishes in response to a brief - Research in response to the brief, time plan to follow during assessment, production of the 3 course meal and presentation for assessment. Review and evaluate how the menu and finished dishes (sensory qualities) meet the brief.

At Turning Point Academy, Design Technology is taught in a thematic way as part of our Creative curriculum which also includes art and design, plus the World curriculum including geography, history, Religious Education and Languages, thus ensuring a holistic experience of learning about the world we live in. Key links to the Science and Mathematics curriculum are also included.

Design Technology implementation statement ***How is our Design Technology curriculum implemented?***

At Turning Point Academy, we follow a broad and balanced programme of work which is grounded in the programmes of study in the National Curriculum. It ensures progression in the development of skills across Key Stages 2, 3 and 4 and ensures coverage of a rich and varied diet of Design Technology. It ensures coverage of key skills, techniques, creativity and problem solving.

At Turning Point, all learning, including that in Design Technology originates from an individual's starting point and our personalised approach means that misconceptions and gaps in learning are addressed effectively so that pupils can continue to make progress from their starting points. In line with our school aims, a growth mindset is adopted and learning from mistakes is encouraged.

Pupils have eight timetabled Creative Curriculum lessons each week and Design Technology is taught as a part of these lessons. There is a strong focus on the development, understanding and use of technological vocabulary and skills. Cross-curricular links will be made and Design Technology is taught in a thematic way wherever possible. Pupils will use a range of creative sources such as tools and materials but will also make extensive use of research tools such as the internet and specialist computer software to widen their experience.

Learning is enriched through visits within the local area or to museums. This enrichment is always scheduled to enhance the learning taking place within the classroom. Classes are regularly set challenges by the principal and these are often of a creative nature. Pupils enjoy engaging in these tasks, researching and presenting new knowledge and using their learned key skills.

Design Technology lessons include opportunities for pupils to develop and practice their mathematical and reading skills to enrich both their technological learning and also the development of these skills. Where teachers identify specific areas of need during their teaching, they will plan to address these misconceptions, gaps or areas of difficulty during essential skills lessons. Essential skills lessons can also be utilised for opportunities for over-learning or pre-learning in a subject.

Design Technology impact statement
What progress will pupils make?

Pupils at Turning Point Academy enjoy their thematic Creative curriculum lessons and demonstrate a good understanding of the concepts and vocabulary they are taught. Their progress is reviewed termly and reported to parents/ carers through their termly progress reports. The teaching team look at work in pupils' books and on displays and talk to pupils and staff about their learning in Design Technology.

Teachers assess pupils technological learning against objective statements linked to the National Curriculum and progress is used to inform future planning. Progress from starting points and against age related expectations is considered for every pupil. This progress and attainment is reported to parents/ carers on a termly basis.

On entry to Turning Point Academy, pupils' baseline levels in Design Technology as assessed by their previous setting are considered by the receiving teacher. Where no previous information is available, an initial judgement is made regarding the pupils' levels against the assessment statements set out in B-Squared and this information is used as a baseline against which progress will be measured.

Should their assessment levels be below the age-related expectations for a pupil of their chronological age, or there be obvious gaps in their learning, then in line with Turning Point Academy's policy of teaching to stage rather than age, the starting point of the content, in line with the National Curriculum, will be adjusted accordingly

Pupils often demonstrate their creative and technological knowledge, understanding and appreciation through their responses to citizenship and PSHE tasks and projects. They are encouraged to have an understanding and appreciation of global issues and events. This knowledge, understanding and appreciation will be captured by teachers as part of their ongoing summative assessment.

Geography intent, implementation and impact statement

Geography intent statement

What does our Geography curriculum intend to do?

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

At Turning Point Academy, our intention is that pupils will develop their geographical thinking through exposure to a range of engaging and meaningful geography topics. They will explore a variety of geographical sources, virtual and concrete, to practice their skills and enhance their knowledge of concepts and vocabulary. It will encourage pupils to develop their own opinions about their responsibilities and impact on the world.

Geography is taught across Key Stages 2 and 3 in a way that ensures progression of skills and follows a sequence that builds on previous learning. At Turning Point Academy, Geography is taught in a thematic way as part of our World Studies curriculum which also includes history, Religious Education and Languages, thus ensuring a holistic experience of learning about the world we live in.

In Key Stage 2, pupils will taught:

- Locational knowledge: locating the world's countries and using maps to focus on Europe and North and South America, to name and locate the counties and cities of the UK and the UK's key human and physical geographical features and to identify geographical features of the globe such as latitude and longitude.
- Place Knowledge: understanding of geographical similarities and differences through the study of regions in the UK, Europe and South America
- Describe and understand physical geography such as biomes, rivers, volcanoes, earthquakes and the water cycle and human geography such as land use, trade, energy and food.
- Geographical skills and fieldwork, using maps, digital mapping and compasses and recording their observations in sketches, tables and graphs.

In Key Stage 3, pupils will be taught:

- Locational knowledge: using maps of the world to focus on Africa, Russia, Asia and the Middle East, focusing on key physical and human characteristics, countries and major cities.
- Place knowledge: understanding of geographical similarities and differences through a study of regions in Africa and Asia.
- Understand key physical geographical processes such as plate tectonics, rocks and soils, glaciation and coasts and human geography such as population and urbanisation.
- Geographical skills and fieldwork using maps and globes, digital mapping, aerial photographs, Geographical Information Systems and recording their observations in sketches, tables and graphs.

At Turning Point Academy, we are committed to developing reading and mathematical skills across the whole curriculum. Opportunities to develop and use reading and mathematical skills are therefore planned as an integral part of our Geography lessons. In line with our school vision, aims and values, Social, Moral, Spiritual and Cultural development and Fundamental British Values underpin our lessons and in Geography, this is evident in the explicit teaching and development of pupils' individual opinions regarding global issues and tolerance of other cultures.

Geography implementation statement ***How is our geography curriculum implemented?***

At Turning Point Academy, we follow a broad and balanced programme of work which is grounded in the programmes of study in the National Curriculum. It ensures progression in the development of skills across Key Stages 2 and 3 and ensures coverage of a rich and varied diet of human and physical geography. It ensures coverage of locational study both local and worldwide, encouraging enquiry and interest.

At Turning Point, all learning, including that in geography originates from an individual's starting point and our personalised approach means that misconceptions and gaps in learning are addressed effectively so that pupils can continue to make progress from their starting points. In line with our school aims, a growth mindset is adopted and learning from mistakes is encouraged.

At Turning Point Academy, there are a number of teaching styles and implementation strategies which are applicable to the teaching of Geography across both key stage 2 and key stage 3. These include the strong focus we place on developing subject and topic specific vocabulary and encouraging pupils to use this vocabulary in their independent verbal and written work. There is also a focus across both key stages on field work and the use of geographical sources such as maps, atlases, globes and digital mapping. In order to engage the pupils in the topics, themes are regularly used to provide a hook for the pupils [for example, major sporting events such as the Olympic Games or Football World cup may be used as a medium for topics on locational world geography and map work.]

Pupils have four timetabled *World Studies* lessons each week and geography is taught as a part of these lessons.

Cross-curricular links will be made and geography is taught in a thematic way wherever possible. Pupils will use a range of geographical sources such as globes, maps and charts but will also make extensive use of research tools such as the internet to widen their experience.

Some implementation strategies are more specific to the two key stages, in line with the stage of the pupils' ability and also the content of the curriculum.

Key Stage 2

At Key stage 2, the geography curriculum builds on early geographical skills acquired at Key Stage 1 which have focused largely on the geography of their local area and on broader aspects of world geographical knowledge such as continents and oceans. The curriculum includes explicit teaching of elements such as the hemispheres and lines of longitude and latitude. This is taught using multisensory strategies and creative teaching methods which can help pupils to understand these complex elements.

Geography teaching at this stage enables pupils to develop a good working knowledge of the geography of the UK and a more comprehensive understanding of global geography. It introduces the idea of comparing the geography of a familiar region with that of an unfamiliar region, a skill the pupils carry through to Key Stage 3. The concepts of human and physical geography are introduced at this stage and pupils use their new understanding when studying places and regions.

Pupils are taught fieldwork skills which will be useful in later life including the use of ordnance survey maps and compasses. They also use mathematical skills in line with their stage to record their fieldwork, using tables, charts and graphs.

Key Stage 3

At Key Stage 3, pupils continue to build on the skills developed in Key Stages 1 and 2. The work done on global geography is comprehensive and pupils are expected to develop an understanding of more complex aspects such as biomes and tropics. This builds on the learning from Key Stage 2 and where there are gaps or understanding of the earlier concepts requires reinforcement, this is provided at this stage.

Pupils learn about geographical phenomena such as tectonic plates and erosion. This learning is grounded in engaging and meaningful topics to enable our pupils to get a good grasp of these topics. They continue to use the concepts of physical and human geography as they compare unfamiliar regions.

Pupils continue to build on their fieldwork skills and are encouraged to adopt enquiring minds as they investigate geographical aspects. They will learn to use geographical information systems in their mapping work at Key Stage 3. They will also continue to develop their fieldwork with stage-appropriate mathematical skills, recording their work using tables, charts and graphs.

At Turning Point Academy, learning in geography is enriched through visits within the local area or to museums. This enrichment is always scheduled to enhance the learning taking place within the classroom. Classes are regularly set challenges by the principal and these are often of a geographical research nature. Pupils enjoy engaging in these tasks, researching and presenting new knowledge about countries and cultures.

Geography lessons include opportunities for pupils to develop and practice their mathematical and reading skills to enrich both their geographical learning and also the development of these skills. Where teachers identify specific areas of need during their teaching, they will plan to address these misconceptions, gaps or areas of difficulty during essential skills lessons. Essential skills lessons can also be utilised for opportunities for over-learning or pre-learning in a subject.

Geography impact statement

What progress will pupils make?

Pupils at Turning Point Academy enjoy their thematic *World Studies* lessons and demonstrate a good understanding of the concepts and vocabulary they are taught. The teaching team look at work in pupils' books and on displays and talk to pupils and staff about their learning in geography.

Teachers assess pupils geographical learning against objective statements linked to the National Curriculum and progress is used to inform future planning. Progress from starting points and against age related expectations is considered for every pupil. This progress and attainment is reported to parents/ carers on a termly basis.

On entry to Turning Point Academy, pupils' baseline levels in History as assessed by their previous setting are considered by the receiving teacher. Where no previous information is available, an initial judgement is made regarding the pupils' levels against the assessment statements set out in B-Squared and this information is used as a baseline against which progress will be measured.

Should their assessment levels be below the age-related expectations for a pupil of their chronological age, or there be obvious gaps in their learning, then in line with Turning Point Academy's policy of teaching to stage rather than age, the starting point of the content, in line with the National Curriculum, will be adjusted accordingly.

Pupils often demonstrate their geographical knowledge, understanding and appreciation through their responses to citizenship and PSHE tasks and projects. They are encouraged to have an understanding and appreciation of global issues and events. This knowledge, understanding and appreciation will be captured by teachers as part of their ongoing summative assessment.

History intent, implementation and impact statement

History intent statement

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

At Turning Point Academy, our intention is that pupils will be exposed to range of engaging and interesting history topics which will help them develop a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past and the way that it has shaped the present. They will be taught to ask perceptive questions, think critically, consider evidence and arguments and make judgements.

Geography is taught across Key Stages 2 and 3 in a way that ensures progression of skills and follows a sequence that builds on previous learning. At Turning Point Academy, History is taught in a thematic way as part of our World Studies curriculum which also includes Geography, Religious Education and Languages, thus ensuring a holistic experience of learning about the world we live in.

In Key Stage 2, pupils will be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of Britain to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of early civilisations (Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece

- a non-European society that provides contrast with Ancient history (Baghdad c. AD 900, Mayan Civilisation c. AD 900 or Benin (West Africa)c. AD 900-1300)

In Key Stage 3, pupils will be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509
- the development of Church, state and society in Britain 1509-1745
- ideas, political power, industry and empire in Britain 1745-1901
- challenges for Britain, Europe and the wider world 1901 to present day (including a study of the Holocaust)
- a local history study
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

At Turning Point Academy, we are committed to developing reading and mathematical skills across the whole curriculum. Opportunities to develop and use reading and mathematical skills are therefore planned as an integral part of our History lessons. In line with our school vision, aims and values, Social, Moral, Spiritual and Cultural development and Fundamental British Values underpin our lessons and in History, this is evident in the explicit teaching and development of pupils' individual opinions regarding global issues and tolerance of other cultures. Pupils are taught to consider difficult periods in history with compassion and empathy and to form opinions which are consistent with school's values.

History implementation statement

At Turning Point Academy, we follow a broad and balanced programme of work which is grounded in the programmes of study in the National Curriculum. It ensures progression in the development of skills across Key Stages 2 and 3 and ensures a rich programme of teaching which will develop curiosity and understanding of chronology. History will engage and inspire pupils and will be an enjoyable learning experience.

At Turning Point, all learning, including that in History, originates from an individual's starting point and our personalised approach means that misconceptions and gaps in learning are addressed effectively so that pupils can continue to make progress from their starting points. In line with our school aims, a growth mindset is adopted and learning from mistakes is encouraged.

Pupils have four timetabled *World Studies* lessons each week and History is taught as a part of these lessons. There is a strong focus on the development, understanding and use of historical vocabulary and the concept of chronology. Cross-curricular links are made and History is taught in a thematic way wherever possible. Pupils will use a range of historical sources such as artifacts and photographs, but pupils will also make extensive use of research tools such as the internet to widen their experience.

Some implementation strategies are specific to the two key stages to which the subject is taught, in line with the ability stages of the pupils and also the content of the curriculum. It is evident that both the curriculum content and its implementation are cumulative, allowing for progression of skills and concepts.

Key Stage 2

At Key Stage 2, teaching builds on the work which has been undertaken by the pupils at Key stage 1, securing knowledge and understanding of the past and the similarities and differences observable in present day times. It assumes that some historical periods have been introduced at Key Stage 1, in the context of key historical figures or events. It is important for us at Turning Point academy therefore, that teaching takes account of the varied educational experiences of the pupils in our classes, creating opportunities to secure any knowledge that is not yet in place. As the key historical periods outlined in the National Curriculum are taught, Key Stage 2 pupils are expected rather more to consider cause and effect, make inferences and consider how what we understand about the past is constructed from the available sources. It relies on effective literacy skills and therefore provides many opportunities for links to be made to reading and literacy.

At Turning Point Academy, history is taught using as many learning styles as possible, providing as much hands-on experience as is possible. Using multisensory teaching in this way ensures that many of the complex concepts are better committed to memory.

Key Stage 3

As our pupils move through to Key Stage 3, they are encouraged and taught to develop enquiry regarding key historical periods both in this country and globally. As with Key Stage 2, effective implementation of the history curriculum relies on teachers identifying and addressing any knowledge and understanding that is not yet in place from previous key stages.

It begins to focus pupils' learning and experience to very specific aspects during key historical periods, including religion, politics and industry. This can require creative teaching styles and ideas to engage our pupils with topics which they may find less appealing. This is consistent with our hands-on, multisensory approach in Key Stage 2 which not only supports engagement, but also memory of key concepts.

Across both key stages, learning is enriched through visits within the local area or to museums. This enrichment is always scheduled to enhance the learning taking place within the classroom. Classes are regularly set challenges by the principal and these are often of a historical research nature. Pupils enjoy engaging in these tasks, researching and presenting new knowledge about events and themes.

History lessons include opportunities for pupils to develop and practice their mathematical and reading skills to enrich both their historical learning and also the development of these skills. Where teachers identify specific areas of need during their teaching, they will plan to address these misconceptions, gaps or areas of difficulty during essential skills lessons. Essential skills lessons can also be utilised for opportunities for over-learning or pre-learning in a subject.

History impact statement

Pupils at Turning Point Academy enjoy their thematic *World Studies* lessons and demonstrate a good understanding of the concepts and vocabulary they are taught. The teaching team look at work in pupils' books and on displays and talk to pupils and staff about their learning in History.

Teachers assess pupils historical learning against objective statements linked to the National Curriculum and progress is used to inform future planning. Progress from starting points and against age related expectations is considered for every pupil. This progress and attainment is reported to parents/ carers on a termly basis.

On entry to Turning Point Academy, pupils' baseline levels in History as assessed by their previous setting are considered by the receiving teacher. Where no previous information is available, an initial judgement is made regarding the pupils' levels against the assessment statements set out in B-Squared and this information is used as a baseline against which progress will be measured.

Should their assessment levels be below the age-related expectations for a pupil of their chronological age, or there be obvious gaps in their learning, then in line with Turning Point Academy's policy of teaching to stage rather than age, the starting point of the content, in line with the National Curriculum, will be adjusted accordingly.

Pupils often demonstrate their historical knowledge, understanding and appreciation through their responses to citizenship and PSHE tasks and projects. They are encouraged to have an understanding and appreciation of global issues and events. This knowledge, understanding and appreciation will be captured by teachers as part of their ongoing summative assessment.

Languages intent, implementation and impact statement

Languages intent statement

At Turning Point Academy, we believe that one method by which we can enhance pupils' global appreciation is through the provision of experience for the pupils of some languages teaching. Across primary school settings, a number of key modern foreign languages are taught and therefore our pupils arrive with varied experience of languages teaching. For this reason and in order to broaden their experience we offer a programme of study which allows for experience of three languages: Spanish, French and Mandarin.

This concurs with the National Curriculum which states that learning a foreign language is a liberation from insularity and provides an opening to other cultures. Our languages teaching intends to foster curiosity about other countries and cultures and deepen their understanding about the world.

The National Curriculum aims for Languages teaching are for all pupils to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

The teaching of languages allows for the development of more generic reading and spelling skills and at Turning Point Academy, we are committed to the development of reading and literacy across the curriculum. In line with our school values, pupils' Spiritual , Moral, Social and Cultural development and their appreciation of Fundamental British Values are address through languages teaching, as pupils develop their appreciation of other cultures and tolerance of those different to themselves.

Languages implementation statement

Languages is taught at Key Stage 2 at Turning Point Academy in a cyclical programme of introductory teaching of Mandarin, French and Spanish. The programme is cumulative, enabling pupils to build on their learning during Upper Key Stage 2. It encourages pupils to develop tolerance of other cultures whilst teaching a fun and engaging programme of basic languages teaching. Our approach to teaching languages develops resilience and uses a growth-mindset approach, encouraging all pupils to have a go at pronunciation and learning from their mistakes and misconceptions.

Should pupils demonstrate a specific aptitude for languages or develop an interest in taking their languages education further than Key Stage 2, Turning Point Academy is committed to addressing this through the provision of further teaching during Key Stages 3 and 4.

Our teaching of languages, provides opportunities for pupils to build on their previous learning in languages, but is designed to be accessible for those with limited languages experience.

Pupils use a range of resources including online sources to enhance their languages learning and the teaching comprises many teaching styles. Cross-curricular links are made wherever possible and follows the whole school principles developing vocabulary learning.

Our Key Stage 2 languages programme of study, teaches pupils to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Pupils' languages learning is enriched through real-life experiences wherever possible. This may be through visits to local places of interest or through speaking with people from outside of our school. Opportunities are provided to develop literacy and executive functioning skills throughout these lessons.

Languages impact statement

Pupils really enjoy our languages lessons at Turning Point Academy and develop a good understanding and mastery of basic elements of the languages. The teaching team look at work in pupils' books and on displays and talk to pupils and staff about their learning in languages.

Teachers assess language learning against objective statements linked to the National Curriculum and progress is used to inform future planning. Progress from starting points and against age related expectations is considered for every pupil. This progress and attainment is reported to parents/ carers on a termly basis.

Pupils often demonstrate their languages knowledge, understanding and appreciation through their responses to citizenship and PSHE tasks and projects. They are encouraged to have an understanding and appreciation of global issues and events. This knowledge, understanding and appreciation will be captured by teachers as part of their ongoing summative assessment.

Religious Education intent, implementation and impact statement

Religious Education intent statement

At Turning Point Academy we believe that it is vital for pupils to develop knowledge and understanding of the religions and beliefs which form part of our contemporary society. We aim to provide Religious Education teaching which provokes challenging questions and opinions about the meaning and purpose of life, beliefs about God the self and the nature of reality, issues of right and wrong and what it means to be human.

In line with the 1996 Education Act, the curriculum for Religious Education at Turning Point Academy reflects the fact that the religious traditions of our country are, in the main, Christian but also takes account of the teachings and practices of the other principle religions in Great Britain. To this end, Religious Education (RE) at our school also contributes to pupils' development and wellbeing and to Spiritual, moral, social and cultural development by promoting mutual respect and tolerance in a diverse society. It can support the development of pupils' individual values in line with the school values.

At Turning Point Academy, our curriculum for Religious Education is carefully constructed, based on the requirements as set out in the Agreed Syllabus for Religious Education agreed by Sefton Local Authority.

Key Stage 2

In Key Stage 2 pupils gain a deeper understanding and appreciation of Christianity and Judaism and begin to learn about Hinduism and Islam. They make connections between these religions and consider the beliefs, teachings, practices and ways of life as well as exploring sacred texts and other sources. They are encouraged to consider the viewpoints of others and explore their own beliefs and values in light of this.

Key Stage 3

Throughout Key Stage 3 pupils extend their understanding of Christianity Judaism, Hinduism and Islam and are introduced to Buddhism and Sikhism, in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. At this stage, pupils will develop their evaluative skills and show reasoned and balanced viewpoints when exploring and communicating their own and others' viewpoints in response to religious and spiritual issues.

Religious Education implementation statement

At Turning Point Academy, we offer a rich curriculum for Religious Education which is grounded in the programmes of study as set out in The Agreed Syllabus for Religious Education agreed by Sefton Authority. It includes coverage of religious and spiritual practices and issues at local, national and global levels.

All learning in Religious Education, as with all subjects in our school, builds on individual pupils' experiences and starting points and is designed so that pupils are able to progress from these starting points. In line with our school aims, a growth mindset approach is adopted and learning from mistakes is encouraged.

Teaching in Religious Education lessons at Turning Point Academy is engaging and conducted in a variety of teaching styles and using various implementation strategies across both Key Stages 2 and 3. This includes the strong focus we place on developing subject and topic vocabulary and encouraging pupils to use this vocabulary in their independent verbal and written work. Pupils use their literacy skills in the recording of their work in Religious education thus further developing their reading, spoken language and writing skills. A wide range of teaching resources are used including the use of photographs and artefacts as well as the use of the internet for sources of research. Where appropriate and possible, learning is enriched through visitors to school or visits to museums or places of worship.

Religious education is delivered at Turning Point Academy in a thematic way as part of our World Studies lessons. This ensures a holistic, broad and balanced approach to learning. In line with our school vision and aims, this enables pupils' skills and values in citizenship and Fundamental British Values to also be further developed.

Some implementation strategies are more specific to the two keys stages, in line with the stage of the pupils' ability and also the content of the curriculum.

Key Stage 2

At Key Stage 2 as pupils strengthen their knowledge and understanding of Christianity and Judaism and begin to explore the practices and teachings of Islam and Hinduism. In Key Stage, the agreed syllabus describes learning RE at KS2 as 'Connecting'. It specifies that pupils will learn about religion and learn from religion.

It states that pupils should be taught to:

- describe the key aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others;
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;
- identify and begin to describe the similarities and differences within and between religions;
- investigate the significance of religion in the local, national and global communities;

- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;
- describe and begin to understand religious and other responses to ultimate and ethical questions;
- use specialist vocabulary in communicating their knowledge and understanding;
- use an interpret information about religion from a range of sources.
- reflect on what it means to belong to a faith community, communicating their own and others' responses;
- respond to the challenges of commitment both in their own lives and with religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- discuss their own and others' views of religious truth and belief, expressing their own ideas;
- reflect on ideas of right and wrong and their own and others' responses to them;
- reflect on sources of inspiration in their own and others' lives.

Key Stage 3

In Key Stage 3, pupils deepen their knowledge and appreciation of Christianity, Judaism, Hinduism and Islam and begin to explore the faiths of Buddhism and Sikhism. In Key Stage 3, teaching and learning of RE is described as '*Applying*'. The learning of RE at KS3 is:

Demonstrate knowledge and understanding of religion and belief, including:

- Beliefs, practices and sources of authority.
- Influence on individuals, communities and societies.
- Similarities and differences within and/or between religions and beliefs.

Demonstrate the skills of:

- Application of a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs.
- Interpretation of a range of sources, texts and authorities, from a variety of contexts

Analyse and evaluate aspects of religion and belief including their significance and influence by:

- Breaking down information to find connections between ideas.
- Making reasoned judgements with respect to information or issues.
- Constructing coherent and reasoned responses, supported by evidence.

Religious Education impact statement

Pupils' progress and attainment in Religious Education are assessed against attainment statements set out in B-Squared. These assimilate to the statements set out in the Agreed Syllabus. Progress is assessed from pupil's individual starting points and against Age Related Expectations. Pupils' progress and attainment is reported to parents and carers on a termly basis.

The effectiveness of our Religious Education Curriculum is reviewed through looking at pupils work in their books, work on displays and through talking to pupils and teachers.

Pupils regularly demonstrate their skills and knowledge of Religious Education learning through the project-based challenges they are set by the principal and in the way they conduct themselves and demonstrate their values and beliefs. This knowledge, understanding and appreciation is captured by teachers as part of their ongoing summative assessment.