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**Hope View School**

**Intent, Implementation & Impact Statements**

**Mathematics**

**Intent**

At Hope View School, we intend to encourage successful learners who will become confident individuals and responsible citizens. Mathematics is an integral part of achieving this as we aim to facilitate the pupils learning important concepts and skills to enable them to engage in the world around them for example, they will be confident in their understanding of time and money. We will achieve this by ensuring all pupils at all Key Stages progress through each stage and have more mathematical knowledge by the time they leave the school. Pupils will enjoy a range of different teaching techniques and approaches that demonstrate and engage them in the importance and application of Mathematics in their lives. Furthermore, we will enhance their knowledge of the wider world by exploring Mathematics through several topics including information regarding different countries, religions, cultures, and times in History. This will increase their engagement in the subject hence allowing deeper knowledge and improvement through stages, as well as develop Cultural Capital and continuing to develop the reading, literacy, numeracy and ICT skills that they will need in their future lives. By educating the pupils about different parts of society and the wider world, they will leave being well rounded individuals who respect inclusivity and differences. We aim to give every pupil the opportunity to leave school with a qualification in Mathematics (from Entry Level up to Higher Tier GCSE), as well as have experienced the joy of exploring the subject and the skills to enable them to follow a vocation.

**Implementation**

At Hope View School, we will work collaboratively with parents and carers, as well as our colleagues, to deliver an engaging, broad and balanced programme of Mathematical studies. We will follow our Mathematics planning consistently across the whole school allowing progress through all the Key Stages and identifying areas for development in individuals allowing everyone the opportunity to catch up, progress and succeed. This will be done through a curriculum that is structured and sequenced in line with the National Curriculum. Within this we will identify key milestones that, when achieved and knowledge consolidated, allow pupils to progress to the next stage. We will provide individualised support for progression and engagement in Mathematical studies, which will foster inquisitive minds and a thirst for more mathematical knowledge. Our curriculum adheres to all the statutory requirements of the National Curriculum as well as a wide range of experiences inside and outside the classroom that are tailored to the needs of our pupils and our intentions for their futures. The curriculum is regularly evaluated and reviewed so as to continue to meet the needs of all our pupils, no matter their abilities. Pupils will be stretched to achieve their best through differentiation in lessons and meaningful extension tasks. Knowledge Organisers are used to outline the teaching and learning that will take place for teachers, pupils, parents, and carers. These are used as a support tool to help teachers check whether pupils have learnt the key knowledge/skills, aid pupils in the retention of key information & skills, and act as a simple reference point for teachers, pupils, and parents/carers.

Within lessons pupils will explore mathematics through a variety of topics including Number, Geometry, Ratio, Statistics, Algebra, Ratio, as per the National Curriculum. Lessons on these topics will take place in the classroom and out in the wider world, supporting the idea that mathematics is not just for the classroom, but is in fact everywhere around us. These lessons will include learning about different countries, religions, cultures, time periods and the world beyond our shores and beyond our planet. These cross curricular links will contribute to the pupils’ development of Cultural Capital as well as their reading, literacy, numeracy, and ICT skills that they will need on their mathematical journeys into adulthood, ensuring they become valued and positive members of society. Planning for these meaningful and challenging lessons will be informed via data tracking, marking and feedback. Data tracking will also allow staff to identify gaps in knowledge and so conduct meaningful and informative interventions that will help pupils to catch up and progress through the stages.

**Impact**

At Hope View School we monitor, track, and report the progress that pupils make in Mathematics. We assess them on arrival to give us a baseline level, and they are continually informally assessed during lessons (low and medium stakes) and formally assessed every term (medium to high stakes). These results are reported to parents and carers. We also use progress data in a continually developing manner to inform our planning and delivery of Mathematics at Hope View School. Pupils are challenged to achieve at least expected progress over the course of the academic year with many exceeding expected progress, as a result of closely following curriculum plans, good planning and delivery of lessons and effective use of data. Pupil progress is measured by the achievement of the Key Milestones and progressing through the stages over the year and eventually leaving at a higher stage than when they started. The impact of this progress has been measured via conversations between staff and pupils, assessing pupil engagement in the subject, and the work completed in pupil books. In pupil books, it will be evident that the curriculum is being followed, with work set at appropriate levels, with meaningful extension tasks. Pupils will be able to display progression through the Success Criteria towards achieving the Learning Objectives and an increase in levels. Books will also show good progress from starting points, with many exceeding expected progress over the year.

Pupil books have also been formally observed through the process of work scrutiny, which shows that work is appropriately differentiated, and that pupils engage with marking feedback. Progress is also shown through rigorous and robust data on Classroom Monitor, which shows progress through the stages. Staff update Classroom Monitor regularly, and so can evaluate the effectiveness of lesson engagement and interventions. Progress can also be seen through the external qualifications that leavers achieve each year. In addition to these qualifications, pupils also leave with the ability to engage in real life mathematics, a good knowledge of the world they live in (and their position within it), and as confident individuals and responsible citizens.

Records of work scrutiny, pupil questionnaires, pupil progress data and effectiveness of interventions can be seen int eh Curriculum Lead File for Mathematics and are used as a working document to ensure pupils are given every opportunity to enjoy their learning journey and make good progress at Hope View School.

**English**

**Intent**

The study of English underpins all other subjects, requiring pupils to not only be academically literate, but also emotionally and culturally literate. English aims to inspire and educate, exposing pupils to the diversity and creativity of worlds real and imagined, past and present.

Our pupils are encouraged to explore and understand their own views and the perceptions of others and the wider world during their English lessons. Pupils develop a stamina and appreciation for reading to a standard that allows them access to the world outside of Hope View School. They are confident in speaking, listening, and understanding what it means to contribute effectively within group discussion, being able to translate these skills into their own social lives. Their ability to compose, transcribe and spell will never inhibit their ability to interact with the world around them; rather it will be at a suitable and embedded standard.

At Hope View School, the English curriculum is coherently and carefully planned and sequenced from Key Stages 1 to 4, focusing on developing reading and writing skills as outlined by the National Curriculum. As well as the development of skills, the curriculum follows a topic-based approach, allowing pupils to practise these skills whilst learning about different genres, authors, and books.

All key stages include the following:

* Extracts from 19th century British fiction
* Extracts from Shakespeare and/or other playwrights
* Poetry from different cultures, themes, and contexts
* A British author study
* A genre study
* Extracts from modern fiction.
* Extracts from historical and current non-fiction.

The curriculum is designed to engage and excite pupils, as well as providing them with the breadth and depth of knowledge required to ensure they are leaving school as well-rounded, empathetic, and effective members of society. For example, in Key Stage 3 pupils complete a unit of work on War Poetry, considering how war (both current and historical) impacts ordinary people and translates into art, music, and poetry.

Pupils study a range of poems, plays, novels and non-fiction texts from a variety of eras and cultures. For example, in Key Stage 2, pupils complete a unit of work focusing on poetry from different cultures; aiming to explore how poetry as a medium can transcend cultural boundaries and provide enriching and diverse experiences to those who read it.

Teachers promote enjoyment and enthusiasm of the subject and aim for the pupils to develop self-confidence and resilience through creative writing, guided reading, and the discovery of their own literary heritage. English is explored through a multitude of opportunities and experiences designed to engage pupils’ curiosity and relationship with the subject, the world around them, and their own literary heritage. Through this discovery – alongside an exploration of different cultural, historical, social, and political contexts – pupils build their cultural capital, ensuring they leave school as empathetic, aware, and curious members of society.

**Reading Intent**

At Hope View School, we aim to develop and foster an outstanding reading culture, through a combination of curriculum planning, intervention, and enjoyment-based reading time, every day.

As outlined within the English curriculum, reading is an important part of everyday life at Hope View School. It is carefully and scrupulously embedded into all parts and stages of the English curriculum, as well as a key facet within all other taught academic subjects and curriculums.

At Hope View School, we aim for pupils to read widely and for pleasure, reading different types of fictions and non-fictions, from a range of different contexts. Alongside developing a broad knowledge of the literary canon, as outlined in the National Curriculum, pupils should be exposed to reading functionally and for ‘real-life’ situations. For example, pupils participating in the Functional Skills curriculum will read a range of different ‘relevant’ genres of non-fiction which they may come across in daily life. An example of this may be reading a job advert, a business card, or an internet blog post.

We aim for pupils to leave Hope View School with a reading level which will enable them to partake in wider society, and live a fulfilled and independent life. We also aim for pupils to enjoy reading for pleasure, as well as able to demonstrate important reading skills such as inference and analysis.

The ability to read is essential to pupils’ development as independent learners. To read across the curriculum with accuracy, fluency, enjoyment and understanding, pupils need to develop the range of strategies underpinned in the new National Curriculum (2014). Pupils must build upon and apply their phonics knowledge, develop word recognition, comprehension, and inference skills.

The National Curriculum separates reading into two fundamental areas:

* Word reading
* Comprehension (including verbal, aural and written)

These areas, alongside the importance of reading for pleasure and reading widely across a range of texts, are deeply embedded into our English curriculum. Many of these skills and topics are also explored across the curriculum, especially in closely related subjects such as History.

It is the role of all staff, regardless of subject, to promote an outstanding reading culture and to encourage pupils to be active, confident, and accurate readers in school, drawing attention to how it will enrich and enhance their life beyond the school gates.

**Implementation**

At Hope View School teachers of all key stages will plan and teach using the requirements of the National Curriculum, as well as the requirements of the AQA GCSE and Functional Skills programmes, to deliver an engaging and worthwhile English curriculum. Lessons will be differentiated to suit needs of individuals to ensure that all pupils are able to engage with what is being taught. Lessons will often include multimedia and will, at times, require pupils to utilise their ICT skills for the purposes of presentations, design tasks, and research. SoundsWrite lessons will underpin much of what is taught in Key Stages 1 and 2 to enable pupils to develop a solid foundation of literacy before moving up the school.

Teachers will plan and deliver lessons which aim to meet the Key Milestones outlined in the Long-Term Plans. These milestones reflect the core skills each pupil must have embedded before moving onto the next stage. These milestones allow staff to see clear linear progression in pupils, as well as providing targeted lessons which develop specific, key skills.

Many of the core skills developed through the English curriculum are mirrored within the History curriculum. From Key Stages 1-4, pupils develop the ability to question texts, recall key information about historical periods, and apply knowledge to key sources. Alongside this, many topics studied in English directly crossover with History. For example, there is a large emphasis throughout both subjects on our own local context, including significant places of interest like Canterbury Cathedral and Dover Castle. Writing and analysis of non-fiction texts surrounding these landmarks help to synthesise clear links between both curriculums. In Key Stage 1 History, pupils begin to consider their local community and where they ‘sit’ on a larger historical timeline. This is underpinned throughout English, as pupils begin a non-fiction unit about their communities, reading and writing non-fiction texts about the local area.

During lessons, tasks demonstrate a gradual ramping of progression. Each lesson begins with a period of recall in which prior learning is discussed and questioned. After this, pupils are often given ‘big questions’ to consider which engage their curiosity and provide a direct link to the Learning Objective, as well as the termly topic. For example, in Key Stage 4, pupils complete a Dystopian Fiction topic. During a lesson focusing on an extract from George Orwell’s *1984*, pupils may begin the lesson by discussing, ‘Can you be both wholly moral and extremely powerful?’ This type of open-ended questioning and discussion allows pupils to begin to access key themes and ideas necessary to the understanding of the text.

Staff across both sites use marking and data tracking to directly inform planning, teaching, and interventions. For example, through specific and accurate assessment a pupil may be recommended for 1:1 Speech and Language therapy sessions with an onsite therapist, or targeted phonics interventions throughout the school week.

English plans are sequenced from Key Stages 1 to 4, ensuring that there is progression and linearity during transition between schools and Key Stages. All pupils have access to comprehensive Knowledge Organisers covering the content taught over a half-term period. These resources will form the core of both the skills and knowledge taught, acting as a constant guide throughout.

Pupils’ cultural capital will be enhanced through accessing a wide variety of texts from different historical, social, and political contexts. As well as this, all pupils will have a fully enriching experience of the English language, including opportunities to participate in trips to the theatre, relevant museums or galleries, and workshops with external storytellers or theatre companies. For example, in Key Stage 3 pupils have the chance to visit Shakespeare’s Globe to bring their studies of Shakespeare’s romances and tragedies to life. Trips and events are chosen carefully to ensure clear links to the curriculum as well as maximising their impact.

**Impact**

In English, the impact of the subject can be observed in different ways:

* Pupils can recall and talk about the skills and knowledge they have gained from lessons, including different genres, authors, books, and historical periods.
* Pupils can think, reflect, debate, discuss and evaluate the topics they study.
* Pupils can challenge their own and others’ views using relevant evidence, using appropriate discursive language.
* Pupils are engaged and curious in English lessons, wanting to find out more about the topics studied.

Work in books will:

* Demonstrate that the curriculum and topic overviews have been followed.
* Show that differentiated work to suit a range of abilities and needs has been set.
* Clearly show tasks and work which meets the Learning Objective of the lesson.
* Demonstrate clear, linear progression through skills and topics over the course of time.
* Show that marking and feedback, in line with the school policy, encourages pupils to respond, correct and extend their own work where appropriate.

Teachers monitor, track, and report the progress that pupils make in English using the online platform Classroom Monitor. Assessments by staff will be continual and include formal and discreet methods of assessment. For example, teachers will use low stakes questioning, observation, book work, and formalised assessments to inform grading. Assessment and subsequent grades will inform planning and allow teachers to successfully differentiate lessons to suit ability.

In English, pupils make good progress from specified starting points, with many exceeding expected progress. The Key Milestones will provide teachers with clear indicators of progress made and how far away pupils are from entering a new stage.

During lessons, the impact of pupil progress can be clearly observed through class discussion, achievement of success criteria, pupil work, and overall engagement and confidence. Alongside this, pupils will engage with written and verbal feedback, both from staff and their peers. Outside of lessons, the impact of progression will be demonstrated through work scrutiny, pupil questionnaires, pupil progress data meetings, and evaluations of the effectiveness of interventions.

The overall impact of academic and a more holistic progress will also be shown through pupils developing curious minds; asking questions about what they read and the world around them, seeking out books to read, and reading and writing for pleasure and creativity.

**Science**

**Intent**

At Hope View School, we intend to provide the knowledge and skill set required to understand and investigate the processes of the world around us through the traditional disciplines of biology, chemistry, and physics. An understanding of scientific values and principles is fundamental for the future prosperity of both humans and the organisms around us.

Why should I recycle? Why should I limit how much water I use? Why should I get vaccinated? Why do I need to wear a seatbelt? Why is the sky blue? Why does my tongue feel cold when I eat sherbet? Why is blue such a rare colour in animals? There are so many questions which science can answer and so many other questions science asks and tries to answer. Questioning is an essential skill which fosters an open mind, and minds open to new ideas and concepts are both creative and responsive.

Key skills are also mapped for each year group and are progressive throughout the school. These too ensure systematic progression to identified skills which are in accordance with the Working Scientifically expectations of the National Curriculum. The curriculum is designed to ensure that children are able to acquire key scientific knowledge through practical experiences, using equipment, conducting experiments, building arguments and explaining concepts confidently. Cross curricular opportunities are also identified, mapped and planned to ensure contextual relevance and contribute to the development of reading, literacy, numeracy and ICT skills. Pupils are encouraged to ask questions and be curious about their surroundings and a love of science is nurtured through a whole school ethos and a varied science curriculum.

Our **intent** is to give every pupil a broad and balanced Science curriculum which enables them to confidently explore and discover what is around them, so that they have a deeper understanding of the world we live in. We want our pupils to love science. We want them to have no limits to what their ambitions are and grow up wanting to be astronauts, forensic scientists, toxicologists or microbiologists. We want our pupils to remember their science lessons in our school, to cherish these memories and embrace the scientific opportunities they are presented with! To achieve this, it involves exciting, practical hands-on experiences that encourage curiosity and questioning. We use laptops for quizzes and certain activities to offer our pupils the opportunity to develop their ICT skills in science. Our aim is that these stimulating and challenging experiences help every child secure and extend their scientific knowledge and vocabulary, as well as promoting a love and thirst for learning. At Hope View School, we have a coherently planned and sequenced curriculum which has been carefully designed and developed with the need of every pupil at the centre of what we do. We want to equip our pupils with not only the minimum statutory requirements of the science National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

**Implementation**

Teachers create a safe, fun and positive attitude to science learning within their classrooms and reinforce the expectation that all pupils are capable of achieving high standards in science. At Hope View school, science topics are taught within each year group in accordance with the National Curriculum and beyond as follows:

* Through our planning, we involve problem solving opportunities that allow pupils to apply their knowledge and find out answers for themselves. Pupils are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills and assess pupils regularly to identify those pupils with gaps in learning, so that all pupils keep up. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school’s commitment to inclusion.
* Pupils are given clear ***success criteria*** in order to achieve the learning intention with differing elements of independence.
* Every year group will build upon the learning from prior year groups therefore developing depth of understanding and progression of skills.
* Teachers promote enjoyment and foster interest of the scientific disciplines, Biology, Chemistry and Physics.
* Teachers demonstrate how to use scientific equipment, and the various ***Working Scientifically skills*** in order to embed scientific understanding. Teachers find opportunities to develop learners’ understanding of their surroundings by accessing outdoor learning and workshops.
* Learners explore, question, predict, plan, carry out investigations and observations as well as conclude their findings.
* Pupils present their findings and learning using science specific language, observations and diagrams. They use power-point, word documents and internet information for some of the science activities to generate data like graphs and pie-charts.
* In order to support pupils in their ability to ‘know more and remember more’ there are regular opportunities to review the learning taken place in previous topics as well as previous lessons.
* At the start of each topic pupils will review previous learning and will have the opportunity to share what they already know about a current topic.
* Pupils are given a ***knowledge organiser*** at the start of each topic which details some key ***Science Curriculum Statement*** information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and are used as a reference document. In addition pupils use checklists to track their progress through the topic.
* Teachers use highly effective assessment for learning in each lesson to ensure misconceptions are highlighted and addressed.
* Effective modelling by teachers ensures that pupils are able to achieve their learning intention, with ***misconceptions*** addressed within it.
* Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the Science curriculum.
* Pupil work is regularly marked and feedback is given for improvement. Opportunity is created for self or ***peer assessment***, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.
* ***Cross-curricular links*** are planned for, with other subjects such as Maths, English and Computing and applications in everyday life the wider world i.e. careers.
* Our ***Assessment Tracker*** allows us to use data to inform future practice. We use ***Classroom monitor*** and Baseline assessments data to identify pupils progress and track it. This is used to inform planning, teaching and learning and ensures that gaps in knowledge, skills and understanding are identified and catered for. Pupil progress meetings enable teachers to review the progress of each pupil and identify relevant/necessary interventions.
* Science will be taught in planned and arranged ***topic blocks*** by the class teacher, to have a project-based approach. This is a strategy to enable the achievement of a greater depth of knowledge.
* We are part of the ***Green School Project***, delivering lessons to pupils to engage them in environmental projects, building their skills and aspirations while encouraging them, their community and wider society to live in a more sustainable way.
* Working Scientifically skills are embedded into lessons to ensure that skills are systematically developed throughout the children’s school career and new vocabulary and challenging concepts are introduced through direct teaching.
* Through subject knowledge audits and curriculum network meetings, staff are supported and relevant and necessary CPD is identified to ensure Quality First Teaching.

**Impact**

The successful approach at Hope View School results in a fun, engaging, high-quality science education, that provides pupils with the foundations and knowledge for understanding the world. Our engagement with the local environment ensures that pupils learn through varied and first-hand experiences of the world around them.

Through High Quality First Teaching of Science, we will see the impact of the subject in different ways:

* Pupils will be able to recall and talk about the skills and knowledge they are acquired from the topics they have covered.
* Pupils` are able to think, reflect, debate, discuss and evaluate the scientific data.
* Pupils are able to challenge their own and other`s views using appropriate and accurate scientifical evidence and language derived from a range of sources and skills.
* Pupils are engaged in science lessons and want to find out more, they know more and remember more from each science topic.
* Pupils are able to talk about their local biodiversity and their everyday experiences linked to science.
* Pupils experience scientific concepts and phenomena they are studying. This is done through both laboratory investigations and fieldwork.
* Pupils make good progress and catch up and achieve well.
* Pupil work.
* Pupil questionnaires.

Frequent, continuous, and progressive learning outside the classroom is embedded throughout the science curriculum. Through various projects, trips and interactions with their educators, pupils have the understanding that science has changed our lives and that it is vital to the world’s future prosperity. Pupils learn the possibilities for careers in science, as a result of our community links and connection with national agencies including the STEM association.

They learn from and work with professionals, ensuring access to positive role models within the field of science. Pupils at Hope View School enjoy science and they feel they are scientists and capable of achieving. Through the Green School Project pupils choose to recycle and understand that to live in an environmentally responsible way and help to drive the transition to a sustainable society is the future for the next generations. We prepare our pupils for life, in an increasingly scientific and fast-moving society, encouraging them to foster concern and active care for the environment, in a world that is changing quickly.

**History**

**Intent**

History involves studying the lives of our ancestors in Britain and across the globe so that all of us can better understand who we are, the diversity of the world around us and what we can achieve together.

At Hope View School, our history curriculum intends to inspire our pupils to develop these traits by teaching them about a diverse range of people and societies, who strove to achieve noble aims, while exploring mistakes from the past, that we can learn from, encouraging collaboration, dedication and resilience in our pupils.

By providing a coherently planned and sequenced History curriculum that develops historical knowledge and understanding, through historical enquiry, we deliver lessons that engage and excite our pupils to discover how, and why, these individual and collective actors, either used their power, or resisted those in power, to try and change the lives of the masses in a range of different ways. Pupils in History are given every opportunity to develop the range of skills needed to become confident in their own opinions, make well supported judgements and most importantly are able to express these articulately using academic and historical vocabulary, cumulating in the knowledge and skills for future employment.

We want our pupils at Hope View School to be able to research thoroughly, weigh up evidence, understand chronology and be able to evaluate interpretations and develop arguments. By building on their historical knowledge and vocabulary we aim to develop their extended writing skills and a passion for reading, for both knowledge and pleasure, giving them the tools and opportunity to make their own judgements on how peoples’ lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Our Key Stage 2 curriculum is designed in a way that allows pupils to embed and develop a sense of time and how civilisations were interconnected. In Key Stage 3 we explore the impact of William the Conqueror and his Norman conquest and examine some of the great inventors and leaders that have made an influential and lasting impact on both this country and the world. We assess the Industrial Revolution and consider the factors that made this happen, its impact on Britain and the wider world and consider the expansion and decline of the British Empire and the reasons behind this right up to the present day. In Key Stage 4 our curriculum is designed to develop and extend pupils knowledge of the wide diversity of human experience through a thematic study, a depth study and a local site study of Dover Castle celebrating our enriching local History, leading to qualifications in Entry Level Certificate and/or GCSE where appropriate.

At Hope View School we believe that the transferable skills gained in our subjects are essential for life in the 21st Century. History and culture are intrinsically linked and through our history curriculum we are constantly improving pupils understanding of wider culture through exposure to politics, art, religion, numeracy, ICT and language. Our History Curriculum develops knowledge and skills that will prepare our pupils on their journey to adulthood, ensuring they become valued and positive members of society, by giving them a wide variety of real life historical and cross curricular experiences, both inside and outside of the classroom, in a range of situations and so giving our pupils opportunities to develop resilience, identity and understanding of the diversity of human life.

**Implementation**

It is important that pupils know more and are able to remember more, in each of the topics of History studied at Hope View School.

Our history curriculum is organised chronologically ensuring pupils are able to build their knowledge and understanding of where each unit of History they are studying sits on the historical timeline. It is important that pupils can draw on their prior knowledge of History to understand what was happening at the same time in other parts of the world if they are to truly understand historical concepts. However, where appropriate, in order to understand historical connections a thematic approach is sometimes used to allow for a deeper understanding of a theme or a topic especially in Key Stage 4.

Progression grids ensure there is a clear skills, knowledge and vocabulary progression structure to the lesson sequences whereby, prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons allowing historical skills to be consolidated and built upon through each unit of work through breadth and depth. Learning Enquiries and Success Criteria are consistently used, in line with school policy, to ensure every pupil understands how to succeed and focus their learning, enabling teachers to select and organise their content for all abilities within the classroom, within their planning, for successful delivery and meaningful assessment.

Classrooms have relevant and meaningful displays and word walls that creates a learning environment that focuses on pupils.

All History units begin with a pre-assessment of current knowledge and vocabulary and teachers and pupils continually assess the understanding of these throughout their Historical journey. Lessons are structured and resources are adapted to help all pupils build on prior knowledge alongside introducing new skills, vocabulary and challenge, each building on more difficult question types and gradual ramping of progression for each of the activities and historical concepts taught that can be revisited again in different contexts to ensure progression.

Pupils are given a knowledge organiser at the start of each topic which details some of the key dates, vocabulary and information. This is not part of the assessment but to support pupils with the knowledge throughout the topic taught and can be used as a reference.

There are strong links between the History curriculum and literacy lessons enabling excellent opportunities for reading as well as contextual learning that is specifically planned for. The local area has a rich and exciting History that Is fully utilised to achieve the very best outcomes, with extensive opportunities for learning outside the classroom.

Planning is informed by the needs of all abilities of the pupils at Hope View School. Where appropriate we use historical visits, workshops, visitors, and artefacts to excite and intrigue our pupils, giving them as much hands-on understanding as possible about what it was like to be around during the particular period in History that is being studied and enrich their experience of History building their cultural capital. For example, Key Stage 3 pupils are given the opportunity to visit Canterbury Cathedral when studying the relationship between Henry II and Thomas Becket.

During and at the end of each unit pupils are given the opportunity to demonstrate their understanding and knowledge and reflect and consolidate on their learning through a consistent mixture of low and high stakes assessment. This allows for misconceptions to be picked up quickly and clear direct feedback given. Teachers are able to build in pauses within the curriculum where necessary for reflection or to return to the chronology if needed in order to meet our pupils needs. This information is recorded in line with the school assessment policy on classroom monitor and is used by all teachers of History to inform their future planning for the short-, medium- and long-term milestones for all of our pupils.

Adult guides and accurate historical subject knowledge are always provided with lessons to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching. The History department at Hope View School has full access to the Historical Association to support teachers in their subject knowledge, delivery of content and skills.

**Impact**

Through High Quality First Teaching of History, we will see the impact of the subject in different ways:

• Pupils will be able to recall and talk about the skills and knowledge they have acquired from the historical periods they have covered.

• Pupils’ area able to think, reflect, debate, discuss and evaluate the past.

• Pupils are able to challenge their own and other’s views using appropriate and accurate historical evidence and language derived from a range of sources and skills.

• Pupils are engaged in History lessons and want to find out more.

• Pupils are able to talk about their local History and their experiences both inside and outside of the classroom, that they have had, and how they are relevant.

* Pupils make good progress from their starting points with many exceeding expected progress and meeting key milestones recorded on classroom monitor and in books through high and low stakes assessment.
* Work scrutiny and Learning walks/observations.
* Pupil questionnaires
* Classroom monitor and curriculum lead files.
* Evaluation of relevant interventions with both pupils and staff

Work in books will show that the curriculum is followed, differentiated work is set as appropriate and that pupils have an opportunity to reflect on the successes at the end of every session through the success criteria of each lesson, and at the end of a topic, with teachers assessing the progress they have made from their starting point on classroom monitor.

Progress can be seen in books through consistent marking and feedback, in line with the school policy, and pupils are encouraged to respond and correct or extend their work where appropriate.

**ICT**

**Intent**

At Hope View School we believe that computers are an integral part of human daily life and an essential resource to support learning and teaching. Computing skills are a major factor in enabling pupils to be responsible, confident, competent, creative, and independent learners.

Our aim is to provide a quality computing education which equips pupils to use computational thinking and creativity to understand and change the world for better. Upon completion of the syllabus, we expect the pupils to leave the school well qualified, well-rounded, and ready to take on the digital world. The carefully written resources (files, videos, and instructions) allow pupils to gain access to and work through as per the needs for pupils at their own pace. Pupils will have an opportunity to develop the necessary skills to become confident in three main strands Digital Literacy, Information Technology and Computer Science. ICT also supports pupil’s creativity and cross curricular learning to engage pupils and enrich their experiences in school. It increases importance for pupils’ future both at home and for employment. At Hope View School we believe that the transferable skills gained in our subjects are essential for life in the 21st Century. ICT and culture are intrinsically linked and through our ICT curriculum we are constantly improving pupils understanding of wider culture through exposure to politics, art, religion, numeracy, history, and language. Our ICT curriculum allow pupil to create, collect, store and use knowledge and information; it enables pupil to connect with people and resources all over the world, to collaborate in the creation of knowledge and to distribute and benefit from knowledge products. These changes clearly offer further opportunities.

**Implementation**

At Hope View School, ICT is taught according to need of pupil. Our ICT curriculum is organised chronologically from KS-2 onwards ensuring pupils are able to build their knowledge and understanding of where each unit of ICT they are studying sits on the ICT timeline. It is important that pupils can draw on their prior knowledge of ICT to understand what was happening at the same time in other parts of the world if they are to truly understand IT concepts. This ensures pupils can develop depth in their knowledge and skills over the duration of each of their ICT topics especially in KS-4.

The Curriculum plan in Informatics sets out the sequences of each week whereby, prior learning is always considered and opportunities for revision of topics and concept understanding are built into lessons allowing ICT skills to be consolidated and built upon through each unit of work through breadth and depth. Classrooms have relevant and meaningful displays and application informative walls that creates a learning environment that focuses on pupils.

Knowledge organisers are used at the start of each topic which details some of the key information and skills. These are used as support tool to help teachers check whether pupil have learnt the key knowledge and skills and acts as a reference.

Within lessons pupil will explore different topics including word, spreadsheet, presentation, 3D modelling, programming languages etc. as per the pupil needs. Lessons on these topics help pupil to prepared for life beyond school whether that be college or in the workplace as they cover the functional skills required in our digital world. By the time our learners leave they will have gained an understanding of computational systems of all kinds, whether they include computers. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught.

**Impact**

At Hope View School teachers monitor, track, and report the progress in ICT using the online platform “Classroom Monitor”. Assessment and subsequent grades will inform planning and allow teachers to successfully differentiate lessons to suit ability. Pupils make good progress from their starting points with many exceeding expected progress and meeting key milestones recorded on classroom monitor and in worksheets through high and low stakes assessment. The impact of this progress has been measured via conversations between staff and pupils, assessing pupil engagement in the subject, and the work completed on pupil shared area. Work in pupil shared area will show that the curriculum is being followed, with work set at appropriate levels, with meaningful extension tasks. Pupils will be able to display progression through the Success Criteria towards achieving the Learning Objectives and an increase in levels. Work saved under shared area will show good progress from starting points, with many exceeding expected progresses over the year.

Pupil work have also been formally observed through the process of work scrutiny, which shows that work is appropriately differentiated, and that pupils engage with marking feedback. Progress is also shown through rigorous and robust data on Classroom Monitor, which shows progress through the stages. Staff update Classroom Monitor regularly, and so can evaluate the effectiveness of lesson engagement and interventions. Progress can also be seen through the external qualifications like functional skills and GCSE that leavers achieve each year. By the time they leave Hope View School, pupil will have gained key knowledge and skills in the three main areas of the computing curriculum: Digital literacy, Information Technology and Computer science. The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond. Learners will know how to tackle problems that arise in their life and work. These courses will enhance the lives of individuals, improve employability in a changing labour market and develop the skills that the economy and employers need.

Records of work scrutiny, pupil questionnaires, pupil progress data and effectiveness of interventions can be seen in the Curriculum Lead File for ICT and are used as a working document to ensure pupils are given every opportunity to enjoy their learning journey and make good progress at Hope View School.

**PSHE**

**Intent**

PSHE at Hope View School is shaped by our whole school vision which enables pupils, regardless of ability, background or need, to become the very best version of themselves. Our curriculum prepares our pupils with the essential skills and understanding to allow them to become confident, valued and responsible members of society, personally, socially, physically, spiritually, morally and culturally. When pupils leave Hope View, they will have the knowledge, understanding and emotional resilience to be able to play an active, positive, and successful role in today’s diverse society contributing significantly to their Cultural capital.

In a world that is ever changing and developing it is important to us that our pupils are ready for life in the 21st Century, and are healthy, independent, and responsible members of society, who have learnt how to keep themselves and others safe and healthy and are able to develop and maintain healthy relationships with high self-esteem, contributing to society responsibly and confidently.

Our PSHE curriculum promotes equality, encouraging pupils to recognise and accept their differences, asking them to foster concern for each other, through care and compassion, regardless of gender, religion, and ethnicity. Pupils are best equipped with the skills appropriate to them and which they will need to actively seek employment in the future.  Through a structured and coherent curriculum, we encompass a range of activities for lessons, including quizzes and questionnaires, encouraging pupils to read, write and use key words that have been used within lessons, widening their vocabulary. Our cross curricular links with other subject such as numeracy, literacy, ICT and reading allow for opportunities to develop these skills through areas such as finance, digital resilience, and internet safety.

The curriculum covers all the statutory guidelines required from the 2020 curriculum, allowing pupils access to the three core areas Health and Wellbeing, Relationships and Living in the Wider World.

In Key Stage 2 PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities which are set out in the PSHE Association’s Programme of Study, we also cover the statutory Health Education and Relationships Education guidance.  In Key Stage 3 and 4 PSHE is taught using the materials from the PSHE Association’s Programme of Study, this means that the curriculum is delivered age appropriately but also takes into consideration the needs of our pupils.

**Implementation**

Our PSHE curriculum is organised, structured and sequence to ensure pupils are building their knowledge and understanding and consolidating their skills. It is important that pupils draw on their prior learning in each of the topics that are taught and so lessons are consistently evaluated and reviewed to meet the needs of all pupils. Differentiation and extension are highlighted through weekly planning. Knowledge is sequenced and built upon continually as staff identify pupils understanding and gaps in knowledge, these are not only addressed in weekly lessons but in Behaviour Management and assemblies too.

PSHE contributes to pupils' cultural capital by ensuring that the curriculum encompasses knowledge of a variety of cultures, for example with religious festivals being acknowledged and celebrated. The curriculum is organised through the academic year in a way that allows topics to be taught in conjunction with celebrated events, for example Internet Safety Week and National Careers Week. We include lessons about current affairs to ensure our pupils are aware of what is happening in the world around them. This includes a mock election being ran in the Upper School in conjunction with the previous General Election, where pupils wrote their own manifestos and campaigned for pupils to vote for them, with one pupil being elected as the Prime Minister of the School.

PSHE is underpinned by our school ethos of Firm, Fair, Friendly & Fun and helps pupils to develop personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. Pupils are afforded opportunities to learn about rights and responsibilities and they are encouraged to develop their sense of self-worth, enabling them to express their views and opinions, whilst fostering concern for others' and theirs. Pupils are encouraged to share, reflect, and learn, through discussing their thinking, justifying their opinions, whilst respectfully questioning the opinion of others, allowing opportunity for their own opinion to be changed. Classes have created their own group agreements including expectations specifically for PSHE lessons, including but not limited to being respectful to others' opinions, not using prejudice or damaging language, and being respectful to others privacy of disclosure.

PSHE is embedded in daily life at Hope View, assemblies address current issues as they arise supporting and guiding pupils where necessary. Vocabulary and confidence will be increased and developed in turn this will support pupils' knowledge and understanding regarding the importance of physical and mental wellbeing, so are able to identify their needs regarding these. When possible, national events are celebrated or commemorated alongside the PSHE curriculum to encompass pupils' knowledge into real-life events, demonstrating their access to Cultural Capital.  We work closely with parents and carers ensuring any issues which need addressing are, supporting pupils.  Pupils will understand why they need be healthy, respectful, socially, and morally responsible, active members of society. Pupils will have a good understanding of their own emotions and be able to apply learnt strategies to manage these. Pupils will show respect for themselves and others and have positive self-esteem.  They will have high aspirations and be able to seek employment and understand the importance of contributing to society.

PSHE is not tracked through our standard methods of tracking, but instead we use quizzes and brainstorming sessions prior to beginning a new topic, this allows teachers to identify what pupils already know about that topic and what they still need to learn. Planning is then adapted to address this. At the end of a topic an informal assessment takes place to ascertain what pupils have learnt. Throughout the topic, marking and feedback informs planning for the next lesson and sometimes thought-provoking questions are given in books to encourage pupils to think further about what they have learnt or give their opinion on something.

**Impact**

Although PSHE is not assessed formally at Hope View School, the curriculum includes opportunities to measure pupils' knowledge such as identifying their level of engagement, completing quizzes, and creating classroom display work.

Whilst pupils are not formally assessed in PHSE they do make good progress from their starting points with us, development is measured by monitoring pupils’ maturity and social development throughout their education at Hope View, this is also shown in their Behaviour Points and the school reward system which is discussed weekly with pupils. Pupils progress throughout each stage of their time at Hope View School, preparing them for their next steps when they leave Hope View School.

The impact of PSHE can be observed through pupil interaction within lessons, including pupils recalling previously taught knowledge with confidence. A PSHE questionnaire was circulated at the Upper School mid-year to see what pupils wanted from PSHE and in which ways they preferred to learn, answers were reviewed, and planning adapted accordingly. Pupils can demonstrate that they can meet lesson objectives by achieving the intended success criteria. Work is differentiated to allow all pupils at Hope View School to achieve, irrespective of ability.

Progression of learning can also be shown through comparison of pre-topic quizzes or questionnaires, to post-topic quizzes or questionnaires, where pupils will have increased knowledge.

This will also be observed when pupils are able to apply their learning to real life events and situations, through enrichment activities such as pupils going offsite to attend Chalk Hill Farm or Catch 22 or attending P.E. and Forest School at offsite locations.

When pupils leave Hope View School, they do so with plans in place for their next steps, such as places offered at a college of their choice, on a course of their preferred study. Pupils will have high aspirations and be able to seek employment and understand the importance of contributing to society.

**Life Skills**

**Intent**

The Life Skills curriculum at Hope View School is designed to be flexible and compliments the PSHE curriculum for classes that have been identified as benefiting from vocational learning. The curriculum has been designed to prepare our pupils with essential skills that they will use in their lives, allowing them to become confident, valued, and responsible members of society by developing the knowledge, skills, and attributes they need to manage their lives now, and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work. From making responsible decisions about drugs to succeeding in their first job interview, Life skills lessons help pupils to manage many of the most critical opportunities, challenges, and responsibilities they will face throughout life.

**Implementation**

The curriculum is organised so that pupils are learning the life skills attached to each of the PSHE topics that they are studying at the time. Pupils are then able to use the knowledge learnt in PSHE to apply the life skills. As an example, pupils may learn about the importance of staying safe in the sun in PSHE. Pupils will then learn the skill of ensuring that they are safe in the sun, applying sun cream appropriately, ensuring they are wearing appropriate clothing for that weather etc. These skills will not just be taught explicitly through a lesson, but for example, when pupils are going offsite to P.E., Forest School or Yew Tree Farm, they will apply this skill and ensure they are appropriately prepared. Therefore, skills will not just be taught in isolation, but are embedded into the curriculum as it progresses over time through real experiences throughout school life.

Impact

The impact of our life skills programme is measured by recording the life skills that our pupils are experiencing and their ability to achieve these Skills are recorded on a tracking spreadsheet, they are colour coded (Red – Unable to achieve at present, Amber – Able to achieve with some help, Green – able to independently achieve) and dated. These skills taught are not just taught through explicit lessons, so pupils are able to achieve the skill through various ways, if they have been unable to do so in the life skill lesson then throughout the school year and within different activities. We evidence pupil ability to achieve these skills through photographs of them performing the skills and verbal or written recalling of the routine or process of the skill.

**Forest School**

**Intent**

Forest School at Hope View School complements the whole school’s vision by offering a diverse range of fun, nature-based opportunities to our pupils, adding to the school’s broad and balanced curriculum. Lessons aim to encourage pupils into developing an array of practical and functional skills which naturally transfer to other areas of their curriculum. Alongside the practical elements of all lessons, pupils will be offered opportunities to discuss and reflect on their current moods under the calming canopy of nature. Pupils will also be encouraged into reframing and rephrasing the negative thoughts and behaviours which impact their time at school.

Forest School recognises that all pupils learn differently, especially when the elements are added into their learning experience, so all lessons are differentiated to help ensure that students have a positive outdoor experience, regardless of their ability, level of need or background.

Forest School helps to deliver on all fronts towards our school’s overarching intent for the curriculum by encouraging them to foster concern for their environment and the wider world and prepare and equip them with the knowledge and skills required for adult life and become valued and positive members in society and develop **Cultural Capital.**

**Implementation**

Forest School at Hope View School enables pupils regardless of their ability, background or need to develop a connection with nature, an understanding of their local natural environments and teaches pupils the necessary skills needed to thrive outdoors. Our flexible curriculum map helps to provide a balance program which is appropriately differentiated, ensuring all pupils receive the same opportunity to learn something new and exciting in the Forest School classrooms.

Each term has a different topic which lessons are then based on. Each lesson will include several activities which help pupils gain an understanding of the termly topic and how it can also be used to thrive outdoors or used to help regulate their emotions. For example, the term one topic is fire lighting. Over the course of six lessons, pupils learn how to create and cook over an open fire, gradually stepping away from the more conventional lighting methods and onto more primitive technology. After learning the necessary skills needed to create a fire, pupils will then naturally have time to chat around the campfire and develop their relationships with each other. These activities not only teach pupils how to safely prepare food over an open fire, but also in the times of reflection and conversation, help pupils understand the impacts of self-regulation and positive relationship, complementing the Hope View PSHE curriculum.

The scheme of work is based on progressive learning objectives with simple achievable tasks in a safe and supportive environment. The varied teaching styles aims to provide a stimulating and enjoyable experience which the student look forward to. Forest school provides a platform from which pupils naturally develop teamwork skills, independency and sense of purpose and ownership over their work, preparing them their futures outside of a school setting.

**Impact**

Forest School is not assessed formally at Hope View School, the curriculum includes opportunities to measure pupils' knowledge through weekly recap sessions and the termly ‘Forest School Challenge’ which provides an opportunity for the student to demonstrate their recently learned skills.

Pupil progress is measured through observations and interactions by the Forest School Staff when pupils are completing their given tasks or challenges. We also understand that outdoor learning is not for everyone, therefore a pupil’s attitude towards outdoor learning also contributes towards their overall progress. For example, staff will measure progress by monitoring the pupil’s attitude towards the curriculum, as well as the level of support required for pupils to achieve the desired outcome of the task or challenge.

The impact of Forest School can be observed by the wider community through attendance levels and pupil conversations on the days in which they will attend Forest School. The termly challenges set by the Forest School staff will be highlighted in the pupil’s assembly, therefore staff will be afforded the opportunity to access engagement for the topic through their reactions. All work and challenges are appropriately differentiated to allow all pupils at Hope View School the opportunity to achieve, irrespective of ability.

**Duke of Edinburgh**

**Intent**

The Duke of Edinburgh award is delivered at Hope View School to support the whole school’s visions of offering a diverse learning experience both inside and outside of the classroom, encouraging our pupils to discover their place outside of school, within their local community.

This nationally recognised personal development award provides opportunities for our pupils to learn new skills, volunteer outside of their normal school environment and encourages healthy lifestyles through physical activity. The award is led by the pupils, meaning they choose the activities under the supervision of Hope View School Staff, creating a platform from which teamwork, self-motivation and communication with their peers is promoted, regarding of their ability, background or level of need.

The award in is part of our pupil’s timetable, rather than completed outside of school hours to help ensure that pupils receive the support they need when participating in their chosen tasks. We believe that by providing these personal development opportunities, the pupils at Hope View School will naturally foster a concern for their local community, whilst developing the necessary skills and knowledge needed to reach their full potential.

**Implementation**

The Duke of Edinburgh Awards is delivered at Hope View School to enable pupils regardless of their ability, background or need to develop a variety of skills, foster positive attitudes and gain valuable experience needed for their future endeavours. The vast offerings of this nationally recognised personal development award provide an array of extracurricular opportunities that the pupils then choose themselves. Tasks are then appropriately differentiated to ensure all pupils receive the same opportunity to learn and develop.

There are three levels of awards, Bronze, Silver and Gold. Each has a different level of requirements needed to complete them. Within each level of award, there are four sections: Physical, Skill, Volunteering and Expedition, which the termly lessons are then based on. The pupils choose the activities for each of the sections, their lessons will then include several tasks which help pupils gain an understanding and develop the necessary skills needed to achieve in their chosen activity. For example, pupils may choose to support lower school pupils for their volunteering section. Over the course of the term, pupils will be taught how to appropriately support younger pupils in their lessons before being offered to opportunity to put their skills to practice at the lower site. These activities not only teach pupils a variety of valuable life skills, but they also help our pupils develop the personal attributes needed to reach their potential and become positive members of their society, therefore complementing the Hope View PSHE curriculum.

As this is a personal development award, the scheme of work is student led, then appropriately differentiated and planned by staff to ensure progressive learning objectives that are achieved through simple achievable tasks in a safe and supportive environment. The varied teaching styles aims to provide a stimulating and enjoyable experience and promotes a platform which empowers pupils into curating their own award, which then, in turn naturally provides experiences which help our pupils develop valuable life skills.

**Impact**

The Duke of Edinburgh award is not assessed formally at Hope View School, but is managed, recorded and monitored by the D of E manager on the nationally recognised edofe online portal. The award also includes opportunities to measure pupils' knowledge via term recap sessions between staff and pupils. Pupils will each be offered a chance to discuss, recap and review their experiences with their termly topic, before it gets signed off and they move onto their next section.

Pupil progress is measure through the online edofe portal. Every time a pupil completes a topic task, they will need to submit evidence onto their online account. For example, if they attend a volunteering session at the lower school site, they will briefly describe their overall experience on their personal edofe account. Once the student has submitted enough evidence the section, it can then be signed off and completed by the Hope View School D of E Manager. Pupils will need to complete each section before receiving their certificate, which will be presented to them at the end of year graduation ceremony. Pupil progress is also measured through observations and interactions by the D of E Staff when pupils are completing their tasks. For example, staff members will monitor how well the pupils engages in their chose activity and if there are making progress before recording their observation in their assessors report at the end of each section.

The impact of the Duke of Edinburgh can be observed by the wider community through attendance of offsite activities and conversations about the award with pupils. Highlights, efforts and pupils contributes will also be share at the DofE graduation ceremony for pupils who have completed all sections and gained their awards.

**Physical Education**

**Intent**

Physical Education at Hope View School enables pupils regardless of their ability, background or need to experience and improve core skills required to participate in physical activity. Physical Education allows pupils to become confident valued individuals. Through helping them become healthy, independent, and responsible members of society, as well as allowing pupils to build essential skills required to work in a team environment, preparing them for future employment opportunities.

Physical Education follows a curriculum map that ensures that we are provide a broad and balanced program, which meets the requirements of the National Curriculum for PE. The school believes that Physical Education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil’s physical and emotional development and health. The Physical Education curriculum aims to provide for pupils’ increasing self- confidence through an ability to manage themselves successfully in a variety of situations as well as promote and improve pupil understanding of the benefits of exercise and this complements our PSHE Curriculum.

A balance of individual, team, co-operative and competitive activities aim to cater for individual pupil’s needs and abilities. Schemes of work are based on progressive learning objectives which combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

**Implementation**

The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities.

Physical Education in Key Stage 2 is centred around pupils finding enjoyment in physical activity and aims to provide them with a wide range of opportunities so that they can discover the right kind of activity for themselves and experience the benefits that an active lifestyle can provide. The aim is to present pupils with opportunities to compete against themselves and others, work in partnerships and teams, build self-confidence and perseverance and the real sense of achievement. A key part of this will be to engage their enthusiasm and provide them with the necessary skills and experiences in order for them to be in the best position possible to further engage in physical activity and sporting opportunities as their educational and life journey. Students are guided and supported to develop:

* An active lifestyle and understand the benefits it provides.
* Develop a range of sporting skills across the national curriculum, including swimming.
* Engage in a range of competitive sports and activities.
* Understand the importance and effect of exercise and being healthy.
* Develop a sense of fair play and a sporting attitude.
* An enjoyment of sporting activities, developing resilience and perseverance.

Physical Education in Key Stage 3 is centred around developing pupils understanding and abilities in a variety of different physical activities. The focus is to develop fundamental skills and knowledge of rules in all physical activities covered. The towards to end of Key stage 3 the focus shifts more towards the understanding of strategy and concepts within sports, and students are guided and supported to develop:

* Individual skills.
* Make and apply decisions.
* Enhance physical and mental capacity.
* Evaluate and improve their own performance.
* Apply tactics and knowledge of rules in game situations.
* Make healthy and active lifestyles choices.

This is achieved through a carefully considered timetable of activities. Which allow pupils to investigate a new sporting activity each academic term. Sport activities covered within Key Stage 3 include:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Badminton | Basketball | Cricket | Dodgeball | Handball |
| End ball | Football | Fitness | Rounders / Softball | Tag Rugby |

Physical Education in Key Stage 4 follows the compulsory elements of the National Curriculum. Including all the physical activities stated in the previous table above. With the aim of developing physical, mental, and social skills required for progression in learning and future life experience. As pupils progress throughout Key Stage 4 they are encouraged to work on the improvement of practical skills, techniques, and tactics, as well as developing a more independent approach when participating in a game situation.

**Impact**

The impact of the PE curriculum is measured by the effectiveness of its ability to meet its intent through its implementation. This impact is measured by the following outcomes, or the development of certain attitudes towards sport, health, diet, and exercise:

Pupils’ confidence, skill, knowledge and understanding is developed.

Pupils develop their understanding of the importance and significance of health and fitness in their day to day lives and its potential impact for the future.

Pupils understand how to exercise safely.

Attitudes are developed which impact pupils beyond Physical Education, such as the importance of following rules within sport and society. There is transference of these learnt or developed attitudes beyond Physical Education.

Pupils will view their experience in PE at Hope View School as a positive one and that this will shape personal interest in the development of their skills further by joining a local sporting club.

Pupils express more interest in careers relating to sport and exercise, due to their experience in Physical Education at Hope View school. Careers could include teaching, personal training, coaching, physiotherapy, sports science, diet (nutrition), disease, fitness instruction, armed forces, and leisure, tourism, and industry.

Pupils may choose to continue to take part in physical activity and sport post 16 and beyond.

Additionally, pupils make and develop cross curricular links with other aspects of the curriculum such as PSHE and Science.