

Wave Trust Curriculum

Our Mission Statement

We are committed to progressing the social, emotional and academic outcomes for all of our pupils to enable them to achieve their true potential.

Our Vision

To significantly change pupil lives for the better

Our Curriculum will...

-Be engaging, enjoyable, and enriching so that pupils enjoy coming to school where they feel safe and ready to learn

-Be rich and varied, in line with our Trust Core Offer, to enable pupils to access a wide range of academic and vocational learning opportunities as well as opportunities for curriculum enrichment. We will make intelligent choices about curriculum content, so that we do not sacrifice quality in the drive for 'coverage'. We will ensure our curriculum focusses on core component knowledge that gives pupils the tools to become lifelong learners.

-Be ambitious-high expectations that all pupils can achieve. All pupils will have the offer to sit GCSE as well as other L1/2 academic and vocational qualifications so that pupils are not disadvantaged and leave us with qualifications to enable them to take their next steps.

-Be relevant and dynamic-understanding each pupils' unique starting points, and help them reengage with learning and prepare them effectively for the next stage in their educational journey whether reintegrating to mainstream, moving on to a specialist placement, staying with us, or accessing Post 16 education. We want to prepare pupils to be successful in their future lives.

Wave Trust consists of 8 Regional APAs, 2 Medical APAs and 1 Special Education SLCN Academy.

The Regional APAs are for pupils excluded from Mainstream or at risk of exclusion from mainstream. They are:

Caradon

Nine Maidens

Restormel (Secondary only)

Shoreline

River Dart (Secondary only)

Stansfield

Penwith

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that we have a curriculum which meets the needs of these pupils, and which does not limit their ability to return to a mainstream setting or move onto a post-16 placement which is appropriately matched to their future career. We have designed a Key Stage 3 curriculum which is taught in mixed year groups. For every subject we have identified the key component knowledge and have divided the key stage into 6 separate units which can be delivered in termly chunks over just one academic year, or half-termly in a rolling Year A and Year B programme. This structure means that pupils with us for longer do not experience the same learning twice, but do have the opportunity to revisit and deepen their key component knowledge and

Reading

Reading is a priority for pupils with each child being thoroughly assessed on arrival. All Academies have an identified Reading Lead, and they are trained (MAT wide in 2026 and again in October 2022) Read Write Inc Consultants continue to work with Primary Academies. Secondary only provisions and Medical AP English Leads are RWInc Phonics trained. Following our work with the English Hub, we are intent that in all Academies adhere to our Reading Charter, adopted from the Hub and their Audit document that has supported our work to date, and based on EEF, The Reading Framework and SIH. Further information is available in our 'Reading Approaches at Wave Document'.

Teaching and Learning

Our Principles for Teaching and Learning at Wave

Our guiding principles for high quality teaching and learning in our Academies are clear, and as teachers work together with our pupils.

We believe that pupils learn most effectively when:

Teachers are trauma-informed in their approach, are aware and take account of individual and specific needs and create anxiety-free classrooms where pupils feel safe, secure and valued.

Pupils are supported to manage their emotions and to have the resilience to make mistakes and persevere.



All subject leads, and new members of staff, at whatever level of experience as practitioners, will actively contribute to the network, playing their part as we work as a Team. Principals will also encourage teachers to build links with neighbouring schools and attend relevant County subject network meetings. SALs will attend the latter, as well as AQA networks, and cascade. Monitoring of Curriculum to support Principals and Leaders in school is further supported by School Development Team, where we may engage SALs or other subject specialists to support specific aspects of School Improvement, and through the external Improvement partner.

Pathways

Many of our Regional Academies are already strong in offering alternative packages and pathways, and these remain unique to each Academy. These may be necessary to support engagement with learning, for those pupils not able to access the full curriculum. Medical AP will create highly individualised packages for learners in line with their health and ability to engage with the different offers; online, outreach or in centre.

Determining which pathway pupils will access is a decision made during and on admission and referral.

Timetable

Lesson and subject allocations for pupils accessing our Core offer are:

Subject	Number of lessons	Number of lessons
	KS3	KS4
English Lang/ Lit	4	5
Maths	4	5
Science	3	5
PSHCE	2	2
Food	2	2
Humanities	2	-
PE	2	2
Art	2	-

Qualification at Restormel include.

AQA English Language GCSE

AQA English Literature GCSE

AQA Maths GCSE

AQA Science Trilogy GCSE

BTEC Level 1 Home and Basic Cooking skills

BTEC Level 1 introductory in Sport

AQA Units Awards

At Restormel, pupils not only take part in the academic curriculum but also, we prioritise opportunities to allow pupils to grow as an individual. Personal development including building self-esteem, inner confidence and resilience are key aspects of our intent as we seek to develop and reintegrate pupils. All our pupils have individual targets to support their broader personal development, preparing them for reintegration and next steps whether that be to their next placement, returning to mainstream, or their post 16 pathways and life in modern Britain.

Forest Schools- Pupils attend our Wave woodland to take part in the Forest School led by our Forest School qualified practitioner. Here, pupils are able to build their social skills and communication skills and work on their personal development targets.

Music-