

# Wave Trust Curriculum



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

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 concepts. Knowledge is built on from units and themes that they have been taught previously, for example 'Healthy Relationships' in PSHE. These units are sequenced so that knowledge is built upon knowledge throughout the term, and that planning in mixed year classes can be adapted to meet the needs of individuals. In Year 10 and 11, pupils who join us usually remain with us for the duration of the Key Stage, but our curriculum is planned through Key Stage 4. Planning in core subjects is carefully sequenced

referring school, or in the Centres, depending on Health and Medical advice in terms of the hours. Medical AP have 'Heads of Subject' where larger staff teams are in place in core subjects.

### Trust Curriculum Plans

Trust Curriculum Plans are available for English, Maths, Science, PSHE, PE (developing 2023-4), Humanities and Primary and support Regional APAs Leaders with the agreed core academic offer in terms of:

-setting out the intent, and implementation model (For example, in Primary English, in terms of the teaching of Reading and Writing for pupils beyond the RWInc SSP) In Maths-in the spiral curriculum design; in Science-the pathways to support mixed class planning through the Trust Lily Pad Science curriculum.

- setting out the scope in a Curriculum Overview which maps out the key areas of learning and composite knowledge which will be delivered to our year groups and mixed year classes in a rolling programme (for example in Science and History-by setting out the key areas of learning)

-non negotiables (for example in Phonics in terms of the SSP to follow Trust wide, and in English-where the books can be chosen



			ASDAN	
Trilogy AQA  Other subjects in liaison with feeder schools include GCSE History, Geography	English Maths	Various	ICT Arts Award D of E Sectional Certificate John Muir Award	Work Skills Introductory L1 Sport Personal Growth and Well Being Catering

We also liaise with schools to support other qualifications that pupils wish to continue to study whilst in our Trust. We facilitate time in a pupils' timetable to complete the work required and to visit school and meet with teachers in order to ensure that they are able to enter for the qualification or continue with the subject should they return to school.

### Personal Development

Each Regional Academy supports the personal development of pupils as one of the most important aspects of their work and fundamental pillars of a quality education on Alternative Provision. The curriculum in our AP settings is more than the Academic. It encompasses every rich opportunity to support our pupils develop socially and to thrive. Most of the pupils who attend the Regional Behaviour APAs struggle with their social, emotional and mental health, and a large proportion of our pupils have had adverse childhood experiences (ACES) which have impacted upon their young lives. The Trust Academies have designed their own Personal Development curriculum and enrichment opportunities to address the complex needs of our pupils and to give them the tools they need in order to become a happy and productive member of society and to succeed in the modern world. We aim that no opportunity to learn is missed. We encourage pupils to try lots of new things, find a spark and then develop it into an area of strength and success. During the induction period for every pupil, detailed profiling enables staff to design a personalised plan to address those areas of need through the personal development curriculum. (This is through a range of diagnostic assessments and intelligence gathered from relevant stakeholders including parents; pupils; referring schools; professional agencies involved)





be part of every child's life. For example, in Maths and in Reading and Writing, where planning is highly individualised following the SSP and Get Writing programme; and in Maths, White Rose Maths assessments at the start of topics support precision planning and teaching. It enables staff to see what pupils will have likely have covered before if they were in mainstream, in Science for example, and what they will return to if going back to mainstream. Teachers assess formatively and summatively against the 'I can' statements they have planned in their medium term planning around their pupils, enabling pupils to experience success, particularly where they may be working below Age Related Expectations. The individualised approach ensures all pupils are able to experience success. A tracking document supports teachers keep an accurate record of the impact of the curriculum, to inform planning and transitions.

The Trust Curriculum long term map also helps provide guidance of what pupils will have been taught in mainstream, but also

Lessons are clearly sequenced, succinct, and focused on learning outcomes.

Questioning is a backbone of all lessons. Teachers use questioning and dialogue to elicit children's understanding, get responses from all children and to identify where children are in their learning. Questions are broad in their scope and probe deeper into children's learning and understanding.

Both modelling and scaffolding are used in lessons to support children to develop their understanding of new content and to activate prior learning.

## 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,

Teachers deliver new material clearly and in manageable amounts at the right level for each child, adapting teaching whilst maintaining high expectations of our learners.

Teachers model and share what success looks like.

Teachers regularly check for understanding and promptly address misconceptions, having the necessary subject knowledge themselves, as well as an evidence informed understanding of how pupils learn.

Teachers create opportunities for pupils to practice and retrieve regularly what they have learned.

Subject and Primary Networks: support to develop Subject pedagogy and knowledge  
Subject Leads meet half termly at Subject Network Meetings.

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Subject/Phase Network Meetings

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.

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