

# Wave Trust Curriculum







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.

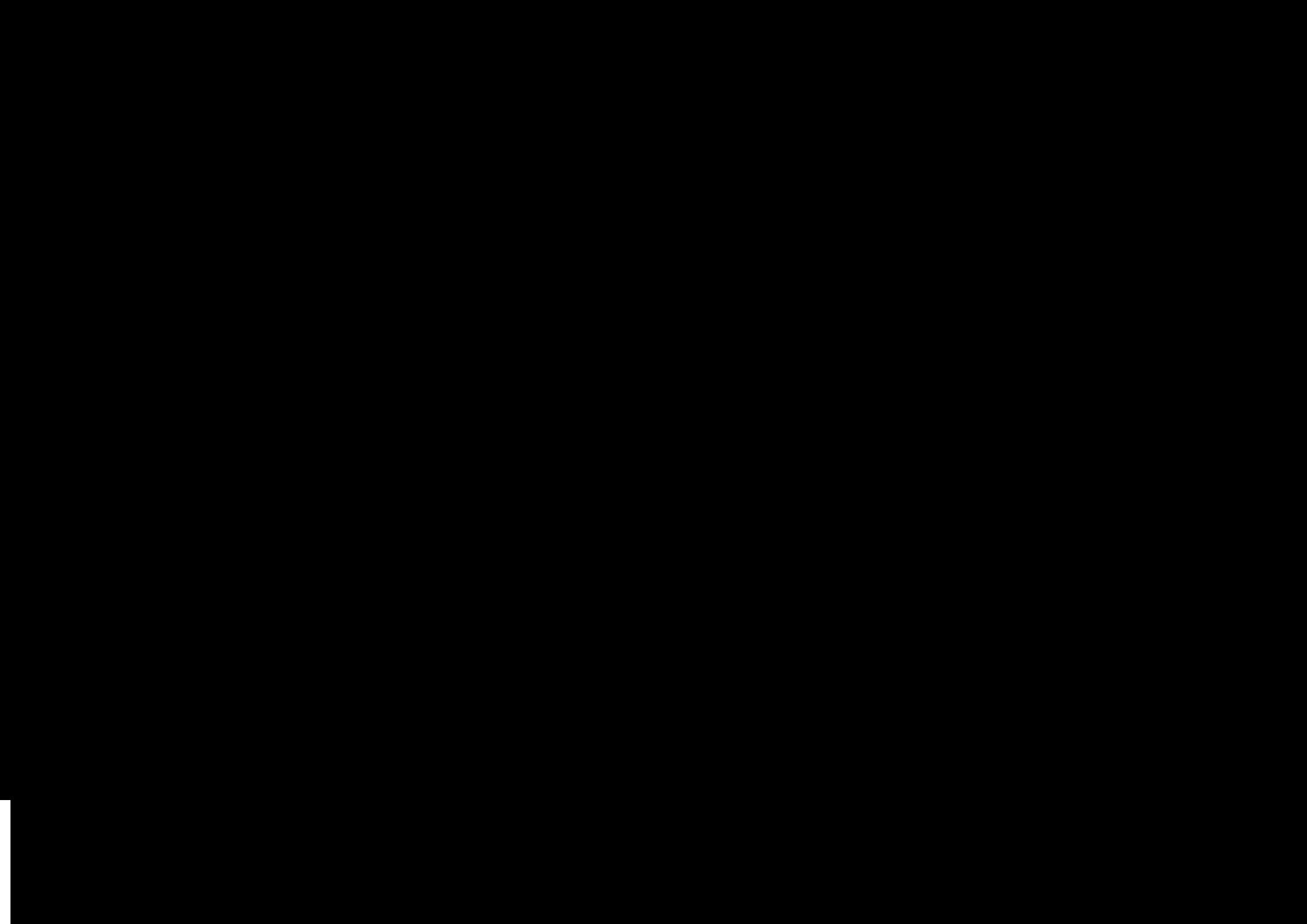
### Trust Curriculum Plans

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 be entered for the qualification or continue with the subject should they rem

In some Regional Academies, this is delivered explicitly through the Learning Outside the Classroom and Personal Development Curriculum. Timetabled activities can include Dartmoor Zoo, Forest School, surfing, cycling, mountain biking, joining a library,



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 that they may return to. In English and Maths, learning is highly individualised so that pupils are moving forward from the correct challenge point, and assessment supports this. Every pupil is entitled to study the full breadth of the curriculum and develop the knowledge and skills they need to be successful in their next educational setting. Academies run a two-year rolling programme with a therefore the breadth comparable to the national curriculum, along with the additional capacity that comes with working on an individual basis on barriers to success with excluded pupils with social emotional and mental health (SEMH) needs. PE is part of the core offer and Primary pupils engage in swimming lessons.

At Wave, given the small size of our Primary Teams in Regional APA, and to facilitate effective team working across our Academies, we have adopted Kapow subject curriculums for foundation subjects. We believe this provides the tools and training our teachers need to deliver an ambitious curriculum. Research into neighbouring schools offering have impressed us in terms of outcomes, and enable us to keep fully abreast of mainstream developments, whilst supporting teacher to adapt learning, and providing clear overviews that link to our principles for effective teaching and learning in AP.

#### Implementation of the Wave Curriculum:

Long term plans progressively introduce new concepts, knowledge and ideas and these clearly identify opportunities to allow children to revisit learning so that knowledge, skills and understanding are embedded.

Medium term plans further breakdown learning into sequences of learning with clearly defined learning objectives, subject-specific pedagogical content knowledge outlined, scaffolds defined and opportunities for assessment identified. Subject knowledge is essential to effective teaching therefore teachers work to develop a deep and fluent knowledge of the content they are teaching.

Teachers have an excellent knowledge of common misconceptions and plan accordingly to address these.

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



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 ReQ .