

Curriculum Intent and Implementation Policy

Policy Reference:	SEV3
Version Number:	5
Applies to:	Aurora Severnside School
Associated documents:	-
Approved by:	Operations Director
Implementation date:	October 2026
Next review due by:	October 2027
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

Curriculum: Intent and Implementation

Our Vision, Mission and Values

Vision:

Aurora Severnside School supports learners to achieve personally and academically, whilst gaining practical skills for their future. We strive to support them to develop their resilience, to manage everyday challenges and to become the best version of themselves.

Mission:

- To build strong positive relationships with learners, enabling us to design a curriculum which best meets their needs and aspirations for the future.
- To enable learners to build positive self-esteem, develop appreciation of others and independent coping strategies.
- To create a powerful sense of belonging in a caring safe community.
- To embed therapeutic approaches into the curriculum to support the long-term health and wellbeing of our learners.
- To support learners to develop the life skills necessary to make positive contributions to their communities.

Values, we are:

- Caring
- Ambitious
- Collaborative
- Trusted
- Innovative

To meet our vision, mission, and values, we will:

- 1) Create a stimulating, safe and structured environment in which confident, caring learners can accomplish remarkable things, through:
 - Teaching to meet individual needs
 - Knowing that 'identification and assessment' is crucial to plan and meet the needs of learners
- 2) Provide the highest quality education, support, and care for young people with SEND and their families. Support will be in place for our learners in all their environments.
- 3) Ensuring that every learner transitions with the knowledge, skills and understanding necessary to flourish in their further schooling, through:
 - An understanding that every learner will take a unique pathway through their education and personal development.

The overall purpose of our curriculum is to prepare learners for further learning and a life beyond school, through a positive and supportive framework that helps to develop:

- Confident individuals - who lead safe, healthy, and fulfilling lives in which they can communicate and interact well with others
- Successful learners - who enjoy school, make great progress, and achieve a range of qualifications
- Responsible citizens - who are ready to take their place in society. ☑

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Aurora Severnside School Curriculum

Overview

At the heart of each learner's curriculum planning is their EHCP. From this planning, we intend that students should develop their skills, knowledge and understanding of:

- English
- Mathematics
- Science
- Foundation Subjects, which encourage creativity and curiosity

Underpinning all our learning is a sense that young people need to develop:

- A sense of their identity and how this affects their relationships with others
- An understanding of society and the wider world including their rights and responsibilities as active participants in society
- Healthy bodies and minds; the skills, knowledge and understanding to maintain healthy bodies and minds beyond their time in school
- Increasingly effective interactions and communication skills

The National Curriculum for England is our key reference when planning for English, Mathematics, Science and the foundation subjects. Our medium-term plans show modified objectives, arranged by stage of development rather than age-related expectations. Learners join us with varied levels of prior attainment and often with inconsistent strengths identified in their cognitive profiles. We identify: - the correct starting point, missing building blocks allowing learners to join the programmes at a point suited to them.

We teach RE and incorporating RSE together into PSHCE, thematically and the teacher refers to a range of resources to support their planning.

Skills and knowledge – age-related expectations and the National Curriculum

We draw an important distinction between the topics taught, learners' cultural capital, and the skills they are developing. Learners can study topics at an age-appropriate level whilst developing skills that appear earlier in the National Curriculum.

Positive Behaviour Support Plans

All learners have a Positive Behaviour Support Plan (PBSP) which outlines the ways in which we plan to meet the provisions of their EHCP where these are specific to the learner and not covered in other elements of teachers' planning.

Delivery

At Severnside School, we understand the importance of planning and delivering lessons that are tailored to the individual needs of our learners and enable them to make excellent progress. We strive to deliver the curriculum in an exciting and engaging manner, and we have high aspirations for all learners.

To deliver high-quality lessons, in every lesson staff will:

- Use prior assessment of learning to plan lessons effectively ensuring that they are tailored to the individual needs of the learner.

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- Provide a clear relevant lesson objective (or objectives) which is/are displayed on the board and recorded in learner books below the date.
- Ensure that lessons are well resourced and that they are ready for the beginning of each lesson
- Provide opportunities for learners to learn in a variety of diverse ways including, but not limited to, practical activities, literacy-based activities, and computer-based activities.
- Establish and develop excellent quality relationships with learners to enable them to feel safe and confident in lessons and support them to take risks and feel able to make mistakes
- Consistently use the school's behaviour policy, the PACE approach, and restorative practices to ensure that behaviour in lessons is well-managed and conducive to positive learning.
- Feedback regularly to learners both verbally and in writing. Mark books consistently in accordance with the marking policy. Wherever possible, live marking and interactive feedback are encouraged.
- Be adaptive and 'take risks' with our teaching to support learner engagement, including using 'hooks' at the start of lessons to engage learners as early as possible.
- Consider the pace and flow of lessons during the planning stages and design lessons that motivate, challenge and engage all learners.
- Include regular examples of retrieval practices in our lessons to give learners the opportunity to recall, use, and therefore retain prior learning.
- Teach literacy across the curriculum in every lesson and ensure that opportunities to improve literacy skills are identified in marking in all subject areas.

Wherever possible, to support learners to make accelerated progress staff will:

- Include opportunities for interactive learning using laptops and learning outside the classroom
- Include opportunities for learners to meet individual PBS and EHCP targets as well as their academic targets in lessons.
- Dynamically respond to behaviours to ensure a calm, safe learning environment for all learners.
- Use adaptive and targeted questioning techniques to assess what learners know and address misconceptions effectively and consistently
- Provide opportunities for learners to respond meaningfully and in depth to feedback, both verbally and in writing and show how teacher/TA feedback has supported them to make progress in their learning.

Subject information

Statement on Fundamental British Values

Further to our policy on Fundamental British Values (FBV), we recognise the importance that no part of our curriculum or the delivery thereof should be contrary to the FBV, and opportunities will be taken to encourage learners' understanding of the key role the FBV play in the life of our citizens.

We will promote the Fundamental British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

English

Statement of Intent

English enables learners to understand the world around them, communicate their thoughts, ideas and experiences, build relationships and participate successfully in society, education, employment and independent living. We believe that every learner is entitled to an ambitious English curriculum that broadens horizons, develops cultural awareness and provides access to rich vocabulary, high-quality literature, diverse perspectives and meaningful experiences.

We aim for all learners to:

- develop a passion for reading and communicate clearly, effectively and confidently.
- develop a broad and ambitious vocabulary to support reading, writing, speaking and understanding across all curriculum areas.
- acquire the skills required to achieve functional literacy standards and, where appropriate, gain the qualifications needed to become independent and successful adults.
- develop as competent communicators, readers and writers through high-quality teaching, supported where appropriate by adaptive approaches, targeted and specific intervention, opportunities for Dedicated Improvement and Reflection Time and integrated therapeutic provision. This may include speech and language therapy and occupational therapy.
- access multiple opportunities throughout the day to develop their literacy skills, knowledge and understanding. These will be taught explicitly through the KS3 and KS4 Spelling, Punctuation and Grammar Framework, cross-curricular literacy approaches and daily 1:1 Guided Reading sessions.
- promote consistent literacy expectations across all curriculum areas, ensuring learners have opportunities to apply reading, writing, speaking and listening skills in a range of contexts.
- develop the literacy and communication skills required for further education, employment, training and independent living.
- understand how strong reading, writing, speaking and listening skills support success in the workplace and wider society.
- develop the confidence to express their ideas, opinions, experiences and aspirations effectively and appropriately.
- develop the ability to question, analyse and evaluate information critically, enabling them to make informed decisions in education, employment and everyday life.
- become independent readers, writers and communicators who can access information, advocate for themselves and participate fully in their communities.
- develop an understanding of different cultures, beliefs, values and viewpoints, enabling them to show respect for others and participate positively in modern British society.

Speaking and Listening

We recognise that spoken language is a fundamental form of communication and therefore:

- understand that many learners with SEND may experience difficulties with speech, language, communication, intonation and expression.

- explicitly teach speaking and listening skills to support learners in developing effective communication throughout KS3 and KS4 across the curriculum.
- explicitly teach vocabulary and oracy skills, enabling learners to select and use language appropriately for different audiences, purposes and contexts.
- develop learners' confidence in expressing ideas, opinions and viewpoints whilst respecting the contributions and perspectives of others.
- ensure that verbal information is presented in a clear, simple and unambiguous manner by skilled staff, and that staff model excellent spoken language and communication.
- recognise that some learners may feel anxious when contributing to group discussions and ensure that appropriate support and prompting strategies are used sensitively.
- provide opportunities for learners to engage in role play, discussion and collaborative activities within both indoor and outdoor learning environments, enabling them to explore and develop language in meaningful contexts.
- provide opportunities for students to develop their confidence in presenting in front of an audience and on camera throughout KS3 and KS4 in order to prepare them for external examinations in English at Functional Skills Level 1 and 2, as well as GCSE.
- provide opportunities for learners to develop the communication skills required for the workplace, including presenting information, participating in discussions, active listening and speaking confidently to unfamiliar audiences.
- provide opportunities for learners to discuss, debate and share opinions respectfully, developing the confidence to express their views whilst listening to and valuing the views of others.
- support learners to communicate effectively in professional contexts, including interviews, meetings and collaborative tasks.

Reading

We aim for all learners to become confident and enthusiastic readers by:

- encouraging them to read widely across a range of genres and text types, developing both fluency and comprehension; exposing learners to a diverse range of texts, cultures, perspectives and experiences. Learners will access daily Guided Reading opportunities as well as opportunities to read for pleasure.
- exposing learners to a range of real-world texts, including application forms, job descriptions, workplace documents, instructions, reports and digital communications, whilst also providing preparation for the English Functional Skills qualification.
- completing a reading assessment for every learner upon entry to identify strengths and areas for development and tracking progress through regular assessment points throughout the year.
- explicitly teaching reading skills throughout KS3 and KS4 and developing learners' ability to infer, evaluate, analyse and critically engage with texts, including understanding authors' intentions, perspectives and viewpoints.
- providing learners with access to ambitious and challenging texts that broaden their knowledge, vocabulary, cultural understanding and awareness of the wider world.
- providing access to a phonics programme or alternative reading intervention, as appropriate to individual needs.

- recognising that while synthetic phonics is highly effective for many learners, others may benefit from additional approaches and strategies to support reading development.
- using multi-sensory approaches, including visual and kinaesthetic learning techniques, such as the study of word families, flashcards, games and whole-word recognition activities.
- supporting learners to practise and secure high-frequency words where required.
- sharing high-quality texts daily to promote reading for pleasure and foster a lifelong love of reading.
- encouraging learners who are ready to do so to develop spelling strategies and make effective use of word banks, dictionaries and other supportive resources.

Literature

We believe that the study of literature enables learners to explore human experiences, develop empathy, broaden cultural understanding and engage with ideas that have shaped society across time. Through literature, learners are encouraged to develop their imagination, critical thinking and appreciation of language whilst building the knowledge required for further study and qualifications.

We aim for all learners to:

- engage with a range of high-quality literary texts, including novels, drama, poetry and non-fiction from different time periods and cultures.
- develop an appreciation of literature as a source of enjoyment, personal reflection and lifelong learning.
- explore characters, themes, settings and ideas, developing their understanding of the human experience and the world around them.
- develop cultural awareness through exposure to diverse voices, perspectives and experiences represented in literature.
- build confidence in discussing, analysing and responding to literary texts through speaking, reading and writing.
- explicitly teach learners how writers use language, structure and form to create meaning and achieve particular effects.
- develop learners' ability to analyse, interpret and evaluate texts using appropriate subject terminology.
- provide opportunities for learners to express personal responses to texts whilst supporting them to justify their ideas with evidence.
- support learners to make links between texts, historical contexts and contemporary issues where appropriate.
- encourage learners to question viewpoints, consider different interpretations and engage thoughtfully with challenging ideas.
- provide appropriate scaffolds and adaptive approaches to enable all learners to access and succeed within the literature curriculum.
- prepare learners for external qualifications, including GCSE English Literature where appropriate, whilst ensuring all learners can engage meaningfully with literary texts regardless of pathway.

- foster curiosity, imagination and creativity through engagement with rich and challenging literary works.
- explore how literature reflects different societies, cultures, beliefs and historical periods, helping learners develop empathy, cultural understanding and respect for different viewpoints.
- consider moral and ethical issues presented in texts, encouraging learners to reflect on their own values and make reasoned judgements.

Writing

We encourage learners to use writing as a meaningful form of communication for a variety of purposes and audiences. We recognise that some learners with SEND may experience barriers to writing, including difficulties with flexible thinking, imagination, planning, handwriting or fine motor skills. We also recognise that writing enables learners to communicate their ideas, opinions and experiences and participate successfully in education, employment and everyday life.

Therefore, we:

- explicitly teach spelling, punctuation, grammar and sentence construction through the KS3 and KS4 SPaG Framework, enabling learners to write accurately and effectively for a range of audiences and purposes.
- develop learners' ability to independently edit, proofread and improve their own writing.
- provide opportunities for learners to write for a range of real and purposeful contexts.
- recognise that challenges with flexible thinking can make aspects of creative writing, role play and drama difficult for some learners and provide appropriate scaffolding and support.
- teach handwriting through whole-class teaching and targeted intervention, guided by identified needs and advice from teachers and occupational therapists.
- encourage the effective use of technology for drafting, editing, proofreading and presenting written work.
- teach learners to understand and apply the features and conventions of a variety of genres with increasing confidence and accuracy.
- provide writing frameworks, models and scaffolds to support the writing process.
- plan writing activities within meaningful contexts, often linked to wider curriculum learning and cross-curricular themes.
- encourage learners to communicate formally and informally through writing, developing fluency, accuracy and confidence across a range of forms and purposes.
- provide opportunities for learners to write for authentic purposes linked to further education, employment and everyday life, including emails, application forms, CVs, letters and reports.
- develop learners' ability to adapt their writing style and level of formality to suit different audiences, purposes and professional contexts.
- develop learners' ability to communicate ideas clearly, organise their thoughts effectively and write with increasing independence and confidence.

Careers and Employability

We recognise that literacy skills are essential for future success in education, employment and independent living. Therefore, we:

- explicitly teach the reading, writing, speaking and listening skills required in the workplace.

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- provide opportunities for learners to engage with real-life and work-related literacy tasks.
- develop learners' confidence in communicating with a range of audiences in both formal and informal settings.
- support learners to complete applications, write CVs and personal statements, and participate in interview-style activities where appropriate.
- help learners understand the importance of effective communication and literacy skills in a wide range of career pathways.
- help learners recognise how literacy, communication, critical thinking and problem-solving skills contribute to success across a wide range of career pathways and life experiences.

Through an ambitious, inclusive and highly supportive English curriculum, we aim to equip every learner with the literacy, communication and critical thinking skills needed to thrive as confident, independent and engaged members of society.

Maths

Overall Statement

We aim that learners should:

- Develop a positive attitude to maths as an interesting and attractive subject in which all young people gain some success and pleasure
- Develop mathematical understanding through systematic direct teaching of appropriate learning objectives, based upon the National Curriculum
- Encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life
- Develop learners' ability to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary
- Develop an appreciation of relationships and pattern within maths
- Develop ability to think clearly and logically with independence of thought and flexibility of mind
- Develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal.
- Develop mathematical skills and knowledge and quick recall of basic facts
- Enable learners to apply their mathematical understanding to practical and real-life situations

Curriculum planning

- We use the National Curriculum's Programme of Study as our reference for planning mathematics objectives alongside White Rose Maths programme.
- Teachers use our structured objectives to plan their annual overviews and inform their more granular planning for each pupil
- Coverage and assessment of these objectives is tracked on the school's electronic recording systems

Curriculum coverage

- Decisions about when to progress should always be based on the security of learners' understanding and their readiness to progress to the next stage
- Learners who grasp concepts rapidly should be suitably challenged with more advanced consolidation problems before moving onto added content
- Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on

Progression of skills, knowledge and understanding

We help learners to recap and progress their mathematical understanding, we recognise this may involve relearning aspects from earlier in their education journey before they can progress.

- Learners should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge.
- Learners develop mathematical reasoning so they can analyse shapes (2D and 3D) and their properties and confidently describe the relationships between them.
- We ensure that they can use measuring instruments with accuracy and make connections between measure and number.
- Learners are working towards memorising their multiplication tables up to and including the 12x table
- Learners should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.
- We ensure that learners extend their understanding of the number system and place value to include larger integers.
- We develop the connections that learners make between multiplication and division with fractions, decimals, percentages, and ratio.
- Learners should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.
- With this foundation in arithmetic, learners are introduced to the language of algebra as a means for solving a variety of problems.
- Teaching in geometry and measures should consolidate and extend knowledge developed in number.
- Teaching should also ensure that learners classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.
- Learners are working towards being fluent in solving problems for all four operations, including long multiplication and division, and in working with fractions, decimals, and percentages.
- Learners should read, spell, and pronounce mathematical vocabulary correctly.

Teaching and learning

- The school uses a variety of teaching styles to cater for the variety of learning preferences of learners in mathematics lessons.
- We do this through a daily lesson which can include whole-class, group, and one-to-one teaching. During these lessons we encourage learners to ask as well as answer mathematical questions.
- Learners can use a wide range of physical resources
- Mathematical dictionaries are available in classrooms.
- Young people use laptops in mathematics lessons where it will enhance their learning, as in modelling ideas and methods.
- Each concept is delivered through a 'concrete – pictorial – abstract' approach.
- In all classes there are young people of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all young people by matching the challenge of the task to the ability of the child.

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- We achieve this through a range of strategies – in some lessons through differentiated work and in other lessons by organising the children to work in pairs on open-ended problems or games.
- Where young people are identified as falling behind age-related expectations, a focused and targeted intervention may be offered in the form of one-to-one or two-to-one sessions.

Creativity and curiosity

We acknowledge that it is neither practical nor necessary to attempt to cover the full range of objectives in the National Curriculum given the additional needs of our learners and the time that is required to develop the whole child. However, we also recognise that our learners have a right to experience a broad range of knowledge and skills.

To that end, we have developed a curriculum that encourages creativity and curiosity; those elements of the curriculum that are not fully covered in the development of mathematics and English.

We will encourage young people to always keep asking questions and celebrate the joy in discovering something or learning a skill. We will model a life-long love for learning by taking on new skills alongside the young people and learning together – with a ‘have a go’ attitude that shows how mistakes are all part of learning and not something which holds us back for long. We will see how human’s curiosity has taken us to far away galaxies and given us incredible technology. We will take joy in listening to or creating music, looking at or making art. We will always support young people in asking how, what, or why and will work together to find the answers; however small the question may seem.

Physical education

Learners will be encouraged to lead healthy, active lifestyles and develop an understanding of their bodies, physical health and wellbeing. Through a broad PE curriculum, learners will have opportunities to develop their skills, confidence and knowledge across individual and team sports, while accessing all areas of the National Curriculum for PE. They will also develop key skills such as teamwork, communication, resilience and leadership, alongside learning how to access local sports facilities, clubs and community opportunities. The curriculum aims to promote lifelong participation in physical activity, equipping learners with the knowledge, skills and confidence to remain active beyond school.

PSHCE and RE

Learners will be taught RE through the creativity and curiosity curriculum, usually thematically. On occasion, as appropriate to the calendar, will be taught non-thematically, for example at times of major Christian festivals. We are minded that although the school has no religious foundation, our ethos and curriculum, will be ‘broadly Christian in nature.’

Learners will have opportunities to develop their skills, knowledge and understanding of the issues and themes in personal, social, health and career education. Our planning will be mindful of national guidance, including that related to relationships and sex education.

Our golden threads

The following development themes will be taught explicitly at times, both in lesson and therapy sessions but they will also run as quiet streams throughout our day with opportunities taken as they arise. This will be especially true of identity and relationships, and communication and interaction.

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Identity and relationships

Learners will develop an understanding of what it means to be part of the wider world, considering the qualities and attributes needed to live as a healthy, independent, and active member of society including learning about British Values and other cultures.

Learners will be able to put their classroom-based learning into practice in real life situations through accessing off-site learning on school trips, such as visiting a town centre to buy items on a shopping list and or through work experience as we support them to develop the skills needed for their future lives.

Learners will explore democracy and respecting other people's rights and views and having an appreciation that despite people being different we are all equal.

Adults will support our learners to consider the future, aspirations they may have for their lives and how they will grow and change both physically and emotionally. This will include the importance of their personal safety.

Communication and interaction

We will offer learners a language rich environment where they observe adults' role modelling good speech and language skills.

Based upon learners' interests, adults will offer stimulating activities and sessions both within and outside of the classroom environment that promote learners to engage and express their thoughts and ideas.

We will offer easily accessible opportunities to encourage and support speech and language development including the ability to listen, understand and communicate back verbally and non-verbally,

Where necessary, visual prompts and aids will be used to enable learners to access all areas of the curriculum easing anxiety and enabling them to further build social skills. For example, now and next prompts.

Learners will be given frequent opportunities to participate in low-demand group discussion activities building on their skills of listening to others and confidence to speak aloud to a small group.

Health and wellbeing

Learners will be given opportunities to learn about connections between their actions and their physical and mental health and wellbeing, focusing on exercise, healthy eating, personal hygiene, sleep, healthy relationships, happiness, and feelings.

Within the daily timetable, learners might undertake life skill lessons to include fundamental skills which will support their independence for looking after themselves such as, planning and preparing a healthy menu.

Learners will have regular access to the outdoors using it as a place to learn but also as a place where they can develop gross motor skills whilst also developing those key interpersonal skills.

Learners will be supported by adults to recognise, acknowledge, and begin to understand feelings in themselves that may be a cause for anxiety or worry and help them to develop strategies for successful self-regulation.

Learners will be encouraged to have a self-improvement mindset where they will be celebrated for trying and challenging themselves with the hope that they will feel greater self-esteem, when they

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realise, they can do something with practice and a lesser feeling of disappointment and failure when they make a mistake.

Society and the wider world

Learners will learn and grow in an environment that is underpinned by respect, enabling them to build secure and trusting relationships with both adults and peers.

The classroom and supporting adults will offer learners a nurturing place where they feel safe to express themselves, where they feel they belong and are accepted with the aim they grow in independence, confidence, and self-belief.

Learners will be provided with opportunity through discussion and individualised planned activities to consider their personal beliefs, feelings, and ideas.

Difference and uniqueness will be celebrated.

Adults will ensure there are frequent opportunities to spend time interacting with each learner to encourage and support them to openly express themselves, acknowledging and responding sensitively to initiate further interactions and conversations.

We acknowledge that learners feel a range of feelings and ensure young people have time to recognise and begin to understand these feelings in themselves and others.

Lunches and break times

Lunch will be a shared activity between learners and supporting adults. It is a time to encourage positive relationships and improve communication skills.

Break times will be supported by adults; learners will have opportunities for independent interactions supervised by adults as well as opportunities to participate in guided and adult-led activities. Break times are a part of our whole-curriculum and are used to support the aims of our golden threads.

Organisation

Class groups

We split learners in classes of up to 8 learners with high ratios of adult support.

Learners are grouped chronologically.

Proportion of activities undertaken

All classes in our school will maintain a broad and balanced curriculum. Frequently, teachers will skilfully blend the demands of all elements of the curriculum.

Timings of the day

Key Stage 3	Key Stage 4	Activities / Lessons
09.00-9.30	09.00-9.30	Tutor time activities & Reading
9.30-10.15	9.30-10.15	Lesson 1 Usually, Maths or English
10.15-10.30	10.15-10.30	Morning break 1
10.30-11.15	10.30-11.15	Lesson 2 Usually, Maths or English
11.15 -11.30	11.15 -11.30	Morning break 2

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11.30-12.15	11.30-12.15	Lesson 3
12.15-12.45	12.30-13.00	Lunch
12.45-14.45	13.00-14.00	Lesson 4
14.45-15.00	14.00-15.00	Lesson5*

*Normally during PM Sessions 1 and 2, students will be given additional outdoor breaktime.

Resources

It will be the responsibility of the leadership team and subject leads to ensure that the curriculum is appropriately resourced. Class teams remain responsible for any resources in their care.

Interventions

Aurora Severnside School aims to provide an integrated therapeutic education model. Education teams are supported in this by our clinical team. A successful integrated model will lead to more young people being able to be supported within their class rather than having to leave class for therapy.

We recognise that interventions are sometimes better achieved outside of class.

Clinical

Some young people will receive targeted or specialist clinical interventions either individually or in groups. These will be indicated either through their EHCP or because of screening and assessment completed in school. Targeted and specialist intervention is likely to happen outside of the learners' usual classroom.

Educational

We recognise that some of our learners will benefit from targeted interventions outside of their normal classroom. This will be to support an acceleration in the development of their English or Maths skills or in support of their specific learning difficulty.

Quality assurance

Monitoring of the implementation and impact of the curriculum will be as per the Aurora Group quality assurance processes.

Additional quality assurance and intervention might occur in response to identified need, for example following an annual review process for an individual pupil or as the result of whole-school or class-level data analysis.