

# Ian Ramsey CE Academy: ASPIRE Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum: What we study. Why study it. Why study it now.						How we teach the curriculum	What we expect from the curriculum
	<p><i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i></p> <p><b>The ASPIRE curriculum offers an alternative curriculum that aims to be a holistic approach in helping pupils' transition to further education and adult life. ASPIRE aims to give pupils broad and balanced opportunities to achieve accredited qualifications, develop self-esteem, build resilience and gain life skills. The course has been developed to raise pupils' expectations and aspirations for their future, enabling them to grow and mature as a person through finding a sense of belonging and independence. ASPIRE hopes to equip pupils with the skills, confidence and values for wise and generous living.</b></p>						How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it's being taught this way.	How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?
	Setting	Designing		Planning		Delivering		
Year 10 and Year 11	What: <b>INTRODUCTION</b>	What: <b>COMMUNITY</b>	What: <b>LIFE SKILLS</b>	What: <b>CHARITY</b>	What: <b>CAREERS</b>	What: <b>ADVENTURE</b>		
	<p><b>What:</b> This unit introduces the ASPIRE core concepts to engage pupils in self-reflection from the outset. This aims to build confidence and resilience and push pupils out of their comfort zones through new activities and help them to reflect on their capabilities. Functional skills in English and maths will be introduced.</p>	<p><b>What:</b> This unit provides pupils the opportunity to engage in the community. Pupils will be introduced to the importance of volunteering and the benefits to the community and to themselves. Links to the community will be made and pupils will be offered opportunities to volunteer within the local community.</p>	<p><b>What:</b> This unit builds on the skills gained via volunteering. Pupils will be given the opportunity to develop knowledge around basic everyday finance and diet, health and well-being. The content will be linked to functional key skills in Maths and English and pupils will be given the opportunity to complete The Duke of Edinburgh Bronze Award.</p>	<p><b>What:</b> This unit provides the pupils with the opportunity to demonstrate all four core concepts. To use the skills gained throughout the year to plan and organise a charity fundraising event in school.</p>	<p><b>What:</b> This unit will engage the pupils to begin to consider careers and their pathway post-16. Pupils will develop an understanding of the options available to them, be encouraged to investigate possible pathways post-16 and then analyse and reflect on where they are now and what they will need to do to achieve their next step in education.</p>	<p><b>What:</b> This unit will offer the pupils the opportunity to complete an outdoor education residential, to participate in adventurous activities which push them out of their comfort zones and to reflect on their progress over the year. It will give pupils the opportunity to achieve a further ASDAN short course.</p>	<p>The ASPIRE curriculum has been designed around four core concepts – Mastery, Independence, Belonging and Generosity. ASPIRE is a resilience based, holistic approach for pupils who struggle academically, mentally and socially. The content and units covered will encourage the pupils to develop a greater knowledge and understanding of themselves and their abilities to contribute to the school and wider community.</p>	<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p>
	<p><b>Why now:</b> To establish the course with an introduction to the core concepts. To begin to embed the key skills of independence and self-reflection.</p>	<p><b>Why now:</b> Having been introduced to the core concepts, pupils get the opportunity to build on the feeling of belonging and be encouraged to demonstrate generosity by volunteering within the local community. It will give pupils the opportunity to achieve a qualification through ASDAN short courses.</p>	<p><b>Why now:</b> After introducing the course and building the pupils confidence and resilience will enable pupils to develop key life skills and understand their relevance to their future.</p>	<p><b>Why now:</b> Having built the skills and confidence through previous units, pupils will be given the opportunity to apply those skills and engage within the school community through a fundraising event they have planned and organised themselves.</p>	<p><b>Why now:</b> Building on the team and leadership skills, pupils focus on what they have learnt, possible careers and how they will reach their chosen goal. It encourages pupils to reflect on steps they must take, heading into Year 11, to ensure they can leave school with everything they need to progress to their pathway of choice.</p>	<p><b>Why now:</b> This unit aims to end the academic year with a residential and the opportunity for pupils to evaluate their year and all they have achieved. To offer a bridge to Year 11.</p>	<p>Our teaching approach is a mixture of guided discovery, independent learning, reciprocal learning as well as teacher led lessons. Key life skills are taught and embedded throughout the course in terms of independence, communication, self-reflection, problem solving and leadership.</p>	<p><b>Formative Assessment</b> This is used to provide information about what pupils know, understand and can do. This is used by both the teacher and the pupil to determine where they are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Effective teacher feedback (written and verbal)</li> <li>• Peer feedback</li> <li>• Pupil self-reflection and evidence gathering</li> </ul>
	<p><b>What: LEADERSHIP</b></p> <p><b>What:</b> Pupils further develop leadership skills to build independence, confidence and resilience, through further opportunities to serve the community. Pupils complete the Archbishop of York Young Leaders Award to develop key skills including effective communication, creative thinking, emotional intelligence, humility and compassion.</p>	<p><b>What: MY NEXT STEPS</b></p> <p><b>What:</b> Building on the career unit in Year 10, this unit aims to help pupils to further investigate their next steps. Pupils will be engaged in planning and apply for post-16 provision.</p>	<p><b>What: SKILLS FOR SUCCESS</b></p> <p><b>What:</b> This unit will further develop core life skills and aim to give pupils the knowledge and skills needed to best prepare for their GCSE exams. Covering core life skills such as communication, coping with stress, resilience and self-confidence etc. as well as giving pupils a variety of study and revision skills.</p>	<p><b>What:</b></p> <p style="text-align: center; background-color: green; color: white; padding: 5px;"><b>To be confirmed</b></p>				
<p><b>Why now:</b> This unit is taught at the start of Year 11 to give time to complete the Young Leaders Award. The content of Year 10 should have allowed the pupils the opportunity to develop the skills and maturity needed to be successful in leadership.</p>	<p><b>Why now:</b> This unit builds on the careers unit covered in Year 10. It will be taught early in the year to help pupils have ample time to plan their pathway post-16 and set goals for the year, allowing them to know exactly what is needed to progress to where they want to go.</p>	<p><b>Why now:</b> As pupils head towards their GCSE exams it is essential they continue to develop skills in resilience and coping with stress. Pairing these skills with basic study and revision skills should give pupils a strong base knowledge and skill set.</p>	<p><b>Why now:</b></p>					

