



RISE

MLD ADDITIONALLY

RESOURCED

PROVISION

CURRICULUM AND KEY INFORMATION

Inspire | Support | Achieve

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RISE Moderate Learning Difficulties ARP



ETHOS

Places for the Additionally Resourced Provision are allocated via the Local Authority SEND Team. Students accessing this Additionally Resourced Provision will be placed on roll at High Tunstall College of Science. Students must have an EHCP and be working within the Year 1 and Year 2 curriculum across all subject areas upon entry.

High Tunstall College of Science's Moderate Learning Difficulties Provision (MLD) – RISE – is made up of students who have Special Educational Needs and/or Disability. Our students all have Educational Health Care Plans (EHCPs.) The provision provides a modified curriculum for our students who have attainments well below expected levels in all or most areas of the curriculum. Throughout their time in the MLD provision we aim to support and develop students' skills of social interaction, independence, and life skills as well as promoting Maths and English skills which are essential for the students to interact within the world around them. We hope to provide positive, relevant and meaningful learning experiences which support our students to reach their full potential.

Resilience
Independence
Successful Learners
Engagement in Learning

RISE Moderate Learning Difficulties ARP



AIMS

Our Aims

- To provide a safe and calm environment which promotes learning.
- To provide specialist teaching based on a student's individual needs.
- To enable each student to feel valued and partake in and contribute fully to school life.
- To provide a broad and balanced curriculum which is accessible to each individual within the provision.
- To include the voice of the student in monitoring and reviewing individual plans.
- To develop social skills, resilience and emotional regulation.
- To develop independence and life skills.
- To promote self-esteem and resilience.
- To support individuals to reach their full potential.
- To create effective partnerships between staff, students, parents/carers, governors, other agencies and the wider community to support the young people.
- To provide an ongoing assessment using the college assessment system and EHCP outcomes.

Success Criteria

- Students are engaged, settled and resilient and they make progress in all areas.
- Students develop their independence skills.
- Students acquire functional literacy and numeracy skills and can apply their understanding in a range of contexts.
- Students gain confidence in their abilities and become willing to try new things.
- Students take full part within their lessons and show an eagerness to learn.
- Students take ownership within their work and develop in their independence skills.

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CURRICULUM

RISE uses a range of traditional and specialist teaching techniques in order to maximise the learning opportunities and promote independence for the students. Many students have individualised learning programmes to assist them to overcome particular barriers to learning.

RISE provides a curriculum, based on students working within the Year 1 and Year 2 curriculum across all subject areas on entry, which is adapted to match individual student's ability and level of need. Lessons are divided into smaller chunks of time with each activity serving a clear purpose. Learning opportunities are designed to be relevant and meaningful for each student, whilst helping to prepare them for adult life. Students have increased opportunities to take part in activities within the community setting and also to develop links with post-16 providers and other services. The curriculum is broad and aspirational and is based on developing independence and functional skills.

The curriculum has been designed in collaboration with Faculty Leaders. Carefully designed guided practice, with support gradually withdrawn as the student becomes proficient, allows students to develop skills and strategies before applying them in independent practice. Challenge, at an appropriate level, is integrated throughout the curriculum and it is crucial to allow RISE students to develop and progress their knowledge of tasks, strategies and of themselves as learners.

The curriculum is designed as a three-year rolling program in KS3, Year 10 and Year 11 to ensure that all content and skills are covered at a pace suitable for each student. Each subject, is a series of steps, beginning with activating prior knowledge and leading to independent practice before ending in structured reflection. Each curriculum is designed to revisit content throughout the program to ensure students are given the opportunity to build upon what may have already been transferred to their long-term memory. Faculty Leaders have developed the RISE curriculum in collaboration with the teachers to ensure students cover the appropriate content and skills. Resourcing and work samples are moderated through termly moderation meetings with Faculty Leaders. The RISE Lead Teacher attends some Faculty Planning meetings to ensure that there is an opportunity to discuss any issues arising, ensuring that planning can be changed and adapted as needed.

**Curriculum
Pathway -
Blue -
Students are
working at
Entry Level 1
or below.**

**Curriculum
Pathway -
Red -
Students are
working at
Entry Level 2
or 3.**

**Curriculum
Pathway -
Green (Year
10) -
Students are
working at
Level 1.**

**Curriculum
Pathway -
Yellow (Year
11) -
Students are
working at
Level 1/2.**

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CURRICULUM

Curriculum Intent					
Area of Learning	Subject Specific	Independent thinking and study skills	Social interaction and communication	Wellbeing, identity and belonging	Education, Health and Care Plan
Curriculum Design	Breath of subject study (Accreditation)	Facilitates substantive and disciplinary knowledge	Complementary subject sequencing	Local context and demographics	Facilitates procedural fluency

Curriculum Implementation									
Structure and sequence	Move around model		3 Year rolling programs		Spaced repetition of key concepts		Sequential learning (cumulative knowledge and vocabulary)		Specialist subject teaching
Curriculum Diet	English And Read, Write Inc	Maths	Science	Computing	PE	PSHCE/RSE	Outdoor Education	KS4: Careers Functional Skills (English and Maths) Entry Level Science GCSE Art and Design BTEC Tech Digital Media BTEC Home Cooking BTEC Hair and Beauty BTEC Tech Construction Cam Nat Sports	
	History	Geography	RE (Values and beliefs)	Kings Trust	Art and Design	Music and Drama	AQA Unit Awards (KS3)		
Teaching Strategies	Walk Thru teaching and learning strategies		Developmental reading strategies		Use of technology		Intensive intervention and support		Independent work
	Metacognitive strategies		PiXL Strategies		Retrieval based learning		Specialist MLD strategies and approaches		Paired/Group work
Learning Environment	Seating Plan		Continuous provision		Language rich		Visual timetable		Zones of regulation
	Specialist teaching environments		Sensory resources		Working wall displays		Reading focussed area		Carefully planned intervention spaces

Curriculum Impact					
Formative Assessment	Walk Thru teaching and learning strategies	EHCP outcome review	CASS plan review	'Soft Skills' Assessment tracker	Low stakes quiz
Summative Assessment	Accreditations	Forecast exams	End of unit assessment	Reading/Phonics assessment	Functional Skills assessment
Recording	Exercise books	SIMS Marksheet	Functional Skills Tracker	Intervention trackers	Accreditation boards

Cultural Capital	Physical and Mental Health	Preparing for Adulthood	Metacognition	Developing Functional Skills
- Community - Respect - Diversity - Moral purpose - British Values - SMSC - Culture	- Wellbeing - Maintaining dignity - Positive environments - Positive relationships - E-Safety - Keeping safe	- Promoting independence - Aspiration - CEIAG - Enterprise - Life skills - Work Skills	- Resilience - Creativity - Innovation - Reciprocity	- Developing Reading - Developing Writing - Developing Communication - Developing Mathematics

RISE Moderate Learning Difficulties ARP



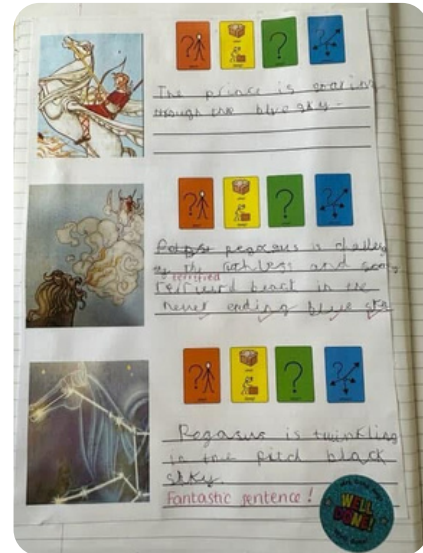
WHAT SUBJECTS AND INTERVENTIONS DO WE OFFER?

KS3

- All mainstream subjects
- Outdoor Education
- Preparing for adulthood

KS4

- Functional Skills - English, Maths and Science
- Careers
- BTEC Tech Enterprise Level 1
- BTEC Tech Level 1 and Level 2 Construction
- BTEC Tech Award Level 1 and Level 2 Creative Media
- BTEC Introductory Level 1 Hair and Beauty
- Cambridge National Sport Science Level 1
- GCSE Art and Design
- Kings Trust



Interventions

- Fine Motor Skills
- Times Tables Rockstars
- Targeted Phonics and Reading
- Emotional Literacy
- Outdoor Learning and Gardening
- Zones of Regulation
- Handwriting
- Lexonic Leap



INCLUSION

What is our reengagement in learning approach?

- Close collaboration between primary and secondary schools to prevent students' disengagement at transition.
- The involvement of a wide variety of adults within the school and the community to support the students e.g: parents, other Specialist Teachers in the school and the community, EAL support, CIOC support.
- Regular and effective communication with parents and carers, including involving them closely in determining the strategies to be used to support their child.
- Modifying the curriculum and drawing upon special interests of the student to encourage reengagement in learning
- Close working relationships with local agencies responsible for supporting children and young people.
- Personal timetable with the inclusion of incentives and rewards for engagement in learning.

In RISE, all of our students are equally important. This applies to all aspects of their education including teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all our students to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

In RISE, we recognise that every child matters and we aim to respond to each student's needs, taking into consideration their:

1. Cultural background;
2. Life experiences;
3. Strengths;
4. Communication needs;
5. Emotional and social needs;
6. Developmental needs;
7. Physical needs



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ASSESSMENT

Our students are supported to make appropriate exam choices. In doing so, teaching staff:

- consider the young person's ability to cope with the additional pressure and decide on the number of exams and assessments to be taken accordingly
- consider the young person's emotional state and impact an assessment would have on them
- consider any comorbid diagnoses that could be giving a false representation of their ability.

We recognise that assessment is crucial for supporting the learning of all pupils and can contribute to the process of inclusion, but it can also present a barrier.

Assessment involves an understanding of both the formative process (when we ask what, when, why and where pupils learn) and the summative process (when we recognise what pupils have learnt). Where appropriate, some students may also access National Standardised Summative Testing or Assessments.

Formative assessment is 'day – to – day' assessment which is based on students ability to achieve individual outcomes and learning objectives set, providing feedback and, where possible, encouraging pupils to be reflective upon their own learning. It supports teachers in providing further support or extension activities as necessary and helps to inform and structure progress.

Summative assessment is used as a baseline from which progress can be measured, strengths and weaknesses can be highlighted, planning can be informed and teaching and learning can be monitored.

RISE Moderate Learning Difficulties ARP



ENRICHMENT

Key concepts for enrichment opportunities:

- Developing relationships
- Embedding learning
- Developing social skills and life skills
- Developing resilience
- Learning in a cross-curricular way
- Encourage engagement
- Encourage independence



CULTURAL CAPITAL

At High Tunstall, RISE aims to enrich student knowledge and develop their understanding of the benefits of learning about the world and other cultures, whilst exploring opportunities and advantages in the labour market.

Students are encouraged to be aspirational and set themselves achievable and aspirational goals for the future. Students are offered opportunities to engage in careers fairs, careers lessons, virtual and practical work experience and assemblies, meetings with Careers Lead in college and extended transition to post-16 provision. Students are taught about employability skills and offered work experience in KS4.

Our extra-curricular visits, guest speakers and preparing for adulthood curriculum develop students' cultural capital. Half-termly, students take their learning outdoors and into the local community. Representatives and speakers from different professions such as nursing, fire and police for example, also visit the group and lead lessons around their role. Students have visited different parts of the local community, Newcastle upon Tyne, Beamish Museum and The Centre for Life. Students are also encouraged to go on residential visits with their tutor group.

We are also increasing our contacts with local businesses and further education providers by inviting them to come into college and speak to our students giving them a wider insight on how their current studies can influence future careers and studies.