

Whole School Curriculum Policy

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Signed

Chairman of Governors

Date

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Knowledge for beyond the classroom, beyond exams and beyond the school...

Our curriculum is designed via the needs of our pupils. Everything we do, say and provide is designed to ensure our pupils leave school as employable, likeable and sociable people. Our commitment to Powerful Knowledge helps ensure our pupils are not 'locked out' from knowledge that *other people* possess.

Our curriculum is not a mere timetable.

It is a five-year experience that guides our students in everything they do. It is written to impact on what we do/teach and *how* we do it.

Our curriculum embodies the key elements of an inclusive approach to effectively educating young people with SEN. In doing so, we are committed to developing young people who can effectively communicate, reflect, are independent, challenge themselves, respond to setbacks well and recover from them. We do this via;

Our 6 Core Values:

Our curriculum runs via 6 core values (resilience, reflection, communication, going beyond your borders, balance and independence). These values underpin everything we do.

Our curriculum is designed to give our students a consistent experience that looks to exploit *any and every* situation that helps teach/reinforce these values.

Our values are designed to hit both academic and personal development. No value exists in one 'camp' alone.

They all help our students achieve *beyond* the classroom, *beyond* the school and *beyond* adolescence.

Our Threshold Concepts

Every subject area frames their sequential model of learning around Threshold Concepts.

These are not a mere assessment tool – they structure individual progression, telling staff and student alike what they 'know' and where to go next.

Knowing these Threshold Concepts helps free up students' working memory and helps them think *with* these concepts *about Powerful Knowledge*.

Powerful Knowledge

Defined at TGS with Michael Young's definitions in mind* as:

1. Knowledge that helps to understand/interpret the world (without it they remain dependent upon those who have it);
2. Knowledge that is superior to that needed for daily life (it transcends and liberates children from their daily experience);
3. Shared and powerful knowledge helps children grow into useful citizens – as adults they can use this understanding to cooperate and shape the world;
4. Powerful knowledge opens doors (and, therefore, new learning);
5. Knowledge is repeatable when needed; 6. Knowledge is applicable.

This Powerful Knowledge will help shape a curriculum by targeting what our students *know*, what they *remember* (not what they have merely 'done' or 'made').

Regular testing/recall (low stakes), spacing/interleaving, awareness of Working Memory and other pedagogical procedures will be employed across subject areas to help students create powerful schema of powerful knowledge.

Behaviour Curriculum

At TGS we have devised a Behaviour Curriculum that both runs concurrently with our knowledge curriculum and helps students access this knowledge curriculum.

At the heart of our behaviour curriculum are relationships since they hold the key when helping pupils grow, heal and self-regulate. The evidence is overwhelming on this (attachment theory, trauma-informed schools etc.)

Interventions & Enrichment

Our interventions curriculum is designed to augment academic provision and to provide a coherent, relevant and effective framework for delivering pastoral outcomes. These may be based on social, emotional and/or communication needs or be linked to mental health requirements. This pastoral pathway is a key and growing element of our curriculum offer and whole school curriculum as all of our pupils have an EHCP with SEMH needs identified as a prioritising factor.

A key aspect of our curriculum that enables pupils to 'go beyond their borders' and have experiences they would not get outside of school: drama, going to a gym, forest school, cooking with somebody are all experiences many of our pupils would not independently seek out or even choose in school.

Like with *all* the knowledge we provide our pupils with, Enrichment provides them with something they wouldn't get elsewhere.

**Michael Young – Michael Young and David Lambert (2014). Knowledge and the Future School: Bloomsbury. P4-186*

Measuring Impact

The most important impact measure of our curriculum is our pupils' response to it. Whether it's via pupils' voice questionnaires, EHCP review or by the fact that pupils attend school more regularly, we are listening to what they tell us.

In addition to this, we measure the impact of our curriculum in the following ways;

For our subject areas we measure impact via pupils' rate of progress through the threshold concepts and report on this three times a year (including reporting to parents/carers). Teachers analyse this data and put things in place to continuously improve and maximise outcomes.

Subject areas are often accredited. As a result the impact of these areas is partially measured by these outcomes.

For our enrichment curriculum, impact is measured via tracking of progress through our 6 core themes. This feeds into assessing progress made towards improvements in key target areas identified in a pupil's EHCP

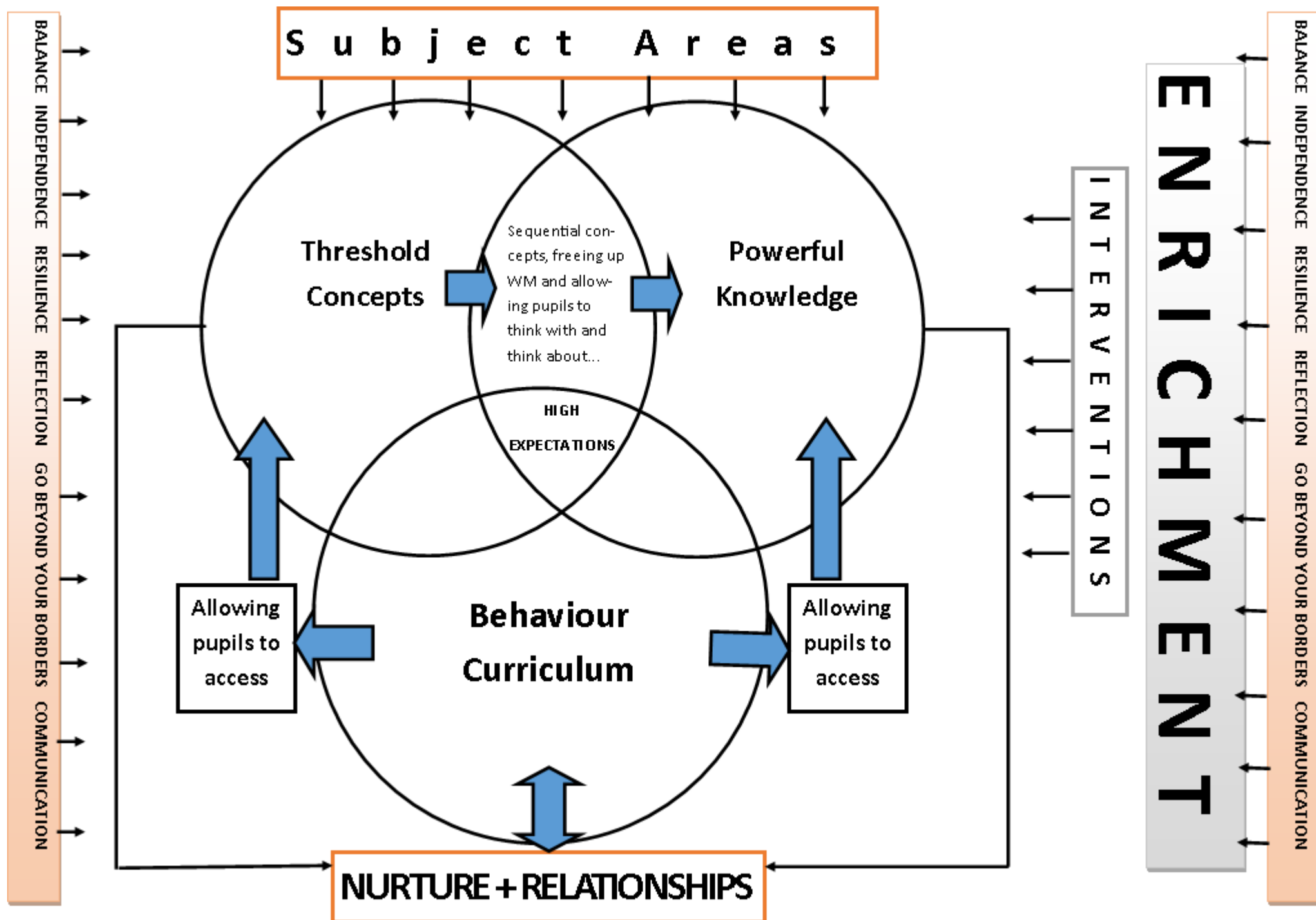
For our interventions curriculum, impact is measured via an interventions tracker which feeds into EHCP review and the social/emotional communication targets which previously may have been harder to measure.

For our behaviour curriculum, impact is measured via behaviour and/or lost learning data. This data often feeds into decision making with pupils and their parents/carers around which intervention may help and so the measure of pupil behaviour is very often tied into the whole school curriculum and its implementation.

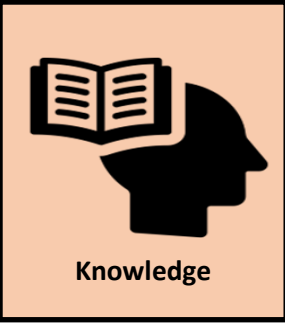
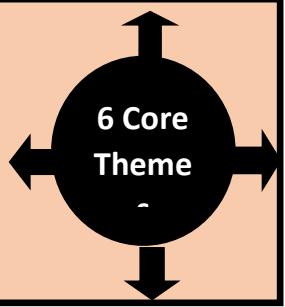
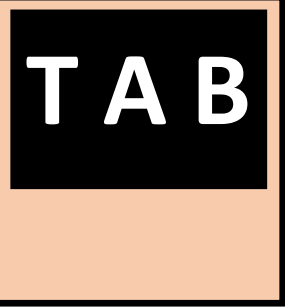
Please note, that this policy is interconnected with;

- Our assessment policy
- Our Behaviour policy

Our curriculum model is best viewed as a whole with 3 areas interconnected. This enables us to develop our pupils in the whole; preparing them for adulthood and maximising their opportunities across a range of academic and pastoral activities and experiences. This is best illustrated by the diagram and table below.



All 3 key areas provide most of our pupils with what they wouldn't get elsewhere

Intent	5 Examples of implementation	5 examples of impact
 <p>Giving our pupils knowledge and skills they can remember, use and apply</p>	<ol style="list-style-type: none"> 1. 6 pedagogical drivers in teaching (active Reading, Dual coding, regular Recall, Schema Acquisition, Spacing and Interleaving, Live Feedback*-see appendix A) 2. Major focus on Regular Recall (the “testing Effect”) 3. Threshold Concepts—sequential model of learning knowledge 4. Interventions to help pupils access knowledge (i.e. Reading Intervention, Maths Intervention (the Maths Hub), the English ‘Hit Squad’) 5. All staff invite pupils to ‘show what you know’ 	<ol style="list-style-type: none"> 1. Pupils learn powerful knowledge schemas they can recall and apply (86% of pupils when asked if they’d moved on with their learning agreed/strongly agreed) 2. Pupils pass exams 3. Pupils get into college/apprenticeships (80% of last year’s Year 11 are now in further education) 4. Threshold Concepts free up working memory so pupils can think with the knowledge they’ve acquired 5. We close the advantage gap
 <p>A 5 year experience via 6 core themes that supports both social and academic development</p>	<ol style="list-style-type: none"> 1. 6 Core themes underpin our whole approach: resilience, communication, go beyond your borders, reflection, independence and balance 2. Enrichment and Interventions (i.e. Drama, Forest School) (go beyond, communication) 3. Nurture (communication, reflection) 4. Exams (independence, go beyond, resilience) 5. Behaviour Curriculum (TAB) (reflection, balance) 	<ol style="list-style-type: none"> 1. Higher attendance (81% of pupils when asked said they agreed/strongly agreed they liked Enrichment) 2. Broader experiences 3. Experiences strengthen pupil/staff relationships (and relationships aid mental health) 4. pupils with significant nurture needs experience more ‘felt safety’ 5. Stronger relationships help create ‘teams around pupils’
 <p>A relational, restorative and reflective approach to teaching what is acceptable beyond our</p>	<ol style="list-style-type: none"> 1. The Tab System: major incidents are recorded but pupils and staff meet to discuss (reflect via relationships) 2. Co-regulation (leading to self-regulation) 3. Above and Beyond postcards sent home when we notice any example of pupils going ‘above and beyond’ 4. Everything staff/pupils do is either forming, repairing or strengthening relationships 5. In crisis (‘red brain’) we follow Perry’s sequential model: Regulate, Relate, Reason 	<ol style="list-style-type: none"> 1. Relationships/co-regulation lead to self-regulation 2. Stronger relationships lead to emotional and academic growth (“hidden healing”) 3. Reduction in Level 5s and Physical Interventions 4. Positive EHCP outcomes 5. More ‘felt safety’ in pupils (leading to emotional well-being and academic progress)

What we offer in our subject areas and why

At TGS we offer a wide range of national curriculum subjects because we want our pupils to have the same opportunities academically as those in a mainstream school setting. We cannot offer the same number of subjects but we are committed to teaching subjects (accredited and non-accredited) which prepare them for adulthood, enable them to access post 16 education and /or employment, gives them increased social and cultural capital and enables them to access, gain and use powerful knowledge.

Subject	Rationale	Accredited Pathway
English	We endeavour to give all our pupils the necessary skills in speaking and listening, reading, writing and speaking and listening, within the requirements of the National Curriculum. We have developed a bespoke curriculum that is tailored to the individual needs of our students. Our unique curriculum uses no text books, only resources designed by us based on 'vehicles of learning' – the concept that separates objectives and outcomes from the 'vehicle' used to stimulate interest. This process has taught creative writing techniques using computer games; narrative perspectives via car chases and adjectives via The A-Team. This isn't done at the expense of 'Cultural Capital' – our students encounter Shakespeare, Blake and Chaucer to name just a few.	Functional Skills L1 & 2 GCSE
Maths	We want our Mathematics curriculum to prepare our pupils for adulthood and the world of work and to enable them to gain a gateway qualification that will benefit them for a lifetime. We want our pupils to have maths-relevant powerful knowledge and social capital which means that they are not disadvantaged by a lack of numeracy which locks them out of operating effectively within society. We want our pupils to see numeracy links across the curriculum and everyday situations. Our curriculum is designed to enable students to develop and expand fluent knowledge, skills and understanding of mathematical methods and concepts and, in doing so, broaden their use of everyday/functional mathematics.	Entry Level Functional Skills (Levels 1,2 & 3) Functional Skills (Levels 1 & 2) GCSE
Science	Our Science curriculum is designed to ensure that our pupils can experience science in ways that can develop a love of learning how the world around us operates. We want our pupils to articulate that knowledge and apply it to everyday life in a range of settings. We want them to question theories and to enable them to be part of our wider society which can work together to address and discuss issues which affect all of us. By developing knowledge and applying scientific evaluation We strive to develop and/or embed pupils' interest in science. We do this through a more practical, "hands on" experience, understanding the responsibility this requires and having respect for health and safety guidelines. They are encouraged to develop their self-confidence and self-discipline and to ask questions of and about accepted scientific fact and theory.	Entry Level GCSE ASDAN Short Course
Computing	Our vision for teaching ICT & Computing is to expose our students to a broad range of digital skills, to raise their eyes up to the opportunities available to them and to inspire them to progress in the world when they leave us. We do not want them to be disadvantaged in an increasingly digital world (both social and work) and to this end we offer broad range of digital skills and approaches which occur pupils can apply across the curriculum In addition to this we will help them understand how to navigate the electronic world safely, on all their devices at school and home, and to be good virtual citizens.	Functional Skills L1 & 2 GCSE Computer Science
Physical Education	PE is a vital part of school life and ultimately children's future well-being and at The Gateway School, we deliver an exciting and innovative curriculum, specifically developed to meet the needs of children with social, emotional and mental health difficulties. The overall purpose of the curriculum is to prepare our pupils for adulthood along a positive and supportive pathway. Also, it is to ensure our children understand the importance of leading a healthy lifestyle by equipping them with the tools to do so through a health and well-being educational experience. In doing so, we strive to ensure that they know how to access a healthy and fit lifestyle leading up to and through adulthood.	Sport Leaders Award BTEC L1 Foundation

Art	<p>We want every pupil at The Gateway to experience the world of art and develop powerful knowledge and social capital by exposing them to a range of art and artefacts from across the globe and across various timelines. It is established that through engaging in Art lessons, pupils benefit and develop in a whole range of academic and personal development areas. At The Gateway School pupils are able to enjoy a broad range of activities and topics using a range of technical equipment.</p> <p>The Art department is a vibrant, energetic, yet calming environment valuing and celebrating all pupils' successes through displays and awards, whilst welcoming and developing pupils' project ideas to enable all to achieve and enjoy within the subject.</p>	BTEC L1 Foundation
Craft, Design and technology	<p>This subject involves pupils working on a variety of practical projects which develop skills they will need in adulthood. We aim to encourage self-sufficiency and the means by which they can increase choices at Post 16. Many of our pupils enjoy working with their hands and thrive in a space where they can create objects made from resistant materials (wood, plastic and metals). They are taught and trusted to carry out this work using a number of tools and machinery.</p> <p>Within our vocational learning centre we are able to make direct links to the world of work and encourage a sense of independence and resilience.</p> <p>At the end of a completed project pupils are encouraged to take their work home in order that parents and carers can appreciate the kind of work being produced. Students show great pride and joy and a sense of achievement at the end of a completed project.</p>	BTEC L1 Foundation
Food Technology	<p>This is an integral part of the curriculum at The Gateway School developing life skills, social skills and promoting independence. We do not want our pupils to be locked out of achieving a healthy lifestyle because of their social situation or Food technology is essential to our drive to prepare our pupils for adulthood as well as enabling them to explore healthy eating lifestyles. We work hard to show them the benefits of cooking from scratch from both health and economic reasons.</p>	BTEC L1 Home Cooking Skills
Global Education	<p>Through the Global curriculum, pupils are encouraged to question and to suggest solutions. We want them to be aware of their impact on the world, be aware of the consequences of local, national and world history, to ask questions about beliefs and to consider their role as effective citizens within a political and social system. Global is the umbrella term given to the subjects found within Humanities; History, Geography and Religion & Ethics. Citizenship also features strongly in this subject area.</p> <p>The intention of the global curriculum is to provide students with a breadth of topics while maintaining a high degree of depth. This is achieved by spacing and interleaving threshold concepts throughout their time here whilst providing a coverage of key topics which we feel are important factors in developing students cultural capital.</p>	ASDAN Short Course
PSHEE/RSE	<p>We want all of our pupils to leave The Gateway School with knowledge of the curriculum, the World and an emotional literacy which optimises their chance of success in their work and personal lives.</p> <p>As a school which actively promotes working for the maximum success of each of our individuals, we greatly value the importance and relevance of our PSHEE, SRE curriculum. Our pupils often join us having had a negative experience of education and/or having difficulties in learning ways to strategize and cope with the rigours of school life.</p> <p>Many do not see the relevance of being good citizens and by 'good' we mean playing an active role in the national as well as the local communities which make up our country, our continent and the World in general.</p> <p>Our SRE curriculum encourages them to recognise what a good, safe and meaningful relationship and friendship looks like and gives them the skills to build these relationships inside and outside the school gates.</p>	

Careers and Vocational Curriculum

The Gateway School provides a relevant and engaging careers and vocational curriculum which meets the differing needs and requirements of our pupils and via our 6 core themes (Resilience, Going Beyond Your Borders, Reflection, Communication, Balance and Independence).

This is developed throughout a pupil's time at the school (key stages 3-4) and is always supportive of their abilities, strengths and skills. Pupils can start to experience elements of the vocational curriculum almost immediately via taster courses and our enrichment/interventions curriculum

Aims and purpose

- Prepare pupils for the transition to life after school
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded, relevant and worthwhile experiences
- Develop personal characteristics such as social skills and to develop strategies which enable them to show good and effective communication, resilience and to have balanced proportionate responses to everyday work place challenges and successes.
- Inspire and motivate pupils to develop themselves as individuals (to go beyond their borders) and live as independently as possible

All pupils have access to the following:

- Access to a range of vocational opportunities (from key stage 3-4). These are at various levels depending on the age of the pupil. These opportunities come in various forms;
 1. our vocational learning centre (VLC) which offers construction, motor mechanics, bike repair club and hair & beauty
 2. our working kitchen
 3. various outside interventions (such as work place learning environments, garden kitchen projects and
- Access to careers-based lessons via our Friday enrichment curriculum and to impartial careers advice in year 9.
- A broad and balanced curriculum which gives pupils frequent opportunities to explore careers options via PSHE, Enrichment, interventions and accredited courses (BTEC at KS4)

All Key Stage 4 pupils have access to

- Regular meetings with our vocational coordinator.
- A college placement at least once a week.
- a work experience placement in year 11 (for at least 2 weeks)
- Access to impartial careers advice.
- access to a bespoke careers timetable in Year 11
- Visitors in to school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways.
- Pupils have access to relevant careers events hosted at various events.

Vocational subject areas consist of the following;

Vocational Area	Rationale
Motor Vehicle	This is a key post 16 pathway for many of our pupils. Pupils are offered an industry standard IMIAL qualification which often forms an excellent platform for entering college at L2 or L3 qualification level.
Bricklaying/construction	This is a key post 16 pathway for many of our pupils. Pupils are offered a BTEC L1 foundation course which prepares them well for multi skills construction courses and/or more discrete higher level courses in construction, [plastering, decorating, carpentry
Sports Pathway	This pathway was included as a response to the growing number of our pupils who choose sports-based qualifications and courses post 16. It is designed to augment the BTEC and SLQ qualifications offered to all in the main PE curriculum but has a focus on sports industries such as gyms,

	leisure centres and sports-based attractions. We use an ASDAN short course to frame the careers elements of this.
Hair & beauty	This pathway is designed to enable pupils to access a wider variety of options post 16. We offer a BTEC L1 foundation course and plan to change the branding to focus on self-care to encourage more of a male pupils to access it even if it's just for tasters or as part of a wider PSHEE module
Computer Science	Although this pathway is not an obvious vocational option its inclusion is based on the fact that the more advance nature of its qualification route means that our more able IT pupils are able to access IT-based Post 16 courses at least L2. Its introduction has had an immediate impact on its participant's ability to access the IT course they want to do in games design and IT repair.

What we offer in our Interventions curriculum and why

The interventions curriculum at TGS is designed to enhance pupil progress and achievements in the following ways;

1. By augmenting academic subject teaching and learning
2. By providing a pastoral pathway to enable our pupils (all of whom have an EHCP) to progress towards successful outcomes in targeted areas of social and emotional and/or communication progress
3. By providing possible therapy-based routes to enhance and augment key development areas of building and sustaining coping strategies and maintaining positive mental health.
4. By providing excellent frameworks by which progress made toward improvements in our six core themes can be measured (again feeding back into EHCP review)
5. By enabling some of our pupils a springboard from which they can begin to learn in formal settings

Targeted C&L / Medical Interventions	Targeted Pastoral Interventions
<ul style="list-style-type: none"> - Reading 1:1 - Specialist reading 1:1 - Maths 1:1 - Further Maths (Group) - Prince's Trust - ASDAN - HIT Squad - Teaching 1:1 (Inc. Outreach) - Physiotherapy - Occupational Therapy 	<ul style="list-style-type: none"> - Art / Cooking / Sport / VLC 1:1 (Non-Pathway) - Drama - Media Comm - Drawing & Talking 1:1 - Emotional Awareness 1:1 / Group - Forest School - Keyworking 1:1 - Pupil Support 1:1 - Family Support - Nurture-based Groups - Music 1:1 - Petite Ponies - Centurion - Greenacres - Saints - Harmful Behaviours 1:1

What we offer for enrichment curriculum and why

Curriculum enrichment at The Gateway School is a response to concerns about losing some of the creativity from our curriculum. As national policy and local pressures put more emphasis on final accredited outcomes and qualifications we are clear that we owe to our pupils (who generally have previously had a negative view and experience of education) to immerse them in as many opportunities to experience things above and beyond the confines of a national agenda or curriculum overview.

We offer a wide range of experiences and challenges that enrich our curriculum. This is to ensure that our students are inspired to learn outside of the classroom and develop the skills required for the world beyond their secondary education. We plan to whet their appetite and develop a love of learning something new which may not necessarily end up being judged by an exam or a piece of coursework.

We want to enable our pupils to immerse themselves in our 6 core themes in a range of ways and in arrange of contexts to practice and eventually master them.

We plan to use these opportunities to show, where appropriate, possible career pathways. If they love bike club they may choose that path for work experience and beyond.

Through our Curriculum Enrichment programme, we use the talents and experiences of others from outside of the school, in combination with the talents and interests of staff within our school, to enrich our student's education.

The activities offered vary from the physically challenging and cultural, to school based practical activities.

Enrichment Area	Rationale
Drama	Drama at The Gateway School creates contexts that allow pupils to create, plan, react and to build with agency. The sets/contexts we create allow pupils to explore via free play/free drama in a safe environment whilst challenging their own preconceptions and sometimes fears. All drama is discussed/planned in 'the space' (communication) and staff react to what pupils decide (agency/independence). We challenge he pupils via the subjects we cover in the room (going beyond your borders and all drama is discussed (again, in the space) enabling pupils a time of reflection. Some of the subjects we deal with (especially in Media Comm) test pupils' resilience.
Art & Textiles	During Art enrichment clubs pupils are encouraged to enhance their artistic skills through completing a range of projects which don't feature in the general Key Stage 3 curriculum. This enables pupils to work on more technical projects with new and varied mediums. This further enables pupils to develop their communication skills through planning their individual projects whilst being able to work independently to showcase their developing skills and areas of interest. By working on new and exciting methods it encourages pupils to push beyond their borders through becoming excited about the new methods and interested in the production of unique and personalised art pieces. Pupils are encouraged to reflect on their own interests to guide and design their own projects whilst encouraging pupils to reflect on the production and methods used to recognise their own developing skills. Through undertaking more technical and demanding projects in longer sessions, it enables the pupils to develop their own resilience through trial and error whilst enabling the pupils to engage in a balanced, encouraging and exciting enrichment curriculum. Some of the topics covered so far include redesigning and producing unique Dr Marten prototypes, setting a multi surfaced painting in resin in the style of a local contemporary artist, designing and producing a glass painting and designing and cutting stencils to use on the screen printing equipment.
Design crafts	Developing skills for the workplace. Specialising in garden furniture. Fundraising from sales. During these lessons pupils are given the opportunity to work as part of a team on a group project; developing their skills for the workplace. Pupils experience new processes, tools and machinery that they would not be able to use during normal class lessons. This requires them to have a balanced response to difficulties in order to be safe, to communicate these difficulties and to reflect on the work they have created. In many cases, pupils are pushed to go beyond their borders and push themselves. This drive leads to the subject generally being popular and pupils often choose career paths linked to construction.
Community	<p>To develop a keener sense of community and the outside world within our pupils, by taking part in county and countrywide initiatives. Visiting local places of cultural and historical interest. Engaging in events such as fundraising, litter picks, multi-cultural radio station projects, eco schools. RSPB/ Wildlife events, Northamptonshire Police Community challenge project.</p> <p>By participating in Community Enrichment it links strongly to all 6 Core Themes</p> <p>British values Opportunities through experiences and meeting a range of different people in different settings by opportunities offered to accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p> <p>Furthermore and importantly taking part in Community Enrichment can significantly support and promote the spiritual, moral, social and cultural (SMSC) development of our pupils by some of the following:</p> <ul style="list-style-type: none"> • Improving their social skills and tolerance of others • Meeting new people

	<ul style="list-style-type: none"> • Going beyond their individual comfort zones • Improve confidence and self-worth leading to better mental health such as receiving a Special achievement award from Northamptonshire's Police Chief Constable • Life skills • Trying new things and having enhanced opportunities • Widening their horizons
Physical Training	<p>To develop social and team building skills as well as physical fitness. To enhance physical awareness to raise self-esteem and learn how to behave appropriately in different environments.</p> <p>Use martial arts to encourage discipline and respect.</p> <p>Used to promote the understanding of social and public behaviour.</p> <p>Providing links/interest geared to the fitness/sports industry for work experience and further education.</p> <p>Giving our learners positive experiences in a wider social environment and providing access to industry professionals both off and on site.</p>
Forest School	<p>Forest School is an inspirational process in a stimulating environment that offers ALL learners opportunities to achieve and develop confidence and self-belief through positive active learning experiences. The social community that is created would enable the children to focus on: Peer interactions, independency, teamwork, cooking, wood chopping, forest walks, fire making, tree climbing and building rope swings. All of which happens in a natural woodland environment. Forest school allows the on-going development of relationships between learner(s) and the environment. It focusses on "learner-centred" processes that create a community for self-development and learning. Its purpose is to promote the holistic development of all children involved, concentrating specifically on: resilience, confidence, independence, reflective discussions and creativity amongst the learners. It also offers the children a chance to go beyond their borders and to take supported risks, appropriate to the environment and to themselves.</p> <p>Careers</p> <p>The skills acquired from participating in a successful Forest school would give the children experience to start thinking about job careers within this area, such as: Game Keeper, Forest school leader, Country Park Ranger, Landscape gardener and even within the RSPB/RSPCA</p>
Bike Club	<p>The goals of bike club are twofold. Firstly to show and encourage pupils to use bicycles to help their fitness and wellbeing. Also to demonstrate how they can provide a safe and efficient means of transport. Pupils will use indoor training bikes and be able to how their fitness can improve through doing a little exercise. Then they will also be able to participate on various trips to country and bike parks. At the parks the pupils will be encouraged to learn new skills and challenge themselves riding over difficult terrain and obstacles, whilst having fun with their peers.</p> <p>The second goal is to learn about cycle maintenance. Pupils will learn how to complete cycle safety checks and about using appropriate safety equipment when riding and working in the workshop. In the workshop pupils will learn how to set a cycle up for themselves or another, adjusting handle bars and seats. They will complete maintenance and cleaning task on a bike learning about using specialist cleaning tools and lubricants. They will also learn how to complete simple repairs such as punctures, changing a tyre and adjusting breaks. This can lead to the achievement of AQA Awards.</p> <p>Cycling is now a very popular leisure activity, a key transport option and also a large business with opportunities to train to become skilled cycle mechanics.</p>

Appendix A- 6 Pedagogical Drivers

 <p>Active Reading</p>	<ul style="list-style-type: none"> - use of highlighter whenever possible - often teacher tells pupils what to look for - can promote 'skimming and scanning' skills - extremely useful for exams - helps avoid overload of working memory (Cognitive Load Theory)
 <p>Regular Recall</p>	<ul style="list-style-type: none"> - low stakes/no stakes testing - material must be taught before recall - pupils <i>trying</i> to recall is the key - needs to be regular and 'interleaved' - variety of method and material is best - involve everyone (no 'opt out')
 <p>Schema Acquisition</p>	<ul style="list-style-type: none"> - essentially a change in Long Term Memory - without creating/changing schema, no learning has taken place - knowing what schema to access is helpful - the more they know, the easier it becomes to know more ('sticky learning')
 <p>Spacing + Interleaving</p>	<ul style="list-style-type: none"> - 'blocked practice' is inefficient - space out topics (2-3 weeks max) - interleave topics with different ones - naturally generates more recall - do this for regular testing as well
 <p>Dual Coding</p>	<ul style="list-style-type: none"> - words and visuals together - more efficient use of working memory - combines phonological loop with visual-spatial sketchpad in working memory - easy to get wrong - keep pictures, power points simple - avoid anything irrelevant
 <p>Live Feedback</p>	<ul style="list-style-type: none"> - helps avoid 'encoding failure' - our marking policy - live feedback is teaching (not assessing) - avoids 'evidence obsessed culture'