

Project Group Rationale

The vast majority of students in Years 7, 8, and 9 study a modern foreign language, either German or Spanish, learning about another culture. Rather than studying a language, a small, select group of students each year have additional 'project' lessons, focused on supporting them with developing the literacy, numeracy, and social skills, and self-confidence required to succeed in their wider curriculum. Additional interventions are also provided by our SEN team, focused on accelerating students' reading or numeracy ages, or supporting students suffering from social anxiety. Students still have the opportunity to take part in languages through language extracurricular clubs, cross-curricular days, and residential visits.

When designing our curriculum we took a number of key factors into consideration, these include:

- Our student prior attainment results
- What our learners and families wanted
- What was needed to support our learners to become effective contributors, responsible citizens, successful learners, and confident individuals in society today.

Pupil Identification

Students when in year 7 were identified based on the Cognitive Ability Tests (CATS) where their mean SAS mean score was below 85 or additionally were identified with a high level of SEN needs as part of their EHCP. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

IDL English

Year 8 and 9 Project students complete IDL English in one of their project sessions across the fortnight. The IDL Literacy Intervention is a speaking-computer based multi-sensory system that supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The program was specifically designed for those with dyslexia and is used as an intervention but can also be used effectively as a school-wide literacy solution.

IDL Maths

Year 8 and 9 Project students complete IDL Numeracy in one of their project sessions across the fortnight. IDL Numeracy is a Maths software resource that helps to improve the ability of low-attaining learners in mathematics. It includes a fully graded course to support the National Curriculum for KS2 (Key Stage 2) maths thus covering the gaps in students' knowledge in the transition to year 7. In order to be inclusive, the lessons in IDL are designed to reduce the stress those with dyscalculia would ordinarily feel when faced with

mathematical problems. After a few hours using IDL, learners will find a familiarity with the lessons and because the lesson mechanics remain the same, they gain the confidence they need to tackle problems, even those they have never encountered before.

Comprehension skills

This year, 'Project group' in year 7 will be taught by a Key Stage 2 trained teacher. The focus during these sessions will be on teaching comprehension based skills such as skimming and scanning, inference and deduction. A range of texts will be used including 'Barrington Stoke' books which have a high level of interest for older students but a lower reading age. Pupils will read the texts and then complete comprehension based activities in partners and small groups in order to increase their comprehension skills which will, in turn, increase their reading age.

Maths Pre-teaching

This year, Year 7 'Project group' will have a session of pre-teaching once a fortnight, this will focus on the next topic the pupils will encounter in mathematics. There are different opportunities that this pre-teaching gives the pupils:

1. Gaps that are necessary pre-cursors to accessing year 7 content can be identified and filled.
2. Vocabulary that is essential for understanding new concepts can be explored and discussed.
3. New concepts can be introduced in advance and pupils can ask questions to increase their understanding in a small group setting.

Social Skills

The essence is for students to experience activities that can be approached with different attitudes of character traits. Through facilitation and feedback, they will understand the value of certain character traits in different thematic areas. They will also experience the impact that individuals (especially themselves) make on group performance, how groups can influence decision-making, and understand how the character values have an impact on the quality of outcome and type of decisions made.

In year 9 students aim to integrate different aspects of character, encouraging students to identify the character behaviours that can guide them and inspire performance. The emphasis is on encouraging individuals to recognise that they possess the leadership capacity to make decisions and take responsibility, instead of being driven by emotional knee-jerk reactions. Enhance their skills including listening, resilience & confidence and consider their impact on the environment and how to reduce their carbon footprint.

Students learn to deal with the following casualties: Choking, Heart attack, and Severe bleeding. What to do when someone is unresponsive such as the Recovery position & CPR.

Culture Experience

Students develop basic language skills despite not studying a language and instead study countries and the language basics of that country. Through studying different countries, students will develop an understanding of: how festivals are celebrated in other countries; similarities between other languages and English; and similarities and differences in traditions and cultures. All students still enjoy opportunities to attend extra curricular trips abroad and participate cross curricular days studying different cultures and languages.