

# Lotus Academy Curriculum Model

<b>Curriculum vision</b>	<p>The core goal at Lotus Academy is for pupils to <b>develop personally, achieve academically</b> and <b>prepare for adulthood</b>.</p> <p>Lotus Academy aims to provide a high quality, meaningful education for all pupils regardless of their starting point. We aim to engage and motivate pupils who have previously found school to be a challenge, though a calm and safe learning environment which places pupil well-being and achievement at its core. We empower pupils to believe in a better future for themselves through a strong culture of high expectations for all pupils to achieve and progress</p> <p>By learning to develop their <b>communication</b> skills, build <b>healthy relationships</b>, develop <b>independence</b> and build <b>resilience</b>, pupils are able to make positive decisions about their futures and realise their potential to become positive and successful members of the community.</p>
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Education, Health and Care Plans – Personal Development, Academic Achievement, Preparation for Adulthood				
<b>We want pupils to develop...</b>	Communication	Healthy Relationships	Resilience	Independence

<b>Whole school approaches</b>	Careers	Reading rich environment	British Values	SEMH learning – Zones of Regulation	Preparation for Adulthood	Attachment informed	Trauma informed	E Safety	RSE	Healthy lifestyles	Community interaction	'Achievement every lesson'
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Quality first teaching												
<b>Whole school learning approaches</b>	Lotus learning cycle	Stage not age approach	Retrieval practice	Enrichment opportunities	Writing across the curriculum	Repetition and consolidation	Sequencing and progression	Subject expertise – subject leads	Structure and routine	Love for learning	High expectations	Evidence informed teaching

Organisation of learning	Subject specific learning	Personalised learning	SEMH	Physical environment	Learning environment	Behaviour for learning	Enriching experiences	Vocational learning and qualifications	GCSE options	Careers
	Maths English Reading Phonics Reading for pleasure PE Art Science History Geography RE Food technology PSHE IT	Green Room Vocational class Alternative Provision Personalised timetables Individual targets Speech and Language Sensory circuit	ISPs Unravel therapist Zones of Regulation Routines Reflection Mental Health Lead Nurture breakfast Team Teach Rewards Enrichment Sensory circuit Music therapy DJ	Displays Clear, uncluttered classrooms Sensory room Calming spaces Biophilic design Pupil achievements showcased	Nurturing approach Positive relationships Positive behaviour management Reflection Mindfulness Every pupil a reader Every pupil a writer Every pupil achieves	ISPs Culture of positivity and rewards Reflection time Class Dojo	Music therapy DJ Residentials Duke of Edinburgh Cycling Swimming Big Challenge	Duke of Edinburgh Cooking Enrichment offer Entry Levels Young Enterprise	Maths English Language Biology Citizenship Sociology PE	Careers learning P4A Post 16 visits

<b>Measuring impact</b>	Summative assessment	AfL	Destinations	EHCP outcomes	Gatsby Benchmarks	Qualifications / accreditation	Stakeholder voice	Behaviour data	Attendance	Phonics assessment	Multiplication test year 7
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<b>Impact for pupils</b>	Pupils are able to communicate their wants and needs and are able to use effective communication strategies to regulate and manage themselves	Pupils develop healthy relationships, allowing them to be successful socially and in society	Pupils are able to manage disappointment and failure without this holding them back. They are able to thrive in spite of challenging circumstances.	Pupils are independent in their learning and self-management and can make positive and informed decisions about their futures.
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