



MacIntyre Academies Quest Academy

Curriculum Policy

Version	Purpose/Change	Responsibility	Date
6	Section 4.8: Digital Literacy and Technology added Section 4.15: new section on Assessment Section 6: Monitoring arrangements expanded Updated Appendix A Added Appendix B	AL (Assistant Principal)	Feb 2026

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1. Curriculum aims

At Quest Academy, our curriculum is designed to empower every learner with the knowledge, skills, and confidence they need to become as independent as possible and be fully prepared for adulthood. We recognise that each learner's journey is unique, and we strive to equip them with the tools to navigate life with resilience, self-belief, and a sense of purpose.

Our approach is built upon three core values: **Compassion, Ambition, and Partnership.**

- **Compassion** – We understand the diverse needs of our learners and provide a supportive, nurturing environment where they feel valued, respected, and empowered. Through personalised learning experiences, we help each learner develop confidence, self-advocacy, and the ability to manage challenges they may encounter in adulthood.
- **Ambition** – We believe in the potential of every learner and set high expectations for their progress, regardless of their starting points. Our curriculum is designed to develop key life skills, including problem-solving, decision-making, and adaptability—ensuring that each learner is well-equipped for the demands of adulthood, whether that be further education, employment, or independent living.
- **Partnership** – Preparing learners for adulthood is a shared responsibility. We work closely with families, staff, and external agencies to create meaningful, real-world learning experiences. Through strong links with local employers, colleges, and community organisations, we ensure that learners have the opportunity to develop the practical skills and confidence needed to transition successfully into adult life.

By embedding these values within our curriculum, we provide a structured yet flexible approach that enables every learner at Quest Academy to develop independence, achieve their aspirations, and lead fulfilling lives beyond school, being **Ready for Adulthood.**

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Local Advisory Board

The Local Advisory Board (LAB) will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The LAB will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for learners to cover the requirements of the funding agreement

Proper provision is made for learners with different abilities and needs, including children with special educational needs (SEN)

All courses provided for learners below the age of 19 (learner transition at the end of year 11) that lead to qualifications, such as GCSEs and alternatives, as appropriate, are approved by the secretary of state

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

Learners from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Principal/Senior Leadership Team (SLT)

The Principal/SLT is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual learners will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The LAB is kept informed of decision-making processes that relate to the breadth and balance of the curriculum

The LAB is advised on whole-school targets in order to make informed decisions

Proper provision is in place for learners with different abilities and needs, including children with SEN

3.3 Extended Leadership Team (ELT)

The **Extended Leadership Team (ELT)** at [School Name] plays a pivotal role in driving excellence in teaching, learning, and assessment across the school. As leaders of core subjects, they are responsible for ensuring a high-quality, inclusive, and ambitious curriculum that meets the diverse needs of our learners and prepares them for adulthood.

As members of the **Quality of Teaching, Learning, and Assessment Team**, the ELT works collaboratively to monitor, evaluate, and enhance educational standards. They support staff through coaching, professional development, and the sharing of best practices, ensuring consistency and innovation in teaching approaches. Additionally, they analyse learner progress data to inform strategic decision-making and curriculum planning, ensuring that all learners achieve their full potential.

3.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

4.1 Curriculum Organisation and Delivery at Quest Academy

At Quest Academy, our curriculum is designed to be flexible, inclusive, and responsive to the diverse needs of our learners. Rooted in our values of **compassion, ambition, and partnership**, we aim to provide a meaningful and engaging education that supports both academic progress and personal development.

4.2 Curriculum Approach

We broadly follow the **National Curriculum**, adapting it to ensure that all learners can access, engage with, and succeed in their learning. Our approach is:

- **Personalised and Adaptive:** We recognise that each learner has unique strengths, challenges, and aspirations. Our curriculum is differentiated and scaffolded to provide appropriate levels of challenge and support.
- **Thematic and Creative:** Where possible, we use a **thematic approach**, integrating subjects and real-world learning experiences to make the curriculum engaging and relevant. This allows for deeper understanding and knowledge retention.
- **Trauma-Informed and Sensitive:** Our curriculum design acknowledges the impact of trauma on learning. We prioritise emotional well-being, creating safe and structured learning environments that foster resilience, confidence, and self-regulation.
- **Skills-Focused:** Alongside academic learning, we emphasise the development of social, emotional, and life skills to prepare our learners for future success.

4.3 Delivery of the Curriculum

- **Structured Yet Flexible Timetables:** Lessons are structured to provide predictability and security for our learners, but we also allow flexibility to accommodate individual needs and circumstances.
- **Multi-Sensory and Practical Learning:** We use hands-on, experiential learning approaches to support engagement and understanding, where appropriate.
- **Small Group and 1:1 Support:** Teaching is delivered through a combination of whole-class sessions, small-group work, and individualised interventions, ensuring that each learner receives the right level of support. Class sizes range from **8 to 10 learners per class**.
- **Interdisciplinary Collaboration:** Teachers, therapists, and support staff work in partnership to deliver a holistic education that nurtures both academic and personal growth.
- **Annual Review and Adaptation:** The curriculum is reviewed each year to ensure it remains **fit for purpose**, aligning with the needs of our current cohorts and reflecting best practices in special education.

Our curriculum is not just about meeting academic targets; it is about **empowering learners** to develop confidence, independence, and the skills they need to thrive beyond Quest Academy, ensuring that they are **Ready for Adulthood**.

4.4 Adapting the Curriculum to Meet Local Needs

At Quest Academy, we ensure our curriculum is relevant, inclusive, and responsive to the unique needs of our learners and the wider community. While we broadly follow the National Curriculum and meet statutory requirements outlined in our funding agreement, we carefully tailor our approach to reflect local priorities, learner profiles, and community resources.

4.5 Responding to Local Context

- **Understanding Our Learners:** Many of our learners have faced significant challenges, including trauma and barriers to education. Our curriculum is designed to be accessible, flexible, and trauma-sensitive, ensuring that every learner receives the support needed to engage, progress, and thrive.
- **Preparing for Adulthood:** Recognising the importance of life beyond education, we provide vocational learning, work-related experiences, and independent living skills. Collaborations with local businesses and organisations enable our learners to develop confidence, employability skills, and aspirations that align with regional job opportunities.

- **Emotional and Social Development:** Supporting emotional regulation and social interaction is a core element of our approach. We embed personal development, well-being education, and therapeutic interventions across all learning experiences to foster resilience and self-awareness.

4.6 Tailoring the National Curriculum

- **Individual Learning Pathways:** The curriculum is structured to offer a flexible and differentiated approach, ensuring it is accessible to all. Some learners follow an academic programme, while others engage with a practical and skills-based curriculum designed to support their strengths and interests.
- **Core Subjects with Personalised Delivery:**
 - **English and Mathematics:** Learning is made relevant by embedding functional literacy and numeracy into everyday contexts, supporting real-world application, we call this *Subject Capital*.
 - **Science:** Content is adapted to be engaging, interactive, and locally relevant, incorporating practical and sensory-based activities.
 - **Physical and Well-being Education:** Activities are designed to promote movement, sensory regulation, and mental well-being, ensuring all learners can participate in ways that suit their needs.
 - **Creative and Technical Learning:** The curriculum includes art, music, and outdoor education, encouraging expression, problem-solving, and transferable skills.

For overview, please see **Appendix A: Curriculum Map**

4.7 Meeting Statutory and Funding Requirements

We ensure full compliance with all statutory obligations, adapting delivery methods to be **meaningful and accessible** to our learners. This includes:

- **Relationships and Sex Education (RSE)**, delivered in a developmentally appropriate and trauma-informed manner.
- **Careers and Transition Education**, aligned with local further education providers, training routes, and employment opportunities, ensuring all learners receive individual guidance and planning.
- **Citizenship and British Values**, with a focus on rights, responsibilities, and active participation in society.

Collaboration with Local Partners

- We establish strong links with employers, colleges, and community organisations to create real-world learning opportunities.
- Partnerships with health and social care services ensure a holistic approach to education, well-being, and future planning.

4.8 Embedding Key Curriculum Themes at Quest Academy

At Quest Academy, our curriculum is designed to holistically develop learners, ensuring they gain not only academic knowledge but also the personal, social, and emotional skills needed to succeed in life. We integrate the following key areas throughout our curriculum, ensuring alignment with statutory requirements while adapting delivery to meet the needs of our learners.

Relationships, Health, and Sex Education

We follow statutory guidance on **Relationships Education, Relationships and Sex Education (RSE)**, and Health Education, ensuring that all learners receive age-appropriate, trauma-informed education in these areas. Our approach is underpinned by our values of compassion, ambition, and partnership, creating a safe and supportive environment where learners can explore these topics confidently.

- **Lower School Learners – Relationships and Health Education:**
 - Focuses on understanding emotions, friendships, and family relationships.
 - Supports the development of self-care skills, personal safety, and mental well-being.
 - Encourages discussions around respect, kindness, and making safe choices.
- **Upper School Learners – Relationships, Sex, and Health Education:**
 - Explores healthy relationships, consent, personal identity, and emotional well-being.
 - Covers online safety, peer pressure, and managing risks in social situations.
 - Includes puberty, reproductive health, and preparation for adulthood in a way that is sensitive to individual needs.

We follow our **RSE Policy**, ensuring all content is inclusive, accessible, and adapted to meet the learning styles and emotional needs of our cohort. Parents and carers are engaged in the process, reinforcing a consistent and supportive approach.

Spiritual, Moral, Social, and Cultural (SMSC) Development

SMSC development is woven throughout our curriculum, supporting learners in **understanding themselves, their community, and the wider world**. This includes:

- **Spiritual Development:** Encouraging reflection, self-awareness, and appreciation of different beliefs and cultures through religious education, philosophy, and creative expression.
- **Moral Development:** Helping learners develop a sense of right and wrong, decision-making skills, and an understanding of consequences and responsibility.
- **Social Development:** Providing opportunities for learners to work collaboratively, develop communication skills, and engage in their communities through social interaction, group projects, and volunteering.
- **Cultural Development:** Exposing learners to diverse perspectives, traditions, and creative arts, ensuring they appreciate and respect cultural differences while understanding their own identity.

SMSC is not a standalone subject but is embedded in all aspects of school life, reinforced by our school ethos, curriculum planning, and enrichment activities.

Digital Literacy and Technology

At Quest Academy, we recognize that digital literacy is essential for independence, successful employment, and meaningful participation in modern society. As part of our commitment to preparing learners to be **Ready for Adulthood**, we equip every learner with the skills, knowledge, and confidence to use technology safely, effectively, and creatively.

We embed digital literacy across the curriculum, ensuring learners develop competence and confidence through regular, meaningful use of technology in real-world contexts. Our approach includes:

- **Functional Digital Skills:** Using devices, accessing information online, communicating digitally, and managing files - skills needed for daily life, further education, and employment.
- **Online Safety and Digital Citizenship:** Understanding online risks, protecting personal information, recognizing reliable sources, and behaving responsibly in digital spaces.
- **Technology as a Learning Tool:** Using assistive technology, educational software, and digital resources to support learning across all subjects.
- **Creative and Technical Skills:** Where appropriate, developing skills in digital creativity, coding basics, and understanding how technology works.

- **The application and misapplication of AI:** Ensuring that learners know, understand and can safely respond to the risks and opportunities of using different types of AI in learning and life.

Technology is embedded throughout our curriculum, with learners using digital tools to research, create, communicate, and present their learning. We ensure all learners develop the digital confidence needed for their transition to adulthood.

4.9 British Values

We actively promote the **fundamental British values** of:

1. **Democracy** – Learners participate in decision-making, school councils, and discussions about rights and responsibilities.
2. **The Rule of Law** – Lessons focus on understanding laws, rules, and their role in maintaining a safe and fair society.
3. **Individual Liberty** – We encourage self-expression, personal choice, and independence, ensuring learners understand their rights and freedoms.
4. **Mutual Respect and Tolerance** – Learners explore different faiths, cultures, and perspectives, developing empathy and inclusivity.

These values are reinforced through our whole-school **Morning PowerPoint, and within lessons**, equipping learners with a **strong moral compass and social awareness**.

4.10 Careers Guidance (Upper School Learners Only)

Preparing learners for life beyond Quest Academy is a core priority. Our careers programme ensures that every learner receives personalised guidance and support in exploring future pathways, including further education, employment, and independent living.

- **Tailored Careers Education:** Delivered through PSHE, work experience, and vocational learning, focusing on strengths, aspirations, and realistic career planning.
- **Employer and College Engagement:** Partnerships with local businesses, further education providers, and apprenticeship schemes provide real-world insights and opportunities.
- **Independent Advice and Guidance:** Learners receive 1:1 career coaching, transition planning, and workplace readiness training, ensuring they feel confident and prepared for their next steps.

Our approach aligns with the **Gatsby Benchmarks** and statutory **Careers Education and Guidance Policy**, ensuring that all secondary learners have access to **high-quality, meaningful careers education** that supports their aspirations and abilities.

4.11 Medium- and Long-Term Planning Expectations

At Quest Academy, curriculum planning is structured to ensure that learning is progressive, coherent, and responsive to the needs of our learners. Our planning process ensures that all subjects are delivered in a way that is engaging, inclusive, and adapted to individual needs.

Medium-Term Planning (Half-Termly)

Medium-term planning provides a clear framework for delivering key learning objectives over a set period, ensuring consistency and progression across all subjects. It includes:

- **Key Learning Outcomes:** Clearly defined knowledge, skills, and understanding learners are expected to develop.
- **Curriculum Adaptations:** Differentiated approaches to ensure accessibility for all learners, considering their individual learning needs, emotional well-being, and engagement levels.

- **Cross-Curricular Links:** Where appropriate, subjects are linked through thematic or project-based learning, making content more meaningful and relevant.
- **Assessment Opportunities:** Planned formative and summative assessments to track progress and inform next steps.
- **Well-being and Engagement Strategies:** Consideration of trauma-informed practices, sensory supports, and emotional regulation techniques to create a safe and supportive learning environment.

4.12 Long-Term Planning (Annual or Multi-Year)

Long-term planning provides an overview of subject coverage across the year to ensure a broad and balanced curriculum that meets statutory requirements while remaining adaptable to cohort needs. It includes:

- **Whole-School Curriculum Map:** Outlining the sequence of learning across key stages to ensure a logical and developmental progression.
- **Personalised Learning Pathways:** Consideration of different learner profiles, including those working towards academic qualifications, vocational skills, or independence-focused goals.
- **Statutory Compliance:** Ensuring all elements of the National Curriculum (where applicable), statutory RSE, SMSC, and British Values are fully covered.
- **Annual Review Process:** The curriculum is reviewed each year to assess its impact and make adjustments based on learner progress, staff feedback, and evolving best practices in special education

4.13 The Accelerated Learning Model

We structure our lesson delivery using an adaptation of the **Accelerated Learning Model** by **Georgi Lozanov**, which consists of four key phases:

1. **Connect – Establishing relevance and readiness for learning**
 - Engages learners through **real-life contexts, prior knowledge recall, and interactive discussions.**
 - Uses strategies such as **visual prompts, storytelling, or sensory experiences** to create meaningful connections.
 - Supports emotional regulation, ensuring learners feel **safe, settled, and ready to engage.**
2. **Activate – Introducing new knowledge or skills**
 - Provides **accessible, scaffolded instruction** tailored to different learning styles.
 - Uses a combination of **multisensory approaches, practical tasks, and exploratory activities** to enhance understanding.
 - Encourages **active participation, questioning, and problem-solving.**
3. **Demonstrate – Applying learning in context**
 - Learners show understanding through **practical application, guided tasks, or creative expression.**
 - Opportunities for **peer collaboration, structured feedback, and self-assessment** are embedded.
 - Staff provide **targeted support and interventions**, ensuring all learners can progress.
4. **Consolidate – Embedding and reflecting on learning**
 - Reinforces key concepts through **discussion, review, and reflection activities.**
 - Encourages learners to **make connections to real-life situations** and consider how they can use their learning beyond the lesson.
 - Uses assessment for learning strategies to **inform next steps.**

4.14 Embedding Reading at Quest Academy

At Quest Academy, we are committed to fostering a love of reading and developing strong literacy skills in all our learners. One of the key strategies we use to encourage reading is **DEAR (Drop Everything And Read) time**, where every learner and member of staff takes dedicated time each day to read. This time allows everyone to immerse themselves in a book, whether independently or through shared reading experiences, and helps cultivate a school-wide culture of reading. DEAR time encourages learners to discover new authors, genres, and stories, and reinforces the value of reading in everyday life.

In addition to DEAR time, we incorporate **Read Write Inc. (RWI)** across our school to support the development of phonics, reading, and writing skills, particularly for learners in the early stages of literacy development. RWI provides structured and systematic phonics instruction, ensuring that learners develop the essential skills needed to decode and understand texts. Through the RWI programme, we tailor support to meet the individual needs of learners, helping them build confidence and fluency in reading.

We also integrate reading opportunities throughout the curriculum, with all subject areas encouraging learners to engage with texts that support their learning. Whether exploring historical events, scientific concepts, or literary works in English lessons, we ensure that reading is a central part of every learner's educational experience.

Through these initiatives, alongside our commitment to **Read Write Inc.**, we aim to create an inclusive environment where every learner at Quest Academy is motivated to read, build their literacy skills, and enjoy the benefits that reading brings.

For more information, please see Quest Academy's **Reading Guidance** document

4.15 Assessment

Quest Academy employs a comprehensive and trauma-informed approach to assessment that balances academic monitoring with sensitivity to learners' individual needs and experiences.

Assessment Framework - The academy utilises Earwig as its primary assessment platform, with all subjects structured around clear frameworks of 'I can' statements that serve as learning objectives. These statements provide transparent success criteria for both staff and learners, ensuring everyone understands the expected outcomes and progression pathways across the curriculum. An example framework can be found in Appendix B.

Formative Assessment Practice - Staff engage in regular formative assessment throughout their teaching, observing and evaluating learner progress during lessons. Learners are graded as Emerging, Developing, Secured and Consolidated against each 'I can' statement on Earwig. This ongoing assessment allows teachers to adapt their instruction in real-time, identify emerging needs, and celebrate achievements as they occur. The formative approach ensures that assessment is woven into the fabric of daily learning rather than being an isolated or anxiety-inducing event.

Baseline Assessment - Within the first half term of each academic year, all learners undergo baseline assessments using a range of standardised methods. These assessments provide a crucial starting point for measuring progress and ensuring learners are on the most appropriate curriculum pathway. Recognising the academy's commitment to trauma-informed practice, assessment methods are carefully adapted to ensure they are accessible and non-threatening, minimising potential triggers whilst maintaining their validity and usefulness.

Learners are assessed across key foundational areas including reading, comprehension, mathematics, and spelling. These core competencies provide essential data for planning appropriate interventions and support.

Communication with Stakeholders - Assessment outcomes are shared with all relevant stakeholders through multiple channels throughout the academic year. Progress reports provide regular updates on learner development, whilst comprehensive end-of-year reports offer a more detailed analysis of achievements and areas for growth. Parents' evenings create opportunities for face-to-face dialogue about progress, and EHCP annual reviews ensure that statutory obligations are met whilst maintaining a holistic view of each learner's educational journey. This multi-faceted communication strategy ensures that parents, carers, local authorities, and other professionals remain fully informed and engaged in supporting learner progress.

5. Inclusion

Teachers set high expectations for all learners. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able learners
- Learners with low prior attainment
- Learners from disadvantaged backgrounds
- Learners with SEN
- Learners with English as an additional language (EAL)

Teachers will plan lessons so that learners with SEN and/or disabilities are able to access the curriculum successfully.

Teachers will also take account of the needs of learners whose first language is not English. Lessons will be planned so that teaching opportunities help learners to develop their English, and to support learners to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

LAB members monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School Visits
- LAB meetings
- Meetings with the school council

The Extended Leadership Team (ELT) monitor the way each subject is taught throughout the school by completing:

- Planning Checks and Feedback
- Learning Loops
- Coaching Observations
- Book Looks
- Assessment Moderation Meetings
- CPD on Teaching and Learning

Planning checks and feedback provide insight into how teachers are structuring their lessons and sequencing learning, ensuring curriculum coverage is comprehensive and appropriately differentiated. Learning loops allow the ELT to observe snapshots across a range of lessons, providing insight into the day-to-day learning experience and enabling constructive feedback on the quality of provision. Coaching observations offer supportive, developmental opportunities for staff to refine their practice whilst leaders evaluate the effectiveness of pedagogical approaches being used across different subjects. Book looks enable leaders to scrutinise the quality and range of work learners are producing, verifying that the curriculum is being delivered as intended and that learners are engaging with content across all subject areas. Assessment moderation meetings bring staff together to ensure consistency in judgments about

learner progress and attainment, whilst also providing a forum to discuss whether the breadth of the curriculum is reflected in assessment practices.

Collectively, these activities create a comprehensive picture of teaching quality throughout the school. By conducting this monitoring on a half-termly cycle, the ELT can identify strengths to celebrate, pinpoint areas requiring support or development, and ensure that every learner benefits from consistently strong teaching across the full breadth of the curriculum offer.

ELT also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed **every year** by the **Assistant Principal** responsible for **Quality of Education**. At every review, the policy will be shared with the LAB.

7. Links with other policies

This policy links to the following policies and procedures:

[SEN policy](#)

[Equality information and objectives](#)

Teaching and Learning Policy

Changes at previous reviews

Version	Purpose/ Change	Responsibility	Date
2	Added Guiding Principles Reworded titles Reviewed "Intent, Implementation and Impact" sections. Added Relevant Appendices	Principal Assistant Principal	August 2021
3	Added new curriculum overview and updated tiles per class and general SPaG throughout. Replaced "Odyssey" with "Earwig" Replaced "Creative Curriculum" with "World Studies"	Deputy Principal	November 2022
4	Guiding Principles section, removal of EMPATHY points within Mutual Trust, Connectivity and Recognition section.	Deputy Principal	April 2024
5	Policy rewritten	Deputy Principal	February 2025

Appendix A: Curriculum Map

KS2 Curriculum Overview			
Core Curriculum		Preparation for Adulthood	
English x4	Theme x4 Science RE Computing Humanities Music Art	Developing independent living skills Good health and wellbeing Friendships, Relationships and Community Life and Employment Skills	
Maths x4		PE x1	Food x1
Phonics x4		PSHE/SRE x1	Personalised Learning x1
		Forest Schools x1	Enrichment x1
KS3 Curriculum Overview			
Core Curriculum		Preparation for Adulthood	
English x4	Computing x1	Developing independent living skills Good health and wellbeing Friendships, Relationships and Community Life and Employment Skills	
Maths x4	Art x1	PE x1	Food x2
Science x2	Music x1	PSHE/SRE x2	Personalised Learning x2
		Forest Schools x1	Enrichment x1
KS4 Curriculum Overview			
Core Curriculum		Preparation for Adulthood	
English x4	Computing x2	Developing independent living skills Good health and wellbeing Friendships, Relationships and Community Life and Employment Skills	
Maths x4	Options x4	PE x1	
Science x4		PSHE x2	
		Enrichment x1	

Appendix B: Earwig Framework

A section of the Year 9 Maths framework showing the topic of Proportional Reasoning.

Red – Emerging
 Orange – Developing
 Green – Secured
 Purple – Consolidate

Proportional Reasoning		38	35	34	25	29	14
I can solve more complex problems involving speed.		10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	21 Oct 25
I can solve problems involving pressure.		10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	21 Oct 25
I can solve problems involving density.		10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	21 Oct 25
I can convert between compound units of density and pressure.		10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	21 Oct 25
I can find missing lengths in similar shapes.		10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	21 Oct 25
I can identify congruence of shapes in a range of situations.		10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	10 Dec 25	21 Oct 25
I can solve problems involving inverse proportion.		19 Nov 25	19 Nov 25	19 Nov 25	10 Dec 25	19 Nov 25	21 Oct 25
I can solve problems involving direct proportion.		19 Nov 25	19 Nov 25	19 Nov 25	10 Dec 25	19 Nov 25	21 Oct 25