



Mid Essex Co-operative Academy Curriculum Vision 2024-2025

Embedded within our curriculum offer are our core co-operative values:
Self help, Self responsibility, Equality, Equity, Democracy, Solidarity
and our ethical values:
Social responsibility, Honesty, Openness, Caring for others

Intent

At Mid Essex Co-operative Academy, we want all of our pupils to look to the future with **confidence and positivity**. This means equipping them with the procedural and substantive knowledge and qualifications they will need to move successfully onto the next stage of their learning journey, whether this is a return to a mainstream setting, transition to a specialised setting or post-16 transition to education, employment or training.

Our aim is for all pupils to acquire, develop, revisit and reinforce **academic knowledge** as well as meet **key personal development milestones**. We see these areas as complementary to one another and our curriculum, which focuses on both **academic** and **enrichment** opportunities reflects this.

Implementation

At Mid Essex Co-operative Academy, we provide a **broad and balanced curriculum** that can be adapted to the needs of individual pupils.

We prioritise the promotion of reading and the development of reading skills through a school wide focus on synthetic phonics at all ages.

In the primary phase, our curriculum is driven by the need to ensure that all children are enabled to learn. We recognise that children at our setting have often had disrupted and negative experiences of education. To achieve this, our curriculum aims to:

- Re-engage children with learning
- Build emotional resilience
- Provide children with the skills needed to succeed in life

We implement this using a personalised three stranded curriculum approach underpinned by Trauma Perceptive Practice.

Full details of the primary curriculum can be found [here](#).

In the secondary phase, each **academic** subject area has a curriculum which is underpinned by a series of learning aims or **ICAN statements**. These aims illustrate the learning journey that our pupils would make if they started at the beginning of Year 7 and left us at the end of Year 11. They are based on the National Curriculum at KS3 and at KS4 on programmes of study set by awarding bodies leading to recognised qualifications in all subject areas.

However, as our pupils are often only with us for a short period of time, these aims are fully flexible and can be adapted to the learning needs of a specific pupil. In each subject, teachers will carefully select ICAN statements for each pupil each half term based on accurate systems of initial assessment that identifies gaps in knowledge in each subject. Progress towards these aims is measured on a weekly basis; we recognise and reward small steps of progress.

Teaching is highly personalised and fully adapted to the needs of each pupil, linking carefully to their prior learning, their hopes and aspirations and their interests. Teachers base their adaptations on both formative and summative assessment of pupils through induction data, interventions and assessment for learning during lessons. This allows us to personalise learning and adapt tasks appropriately.

Our approach to teaching and learning is summarised by the acronym **MECA**. All teachers ensure that the planning and delivery of learning opportunities is at all times **Mindful, Engaging, Creative and Adaptive**.

All pupils have the opportunity to receive a blend of **academic** and **enrichment** opportunities. Our **enrichment** timetable runs each day and is accessible by all pupils. Through this element of our provision, we work carefully on the **personal development** of our pupils, ensuring that they have the necessary independence, resilience and communication skills to be successful.

Some pupils may be offered **vocational qualifications** through recognised external providers.

Impact

Our curriculum ensures that pupils of all ages are able to successfully move on to the next stage of their education, employment or training.

We measure the impact of our curriculum through:

- Weekly data gathering which records both **academic progress** and **personal development**
- Attendance data
- Progress in reading
- Formal outcomes, e.g. GCSE and other external summative examination results
- Analysis of data around behavioural incidents and suspensions
- Moving on data:
 - Successful reintegration into a mainstream setting
 - Successful transition to a specialised setting
 - NEET figures (pupils not in education, employment or training)
- Stakeholder voice: pupils, staff, parents, referring schools, the local authority, governors and trustees.

Provision and Timetables

All pupils have access to a full provision. Each timetable will be considered in response to the needs, interests and aspirations of our pupils. Teaching takes place on our school sites in Witham (primary) and Heybridge (secondary) for the majority of pupils. We also offer teaching in local libraries for pupils who are not able to attend the school site in person, for various reasons which include Emotionally Based School Avoiders (EBSAs), teenage mothers etc., as well as off-site vocational learning.

All pupils can access a full range of academic and enrichment opportunities. Most pupils will access their academic learning across one half of each day, with the remainder of their allocated time being spent on enrichment activities. The provision and timetable of every pupil is reviewed on a regular basis, at least once every six weeks.

Our secondary academic provision

KS3 Core	KS3 Mid Essex Baccalaureate	KS3 Vocational (Y9 only)
English	Art	Construction
Maths	Design and Technology	Hair and Beauty
Science	Food and Nutrition	Motor Vehicle Maintenance
	Humanities	
	Music	
	PE	
	Innovations (Digital Skills)	
KS4 Core	GCSE Options	KS4 Vocational
English/English Literature	Art	Construction
Maths	Design and Technology	Hair and Beauty
Science	Health and Social Care	Motor Vehicle Maintenance
Employability Skills	History	
Life Skills	Hospitality and Catering	
	Sport	
	ICT	

Our secondary enrichment provision

We offer a range of activities that enhance our pupils' Cultural Capital. The sessions are designed to engage our pupils and enrich their experience of school and learning. This includes activities such as:

- Mindfulness
- Painting & Decorating
- Motorbike repair
- Cookery
- Drone flying
- Fishing
- PC building, robotics and coding
- Illustration
- Lego
- Textiles and crafts
- Offsite activities:
 - Local area visits e.g. metal detecting, farms, zoos
 - Self-challenge activities, e.g. swimming, high ropes, free running, rock climbing

We use our enrichment sessions to improve pupils' confidence, team building and employability skills as well as promoting the school's ethical and co-operative values. We use these activities to provide a holistic approach to education for our pupils and to also expand their Cultural Capital.

Poverty proofing the curriculum

Poverty Proofing our school ensures our day-to-day practice reduces the stigma and discrimination pupils' face, with the aim of ensuring that everyone can participate fully in all aspects of school life.

As part of this, we offer and ensure:

- Free school uniform
- Free breakfast and lunch for all pupils
- No cost implications for external trips and visits
- All stationery / books provided
- No cost implications for curriculum subjects
- Food parcels for families in need
- Support for transport to and from school and alternative provisions
- Providing financial assistance for pupils transitioning to new settings