



Our Intent Statement

Everything we do at On Track Mildenhall is underpinned by the six principles of Nurture

Children's Learning is understood developmentally

The Curriculum is ambitious. The school's curriculum is cumulative and builds to reinforce prior learning, gradually and increasing the cognitive complexity of what is being learned. This means the curriculum is broad and rich from each child's starting point and widens out as the pupil moves through the school, revisiting concepts in greater depth towards agreed end points. We will provide a range of qualifications available at different levels ensuring that all pupils, regardless of their ability, experience success

The curriculum will be spiralled. Thus the curriculum returns to the same topics over time. When students re-engage with a topic repeatedly, they both consolidate prior knowledge in their memory and build on it over time.

Our expectations of all pupils are high while we remain mindful of the backgrounds and previous experiences of each young person.

The Curriculum will be flexible and responsive to the ever changing needs of our pupils. Departmental curricula follow the design best suited to them, be that cumulative, segmented, spiral or an appropriate blend.

All Behaviour is Communication

There is an emphasis on systematic assessment of the pupil's personal and social development. All pupils will be assessed using the Thrive programme. This is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children thus enabling them to flourish and learn. The systematic assessment of each child's personal and social development informs how all staff communicate with each pupil and how their development informs each staff member's approach towards them and their behaviour. All staff are encouraged to focus upon positive behaviours and encourage kindness to build pupil's self esteem

Transitions are significant

School leaders and school staff will do all they can to make sure that all pupils, including those who are disadvantaged or those with SEND, have access to an inclusive curriculum and have the best opportunities while at the school and in the future

From year 9 onwards all pupils will be helped to create their own Careers Plan using the 8 Gatsby Benchmarks. All pupils will have 1:1 time with the career's tutor throughout the year, during which they receive impartial careers advice.

The Classroom offers a safe space

Each group aims to provide a welcoming, supportive and safe environment in which pupils can build trusting relationships with both the adults who teach and support them and their peer group. Barriers to learning will be broken down therefore and pupils will gain the skills they need to become successful learners, thus managing their transition to all future training, education or employment providers.

Nurture is important for the development of Wellbeing

We want our pupils to be compassionate, healthy, self-motivated, curious, committed and to become independent learners.

Our pupils will have the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them.

Language is understood as a valued means of Communication

Our vocabulary teaching focusses on words that can be learnt in the context of one particular topic but can also be used in a range of contexts. (Key Words, Word of the Week) This is so that our pupils are exposed to a manageable amount of language that can be transferred into long term memory.

We believe that it is important that all pupils become fluent readers and as a result, reading is always our first, foremost and central ongoing priority in all subject areas

We aim to listen! The voices of our young people and families are central. Shared decision making processes are core to the development of the young person.