

## **Project Group Rationale**

The vast majority of students in Year 7 and 8 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.

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 in year 7 were identified based on the Cognitive Ability Tests (CATS) where their mean SAS mean score was below 82. 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.

Students in year 8 were identified based on their KS2 SATs data. Where students fell below 90ss in Maths and English or had significant SEN and small group provision identified in their EHCP they were deemed suitable.

### **IDL English**

The IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme 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**

IDL Numeracy is a Maths software resource that helps to improve ability for 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.

### **Read and Spell**

TTRS is both a literacy and touch-typing course, designed to benefit reading, spelling, pronunciation, and touch-typing skills. Students learn to type but they also benefit from improved spelling ability and a boost in reading fluency due to an underlying phonics program that informs core content. TTRS is self-paced and can be customized to meet the needs of every learner from those on the autistic spectrum to learners with visual or hearing impairment and students who struggle with dyslexia, dyspraxia or attention based difficulties. TTRS offers a flexible solution that can be used for classroom-based learning, homework assignments or even extra positive points. It also offers parents the chance to reinforce literacy skills at home and take a more active role in their child's learning.

### **Social Skills**

The essence is for children 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.