



Personal Development Curriculum at CODA

INTENT

At the City of Derby Academy, we develop our students both academically and personally. Our school vision is at the heart of our Personal Development curriculum which intends to improve the life chances of all students by preparing them for their next stages in life. Our intent is for all students to leave CODA with the skills to make informed decisions to be a citizen in 21st century Britain by being: -

- Responsible
- Respectful
- Ready to Achieve
- and who uphold the British values of
 - Democracy
 - Rule of Law
 - Individual Liberty
 - Mutual Respect and Tolerance

We also intend for our students to

- develop character linked to our 3R culture
- develop understanding of British Values
- appreciate and celebrate diversity
- develop socially, morally, culturally and spiritually
- discuss and debate
- stay physically and mentally healthy and have an age-appropriate understanding of relationships
- be ready for the next phase of education, training or employment by developing CODA employability skills including Digital Literacy

IMPLEMENTATION

Personal Development at CODA is evident in: -

- Rewards
- PSHE [Personal Social Health and Economic] curriculum (Appendix 2)
- RSE [Relationships and Sex Education] Curriculum (Appendix 3)
- CEIAG [Careers Education and Information Advice and Guidance] (Appendix 4)
- Inclusion [Appendix 7]
- Our Curriculum [Appendix 1]
- Social time
- Extra curricula opportunities – (Appendix 5)
- All lessons
- Additional Curriculum promises – (Appendix 6)

Improving the life chances of all students



- SMSC [Spiritual, Moral, Social and Cultural development] (SMSC Award Silver)
- Connect Provision
- Paradigm shift
- Graduated Response for support at CODA (Appendix 7)
- Digital Literacy Curriculum (Appendix 8)
- Personal Development lessons (Appendix 3)
- Form Time (Appendix 3)
- Assemblies (Appendix 9)

Activities at CODA that enhance personal development

- Cadets
- TTF [Think for the Future]
- Visits and residentials
- Day trips
- Reward days
- Sports day
- Charity events
- External visitors
- Careers fayre
- Work experience
- Green power club
- 1-1 Sessions (Key Work)
- Forest School
- Connect Blended placements
- After school sports clubs/teams
- Peer Supporters
- Awareness Days



Appendix 1

CODA Curriculum Map

| CODA CURRICULUM INTENT: <i>To help our students develop the knowledge and skills they need to become successful and responsible citizens in modern Britain</i> | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|----------------------|--------------------------------|---|---------------------------------|-----------|--|-------------------------------|-------------------------------------|--|--|-------|--|---|-------------------------------|--|--|--|-----------------|--|----------------------|--|----------------|--|
| INTENT | A curriculum that is BROAD, BALANCED & AMBITIOUS | CoDA "3Rs" CULTURE | | | RESPECTFUL <i>Polite, Positive and Patient</i> | | | RESPONSIBLE <i>Prepared, Punctual and Well-Presented</i> | | | READY TO ACHIEVE <i>High Aspirations, Participation and Perseverance</i> | | | | | | | | | | | | | | |
| | | PERSONAL DEVELOPMENT | | | RESPECTFUL | | | RESPONSIBLE | | | READY TO ACHIEVE | | | | | | | | | | | | | | |
| | | SPIRITUAL | | | MORAL | | | SOCIAL | | | CULTURAL | | | | | | | | | | | | | | |
| | | BRITISH VALUES | | | Democracy | | | Rule of Law | | | Respect & Tolerance | | | Individual Liberty | | | | | | | | | | | |
| | | CHARACTER DEVELOPMENT | | | PDL LORIC | | | Know how to keep safe | | | Understand the world of work and post-16 choices | | | Understand the role of being a good citizen | | | | | | | | | | | |
| | | Pledge Passports | Combined Cadet Force | Additional Curriculum Promises | Choir concerts | Activity Days, trips and events | Clubs | Sport fixtures | Debating Society | Careers education & Work Experience | Fundraising | Duke of Edinburghs | | | | | | | | | | | | | |
| | INTELLECTUAL DEVELOPMENT | Academic (EBacc), Vocational and Technical Pathways Y7-11 | | | | | | | | | | | | | | | | | | | | | | | |
| | | English | Maths | Science | French | German | Geography | History | RS | PSHE | Art | Dance | Drama | Technology | Sport | | | | | | | | | | |
| | A curriculum that helps to keep our children SAFE & HEALTHY | PSHE CURRICULUM | | Internet safety education | | Physical Health and Fitness | | Mental Wellbeing | | Healthy Eating | | Drugs education | | Health, Basic First Aid and Changing Adolescent Body | | Relationships & Sex Education | | Anti-bullying Anti-racism Anti-extremism | | | | | | | |
| | A curriculum that is APPROPRIATE & ACCESSIBLE | LITERACY & NUMERACY | | Testing and early intervention | | Age-appropriate texts | | Reading aloud | | Explicit vocabulary teaching | | Reciprocal Reader | | Explicit writing instruction | | Structured talk | | | | | | | | | |
| | | PP STRATEGY | | Breakfast Club | | Homework Club | | Quality Teaching | | Feedback | | Reading support | | Ignite Curriculum | | Mentoring | | PASS Surveys | | Library | | Combined Cadet Force | | Outward Bounds | |
| | | EXTENDED LEARNING | | Ignite Curriculum | | Core Subject Catch Up | | SEMH support: Our Space, Box Clever, Excel and Sensory Room | | Emotional Wellbeing Ambassadors | | Numeracy lessons | | Literacy lessons | | Learning Mentors | | Morning Meet and Greet | | Lunchtime Clubs | | Read It, Write It | | | |
| | | EAL SUPPORT | | New arrivals focus group | | | | Reading and comprehension focus groups | | | | Language Ambassadors | | | | Read, Write Inc. | | | | | | | | | |
| | | CONNECT | | ACES informed | | | | Attachment informed | | | | Trauma informed | | | | | | | | | | | | | |
| | A curriculum that is CONCRETELY PLANNED | Essential knowledge and skills are identified | | | Learning is sequenced cumulatively so that new knowledge builds on what has been learned before | | | | Challenge increases over time | | | Learning builds towards clear end points | | | The curriculum is the progression model | | | | | | | | | | |
| | <i>How do we know?</i> | Whole-school and departmental SEF | | | Academy Improvement Plan | | | | Curriculum audits | | | Department Action Plans | | | Schemes of Learning | | | Standardised assessments | | | | | | | |

| IMPLEMENTATION | CODA CLASSROOM CODE | | | | CODA BEHAVIOUR CODE | | | | CODA ASSESSMENT & FEEDBACK CODE | | | | | | | |
|------------------------|----------------------------|---------------|----------------------------------|------------|---|---|-------------------------------------|---|--|--------------------------|---------------------------------|--|--|---|---|--|
| | CONFIDENT START | | ORDER | | DELIVERY | | ASSESSMENT | | CONFIDENT START | | ORDER | | DELIVERY | | ASSESSMENT | |
| | Meet and greet | | Correct at the door | | High expectations | | Seating plans | | Review prior learning | | Present material in small steps | | Diagnostic checks to identify gaps in learning | | Responsive teaching: rephrase, re-teach | |
| | Do it now tasks | | Share intended learning outcomes | | Use rewards and warnings/sanctions consistently | | Clear explanations and instructions | | Model and demonstrate | | Checks for learning | | Regular low-stakes assessment | | Termly summative assessments | |
| | | | | | | Insist on a "Quality Audience" | | Effective questioning | | Promote discussion | | Self and peer assessment | | Feedback and "Fix It Time" | | |
| | | | | | | Focus on the "3Rs" | | Pace and challenge | | Appropriate resources | | Question-level Analysis (QLA) | | Targeted interventions: "Diagnose-Therapy-Test" | | |
| | | | | | | Be vigilant "TP & RP" | | Explicit vocabulary and writing instruction | | Reciprocal Reader | | Assessment used to help memorisation: recall, interleaving | | | | |
| | | | | | | Provide time to practise and apply new learning | | Lesson observations | | Curriculum Conversations | | Student Voice | | | | |
| <i>How do we know?</i> | | Climate Walks | | Book Looks | | Lesson observations | | Curriculum Conversations | | Student Voice | | | | | | |

| IMPACT | PERSONAL DEVELOPMENT | | | | | | INTELLECTUAL DEVELOPMENT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|--|--|--|-----------------------------|--|--|---|--|--|--|--|----------------------------|--|--|--------------------------|--|--|----------------------|--|--|-----------------------|--|--|-------------|--|--|---------------|--|--|--------------|--|--|-----------|--|--|-------------|--|--|
| | Improved attendance | | | Improved behaviour | | | Improved outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Children feel safe in school | | | Children are safe in school | | | Students' work across the curriculum is of good quality | | | Improved spelling, reading and comprehension age scores | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Improved punctuality to school and lessons | | | Fewer classroom call outs | | | Students are learning the curriculum over time and as a result they know more, can do more, and can remember more | | | Students read widely and often with fluency and comprehension appropriate to their age | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fewer behaviour incidents | | | Fewer exclusions | | | Students are able to apply mathematical knowledge, concepts and procedures appropriately for their age | | | Students are able to apply mathematical knowledge, concepts and procedures appropriately for their age | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| External awards | | | SMSC Silver Quality Mark achieved (2019) | | | Gatesby Benchmarks achieved | | | Improving AS score | | | Improving PS score | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Students are ready for next stage of education, employment or training | | | Improving SEMH | | | Improving SEMs | | | Improving SEND AS/PS score | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>How do we know?</i> | | | SEF | | | Climate Walks | | | Book Looks | | | Lesson observations | | | Curriculum Conversations | | | Internal assessments | | | GL Assessment reports | | | Staff Voice | | | Student Voice | | | Parent Voice | | | NEET data | | | IDSR/AS/FFT | | |



Appendix 2

CODA Curriculum Map

PSHE at CoDA should help prepare our young people for the challenges of living in 21st Century Britain. It should encourage pupils to make informed choices which ultimately give them the skills, qualities and attributes to improve their life chances.

- *‘The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds...’*
- *‘It enables young people to mature, build their confidence and self-esteem... to support[ing] pupils to be safe, happy and prepared for life beyond school’.*
- *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*

| | 7 | 8 (1 lesson a fortnight) | 9 | 10 | 11 |
|-------------------------------|---|--|---|---|--|
| Autumn Half Term 1 | <u>Physical and Mental Health and Wellbeing</u> 1. Secondary transition 2. PSHE 3. Keeping Well 4. Resilience 5. Challenges & Change 6. Social Media Safety 7. Racism | <u>Physical and Mental Health and Wellbeing</u> 1. Prejudice and discrimination 2. Homophobia 3. The Media 4. Internet Safety | <u>Physical and Mental Health and Wellbeing</u> 1. Mental Health 2. Coping with Stress 3. Selfie Safety 4. Vaping, nicotine & addiction 5. Alcohol Awareness 6. Drugs & the Law 7. Acid Attacks | <u>Physical and Mental Health and Wellbeing</u> 1. Dealing with change 2. Recognising mental illness 3. Jesy Nelson: Odd One Out 4. Anxiety 5. Social Media & Self Confidence 6. Screen Time 7. Emotional Wellbeing | <u>Living in the Wider World – Citizenship, Careers and Finance</u> 1. GCSE Revision & Exam Skills 2. Applying to college & sixth form 3. Applying for college & sixth form 2 4. Living independently 5. Preparing for interviews 6. Balancing exams and wellbeing 7. Managing lifestyle decisions |
| Autumn Half Term 2 | <u>Physical and Mental Health and Wellbeing</u> 1. Healthy Lifestyles 2. Consequences of unhealthy eating 3. Unhealthy foods 4. Exercise 5. Energy drinks 6. Smoking | <u>Physical and Mental Health and Wellbeing</u> 1. Vaping, nicotine and addiction 2. Alcohol Awareness 3. Cancer awareness 4. Personal safety and first aid | <u>Physical and Mental Health and Wellbeing</u> 1. Dental Health 2. Digital Resilience 3. Selfie Safety 4. Unhealthy coping strategies 5. Healthy coping strategies | <u>Physical and Mental Health and Wellbeing</u> 1. Time management 2. Living sustainably 3. Homelessness 4. Hate crime 5. Tattoos 6. Binge drinking 7. Drugs | <u>Living in the Wider World – Citizenship, Careers and Finance</u> 1. Health and Safety at work 2. Workers’ Rights 3. Trade Unions 4. Going without Work 5. Money & Finance |



| | | | | | |
|---------------------------|---|--|---|--|---|
| | 7. Drugs | | 6. Mindfulness 7. Sleep | | 6. Money & Finance 7. Money & Finance |
| Spring Half Term 1 | <u>Relationships, Risk and Safety</u> 1. Good friendships 2. Family relationships 3. Conflict at home 4. Falling in love 5. Bullying or banter 6. Personal hygiene | <u>Relationships, Risk and Safety</u> 1. Consent 2. Contraception 3. Teen parenting | <u>Relationships, Risk and Safety</u> 1. Eating Disorders 2. Body Image 3. CSE 4. Abusive Relationships 5. Peer Pressure 6. LGBTQIA+ | <u>Relationships, Risk and Safety</u> 1. Managing conflict 2. Forced and arranged marriages 3. Coercive Control 4. Revenge Porn 5. Self Esteem 6. Going over the basics | <u>Relationships, Risk and Safety</u> 1. Bullying & body shaming 2. Types of relationships 3. Consent, rape and abuse 4. What is good sex 5. Safe sex 6. Pregnancy & Choice |
| Spring Half Term 2 | <u>Relationships, Risk and Safety</u> 1. Safe & positive relationships 2. Depression 3. Anger Management 4. Periods 5. Puberty 6. FGM | <u>Relationships, Risk and Safety</u> 1. STI's 2. Sexting 3. Pornography / Realistic Relationships | <u>Relationships, Risk and Safety</u> 1. 2. 3. 4. 5. 6. | <u>Relationships, Risk and Safety</u> 1. Contraception 2. Same sex relationships 3. Gender & trans identity 4. Community cohesion 5. Sexism 6. Parenting | <u>Relationships, Risk and Safety</u> 1. Substance Use & Risk 2. Substance Use & Pressure 3. Help & Support 4. Video 5. Gambling 6. Reproductive Health |
| Summer Half Term 1 | <u>Living in the Wider World – Citizenship, Careers and Finance</u> 1. Bullying 2. Cyberbullying 3. Prejudice & Discrimination 4. British Values 5. Extremism 6. Extremism | <u>Living in the Wider World – Citizenship, Careers and Finance</u> 1. Self confidence 2. Setting targets 3. Managing my behaviour 4. Emotional literacy & self-awareness | <u>Living in the Wider World – Citizenship, Careers and Finance</u> 1. Human Rights 2. Human trafficking 3. UK Aid 4. Sustainability 5. Young Offenders 6. Knife Crime | <u>Living in the Wider World – Citizenship, Careers and Finance</u> 1. CJS 2. Anti-social behaviour 3. Gangs and county lines 4. Money laundering 5. Terrorism 6. Fake news | <u>Physical and Mental Health and Wellbeing</u> 1. Happiness & Positivity 2. Identity 3. Privilege 4. Body positivity 5. Recognising mental illness 6. Emotional wellbeing 7. Sleep |
| Summer Half Term 2 | <u>Living in the Wider World – Citizenship, Careers and Finance</u> 1. Budgeting | <u>Living in the Wider World – Citizenship, Careers and Finance</u> 1. Income | <u>Living in the Wider World – Citizenship, Careers and Finance</u> 1. Avoiding debt | <u>Living in the Wider World – Citizenship, Careers and Finance</u> | |



| | | | | | |
|--|--|--|--|---|--|
| | <ul style="list-style-type: none"> 2. Savings & loans 3. Managing Money 4. Managing Money 2 | <ul style="list-style-type: none"> 2. Tax & NI 3. Budgets and Saving 4. | <ul style="list-style-type: none"> 2. Accounts, savings & loans 3. Consumer Rights 4. Employability | <ul style="list-style-type: none"> 1. The right career for me 2. Employability 3. CVs 4. Work Experience 5. Rights & Responsibilities in the workplace | |
|--|--|--|--|---|--|

Rationale behind this curriculum

Whole school RSE during Spring Term – gives teachers a chance to get to know their classes and to have the RSE training before undertaking this subject.

Year 7 – starting off with an introduction topic (some pupils will have never studied PSHE in this way before); gives teachers a chance to get to know their classes.

Year 9 – options/thinking about the future in Spring Term 2 before the options deadline

Year 10 – work experience during Autumn Term 2; well in advance of the deadline (normally in March) to give pupils time to consider what they need to do and to get a CV ready

Year 11 – applying for college during Autumn Term 2; in advance of the Christmas deadline for some colleges to give young people a chance to apply in plenty of time.



Appendix 3

RSE Curriculum

RSE (Relationships and Sex Education) at City of Derby Academy aims to give our students the ability to make informed, safe and responsible choices about their own minds and bodies as well as demonstrating respect for others. We teach an age-appropriate curriculum which encourages our young people to explore issues such as consent, healthy relationships, contraception, puberty, pornography and image sharing.

Spring Half Term 1 Relationships, Risk and Safety

Year 7 - Good friendships, Family relationships, Conflict at home, Falling in love, Bullying or banter, Personal hygiene, Relationships, Risk and Safety

Year 8 – Consent, Contraception, Teen parenting, Relationships, Risk and Safety, Eating Disorders

Year 9 - Body Image, CSE, Abusive Relationships, Peer Pressure, LGBTQIA+ , Relationships, Risk and Safety

Year 10 - Managing conflict, Forced and arranged marriages, Coercive Control, Revenge Porn, Self Esteem, Going over the basics,

Year 11 - Bullying & body shaming, Types of relationships, Consent, rape and abuse, What is good sex, Safe sex, Pregnancy & Choice

Spring Half Term 2 Relationships, Risk and Safety

Year 7 - Safe & positive relationships, Depression, Anger Management, Periods, Puberty, FGM

Year 8 - STI's, Sexting, Pornography / Realistic Relationships

Year 9 –

Year 10 - Contraception, Same sex relationships, Gender & trans identity, Community cohesion, Sexism, Parenting

Year 11 - Substance Use & Risk, Substance Use & Pressure, Help & Support Video, Gambling, Reproductive Health

Appendix 4

CEAIG Curriculum

CoDA Curriculum

Careers Education, Information, Advice and Guidance

In supporting the school vision of improving the life chances of all students, the Intent of the CEIAG curriculum at CODA is to prepare our students to be ready for the next phase of education, training or employment by developing CODA employability skills including Digital Literacy.

What is the CEIAG INTENT?

- To develop the five CODA employability skills of
 - Communication
 - Teamwork
 - Resilience
 - Independence
 - Creativity
- To provide regular opportunities to improve students' employability skills
- To embed employability skills across all aspects of the curriculum
- To give students confidence in recognising and promoting these employability skills
- To develop the hard skills associated with careers through curriculum content (e.g., language skill or scientific content) alongside employability skills to enable them to achieve their potential.
- To develop students' knowledge of the world of work.
- To encourage ambition

Improving the life chances of all students

- To understand that CEIAG takes many forms and is present throughout the whole school curriculum
- Make students aware of the pathways available to them post-16
- To cover the recognised best practice as stated in the Gatsby benchmarks

How we IMPLEMENT our curriculum

- CEIAG will be delivered in every lesson through the CODA employability skills
- These will be highlighted in all subjects SOL and teachers will reward students who perform to these employability skills
- CEIAG will be delivered through the PSHE curriculum – see Personal Development map
- CEIAG will be delivered through from time – see form time mapping
- CEIAG will be delivered by additional bespoke interventions in school – See ‘roadmaps’ below
- Provide training for staff to implement the intent of the CEIAG curriculum
- Quality assure the delivery of CEIAG as well as all activities on the CODA roadmaps
- Map the opportunities across the curriculum
- Opportunities are provided across all subjects and are articulated to and by students
- Monitoring the opportunities and record them

What IMPACT are we aiming for?

- Students’ work demonstrates confidence in employability skills and CEIAG is embedded in classroom practice, raising awareness, achievement and aspirations.
- Students are learning the curriculum and can articulate the employability skills they have practised.
- Students gain appropriate skills and qualifications and are ready for their next stage of education, employment or training
- Students complete their personal employability skills praise postcards and achieve certification
- Improved outcomes, behaviour and attendance
- Reduction in NEET students
- Students on appropriate post-16 pathway
- Success of our CEIAG provision will be monitored through Gatsby Benchmark and the compass monitoring tool assessments



Appendix 5

Extra Curricula Activities

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------------|--|---|--|--|---|
| BREAK & LUNCH TIME | Lunch Club Year 7, 8, 9 SEND Team Our Space | Lunch Club Year 7, 8, 9 SEND Team Our Space | Lunch Club Year 7, 8, 9 SEND Team Our Space | Lunch Club Year 7, 8, 9 SEND Team Our Space | Lunch Club Year 7, 8, 9 SEND Team Our Space |
| BREAK & LUNCH TIME | Library Club Year 7 Miss McQuilton Library | Library Club Year 8 Miss McQuilton Library | Library Club Year 9 Miss McQuilton Library | Library Club Year 10 Miss McQuilton Library | Library Club Year 11 Miss McQuilton Library |
| LUNCH TIME | | Keyboard Club Year 7, 8, 9 Music teachers A12 | Ukulele Club Year 7, 8, 9 Music teachers A11 | Singing Club Year 7, 8, 9 Music teachers A11 or A12 | |
| 3pm-3.45pm | | Library Club All year groups Miss McQuilton Library | Library Club All year groups Miss McQuilton Library | Library Club All year groups Miss McQuilton Library | |
| 3pm-4pm | Homework Club Year 7 Miss Cohen Excel | Basketball Year 7, 8, 9 Miss KoHut PE Department | Badminton All year groups Mr Cholerton, Mr Bult PE Department | Netball Year 10, 11 Miss Bulloch PE Department | Drama Company Club All year groups Gym Mr Corboz |
| 3pm-4pm | | Dance All year groups Miss Bulloch PE Department | Boxing Sign up only Boxing coach PE Department | Cadets Mr Timmins Email cadets@cityofderbyacademy.org for more information | |
| 3pm-4pm | | Football Year 7 PE Teachers PE department | Netball Year 7, 8, 9 Miss Bulloch PE Department | Athletics Year 7, 8 PE Teachers PE Department | |
| 3pm-4pm | | Literature Film Club Year 10, 11 Mrs Eatough F15 | Art Catch Up Year 10, 11 Mr Tedaldi, Miss Wilshaw Art Rooms | GCSE Music Year 10, 11 Music Teachers A11 or A12 | |
| 3pm-4pm | | Art Catch Up Year 10, 11 Mr Tedaldi, Miss Wilshaw Art Rooms | | Art Club Year 7, 8, 9 Mr Tedaldi, Miss Wilshaw E03 | |
| 3pm-4pm | | Creative Writing Club Year 7, 8, 9 H Duke English department | | Football Year 8 PE Teachers PE Department | |
| 3.15pm-4.30pm | | Greenpower Year 7, 8, 9, 10 Mr Green B03 | | | |

Appendix 6

Additional Curriculum Promises

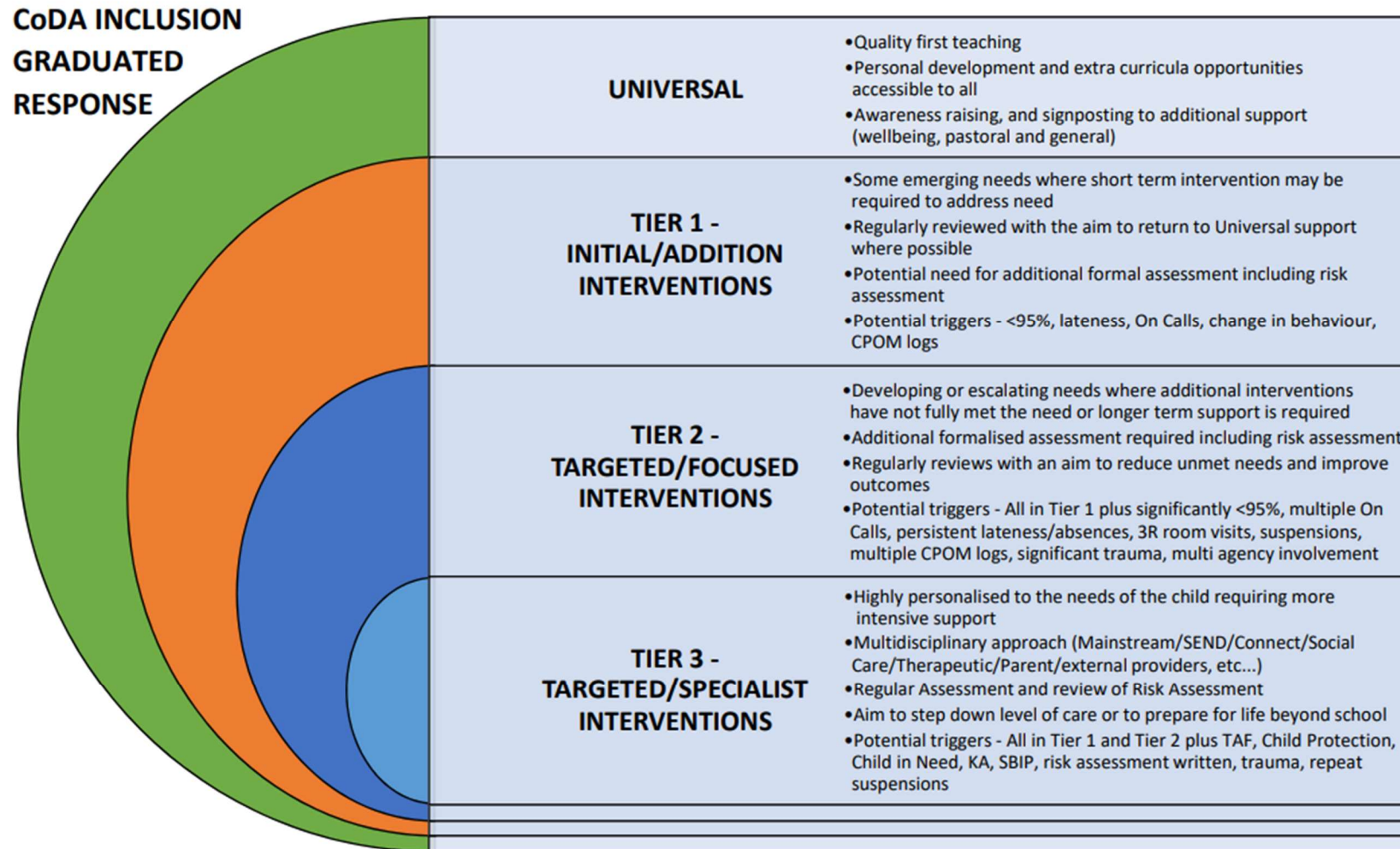
At the City of Derby Academy, we believe in improving the life chances for all students. We believe that providing opportunities beyond the classroom will develop our students with the skills and qualities needed for their next stages of life. Therefore, any student who comes to CODA will experience these additional opportunities.

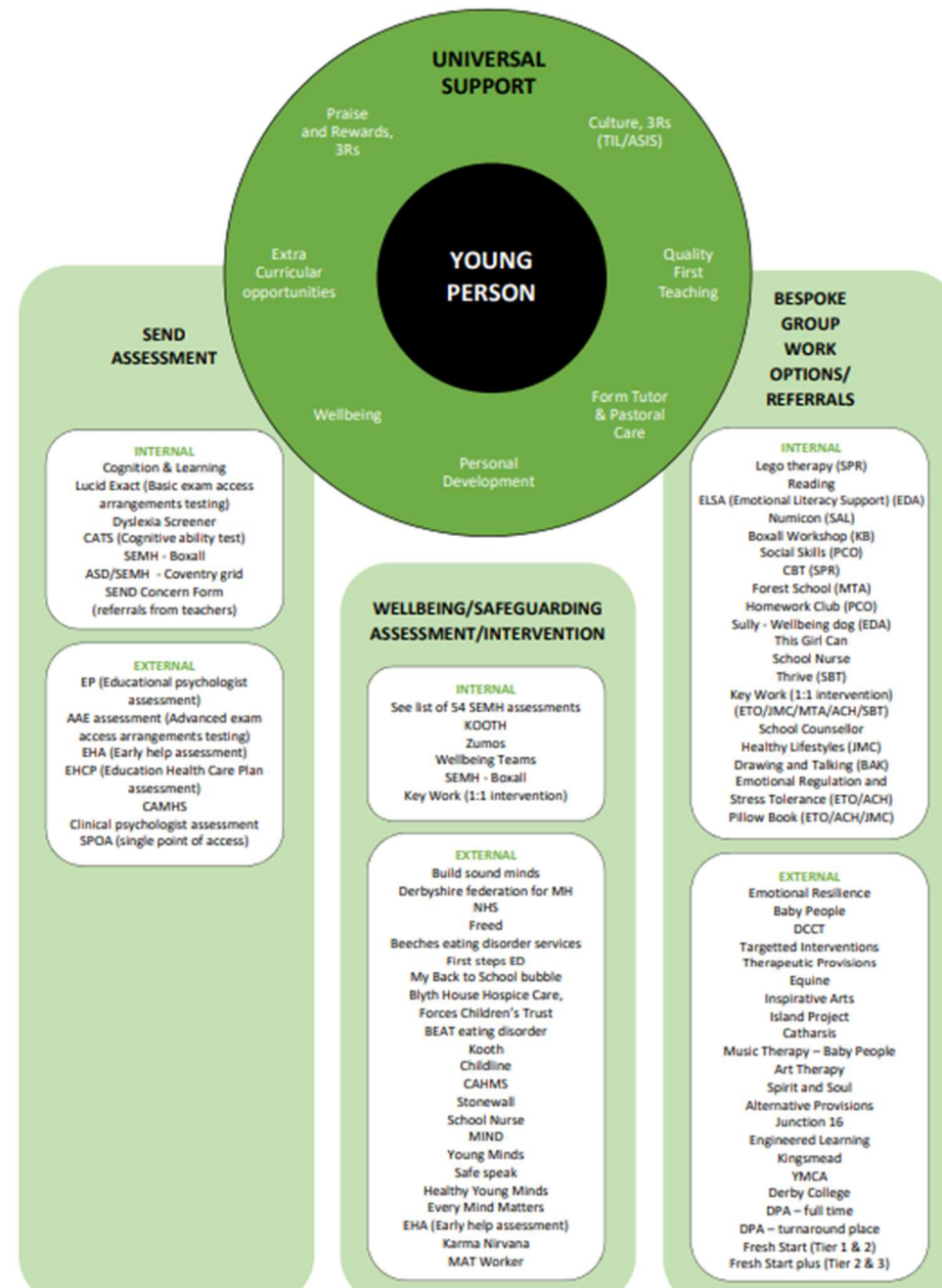
| QUESTION | EXPLORE | GIVE | SUCCEED |
|--|--|---|--|
| <p>THROUGH</p> <ul style="list-style-type: none"> • Experiencing a variety of religions and cultures and developing British Values • Developing personal skills including empathy, confidence, resilience, kindness etc. • Building, designing and creating a variety of things, including cooking a meal • Developing oracy skills and participating in debates • Being involved in politics at a school, local or national level • Listening to outside speakers | <p>THROUGH</p> <ul style="list-style-type: none"> • An outward-bound experience including navigating in the countryside • Going on school trips • Experiencing a first class SMSC, mental health and sexual education • Representing the school or performing in front of your peers • Experiencing at least 10 different sports/hobbies • Work experience | <p>THROUGH</p> <ul style="list-style-type: none"> • Volunteering in the wider community • Supporting other children and your peers in school • Supporting the school through your 'Pledge Passport' • Participating in a team • Being involved in charity work and fundraising | <p>THROUGH</p> <ul style="list-style-type: none"> • Being prepared for your next stages in life • Interview experience • Developing leadership skills • Visiting a major employer • Understanding basic life skills such as financial awareness, maintenance, personal hygiene etc. • Participating in celebration events • Memorable experiences |

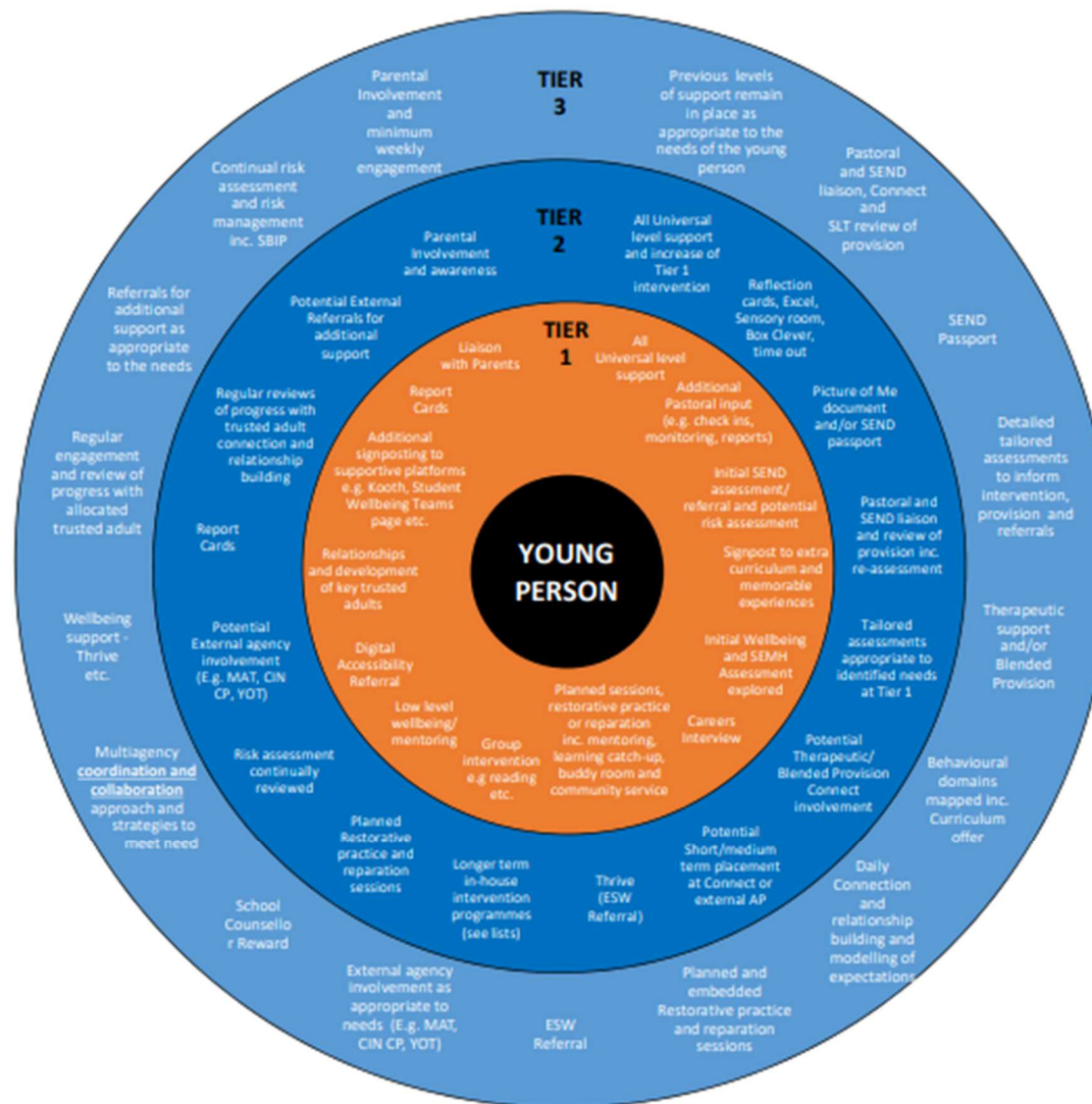


Appendix 7

Inclusion at CODA









Menu of Common SEMH Assessments

The following assessment can be used to assess the needs of a young person

- Those marked as **red** indicate multiple versions of the assessment (e.g. short/long versions, self or observational etc.)
- Those that are ticked with a star indicate only "where appropriate" at lower levels of support
- Those highlighted on tier 3 indicate standard suite of assessments used all others are used as required
- Some assessments require additional input from professionals such as Educational Psychologist, Mental Health Practitioners/therapist or those specially trained in the tool

| Assessment tool | Learning Mentor, Pastoral, SEND Team | | Connect and SEND Team | |
|--|--------------------------------------|--|--|---|
| | Universal | Tier 1 – Initial Additional Intervention | Tier 2 – Targeted / Focused Intervention | Tier 3 – Targeted / Specialist Intervention |
| Boxall Profile for Young People (Secondary) (C, LM, P, S) | | ✓* | ✓ | ✓ |
| Coping in Schools Scale (CISS) (Short version) – Self Assessment | | | ✓* | ✓ |
| Coping in Schools Scale (CISS) (Short version) – Staff observation | | | ✓ | ✓ |
| BGSteem (Self Esteem) | | ✓ | ✓ | ✓ |
| General Self Efficacy | | ✓ | ✓ | ✓ |
| Strengths and Difficulties Questionnaire (SDQ) | | | ✓ | ✓ |
| Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) | ✓* | ✓ | ✓ | ✓ |
| Anger Inventory Adapted – (R Kaminsky 2013) | | | ✓* | ✓ |
| Behavioural Domains – Triggers | | ✓* | ✓ | ✓ |
| Distress Tolerance skills - ACCEPTS | | | ✓* | ✓ |
| Transition Planning Tool – Effective strategies | | | ✓* | ✓ |
| Coping in Schools Scale (CISS) (Full version) | | | | ✓ |
| THRIVE* | | | ✓ | ✓ |
| Children's Global Assessment Scale (CGAS) | | | ✓ | ✓ |
| RCADS Anxiety and Depression | | | ✓ | ✓ |
| CORE outcome measure/CORE10 | | | | ✓ |
| GARS3 (autism) | | | ✓ | ✓ |
| BERS-2 | | | ✓ | ✓ |
| Rickter rating scale | | | ✓* | ✓ |
| ABAS II | | | ✓ | ✓ |
| Child and Youth Resilience Measure (CYRM) | | ✓* | ✓* | ✓ |
| ORS/CORS Outcome Rating Scales | ✓* | ✓ | ✓ | ✓ |
| Goal Based Outcomes (GBOS) | ✓* | ✓ | ✓ | ✓ |
| SCORE-15 | | | | ✓ |
| Vanderbilt (ADHD) | | ✓* | ✓ | ✓ |
| Trauma Checklist* (Child version) – Adult completion | | | ✓* | ✓ |
| Recovery STAR (Substances) | | ✓* | ✓ | ✓ |
| Coping Strategies Inventory (CSI) | | | ✓ | ✓ |
| Multidimensional Student Life Satisfaction Scale (MSLSS) | | | ✓ | ✓ |
| KidKindl | | ✓ | ✓ | ✓ |
| PASS (additional cost) | ✓ | ✓ | ✓ | ✓ |
| Stirling Children's Wellbeing Scale | ✓* | ✓ | ✓ | ✓ |
| WHO-5 (Wellbeing) | ✓* | | ✓ | ✓ |
| Youth Empowerment Scale - Mental Health (YES-MH) | | ✓ | ✓ | ✓ |
| Life Skills Assessment Scale (LSAS) | | ✓ | ✓ | ✓ |
| Dawson & Guare Executive Skills Questionnaire | | | ✓ | ✓ |
| Leuven Observation Scale | | | ✓ | ✓ |
| Rosenburg Self Esteem | | ✓ | ✓ | ✓ |
| BRIEF Resilient Coping Scale | | | ✓ | ✓ |
| ABC Observation – Teacher observation | | | ✓ | ✓ |
| DH Family Pack of Questionnaires and Scales | | | ✓ | ✓ |
| Risk Assessment – in house and MH based (Sainsbury) | ✓* | ✓ | ✓ | ✓ |
| Brook Sexualised behaviours toolkit | | ✓ | ✓ | ✓ |
| SEAL evaluations | | ✓ | ✓ | ✓ |



Appendix 8

Digital Literacy at CODA

Digital Literacy Proposal

| Year Group | Implementation | CODA Digital Literacy Passport Criteria |
|--|--|--|
| <p>Students access an appropriate ambitious digital curriculum, we expect students to be digitally literate throughout their time at CODA and recognise the importance of this in 'improving life chances of all students'. Students access a spiral digital literacy curriculum as well as digital skills being practiced throughout school life. This enables students to be ready for engagement with further study, the world of work and the wider world.</p> <p>We also offer parental sessions to support our families becoming digitally literate.</p> | | |
| <p>Year 7 (Engage with equipment and connections)</p> | <p>Half day/2 lessons off timetable. Digital World Ready session</p> <p>Students are to received morning off timetable to support them accessing Teams independently via the computer and their phones.</p> <p>Students are shown how to use email and navigate Teams and well as how to use a computer (log on, email and access Teams)</p> <p>Students will also be shown the basics of programs they will be using (Microsoft Office PPT, Excel, Word) to enable to effectively access learning at CODA. The basics of folder organisation will also be explored with students creating a folder for each subject.</p> <p>Supported by the DT ICT rotation where they will look a ICT hardware, software, capabilities and safety in more detail.</p> | <p>DS1 DS2 DS3 DS4 DS5 DS6</p> |



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| <p>Year 8</p> | <p>Form time refresher.</p> <p>Students will be provided with refresher training on how to use email and navigate Teams and well as how to use a computer (log on, email and access Teams). Password check. Students will also be introduced to programmes they can use within their learning included home learning platforms.</p> <p>Twice yearly. (November 2021/June 2022)</p> | <p>DS1 DS2 DS3 DS4 DS5 DS6</p> |
| <p>Year 9</p> | <p>Form time refresher.</p> <p>Students will be provided with refresher training on how to use email and navigate Teams and well as how to use a computer (log on, email and access Teams).</p> <p>Twice yearly. (November 2021/June 2022)</p> | <p>DS1 DS2 DS3 DS4 DS5 DS6</p> |
| <p>Year 10</p> | <p>Students will be provided with refresher training on how to use email and navigate Teams and well as how to use a computer (log on, email and access Teams).</p> <p>Students will take part in a digital literacy afternoon educating students on the importance of referencing work, their digital footprint and the appropriateness of communication with others including employers.</p> <p>Digital skills embedded in KS4 option subjects.</p> | <p>DS1 DS2 DS3 DS4 DS5 DS6</p> |



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|----------------------------------|---|--|
| <p>Year 11</p> | <p>Digital Literacy Passport completion – CODA Certificated.</p> <p>Passport to be completed during form times/PSD.</p> <p>Students will have sessions on:</p> <ul style="list-style-type: none"> • Accessing school systems (MS, Teams etc.) and how to use email (attachments, etiquette, sensible email address names etc. • CVs • Personal Statements • Applying for next steps/part-time job <p>Forms to be allocated 3- week slots and register in a computer room to enable to completion towards the Digital Literacy Passport and receiving their certificate.</p> <p>D11, E12 and E13 for carousel of form groups for registration and PD.</p> <p>Digital skills embedded in KS4 option subjects.</p> | <p>DS1 DS2 DS3 DS4 DS5 DS6</p> |
| <p>Parents and Carers</p> | <p>Digital Skill Coffee Morning</p> <p>Year 11 Year 10 Year 7 Year 8 Year 9</p> <p>Location – GYM/Bistro</p> <p>Laptop trolley, Child Development resources and students.</p> | <p>DS1 DS2 DS3 DS4 DS5 DS6</p> |



Parents/carers will be invited to a coffee morning to support digital skills and familiarisation with school systems including email, ClassCharts and Go4Schools.

Year 11 Child Development students will be used to support childcare during the session as part of their practice/studies.

Appendix 9

Assembly Themes, Personal Development, and Form Time Activities

| Week | Date (week beginning) | Assembly to be carried out by | Theme of the week |
|------|---|---|---|
| 1 | 6 th 7 th , 8 th September 7 th September – 10 th September | Head Teacher All years/ HoY Mr Harding | Welcome to a New Year Flight Paths/Assessment (8 – 11) |
| 2 | 13th September | Mrs H Grewal | Child Protection Theme – Sexual Harassment (Nude Toolkit – 8-11) |
| 3 | 20 st September | Ms Dacus & Derby NHS | Student Well Being (Sexual Health Awareness Week 2021) |
| 4 | 27th September | Ms Dacus | Diversity Black History |
| 5 | 4th October | Ms Tomblin & Mr Lowe-Bird | Student Well Being |
| 6 | 11th October | Mr Meehan/Mrs McQuilton | Reading & Literacy |
| 7 | 18 th October | Mr Bane/Mrs Eames | Activity Day 1 |
| | 25th October | HOLIDAY | |
| 1 | 1st November | SLT Link /Mr Sandor | Attendance Draw |
| 2 | 8 th November | Mr Anderson | Remembrance |
| 3 | 15th November | Heads of Year | Anti Bullying |



| | | | |
|-------------|--------------------------------|--------------------------------------|---|
| 4 | 22nd November | Mr Smithson | Careers |
| 5 | 29 th November | Head of Year | STRESS – November is National Stress Awareness Month and Movember (Men’s Mental Health) |
| 6 | 6 th December | Head Teacher | British Values – Mutual Respect |
| 7 | 13 th December | Head of Year/Mr Sandor | Rewards Assemblies/ Attendance Draw |
| | 27th December | Holiday | |
| | 3rd Jan | Holiday | |
| Week | Date (week beginning) | Assembly to be carried out by | Theme of the week |
| 1 | 10th Jan | Mrs H Grewal | Child Protection Theme |
| 2 | 17th Jan | Cathy Russell | Youth Mayor Elections |
| 3 | 24th Jan | Mrs Beeson/ Mr Anderson | Holocaust Memorial |
| 4 | 31st Jan | Head Teacher | QEGS Give related to CD for your Year. Internet Safety & Risk |
| 5 | 7th Feb | Head Of Year | 17 th Feb – Random Acts of Kindness Day |
| 6 | 14th Feb | Mr Bane/Mrs Eames | Activity Day 2 |
| | 21 st Feb | HOLIDAY | |
| Week | Date (week beginning) | Assembly to be carried out by | Theme of the week |



| | | | |
|-------------|--------------------------------|--|---|
| 1 | 28th Feb | SLT Link/Mr Sandor | Attendance Draw |
| 2 | 7th March | Head of Year / Ms McQuillan? | World Book Day (3 rd March) |
| 3 | 14th March | Ms Tomblin/Mr Lowe-Bird | Student Well Being |
| 4 | 21st March | Head of Year | QEGS: Succeed: Employability/ Finance with The Money Charity. |
| 5 | 28th March | Head Teacher | QEGS (Give) Charity – World Hunger Day 28 th March |
| 6 | 4th April | Head of Year/Mr Sandor | Rewards Assemblies/Attendance Draw |
| | 11th April | Holiday | |
| | 18th April | Holiday | |
| Week | Date (week beginning) | Assembly to be carried out by | Theme of the week |
| 1 | 25th April | Head Teacher | British Values – St Georges Day (23 rd April) Ramadan – whole month of April |
| 2 | 2nd May | Year 11 Mr Harding (Exam Prep) Harmi Grewal | QEGS: Succeed Related to CD for your year. Safeguarding Theme |
| 3 | 9th May | | |
| 4 | 16th May | | |
| 5 | 23rd May | | |



| | 30 th May | HOLIDAY | |
|------|-------------------------|--------------------------------|---|
| 1 | 9 th June | | |
| Week | Date (week beginning) | Assembly to be carried out by | Theme of the week |
| 2 | 13 th June | Mr Bane/ Mrs Eames | Activities Day |
| 3 | 20 th June | Ms Kahut | Sports Day |
| 4 | 27 th June | HoY 11 | Head boy/girl |
| 5 | 4 th July | Head Teacher | This Year |
| 6 | 11 th July | Head of year/Mr Bane/Mr Sandor | Rewards Assemblies/Attendance big prize draw |
| 7 | 18 th July | Head of year/Mr Bane/Mr Sandor | Rewards Assemblies/Attendance big prize draw |