

# Supplementary Non-core learning

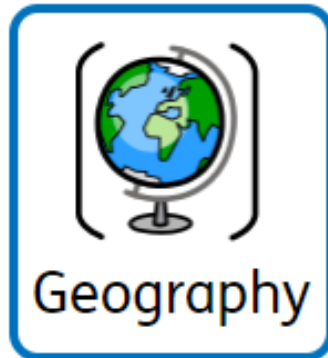
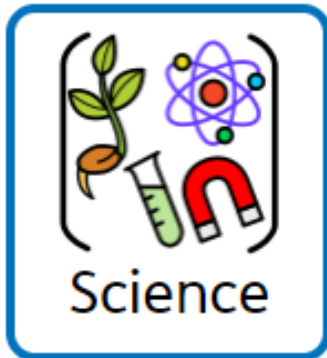


## THE ST. MARY'S PARTNERSHIP

At St Mary's Partnership we pride ourselves on ensuring the very best outcomes for our pupils. Non-core subjects, such as science, geography, and history, traditionally rely heavily on reading comprehension to understand concepts, instructions, and tasks, which impacts the learning of the lowest 20%. A low reading age and SEND can hinder the ability to grasp key ideas, follow multi-step processes, or engage with more complex materials. This in turn can impact pupil self-esteem and confidence, creating barriers to learning and potentially stifle keen interest in various aspects of the world around us. We have addressed this at St Mary's Partnership with the implementation of additional SEND tasks to support learning in Science, Geography and History for our pupils, at a level that is appropriate to their individual learning needs.

To ensure equity and inclusion and that all our pupils can take part in, do more and learn more about the myriads of subjects and concepts to be found in our Science, Geography and History curriculums the support provided is twofold.

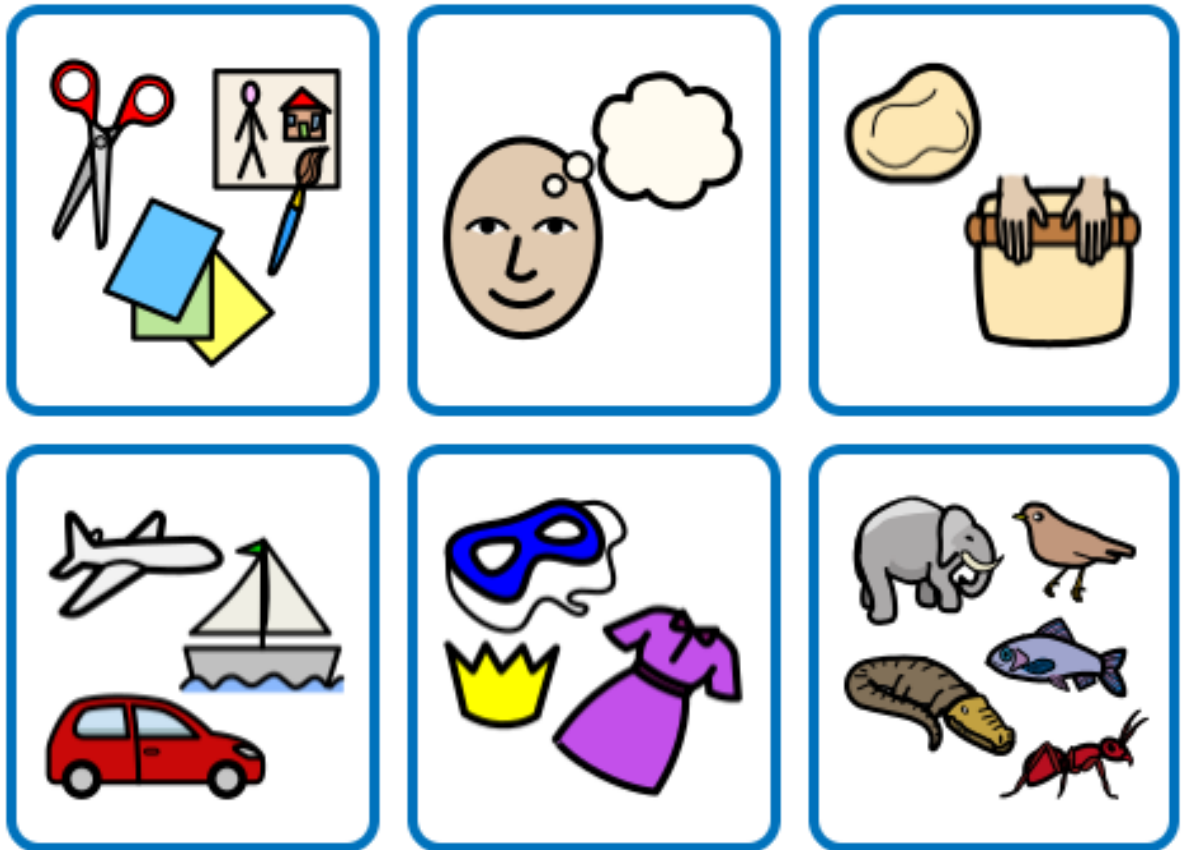
# Task D and E



Task D activities generally focus on the concept of the lesson and reduce barriers by providing further symbolled support and scaffolding to the Task C work already provided, through visual support and amended expectations. They allow the pupils to explore concepts being taught with a focus on learning and interest, with adults supporting through questioning and annotation where applicable to evidence the learning and understanding of the pupils. Task E activities are largely for our Engagement model and pre-Key stage students and allow the pupils to explore and experience concepts practically, and pre learning regarding their peer group focus, whether that be magnetism or the Stone age. The focus is on early concepts linked to class topics, play, and adult modelling, allowing pupils to truly take part at their own level of understanding.

All activities are sensory, concrete, or pictorial, and develop in expectation from Y1 to Y6. They aim to provide a compelling invitation to learn and an alternative approach, where needed, to reinforce the joy of learning. Evidence for this is gained through photos, videos and annotation.

# Life long learning



These tasks, Tasks D and E, are closely linked to the lesson and topic learning intentions of the curriculum, where appropriate. They are often extensions of the Task Cs provided in our differentiated curriculum or link to pre concepts being taught and are designed to reduce barriers to learning for our SEND pupils.

By providing support for teaching and learning in these subjects, alternate scaffolded materials and adapted teaching approaches, pupils can access concepts, learn about different subjects, have ownership of their learning in school, and foster enthusiasms that lead to lifelong interests.