



Punjabi Curriculum Map

Intent:

The curriculum has been designed to empower students with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion

Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

The MFL Curriculum provides students with the tools to learn a new language, through which they can express their own faiths and those of others. Students are introduced to the religious festivals of the Punjabi-speaking world and are provided with the linguistic tools they need to learn to speak about their own religions. By default, learning about other peoples and cultures gives our students a more profound understanding of who we are as a human collective, which deepens their sense of humility and aids them in their own quest for religious wisdom.

Learning the Punjabi language presents a valuable opportunity for students to be bilingual which manifests a myriad of benefits. These include enhanced cognitive ability, increased cultural awareness and promoting open mindedness. For many of the school's student population, it is also an opportunity to become fluent in their mother tongue thereby promoting improved familial communication and links within the wider community.

The curriculum for Punjabi is underpinned by the curriculum drivers and is planned with secure cross-curricular links with other subjects through our inclusion of Communicative Language Teaching (CLT). In particular, we aim to improve the connection between the teaching of Punjabi and literacy throughout the school, ensuring that strategies which are pertinent to outstanding teaching and learning in the latter are employed in the former. Essential skills such as speaking, listening, reading and writing are deeply embedded within the Punjabi curriculum and it is intended that over the course of their education students will become fluent in the Punjabi language and well versed in additional communication etiquette.

The Nishkam virtues seep into every aspect of our Punjabi Curriculum. Throughout KS2, KS3 and KS4, students are presented with topics that aim to nurture the more individual/personal virtues (contemplation, for example, when learning to talk about themselves), the interpersonal (respect, for example, when learning about relationships, marriage and partnerships), and the virtues that will help set our students up for the future (self-discipline, for example, when learning about jobs and future ambitions).

Finally, this all manifests as a highly academic Punjabi Curriculum, as we encourage our students to aspire for academic excellence, leaving Year 11 with a secure linguistic, grammatical and practical understanding of the language that will enable them to continue learning. Our curriculum intent is ultimately to inspire an awe in students for the wonders of language and cultural identity across the globe.

Implementation:

In the Primary phase, the curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required. The curriculum enables students to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing.

The Punjabi Curriculum throughout KS3 & KS4 is based around four key elements: vocabulary, grammar, phonics and skills. The content taught at the beginning of KS3 is based around the individual, aiming to encourage personal contemplation in Nishkam students, as they begin learning Punjabi in the context of considering who they are, what they like doing, and what is in their immediate surroundings (their family, for example). By the end of KS4, students have acquired vocabulary to be applied in more conceptual and less tangible contexts, such as social issues like climate change, and problems in society. The acquisition of topics is ordered in a way that supports this build-up of vocabulary from personal to conceptual. The acquisition of grammar from KS3 to KS4 also supports this acquisition of vocabulary.

As the topics become more conceptual, students are provided with the more complex grammatical tools they will need to present hypothetical ideas, such as the conditional tense and the subjunctive modes, allowing them to develop their sense of creativity. From Year 7, our grammar pedagogy is routine and systematic as with Spanish, ensuring the acquisition of grammatical skills becomes habitual and efficient. This ensures that by the end of KS4, students have a deep academic understanding of the intricacies of Punjabi grammar, which will set them apart from those who speak Punjabi as a native language. Phonics plays a key role in our Year 7 curriculum, and over the course of KS3 and KS4, students' skills are developed from simple starting points to ensure that by the time students are talking about the more complex topics, they are confident enough to identify the steps they need to take to close their individual learning gaps.

Curriculum Overview

KS2	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3	-Greetings -Classroom instructions and items -Core vocabulary	-Introduction of Punjabi Alphabet	-Alphabet sounds and phonics 1 st & 2 nd line -Numbers 1-10 -Fruits	-Alphabet sounds and phonics 3 rd & 4 th line -Speaking using numbers and fruits	-Alphabet sounds and phonics 5 th & 6 th line -Punjabi stories And songs	-Alphabet sounds and phonics 7 th line
Year 4	-Talking about the holidays (Speaking) -Re-cap on the Alphabet- completing different Alphabet sheets.	-Introduction of Mukta words.	-2 letter Mukta words -Verbs	-3 letter Mukta words - Numbers 11-20	-4 Letter Mukta words and translation Punjabi stories and songs	Making sentences with Mukta words. Translating

<p>Year 5</p>	<p>Talking about the holidays (Speaking) Baseline test – 2-3 & 4 letter Mukta words Introduction the 1st vowel Khannaa. (aa) sound Identify imperative verbs, nouns</p>	<p>Bandi Chhor Divas Guru Nanak Dev Ji's Birthday Introduction to the vowel Sihari (i) sound -Introduction to vowel Bihari (ee) it is a long sound as in (week & seen.)</p>	<p>Numbers 1-30 Vegetables Introduction to vowel Aunkarh (u) as in (full) Introduction to vowel Dulankarh (oo) as in (fool)</p>	<p>Body Parts: and names Introduction to vowel Lavan(ai) as in (rain & pain) Introduction to vowel Dulavan(a/e) as in (fat & cat)</p>	<p>Listening- Punjabi stories Introduction to vowel Hora(o/oa) as in (note & boat) Introduction to vowel Kanaurhaa (ou/au) as in (bought & caught)</p>	<p>Introduction to vowel Bindee & Tippee giving mild (n) sound</p>
<p>Year 6</p>	<p>Talking about summer holidays Introduction to the vowel Sihari (i) sound -Introduction to vowel Bihari (ee) it is a long sound as in (week & seen.)</p>	<p>Guru Nanak Dev Ji's Birthday Introduction to vowel Aunkarh (u) as in (full) Introduction to vowel Dulankarh (oo) as in (fool) Bandi Chhor Divas</p>	<p>Numbers 1-50 Describing vegetables using numbers and colours Introduction to vowel Lavan(e) as in (rain & pain) Introduction to vowel Dulavan(ai) as in (fat & cat)</p>	<p>Listening -Punjabi stories And songs Vaisakhi Introduction to conjunctions vocab. Introduction to vowel Hora(o/oa) as in (note & boat) Introduction to vowel Kanaurhaa (ou/au) as in (bought & caught)</p>	<p>Introduction to vowel Bindee & Tippee giving mild (n) sound Reading, writing and translating sentences What's the Time?</p>	<p>Reading , Writing sentences using all the vowels and translating</p>

Autumn 1 (Half term 1)

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>
Topics: Greetings; introductions; numbers 1-30; age; pets; my family;	Topics: Social media & mobile technology	Topics: Travel & tourism	Topics: Healthy/unhealthy living
Grammar: Nouns: gender; singular & plural forms; direct & oblique case forms; Adjectives: inflecting & invariable; ordinary possessive; attributive & predicative; Adverbs: interrogative (ਕਿੱਥੇ, ਕਿਵੇਂ, ਕਿਉ)	Grammar: Verbs: causative forms (ਕਰਨਾ – ਕਰਾਉਣਾ – ਕਰਵਾਉਣਾ) Verbs: agreement of the verb with the subject or the object or no agreement	Grammar: Verbs: 'Polite' imperative (ਜਾਈਂ, ਕਰੀਂ); auxiliary verbs ਆ, ਜਾ, ਰੱਖ, ਛੱਡ	Grammar: Verbs: passive structures with perfect participle + ਹੋ (ਕੀਤਾ ਹੋਇਆ, ਧੋਤਾ ਹੋਇਆ, ਰੱਖਿਆ ਹੋਇਆ)
Skills: Listening: Phonics - identifying letters through their sounds to interpret vocabulary; Speaking: Phonics - producing sounds made by letters on a page	Skills: Speaking & Writing: organising statements, opinions, reasons and examples to produce fluent and well-structured texts.	Skills: Listening & Speaking	Skills: Listening & Reading: Identifying known words in a sentence to interpret the full meaning.
CLT focus: History: Researching my family history.	CLT focus: Technology: Researching and describing how technology has changed over time.	CLT focus: Geography: Debating the pros and cons of eco-tourism.	CLT focus: Geography: Describing and evaluating the causes of health issues in Punjabi-speaking communities.

Autumn 2 (Half term 2)

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>
Topics: My room; my house; my school; my city	Topics: My studies	Topics: Customs & festivals	Topics: Theme 1
Grammar: Adjectives: demonstrative, proximal ਇਹ and distal ਉਹ; indefinite ਕੋਈ; ਆਪਣਾ interrogative possessive (ਕਿਹੜਾ, ਕਿ ਸਦਾ) Adverbs: of time & place (ਕਿਵੇਂ, ਕਿੱਥੇ) Verbs: simple postpositions (ਤੋਂ, ਨੂੰ, ਦਾ)	Grammar: Verbs: imperfect participle (ਜਾਂਦਾ, ਕਰਦਾ); ਡੇਢ, ਢਾਈ, ਸਵਾ..., ਪੈਣੇ..., ਸਾਢੇ... (R)	Grammar: Adverbs: use of adverbs of place as postpositions (ਉੱਤੇ, ਹੇਠਾਂ, ਸਾਹਮਣੇ); Verbs: mixed forms; imperfect form of stem + ਈ (ਕਰੀਦਾ, ਜਾਈਦਾ, ਨੱਠੀਦਾ); durative/ iterative forms with ਈ (ਕਰੀ ਜਾਓ, ਪੜ੍ਹੀ ਗਿਆ)	Grammar: Verbs: use of adjectival forms of verbs as adjectives eg ਵਗਦਾ ਪਾਣੀ, ਟੁੱਟਿਆ ਗਲਾਸ; gerund (ਜਾਣਾ); quasi-verb forms (ਬੈਠੇ- ਬਿਠਾਏ, ਚਲਦਿਆਂ-ਕਰਦਿਆਂ, ਕਰਦਿਆਂ ਹੋਇਆਂ) (R)
Skills: Speaking: Phonics - producing sounds made by letters on a page;	Skills: Listening & Reading: Using time-phrases and verb endings [learned	Skills: Listening & Reading: Using time-phrases and verb endings to	Skills: Reading: rewording translated text into appropriate English.

forming questions in Punjabi Writing: SPAG	so far] to interpret when an event happens.	interpret when an event happens.	
CLT focus: History: Researching my home-town's history.	CLT focus: Literature: Analysing the use of imagery in a Punjabi poem.	CLT focus: Humanities lesson: Researching and describing experiences of festivals in Punjabi-speaking communities.	CLT focus: N/A - Exam focus
<u>Spring 1 (Half term 3)</u>			
<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>
Topics: Music	Topics: Life at school	Topics: Home, town, neighborhood & region	Topics: Theme 2
Grammar: Particles ਹੀ, ਦੀ Verbs: adjectival forms; tense forms of (ਹੈ, ਸੀ)	Grammar: Postpositions: (ਅਤੇ, ਪਰ)	Grammar: Verbs: simple passive structures with perfect participle + ਜਾ (ਕੀਤਾ ਜਾਣਾ, ਪੜ੍ਹਿਆ ਜਾਂਦਾ, ਰੱਖਿਆ ਜਾਵੇਗਾ)	Grammar: Verbs: longer serial verb constructions (ਜਾ ਰਿਹਾ ਹੋਵੇਗਾ, ਬਣਦਾ ਜਾ ਰਿਹਾ ਸੀ, ਲਿਖਿਆ ਪਿਆ ਸੀ, ਬਣਾਏ ਜਾਂਦੇ ਰਹੇ ਹਨ)
Skills: Speaking: phonics; Speaking & Writing: organising statements, opinions, reasons & examples to develop points,	Skills: Speaking & Writing: using a range of tenses [learned so far] in a text to narrate events.	Skills: Listening & Reading: Using common patterns/word families to interpret unseen words.	Skills: All skills
CLT focus: Music theory: Evaluating the impact of music throughout Punjabi history.	CLT focus: PSHE: Persuading school leaders to address a problem in school.	CLT focus: Geography: Analysing the impact of urbanisation in a Punjabi-speaking community.	CLT focus: N/A - Exam focus
<u>Spring 2 (Half term 4)</u>			
<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>
Topics: Cinema & TV	Topics: Relationships with family/friends, marriage & partnership	Topics: The environment	Topics: Theme 3
Grammar: Particles: ਤਾਂ Verbs: personal forms; auxiliary verbs ਦੇ, ਲੈ, ਸਕਦੇ, ਚੁੱਕ, ਹੋ, ਰਹਿ	Grammar: Verbs: simple serial verb constructions eg ਜਾਂਦਾ ਸੀ, ਜਾ ਰਿਹਾ ਸੀ, ਜਾ ਰਿਹਾ ਹੋਵੇਗਾ; Subordinators (ਕਿਉਂਕਿ, ਜਦ, ਜਦੋਂ)	Grammar: Verbs: Use of the imperfect participle to present 'contrary to fact' situations eg ਜੇ ਤੂੰ ਮਿਹਨਤ ਕਰਦਾ, ਤਾਂ ਪਾਸ ਹੋ ਜਾਂਦਾ; subjunctive (ਜਾਵਾਂ, ਕਰਾਂ)	Grammar: Verbs: more complex constructions involving the use of subordinators and relative pronouns eg ਕਿਉਂਕਿ ਗੱਡੀ ਜਾ ਚੁੱਕੀ ਸੀ, ਇਸ ਕਰਕੇ ਮੈਨੂੰ ਟੈਕਸੀ ਫੜਨੀ ਪਈ; ਜਿਸ ਦੇ ਸਭ ਤੋਂ ਵੱਧ ਨੰਬਰ ਆਉਣਗੇ ਉਸ ਨੂੰ ਇਨਾਮ ਮਿਲੇਗਾ ।

Skills: Speaking & Writing: describing a scene.	Skills: Reading & Writing	Skills: Reading & Writing	Skills: All skills
CLT focus: Film studies: Analysing the use of video technique in a Punjabi film-clip.	CLT focus: R.S.: Using scripture to explain the role of the family in Sikhism.	CLT focus: Science: Describing the impact of climate-change in a Punjabi-speaking community.	CLT focus: N/A - Exam Focus
<u>Summer 1 (Half term 5)</u>			
Year 7	Year 8	Year 9	Year 10
Topics: Food & eating out	Topics: Education post-16	Topics: Poverty/homelessness	Topics: All topics
Grammar: Quantities Verbs: imperative (ਜਾਹ, ਕਰ); Postpositions: case form of ਦਾ; case forms and various uses ਵਾਲਾ	Grammar: Fractional numbers Verbs: subjective + ਗਾ ('future tense') (ਜਾਵਾਂਗਾ, ਕਰਾਂਗਾ)	Grammar: Verbs: use of the potential participle to convey imperative meaning Postpositions: postpositions (ਦੇ ਹੇਠਾਂ, ਦੇ ਸਾਹਮਣੇ)	Grammar: All grammar
Skills: Writing & Speaking: changing from 2 nd to 1 st person to answer questions;	Skills: Listening & Reading: Using time-phrases and verb endings to interpret when an event happens.	Skills: Listening & Speaking	Skills: All skills
CLT focus: Cooking theory/practical: Instructing clearly with a Punjabi recipe.	CLT focus: Careers: Researching universities in a Punjabi-speaking country.	CLT focus: Sociology: Analysing the causes of poverty in a Punjabi-speaking community.	CLT focus: N/A - Exam focus
<u>Summer 2 (Half term 6)</u>			
Year 7	Year 8	Year 9	Year 10
Topics: Sport	Topics: Jobs, career choices & ambitions	Topics: Charity/voluntary work	Topics: All topics
Grammar: Adverbs: common adverbial phrases Verbs: perfect participle (ਗਿਆ, ਕੀਤਾ) Postpositions: coordinating conjunctions	Grammar: Verbs: potential participle (ਜਾਣਾ, ਕਰਨਾ); conjunctive participle; stem + ਕੇ (ਜਾ ਕੇ)	Grammar: Postpositions: emphatic use of compound postpositions (ਦੇ ਉੱਤੇ)	Grammar: All grammar
Skills: Listening & Reading: using common patterns/word families to interpret unseen words.	Skills: Speaking & Listening	Skills: Speaking & Writing: using a range of tenses in a text to narrate events.	Skills: All skills
CLT focus:	CLT focus:	CLT focus:	CLT focus:

Sports studies: Reporting on an event in Punjabi-sport.	Careers: Roleplaying a job interview.	Politics: Debating the need for international aid to/from Punjabi-speaking communities.	N/A - Exam focus
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Year 6 to 7 Transition

Phonics is a predominant part of Primary teaching and learning and is one of the building blocks in the foundations of learning any language. We know our new students are accustomed to learning phonics from a young age, so we introduce listening and speaking skills in Year 7 through the inclusion of phonics as a core part of our KS3 curriculum. This eases Year 6 students into the challenges of the KS3 Punjabi curriculum, as it appropriately scaffolds listening and speaking skills into the recognition and production of separate sounds in this new language (just as they would have begun to learn English and Punjabi in Primary.)

Students who choose to transition from Year 6 French to Year 7 Punjabi will be provided with greater breadth of curriculum and thus a broader understanding of a wider range of cultures, developing their respect and awe for the world around them. These students will also finish Year 11 having been exposed to more than one language, which will have provided them with the base to continue their language-learning journeys in either Spanish or Punjabi after they finish. It also provides them with an opportunity to practice their transferable lexical, grammatical and practical skills.

Enrichment Opportunities:

Throughout the school, students are given opportunities to deepen their understanding of Punjabi, through the reciting of Sikh prayers and the singing of hymns, which are all written in Punjabi.

In KS2, students are given opportunities to further develop the application of language skills to everyday life, through role play and interactions with native speakers. Students have opportunities to practice their listening skills in Punjabi by engaging with songs and clips in Punjabi. Students also gain a good understanding of the Punjabi culture and the nuances that are synonymous with this for example regional dialects, informal and formal models of language and spoken language etiquette.

A major aspect of enrichment in KS3 & KS4 Punjabi is the inclusion of Communicative Language Teaching (CLT) across the curriculum: twice a half-term, students will be challenged by practising Punjabi in another context, helping them to build up actual communicative skills that are taught in other subjects. The inclusion of this in the Curriculum is evidence-based and through it, students will acquire and practice more general and transferable academic skills in Punjabi at a more sophisticated level. For example: analysis, evaluation and research-skills, such as film studies lesson in Punjabi, where students learn how to analyse a Punjabi film clip using newly-taught film terminology.

The intrinsic motivation for students picking Punjabi is that many already know it to some degree. Thus, learning Punjabi for these students will be connected to the quest to identifying and defining themselves. They mostly will speak Punjabi around adults at home and in the community, but they speak English in school. Thus, through the inclusion of this CLT in the Secondary Primary Curriculum, we can give these

students the opportunity to present themselves in Punjabi around friends and teachers in school, thus discovering more about who they are as a "student" in Punjabi. There is ample room for improvisation and freedom through roleplay and debate in a Nishkam Punjabi classroom, as "Not to allow the learner some freedom to use his [...] skills in unpredictable directions will be to frustrate the very abilities which will be necessary for the most effective response to the predicted needs."¹

Furthermore, throughout the Secondary phase, students are given the opportunity to enrich their cultural, historical and practical skills through the use of authentic resources, which is prescribed throughout the curriculum as a crucial part of developing our students' language skills. For example, students are provided with the opportunity to investigate the topic of "The Punjab under the rule of Maharaja Ranjit Singh.", through project work. Students in Year 9 are given the opportunity to learn about a famous Punjabi-speaking author/playwright/poet of the teacher's choice. This gives students an opportunity to foster a passion and build on their understanding of history and culture, embedded in the identity of many of our students, through use of authentic resources.

For students who have chosen to study Spanish as their MFL in the secondary phase, extra-curricular Punjabi lessons take place on a weekly basis to allow these students to access the content necessary for them to still pursue a GCSE in Punjabi. In many cases, students take both GCSE Spanish and GCSE Punjabi.

Impact:

Evidence of work will show a range of new concepts/vocabulary explored, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. Formative assessment is an integral part of our approach to Teaching and Learning.

In the Primary phase, teachers use the progression overviews to assess student's progress, identify gaps and plan next steps.

In the Secondary phase, over the course of their study, we will use weekly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts.

In the Secondary phase, students will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post-assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers), and each Curriculum Leader is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes.

¹ C.J. Brumfit: 'Communicative Language Teaching: an educational perspective' in Brumfit & Johnson (eds. 1979)

Students in KS3 Punjabi are given regular "Checkpoint tests". Alongside retrieval-practice through weekly vocabulary tests (homework focuses solely on vocabulary across all year groups), the "Checkpoint tests" are quick peer-marked tests which aim to embed and monitor the retention of the vocabulary, grammar and phonics learned in students' long-term memory. After each Checkpoint test, students are given the opportunity in feedback-lessons to complete a structured reflection and set targets for closing the learning gaps they have identified through completing and marking the test. Students in KS3 complete one piece of extended written work every half term through which teachers can assess the impact of student learning through their application of the key grammar points in their own contexts. Students in KS4 are given two extended pieces of written work every half term to monitor the same impact and alter Schemes of Learning where necessary to address learning gaps identified. Data for all the above is collected on the MFL tracker, where we can monitor individual student progress and act where necessary.