

# Progression in the Curriculum





# Why do we exist?

## Beckfoot Trust

- To create remarkable schools where no child is left behind

## Hazelbeck School

- To create a community which empowers students to overcome barriers and flourish in their future life.



# How do we behave?

- We **enjoy** belonging to Beckfoot Trust and Hazelbeck
- We are all here to **learn**
- We are determined to **succeed**



# What do we do?

- Craft purposefully inclusive and motivational learning cultures with exceptional pedagogy at the heart



# How will we succeed?

- Invest in people and highly professional relationships (**people first**)
- Implement strategy with rigour and clarity (**power to lead**)
- Demand remarkably high standards (**accountability and ownership**)

# Curriculum INTENT

## Key features of the curriculum

- Everything we do is personalised, purposeful and meaningful (inclusivity creates belonging so students **enjoy** being in school and learning).
- Students **learn** the knowledge and skills to empower them to flourish in their future lives.
- Students are supported to overcome barriers and to know and remember more so they **succeed**.



How will we do this?



## Identify individual Strengths and Needs .

- Thorough observations and assessments are carried out in the first 2 - 3 weeks of the year to ensure an accurate baseline for the start of each year.
- Child development theory and screening tools are used to assess strengths and needs.
- The above form the basis of the Personal Learning Profile which culminates in:
  - **8 end of Keystage Outcomes (linked to EHCP)** are identified and broken down into **annual target** and then into **intentions** – first/next steps

# Prepare our young people for adulthood

- Preparing for adulthood begins as soon as our students join us
- From Year 9, we will work with students and families to formally identify aspirational outcomes for 4 key areas:
  - Post 16 / 19 pathway
  - Independent Living skills
  - Participating in society
  - Keeping Healthy
- These outcomes may already be reflected in the student's intentions, or they may be worked towards alongside these

Well planned,  
knowledge  
rich schemes  
that allow  
progression.

At Hazelbeck, staff worked together to ensure that there was whole school ownership of the curriculum.

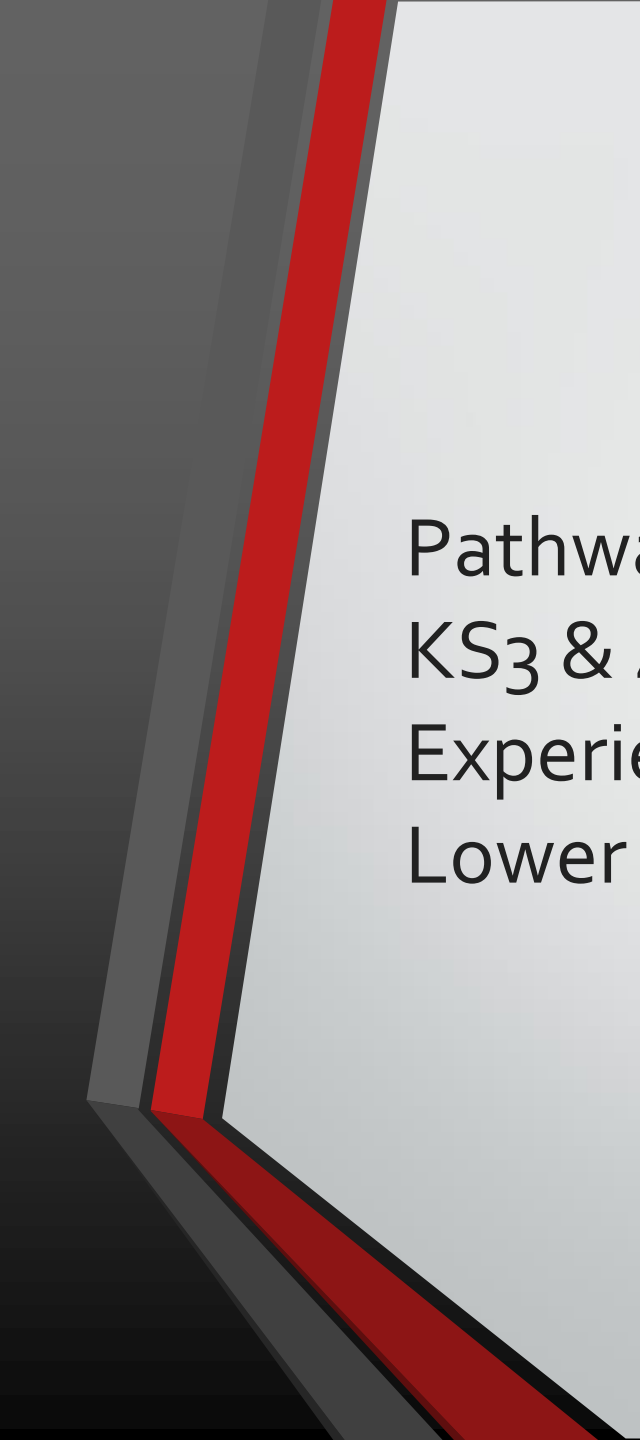
- 9 'subjects' have been decided upon and broken down into 'knowledge schemes'. Knowledge objectives have been put into 5 stages which allow for progression within each scheme.
- The 5 stages are based on Piaget's developmental theory.
- Leaders of learning planned the schemes that will deliver the knowledge and skills young people needed for future life.
- Knowledge objectives have been cross referenced to Development Matters and National Curriculum (also link to Routes for Learning at earliest stages).
- Each scheme allows progression within a stage and between stages for any individual therefore no 'ceilings' on a young person's potential to achieve.

A long term plan (LTP) that is designed to know and remember more.

- Our Long term plan was collectively agreed to ensure:
  - Clarity re. organization and delivery of schemes, dependent upon stage/age student is working at.
  - Explicit teaching of knowledge throughout the year is built upon so that students gain knowledge and understanding at greater depth.
  - Distributed practice, where students retrieve and use knowledge throughout the cycle, until it is explicitly taught again, so they know and remember more.
  - Students apply and generalise their knowledge and skills across subjects and situations.

An individualised Medium Term Plan that supports and records progression.

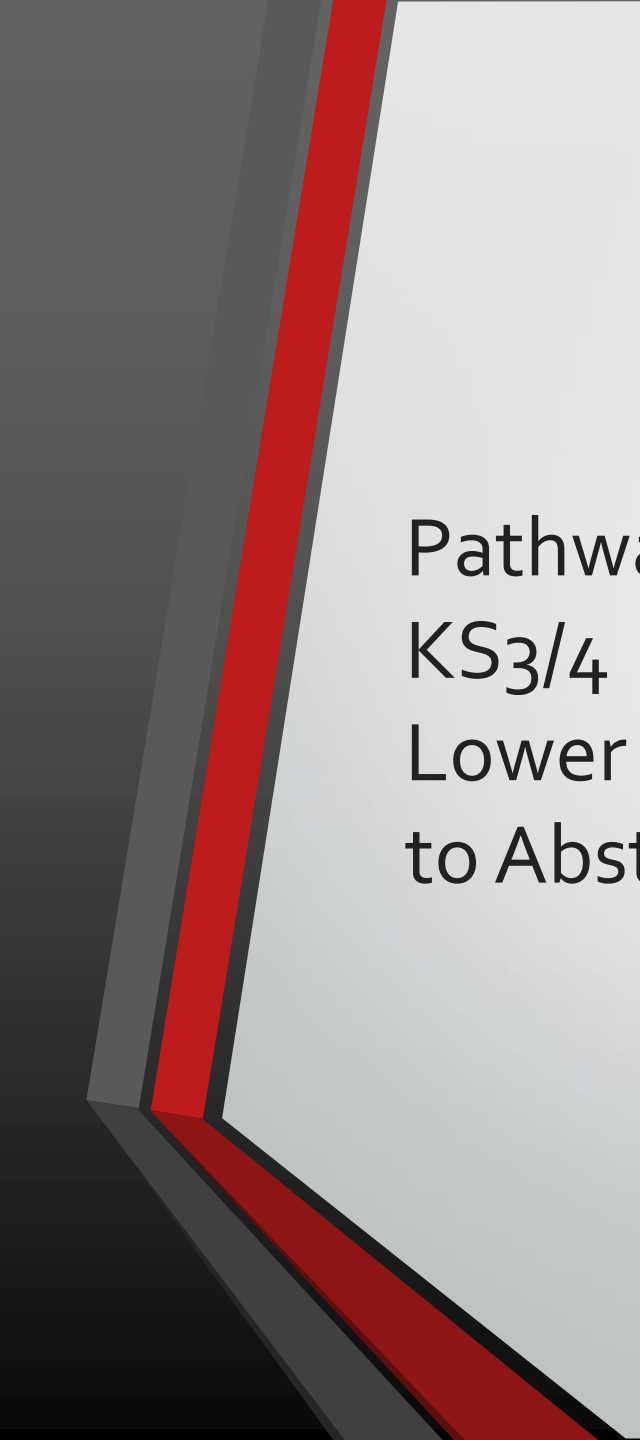
- The medium term plan ensures that each individual is working on appropriate objectives and allows us to ensure coverage and progression over time.
  - Individual objectives from Knowledge schemes marked (and then ragged post teaching)
  - 8 personal learning intentions



## Pathway 1: KS3 & 4 Experiential to Lower Concrete

This pathway is for young people working at early developmental levels.


- The LTP focuses on building routines, developing building blocks to learning, increasing engagement and increasing vocabulary.
- There is a focus on procedural knowledge (skills).
- 'Subjects' in this context allow students to have a wider experience of the world around them and find different things that may engage and motivate them at early developmental levels.
- Knowledge objectives move from experiencing daily activities to making links between everyday, here and now concepts.
- **Pathway 1 LTP >**



## Pathway 2: KS3/4 Lower concrete to Abstract

This pathway is for young people working at higher developmental levels (including an adapted version of the National Curriculum)

- It builds on factual knowledge and the ability to apply this to real world situations
- It moves from concepts that are part of students' everyday life and world to those that are further afield and abstract.
- The knowledge and ability to apply this focuses on what students will need for future destinations.
- This pathway includes opportunities to gain knowledge, skills and experience of the workplace, as appropriate to the interests and needs of the student
- **Pathway 2 >**




## Post 16 – Concrete - Abstract

This pathway is for young people who are continuing to work at higher developmental levels

- It blends schemes of work from the core curriculum with a more bespoke and focused approach, as students move towards a clearer idea of their post 19 pathway
- Students work across classes in mixed groups for some sessions to access various carousels which have a focus on vocational skills and interests
- It includes various pieces of Accreditation, as appropriate to the ability and needs of the student
- There are further opportunities to gain knowledge, skills and experience of the workplace, as appropriate to the interests and needs of the student, including work experience beyond the school context
- There is a focus on transition, with visits to colleges and local providers, and collaborative work with outside agencies
- **Post 16 pathway >**



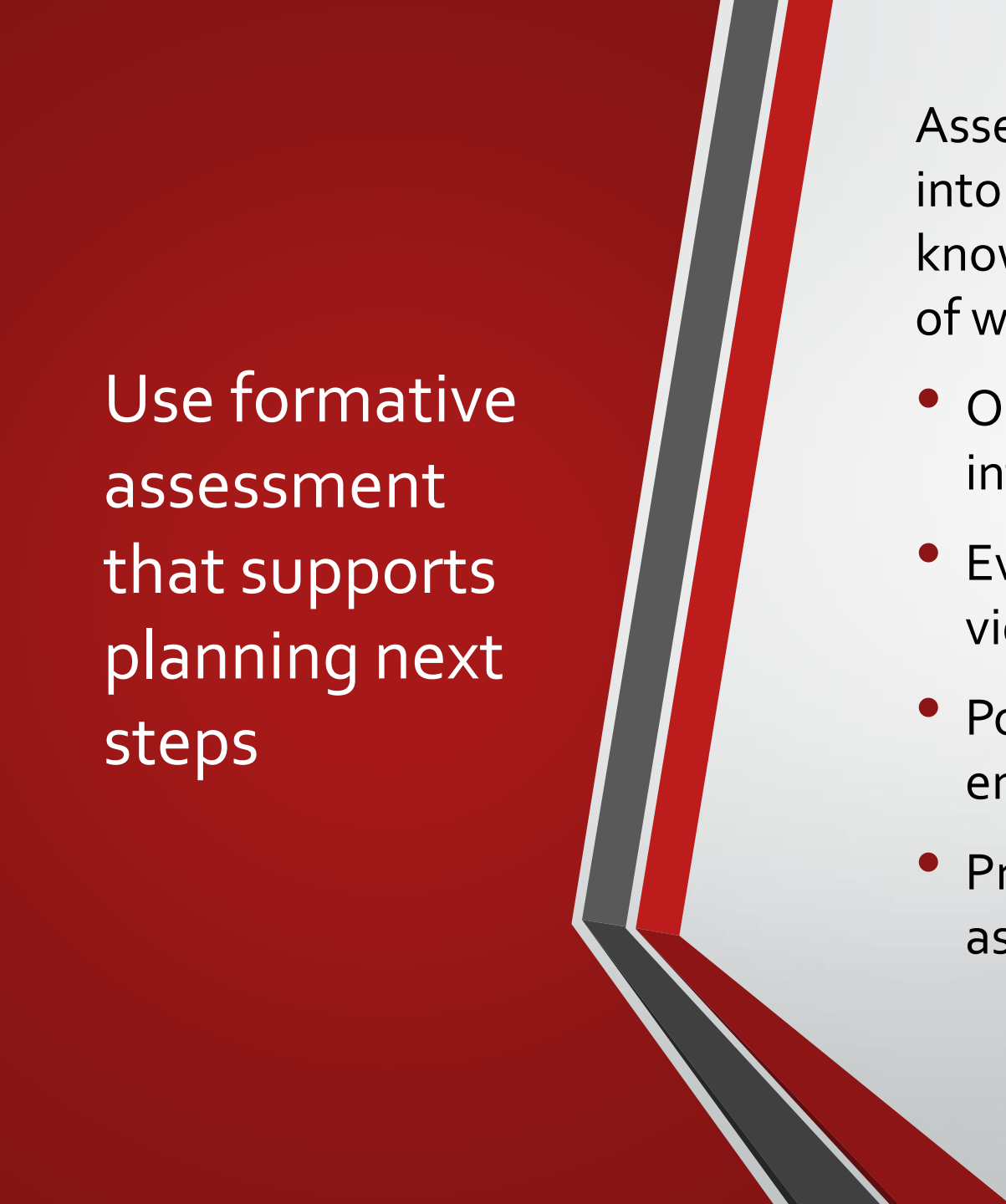


Implementation – day  
to day

# **'Quality First Teaching' resulting in excellent classroom practice**

At Hazelbeck we know that students need to be safe, secure and enjoy school to enable them to learn, followed by exceptional pedagogy which enables young people to know and remember more. We do this by ensuring:

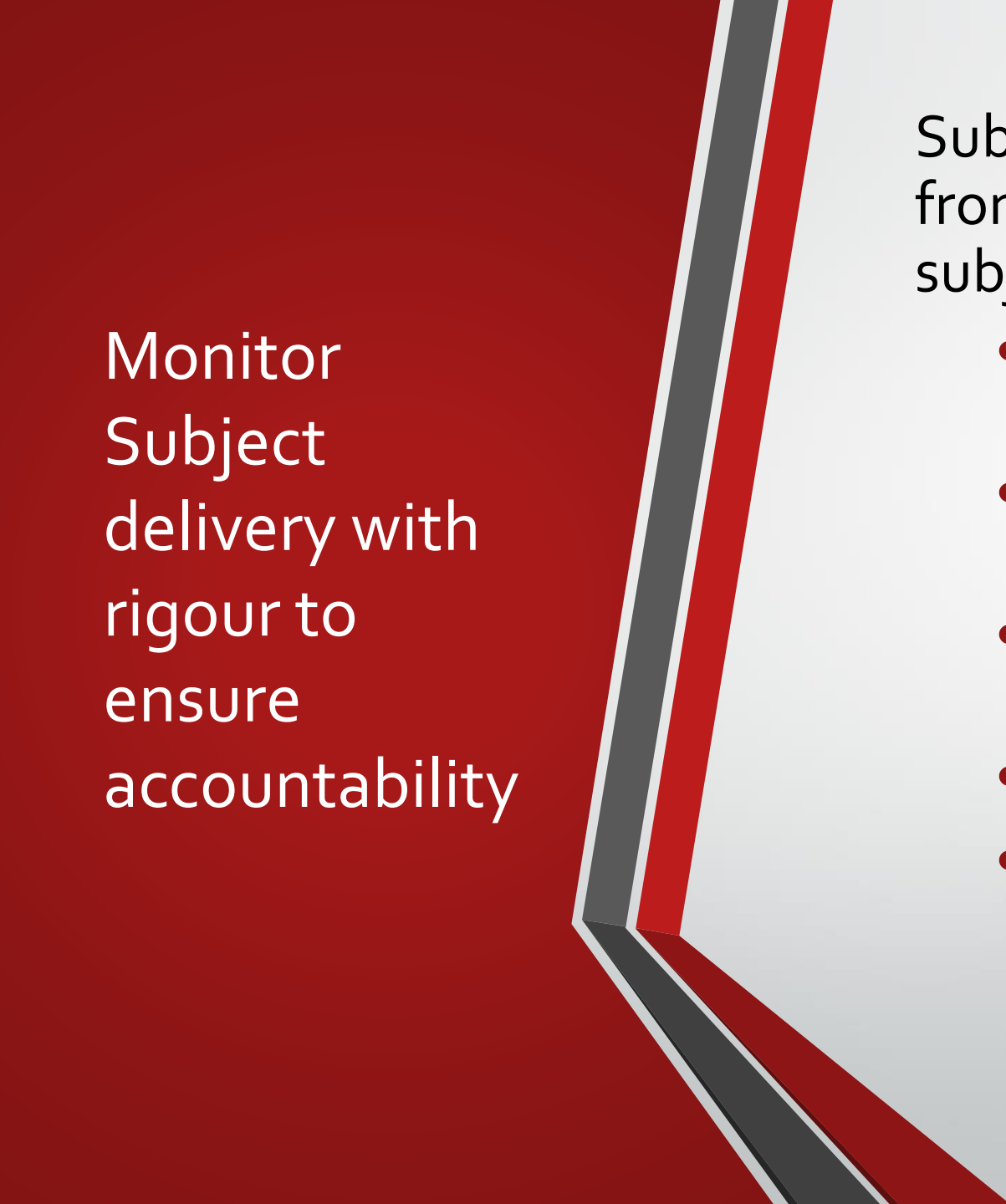
- Excellent relationships based on mutual respect and understanding of student needs
- Excellent understanding of readiness for learning
- A Communication rich environment
- Well thought out and planned pedagogy based on evidence-based research
- Well organised and appropriate learning environments
- Purposeful and scaffolded activities
- Striving for independence (in all its forms)
- Access to real life experiences.



## Use formative assessment that supports planning next steps

Assessment is relevant and meaningful and feeds into future planning so that students build knowledge and skills. We collect this in a number of ways:

- Ongoing, formative assessment towards intentions and objectives
- Evidence gathering - observations, photos, videos on EfL and workbooks
- Point in time, summative assessments towards end of year targets (3 times a year)
- Progress towards knowledge objectives are assessed at the end of each teaching block



Monitor  
Subject  
delivery with  
rigour to  
ensure  
accountability

Subject leaders triangulate information from different sources to ensure that subject delivery is of a high standard by:


- Conducting planning scrutiny for their subject area
- Checking tagged evidence on Evidence for Learning
- Conducting classroom observations and drop ins
- Gathering pupil/staff voice
- Creating Action Plans including training and CPD

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IMPACT

# How will we know students know and remember more?

- Workbooks will demonstrate students making progress and having a greater depth of knowledge.
- EfL will demonstrate students making progress, having success in overcoming barriers and demonstrating the ability to generalise this across lessons and situations.
- Qualifications (both certified and accredited) will show appropriate depth of learning and achievement.
- Student voice will demonstrate young people know and remember more both personally and academically.
- Parent voice in progress and Annual Review meetings will demonstrate young people are making progress.
- Teacher assessments towards medium term plans, annual targets and screening tools will show progression.



We will be able to say:

Hazelbeck ensured that all students were empowered to overcome barriers and flourish in their life.