

## Curriculum Intent



- Creating remarkable learning environments
- So that all our children 'enjoy, learn and succeed' and
- No child is left behind.

- Safe
- Healthy and
- Happy

- Curious
- Confident
- Thoughtful and
- Resilient learners

## School Vision

- Learn lots
- Make memories
- Be brilliant.



- Enjoy learning and develop their strengths and interests
- Learn at depth
- Be able to transfer what they learn to different contexts
- Use and apply what they learn to their life with increasing independence.

We want learning opportunities to:

- Teach children skills/knowledge they will need in their life – both now and in the future
- Follow a sequence so that new learning builds on previous learning
- Provide lots of opportunities for children to practice and apply what they are learning
- Motivate and challenge children so that they *want* to learn.

- Become confident communicators
  - Learn knowledge and skills that they can use in their life - both now and in the future
- Contribute positively to their school, their family and their community

Over the last 4 years, Beckfoot Phoenix has invested time in researching, developing, piloting and implementing our curriculum. We want to get it right for our children. We are very proud of our curriculum and have had external verification on its intent, implementation and impact which has told us that our curriculum is innovative, ambitious, and that it prepares children well for life.

## Curriculum Implementation

### Context

Beckfoot Phoenix is a school for children with severe and profound learning difficulties. Our children work with children with similar needs in Bases.

Orange base	Purple base	Yellow base	Red base	Blue base	Green base
Early years Reception	Reception KS1, low KS2	Reception KS1, low KS2	Reception KS1, KS2	KS1, KS2	KS2

### Curriculum content

Curriculum content builds progressively across 5 stages of development and runs throughout school.

Curriculum Stage	Type of learner	Curriculum source	Base
1	Pre-intentional	EY – birth to 3	Orange, Red
2	Intentional	EY – birth to 3	Orange, Red, Yellow
3	Early symbolic	EY – 3 – 4 years	Orange, Red, Yellow, Blue, Purple, Blue, Purple
4	Semi-formal	EY – reception	Blue, Purple, Green
5	Formal	NC Y1, Y2.	Blue, Green

Curriculum knowledge is taken from the Early Years Curriculum, the National Curriculum and the Pre- Braille curriculum. It also includes other content that we consider important for Beckfoot Phoenix children, eg. Life skills.

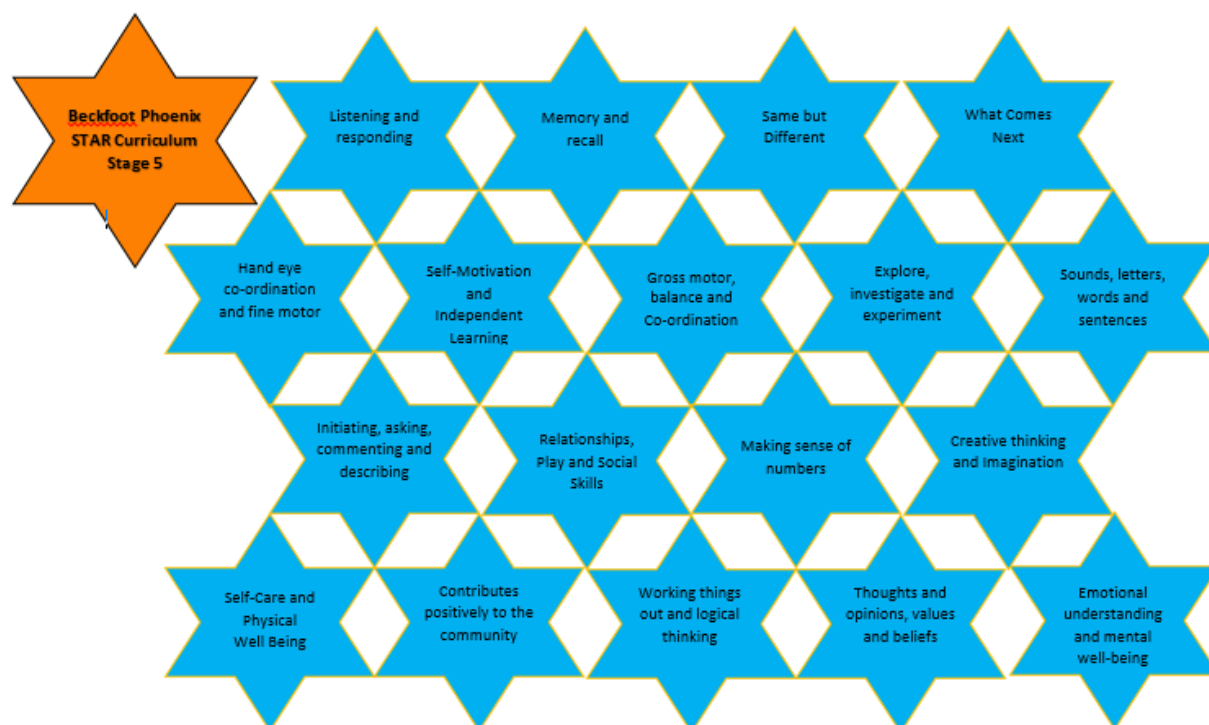


The curriculum is personalised so that children can achieve their EHCP targets.

EHCP  
Targets

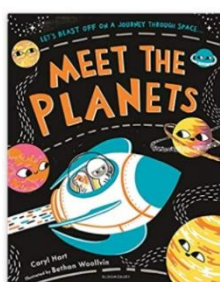
Our research on neurotypical child development and the essential building blocks needed for learning has identified key areas that children *need* to develop in order to make progress and remember more.

We teach our curriculum content through schemes that focus on these MISSING building blocks for learning, e.g. hand eye co-ordination, memory and recall. We call this our 'STAR' Curriculum.



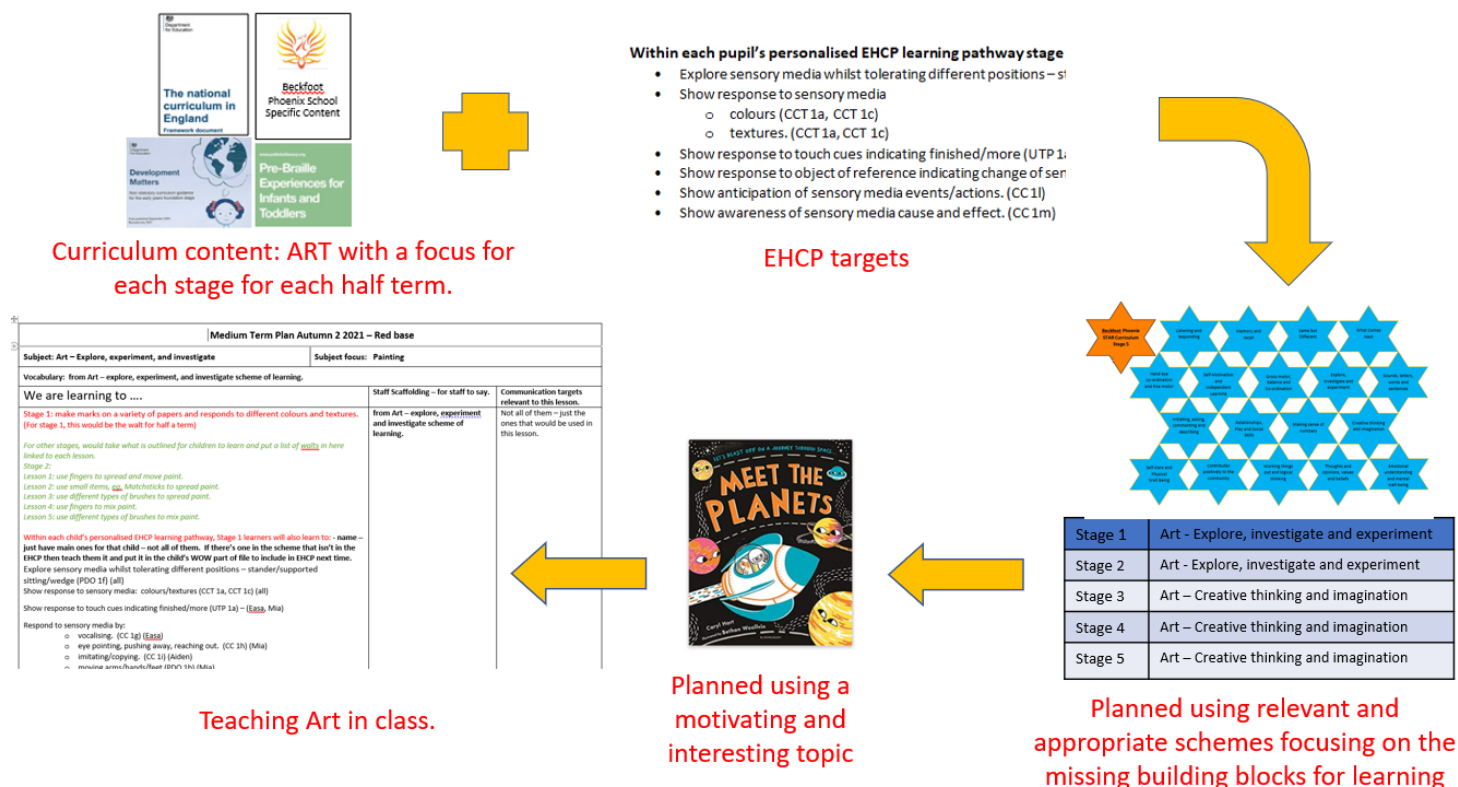
Children are taught the schemes of learning that are appropriate to their developmental stage, eg.

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Art	Explore, investigate and experiment	Explore, investigate and experiment	Creative thinking and imagination	Creative thinking and imagination	Creative thinking and imagination



Schemes of learning are planned for within a motivating and interesting topic that: Links to the outlined curriculum content for the stage; Enables the teaching of specific foundational skills required of that stage; Links to a strong appropriate text; Motivates children to *want* to learn; Encourages children to transfer what they have learnt to different contexts.

## Example of curriculum implementation – ART



- Specialist sports and music teachers reinforce the teaching of the schemes and develop and extend children's talents and interests.
- Curriculum weeks throughout the year focus on important key aspects of learning that complement and reinforce previous teaching. In these weeks, we learn how to be: Caring Me; Safe Me; Active Me; Travelling around the World; Future me.
- Environments across school reflect the topic and previous learning and are set up to meet the very specific needs of each stage of learners, with a focus on communication, reading and independence.
- We believe that children learn all the time -
  - In small groups
  - In larger groups
  - In one-to-one situations
  - In their classroom, or with children from other bases
  - In the community
  - Whilst swimming/in soft play/on rebound/outside/inside

# Curriculum Impact

## How do we know if the curriculum is having an impact on children's learning and time in school?

- Children will be remembering more – their knowledge and skill level will be improving.
- They will want to communicate.
- They will be increasingly confident and independent both in class, school and in their community.
- They will have a strong foundation for moving onto secondary school.

## How will we know?

- Monitoring ensures that the:
  - Correct curriculum coverage is being taught well in class.
  - Most appropriate skills-based schemes of learning are being used effectively to teach the curriculum content.
  - The chosen topic and book are motivating and relevant to the learners.
  - Children are being taught in line with the school's teaching and learning expectations, ie. Part 1 of the curriculum.
- Progress monitoring ensures that children are:
  - Making progress within and across the curriculum.

## How will we see pupil progress within the curriculum?

- Monitoring of learners in class show that they are actively engaged in learning.
- Written observations and examples of work or photos are collated in each child's assessment file. These show progress over time. This file begins when the child first enters school, and moves with them from class to class throughout their time at Beckfoot Phoenix. Files include the skills and knowledge from the relevant stage for the child. For some children, this may be a single stage, for others, this may be multiple stages, eg. a child with autism who is working at stage 4 for maths, and a stage 3 for social and emotional because of the difficulty with social skills.
- APP and Pupil's books and at stages 4 and 5 show how learners are making progress with their work.

## How do we know that pupils are making progress?

- In lessons, observations of children's learning are 'scored' against a depth of learning score that shows both the progress a child is making in applying the knowledge and skills, as well as highlighting any potential loss of skills which may result from a long term absence, school holidays, or from a deteriorating condition.
- Each child's file contains observations of learner's progress. Progress is measured using the depth of learning scores against the skills and knowledge from the 6 core areas:
  - Conceptual and communication (CC)
  - Ownership of learning (OoL)
  - Social and emotional (SE)
  - Physical development and orientation (PDO)
  - Understanding of time and place (UTP)
  - Creativity and critical thinking (CCT)

- Two depth of learning scores are used.

Depth of learning score - Stage 1 and 2 - progress towards **investigation**

- |                        |    |   |    |
|------------------------|----|---|----|
| • Shows awareness      | -1 | 1 | 1+ |
| • Responsiveness       | -2 | 2 | 2+ |
| • Attends and responds | -3 | 3 | 3+ |
| • Curiosity            | -4 | 4 | 4+ |
| • Participation        | -5 | 5 | 5+ |
| • Involvement          | -6 | 6 | 6+ |
| • Investigation        | -7 | 7 | 7+ |

#### Depth of learning score - Stage 2 - 5 – progress towards **independence**

• With close adult support Hand under/over hand	-1	1	1+
• With some adult support	-2	2	2+
• With prompts – visual/gesture	-3	3	3+
• Asking for help if needed	-4	4	4+
• Independently	-5	5	5+
• Mastered/I can help others	-6	6	6+

- At intervals throughout the year, learners take part in 'Point in Time' assessments to check whether learning has been retained and remembered:
  - (Pre) Reading
  - (Pre) Writing
  - (Pre) Maths
  - Comprehension
  - Communication (including pronunciation)
- These informal 'tests' build up as a learner's portfolio of assessments throughout their time at Beckfoot Phoenix. These together with the observations written by staff are used to help staff to plan lessons focusing on what children need to know so that staff are confident that children are making progress.

#### **Evidence of progress within the curriculum.**

- Pupils remain in the same stage but move along the depth of learning scale showing that they are steadily gaining greater independence or moving to increased independent investigation.
- Pupils remain in the same stage but move from the 'towards investigation' depth of learning score onto the 'towards independence' depth of learning score, showing greater independence.
- Pupils move from one stage to the next, showing both an increase in independence, as well as an increase in knowledge.

#### **How will we know that children are making progress?**

- Annual review meetings.
  - To ensure pupils are making progress towards their EHCP targets.
- Pupils are set an end of Key Stage 2 target on entry.
  - Expected and challenging progress for our learners is:
    - Learners with severe learning difficulties – 1 step each year;
    - Learners with profound learning difficulties – 1 step over 2 years.
    - For each stage, the steps move from:
      - Increasing breadth in the current stage to;
      - Increasing depth in the current stage to;
      - Increasing depth in the current stage with some breadth of the next stage to;
      - Mainly the next stage, with still some of the current stage before;
      - Moving to the next stage.
- End of KS2 targets are reviewed every 6 months.
  - To ensure pupils are gaining and improving skills and applying knowledge.
  - To recognise regression or deterioration.
- 'Point in time' assessments are reviewed every 6 months.
  - To ensure that pupils are remembering and retaining key knowledge.

#### **How will we see children progress THROUGH the curriculum?**

- Curriculum coverage and progress through the curriculum, including topics covered, community visits and books read are recorded for each child year on year.