

# Beckfoot Phoenix Curriculum

## Curriculum Intent



Trust Vision

Beckfoot Phoenix is committed to the Beckfoot Trust vision of:

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

At our school, we want children to thrive and get the most out of their time in school.  
We want children to feel:

- Safe
- Happy and
- Secure

So that they can be:

- Inquisitive
- Confident
- Successful and
- Independent learners.

As a school, we want children to:

- 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.

So that children at Beckfoot Phoenix to:

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



School Vision

As a school, we want children to:

- 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.

So that children at Beckfoot Phoenix to:

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



Our School



Beckfoot Trust  
Curriculum Drivers

Over the last 3 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 of 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

- Our curriculum runs throughout school from Nursery to Key Stage 2.
- It teaches the knowledge and skills of the Early Years Curriculum and the National Curriculum so that children learn to:
  - Vocalise, verbalise and communicate
  - Track, focus, read and write
  - Understand about objects, numbers, shape, space and measure
  - Develop Self-Confidence and Self-Awareness
  - Manage their feelings and behaviour
  - Make relationships
  - Learn about people and their communities, the world and technology
  - Learn about their body, what it does, and how it works
  - Look after and care for themselves and others.
- At Beckfoot Phoenix, we divide the skills and knowledge from the EY and NC into 6 core areas:
  - Conceptual and communication
  - Ownership of learning
  - Social and emotional
  - Physical development and orientation
  - Understanding of time and place
  - Creativity and critical thinking
- Within each of the 6 core areas, we have 5 stages of development:
  - Stage 1: pre intentional learners
  - Stage 2: intentional learners
  - Stage 3: early symbolic
  - Stage 4: semi-formal learners
  - Stage 5: formal learners
- Our research on child development and the essential building blocks for learning has identified key areas that children *need* to learn in order to progress. As a school, we have schemes of learning for each of these areas that build progressively across the 5 stages of development. This is our STAR curriculum.
  - Listening and Responding
  - Memory and Recall
  - Same but Different
  - What Comes Next
  - Hand Eye Co-ordination/Fine Motor
  - Self-Motivation/Independent Learning
  - Gross Motor/Balance/Co-ordination
  - Explore, Investigate and Experiment
  - Sounds, Letters, Words and Sentences
  - Initiating, Asking, Commenting and Describing
  - Relationships, Play and Social Skills
  - Making Sense of Numbers
  - Creative Thinking and Imagination
  - Self-Care and Physical Well-Being
  - Contributes Positively to the Community
  - Working Things Out and Logical Thinking
  - Thoughts and Opinions, Values and Beliefs
  - Emotional Understanding and Mental Well-Being

- We use our STAR curriculum schemes of learning as the main driver through which we teach the skills and knowledge we want children to learn:

We use the highlighted schemes to teach <b>Communication- Listening and attention; Understanding; Speaking</b>					
Listening and Responding	Memory and Recall	Same but Different	What Comes Next	Hand Eye Co-ordination/Fine Motor	Self-Motivation /Independent Learning
Gross Motor/Balance/ Co-ordination	Explore, Investigate and Experiment	Sounds, Letters, Words and Sentences	Initiating, Asking, Commenting, Describing	Relationships, Play and Social Skills	Making Sense of Numbers
Creative Thinking and Imagination	Self-Care and Physical Well-Being	Contributes Positively to the Community	Working Things Out and Logical Thinking	Thoughts, Opinions, Values and Beliefs	Emotional Understanding and Mental Well-Being
We use the highlighted schemes to teach <b>Literacy - reading; writing</b>					
Listening and Responding	Memory and Recall	Same but Different	What Comes Next	Hand Eye Co-ordination/Fine Motor	Self-Motivation /Independent Learning
Gross Motor/Balance/ Co-ordination	Explore, Investigate and Experiment	Sounds, Letters, Words and Sentences	Initiating, Asking, Commenting, Describing	Relationships, Play and Social Skills	Making Sense of Numbers
Creative Thinking and Imagination	Self-Care and Physical Well-Being	Contributes Positively to the Community	Working Things Out and Logical Thinking	Thoughts and Opinions, Values and Beliefs	Emotional Understanding and Mental Well-Being
We use the highlighted schemes to teach <b>Maths - number; shape, space and measure</b>					
Listening and Responding	Memory and Recall	Same but Different	What Comes Next	Hand Eye Co-ordination/Fine Motor	Self-Motivation /Independent Learning
Gross Motor/Balance/ Co-ordination	Explore, Investigate and Experiment	Sounds, Letters, Words and Sentences	Initiating, Asking, Commenting, Describing	Relationships, Play and Social Skills	Making Sense of Numbers
Creative Thinking and Imagination	Self-Care and Physical Well-Being	Contributes Positively to the Community	Working Things Out and Logical Thinking	Thoughts and Opinions, Values and Beliefs	Emotional Understanding and Mental Well-Being
We use the highlighted schemes to teach <b>PSE – Self-Confidence and Self-Awareness; Managing Feelings and Behaviour; Making Relationships</b>					
Listening and Responding	Memory and Recall	Same but Different	What Comes Next	Hand Eye Co-ordination/Fine Motor	Self-Motivation /Independent Learning
Gross Motor/Balance/ Co-ordination	Explore, Investigate and Experiment	Sounds, Letters, Words and Sentences	Initiating, Asking, Commenting, Describing	Relationships, Play and Social Skills	Making Sense of Numbers
Creative Thinking and Imagination	Self-Care and Physical Well-Being	Contributes Positively to the Community	Working Things Out and Logical Thinking	Thoughts and Opinions, Values and Beliefs	Emotional Understanding and Mental Well-Being
We use the highlighted schemes to teach <b>Understanding the World – people/communities; the world; technology</b>					
Listening and Responding	Memory and Recall	Same but Different	What Comes Next	Hand Eye Co-ordination/Fine Motor	Self-Motivation /Independent Learning
Gross Motor/Balance/ Co-ordination	Explore, Investigate and Experiment	Sounds, Letters, Words and Sentences	Initiating, Asking, Commenting, Describing	Relationships, Play and Social Skills	Making Sense of Numbers
Creative Thinking and Imagination	Self-Care and Physical Well-Being	Contributes Positively to the Community	Working Things Out and Logical Thinking	Thoughts and Opinions, Values and Beliefs	Emotional Understanding and Mental Well-Being

We use the highlighted schemes to teach <b>Physical Development - Moving and Handling; Health and Self-Care</b>					
Listening and Responding	Memory and Recall	Same but Different	What Comes Next	Hand Eye Co-ordination/Fine Motor	Self-Motivation /Independent Learning
Gross Motor/Balance/Co-ordination	Explore, Investigate and Experiment	Sounds, Letters, Words and Sentences	Initiating, Asking, Commenting, Describing	Relationships, Play and Social Skills	Making Sense of Numbers
Creative Thinking and Imagination	Self-Care and Physical Well-Being	Contributes Positively to the Community	Working Things Out and Logical Thinking	Thoughts and Opinions, Values and Beliefs	Emotional Understanding and Mental Well-Being
We use the highlighted schemes to teach <b>Expressive Arts and Design – Exploring and Using Media and Materials; Being imaginative</b>					
Listening and Responding	Memory and Recall	Same but Different	What Comes Next	Hand Eye Co-ordination/Fine Motor	Self-Motivation /Independent Learning
Gross Motor/Balance/Co-ordination	Explore, Investigate and Experiment	Sounds, Letters, Words and Sentences	Initiating, Asking, Commenting, Describing	Relationships, Play and Social Skills	Making Sense of Numbers
Creative Thinking and Imagination	Self-Care and Physical Well-Being	Contributes Positively to the Community	Working Things Out and Logical Thinking	Thoughts and Opinions, Values and Beliefs	Emotional Understanding and Mental Well-Being

- Children are taught the schemes of learning that are appropriate to their developmental stage. There is no specific requirement for how many times specific schemes are taught within the week. This depends on the needs of the class. Some of the schemes however are considered as key to children's learning and so are on the timetable on a more regular basis (highlighted).

Schemes of learning taught at each stage.	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Listening and Responding	Yes	Yes	Yes	Yes	Yes
Memory and Recall	Yes	Yes	Yes	Yes	Yes
Same but Different	Yes	Yes	Yes	Yes	Yes
What Comes Next	Yes	Yes	Yes	Yes	Yes
Hand Eye Co-ordination/Fine Motor	Yes	Yes	Yes	Yes	
Self-Motivation/Independent Learning			Yes	Yes	Yes
Gross Motor/Balance/Co-ordination	Yes	Yes	Yes	Yes	Yes
Explore, Investigate and Experiment	Yes	Yes	Yes	Yes	Yes
Sounds, Letters, Words and Sentences	Yes	Yes	Yes	Yes	Yes
Initiating, Asking, Commenting and Describing	Yes	Yes	Yes	Yes	Yes
Relationships, Play and Social Skills	Yes	Yes	Yes	Yes	Yes
Making Sense of Numbers			Yes	Yes	Yes
Creative Thinking and Imagination			Yes	Yes	Yes
Self-Care and Physical Well-Being			Yes	Yes	Yes
Contributes Positively to the Community			Yes	Yes	Yes
Working Things Out and Logical Thinking			Yes	Yes	Yes
Thoughts and Opinions, Values and Beliefs			Yes	Yes	Yes
Emotional Understanding and Mental Well-Being			Yes	Yes	Yes

- Schemes of learning are organised within a topic that
  - Links to the outlined knowledge for the stage.
  - Enables the teaching of specific 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
- 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 and Active Me.

## What does this look like in our classrooms?

- As a school, our systems, approaches and expectations are consistent throughout school. This is because PART 1 of the schemes of learning outlines the teaching and learning expectations for each stage.
- Children in our school are grouped in class groups according to curriculum stage.
  - Orange Base      Early years, Key Stage (KS) 1      stages 1 – 3
  - Purple Base      KS1 and KS2      stages 3 – 4
  - Yellow Base      KS2      stages 1 – 2
  - Red Base      KS2      stages 1 – 2
  - Blue Base      KS2      stages 2 – 4
  - Green Base      KS2      stages 4 – 5
- 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.
- Lessons are planned using:
  - In-depth knowledge of the child – EHCP targets, previous progress, strengths, gaps in knowledge, communication needs
  - The specified schemes of learning for the children's stages
  - The specified content for the appropriate stage
  - Additional resources, ie.
    - Letters and Sounds Reading programme
    - White Rose Maths
    - Ready, steady, write Writing programme
    - Early years curriculum
    - National Curriculum programmes of study
- Planning within classes identifies the targets from a specific curriculum stage for all children in the session. These are linked to children's individual EHCP targets.
- 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
- In lessons, observations of children's learning are 'scored' against a depth of learning score that shows both the progress a child is making, as well as highlighting any potential loss of skills which may result from a long term absence, school holidays, or from a deteriorating condition.
- We have two depth of learning scores that evidence learning in lessons.
  1. Depth of learning score - Stage 1 and 2 - 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+

## 2. Depth of learning score - Stage 2 - 5 - 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+ |

- Written observations and examples of work or photos are collated in each child's assessment file. 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.
- Within this file, progress is measured using the depth of learning scores against the skills and knowledge from the 6 core areas that relate to each child's EHCP targets.
- At intervals throughout the year, children take part in 'Point in Time' assessments to check whether children have retained and remembered important learning points in:
  - (Pre) Reading
  - (Pre) Writing
  - (Pre) Maths
  - Comprehension
  - Communication (including pronunciation)
- These informal 'tests' build up as a child'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.

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

- Children will be confident. They will want to communicate. They will be increasingly independent.

### **How will we know?**

- In our school, pupil progress is seen in a number of ways. We use:
  - Observing children in class to see if they are actively engaging in learning.
  - Written observations in the child's assessment file to see that they are making progress over time:
    - pupils may 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 may 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 may move from one stage to the next, showing both an increase in independence, as well as an increase in knowledge.
  - 'Point in time' assessments to see if pupils have retained and remembered key knowledge.
  - Pupil's books at stages 4 and 5 to see how they have progressed in their work
  - EHCP targets to see if they are making progress towards their EHCP targets.
  - Attendance - for some very poorly children, progress may be seen by continued attendance or being able to maintain progress in some areas whilst other areas may be regressing.