

# Calcote Academy

working together, achieving success

## Curriculum Overview



## **Content**

1. Key characteristics of our learners and the Trust
2. Vision and mission statement
3. Curriculum vision
4. Curriculum pathways
5. Multi-disciplinary approach
6. Essentials for learning and life
7. Deep Learning
8. Resources
9. Approaches to teaching and pedagogy
10. Yellow pathway overview
11. Blue pathway overview
12. Red pathway overview
13. How do we know it's working?

## The key characteristics of our learners and Trust

Hartlepool Aspire Multi-Academy Trust, is at present made up of Catcote Academy (secondary and Post 16 students) and Catcote Futures (our Post 19 Provision which caters for students aged 19 – 25 years and lifelong learners. This received Independent Specialist Provider status in September 2018). We are committed to delivering first class education and opportunities for all our students.

The Trust currently operates over 6 sites which includes Catcote Academy on Catcote Road, a sixth form provision for Red/Blue pathway learners on Brierton Lane, Catcote Futures on Warren Road, Catcote Metro (retail outlet) in Hartlepool Middleton Grange shopping centre, The Vestry (community coffee shop) in Christ Church Art Gallery and a Caravan situated in Crimdon Dene Holiday Park.

The school caters for a wide range of needs including students with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), moderate learning difficulties (MLD), those who have an autistic spectrum condition (ASC) and those with identified social, emotional and mental health needs (SEMHD). All of our learners have additional complex needs.

All students have an Educational, Health and Care Plan (EHC).

The proportion of students known to be eligible for pupil premium funding is well above the national average.

Attainment on entry of all students is well below those expected of students of a similar age nationally.



## Trust Vision

'To be an innovative centre of excellence, providing outstanding, personalised education for all students'

## Mission

We are committed to providing an environment where students are offered every opportunity to maximise their potential, grow in confidence and above all be happy and safe.

To achieve this, we will:

- Provide a wide range of personalised learning experiences, which are exciting, challenging and accessible to all
- Prepare students for a meaningful future by promoting independence, resilience and lifelong learning
- Promote tolerance and respect for individual differences, abilities, needs and beliefs
- Create a safe, caring environment in which everyone is healthy, happy and ready to learn
- Foster positive working relationships with parents, multi agency professionals and the local community
- Maintain a culture of vigilance and commitment to keeping all students, staff and visitor's safe

'Working together achieving success'

## Ethos

'Focus on what we CAN do, not what we can't'



## Curriculum Vision

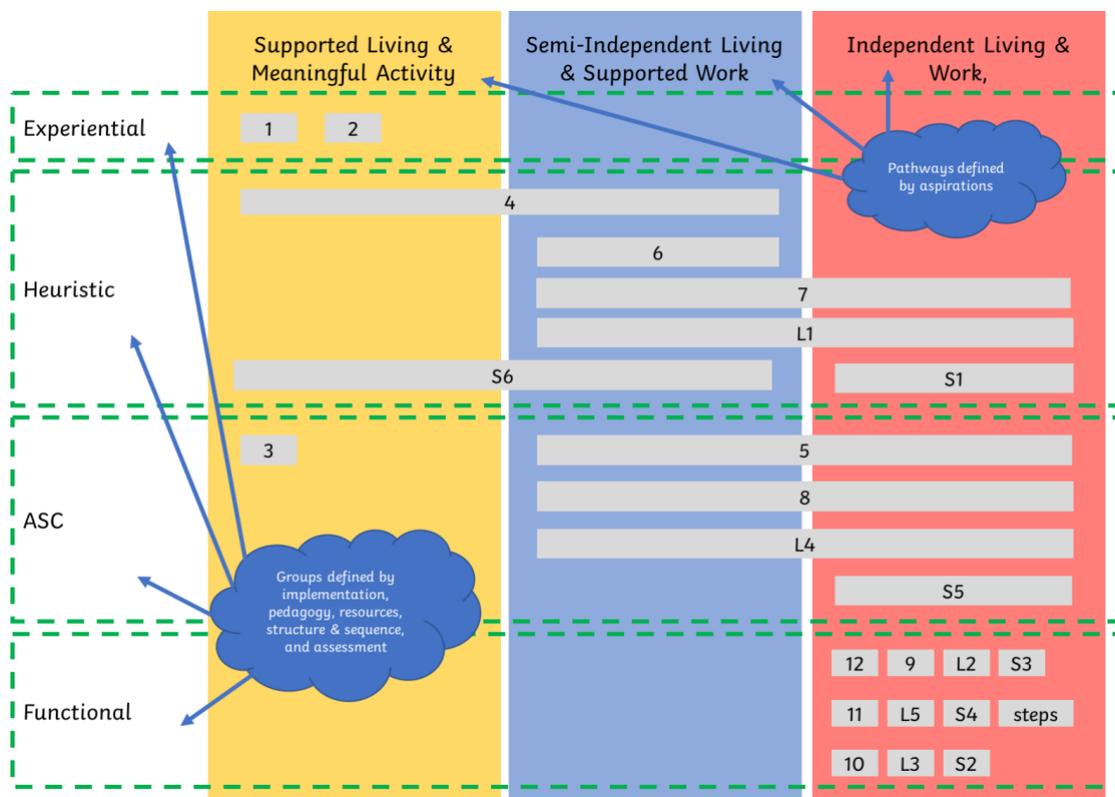
- Is founded upon **developmental** perspective where each student has their own starting point and these alongside the student's aspirations are used as the foundations to any **person-centered planning**
- Is '**person appropriate**'
- Is **relevant, purposeful and engaging**
- Is **different** not differentiated
- Offers a **holistic approach** to developing the whole child
- Creates a **learning environment** that is relevant, stimulating, challenging, motivating, rewarding and fun
- Encourages students to establish connections through **cross curricular and contextualised learning** promoting **deep learning**
- Focuses on **key skills of 'learning for life'**
- Is steeped with a strong **social, moral, spiritual and cultural dimension** which acknowledges the full humanity of each learner
- Develops learner voice and presents opportunities for connecting with others and **participative citizenship**
- Supports **well-being** through actively targeting social and emotional aspects of learning
- Promotes **healthy and safe lifestyles**
- Embraces **all aspects of school life as learning experiences**
- Is built around excellent **partnerships with parents/carers**
- Utilises the support, resources and involvement of other professionals and adopts a **multi-agency approach to learning**

## Curriculum Pathways

In order to provide students across Catcote Academy with experiences that are relevant, interesting and challenging, and to identify opportunities for progression we have adopted a curriculum structure that encompasses 3 broad pathways: 'Yellow', 'Blue' and 'Red'. These pathways are based on student's long-term aspirations. These pathways offer a means of making distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more conventional National curriculum type approach. Students are able to move flexibly from one pathway to the next at any point during their school career.

Although groups within each pathway share similarities the groups are further defined by 'implementation' relating to their additional barriers to learning. This factors in pedagogy, classroom resource including the environment and teaching support, sequence and structure of the curriculum and assessment.

As each group of learners have a clearly defined content and approach, planning and teaching fits 'snuggly' into our 'needs led' class set up, where the likelihood is that students will be working within one pathway. However, in some cases a group of learners may be working across two pathways. There may be valid reasons for mixing groups, for example, in order to provide students with an appropriate peer group.



The significance of our specialised 'needs led' or 'learning approach' classes is therefore that:

- Each class group is equipped and organised to meet the specific needs of the learners within
- Appropriate staff teams are allocated on a year by year basis with appropriate training provided in each case
- The class environments reflect the needs of the children with respect to not just their 'need type' on the whole, but their specific needs as highlighted in their provision maps or CAS (consistent approach to supporting students) plans
- Appropriate interactive environments are nurtured within each class setting
- This provision enables us to more easily take into account students preferred learning style.

There are however, many opportunities created for students across the school to come together, for example, Friday afternoon 'healthy living' activities, weekly assemblies, outdoor play and learning time, interclass collaboration, shared trips out, sports day and key celebratory occasions across the year. These settings provide a host of positive opportunities in terms of getting to know each other, testing themselves out, practising emerging skills (learnt in a discrete environment) and they also extend the sense of whole school community.

In order to support these pathways and additional barriers to learning a leadership and management structure has been built around these. Assistant Head teachers are in charge of each pathway and within that structure we have Phase 2 TLRs (engagement in learning) that focus on curriculum and assessment. We also have Phase 1 TLRs (readiness to learn) that support the implementation of the curriculum focusing on students' additional barriers to learning which include Communication & Interaction, Autism, Physical and Sensory and Social, Emotional and Mental Wellbeing.

## **A 'Multi-Disciplinary Approach'**

To support with implementation our curriculum is delivered by a trans-disciplinary team. In-house therapies (speech and language therapy, art therapy, occupational therapy, thrive licensed practitioners, education psychologists and counsellors) are an integral dimension of what we offer students.

The requirements of each individual student are determined through careful observation and assessment, as well as discussion with parents/carers and other agencies. There are many and varied opportunities to engage with parents to seek their views on their child's learning potential. Person Centred Planning is used for all pupils on an annual basis and this underpins the 'Education, Health and Care Plan' (EHCP) process. Once a year parent consultation meetings are held with all parents to review their child's progress in relation to their EHCP outcomes. Parents evenings are held twice during the year, in order that they can contribute to staff knowledge about their child.



## ‘Essentials for Learning and Life’

Catcote Academy has developed its own set of Enterprise Commandments which are made up of skills, behaviours and qualities which we feel enable our students to become ‘successful learners’, ‘confident individuals’ and ‘responsible citizens’, namely independent enquirers, team workers, creative thinkers, self-managers, reflective learners and effective participants. At Catcote, we believe that Enterprise gives students a fantastic foundation for lifelong learning and preparation for adulthood including, preparing them for the world of work. Within the Trust Enterprise is an ethos, a ‘can do’ attitude and forms part of our own personal learning thinking skills which can be entwined throughout every lesson.

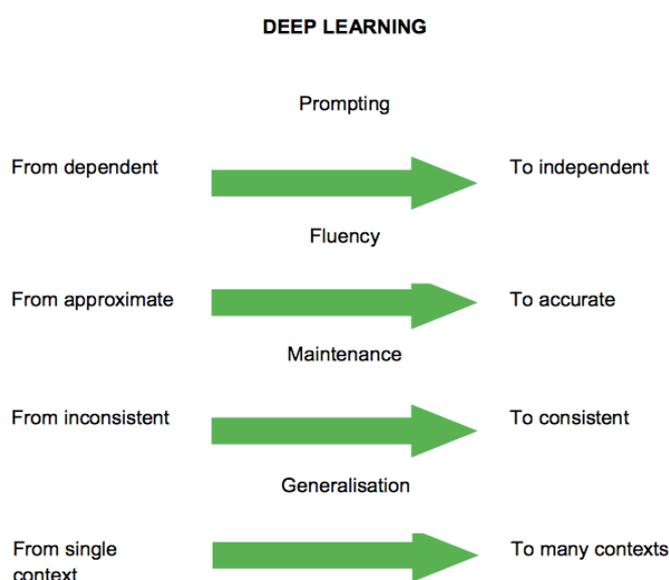
As part of an Erasmus project “Linking Businesses, Enterprise and Entrepreneurial Skills Internationally” which the school led on we have been able to develop the commandments further to create a differentiated set of skills to use with our older, more formal learners. These were developed to match the skills required in today’s world of work.



## Deep Learning

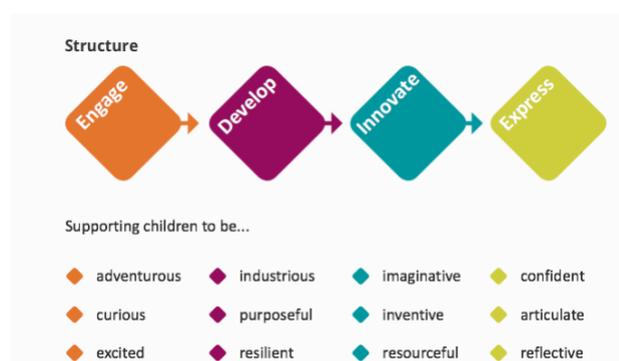
Within Catcote academy we place a big importance on 'deep learning'. Our curriculum design encourages students to extend and consolidate their understanding over a longer time period. This in turn facilitates greater fluency, independence, maintenance as well as the transference of skills to varied contexts. Our planning systems and assessment supports deep learning by emphasising the value of something broad, over an extended period.

Within **Yellow and Blue** pathway learning is measured against 4 areas:



Within the **Red pathway** increasing learning autonomy is at the heart of the curriculum. We use the following 4 step approach in our topic planning;

- Engage - Provoking student's curiosity using interesting starting points
- Develop - Providing creative opportunities for making and doing
- Innovate - Enable and assess student's application of previously learnt skills
- Express - Providing opportunities for reflective talk, shared evaluation, celebrating achievements and identifying next steps for learning



## Resources

To support the implementation of our curriculum we have various state of the art facilities.

### Sensory spaces:

- Inaspace (motion activated immersive sensory room)
- SPIRIT room (sensory, processing, integration, regulation, interactive, therapy)
- Jacuzzi
- Class based sensory corners
- Rebound therapy



Thrive Rooms (therapeutic environments to support the delivery of activities which promote social and emotional well being)

### Work Related Learning and Life Skills

- Vocational skills centre
  - Hair and Beauty Salon
  - Ceramics
  - Wood work
  - Horticulture
- Onsite coffee shops/Bistro
- The Vestry (offsite coffee shop in Hartlepool Art Gallery)
- The Metro (retail outlet in Middleton Grange Shopping centre)
- Caravan
- Food Technology Rooms
- Life Skills Bungalow



### Subject specific areas

- ICT Rooms
- Science Lab
- Art Room
- MUGA
- Gym



## Approaches to teaching and pedagogy

There is considerable debate about the approach to pedagogy for pupils with special educational needs. Generally, for our students with severe cognitive impairments we adopt an approach to pedagogy that is significantly different to the teaching that you would see in mainstream education (our Yellow curriculum is a strong example of this). However, for some of our more cognitively able pupils and even when teaching those less able specific things or engaging in specific teaching activities more conventional pedagogical approaches are used.

At Catcote Academy we recognise that students with special educational needs do not necessarily follow a typical developmental trajectory. This is particularly the case for pupils with autism. Therefore, the curriculum needs to provide a framework which can support learning for those that learn in a 'typical' and 'atypical' manner.

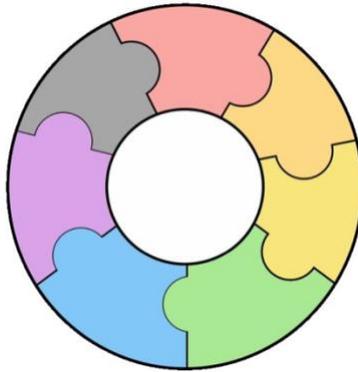
The pedagogical approach we propose is one that is fit for purpose. Many of our teachers have been trained as mainstream teachers and therefore already have a bank of good pedagogical practice to call upon. We also teach staff specific pedagogical approaches which provide them with a repertoire that can be used to teach individuals, groups and classes as required and can be made fit for specific purpose.

Some of the pedagogical approaches we adopt are:

- Process based learning
- Skills based teaching and Learning
- SCERTS (social communication, emotional regulation and transactional support)
- Attention Autism
- TEACCH
- Sensory Integration
- Intensive Interaction
- Thrive Approach



## Yellow and Blue Pathway Overview



### Characteristics of our Yellow Pathway learners

Students in Yellow pathway have Complex Learning Difficulties and Disabilities (CLDD Barry Carpenter 2011). They have a range of conditions that co-exist, overlap and are interlocking. Students may have severe and complex learning difficulties (SLD), autistic spectrum condition (ASC) or profound and multiple learning difficulties (PMLD).

Students in the Yellow pathway are a very diverse group of young people who have significant intellectual and cognitive impairment, they may also have difficulty with mobility, co-ordination, communication, perception, sensory processing and the acquisition of self-care skills. They all require a considerable amount of support to engage with the curriculum.

### Characteristics of our Blue Pathway learners

Students in our Blue Pathway are predominantly made up of SLD learners (severe and complex learning difficulties) and are defined as having the following characteristics;

- Consistently and over time working between P4 and at or below the end of KS1 expectations of the National Curriculum
- Have difficulties with communication
- Have difficulty with abstract concepts
- Have difficulties with concentration and attention
- Have difficulties with short and long-term memory, sequential memory and have limited working memory
- Have poor general knowledge
- Have difficulties with problem solving
- Have difficulties with generalising understanding  
*(Imray and Colley, in print)*



## Intent

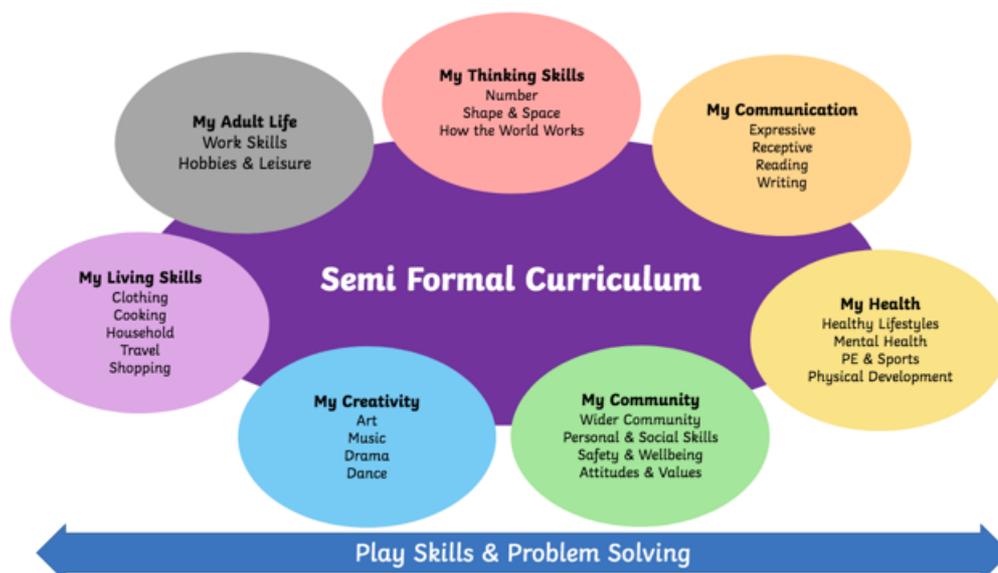
### *Aims*

Based on the aspiration 'to prepare students to live a life as independent as possible filled with meaningful and purposeful activity' the following aims have been created:



### *Curriculum Areas*

Blue and Yellow pathway areas have been defined to support the priority areas relating to the development of young people within these pathways (communication, cognition, self-care and independence).



|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>My Thinking Skills</b> | This area develops student's early maths skills within the domains of Number and Shape and their understanding of the world.                                                                                                                                                                                                                                                                                                           |
| <b>My Communication</b>   | Learners develop expressive and receptive skills through speaking, listening and social communication activities. They also work with basic functional literacy for everyday life, such as social signs. In addition, they may encounter literacy and inclusive writing activities. Where appropriate a phonics programme is used to support the development of core literacy skills                                                   |
| <b>My Health</b>          | Learners enhance their overall health and well-being. They learn about personal care, healthy eating and safer lifestyle choices. This area also has a strong emotional and social dimension. Learners are supported to understand their feelings and their behaviours.<br><br>My movement is also included in this area and can include timetabled PE based lessons, physiotherapy sessions, rebound therapy and movement programmes. |
| <b>My Community</b>       | Learners develop their understanding of people around them. They explore diversity within the class and school. They explore the local area and how to access services. This curriculum also has strong links with work related learning.                                                                                                                                                                                              |
| <b>My Creativity</b>      | This area is supported through music, art, drama etc. to provide a meaningful context for learners to develop, within the priority areas of communication, cognition (thinking) and personal and social development.                                                                                                                                                                                                                   |
| <b>My Living Skills</b>   | This area is designed to develop the skills necessary to live as independent a life as possible and includes areas such as participating in the running of a household.                                                                                                                                                                                                                                                                |
| <b>My Adult Life</b>      | Many of our students will have aspirations to work, this area will give the students a chance to develop and explore meaningful and purposeful activities that they may engage in during their adult life.                                                                                                                                                                                                                             |

### *Themes*

As classes within the Blue and Yellow pathway vary in ability, interests and pedagogical approaches, we felt that a single topic wasn't in the best interest of the students. Classes therefore share termly themes from which class teachers choose a topic which will be motivating for their students, for example from the theme 'People,' one class may choose 'People Who Help Us' whilst another may choose 'Famous People' or 'People Around the World.' Built within these termly themes are drop down sessions or pathway events linked to the theme or important events that are happening (e.g. Children in Need). These topics, enrichment activities and wider school experiences, alongside therapies we offer provides a rich context within which to develop fundamental skills.

### Example of topics

| Autumn 1 | Autumn 2  | Spring 1          | Spring 2 | Summer 1 | Summer 2   |
|----------|-----------|-------------------|----------|----------|------------|
| People   | Festivals | Changes over Time | Animals  | Food     | Challenges |

## Knowledge and skills

Knowledge and skills for each learner is identified through an 'intent sheet'. Staff identify these on a termly basis. Different intent sheets are used in Yellow and Blue Pathway to reflect their approach to teaching and pedagogy.

### Blue Pathway

| Student xxx         |            | Autumn 19-20 |
|---------------------|------------|--------------|
| Number              | Expressive | Art          |
| Shape & Space       | Receptive  | Music        |
| How the World Works | Reading    | Drama        |
|                     | Writing    | Dance        |

|                      |                          |          |
|----------------------|--------------------------|----------|
| Healthy Lifestyle    | Wider Community          | Clothing |
| Mental Health        | Personal & Social Skills | Travel   |
| PE & Sports          | Safety & Wellbeing       | Cooking  |
| Physical Development | Attitude & Values        | Shopping |

### Yellow Pathway

| Student                    | Term                          |                                      |
|----------------------------|-------------------------------|--------------------------------------|
| Sensory Motor Development  | Pre intentional Communication | Performance                          |
| Following Routines         | Communicating Needs and Wants | Mixed Media - sensory Store Cupboard |
| Understanding Instructions | Interaction                   | Story                                |
| Problem solving            | Handling Information          | Working with others                  |
| Play                       |                               |                                      |

| Student                    | Term                          |                                      |
|----------------------------|-------------------------------|--------------------------------------|
| Sensory Motor Development  | Pre intentional Communication | Performance                          |
| Following Routines         | Communicating Needs and Wants | Mixed Media - sensory Store Cupboard |
| Understanding Instructions | Interaction                   | Story                                |
| Problem solving            | Handling Information          | Working with others                  |
| Play                       |                               |                                      |

## Implementation

Implementation of the curriculum is defined by each group and factors in pedagogy, resources, structure and sequence of knowledge and skills to be gained and assessment (*please refer to pathway booklets that highlight different group implementation*). Below is an example of a Blue pathway timetable:

|          |                                                                                                        | Class 3                                                                                              |                                                                                                      |                                                                                                       | Michael                                                                                             |  |
|----------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--|
| Font     |  Monday               |  Tuesday            |  Wednesday          |  Thursday            |  Friday           |  |
| <b>1</b> |  Morning Activities   |  Morning Activities |  Morning Activities |  Morning Activities  |  Assembly         |  |
| <b>2</b> |                                                                                                        |                                                                                                      |                                                                                                      |                                                                                                       |  We Are Special   |  |
| <b>3</b> |  My Comm.            |  My Health (VG)    |  My Comm.          |  My Thinking Skills |  Friends Friday |  |
| <b>4</b> |  My Creativity (AP) |  My living Skills |  Activities       |  My Community      |  Healthy Living |  |
| <b>5</b> |                                                                                                        |                                                                                                      |                                                                                                      |                                                                                                       |                                                                                                     |  |

### *Common timetabled sessions*

In Yellow and Blue pathway, there are some common timetabled activities. These include:

#### We Are Special

- In class achievement assembly for classes to look through the previous week and celebrate their achievements, what they're proud of etc.
- Update WOW Walls and give out star of the week trophy

#### Friends Friday

- Coffee morning style activity for students to sit together, talk about what they're doing at the weekend for example and to develop social skills. This is a pathway activity where different classes/groups can join together.

#### Wednesday Activities

- Pathway teachers offer different contexts for learning in order that students can generalise skills in the context of meaningful activity (e.g. computing, gardening, enterprise, etc.) These sessions are mixed groups, to develop and broaden student peer relationships. This also is also used to give teachers time to work on assembly events (such as Macmillan coffee morning or children in need).

### *Progression*

From the end of Year 10 students in Yellow and Blue Pathway may join the 'Learning for Living' group where the focus is on Preparation for Adulthood (PfA). The programme includes:

Life skills – getting out and about, getting on with other people, all about me, preparing drinks and snacks, using community facilities, taking part in healthy activities etc

Pre-vocational skills – business and enterprise activities, special days, charity events, group work and community engagement

Work skills – work related learning - including learning about the world of work, sheltered real work situations, personal presentation, community activities, enterprise events

Employability skills – communicating with others, my thinking skills, my creativity

Accompanied employment opportunities where applicable

## *Assessment*

Within the Academy the ethos around assessment is to:

**‘measure what we value’ not ‘value what we measure’**

Therefore, within Yellow and Blue pathway progress is measured against personal learning intentions. These intentions are written in collaboration with the learner, parents/carers and other professionals.

Students have individual learning intentions under 7 identified areas of need. Learning intentions are broad targets which take meaning from being practiced holistically in the context of purposeful activity. In order to evaluate progress against these intentions the Continuum of Skill Development (CSD) is used. The four aspects of the CSD include:

- Independence      reducing prompting
- Fluency              combining speed and accuracy
- Maintenance        becoming more consistent over time
- Generalisation      performing in different settings with different people

The CSD takes qualitative data in the form of careful and concurrent observations and judgments which means skills do not have to be reduced to a sequence of tasks. This respects the holistic nature of process based learning.

This approach invites collaboration and discussion in negotiating the best way forward and must be planned in relation to the learner’s strengths, needs and motivation.

## Red Pathway Overview

### Characteristics of our Red Pathway learners

Students in Red pathway enter Catcote working well below age related expectations, most of them are working at KS1 standards on entry. A large majority of the students in the Red pathway are from disadvantaged backgrounds. The students are identified as having moderate learning difficulties (MLD) and some also have specific learning difficulties or more complex needs including: Autism (ASC); Social, Emotional and Mental Health difficulties (SEMHD).



## Intent

### *Aims*

Based on the aspiration to 'live an independent life as possible and be in paid employment' the aim of the curriculum for Red pathway students is to increase their Cultural Capital, so that they can become successful young adults, who have the potential to be employed and to live happy, healthy and independent lives, making a positive contribution to their local and wider community.

*The emphasis of the curriculum to meet and develop these aims is:*

- key skills in numeracy, literacy and communication
- increasing knowledge of the wider world
- developing personal, social, emotional and mental health
- encourage creativity, problem solving and thinking skills
- learn enterprise, vocational, employability and life skills
- develop physical health and wellbeing

The aim of the curriculum at **KS3** is to develop happy, creative students who are keen to engage in learning experiences. Through these positive learning experiences, students become more aware of the world around them. Their Literacy and Numeracy skills are developed further and they become more independent, resilient and confident to enable them to move successfully to the next stage of their education.

On entry to **KS4**, students are generally more confident and resilient; and have developed their core skills, ready to apply these in new contexts. The aim of the KS4 curriculum is to develop the skills needed for employment and develop life skills to live happily and confidently in the community. At the end of KS4 the students will begin to be prepared for adulthood, by making healthy decisions about their own future, and enabling them to progress to the next stage in their education, training or employment.

The curriculum at **KS5** is based on the principals of the Department of Educations, "Preparing for Adulthood" programme.

The aim is to prepare the students for adult life and to ensure they have the confidence, independence, knowledge and skills to move onto further education, training or employment. At KS5 the curriculum builds on the skills the students have already acquired during KS4.

## Curriculum Areas

The table below highlights the curriculum areas which we feel are important to prepare our students for adulthood and the world of work

| Key Stage 3                                                                                                                                                                    | Key Stage 4                                                                                                                                            | Key Stage 5                                                                                                                                                                                                                    | Steps Programme                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| English<br>Maths<br>Science<br>PSHE<br>Topic (Humanities, RE, Music and Art)<br>PE<br>Healthy Living<br>Food Technology<br>Enterprise<br>Forest School<br>Cross curricular ICT | English<br>Maths<br>Science<br>ICT<br>PSHE<br>RE<br>PE<br>Healthy Living<br>Life Skills<br>Careers<br>Enterprise<br>Vocational Options (one morning) * | Functional English<br>Functional Maths<br>PSHE<br>Leisure<br>Healthy Living<br>Life Skills<br>Employability<br>Preparation for Adulthood<br>Vocational pathway (2 days) *<br><br>*includes work experience and work placements | Functional English<br>Functional Maths<br>Employability<br>Life Skills<br>Vocational pathway (3 days) *<br><br>*includes external work placements |

## Themes

At Key stage 3 the students are taught through a termly topic to engage the students in learning. Below is the long-term plan:

| KS3    | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                               |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | <b>SuperHeroes</b><br>To be able to identify, discuss, compare the following<br>Intent (To be settled and form relationships)<br>Read life superheroes such as the police, firebrigade and look at visits<br>HOOK –<br>The Zones of regulation<br>Role Models/Real life heroes – Visits to local emergency services<br>Making you feel special/What are you good at<br>Manners/ Respect and how they are important in society<br>Right and wrong/ law<br>Write own superhero story<br>How to test safe<br>WOW Day – Superhero trailer/Assault course<br>Enterprise linked to help the heroes and remembrance day | <b>Towers Tunnel and Turrets</b><br>To be able to identify, discuss, compare the following<br>Intent (British Values/Hartlepool History)<br>Hook<br>Kings and queens – past and present and their roles<br>British Values- past and modern<br>Laws – past and present<br>Visit old castles ruins – in the local area/National Trust<br>The Royal Family: Changes in the modern day royal family<br>History of Hartlepool – IT Dad<br>Battery at the Headland<br>WOW Day – Banquet each class make a different meal for the banquet<br>Headland historical visit- making the students aware of their area and it history<br>Most haunted | <b>Around the World</b><br>To be able to identify, discuss, compare the following<br>Intent (Wider world/Respect for others)<br>Hook – Flight simulator – different class to different countries<br>Different cultures/diversity<br>To increase cultural capital<br>Modes of transport<br>Travel agent – Maths<br>Make our own travel agent<br>Pack a suitcase<br>Look at different foods<br>WOW Week – Space to learn/ Disneyland/ rocket making / Turn hall into the solar system<br>Spain/France                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                               |
|        | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Dinosaurs</b><br>To be able to identify, discuss, compare the following<br>Intent (Where we came from/Evolution)<br>Crazy Golf – Dinosaur – Morpheth<br>Evolution – Animal and human<br>Archaeology dig<br>Climate change<br>Migration<br>Sustainability<br>Endangered animals and how this has come about through hunting and animal trade<br>Fossils<br>Rock formation<br>RE – Creation story<br>The Big Bang<br>WOW Day – Robotic dinosaur visit                                                                                                                                                                                  | <b>Moon Zoom</b><br>To be able to identify, discuss, compare the following<br>Intent (Imagination/Follow your dreams)<br>Neil Armstrong – his story<br>Moon landings<br>The World isn't going to last forever so where would we live?<br>Solar System looking at the planets<br>Space Food<br>Aliens and what they think of us as humans<br>Design and make your own aliens                                                                                                                                                                                                                                 | <b>Land Ahoy</b><br>To be able to identify, discuss, compare the following<br>Intent (Wider world/Respect for others)<br>Explore and challenge yourself/Try New Things)<br>Pirates<br>Titanic train<br>Find the treasure/savvyger hunt<br>Islands<br>What would life be like at sea<br>Nasa's<br>Famous explorers<br>Swimming Safety<br>Submerses<br>The Historic Quay<br>Go on a boat – Harlepool to Whby<br>Environment – plastics in the ocean<br>Science<br>Team work/Different roles |                                                                                                                                                                                                                                                                                                                                               |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Time Travel</b><br>Intent (History/Lifespan/Growth and Puberty)<br>Understanding of time – from the birth to death<br>History revisiting the different decades and how things have changed<br>Look at the change of fashion, home, cars and lifestyle<br>Look at how views and morals have changed over the years from our grandparents<br>Do Who museum – Cardiff<br>World Wars<br>Music from different decades<br>Life comparison<br>Tolerance and acceptance how its changed<br>Future – What will there be in the future<br>Setting own personal goals<br>Careers – jobs<br>Beamsih<br>Marsden proto | <b>Paws Claws and Whiskers</b><br>Intent Adapting/ Dealing with personal challenges/Problem solving/Teamwork/<br>Independence/Survival Instinct/Self care)<br>Pet therapy<br>RDA<br>Zoo<br>Aquarium<br>Safari<br>Animal Care – looking after a pet and how it links to people self care (PSHE)<br>Pets at Home – Pet Shops<br>Zoo Lab<br>Dogs Trust<br>Tweedle Farm<br>Careers – What jobs can you do working with animals<br>Animals and their habitats<br>Food chains                   | <b>Gods and Metals</b><br>Democracy/Politics/Morals)<br>Role of men and woman<br>Map – decisions for their countries Geography<br>Voting<br>Mythology and Religion<br>Greek/ History<br>Human Body/Phse<br>Death<br>Morals<br>Human life cycle<br>Comparing past and present<br>Buddhism – mindfulness<br>Pottery<br>Language – French/German |

## *Knowledge and skills*

### At key stage 3

- developing core skills of numeracy and literacy
- developing an increased understanding of the world (through studying science, ICT humanities RE, British Values).
- developing their personal and social skills, and supporting their emotional and mental health.
- Promoting safety, physical health and wellbeing
- engaging the students in learning by using a thematic, project-based approach

### At key stage 4

- developing their core skills in Numeracy, Literacy, Science and ICT gaining accreditation at a suitable level to recognise their achievement.
- PSHE, British Values and RE.
- Vocational subjects: Creative Arts, Performing Arts, Catering, Reprographics, Horticulture, Hair and Beauty and Child Care.
- Life Skills, which includes learning to live in the community, working in our coffee shop, Careers Education and Independent Living Skills.
- Enterprise and get support, advice and guidance from our Careers Lead
- Physical, Emotional, Mental Health and Wellbeing

### At key stage 5

- Developing functional Literacy and Functional Numeracy
- Life Skills to live happily, healthily and independently
- Physical health and wellbeing
- Employability, with the focus on careers to prepare for the world of work
- Experience in work placements
- Study a chosen Vocational area
- PSHE and British Values
- Preparation for adulthood

If students are following the STEPS programme at KS5 they can apply for a place on the Supported Internship programme. This consists of one day per week following a specific Vocational qualification in the work sector of their choice. Students can spend up to four days in an identified work placement with the intent of progressing to an apprenticeship or paid employment.



Curriculum and assessment leads identify in collaboration with others the key skills and knowledge to be gained at each key stage. These are shared in the way of long term maps. Below is an example of the long-term Life skills plan for Key stage 4 students.

| <b>LONG TERM PLAN LIFE SKILLS - 2019 - 2020</b>             |                                            |                                                                                                                                                                                                                                 |
|-------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Autumn</b>                                               | <b>Spring</b>                              | <b>Summer</b>                                                                                                                                                                                                                   |
| <b>Health Care And Personal Safety</b>                      | <b>Financial Capability</b>                | <b>Out in the Community</b>                                                                                                                                                                                                     |
| Understanding personal Hygiene / taking care of him/herself | Recognising Money                          | Class project that covers the skills and qualities identified as being important to each individual learner. These could be linked to other areas of the curriculum such as ECO schools, fair trade, British Values - r.e. Etc. |
| Awareness of Health Services                                | Financial knowledge and understanding      | Effective communication with people in the community.                                                                                                                                                                           |
| Making an appointment                                       | Where is money paid into - Banking         | Managing my money in the community.                                                                                                                                                                                             |
| Medication                                                  | Saving Money                               | First aid in the community                                                                                                                                                                                                      |
| Mental Health                                               | Financial requirements of a young person   | Using Services within the community                                                                                                                                                                                             |
| Emergency First Aid                                         | Inflation                                  | Appropriate behaviour in the community                                                                                                                                                                                          |
|                                                             | Financial capability in Planning a holiday | Using Services within the community                                                                                                                                                                                             |
|                                                             |                                            | Managing my money in the community.                                                                                                                                                                                             |
|                                                             |                                            | Planning routes and using Public transport.                                                                                                                                                                                     |
|                                                             |                                            |                                                                                                                                                                                                                                 |
|                                                             |                                            |                                                                                                                                                                                                                                 |

## Implementation

Implementation of the curriculum is defined by each group and factors in pedagogy, resources, structure and sequence and assessment (*please refer to pathway booklets that highlight different group implementation*). Below are examples of different timetables for each key stage:

### Key Stage 3

|                              | Monday                        | Tuesday                                           | Wednesday                 | Thursday              | Friday                |
|------------------------------|-------------------------------|---------------------------------------------------|---------------------------|-----------------------|-----------------------|
| Registration 8:55am - 9:05am |                               |                                                   |                           |                       |                       |
| 1<br>9:05                    | Assembly/PSHE<br>Mrs. Watkins | English<br>(Swimming Autumn term)<br>Mrs. Watkins | English<br>Mrs. Watkins   | Topic<br>Mrs. Watkins | Topic<br>Mrs. Watkins |
| 2<br>10:00                   | Maths<br>Mrs. Watkins         | Food Tech<br>Miss Turner                          | Maths<br>Mrs. Watkins     | Topic<br>Mrs. Watkins | Topic<br>Mrs. Watkins |
| Break 10:55am - 11:15am      |                               |                                                   |                           |                       |                       |
| 3<br>11:15                   | Maths<br>Mrs. Watkins         | Food Tech<br>Miss Turner                          | Enterprise<br>Miss Turner | Topic<br>Mrs. Watkins | PSHE<br>Mrs. Watkins  |
| Lunch 12:10pm - 12:50pm      |                               |                                                   |                           |                       |                       |
| 4<br>1:00                    | English<br>Mrs. Watkins       | Science<br>Mrs. Naughton                          | PE<br>Mr. Foster          | Topic<br>Mrs. Watkins | Healthy living        |
| 5<br>1:50                    | English<br>Mrs. Watkins       | Maths<br>Mrs. Watkins                             | PE<br>Mr. Foster          | Topic<br>Mrs. Watkins | Healthy living        |
| Pastoral 2:40pm - 2:45pm     |                               |                                                   |                           |                       |                       |

### Key Stage 4

|                          | Monday        | Tuesday             | Wednesday  | Thursday        | Friday            |
|--------------------------|---------------|---------------------|------------|-----------------|-------------------|
| Lesson 1<br>9.05-10.00   | Assembly/R.E. | FOUNDATION LEARNING | Self-Study | ENGLISH<br>RM 9 | English<br>RM9    |
| Lesson 2<br>10.00-10.55  | SCIENCE       | FOUNDATION LEARNING | P. E       | Life skills     | MATHS<br>RM9      |
| BREAK TIME               |               |                     |            |                 |                   |
| Lesson 3<br>11.15 -12.10 | Science       | FOUNDATION LEARNING | P.E        | ICT             | Maths<br>RM13     |
| LUNCH TIME               |               |                     |            |                 |                   |
| Lesson 4<br>1.00 -1.50   | LIFE SKILLS   | ENGLISH<br>RM11     | ENTERPRISE | MATHS<br>L2     | HEALTHY<br>LIVING |
| Lesson 5<br>1.50 -2.40   | LIFE SKILLS   | PSHE                | ENTERPRISE | ENGLISH<br>L2   | LIVING            |

## Key Stage 5

|   | Monday                 | Tuesday                         | Wednesday                    | Thursday               | Friday                 |
|---|------------------------|---------------------------------|------------------------------|------------------------|------------------------|
| 1 | Project<br>Mr. Sowerby | English<br>Mr. Sowerby          | Maths<br>Mr. Sowerby         | Thrive/Assembly<br>S4  | Options /<br>Placement |
| 2 | Project<br>Mr. Sowerby | English<br>Mr. Sowerby          | Maths<br>Mr. Sowerby         | Options /<br>Placement | Options /<br>Placement |
| 3 | Project<br>Mr. Sowerby | Life skills<br>Mr. Sowerby      | PSHE<br>Mr. Sowerby          | Options /<br>Placement | Options /<br>Placement |
| 4 | Project<br>Mr. Sowerby | PE<br>Mr. Sowerby<br>Mr. Durkin | Employability<br>Mr. Sowerby | Options /<br>Placement | Options /<br>Placement |
| 5 | Project<br>Mr. Sowerby | PE<br>Mr. Sowerby<br>Mr. Durkin | Employability<br>Mr. Sowerby | Options /<br>Placement | Options /<br>Placement |

### Assessment

Within Key stages 3 teachers are using an observation-based assessment framework for students engaged in subject specific learning. Progress can be broken down into 7 levels of achievements which enables teachers to show a student's progress in the smallest of increments. These range from initial encounter, through to engagement and finally gaining skills and understanding. Within Key Stage 4 and 5 progress is measured through achievement of qualifications.

All students' outcomes are ultimately measured through successful destinations which can be found on our website.

## How do we know it's working?

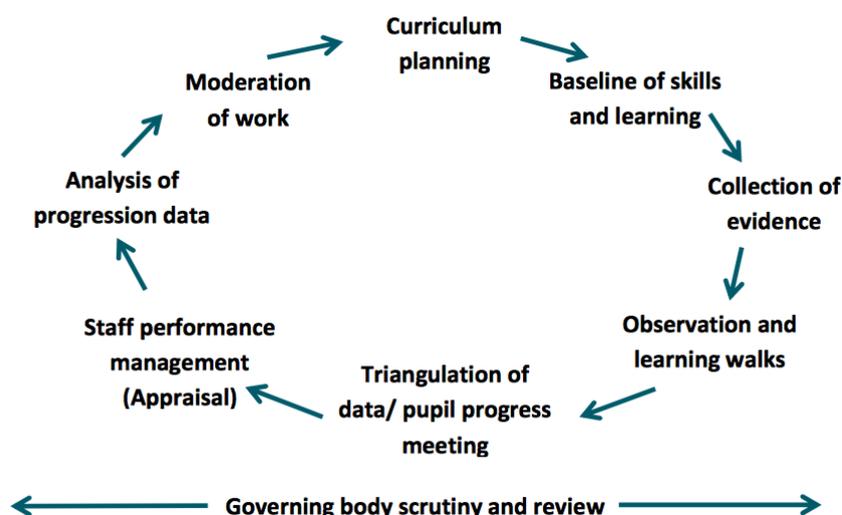
The curriculum is monitored and evaluated to ensure that it is working, through a rigorous quality assurance process. Each student's progress is discussed as part of the teacher's appraisal/performance management. Student progress interviews take place with the Assistant Heads twice a year and include triangulation of available data and assessments, work scrutiny and observation.

The Academy uses a 'basket of indicators' to capture the full picture of student progress and to assess whether the curriculum is meeting the needs of the learner. The range of measures and assessments used are different across the pathways and key stages in school. These measures include:

- MAPP including learning intentions that are linked to students EHC plans
- Progression Steps
- Behaviour data
- Thrive Assessments
- Personal care records
- Therapy targets
- Evidence for Learning data
- Externally accredited courses

In order to validate our assessments, teachers take part in inter-school moderation and work scrutiny and samples of work are also moderated across schools.

Monitoring and evaluating curricular impact:



For further details on our curriculum please contact pathway leads for Red pathway (Mrs. S. Lamplough) and Blue and Yellow Pathway (Mrs. W. Wharton)