



## **Beaumont Hill Curriculum Statement**

### **School Context**

Beaumont Hill Academy is an exciting and dynamic school in which there are opportunities for every child to succeed in their own way.

Beaumont Hill Academy is a Group 7 all-age school for children and young people with special educational needs ranging from EYFS to Post 16.

There are six Key Stages and ability groups ranging from lower P-levels through to children studying for GCSEs.

### **Curriculum Aims**

The intent at Beaumont Hill is to implement a high impact, broad and balanced curriculum for all learners.

Where appropriate Beaumont Hill adopts the national curriculum, which provides pupils with an introduction to the essential knowledge that they need to be educated citizens.

- ❖ It introduces pupils to the best that has been thought and said;
- ❖ Helps engender an appreciation of human creativity and achievement.

Staff take account of all learners' individual learning requirements and implements an appropriate curriculum to enable learners to participate and achieve their full potential.

Beaumont Hill Academy aims to offer a curriculum, which is balanced and broadly based, and which:

- ❖ Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- ❖ Prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- ❖ is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- ❖ is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

Teachers set high expectations for every pupil:

- ❖ They plan stretching work for pupils whose attainment is significantly above the expected standard.
- ❖ Lessons are planned to ensure that there are no barriers to every pupil achieving.
- ❖ Lessons are planned to reflect clear intent and purpose and sequenced to flow fluidly

The School Curriculum is designed to:



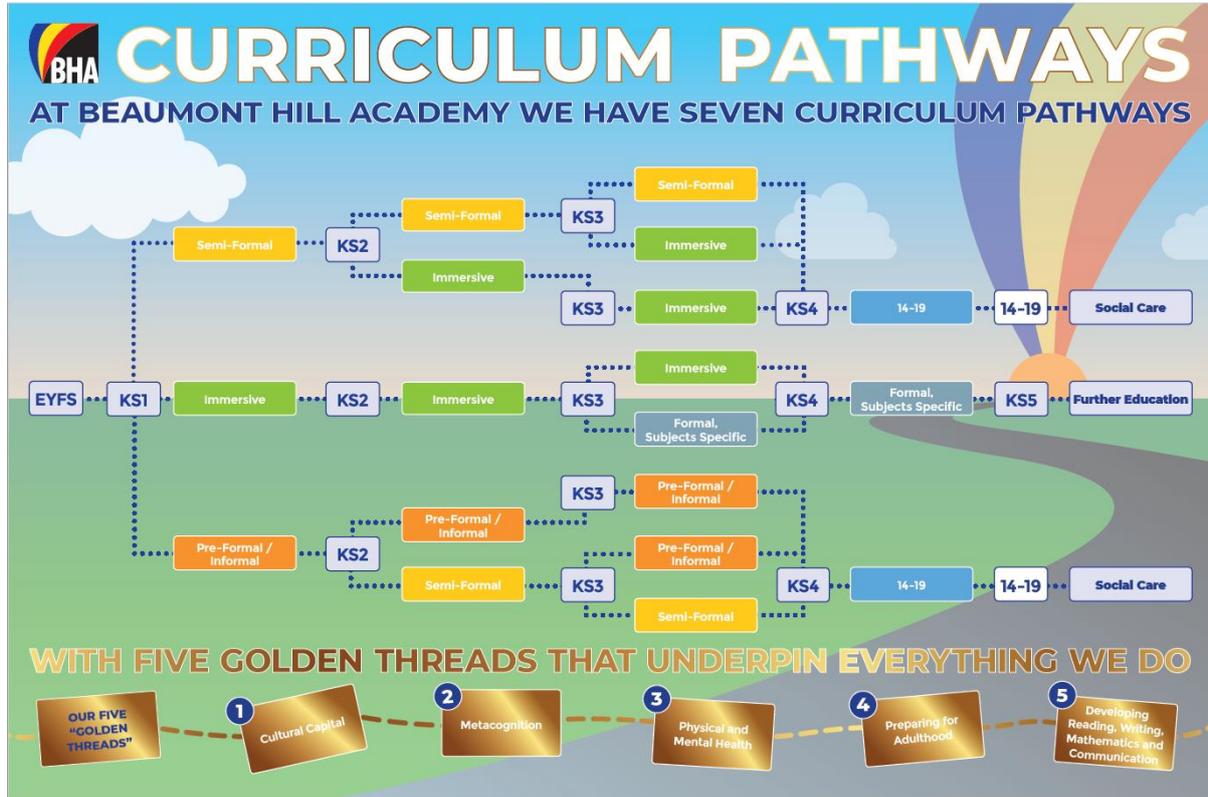
- ❖ Implement purposeful learning experiences the impact of which is high standards of achievement and behaviour.
- ❖ Develop confidence and skills through the implementation of a relevant and flexible curriculum appropriate to learners' individual needs.
- ❖ Offer students a wide range of accredited courses at KS4, which impacts positively on their preparation for their next stage of learning.
- ❖ Promote respect for all religions, ethnic groups, gender, disability and aptitude.
- ❖ Enable our learners to aspire to lead an independent life, with the personal and social skills necessary for them to take their place in the community.

The curriculum is strengthened through:

- ❖ A pastoral curriculum where lessons and activities are delivered to help children develop positive relationships with adults and peers.
- ❖ Extra-curricular activities such as swimming, hydrotherapy, horse-riding, outdoor education, community visits, Forest school and residential trips.
- ❖ Multi professional support to ensure each child is enabled to access a curriculum entitlement.

**Curriculum Pathway Overview**

To ensure students are achieving their full potential, Beaumont Hill Academy have recognised the need to have a varied and differentiated curriculum. Leaders at school have developed and implemented **seven curriculum pathways**;



School leaders use all available information to identify the correct and most appropriate choice of pathway for students entering Beaumont Hill Academy.

Once a child has moved on from the EYFS curriculum, they begin their journey to reach their potential. At Beaumont Hill, we want our students to leave as “Independent and well-rounded individuals”. Each key stage allows access to an identified approach to learning that best suits their learning needs. As they progress through school, students may move between curriculums.

The number of curriculums available at each Key Stage					
EYFS	KS1	KS2	KS3	KS4	KS5
*EYFS - curriculum	*Pre-formal *Semi-Formal – curriculum *Immersive – curriculum	*Pre-formal *Semi-Formal – curriculum *Immersive – curriculum	*Pre-formal *Semi-Formal - curriculum *Immersive – curriculum *Formal – curriculum	*14-19 *Formal – Curriculum	*14-19

Each curriculum pathways links our school “Golden Threads” of:

- ❖ Cultural Capital



❖ Metacognition

- ❖ Physical and Mental Health
- ❖ Preparing for Adulthood
  
- ❖ Developing Reading, Writing, Mathematics and Communication

These five areas form the basis of each curriculum pathway.

## **Curriculum Pathways**

### **1. EYFS:**

Entering Beaumont Hill Academy at the Early Years Foundation Stage students have access to a curriculum that is delivered mostly through games and play. The areas of learning that are taught are;

- ❖ communication and language
- ❖ physical development
- ❖ personal, social and emotional development
- ❖ literacy
- ❖ mathematics
- ❖ understanding the world
- ❖ expressive arts and design

Assessments take place through observations by the classroom practitioners. Staff use early learning goals framework to support delivery of the EYFS curriculum.

### **2. Pre-Formal Curriculum**

Aimed at students who are identified as having profound and complex needs, the pre-formal curriculum is designed to meet the needs of pupils through a personalised and predominantly sensory approach.

The pre-formal curriculum is centred on four main areas of development;

- ❖ Cognition,
- ❖ Communication,
- ❖ Social Interaction
- ❖ Physical Development

Beaumont Hill Academy follow the footsteps programme of learning and use their framework to assess student progress.

### **3. Informal Curriculum**

The informal curriculum has been introduced for students with significant complex needs. As with the pre-formal curriculum it is also centred on four main areas of development;

- ❖ Cognition,



- ❖ Communication,
- ❖ Social Interaction
- ❖ Physical Development

Beaumont Hill Academy follow the Stepping Out programme of learning and use their framework to assess student progress.

#### **4. Semi - formal Curriculum**

The Semi-Formal Curriculum at Beaumont Hill Academy is based around twelve key areas;

- ❖ Physical wellbeing,
- ❖ Communication,
- ❖ Play & Leisure,
- ❖ Independence,
- ❖ Thinking and Problem Solving,
- ❖ The World Around Us,
- ❖ Drama,
- ❖ Dance
- ❖ Art
- ❖ Music.

The Semi-Formal Curriculum is being developed across the school and links to the Equals programme of learning. Student progress is assessed using a variety of approaches and models.

#### **5. Immersive Curriculum**

The Immersive Curriculum at Beaumont Hill is a cross curricular holistic approach to learning. In one lesson students could be covering three or four subjects of the national curriculum. For example; using ICT to produce a Newspaper Article on the eruption and impact of a volcano.

At the beginning of each half term of learning students are introduced to a new concept and topic by participating in an engaging WOW moment. At key stage one and two these are topics such as;

- ❖ Flow
- ❖ Mighty Metals
- ❖ Carnival Time
- ❖ Beachcombers

**Some** students studying the Immersive Curriculum will access their SATS. Data from these results will allow leaders to identify the most suitable pathway for key stage three.

At key stage three delivery and learning follows the same principles of key stage one and two. The themes or areas taught link to recommendations found in national curriculum documents. Some of these themes are;

- ❖ Terrible Tudors



Students studying on the Immersive Curriculum pathway are assessed on their progress using a variety of assessment tools.

## **6. Formal Curriculum**

Students following the Formal Curriculum follow a mainstream model and develop subject specific knowledge. The formal curriculum is a pathway available to students at key stage three or four of the education. It provides students with the skills and knowledge to progress to further and higher education. Students have the opportunities to study for a number of accreditations. These include;

- ❖ GCSEs
- ❖ BTECs (award and certificates)
- ❖ Entry Level
- ❖ Level I and II

Subjects available include;

- ❖ Maths
- ❖ English
- ❖ Science
- ❖ Travel and Tourism
- ❖ PHSE

Students following the subject specific curriculum are assessed on their progress using a variety of assessment tools. .

## **7. 14-19 Provision**

Students staying with Beaumont Hill Academy from year 11 onwards have the opportunity to access our 14-19 provision. Students will further study and develop skills in the following areas;

- ❖ Towards Independence
- ❖ Developing Vocational Skills
- ❖ World Studies
- ❖ Maths
- ❖ English

Students are assessed on their progress using a variety of assessment tools

In November 2018, the school was judged 'Good' by Ofsted in all six areas.

Headline statements from the report with reference to the curriculum include:

*"The introduction of a new curriculum in key stage 3 has ignited pupils' imagination and developed their thinking skills. For example, immersing pupils in the sights and*



*sounds of the trenches in the First World War enabled pupils to both understand and empathise with soldiers' daily lives".*

*"Staff have high expectations of what pupils can achieve socially, emotionally and academically. Learning set now much more accurately meets pupils' needs"*

*"Leaders now have a clear vision for the future. They are focused and determined to build on recent successes, for example in improving pupils' outcomes and the curriculum".*