

# Hope Wood Academy

Curriculum and assessment intent and implementation

Curriculum and assessment



# Curriculum intent

- ▶ Individual special educational needs are met through the provision of opportunities and aspirational outcomes designed to support our young people to meet their potential.
- ▶ When young people leave Hope Wood academy, they can apply their learning in a variety of contexts and are able to function at a level that is appropriate to their developmental ability as active and valued members of the community.
- ▶ The bespoke curriculum reflects the differing needs of our learners and our curriculum is based on changing cohorts. We use best practise from the National Curriculum and the Western Australian curriculum and is blended to suit our young people. Learning runs in a sequence across all key stages taking into account their individual experiences.

# Curriculum implementation

- ▶ The curriculum is structured to identify individual start points to allow progress to be ipsative. Young people access the academic curriculum using a 'stage not age' approach to ensure a clear sequence of learning.
- ▶ Assessment and learning is organised into pathways based on pupil need.
- ▶ Curriculum planning is coordinated but is a collective responsibility and runs alongside individual EHCP outcome planning and our ASD framework as well as developing character and accessing opportunities to increase independence and cultural capital. Objectives are clearly set out in planning and communicated through subject leaders.
- ▶ Young people are offered choices to shape their curriculum at key stage 4 & 5 based on their interests and are accredited where appropriate to ensure equity. Core subject areas at key stage 4 include English, Maths, PSHE, Science, computing and PE.
- ▶ AT key stage 5 young people follow the preparation for adulthood framework as well as accreditation opportunities based on pupil choice.

## English

- Ascent Curriculum
- *All key stages*
- Accreditation- *key stage 4&5*

## Maths

- Ascent Curriculum
- *All key stages*
- Accreditation- *key stage 4&5*

## Science

- Ascent Curriculum
- *All key stages*
- Accreditation- *key stage 4&5*

## Computing

- Ascent Curriculum
- *All key stages*
- Accreditation- *key stage 4&5*

## PSHE

- National Curriculum using PSHE association framework
- *All key stages*
- Accreditation- *key stage 4&5*

## PE & Outdoor

- National curriculum
- 5 R's
- NOLA
- *All key stages*
- Accreditation- *key stage 4&5*

## History

- National curriculum-delivered through topic and humanities
- *Key stage 1-3*
- Accreditation- *key stage 4*

## Geography

- National curriculum-delivered through topic and humanities
- *Key stage 1-3*
- Accreditation- *key stage 4*

## RE

- National curriculum-delivered through topic and humanities
- *Key stage 1-4*

## Music

- National curriculum
- *Key stage 1-3*
- Accreditation- *key stage 4*

## DT

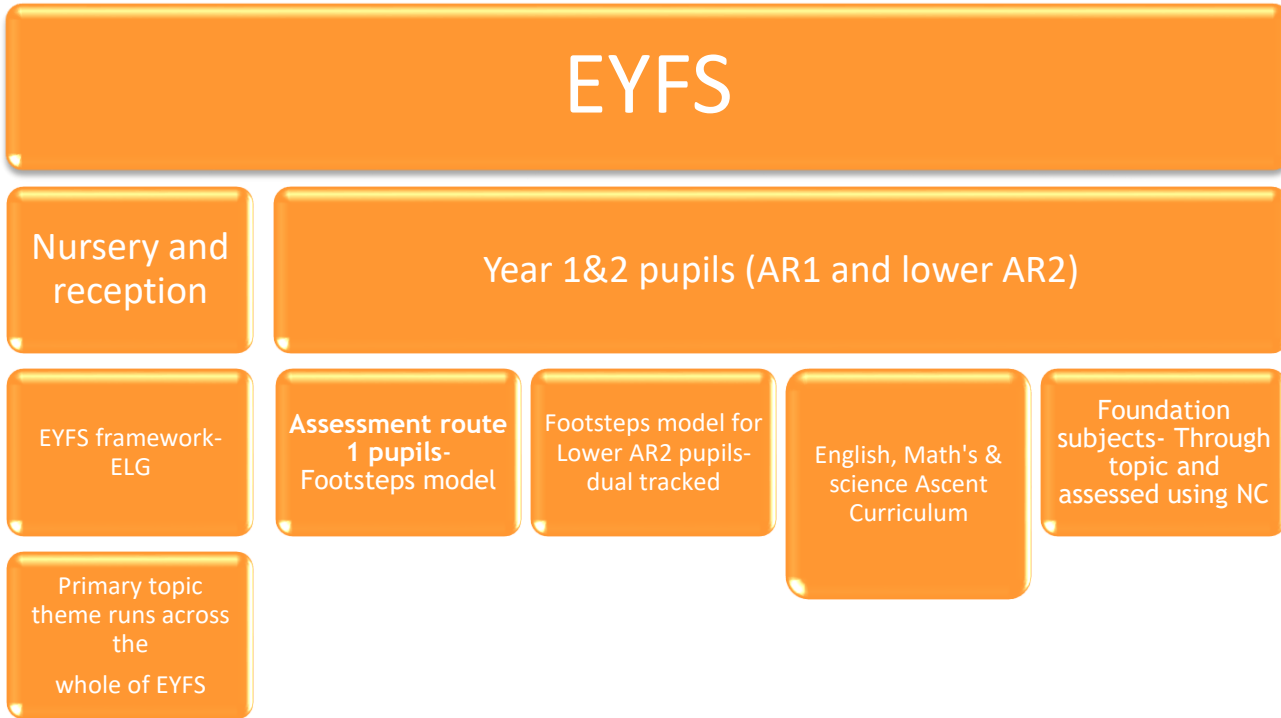
- National curriculum
- *Key stage 1-3*
- Accreditation- *key stage 4&5*

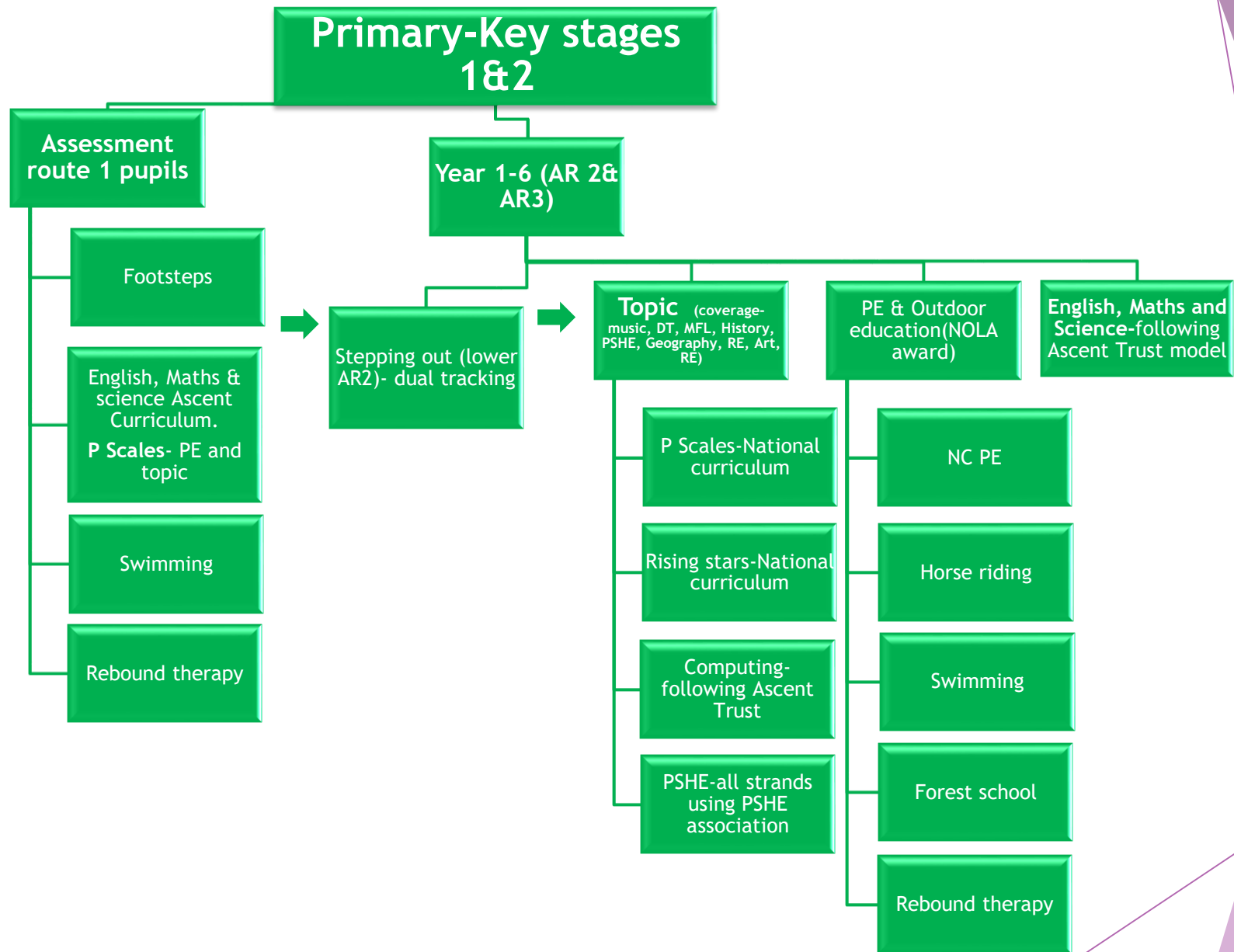
## Art

- National curriculum
- *Key stage 1-3*
- Accreditation- *key stage 4&5*

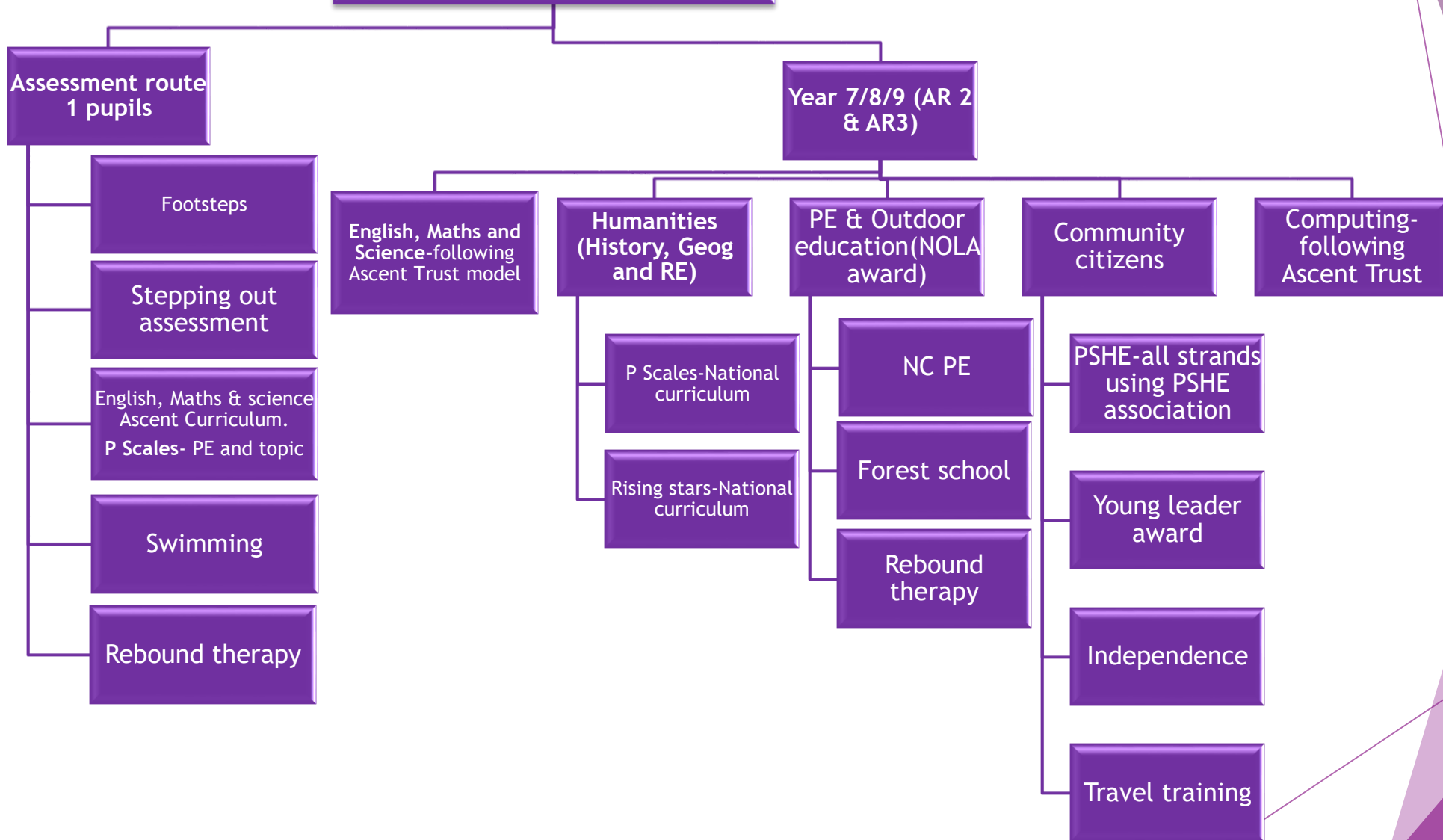
**Ascent curriculum-** the Ascent curriculum has been developed over the last 3 years. It is being rolled out across all subject areas over the next 2/3 years. The curriculum is based around the Western Australian curriculum and has been adapted to suit our learners. It supports learners at all stages of regardless of age. The ethos behind the curriculum development is that pupils learn in a sequential way based on their start points and level of understanding with clear entry and exit points for each stage. The curriculum supports the 'stage not age' style of learning that our young people need in order to achieve.

## Curriculum implementation



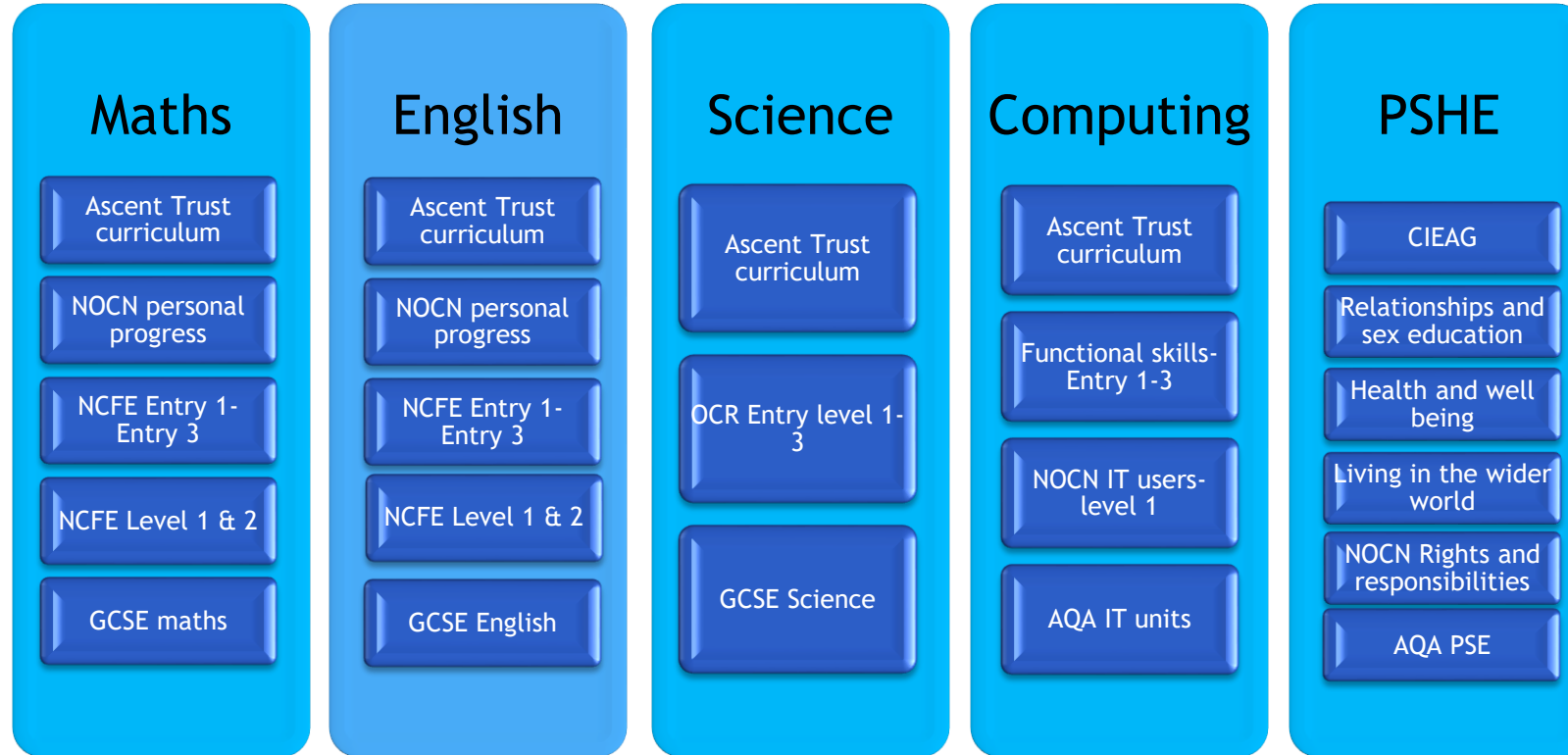


# Key stage 3



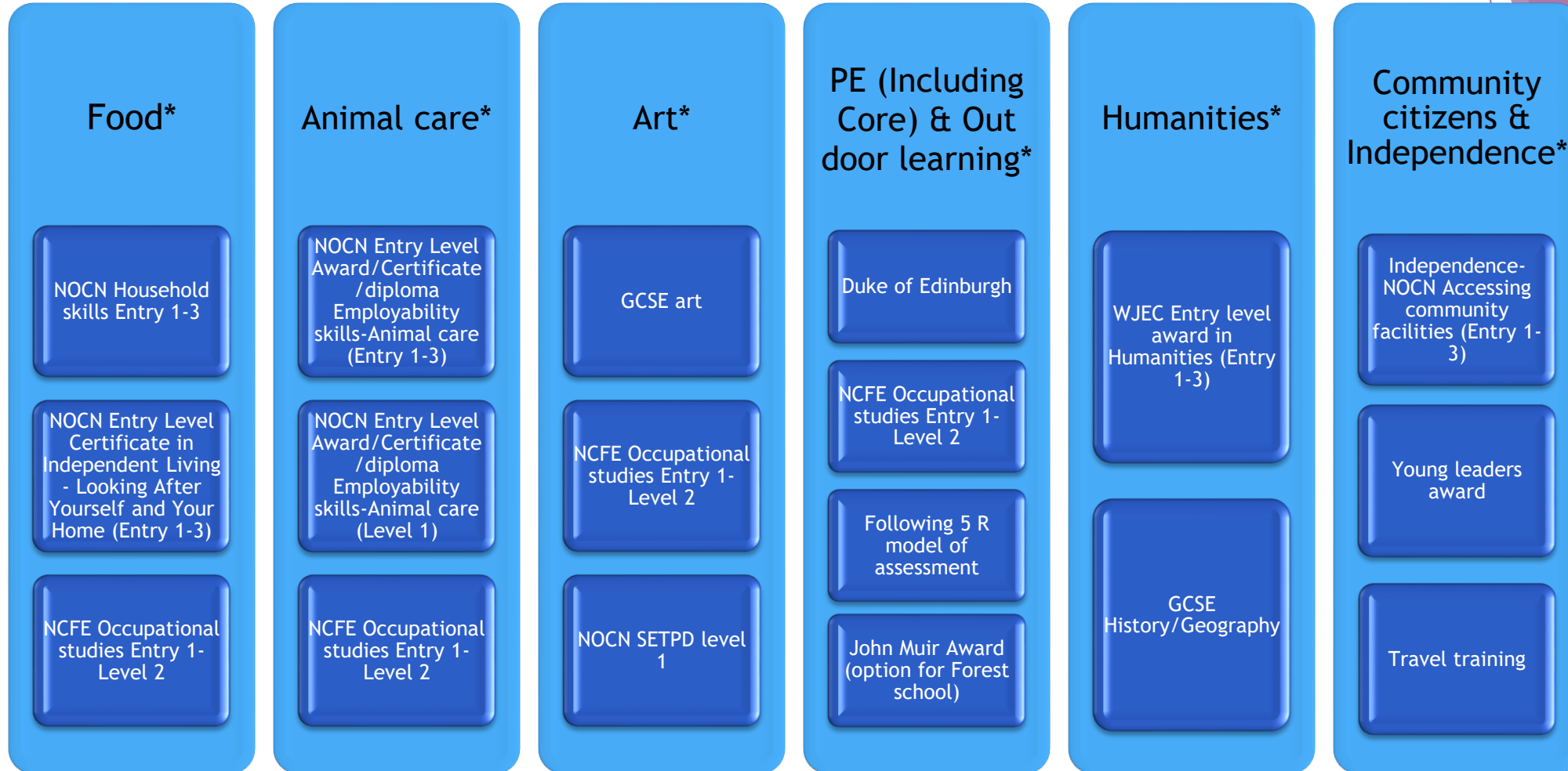
Curriculum implementation

# Key stage 4





# Key stage 4



\*Options subjects

Curriculum implementation

# 6<sup>th</sup> form

## Core subject curriculum

- Maths-Functional skills and NCFE Entry 1-Level 2
- English-Functional skills and NCFE Entry 1-Level 2

## Vocational-Pupil led options

- Food-NOCN/NCFE units
- Duke of Edinburgh
- Art-GCSE/NOCN/NCFE units
- Forest school
- Enterprise-NOCN/NCFE units
- Performing arts-NOCN/NCFE units
- Travel training-NOCN/NCFE units
- Independence-NOCN/NCFE units
- Accessing community facilities-NOCN/NCFE units

## Preparation for Adulthood

- Employment-NOCN/NCFE units
- Independent living-NOCN/NCFE units
- Good health-NOCN/NCFE units
- Friends, relationships and community-NOCN/NCFE units