

ABBHEY HILL ACADEMY SIXTH FORM

*Curriculum
Impact
Analysis*



Abbey Hill Academy Sixth Form

Curriculum Impact Analysis

Forward

In this document, we aim to build on the first Curriculum Impact Analysis report presented last year. Readers of last year's report will recall that the aim of this document is to review how well the curriculum intent is implemented and review the impact. The driving force behind the change in format from the previous iteration – the accreditation focused 'Examination Report' was the introduction of the Education Inspection Framework which takes a broader view of the 'Quality of Education' students are receiving. Indeed Ofsted is clear that national assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned.

Consequently, the scope of this document will be wider, in that it will look beyond examination outcomes.

Clearly, COVID – 19 has, and will continue to have a significant impact on the daily operation of the Sixth Form, therefore, included in this report are details on how we have mitigated its impact.

Paul Steele – Acting Principal

Paul Barton – Vice Principal

Steve Cropper – Assistant Vice Principal

"We learn not for school, but for life"

We understand that progress means knowing more and remembering more. Understanding and retention of prior knowledge permits the successful learning of new content.

We believe that the Sixth Form's Curriculum embeds 'transferable' knowledge by employing sequenced learning of both knowledge and skills. Our curriculum includes carefully chosen 'components' crucial for subsequent learning focusing on the Preparation for Adulthood Outcomes.

www.preparingforadulthood.org.uk

We believe that our curriculum is the progression model – progress is made through knowing more and remembering more. We are not driven by data, the data we collect is a tool in which we measure the impact of the curriculum.

The appropriateness and the success of a lesson activity depends on how it contributes towards achieving the curricular goals. The Sixth Form's broad and balanced curriculum helps pupils to acquire knowledge, understanding and skills that will prepare them for life beyond formal education.

Intent

Our four broad, balanced, relevant and appropriate **Curriculum Pathways** are a carefully considered selection of learning opportunities designed to meet students' needs. By following our curriculum pathways, we intend that:

- Ultimately the curriculum offer should enable progression onto further learning, be it delivered formally or through Adult Social Care or employment.
- Lessons are interesting, enjoyable and relevant in terms of the students' likely life experience.

- Pathway 4 and 3 Students achieve the requisite qualifications to commence vocational 'cross college' courses alongside mainstream peers (at Level 1 or 2 for Pathway 4, Entry 3 or Level 1 for Pathway 3). Alternatively, students will achieve the required qualifications to access apprenticeships (including supported internships).
- Pathway 1 and 2 students will mature socially, learning how to adjust to the prospect of adulthood. This will be achieved by following appropriate vocational and academic qualifications thus enabling them to access Employability courses beyond 19, with the preferred outcome being supported employment beyond 21, or Adult Social Care.
- The enhancement of literacy and numeracy is at the core of all of the Pathways, with a focus on improving basic, fundamental functional numeracy and literacy. The least able students will become more able to express their opinions verbally or otherwise so that they are able to convey their own opinions attaining a greater level of self-advocacy.
- All students receive high quality careers education so students are prepared for their next stage of learning and life.
- To equip students for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding – A Rights Respecting School
- To provide extracurricular opportunities to prepare students for life beyond school.
- For all to have opportunities to engage in health and well-being services.

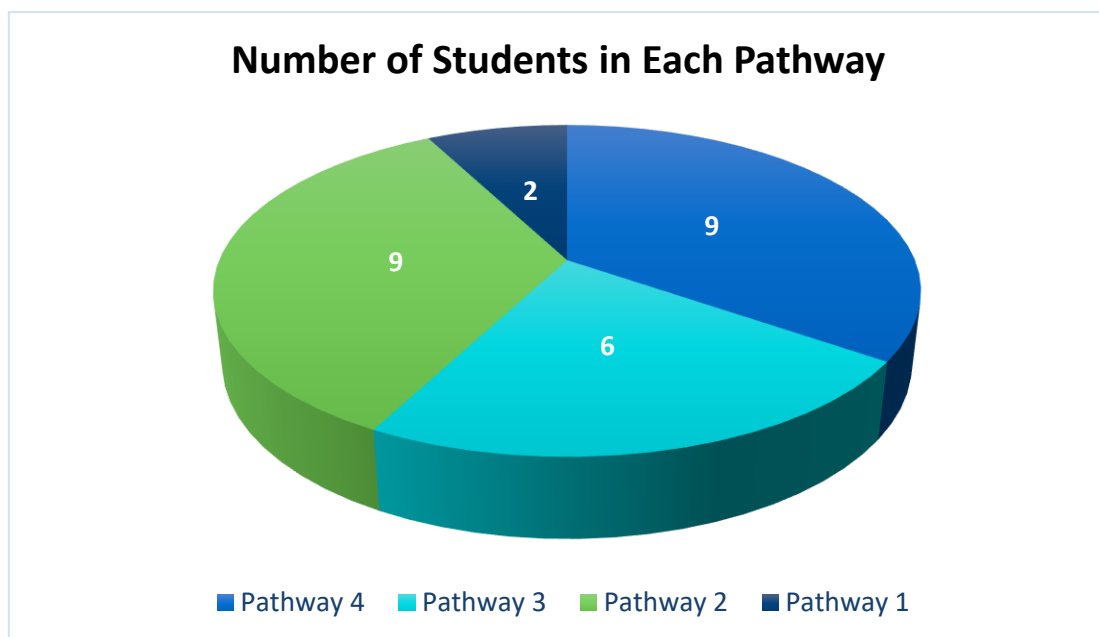
The intent of the curriculum will be evident in the outcomes section of all of the students' Education and Health Care Plans, and it is aligned with HSAT Key Performance Indicators.

Curriculum Impact Analysis

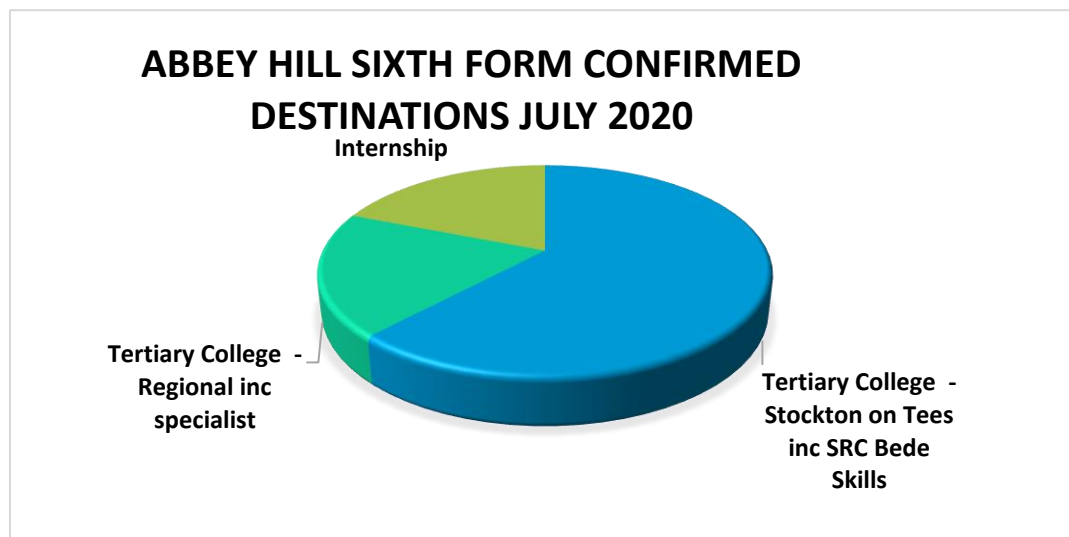
Students at the Sixth Form have a wide range of ability levels that enables us to split the student population into a number of different Pathways, to reflect their level of ability. Consequently, we offer four curriculum models that are designed to prepare the students for life beyond Abbey Hill, cognisant of their very individual needs. A breakdown of the Pathway offer can be found in Appendix I.

The Pathways:

1. Communication and Additional Needs: students typically achieving from Milestone 4 to Milestone 6.
2. Lower Ability Learners: often referred to as having Severe Learning Difficulties working around Milestone 7 up to Adult Curriculum Entry 1.
3. Middle Ability Learners: characteristically achieve Entry 2 to Entry 3.
4. High Ability Learners: our most able learners working at GCSE, Level 1 / 2.



- All learners at the Sixth Form, will progress onto further learning, be it delivered formally at tertiary college or through Adult Social Care.
- ✓ As of July 2020 100% of students had a confirmed placement on an appropriate tertiary course or internship.
26 students completed their study programmes last year; the proportion of leavers within each pathway can be seen in the above chart.



In liaison with colleagues from Youth Direction and the tertiary sector, we ensured that placements were confirmed by the end of the summer term. Our CEIAG team supported students to overcome any changes in the application process that were Covid 19 related.

The majority of students, and a growing proportion, are transferring to Stockton based institutions primarily the Education Training Collective (Stockton Riverside and Skills Academy), with about a fifth going outside of the area. Encouragingly this year saw the highest number of students going into internships or supported internships. No students left to go into adult social care; this is more a reflection of the leavers in Pathway 1, being more able, rather than an extension of education provision for those with profound learning needs. Ninety-six percent of students who started the course with us remained to complete their programme of study. The 4% represents one student who made the decision to leave, left early in Year 12 due to personal issues, with him deciding he did not want to continue in education.

- Lessons are interesting, enjoyable and relevant in terms of the students' likely life experience.
- Lesson visits conducted over the past 12 months show that the focus on developing more detailed curriculum plans has had the desired effect with coherent long and medium term plans in place and crucially being closely followed to provide a clear curriculum journey. Lesson observation feedback confirms that teachers were delivering lesson in accordance with the medium term planning documents. Additional quality

assurance activities conducted, indicated that indeed lessons are interesting and relevant to students' life experiences. The work included showed the students were learning from the curriculum as expected and the curriculum journey was being followed. Work, in its many forms, was well presented as students showed pride in the quality of the work they produced. Lessons were well planned and delivered to promote interest and challenge. Behaviour and engagement was exemplary enabling a great learning climate to be established.

100% of students surveyed stated they the work given is challenging, with 95% suggesting they enjoy it. When commenting on the home learning provided during lockdown the vast majority suggested that the work was enjoyable, with 100% agreeing that they had continued to learn.

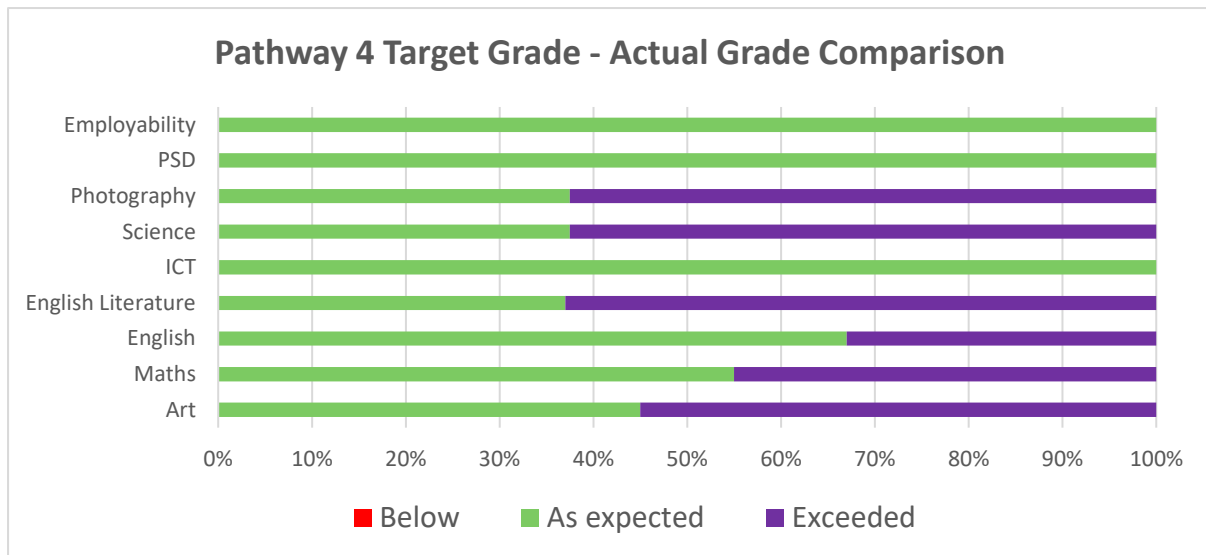
Of the parents who responded to the questionnaire (75% of the cohort) 100% agreed that their child is well taught at the Sixth Form and 93% had made good progress. Crucially 98% thought that they had received appropriate home learning activities.

During the lockdown period, teachers rang the parents and students who chose not to attend to ensure they were coping both socially and academically. Where there were issues we were able to intervene ensuring learning continued and parents received further support.

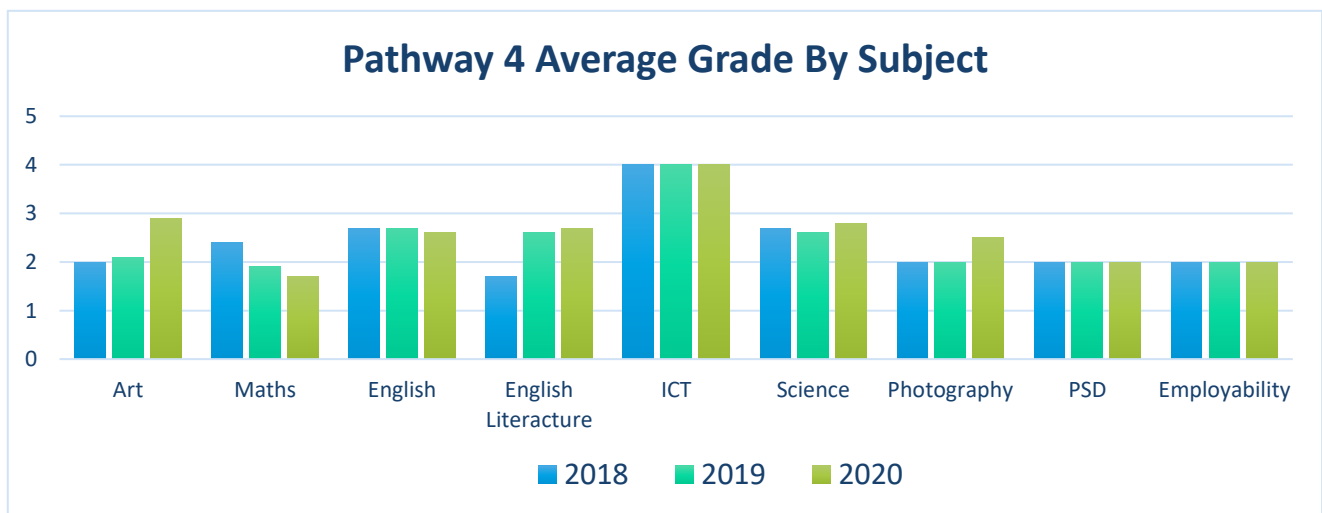
Following the Section 8 inspection by Ofsted in January 2020 the report corroborated our own view of the Sixth Form, and agree fully suggesting, "Leaders have made sure that the system to assess pupils' progress closely matches their needs. Teachers use these assessments to plan work that challenges pupils to learn and develop further. "

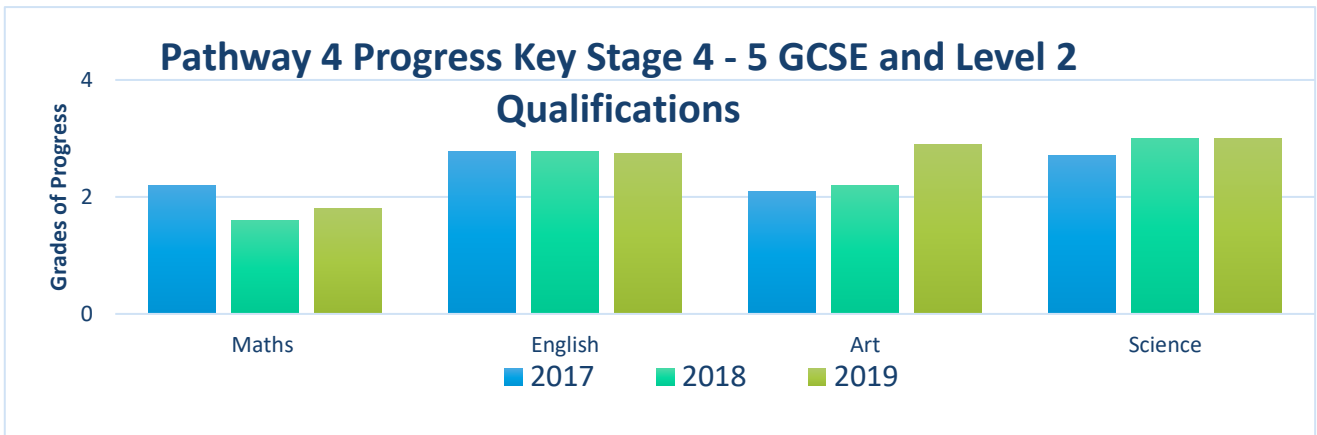
- By following our stimulating courses, we intend that the most able students achieve the requisite qualifications to commence vocational 'cross college' courses alongside mainstream peers (at Level 1 or 2 for Pathway 4, Entry 3 or Level 1 for Pathway 3). Alternatively, students will achieve the required qualifications to access apprenticeships (including supported internships).
- ✓ HSAT Trust set Key Performance Indicators relating to Abbey Hill Sixth Form that informs our curriculum intent. For example, a KPI that requires 100% of our most able learners achieve five GCSE or Level 1/2 Qualifications and 70% achieve eight or more. All of the students in our most able pathway achieved eight or more GCSEs or equivalent qualifications. The grades achieved have enabled students to access the courses that they applied for, and in some cases due to the higher than expected grades, more advanced options.

The graph below exemplifies Pathway 4 students performed against their aspirational target. Ordinarily the target grade actual grade comparison graph would be a cause for concern as the proportion of students achieving a grade higher than the targets set would suggest that the targets are not ambitious enough. However these are not ordinary times and a quite a high proportion of those exceeding their target grade were uplifted by the algorithm. The grades achieved by the Pathway 4 students were primarily awarded based on teacher

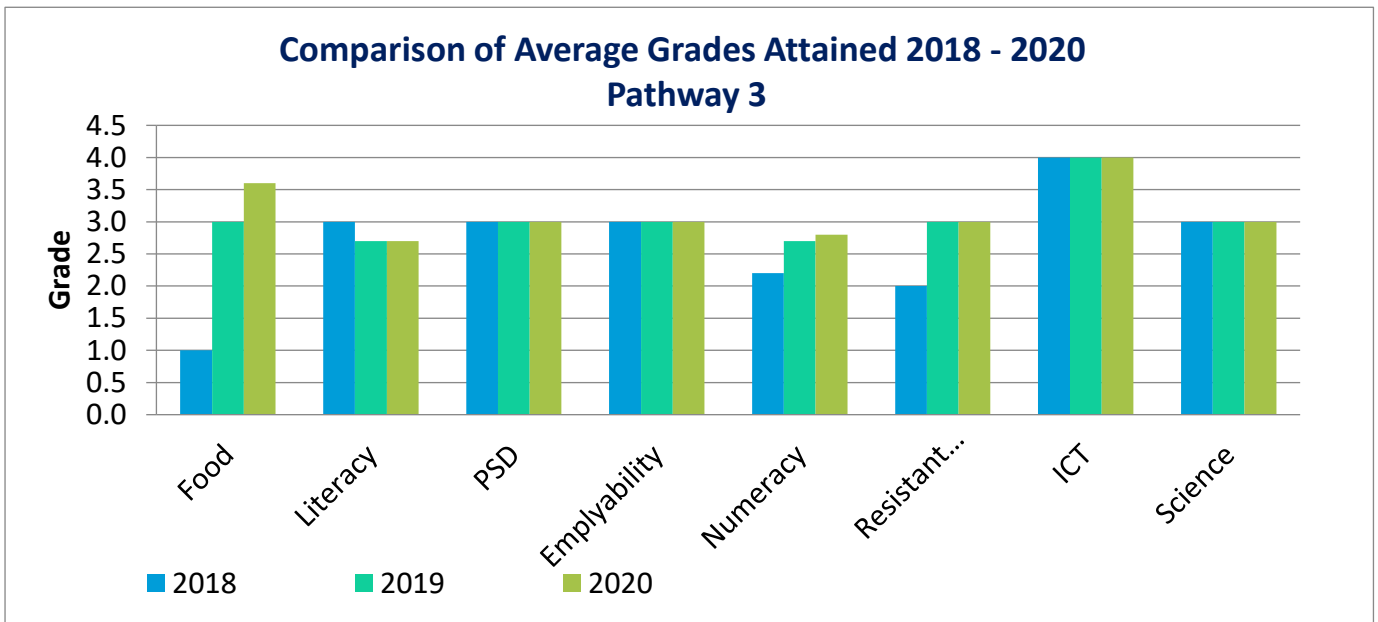


assessment but if student's grades calculated by the algorithm was higher than the teacher assessment, they were awarded the higher grade. The exception to this was art; those grades were based on completed coursework. It is worthy of note that grades are in line with historical trends, but with some students befitting from the algorithmic uplift.

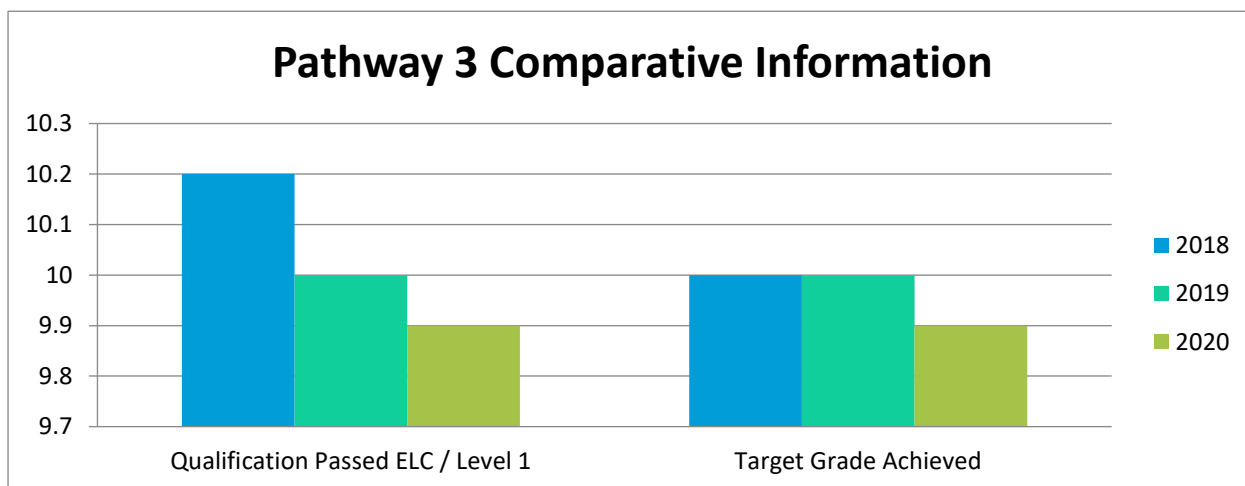




Progress from the Y11 Grades is broadly similar to previous years, with the slight exception being art. Perhaps suggesting that students attending Sixth Form produce a higher standard of art when not being formally examined. The progress graph demonstrates that students continue to make exceptional progress from the starting points in all areas of the curriculum.



Student performance in Pathway 3 has also remained stable despite COVID – (Most assessments were completed prior to lockdown) except in food where there has been a significant improvement in performance. This is due to an enhancement of the curriculum, stretching the most able, and resulting in improved accredited outcomes, students more able to access higher level catering courses and perhaps more importantly all of the students are more proficient and are able to cook healthy meals from raw materials.



The students in Pathway 3, again broadly achieved the same number of qualifications as their peers from 2018 and 2019. This is particularly pleasing as the majority of these qualifications were not calculated by an algorithm but had a variety of mitigation procedures applied. Each board had its distinct procedures meaning that teachers, heads of faculty, the exams officer and senior leaders working collectively and remotely to ensure each student achieved the grades they would have achieved. I am pleased to report that all of the student, passed all of the qualifications that they would have had circumstances been normal and that they have met the requirements of the courses they planned to start.

- [Pathway 1 and 2 students will mature socially learning how to adjust to the prospect of adulthood. This will be achieved by following appropriate vocational and academic qualifications thus enabling them to access Employability courses beyond 19, with the preferred outcome being supported employment beyond 21 or Adult Social Care.](#)
- ✓ All students in the Pathways for learners with complex needs and severe learning difficulties left the Sixth Form well prepared for life beyond Abbey Hill. The two students in Pathway 1 were earmarked to go into to adult social care. We felt, based on the work we had completed with them, that this was not the most appropriate placement for those students, so a local tertiary college and colleagues from the local authority were provided with evidence to show that they would be able to access a tertiary college. Based on the evidence provided, funding was granted and a placement confirmed. All of the applicable students in these Pathways achieved the ASDAN Personal Progress Diploma – a qualification that aims to ensure all aspects of the students’ achievements are externally accredited both academically and vocationally. Therefore, work based learning, life skills (including food preparation) are weighted equally against numeracy and literacy. It is noteworthy that there were no mitigation processes or algorithmic calculations applied, thus we were required to create, collate, moderate and submit full portfolios for external scrutiny. This again was completed remotely and happily, the feedback was positive, maintaining our Centre of Excellence rating from ASDAN. The more able students in these Pathways passed the Entry Levels at the expected levels, with as always the focus being creative interesting lessons – never teaching to test.

- The enhancement of literacy and numeracy is at the core of all of the Pathways, with a focus on improving basic, fundamental functional numeracy and literacy. The least able students will become more able to express their opinions verbally or otherwise so that they are able to convey their own opinions attaining a greater level of self-advocacy.
 - ✓ All of the leavers achieved both an English and Maths qualification. All of the student's study programmes contain a significant number of lessons in both of these subject areas. The qualifications achieved include GCSE English Language, GCSE English Literature, GCSE Maths, Functional Skill from E1 to L1, L1 Money Management and for those students working below Entry Level Functional Skills Personal Progress and Towards Independence Units. For the least able, the focus on communication both verbal and non verbal is a key feature with weekly input from the SALT team. Teachers and leaders will review how individual students are performing throughout lessons with 'low stakes assessment' to ascertain the most suitable route to accreditation. The new reading coordinator revamped reading across the Sixth Form continuing to ensure it is taught daily to small classes, differentiated by ability. However, this year with regular training and support for the non-specialist staff, the reading coordinator selected text to consolidate and build upon the students' aptitude and they are assessed annually. Historical year on year reading age scores indicate that the reading programme aligned with literacy across the curriculum is having the desired impact, however due to the lockdown the end of year testing was impossible until the start of this term. It is clear from the results of these recent assessments that the reading programme prior to March 20th 2020 and the reading resources provided for home learning have had a significant positive impact with all of the students except one registering an improvement, some by 3 or 4 years.
 - All students receive high quality careers education so students are prepared for their next stage of learning and life.
 - ✓ Careers guidance is embedded across all of curriculum pathways and supported by a specialist 'In house' experienced CEIAG teacher and HLTA. A Careers and Enterprise Coordinator, from the Tees Valley Authority, audits how well we are meeting the Gatsby Benchmarks every term. The last audit in July confirmed we are meeting the expectations.
- 100% of leavers accessed a supported work placement, or for the more able, a placement accessed independently. Over 20 external partners and organisations supported the placements.
- Looking ahead, as onsite placements will be more difficult to access, colleagues have sought out, and continue to look at ways of accessing virtual placements. Santander Bank being the first company to engage with our students virtually.



Up until March, the Sixth Form hosted two well-supported careers fairs, in October and January. Additionally we invited in representatives from local businesses to talk to all of our students about their companies on two separate occasions, giving the students different insights into the world of work.



Students took part in a region vocational, competency based competitions in art, ironing and hair and beauty run by Inclusive Skills. The events are a great opportunity to practice real work based skills and then be able to showcase their talents in venues across the North East.

Students from all of the Pathways have access to an Enterprise Course, which culminates in the opportunity to sell goods and services to the public both in and out of the Sixth Form. The annual Stockton Sparkles event is the most lucrative event they sell, making a great deal of profit *for themselves and their groups' nominated charity.*

Evidence presented to the Ofsted inspection team in January confirmed our view that our careers programme is a strength of the Sixth form when they wrote, "Sixth-form students get precisely the right support to help them to get ready for when they leave school. Knowledgeable staff, impartial careers advice and a work-experience and volunteer programme support students to decide what they want to do when they leave school."

- To equip students for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding – A Rights Respecting School
- ✓ Students' spiritual, moral, social and cultural development is taught throughout the Personal and Social Development Curriculum, including activities like the weekly Picture News (which was circulated within the home learning package) and Right Respecting School themes.
Having achieved the Silver Rights Respecting School Award in 2019 colleagues are preparing for the Gold assessment during the autumn term. This status will help to ensure that students are well prepared for life in modern Britain.
Prior to lockdown the Sixth Forms enrichment offer was a strength providing students with the opportunity to socialise and mix with others, as well as access to alternative,

inspiring activities. Some examples of activities undertaken prior to the 19th March include:

Big Hair Day – an initiative to change negative attitudes towards appearance and improve positive community inclusion.

An intensive 4-week digital life programme; they worked through eight themes to develop digital citizenship, resilience and safety to live in the modern digital world. Digital Creatives UK delivered the programme.

The DIY option group, with the support of the Shaw Trust built a new Sensory Garden, giving them both an authentic work experience and enhancing the facilities for students within our community with the most complex needs. Additionally they completed a makeover of the school's poly tunnel so that is more accessible for our students who use a wheelchair.



During an English, a school liaison officer from Cleveland Police came in to talk to the students in Pathways 2 and 3 about the role of the police in society. He also dispelled some common myths and reinforced the message that Police Officer's main role is to keep members of the public safe.

- [To provide extracurricular opportunities to prepare students for life beyond school.](#)
- ✓ Preparation for adulthood is a fundamental principle that underpins the work that we do in the subjects studied in the formal curriculum and in the work carried out via the vocational options chosen by our students. We use these two areas of the curriculum to develop the skills that will enable our students to navigate life beyond the sixth form.

A number of Year 13 students successfully embarked on and completed the National Citizen Service programme over the summer break, 2019. We worked very closely with NCS to ensure all of our students had the opportunity to attend. The NCS scheme is a 4-week programme, which brings together young people from different backgrounds and helps them develop greater confidence, self-awareness and responsibility. It encourages personal and social development by working on skills like leadership, teamwork and communication. On completion, the students receive the V30 award.



Despite last year being curtailed we were still able to engage, and spend time working with Tees Valley Wildlife, Natural England, Stillington Rangers and Environmental City.

Students from the Sixth Form accessed a range of after school clubs such as rebound therapy, cooking and Judo. One example of students accessing our clubs and then

perusing the interest beyond the Sixth Form is from the Judo club. After excelling in the in house sessions 2 students went onto join a club, progressing through the belts. The Cultural Capital Enrichment Programme 'Thank Goodness It's Wednesday' includes a range of extracurricular activities focusing on community, health and well-being. Activities offered include talk and draw therapy, mindfulness, relaxation, health and beauty, as well as appropriate exercise opportunities.

- For all to have opportunities to engage in health and well-being services.
- ✓ Our curriculum offer includes an element that focuses on health and wellbeing. The programme provides advice and support with respect to personal relationships, healthy living, individual rights and responsibilities, self-advocacy etc.

The Sixth Form works with a number of partners to support the delivery of these programmes, such as Brook (a national charity offering both clinical sexual health services and education) deliver monthly lessons within the Sixth Form and also run a weekly drop drop-in session. Other organisation that we draw support from included Alliance – a 1:1 counselling service, Successful Futures, the Switch Project, PCOs, the school health service, Pet Therapy and Youth Direction. Just before March 20th 2020 we started working with BYou. They worked with an identified cohort of students around self-confidence, mental health, emotional health and well-being. Two senior leaders, one from the school, the other from the Sixth Form and MFi are now trained to deliver the BYou programme. Four staff members are trained as mental health first aiders, who are available to students to talk through any issues they may be having with respect to their mental well-being. One hundred percent of students surveyed stated that the provision helps them to look after both their physical, emotional well-being and mental health.

Appendix I

Curriculum Offer Pathway 1

This offer is for those students with a range of learning needs, who are working around Milestone 5 up to Entry 1. This programme combines a range of units from the ASDAN Personal Progress Qualification. Additionally, we offer a range of vocational opportunities including supported employment. This Pathway has a significant focus on communication strategies.

The units that all students study in Pathway 1 include:

- Early Mathematics – Position, Early Mathematics- Shape
- Early Mathematics – Sequencing & Sorting
- Develop skills for the workplace – Growing and caring for plants
- Develop skills for the workplace – Health & Safety
- Developing community participation skills – Caring for the environment
- Travel within the community – Going places
- Engaging in new creative activities
- Planning and preparing food for an event and preparing drinks and snacks.
- Communication and Literacy

Students have access to the following vocational subjects depending upon level:

- Salon Experience
- Art
- Drama
- Horticulture

This offer meets the national requirements of the Post 16 Study Programme and also reflects the four areas deemed essential when 'Preparing for Adulthood' -Employment, Independent Living, Health and Community.

Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students may also be assigned to a differentiated reading group.

Where specialist external assistance is required the Trust has support from a team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. Students have access to enrichment activities during Wednesday afternoons. The duration of this programme is two years.

Curriculum Offer Pathway 2

This pathway is for those students considered to have severe learning difficulties, who are working from P7 up to and including Entry Level / Key Skills 1. This programme combines Entry Level qualifications in a range of subjects. Within the timetable, we offer a comprehensive range of vocational options and employability education, including supported employment.

The Qualifications that all students study in Pathway 2 include:

- Literacy Personal Progress - Entry Level
- Numeracy Personal Progress - Entry Level
- Science Personal Progress – Entry Level
- Personal and Social Development Personal Progress - Entry Level
- Art Towards Independence Award
- ICT Towards Independence Award - Entry Level
- Reading
- Supported Employment and access to independent careers advice

Students have access to the following vocational subjects depending upon level and class:

- Hair Salon Experience Towards Independence
- Catering Personal Progress Food Units – Entry Level
- Vocational Working Towards Independence
- Animal Care and Horticulture Personal Progress – Entry Level
- Drama Towards Independence
- Sport Towards Independence

This offer meets the national requirements of the Post 16 Study Programme and reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

When specialist external assistance is required, we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. The duration of this programme is **two years**.

Curriculum Offer Pathway 3

This pathway is for those students who have achieved Entry Level Certificates at grade 2, and perhaps a few at grade 3 in a range of subjects including English, Maths and Science. This programme combines Entry Level and Level 1 qualifications in a range of subjects. Additionally we offer a comprehensive range of vocational options, employability education, including work experience.

The qualifications that all students study in Pathway 3 include:

- Functional Skills Literacy Entry 1 - Level 1
- Functional Skills Numeracy Entry 1 - Level 1
- ITQ IT Users City and Guilds Levels 1 and 2
- Art Award
- Practical Science Entry 1 – Entry 3
- Design Technology Entry 1 – Entry 3
- Catering Entry 2 – Entry 3
- ASDAN Employability including Work Experience and access to independent careers advice Entry 3
- Personal and Social Development including sex education, relationships and healthy eating Entry 3

Students are able to select up to four of the following vocational subjects over a two year period:

- Hair and Beauty BTEC (Entry Level 3)
- John Muir Award, an environmental award scheme.
- Childcare (Entry Level 3)
- Practical DIY ASDAN Award
- Sports and Fitness ASDAN Award
- Horticulture City and Guilds (Level 1)
- Hospitality & Catering (Level 1)
- Enterprise ASDAN Award

This offer meets the national requirements of the Post 16 Study Programme and reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

When specialist external assistance is required, we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. This Pathway takes **two** years to complete.

Curriculum Offer Pathway 4

This pathway is for those students who have achieved Entry Certificate at Grade 3, some Level 1 qualifications or are working at Key Skills three or above in a range of subjects including English, Maths and Science. This programme combines GCSEs in traditional subjects as well as QCA approved GCSE equivalents in others. Additionally we offer a comprehensive range of vocational options and employability education, including work experience.

The qualifications that all students study in Pathway 4 include:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- GCSE Art
- Levels 1 and 2 ITQ IT Users City and Guilds
- Level 1 Employability - Including Work Experience and access to independent careers advice.
- Level 1 Personal and Social Development - Including Sex Education, Relationships and Healthy Eating.

Students are able to select up to four of the following vocational subjects over a two year period:

- Hair and Beauty BTEC (Entry Level 3)
- John Muir Award, an environmental award scheme.
- Childcare (Entry Level 3)
- Practical DIY ASDAN Award
- Sports and Fitness ASDAN Award
- GCSE Photography
- Horticulture City and Guilds (Level 1)
- Hospitality & Catering (Level 1)
- Enterprise ASDAN Award

This offer meets the national requirements of the Post 16 Study Programme and reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

When specialist external assistance is required, we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. This Pathway takes **two** years to complete.