



Abbey Hill Academy



'Where amazing children do amazing things!'

Curriculum Impact Analysis

2020-21

Abbey Hill Academy Quality of Education

Achievement and Outcomes 2020-21

Foreword

Over the past 6 years, Abbey Hill Academy has conducted huge amounts of research into appropriate curriculum and assessment methods that will evidence the progress our students make in Key Stages 3 and 4, whatever their starting point. This research and development continues as our curriculum continues to evolve.

2020-21 has been a year where COVID-19 changed priorities for everyone. We had to re-design and then implement a new and vastly different curriculum in a very short space of time. We moved to remote learning for some, whilst continuing to offer on-site provision for all students who required face-to-face input and the safety of school routines. We had to accommodate bubbles and this impacted on curriculum delivery as we prioritised student and staff well-being, physical health and safe social connections.

It was very important that we considered both the short and long-term impacts of COVID-19 on learning, as the 'catch-up' narrative was unhelpful and not a prospect that the Abbey Hill community would tolerate. We meet children where they are and we support them from that point, at their pace. This is something that strongly underpins our curriculum, before, during and after COVID-19.

Our Key Stage 3 focus was to maintain attainment in key areas, focusing on communication, physical health and self. Remote learning also offered us the unique opportunity to surround this learning with technological advancement. We planned practical, purposeful and process-based activities with the aim of supporting families, not burdening them.

Our Key Stage 4 focus had to be on accreditation and assessment. The pandemic was not going to disadvantage our upper school students. Messages from exam boards were confusing but in the end our students were asked to complete all assessment with no dispensation. All assessment had to be completed. This was a mammoth task for staff, students and families but we were successful and once again Abbey Hill Academy student outcomes are incredible.

Now we re-focus to get our curriculum back on track. This work continues from our student starting points.



Back to business

The intent of our extensive 'Head, Heart, Hand curriculum', no matter what circumstances we find ourselves in is to provide:

- empowering knowledge so our young people can join in and contribute.
- experiences and situations focusing on developing young people who will enter the adult world as respectful, tolerant, valued, confident and independent young people with resilience and ambition.
- an environment that promotes creativity and problem solving to ensure students play an active part.

It is important to highlight that the vast majority of students who enter Abbey Hill Academy have not completed the relevant Key Stage 1 or 2 programmes of study required to sit statutory national assessments, and therefore arrive with Key Stage 2 teacher assessment. Key Stage 2 teacher assessment has not been collated centrally by the Local Authority for the last 2 years due to the pandemic. We are at the mercy of individual primary schools.

Our students also have significant and complex learning needs that affect every aspect of their development. We use Key Stage 2 data and transition information to guide our own rigorous initial baseline assessments. Internal and external moderation of these assessments at Abbey Hill Academy ensure accuracy of each students' starting point so we can then plan for individual progression and success. Our own baselines are becoming increasingly more valuable in the absence of previous attainment data.

Once baselines are secure, Abbey Hill Academy can implement a curriculum that suits each child. Our school curriculum is initially based on three broad curricular levels; Pre-formal, Semi-formal and Formal:

	Self	Physical	Communication	Cognition	World	Creativity
Formal	PSHE Food Tutor	PE Sensory Physio	English Reading	Maths Enterprise	Science Computing/ICT Humanities	Art Music DT
Semi-formal	My Care and Independence	My Body	Communication Literacy	Problem Solving Numeracy	Understanding My World	My Creativity
Pre-formal			My communication	My cognition	Me and My World	

From this point, we provide opportunities for progression in highly personalised ways:

- Students not engaged in subject specific learning access a Pre-formal curriculum in Key Stage 3 and the much-personalised Entry Level 1 qualification, Personal Progress Units in Key Stage 4.
- Students engaged in subject specific learning but working below Year 1 age expectation access a Semi-Formal curriculum in Key Stage 3 and the much-personalised Entry Level 1 qualification, Personal Progress Units in Key Stage 4 along with a range of Entry Level 1 and 2 subject specific qualifications where appropriate.
- All students working at or above Year 1 age expectation in Key Stage 3 access our Formal curriculum which leads into Entry Level 1,2 and 3 qualifications in a wide range of specialist subjects in Key Stage 4.
- Our highest achievers in Key Stage 3 accessing our Formal curriculum will aim for certification in a suite of Entry Level 3 'GCSE ready' endorsed qualifications and Functional Skills qualifications at Level 1 and 2 in Key Stage 4. They may also have the opportunity to transition to our Post 16 provision early to access a full suite of GCSE qualifications where appropriate.

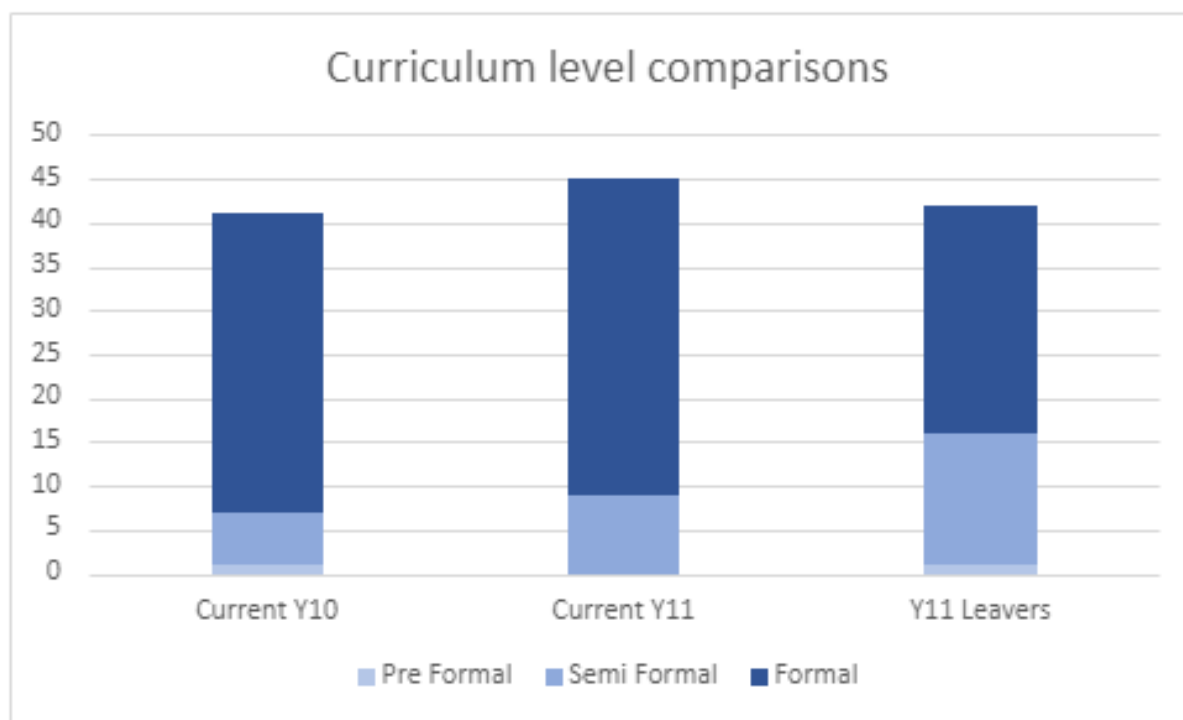
NB: It is important to highlight that we strongly believe our aim for these students is to prepare them fully for GCSE study Post 16 with aspirational targets of achieving Grade 4+ before the end of Year 13.

Our carefully sequenced curriculum ensures success for each individual learner. Only when our students show success will they move on to the next step of learning, progressing at a pace unique to themselves. We strongly believe that if a learner is given the right amount of time, with the right conditions to learn and spends that time 'appropriately', then they will achieve great things (*Teaching for Mastery by Mark McCourt 2019*).



Curriculum cohort comparisons

The graph below shows the curriculum cohort breakdown for our current Key Stage 4 and our most recent leavers.



Providing our students with the most appropriate curriculum is the key to our success. Within each curriculum level student's experiences are highly personalised, focusing on each individual child's learning targets through motivating and engaging topics, themes and experiences that promote our Head, Heart, Hand principles across a range of curricular components. We have focused carefully on how the knowledge and skills we present to our students are sequenced to form a narrative. We continue to review this and work is on-going, led by our experienced team of subject specialists. This highlights the value of our current assessment and data system that allows us to predict and plan appropriate curricular pathways that maximise individual student success each year.

Students usually arrive at Abbey Hill Academy with Key Stage 2 teacher assessed data in core subject areas. We use this information to dictate a progress measure for each individual child. On arrival in Year 7 we baseline students. Students complete a range of assessments in the Autumn term and this gives us a place to begin targeted and focused teaching. Occasionally this baseline assessment shows regression from the end of Key Stage 2. We spend the first term addressing student gaps in knowledge to ensure by December they are working at or beyond their Key Stage 2 level.

We then use our Year 7 Spring data to formulate our academic targets. Progress factors are determined by the Key Stage 2 data and are based on students making 'strong' progress. Teachers micro-track student progress half-termly to ensure it is strong or better. This requires focused and highly personalised planning and teaching. Robust quality assurance procedures allow for swift intervention if an individual's progress becomes a concern.

The last 2 years has seen great disruption to our assessment systems. We will now have to work hard to ensure baselines are in place for all cohorts.

End of Key Stage 3 Analysis 2020 -21

41 Students in Total

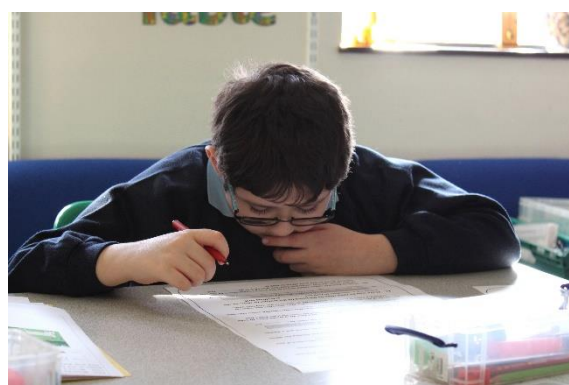
18 Pupil Premium

5 Children In Our Care

Key Stage 2 prior attainment

At the end of Key Stage 2, the majority of this year group were identified as having significantly low prior attainment in both English and maths. All students were recorded as working below the level of expected standards but results can be broken down as follows:

- 9 students were recorded as working Below (BLW) the level of the national curriculum in all areas.
- 32 students were recorded as working within the Pre Key Stage Standards and many in this group were working within Year 1 expectation.
- 2 students were recorded as Working Towards the Standard (WTS) in writing and teacher assessment placed them within Year 3 expectation for writing only.

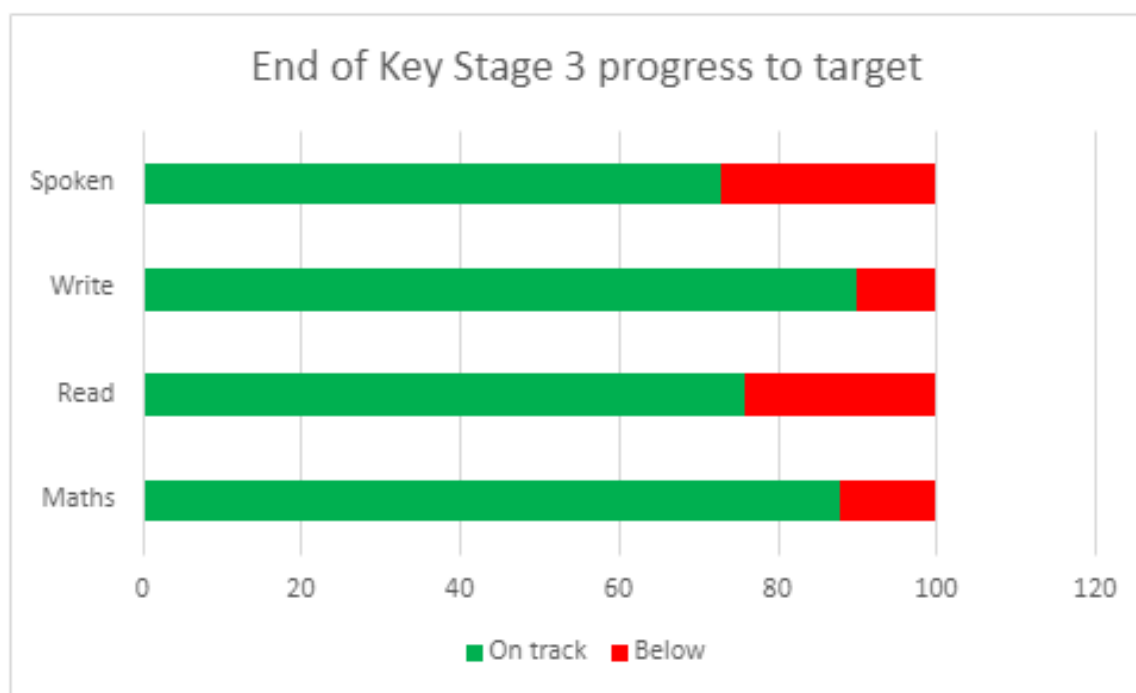


End of Key Stage 3 outcomes

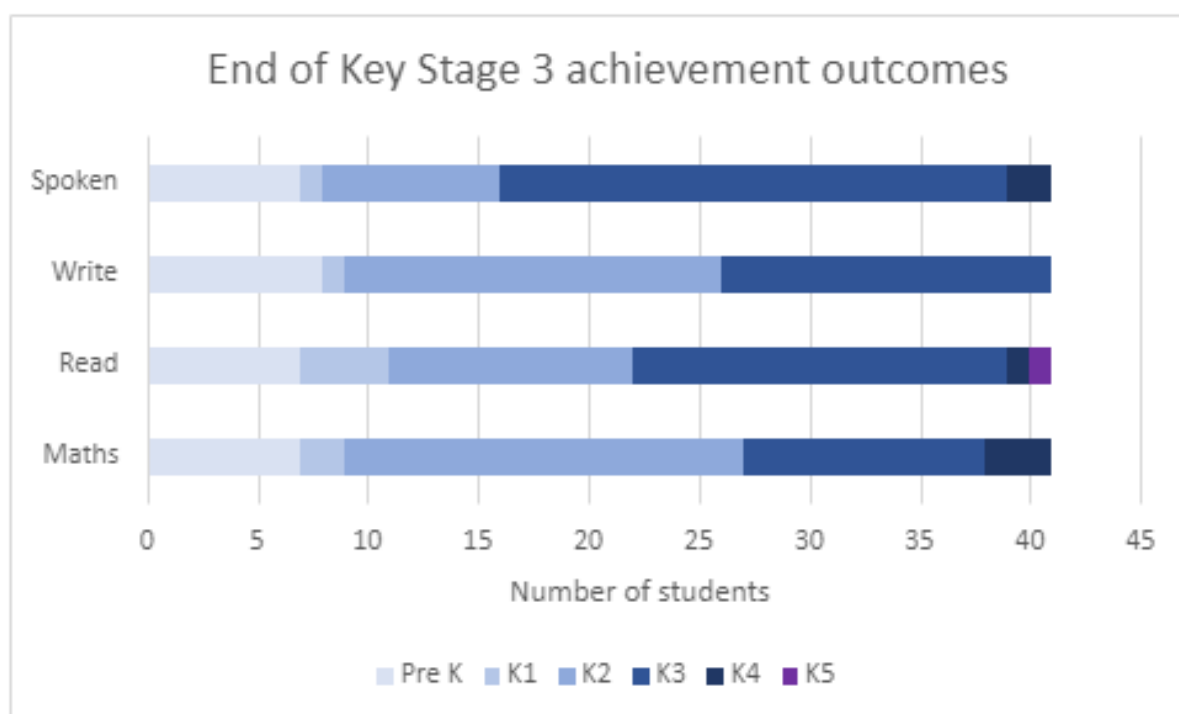
A percentage of each cohort at Abbey Hill Academy will not be working at the level of National Curriculum assessments. These learners follow a highly personalised Pre-formal or Semi-formal curriculum and are assessed focusing on key areas of early child development. The curriculum for these learners is developmentally appropriate and not constrained by pre agreed age expectation. Students are set personalised 'Goals' and 'Next Steps'. Achievements are assessed in the moment by skilled practitioners and recorded in the style of a 'Learning Journal' with observation reports, photographs and videos. These learners appear as 'Pre K' in this report.

The majority of our students follow a Formal curriculum that focuses on the learning of subject specific knowledge and skills. All learning takes place from individual starting points because we understand the importance of managing cognitive load skillfully so that progress is continuous. These students will be working within the Key Stage 2 year expectation assessment framework. At Abbey Hill we use the term Key Skills (K) for each Year Expectation. K1 is equivalent to working within the Year 1 national curriculum expectation.

By the end of Key Stage 3, the majority of our students were on track and met our aspirational targets in key curricular areas. This is a massive achievement and we were successful due to the creative adaptations our subject leads made to our curriculum in 2010-21.



Achievement outcomes at the end of Key Stage 3 are as follows and it is clear to see how this cohort moved from predominantly working within Year 1 expectation after 7 years in the primary phase to making accelerated progress here at Abbey Hill in a 3 year period that was interrupted by COVID-19:



End of Key Stage 3 outcomes are encouraging.

Student writing skills have been a key Academy focus for the last three years and this work will continue. The COVID-19 pandemic has interrupted progress in this area as we concentrated efforts on key aspects of our reading and spoken language curriculum areas. The English curriculum was homed in to encourage a love of reading and improve comprehension using key non-fiction texts that were purchased for families and chosen to support other aspects of our subject specific curriculum model, e.g. science and humanities. Our writing focus had to be on spelling of key words and formation of sentences using basic punctuation to maintain, rather than build skills.

The maths curriculum at Key Stage 3 is progressive, building on skills step by step. The curriculum is carefully planned to ensure skills are re-visited in a timely manner so that students learning becomes embedded and automatic at a highly personalised level for each individual. During lockdown we focused on maintaining skills in maths. Practising and embedding skills and techniques that teachers knew students could work on successfully at home with families or with non-specialist teaching staff on site. This ensured we would have solid starting points for progress when students returned to school for specialist teaching in September 2021.

We used the lockdown period to embed a number of skills through our computing and ICT curriculum. Many students embraced the new way of working and mastered skills linked to email and TEAMS. A high percentage of families required laptops and internet access that we delivered successfully after the initial national delay.

Our science, art and humanities curriculums were offered as practical, process-based opportunities for students. Initially we were providing separate booklets in all subject areas, but this was completely overwhelming for students and families. We had to quickly work smarter and adapt, making links to create tasks that incorporated cross curricular learning opportunities.

We did not have capacity to offer new learning in terms of technology and music but considered creative ways that families could incorporate tasks into daily living.

We pushed the importance of physical health with families during lockdown and encouraged participation in daily online sessions. Every task from across the curriculum encouraged daily time outside.

Many of our Pre and Semi-formal learners remained on site throughout lockdown as remote teaching is incredibly challenging. If families chose to keep their child at home because of health vulnerabilities, packs of planning and practical resources with a carefully chosen class text each half term were provided along with weekly 1:1 TEAMS sessions with teachers and families. Students on site benefited from their usual curriculum and specialist teaching. Routines were maintained and progress continued. Progress was successfully communicated between home and school using our new Free Flow Info programme. This proved invaluable for all.

Our Pupil Premium students performed slightly better in all curriculum areas against targets except in writing.

Children In Our Care have achieved in line with their peers. One student has now moved to a more appropriate provision to complete Key Stage 4 and another student has transferred from our Formal offer to access our Semi-formal curriculum due to his specific learning, social and emotional needs. Both changes will lead to further improved outcomes for each individual.

Moving forward

In summary, we are pleased with the progress of our Key Stage 3 students. We are focused on the continued development of our Key Stage 3 curriculum to ensure strong progress.

We use our data intelligently and the Key Stage 3 areas to develop moving forward include:

- The continued development of our Formal curriculum in all curricular areas focusing on subject specific knowledge and our Head, Heart, Hand principles
- To re-establish our practical subjects in the formal curriculum; PE, Food technology, DT, art and music as a priority
- Making adaptations and prioritising key aspects of learning in the Formal curriculum to ensure learning gaps are filled
- To ensure robust baselines are in place for all cohorts in current Key Stage 3
- To focus on improving our knowledge linked to child development for our Pre and Semi-formal learners utilising the new 'Development Matters' guidance September 2021
- A huge focus will be on play opportunities and improving our learning environments to ensure they meet the needs to our current Pre and Semi-formal learners



End of Key Stage 4 analysis 2020-21

44 Students in Total

22 Pupil Premium

1 Children In Our Care

Key Stage 2 prior attainment

At the end of Key Stage 2, this cohort were assessed using the old National Curriculum levels.

100% of this cohort were deemed as working below the level of the statutory Key Stage 2 assessments. All data provided by feeder schools was teacher assessment.

Teacher assessment for this cohort told us that:

- 27% of the cohort was working well below the level of the National Curriculum in Key Stage 2 (PreK)
- 61% arrived at Abbey Hill working within National Curriculum year 1 expectation (K1)
- 9% (3 students with a diagnosis of ASD) were working within Year 2/3 at the end of Key Stage 2



End of Key Stage 4 outcomes

In Key Stage 4 at Abbey Hill Academy, all students follow an accredited curriculum recognised by the Regulated Qualifications Framework (RQF).

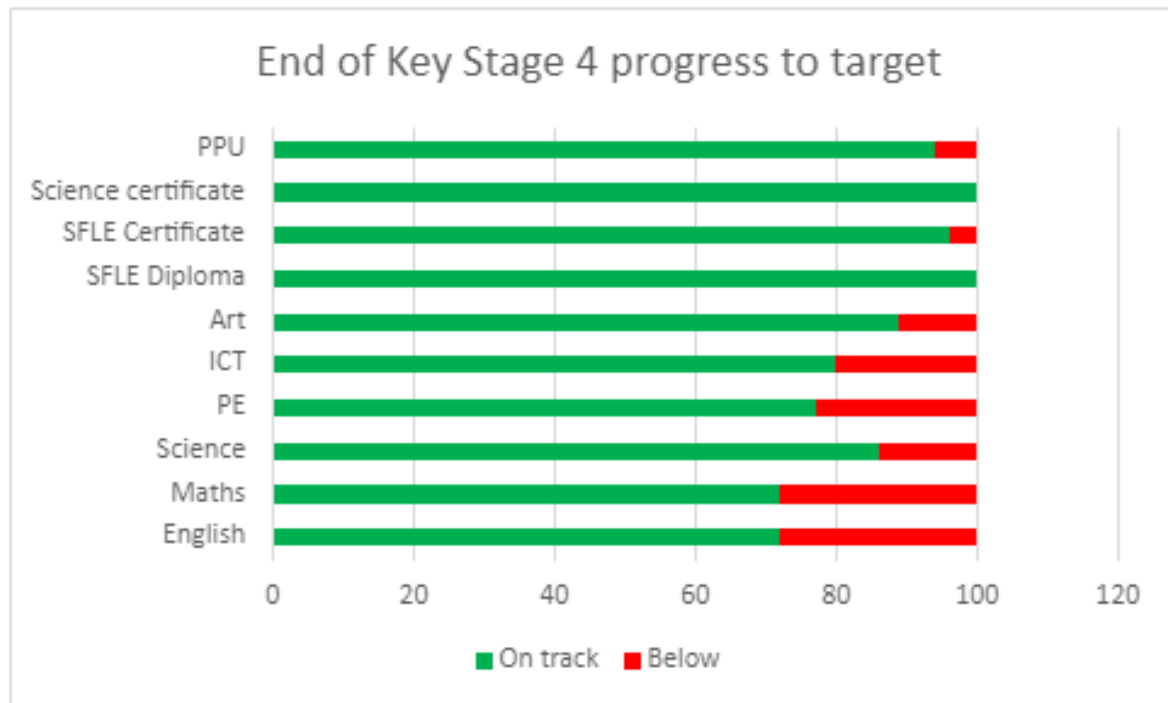
Students following a Pre-formal curriculum access highly personalised learning experiences building on success from Key Stage 3. Student assessment is highly personalised and assessed through Personal Progress Units (PPU) at Pre-Entry and Entry Level 1.

Our Semi-formal curriculum is process-based and student achievements are recognised through Personal Progress Units and subject specific Entry Level qualifications.

The Formal curriculum is where we strive for achievements at Entry Level 3 and above in core, foundation and vocational subject areas as we prepare many of our students for a Post 16 GCSE pathway.



By the end of Key Stage 4, the majority of our students were on track and met our aspirational targets in all curricular areas. This is a massive achievement and we were successful due to the hard work and dedication of our subject leads in what was an unprecedented year.



In summary:

72% achieved their maths target

86% in science achieved targets

72% in English achieved targets

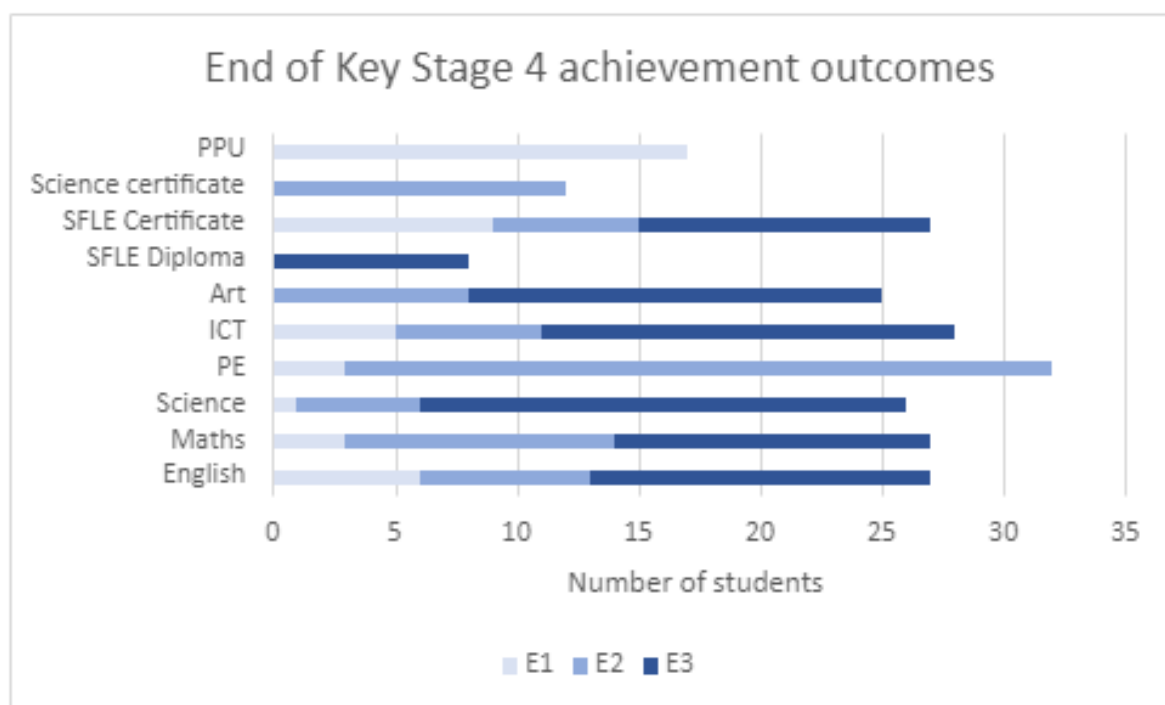
89% in art achieved target

80% in computing achieved targets

77% in PE achieved targets



Achievement outcomes for the end of Key Stage 4 are as follows:



At Abbey Hill Academy, our aim is that all our students achieve accreditation in 6 subject specific areas, wherever possible in Key Stage 4; English, maths, science, art, PE, ICT. These subjects cover the broader curriculum areas that we feel are vital for all our young people to develop in preparation for adulthood:

- Communication
- Cognition
- Self
- Physical
- World
- Creativity

100% entry in these subject areas is always a key aim. Unfortunately, 4 students in this cohort did not achieve the full suite of qualifications. This was due to a lack of engagement exacerbated by COVID-19 and lockdown. 3 did however achieve in many subject areas listed.

100% of our Formal students achieved a qualification in English, maths, science, PE and vocational option subjects.

94% of our Semi-formal and Pre-formal learners achieved the Personal Progress Extended Certificate that includes units in Communication, Cognition, Understanding My World, My Body and My Creativity. 1 student in this cohort did not achieve this intended qualification due to a failed transition to Abbey Hill Academy in Year 11 from a local specialist provider due to lockdown restrictions.

Abbey Hill Academy introduced a vocational qualification and Entry Level in 2017 because of our student voice. Students accessing our formal curriculum choose 4 vocational option subjects in Key Stage 4.

Vocational option choices together with our personalised PSHE and Careers curriculums credit our students with the **Diploma in Skills for Further Learning and Employment; Preparing for Adulthood:**

- **Adventure**
- **Digital Media (Photography)**
- **Food, Drink and Hospitality**
- **Land based studies**
- **Computing**
- **Performing Arts**
- **Product Design**
- **Sport, Health and Fitness**
- **Hair and Beauty**

Students in this cohort unfortunately did not experience vocational options as previously planned. We had to be creative and due to lockdown, lost learning and then the introduction of bubbles to keep our community safe, tutors had to step up and cater for their class needs and interests. They did this with determination and professionalism. Tutors planned sessions utilising the resources we had available to us on site and classes embraced our outdoor, allotment and woodland area for land based study sessions. We utilised our new skills in computing and ICT to build a strong technologically based portfolio as well as working on cycling, photography and sport units, which supported reconnection and mental well-being. Subject specialists supported tutors with the planning and marking of work. Not ideal, but our staff team really did create the best possible alternatives for our upper school students.

100% of our students accessing the Formal curriculum achieved the SFLE qualification; Preparing for Adulthood.

Some students accessing our Pre and Semi-formal curriculums are not entered for this qualification because Personal Progress Units at Entry Level 1 offer similar experiences in a range of flexible ways that suit our learners working at this curricular level. Personal Progress Unit portfolios may include units in the following vocational areas:

- Understanding money
- Looking after yourself
- Being healthy
- Growing and caring for plants
- Looking after animals
- Travel within the community
- Making drinks and snacks
- Creative activities
- Enterprise
- Keeping safe
- Participating in sport
- Engaging with the world

94% of students targeted to achieve this Certificate were successful at Entry 1. Personal Progress Unit portfolios provide students with a record of achievement that clearly shows levels of achievement and personal successes in all our core curricular components.

In English, the Key Stage 4 curriculum is well established and allows smooth and successful progression into Key Stage 5. This cohort of learners had to focus on accreditation and worked on a slimmed down curriculum that embedded key skills and knowledge. They had not completed the accreditation requirements in Year 10 and therefore had to work incredibly hard in Year 11. We prioritised specialist teaching in this area when students returned to school so that the outcomes you see could be achieved.

A similar picture can be seen in maths. The massive disruptions to learning in both Year 10 and 11 impacted on outcomes and limited the offer of potential level 1 and level 2 qualification success as we have seen in previous years. Students working at the higher levels accessed the work and teaching required but there was just not enough contact time to secure qualification entry. Students were however, prepared for the next part of their mathematical journey, and it can be said that these high achieving students are successfully working at Level 1 even if the data does not recognise this.

In science, the majority of students begin Entry Level study in Year 9 to allow for the potential of Level 1 accreditation completion in Year 11. This cohort massively benefited from this early work and the Entry Level qualification was an achievable goal for all entered. Unfortunately, this year the bubble system on return to school limited specialist teaching as tutors attempted to teach this highly specialised curriculum to their group with support from the science lead and therefore, as with maths, the Level 1 qualification had to be sacrificed. Decisions were also made in relation to each class, on whether or not students would manage to achieve the AQA Entry Level or be in a better position to achieve the more vocational and practical based science Open Award certificate at Entry Level 2. Emotional well-being and resilience on return to school was a major factor in these qualification choices.

Computing and ICT exams ran as normal. Remote learning massively benefited the students in this subject area and once hardware and internet access had been secured, the students thrived. Learning time was lost due to the delay but Abbey Hill Academy worked tirelessly to support families as quickly and as effectively as possible. The biggest issue with accreditation success was the fact that the student had to access the exam in school. Attendance impacted on entry and therefore success. The exam board would not allow virtual examination and this was a real shame.

In PE, outcomes this year are disappointing but completely understandable. Staff focused on maintaining fitness. Students could not be taught by subject specialists and planning prioritised maintaining skills and well-being. This was achieved, but the teamwork and leadership element of the qualification was impossible to assess remotely. Evidencing TAGS was challenging for the department and this led to cautious grades being awarded. This cautious approach was the right thing to do in these circumstances due to a lack of evidence.

In art, the majority of students made expected progress even though the subject was massively affected by the lost learning time. Portfolios were completed with pre planned specialist sessions, both face to face in small groups and virtually with the subject specialist. The work involved in securing the grades the students achieved was incredible. The quality of work submitted for external moderation was praised by the exam board.

In the vocational SFLE Open Award qualification, all the students successfully gained a qualification. The commitment of the tutor teams to secure this achievement should be applauded. All work was

internally moderated and judgements were agreed externally. As a centre we now hold AIV status (Authorised Internal Verification).

Our successful Personal Progress Units ensure that all learners at Abbey Hill Academy achieve an accredited and recognised certificate that is meaningful and highly regarded as well as externally moderated.

This year's moderator report states *"It really is a lovely sample and extremely well organised and presented which made it a pleasure to work through. Thank you"*.

Personal Progress Units can be personalised to the individual learner and achievement is observed and recorded using detailed comments, photos and video. Impressive portfolios are created that provide an accurate overview of each learner in terms of achievement.

Our Pupil Premium students performed better in our core subject curriculum areas. There is a slight dip in achievement in some of the foundation subject results when compared to the whole cohort; PE, art and ICT. This can be attributed to our ability to provide specialist teaching to Key Stage 4 bubbles once the students returned to school. We had to prioritise this to core learning sessions. Our Pupil Premium cohort also needed additional support when learning from home and we actively encouraged families who were struggling to prioritise the core curricular areas of English, maths and science by providing a highly personalised offer with timely feedback, which led to continued engagement.

Children In Our Care achieved as expected. Unfortunately, one student failed to transition to us from a local specialist provider at the beginning of Year 11 and therefore we could not facilitate the qualifications that we had planned for this young person.

The percentage of students achieving targeted grades this year is pleasing and really does show the dedication of our staff team and the willingness of our student body to work under pressure.

NB:

It is important to mention the following:

- *4 Year 10 students achieved their Entry Level 3 targets grades in all curriculum areas and therefore have transferred to the Sheraton 6th form college a year early.*
- *8 additional students in Year 10 achieved Entry Level 3 in maths so they can pursue the Level 1 maths qualification in Year 11 in preparation for high GCSE grades at college a year later.*
- *2 Year 9 students achieved Entry Level 3 in maths and will begin Level 1 in Year 10 to potentially move on to Level 2 in Year 11.*

These early entries are important when students are ready. They give confidence and allow appropriate challenge to continue, keeping expectation and aspiration high.

- *We also successfully secured 3 Y14 students their Entry Level 1 PPU diploma.*

Preparing for students returning to Abbey Hill Academy in September 2020

The start of the academic year in September 2020 saw us welcoming back many students who had not experienced their usual education for over 6 months. The plans to address the many catch up activities required for our wide range of students needs are highlighted in the COVID Catch up report. What was equally important was the culture to which the students returning, with a great emphasis placed by all staff on ensuring students were supported in all aspects of their return. Form teams used resources from the Attachment Handbook which provided staff and leaders with a comprehensive understanding around their social and sensory needs.

When the second national lockdown occurred in January 2021, the school was supporting more students in coming into school but also ensured that those who did not wish to attend still received a good quality education. Work was provided to students at home, often delivered by staff so that the students and families knew there was support available to them. Regular welfare phone calls were made home to both families and students on at least a weekly basis and support and guidance was offered accordingly. Where possible, form tutors held virtual form times so that students in school and at home could spend some time together, albeit virtually.

Careers Education Information and Guidance

100% of students leaving Key Stage 4 secured a suitable Post 16 placement by the end of the summer 2021 term. The Academy places a great emphasis on CEIAG across all year groups and although the usual plans were hampered due to COVID-19, other creative solutions were found to ensure that students still receive a high quality careers education.

- Year 10 and Year 11 students receive a dedicated careers lesson once a week
- To replace the planned careers events, a careers day was held in May 2021
 - Year 7 Student completed a Careers themed treasure hunt around school
 - Year 8 Students met with employees from the Police and Fire services
 - Year 9 and 10 students carried out workshops around how their options can lead to specific jobs and careers
 - Year 11 students received a formal 1:1 interview with a careers advisor and Peter Dutoy from Aldi who is the careers and business link
 - All students from all years took part in a careers event, led by Peter Dutoy from Aldi, where they were involved in a marketing event and designing a new Mascot for the company. Winners were selected from each group along with an overall winner.

TGIW (Thank goodness it's Wednesday)

This is a dedicated time of the week where students are able to experience a wide range of enrichment activities that also help them develop many different physical, emotional and social skills. Again, these activities were curtailed by COVID as it was not possible to take students on trips and visits to the venues that are used. To maintain this crucial time, TGIW activities were developed onsite and within bubbles, with activities including

- Football / Sport
- Dance / Performance/ Music
- Arts/ Craft
- IT/Computing
- Cooking

The impact TGIW has on students is very positive and it is pleasing that moving into the 2021/22 Academic year we are hoping that we can start to offer a wider range of experiences for students, including those that are away from the school site.

Accreditation

Abbey Hill Academy is always aiming to achieve excellence in all areas of our operations. We like to use external accreditation and award schemes to help us benchmark how we work against a robust set of criteria and open ourselves up to external scrutiny. As well as helping us ensure that our students receive a high quality experience, it also enables more focused school development and a chance to celebrate and recognise the hard work, dedication and skills of our staff.

During autumn term 2020 we achieved the Gold Rights Respecting school award. Achieving and maintaining this status will help to ensure that students are well prepared for life in modern Britain. Each week a different Rights Respecting School article is explored and discussed with the students.

Students' spiritual, moral, social and cultural development is taught throughout the Personal and Social Development Curriculum, including activities like the weekly Picture News and Right Respecting School themes.

In June 2021, Abbey Hill Academy underwent an assessment to achieve the Autism Accreditation Award and this was successfully achieved. Accredited status is awarded to provisions where staff have a good working knowledge of methods and approaches which produce positive outcomes for autistic people. The confirmation letter for this award is attached as an appendix

Abbey Hill Academy has also successfully achieved the Move Silver Quality Mark Assessment. The MOVE Programme is an activity-based practice that enables disabled young people to gain independent movement. It uses the combined approach of education, therapy and family knowledge to teach the skills of sitting, standing, walking and transitioning between. The aim of the MOVE Programme is to offer these movement opportunities to disabled people, opening up and transforming the world around them and creating an accessible, interesting and educational world full of opportunity and choice

Moving forward

In summary, this year our Key Stage 4 outcomes are what we expected. Abbey Hill Academy worked tirelessly to ensure that all assessments were completed and ready for external moderation. The process that teachers took part in was robust and our students genuinely worked incredibly hard to gain the grades they achieved in a massively reduced amount of time.

These grades take our students to the next stage in their education journey.

We use our data intelligently and the Key Stage 4 areas to develop moving forward include:

- To address any lost learning and adapt our curriculum as appropriate, with a keen focus on current year 11
- To review and alter our planned curriculum as necessary
- To continue to improve baseline assessment processes and aspirational target generation, including that of our current Y8 cohort
- Getting back on track with Level 1 and potentially Level 2 qualifications for our most able students in Key Stage 4

- Continued professional development in terms of accreditation at Entry Level, Level 1 and Level 2 across the curriculum
- To continue 100% RQF recognised accredited entry for our 6 core curricular areas
- To embed our Head, Heart, Hand principles of intent into all long and medium term plans in both Key Stage 3 and 4
- To continue to improve our links with community and local business ensuring our curriculum prepares our students for adulthood and employment
- To ensure missed opportunities in the wider curriculum due to COVID-19 are replaced and improved upon
- To embed the new PSHE curriculum in Key Stage 3 and Key Stage 4
- To improve our knowledge of child development, looking specifically at learning environments that can support student goals and next steps in our Pre and Semi-formal curriculum



