

Teaching and Learning at Hebden Green School: The Curriculum and Achievement

Updated June 2025

Curriculum Intent

The curriculum at Hebden Green is driven in equal measure by the National Curriculum and the pupils individual and holistic needs as described in their EHCP's

Curriculum Implementation

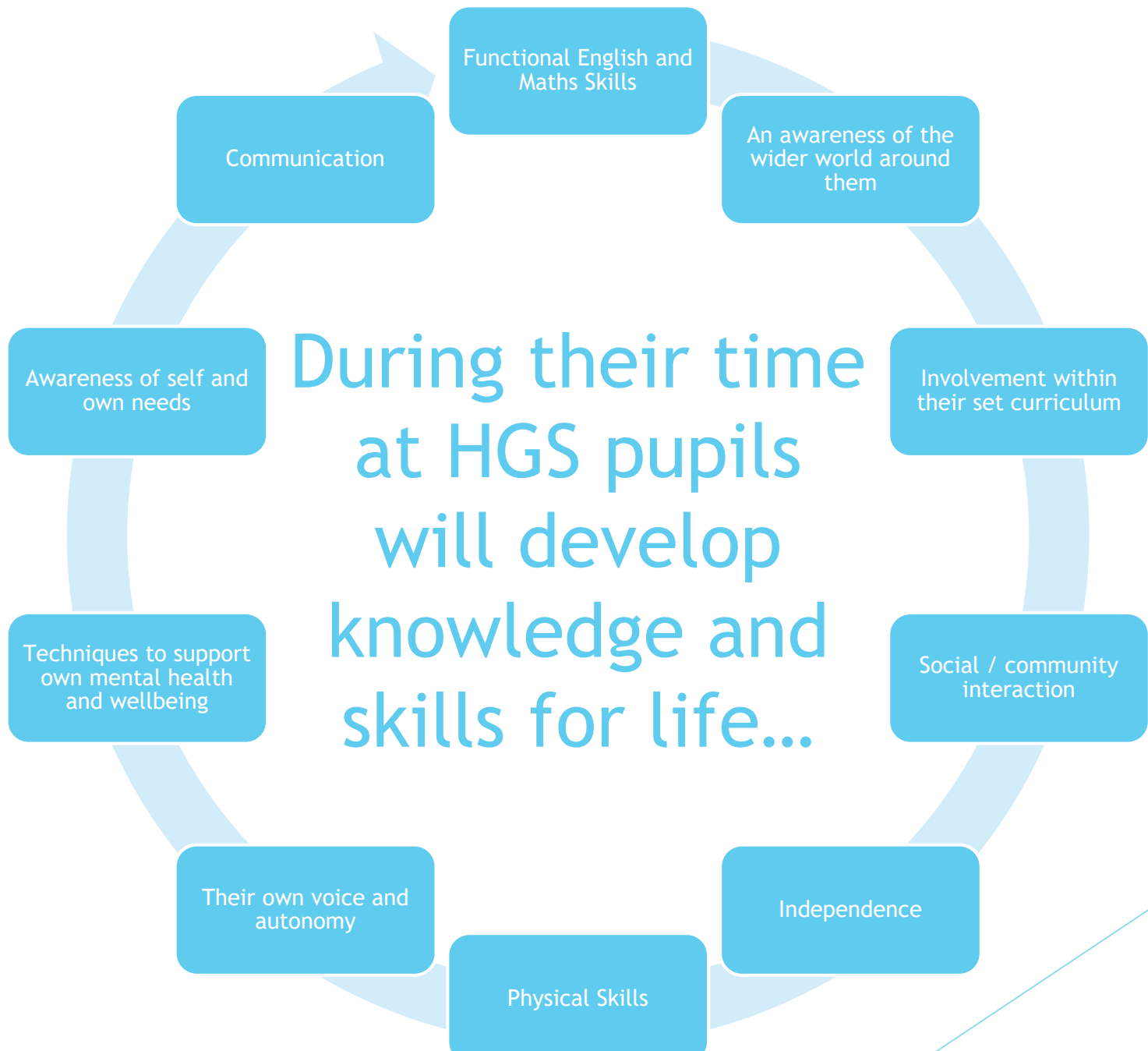
This is achieved through a pathway approach in school, where the curriculum is tailored to meet the needs of the pupils, under the guidance of skilled Middle Leaders (TLR's) and supported by carefully chosen schemes of work

Curriculum Impact

We aim to offer a curriculum throughout the school and across the pathways that is a skills based curriculum, where pupils learn, develop and embed important skills to see them through to a functional future



CURRICULUM INTENT



During their time
at HGS pupils
will develop
knowledge and
skills for life...

Functional English and
Maths Skills

An awareness of the
wider world around
them

Involvement within
their set curriculum

Social / community
interaction

Independence

Physical Skills

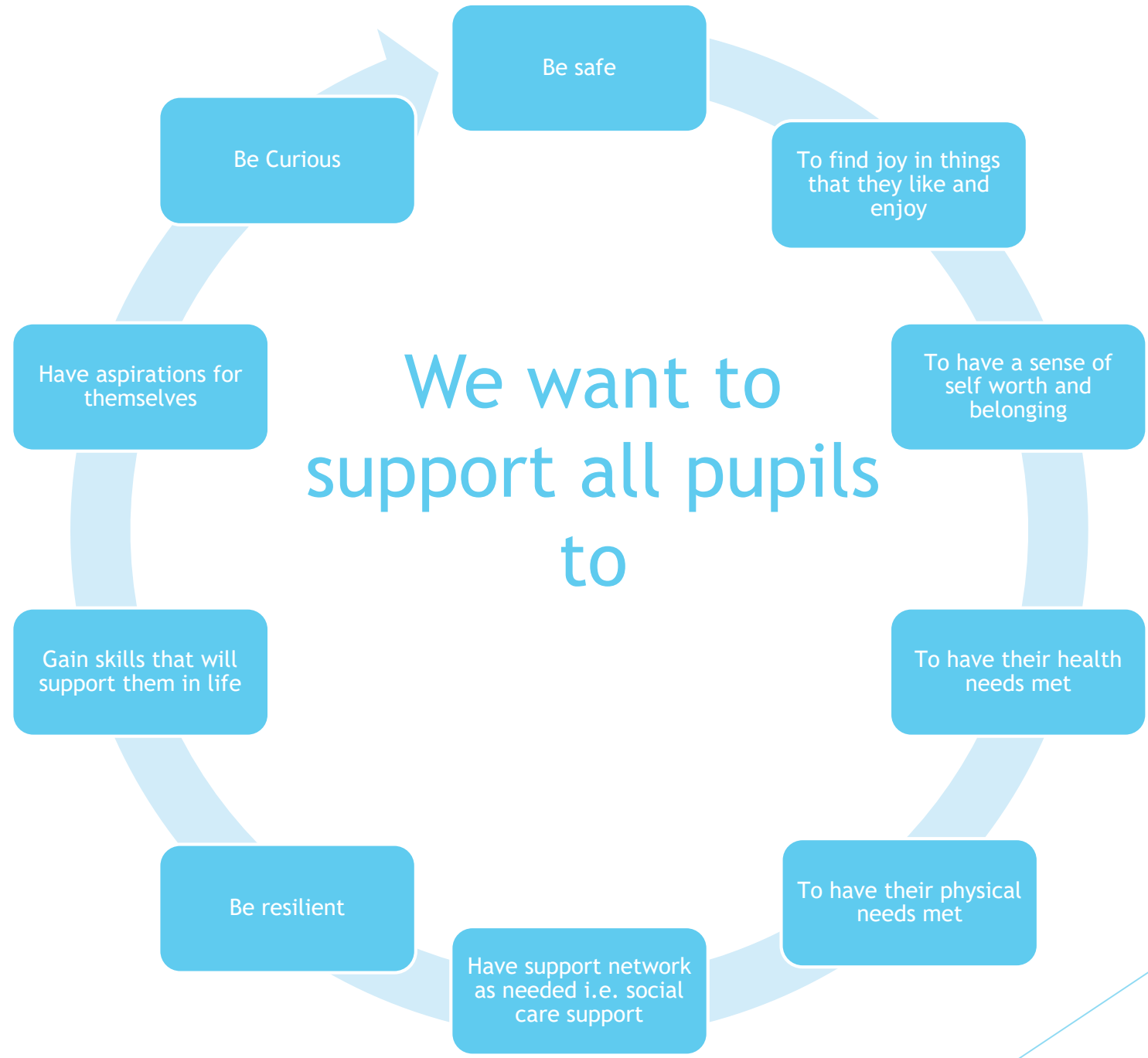
Their own voice and
autonomy

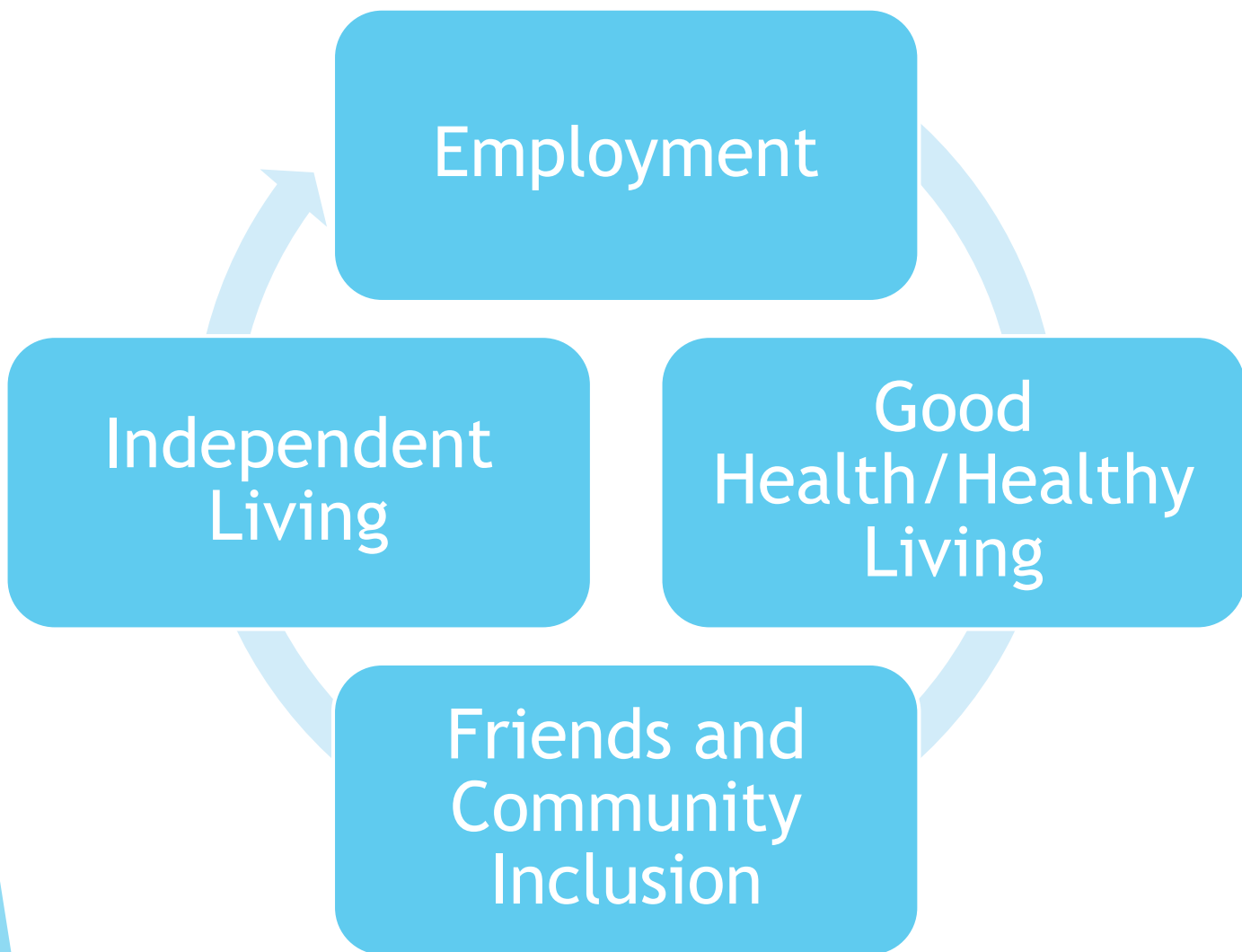
Techniques to support
own mental health
and wellbeing

Awareness of self and
own needs

Communication

We want to support all pupils to





Preparation
for Life:
throughout
every
pathway
and every
key stage

Whole School: Curriculum and Provision (Levels)

Pathway	EYFS	P1	P2 PD	P2 ASC	P3	P14
% of school	19%	16% (incl post 14 P1)	10%	13%	17%	25% (31% with P1)
No of classes	4	3	2	3	2	4
Levels covered	6	6	7	11	7	10
Levels	P1-Band 2	P1ii-P4	P3ii-P9	P2(i)-P10	P5-P11 (1 @ P2(ii))	P5-P14

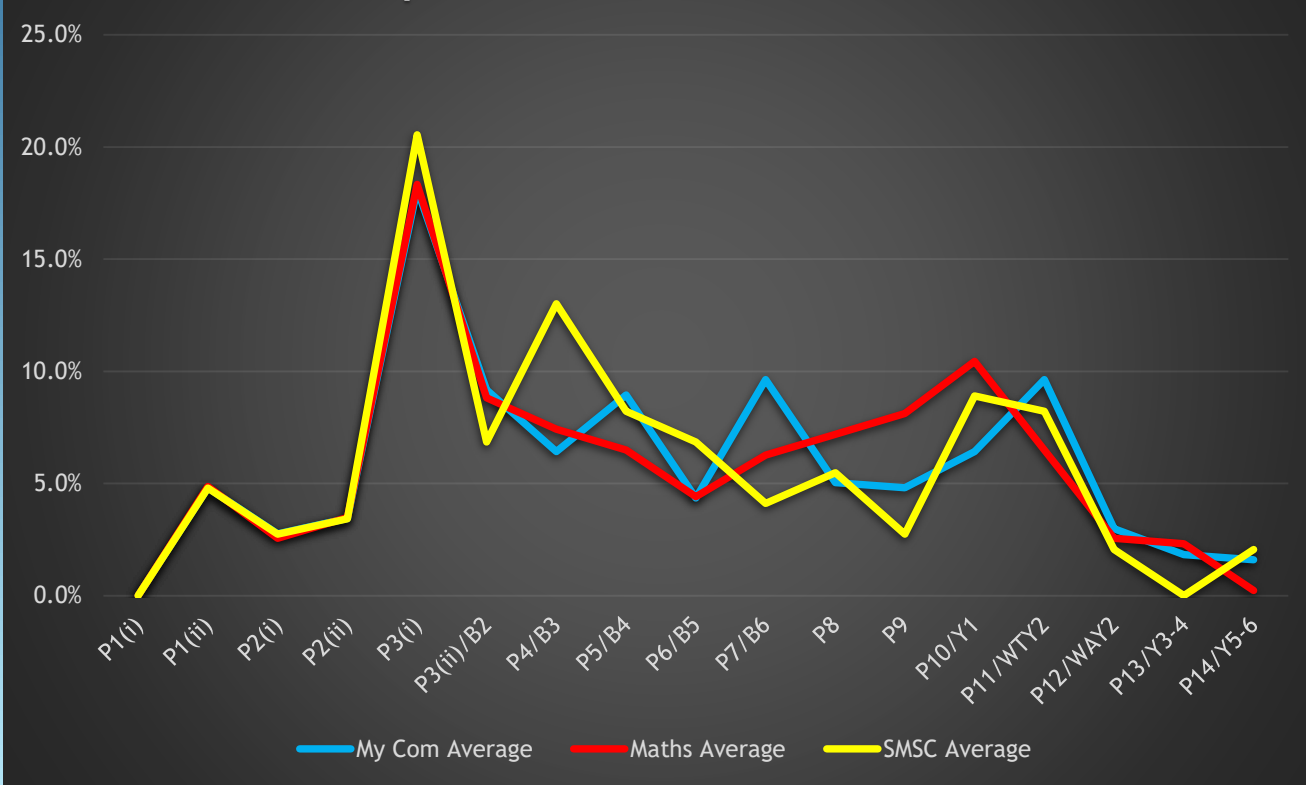
Percentage of pupil on which assessment system in school

NC Level	22.11%
Below NC level	77.89%
Within EYFS Levels	54.99%
Below EYFS levels (P1+P2)	10.96%
Engagement Model	65.94%
Pre-Key Stage Standard	19.35%

Percentage of pupil on which assessment system in school

Lower P Levels	EYFS Framework	WSP Steps Subjects
22%	17%	61%

Level Comparisons Across the Whole School



	Band 1		Band 2		Band 3		Band 4		PKS 1		PKS 2		PKS 3		Entry 1	Entry 2	Entry 3	FS 1	FS 1
EYFS 2021									Band 5		Band 6				Year 1	WT Y2	WA Y2	Year 3/4	year 5/6
WSP Steps	P1(i)	P1(ii)	P2(i)	P2(ii)	P3(i)	P3(ii)/B2	P4/B3	P5/B4	P6/B5	P7/B6	P8	P9	P10/Y1	P11/WTY2	P12/WAY2	P13/Y3-4	P14/Y5-6		
TOTAL	0	21	12	15	79	40	28	39	19	42	22	21	28	42	13	8	7		
My Com Average	0.0%	4.8%	2.8%	3.4%	18.1%	9.2%	6.4%	8.9%	4.4%	9.6%	5.0%	4.8%	6.4%	9.6%	3.0%	1.8%	1.6%		
TOTAL	0	21	11	15	79	38	32	28	19	27	31	35	45	28	11	10	1		
Maths Average	0.0%	4.9%	2.6%	3.5%	18.3%	8.8%	7.4%	6.5%	4.4%	6.3%	7.2%	8.1%	10.4%	6.5%	2.6%	2.3%	0.2%		
TOTAL	0	7	4	5	30	10	19	12	10	6	8	4	13	12	3	0	3		
SMSC Average	0.0%	4.8%	2.7%	3.4%	20.5%	6.8%	13.0%	8.2%	6.8%	4.1%	5.5%	2.7%	8.9%	8.2%	2.1%	0.0%	2.1%		
TOTAL	0	49	27	35	188	88	79	79	48	75	61	60	86	82	27	18	11		
Average	0.00%	4.84%	2.67%	3.46%	18.56%	8.69%	7.80%	7.80%	4.74%	7.40%	6.02%	5.92%	8.49%	8.09%	2.67%	1.78%	1.09%		



CURRICULUM IMPLEMENTATION

School Organisation

Pathways

- There are 5 pathways in school
- Foundation Stage, Pathway 1, Pathway 2, Pathway 3 and Post 14

Middle Leaders

- Each Pathway is led by a TLR
- Each HGS Curriculum Strand is led by a TLR
- Each UPS teacher has a focus to move forward a specific aspect of each HGS Curriculum strand

Schemes of Work

- Each Pathway uses schemes of work appropriate to the needs of the pupils
- Supports the delivery of the National Curriculum and pupils bespoke and individual needs

Leadership Organisation

Head Teacher

Oversees the operational and strategic work on the curriculum



Deputy Head teacher (Quality of Education)

Liaise with their teachers on how the curriculum is working for the pupils

Ensure that the curriculum is working in action in their departments

Plan the operational and strategic work on the curriculum

Work with the TLR post holders to continue to move the curriculum forward, ensuring coherent intention across all pathways

Reviewing the impact of the curriculum, within the school and against external examples

Using data in the school (teacher appraisals, pupil progress, HT observations) to review impact of the curriculum



Assistant Head teachers

Supporting the success of the curriculum through their own areas of responsibility (PBS to break down barriers to learning / personal development through enhanced curriculum)

Ensuring the operational running of the departments and the classrooms, to allow successful delivery of the curriculum



TLR Post Holders: Pathway Leads

Working with each other for consistency, and with their own pathway teams

Ensuring consistency and standards of expectations across their own pathway

Creating a curriculum that meets the learners needs, the schools ethos and is based in current pedagogy



TLR Post Holders: HGS Curriculum Stands Leads

Looking at how core HGS curriculum strands flow through every pathway and every key stage

Support the moderation of these subjects/areas: against each other, against assessment frameworks, against external parties

Create, implement and manage HGS frameworks i.e. we are all readers, that pull together all pathways and current pedagogy



UPS Teachers: Supporting an area of the HGS Curriculum

My Communication: We are all readers
My Communication: We are all writers
My Learning: Maths Mastery Curriculum

My World: Cultural Capital
Myself: Preparation for life across the school / Careers
Myself: PSHE curriculum and Sex Factor training

My Body: Achieving Active Gold Active Mark
Creative Me: Achieving Arts Mark

Journey Through School

FS

- Includes nursery (when needed), reception and KS1
- Preparing pupils for school and for learning
- Assessing pupils individual needs, requirements and access routes to the curriculum
- Pupils making progress at their individual levels in line with Foundation Stage expectations

KS2 + KS3

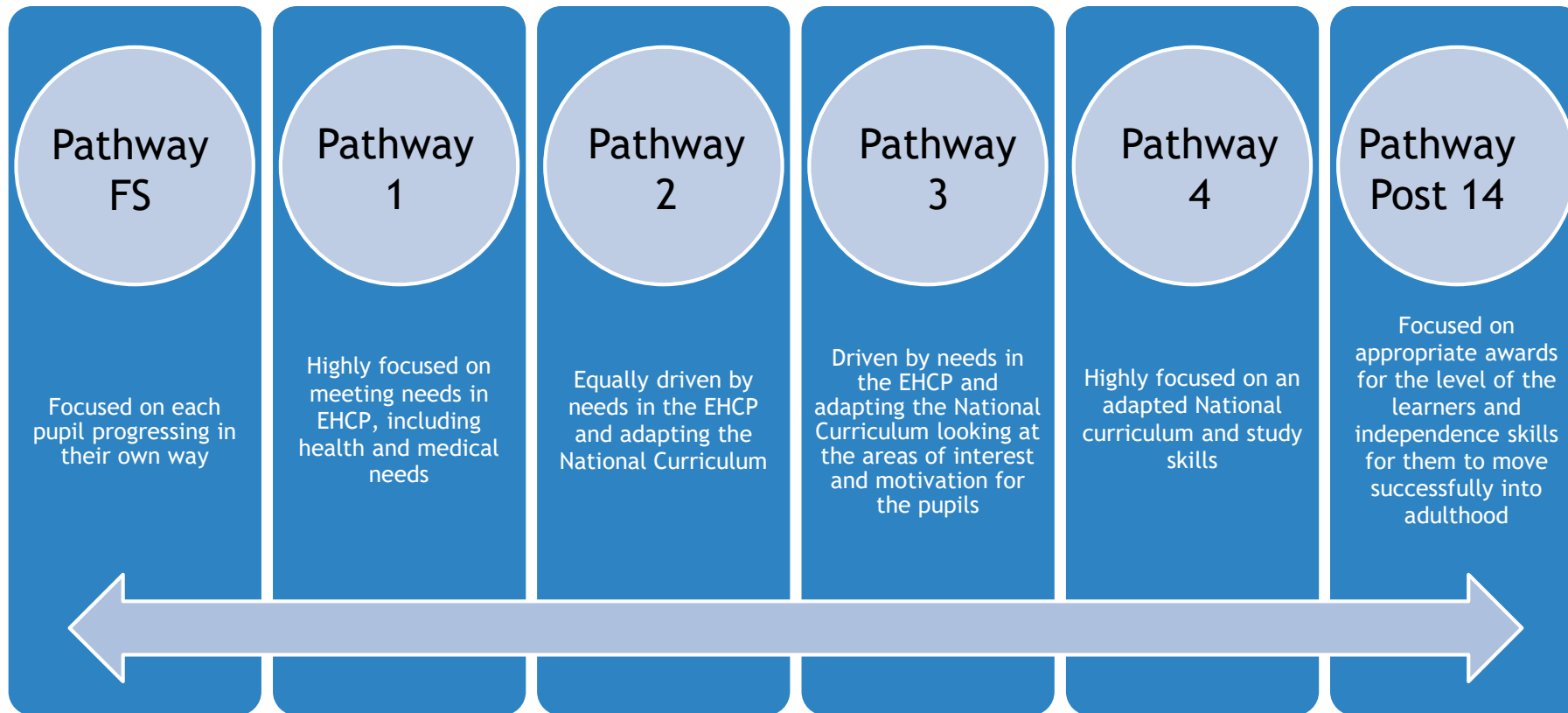
- Pupils move into pathway 1, pathway 2 or pathway 3 depending on EYFS holistic assessments
- Focus on experiencing a rich curriculum that enables ECHP to be fully embedded
- Flexibility to move through the pathways as pupils need
- Pupils can move from pathway 2 to pathway 3, as their barriers to learning are reduced

Post 14

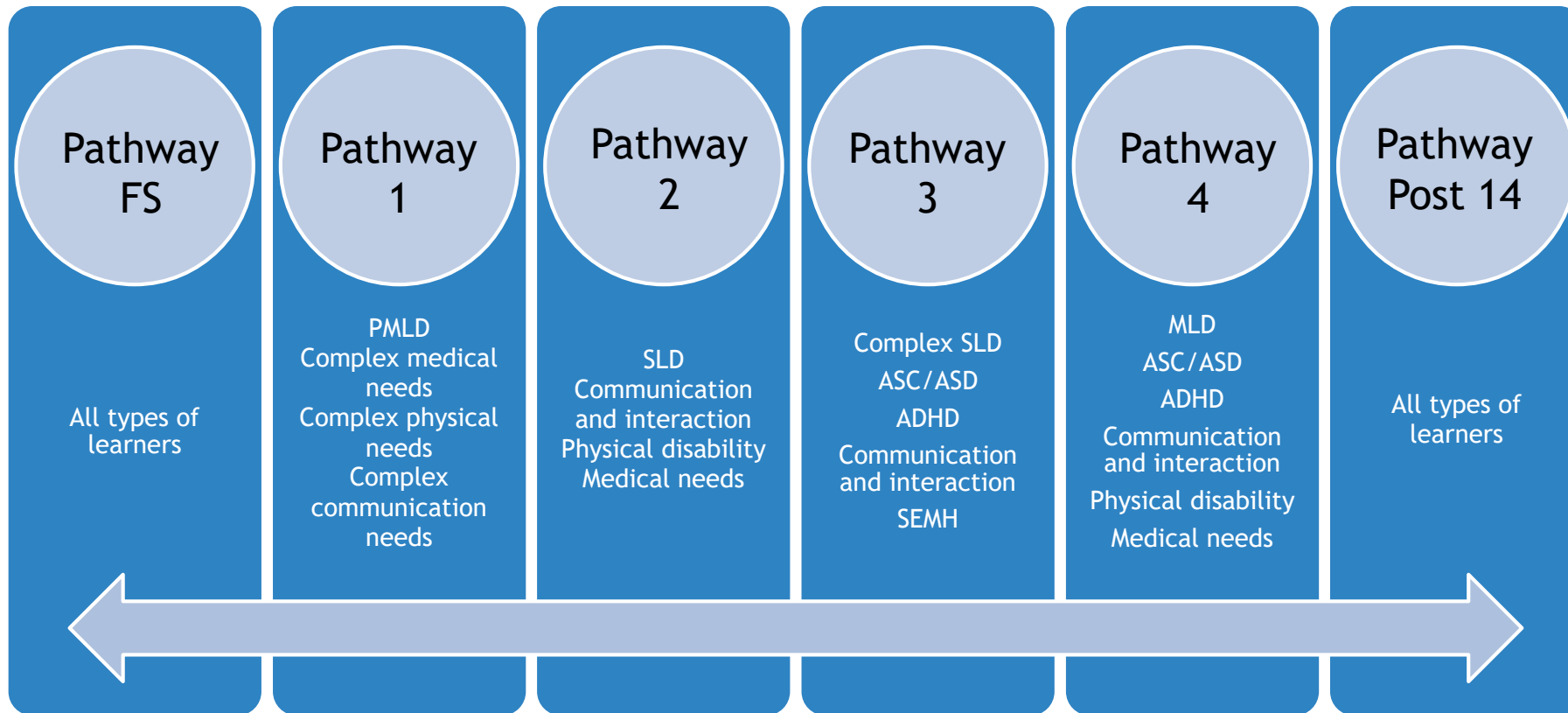
- Includes KS4 and Post 16
- Pupils continue to work in the pathway style that they experienced in KS2/KS3
- Focused on appropriate awards for the level of the learners and developing independence skills for them to move successfully into adulthood
- Preparing pupils for life after Hebden Green and the holistic skills they will need
- Gives pupils the time to develop their confidence and understanding about their future choices and areas that are of interest to them
- Confidence and independence in the world outside of HGS

Please note that pupils can move across the pathways, as well as through the key stages

National Curriculum and the EHCP

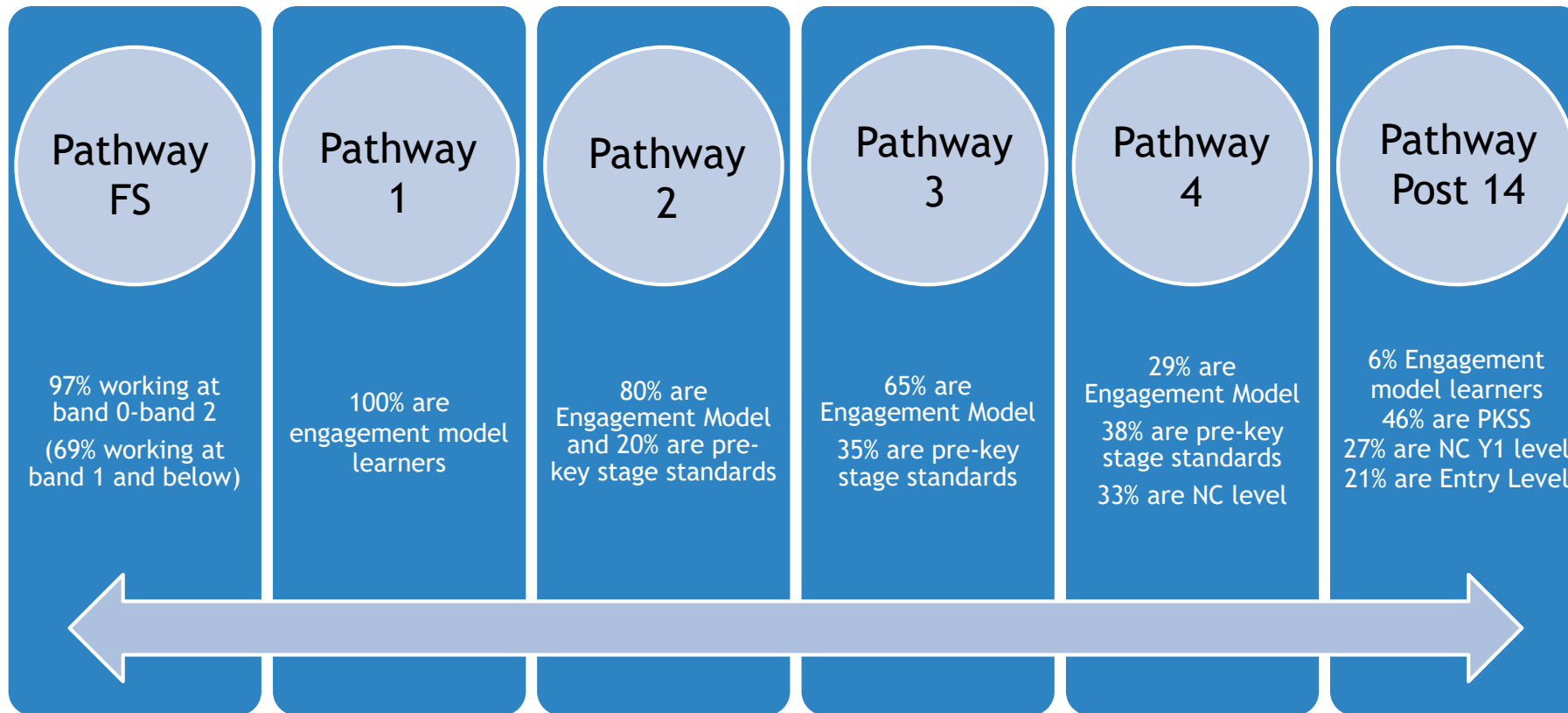


Learner profiles across the Pathways*



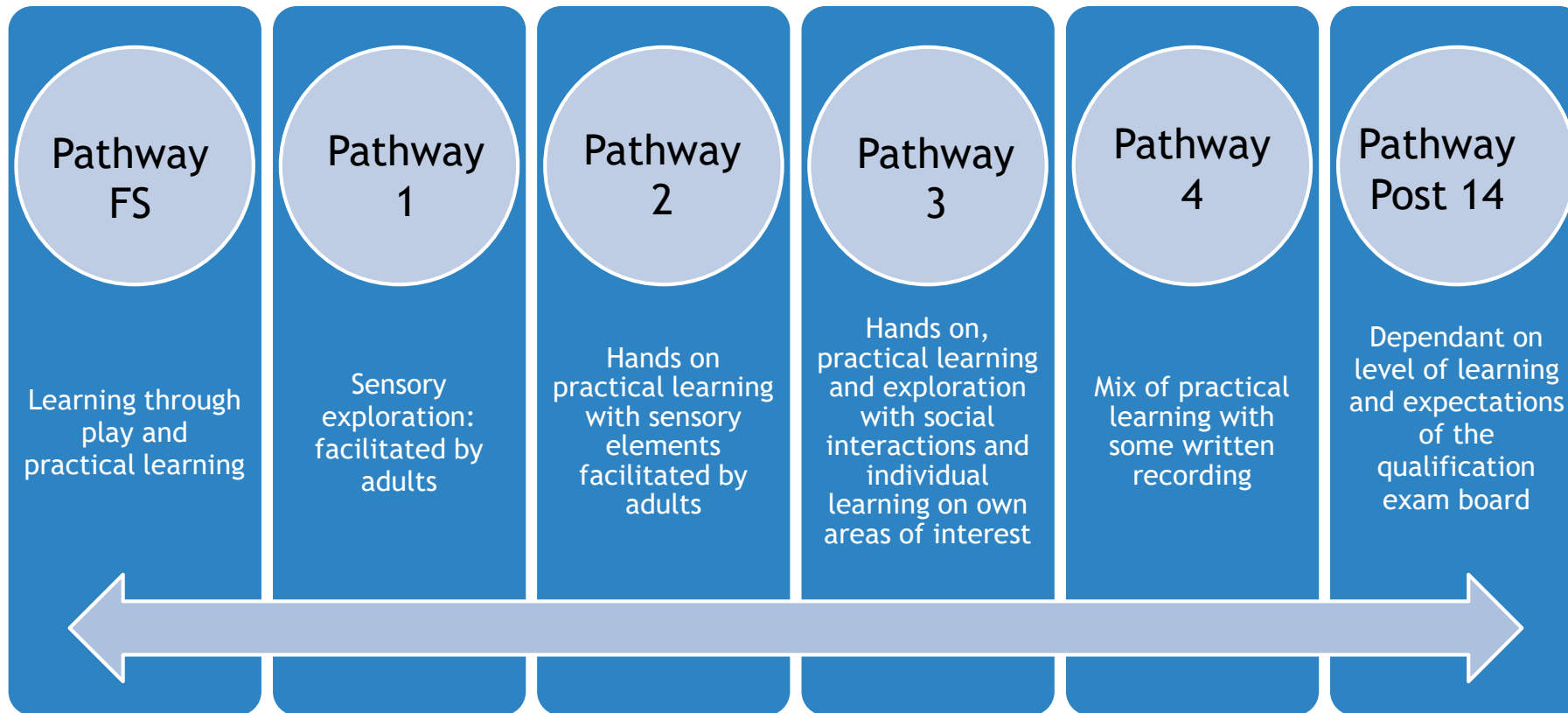
*This is a general overview, but pupils will work in the pathway that best meets their needs, irrespective of which pathway their learner profile aligns with

Learner profiles across the Pathways*



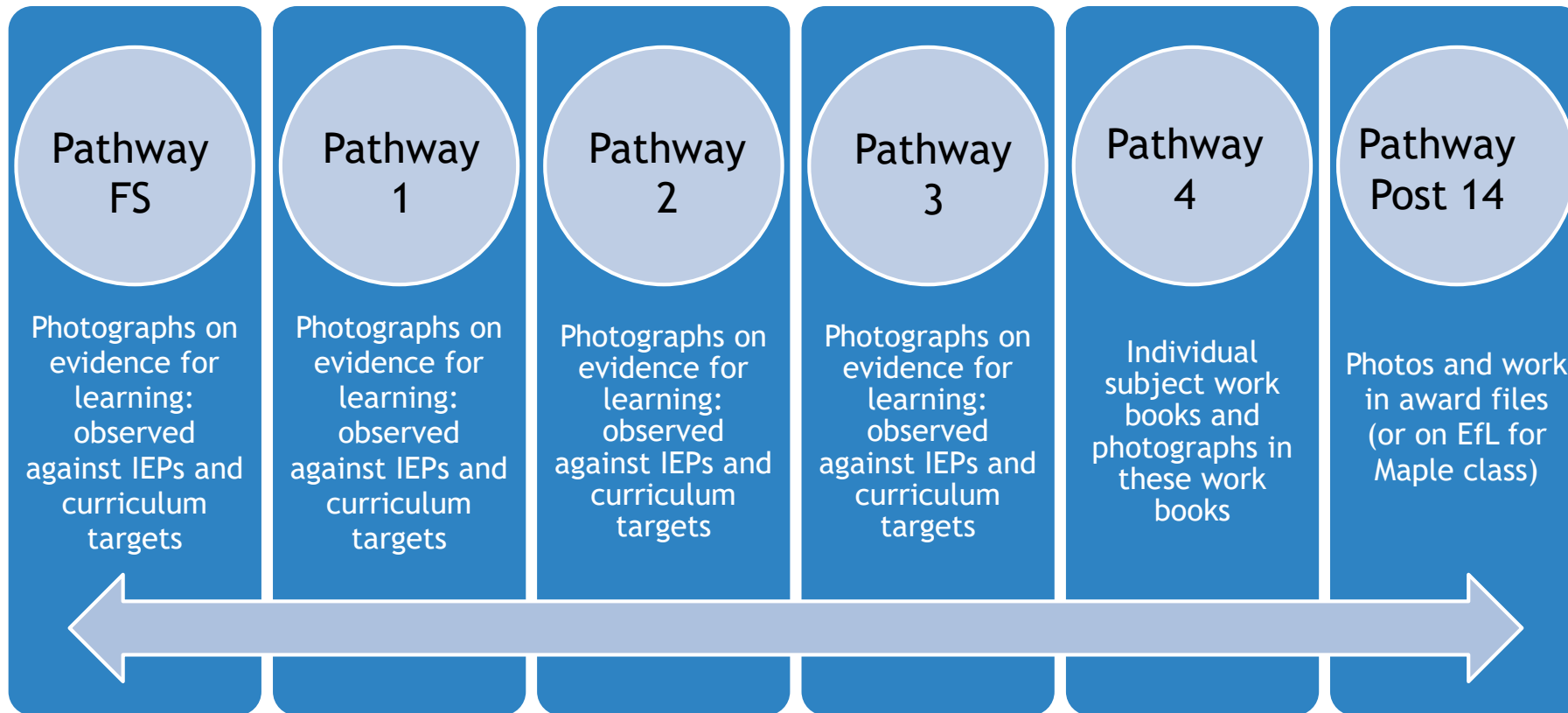
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Types of learning seen in the classroom*



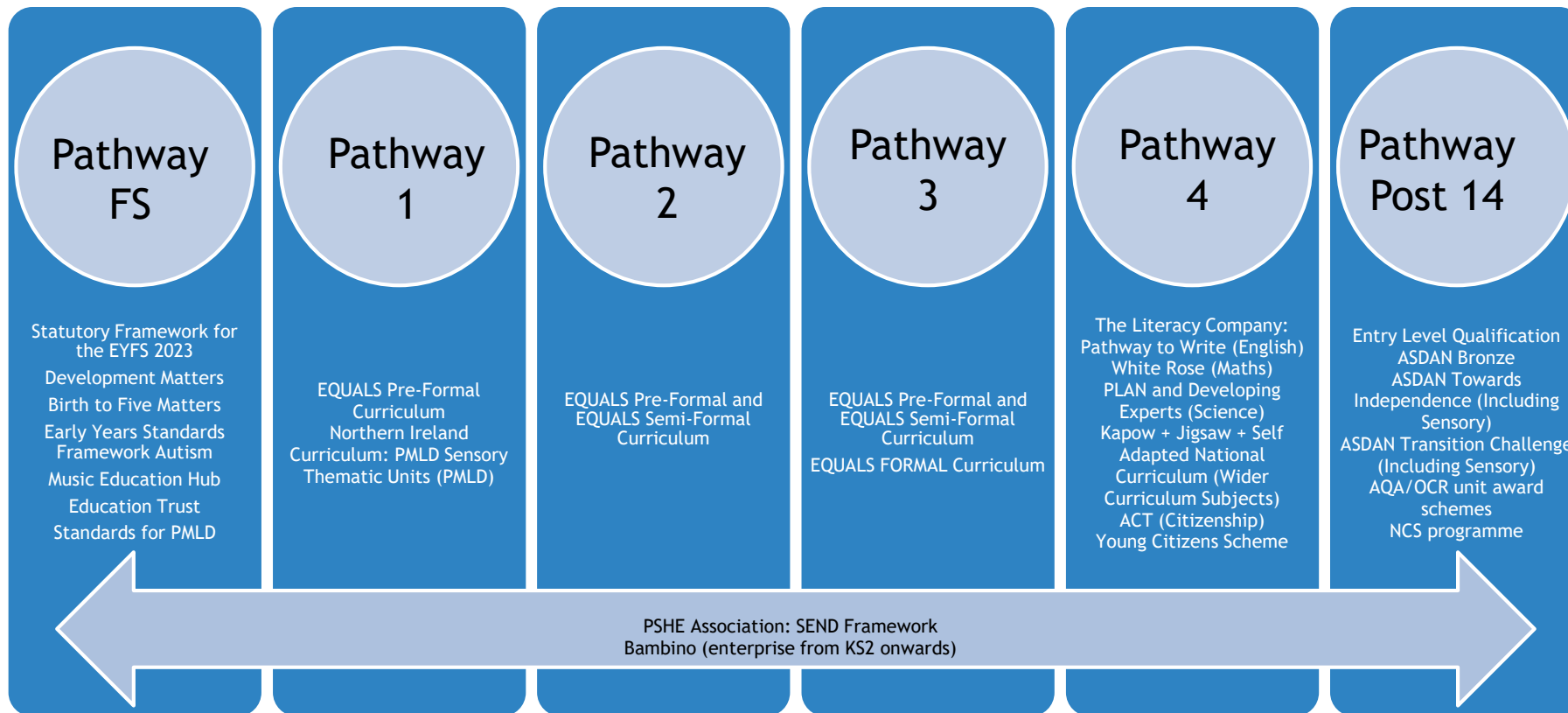
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Evidence gathered to show how pupils achieve aims of the curriculum and their cumulative knowledge *

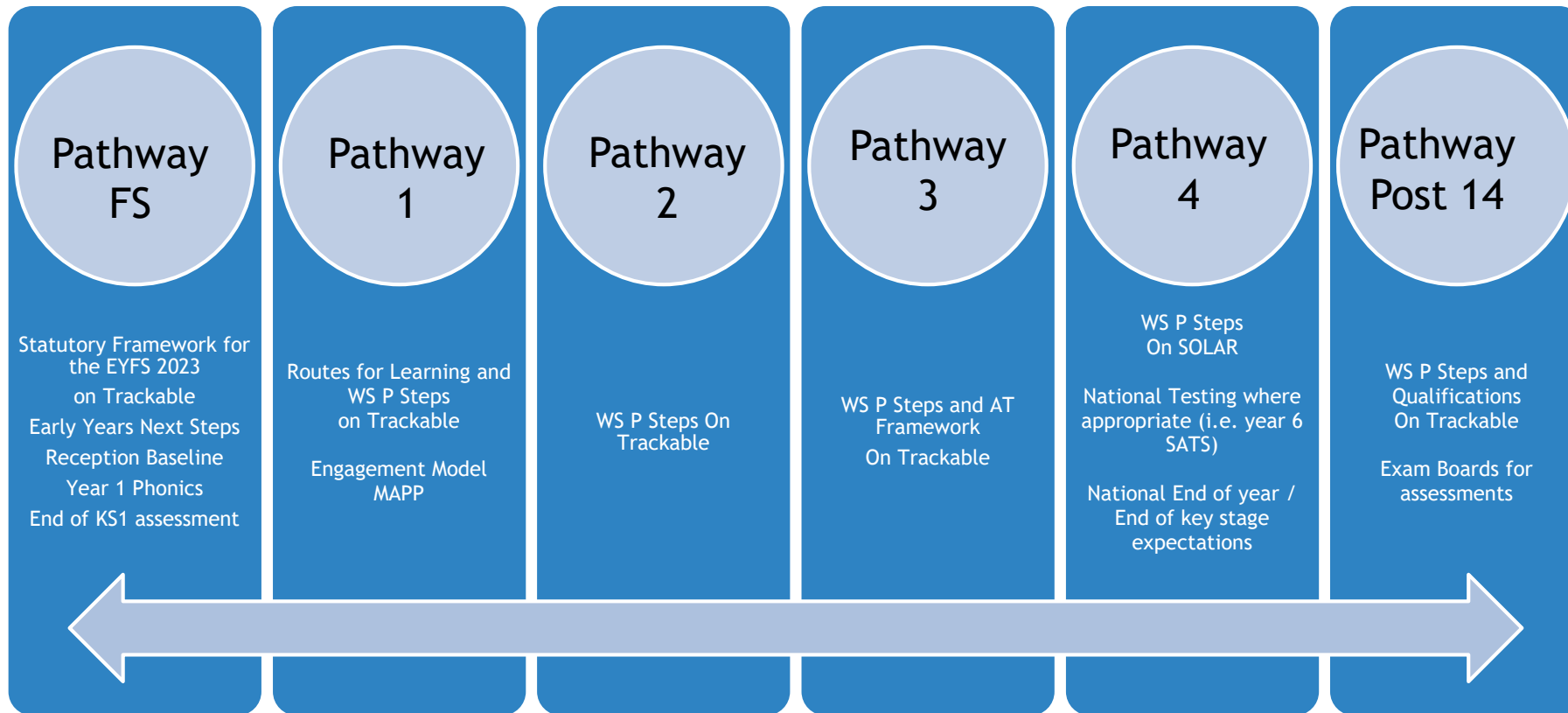


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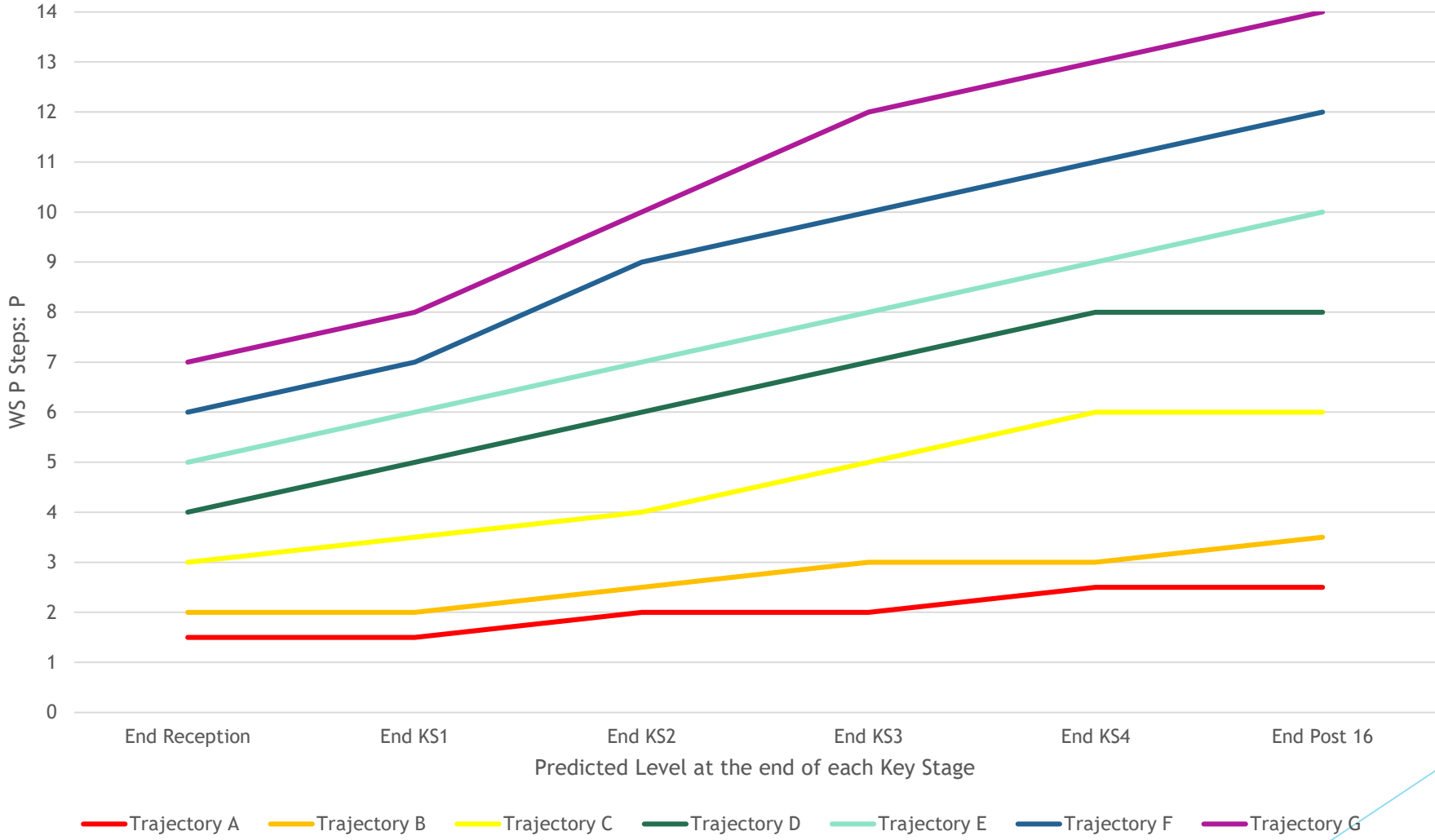
Schemes of Work to support appropriate delivery of the National Curriculum



Assessment



Pupil Progress throughout their time at Hebden



High expectations and strong progress

We can defend “high expectations + strong progress” through **statutory alignment, external reference points, and robust quality assurance.**

- **Progress is demonstrated through multiple lenses (not a single data point):**
 - Distance travelled from starting points (small steps over time)
 - Reduced scaffolding + independence
 - Generalisation across contexts (skills used with different adults/lessons/settings)
 - Progress towards EHCP outcomes + IEP targets (reviewed regularly)
- **External reference points for formal learners (primary):**
 - Where appropriate, formal learners also take **statutory national assessments** (e.g. Year 1 Phonics; KS2 statutory assessments)
- **Assurance: “How we know our judgements are secure”**
 - **Statutory alignment:** Engagement Model / Pre-key stage standards used correctly
 - **Triangulation:** assessment data + work samples + observations + communication evidence + independence evidence
 - **Moderation & QA:** internal moderation; SLT sampling and professional dialogue
 - **Governance:** leaders can sample anonymised case studies and test evidence against framework expectations

Morning

Taught Skills

Literacy (reading, writing, S&L)

Maths

Oracy

Physical: Fine and Gross motor skills

Social skills and interactions

Independence

Emotions

Afternoon

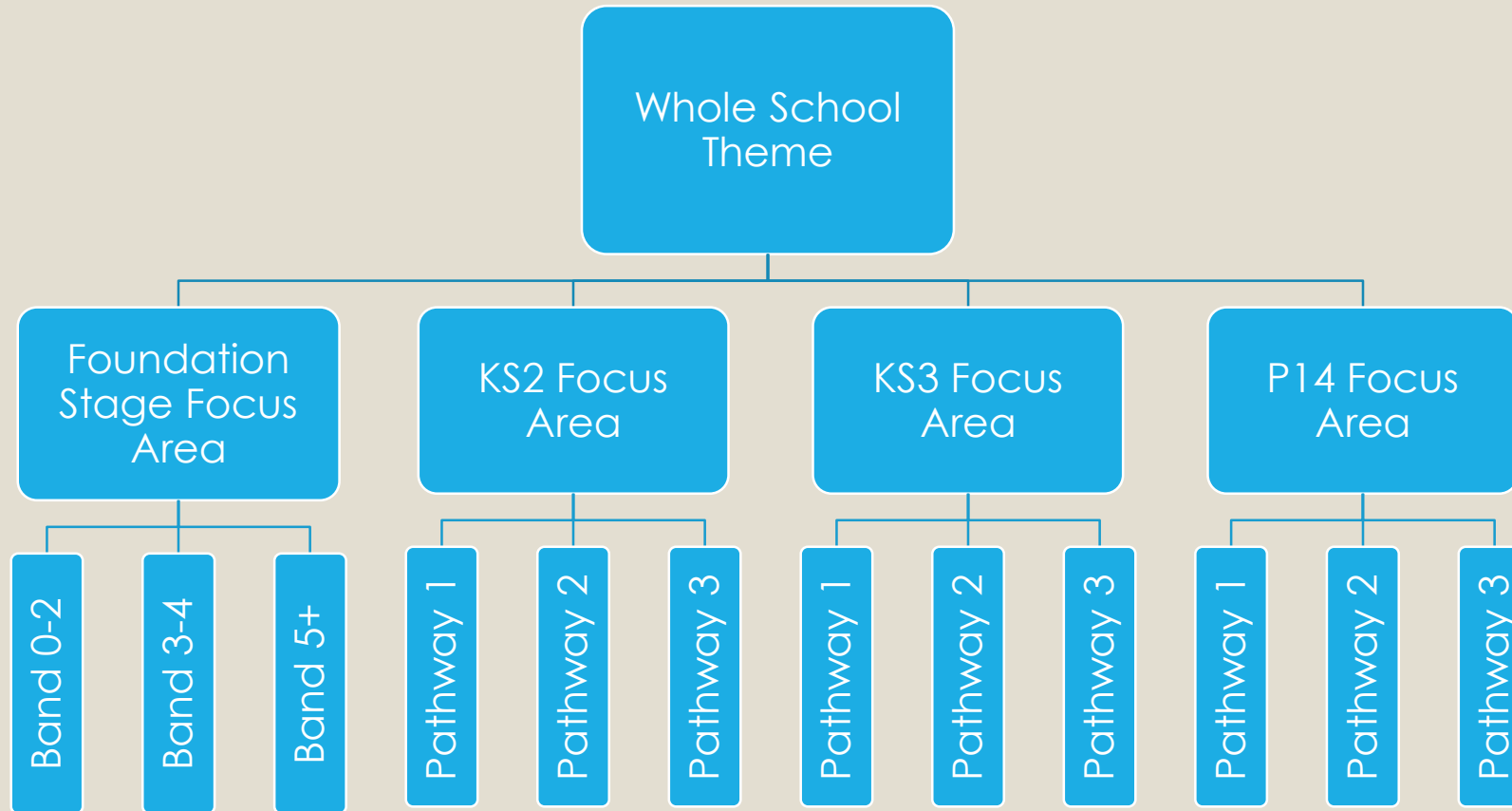
Apply and Practice Skills

Apply skills through Expeditionary Learning

Practice and apply skills taught in the morning

Use the foundation subjects and science as the motivators to apply skills

Use multiple skills and knowledge and pull together in a final project



4-Year Expeditionary Learning Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2/Summer 1	Summer 2
Key Driver	Community and Culture	How things work	Exploring the Past	Nature and Environment	Our World Near and Far
Main NC link	RE / SMSC	Science: Physics / U&A	History	Science: Biology / Chemistry	Geography
Secondary NC links	Music / Dance / Art / History	D+T / Computing / History	Geography / Art	Geography / Citizenship/PSHE	Science
Skills Builder Focus					
Year 1	Spice up your Life	Into the Unknown (exploring Space)	Horrible Histories	Food and Farming	Life under the canopy
Year 2	Tales of the Imaginary	Lights, Camera, Action	Building the Past	Animal Kingdom	Wish You Were Here
Year 3	Going for Gold	The Beat of our Hearts	Travelling through Time	When the Earth shakes and the skies roar	Our Planet (Green Planet / Blue Planet)
Year 4	Celebrate Good times	Water and Works, a local study	Discoveries that changed the world	Plant Power	Around the World in Many Ways

HGS Curriculum is split into 6 broad areas: The HGS Curriculum Strands

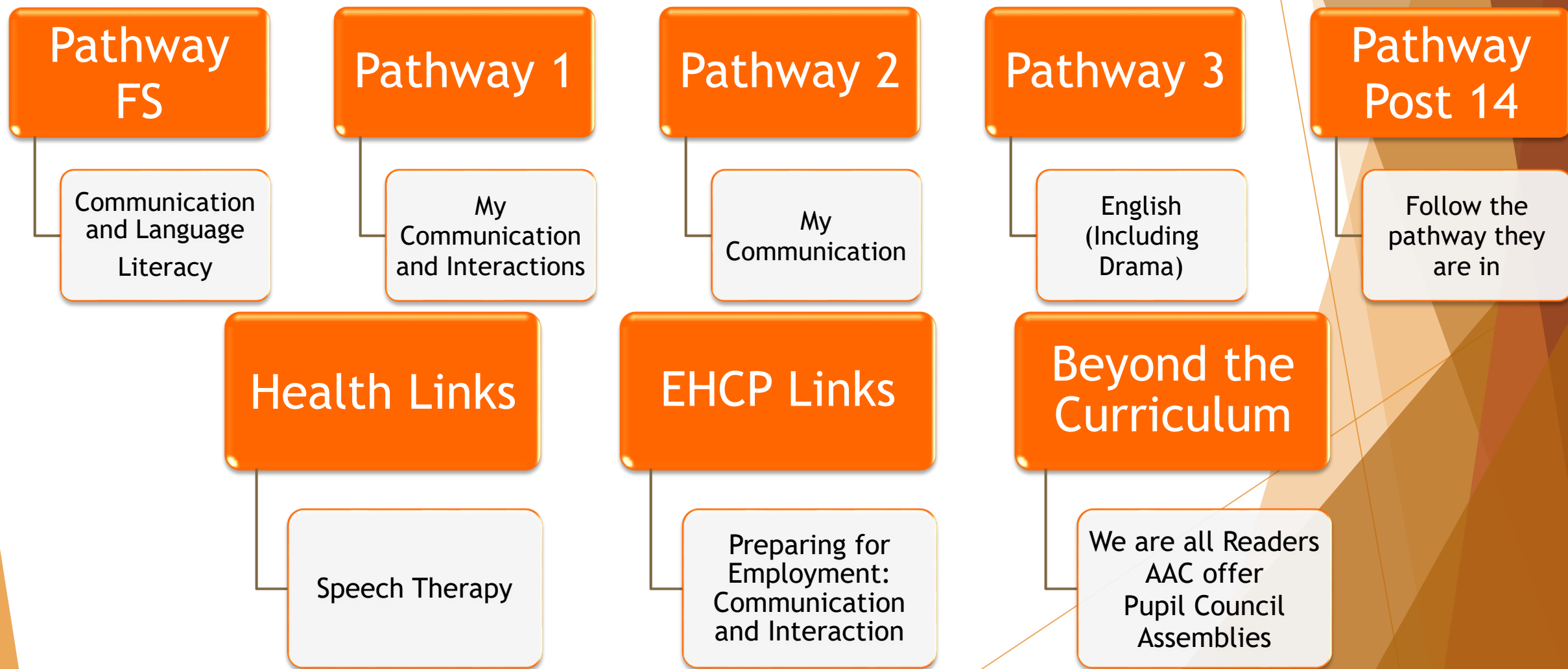
HGS Curriculum Strands

- ▶ **My Communication**
- ▶ **My Learning**
- ▶ **My World**
- ▶ **Myself**
- ▶ **My Body**
- ▶ **Creative Me**

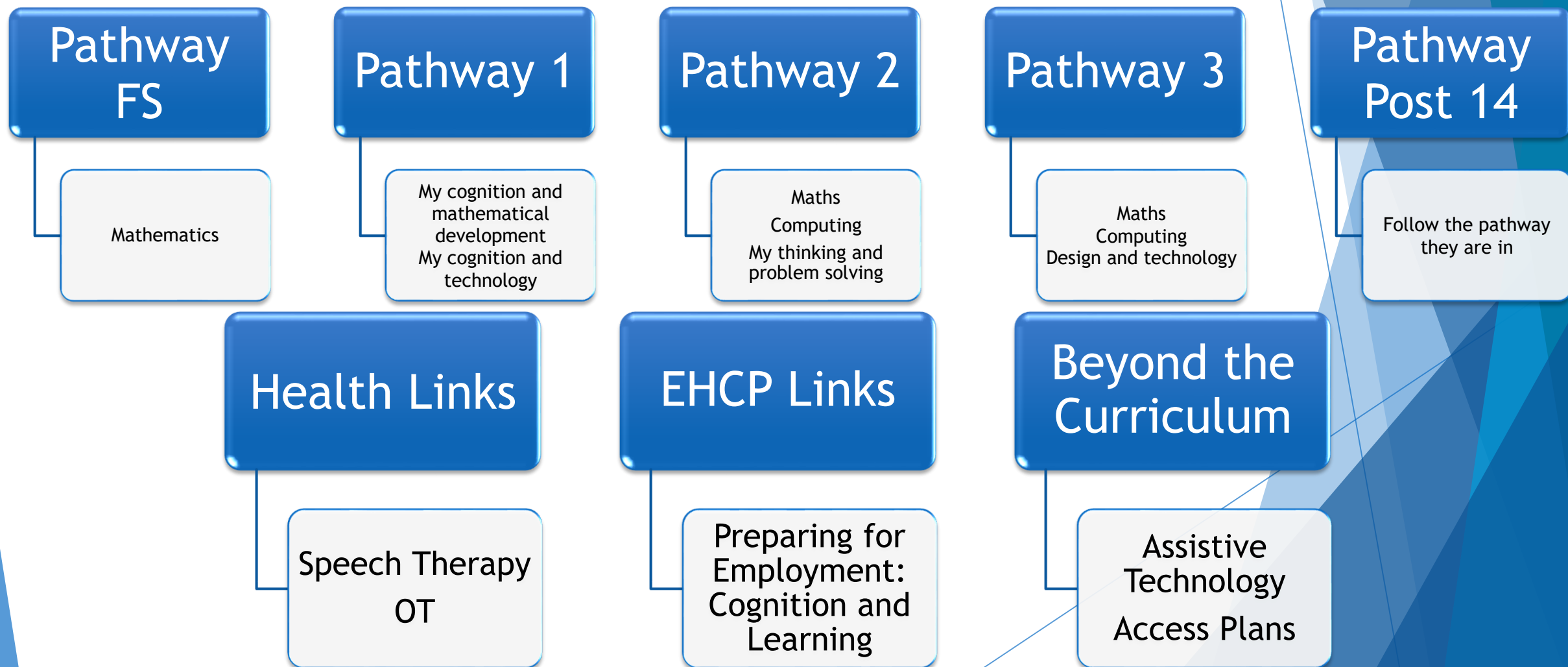
Curriculum Implementation

- ▶ The curriculum is bespoke for each pathway.
- ▶ It is designed to be ambitious, while meeting the needs of pupils across the school
- ▶ We ensure pupils have access to the full range of subjects for as long as possible
- ▶ Coherently planned curriculum across these 6 areas

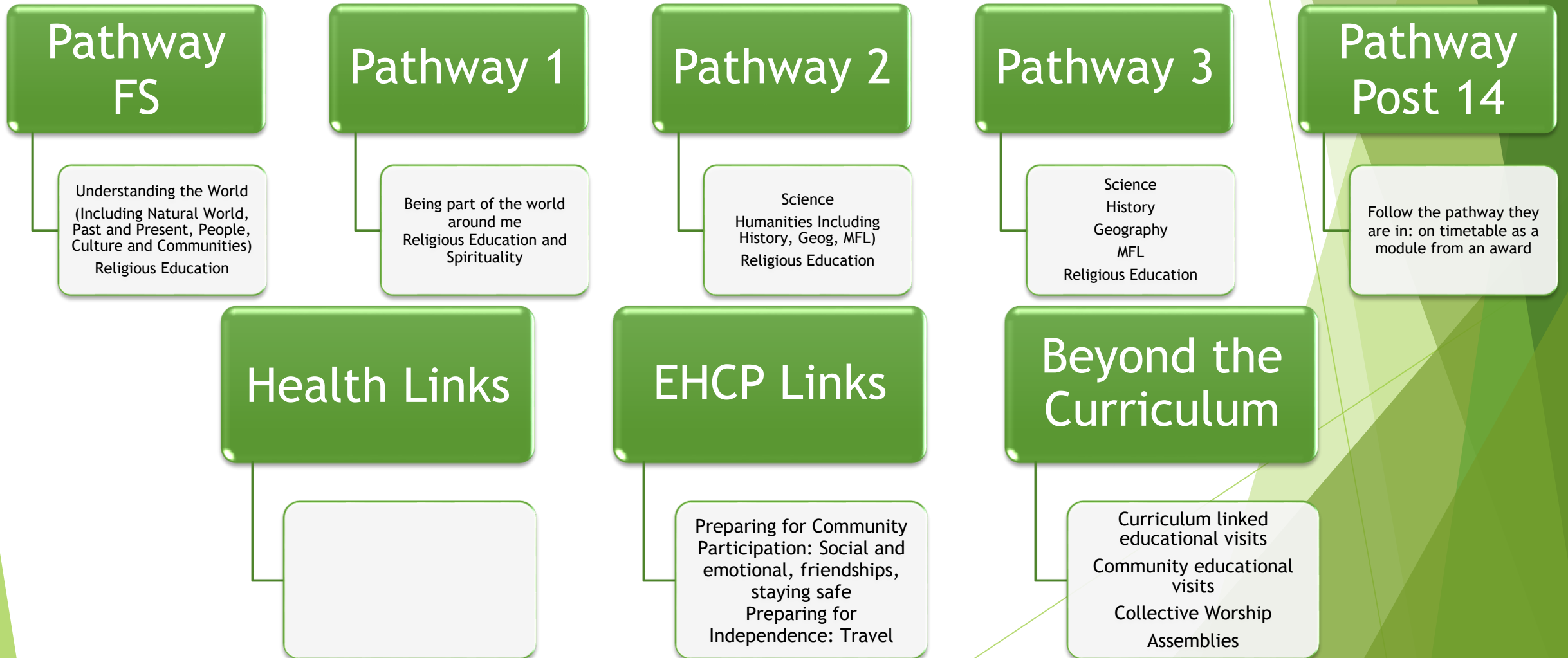
My Communication across the pathways and the school



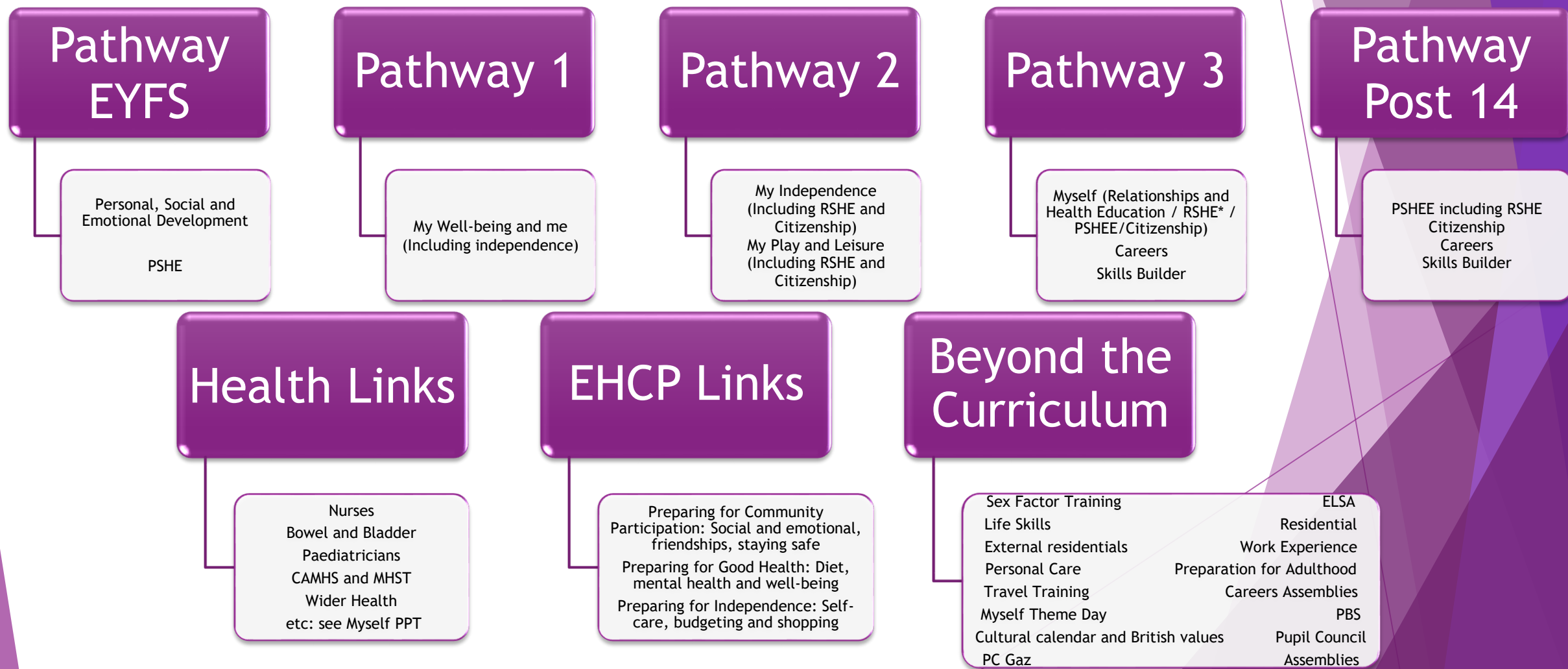
My Learning across the pathways and the school



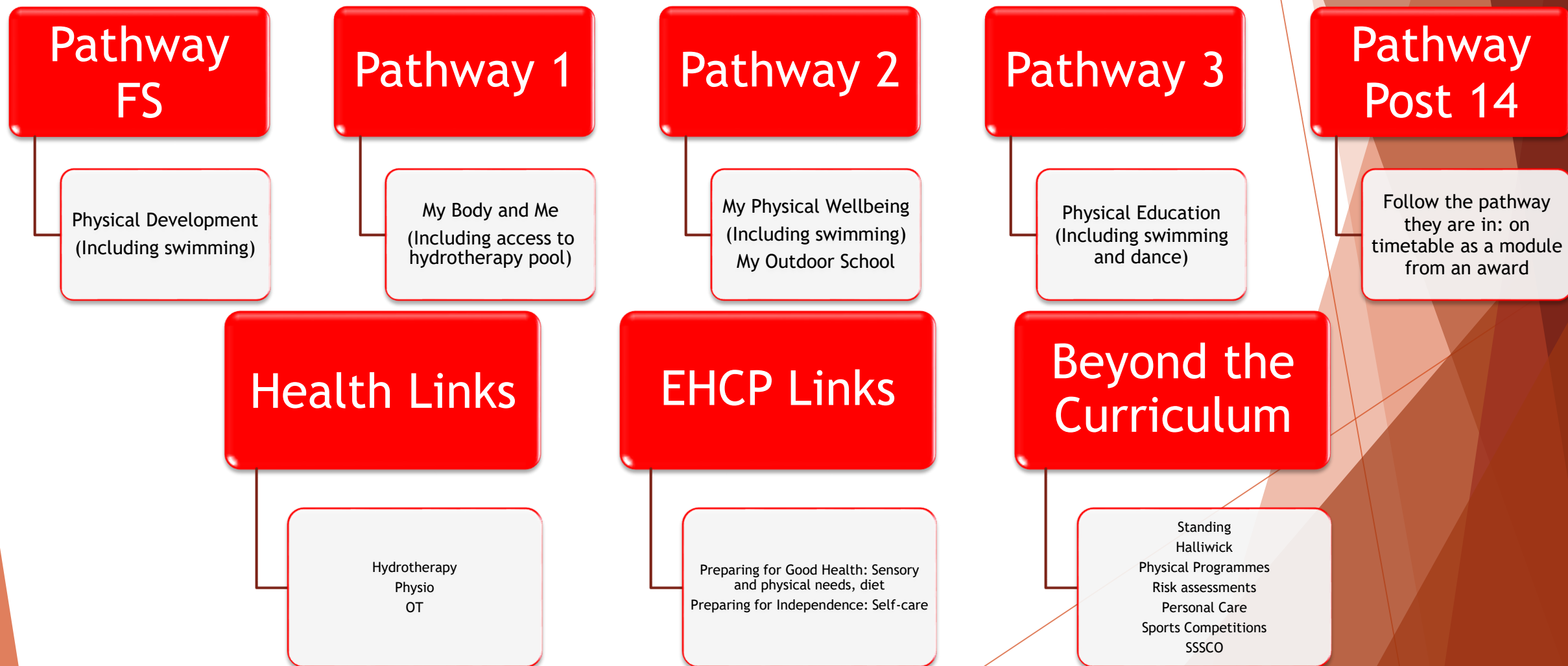
My World across the pathways and the school



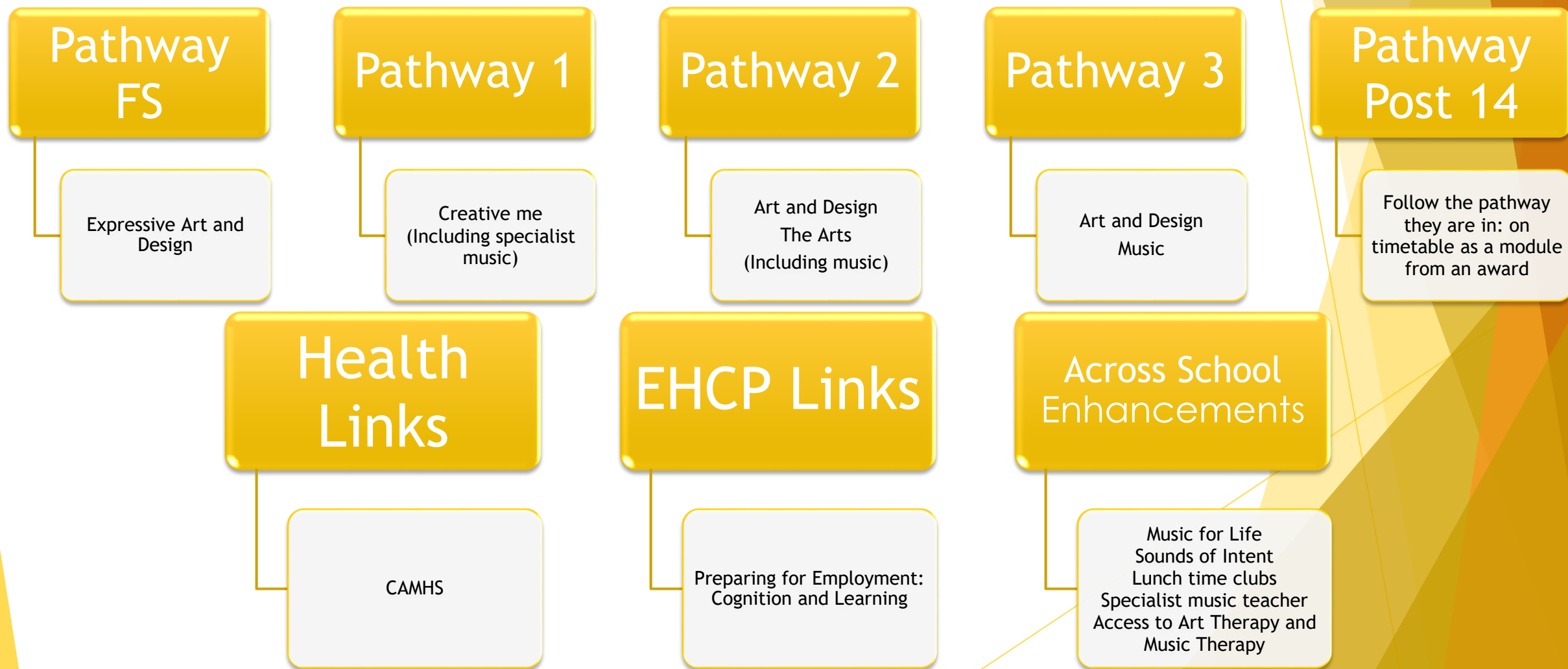
Myself across the pathways and the school



My Body across the pathways and the school



Creative Me across the pathways and the school



School Enhancements for this HGS Curriculum Strand - We are all readers:

At Hebden Green, Reading is a whole school provision where all pupils are readers at individual levels and through a variety of approaches

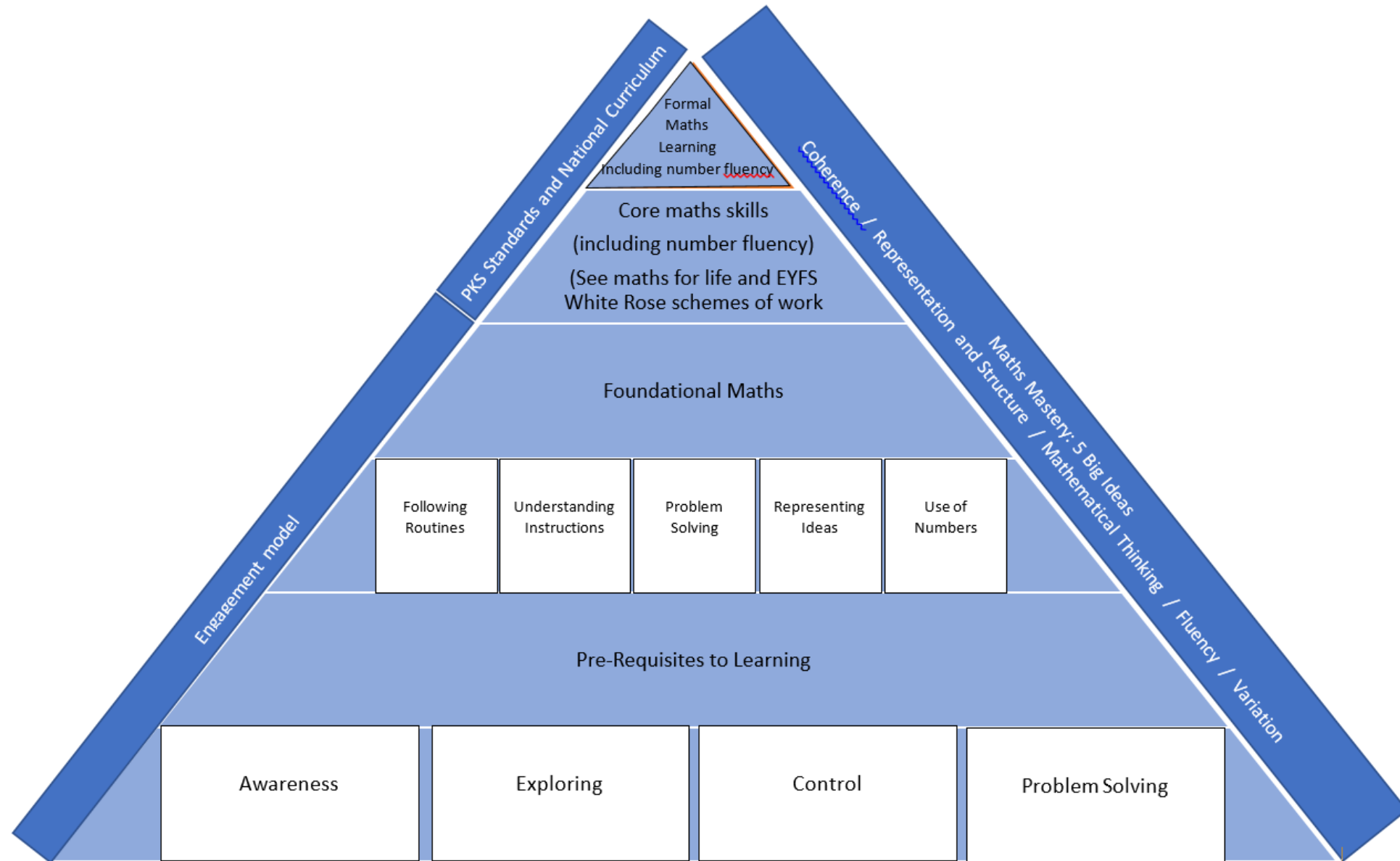
Children use various forms of AAC and access methods to enable them to read using the following approaches													
Self-awareness	Intensive interaction	Body signing	Objects	Photographs	Symbols	See and Learn			Phonics	Post phonics (Purple - Lime KS1)	Post phonics (Copper - Emerald KS2)	Free reader (Sapphire - Pearl +)	Braille
						Picture s/Vocab	Words/phrases	Sentences					
← Song of sounds Stage 0 part one →													
Guidance and tools staff to use to support these approaches													
Practical guide - bodily awareness document	Hebden Green Intensive interaction framework Intensive	Hebden Green cueing in document			Hebden Green PECS progression framework PECS training PowerPoint	See and learn staff guidance See and learn assessment booklet See and learn resources on x-drive See and learn expectations	Song of sounds stages boxes - teachers guidance and resources Big Cat Collins assessments, books Phonics expectations				Literacy Braille contract on checklist on x-drive Fantastic fingers program - on x-drive		
Linked staff to support these approaches within school													
Terri Owen Rebecca Stedman					Lisa Anderson James Doran Emma Council	Emma Council Annabel Kennedy	Rebecca Dawes Annabel Kennedy Laurence Cooper	Rebecca Dawes		Tara Davis			

School Enhancements for this HGS Curriculum Strand - We are all writers:

At Hebden Green, writing is a whole school provision where all pupils are writers at individual levels and through a variety of approaches. We recognise that for some pupils at Hebden, traditional 'writing' becomes a physical skill rather than an expressive skill, therefore we believe it is our role to ensure our pupils are able to record and express their voice and opinions in a way that is appropriate and functional to them.

Children use various forms of AAC and access methods to enable them to 'write' using the following approaches										
Sensory exploration	Mark making	Mark making and drawing to communicate a meaning	Symbolic writing			Formal writing				
			Level 1 - one key word	Level 2 - simple phrases	Level 3 - sentence	Level 1 - word level	Level 2 - phrases	Level 3 - sentence	Level 4 - Application of SPAG	Level 5 - Extending writing
Guidance and tools staff to use to support these approaches										
Messy play texture hierarchy	Fantastic fingers program	HGS Writing sequence of learning guidance	Hebden Green PECS progression framework			HGS Writing sequence of learning guidance				
HGS Writing sequence of learning guidance	HGS Writing sequence of learning guidance		Colourful semantics Clicker writing PECS, coreboards boardmaker			Progression of keyboard skills				
						Clicker online help Literacy Company				
Linked staff to support these approaches within school										
Terri Owen	Terri Owen	Annabel Kennedy	Lisa Anderson James Doran Emma Council Lisa McNamara			Annabel Kennedy				
Rebecca Stedman	Rebecca Stedman					Rebecca Dawes				
	Annabel Kennedy					Laurence Cooper				

Whole school maths pyramid



CURRICULUM IMPLEMENTATION

Meeting the SEND Needs

Implementation of the curriculum and meeting the SEND needs of the pupils

- ▶ We have an ambitious curriculum for our pupils but it is imperative that:
 - ▶ We are also teaching pupils skills, that they can take into adulthood, that they can use to overcome their barriers
 - ▶ This is a whole curriculum in itself, and the need for it within the school needs to be recognised and understood
 - ▶ Without pupils developing these skills and skills to access learning, they will not be able to access a subject based curriculum
- ▶ We always need to be mindful of the intent of our curriculum and ensuring that we are keeping that at the heart of our implementation
- ▶ The curriculum must be implemented with SEND approaches and techniques, by highly trained SEND specialist - it is an expectations that SEND specific teaching techniques will be seen in all curriculum implementation

CURRICULUM IMPLEMENTATION

Support for teachers and their workload

Ways teacher workload is supported

- ▶ PPA can be taken off site
- ▶ An additional day a half term to complete pupils assessments including IEPs = 6 additional days a year
- ▶ Introduction of Evidence for Learning to reduce time collating pupils work
- ▶ Focus on intention of the lesson and a move away from marking 'work'
- ▶ Reduced length of annual reports
- ▶ Time given in teacher development sessions for assessments and reports
- ▶ Teachers lunch times are maintained
- ▶ Annual reviews held within the school day, at a time teacher would be in the classroom to ensure time not taken from breaks of PPA
- ▶ Actively support and encourage work-life balance
- ▶ SLT model different arrival and end times
- ▶ Only 1 meeting a week for teachers and accounted for within their hours
- ▶ Teachers not expected to support any events by 'Team Hebden' unless it is something that they want to do
- ▶ No phone calls to class during teaching time from admin
- ▶ No emails before 8am and after 5pm - to be sent or received by anyone within HGS (emails to be scheduled if sending outside of these times)
- ▶ TLR's have completed the long term mapping and found suitable schemes to support Medium Term planning
- ▶ Further learning supported - see next slide


Best Practice and Wider Working

How we keep abreast of best practice

- ▶ Teachers on NPQ programmes: NPQSL, NPQML, NPQLBC, NPQLL
- ▶ Maths UPS lead and My Learning TLR lead both on Maths Mastery Training
- ▶ CAT Subject groups
- ▶ CWACSS SLT curriculum working group
- ▶ CWACSS subject groups: English, Maths, PSHE, Post 16/Careers
- ▶ Part of the Pledge (CEC)
- ▶ Teacher Development meetings
- ▶ Bespoke CPD
- ▶ National Awards: Arts Mark and Active Mark
- ▶ Level 7 Careers Leader Qualifications

Research and Practice

- ▶ We work outward facing at all levels to ensure our provision remains current and responsive to changing local, regional and national developments.



CURRICULUM IMPACT

HGS Learning Tornado: Cyclical Learning, Raising Expectations

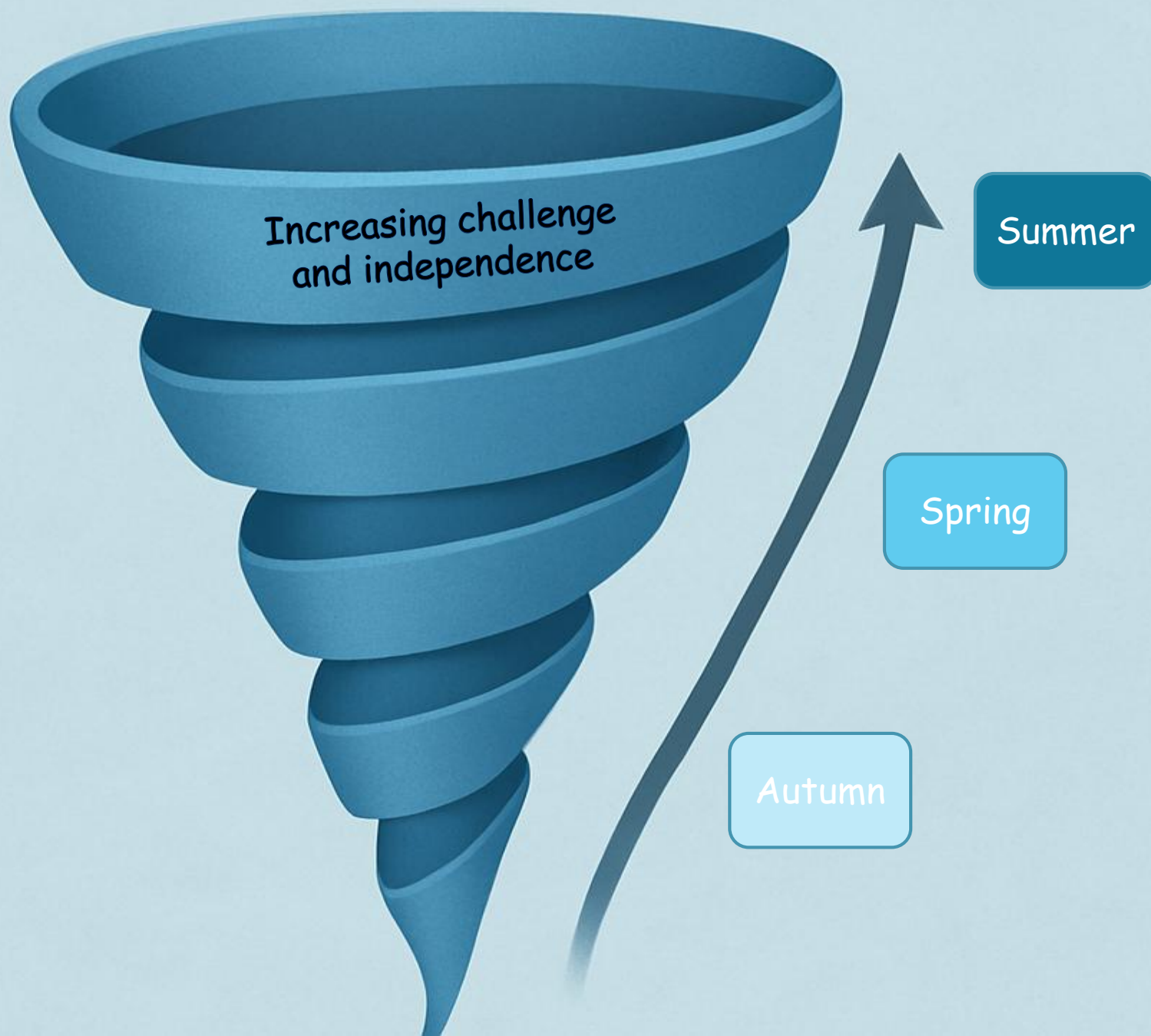
At Hebden Green pupils revisit key skills and themes regularly. Each time they return, we meet the pupils where they are and help the pupils take the next step up.

Cycle 4
Greater independence and complexity

Cycle 3
Deeper Understanding

Cycle 2
Revisiting with more detail

Cycle 1
1st encounter with theme



HGS Learning Tornado: Pathway Specific



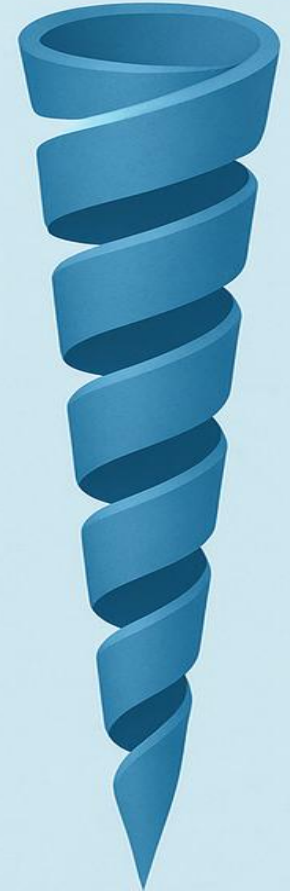
Pathway 1



Pathway 2



Pathway 3



Pathway 4

Different ways we look at impact...

Pupil Progress
towards
curriculum:
SOLAR Assessment

Progress across
areas of the
curriculum:
SOLAR Assessment

Destination Data
/ Exit Pathways
from Hebden

Teacher Appraisal

Careers
Assessment:
Compass +

Pupil Progress
towards IEP
targets

Observations and
photos on
Evidence for
Learning

Learning Walks

Curriculum
Reviews

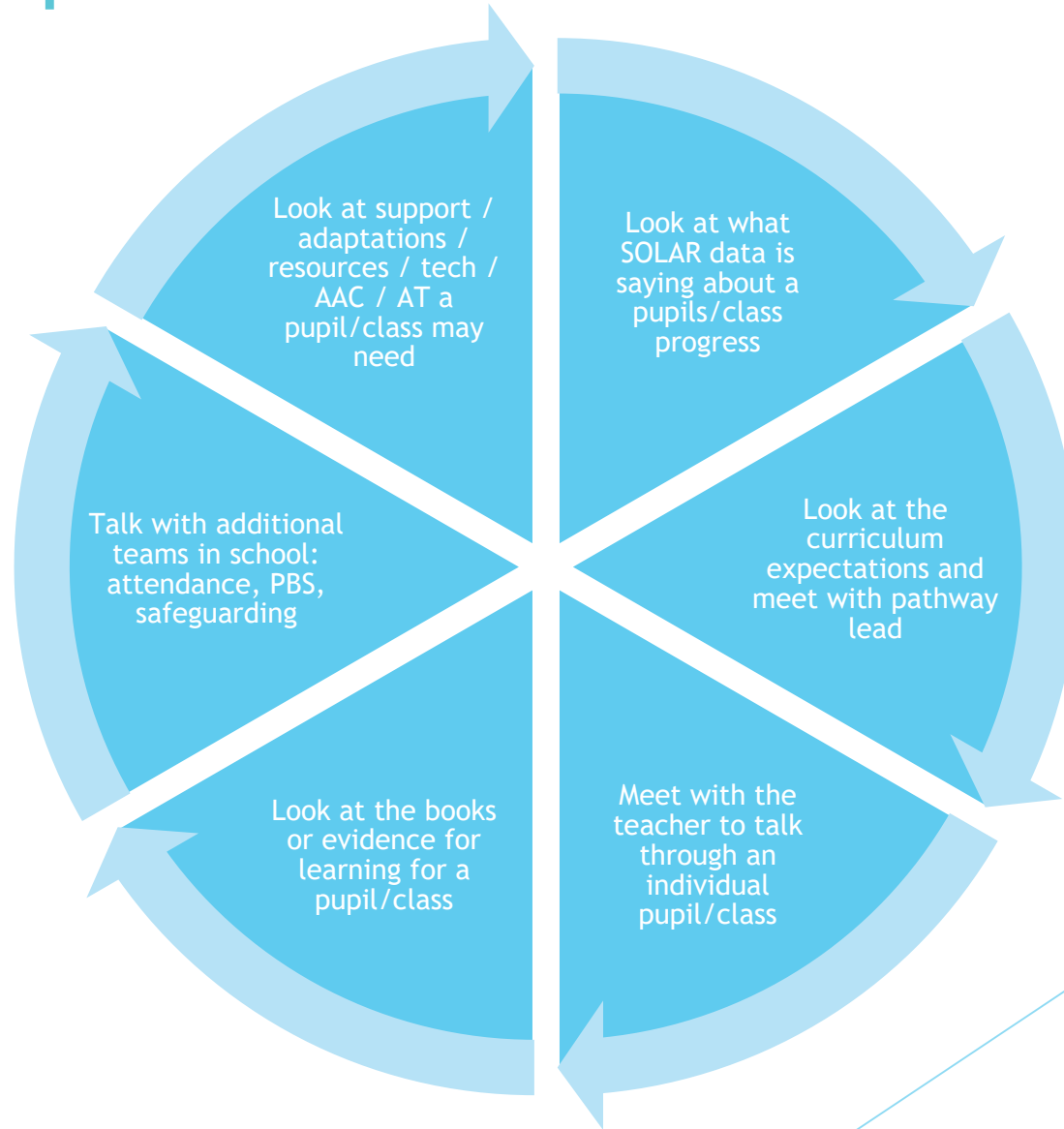
End of Key Stage
Assessments

Statutory
Assessments

Qualifications and
exams: Entry
levels, AQAs,
ASDAN

The impact is reviewed termly and shown in a termly document

Reviewing the impact of the curriculum and changing the implementation as needed for a pupil or class



Exit Pathway from HGS*

Pathway 1

Complete ASDAN Transition Challenge Sensory in KS4 then
Complete ASDAN Towards Independence Sensory in Post 16

Moving on to Social Care provider
Or
Independent Specialist Provider

Move onto a bespoke package to meet individuals needs

Pathway 2/3

Complete ASDAN Transition Challenge and Pre-Entry Levels in KS4 then
Complete ASDAN Towards Independence and Pre-Entry/Entry Levels in Post 16

Moving on to Independent Specialist Provider
Or
Specialist College / Local College

Move onto a course between Pre-Entry Level and Entry Level 2

Pathway 4

Complete Entry Level Qualification (English, Maths, Computing, Science) and Transition Challenge in KS4
Complete Entry Level / Level 1 (English, Maths, Computing) Qualification and ASDAN Bronze in Post 16

Move on to Specialist SEND College
Or
Local College

Move onto a course between Entry Level 2 and Level 1

*This is a general overview. Exit pathways are individual and bespoke to each pupil. We work with pupils and families on their exit pathway over a number of years to support pupils to move on from HGS at a time that they want (Generally between end of year 11-end of year 14), to a destination and course that meets both their wants and needs. This aligns to our annual reviews (an close working with the SEND teams) and to our careers work, including the careers advisor interviews pupils. Our work with social care is of high importance in this process.

Additional Relevant documents to explain our curriculum in more detail (Intention, Implementation and Impact)

Subject on a page	Pathway PPTs	Safeguarding Curriculum	Careers Curriculum + PPT	RSE Curriculum
Long Term Plan	Medium Term Plan	Data and assessment PPT	Pathway Action Plan	Preparation for Life
Subject files	6 individual PPTs for each core area	PPTs for each subject of each pathway	Medium Term Overview	Plan for Cultural Capital and Educational Visits