



# BEAUCROFT SCHOOL AND COLLEGE

CURRICULUM AND  
ASSESSMENT UPDATE 2025

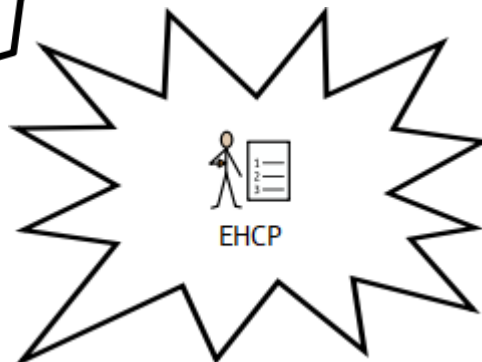
# 2024-2025 CURRICULUM AND ASSESSMENT ACHIEVEMENTS

Achievement	Evidence
Assessment procedures have been fully formalised across the school, ensuring a consistent, structured, and robust approach to monitoring pupil progress and informing teaching and learning.	Clear guidance has been given to teachers in the form of: Teacher handbook – electronic copy, hard copy and monthly reminder of tasks to be completed. Expectations and Guides on how to use Evisense, Connecting Steps, Outcome Trackers and SOW have been shared with all teachers via the teacher handbook and emails.
The planning process (Schemes of Work and Continuous Activity Plans – SOW/CAPs) has been successfully embedded across the school, ensuring a consistent and structured approach to curriculum planning.	Implementation of the planning process is consistently monitored through performance management (PM) reviews. Regular Curriculum and Assessment Audits confirm alignment and quality across departments.
Outcome trackers are now consistently used by all teachers to assess and monitor student progress towards long-term curriculum outcomes and identify steps towards outcomes.	Termly reviews of long-term outcomes demonstrate that outcome trackers are being regularly used to monitor student progress and adjust teaching strategies where needed. Annual review paperwork provides documented evidence of how outcome tracker data informs curriculum planning, interventions, and target setting. End-of-year data analysis confirms that outcome tracker information has been used consistently throughout the academic year to evaluate pupil achievement.
Therapeutic Thinking Audits have been effectively implemented in classes where incidents of detrimental behaviour have impacted others. This proactive approach ensures a consistent, reflective response to behaviour, aligned with the school's therapeutic ethos. Therapeutic Thinking audits support the early identification of environmental or relational triggers contributing to detrimental behaviour.	Serious Incident and RPI (Restrictive Physical Intervention) data provides clear evidence of the positive impact of Therapeutic Thinking Audits, demonstrating a reduction in incidents and more effective, consistent responses to detrimental behaviour.
Expanded CPD (Continuing Professional Development) offer with a strengthened focus on teaching and learning, ensuring staff have access to high-quality professional development that directly enhances classroom practice and outcomes for pupils.	The impact of the enhanced CPD offer is evidenced through the implementation of the Big 5 training schedule, with improvements in classroom practice and curriculum delivery observed during lesson observations, Performance Management reviews, and Curriculum and Assessment Audits. These developments are subsequently reflected in improved pupil data.

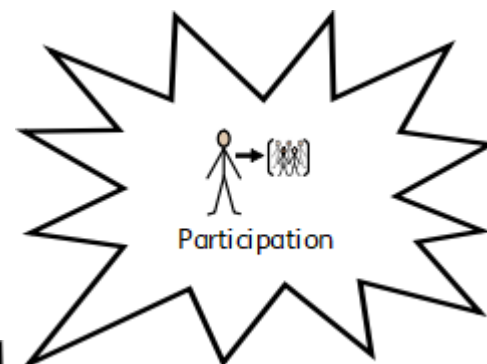
# BASKET OF INDICATORS



Annual Reviews



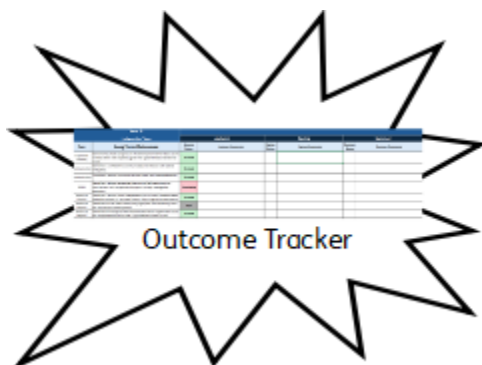
EHCP



Participation



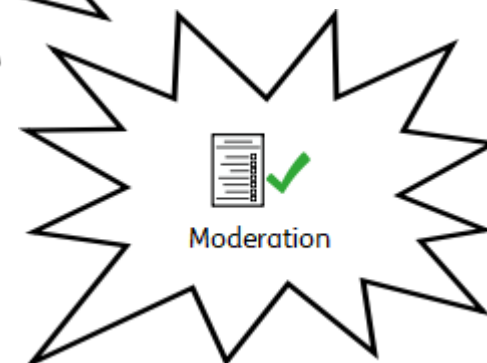
evisense  
Evisense



Outcome Tracker



Connecting Steps



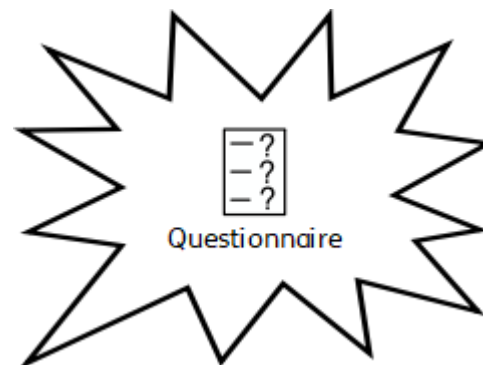
Moderation



Accreditation



Behaviour data



Questionnaire



**All** teachers across school and College are using Evisense to upload Evidence of progress towards EHCP outcomes.


**All** teachers have used Evisense to generate Annual Reports.

Termly Moderation of 2 pieces of Evidence per pupil.

Evidence

PST

Progression Steps Test  
by Emma Wood



Sandra

243

What does this show?

EHCP Outcome : Cognition and Learning

Pupil A will begin to use numbers in functional contexts e.g. keypads on school doors, using the telephone, reading bus numbers etc.

Pupil A is able to use the class telephone to ring other areas of the school to make requests. On this occasion, he rang Sandra in the kitchen to request more Bourbon biscuits! Pupil A was able to find the numbers on the telephone using a visual prompt and after an initial verbal prompt from staff.

What is the next step?

Pupil A to use his visual prompt to input the numbers on the telephone independently.

Mat

 Maths 

EHCP

 EHCP 

CL

 C&L



- **All** teachers across School and College are using Connecting Steps to assess pupils.
- Connecting Steps can show the engagement levels of pupils and show the progress as engagement increases.

○ Profile: Number						
○ Level: Step 1						
↳ Strand: Number & Place Value						
Communicates 'Gone' or 'All gone' appropriately	3 Jun 2025	8	Step 1	10	Step 1	↑
Makes a group of 'Tots'	3 Jun 2025	8	Step 1	10	Step 1	↑
Uses term 'Tots' appropriately	3 Jun 2025	8	Step 1	10	Step 1	↑
Plays games which use dice	3 Jun 2025	8	Step 1	10	Step 1	↑
Understands the difference between the concepts one, more, and all	3 Jun 2025	8	Step 1	10	Step 1	↑
Uses counting in play situations	3 Jun 2025	8	Step 1	10	Step 1	↑
↳ Strand: Fractions (Including Decimals & Percentages)						
Completes one-to-one matching, e.g. gives an object to each person	3 Jun 2025	8	Step 1	10	Step 1	↑
Matches objects one-to-one to solve problems, e.g. are there enough for the class?	3 Jun 2025	8	Step 1	10	Step 1	↑
Demonstrates some understanding that 'share' requires them to distribute some of a group of objects	3 Jun 2025	8	Step 1	10	Step 1	↑
○ Profile: Statistics & Probability						
○ Level: Step 1						
↳ Strand: Statistics						
Completes one-to-one matching, e.g. gives an object to each person	3 Jun 2025	8	Step 1	10	Step 1	↑

# OUTCOME TRACKERS

Outcome trackers are now consistently used by **all** teachers to assess and monitor student progress towards long-term curriculum outcomes and identify steps towards outcomes.

SEMH	Samuel can participate in structured turn-taking activities with one other peer, supported by an adult if necessary, in order that he builds positive relationships with others.	Developing	<b>Steps Towards Outcomes</b> Sam will respond to a peer (PSHE PS1) Sam will begin to play with a peer in a structured turn taking game with adult support. Sam will accept and move onto another activity when preferred item is not available, or has to wait for desired item – using “first/then” schedule. <i>Review: Sam rarely responds to peers but will join the group and is happy being surrounded by his peers. Sam will occasionally use his first / then prompt.</i>	Developing	<b>Steps Towards Outcomes</b> Sam will respond to a peer (PSHE PS1) Sam will begin to play with a peer in a structured turn taking game with adult support. Sam will accept and move onto another activity when preferred item is not available, or has to wait for desired item – using “first/then” schedule. <i>Review: Sam enjoys being surrounded by his peers. Sam will occasionally use his first / then prompt.</i>	On track	<b>Steps Towards Outcomes</b> Sam will respond to a peer (PSHE PS1) Sam will begin to play with a peer in a structured turn taking game with adult support. Sam will accept and move onto another activity when preferred item is not available, or has to wait for desired item – using “first/then” schedule. <i>Review: Sam is happy being surrounded by his peers and is beginning to seek out one or two children. Sam will occasionally use his first / then prompt.</i>



# PARENT QUESTIONNAIRE

My child has progressed so much since being at Beaucroft, the support for children and parents is fantastic.

Cannot fault anything the school does for my son. Absolutely outstanding.

My daughter has made great progress with her social, emotional and mental health this year. She has developed in self confidence and independence.

We have seen consistent progression and development in our child over the last four years of her being at Beaucroft School.

All the staff at the school have turned our son from a child who hated school to a child who loves it. So thank you very much.

My son has flourished over the last year and is so much more confident now. I feel the staff are as proud as we are, of how far he has come. You can tell the excitement in their notes in his book when he has achieved something, like recently getting in the swimming pool.



## CONTEXT FOR DATA

- This data is based upon 229 pupils.
- 32% of our pupils are girls.
- 68% of our pupils are boys.
- 28% of our pupils receive Pupil Premium.
- 33% of our pupils receive Free School Meals.
- 1% of our pupils are Looked After Children.





# SCHOOL AND COLLEGE DATA

The data shows % of pupils who have made at least the Expected Level of Progress.

Year	Reading	Number
2021/2022	70%	60%
2022/2023	86%	84%
2023/2024	89%	91%
2024/2025	92%	94%

## ASSESSMENT FRAMEWORK DATA

Framework	Year	Number of Pupils	Reading % of pupils making at least Expected Level of Progress	Number % of pupils making at least Expected Level of Progress
Early Steps	2021/2022	6	100%	100%
Early Steps	2022/2023	6	100%	100%
Early Steps	2023/2024	6	100%	100%
Early Steps	2024/2025	26	92%	96%

## ASSESSMENT FRAMEWORK DATA

Framework	Year	Number of Pupils	Making Connections / Cognition
Engagement Steps	2021/2022	12	100% of pupils are demonstrating increased Engagement within at least one area of Engagement – Exploration, Anticipation, Realisation, Persistence & Initiation.
Engagement Steps	2022/2023	12	100% of pupils are demonstrating increased Engagement within at least one area of Engagement – Exploration, Anticipation, Realisation, Persistence & Initiation.
Engagement Steps	2023/2024	11	100% of pupils are demonstrating increased Engagement within at least one area of Engagement – Exploration, Anticipation, Realisation, Persistence & Initiation.
Engagement Steps	2024/2025	5	100% of pupils are demonstrating increased Engagement within at least one area of Engagement – Exploration, Anticipation, Realisation, Persistence & Initiation.



# ASSESSMENT FRAMEWORK DATA

Framework	Year	Number of Pupils	Reading % of pupils making at least Expected Level of Progress	Number % of pupils making at least Expected Level of Progress
Progression Steps	2021/2022	130	74%	72%
Progression Steps	2022/2023	135	84%	83%
Progression Steps	2023/2024	155	85%	88%
Progression Steps	2024/2025	140	95%	94%

# ASSESSMENT FRAMEWORK DATA

Framework	Year	Number of Pupils	Reading % of pupils making at least Expected Level of Progress	Number % of pupils making at least Expected Level of Progress
Steps4life	2021/2022	35	74%	74%
Steps4life	2022/2023	36	86%	83%
Steps4life	2023/2024	48	88%	88%
Steps4life	2024/2025	60	90%	92%

## DIVERSITY DATA

Diversity Group	Year	Number of Pupils	Reading	Number
Pupil Premium	2021/2022	46	72%	72%
Pupil Premium	2022/2023	46	97%	85%
Pupil Premium	2023/2024	55	93%	93%
Pupil Premium	2024/2025	64	93%	95%
Diversity Group	Year	Number of Pupils	Reading	Number
FSM	2021/2022	56	73%	73%
FSM	2022/2023	56	93%	86%
FSM	2023/2024	64	94%	94%
FSM	2024/2025	75	94%	96%

## BEHAVIOUR DATA

Year	Number of pupils
2020/2021	7
2021/2022	5
2022/2023	3
2023/2024	3
2024/2025	3

### Analysis:

The number of pupils involved in RPI has significantly reduced and remains very low.

The number of pupils involved in RPI remains very low (Less than 2% of the pupils).

1 pupil accounted for 50% of RPI's

There have been 0 recorded incidents of the use of RPI since 11.12.2024



## FUNCTIONAL SKILLS DATA

Numeracy Functional Skills			
	E1	E2	E3
Number of Pupils Entered	11	12	4
Number of Pupils Passed	9	11	2

Literacy Functional Skills			
	E1	E2	E3
Number of Pupils Entered	11	6	8
Number of Pupils Passed	11	6	8



# KEY TAKEAWAYS

- The data demonstrates strong and consistent progress among pupils and provides clear indicators of success in teaching, learning, and support strategies.
- Strong Overall Progress in Core Areas
- Progress Evident Across All Curriculum Frameworks
- Outstanding Outcomes Among Priority and Vulnerable Groups – PP, LAC, FSM - demonstrating equity in academic access and support.
- EHCP Outcomes Show Strong Alignment with Progress - reflecting alignment between individual EHCP and curriculum delivery.
- All learners, including those with the most complex needs, show measurable progress.
- The reduction in Serious Incidents and RPI (Restrictive Physical Intervention) data is a clear indicator of the positive impact of Therapeutic Thinking. The behaviour data provides strong evidence that Therapeutic Thinking is embedded in practice and is having a meaningful, measurable impact on both pupil wellbeing and staff confidence in managing behaviour supportively.

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# WHAT DOES OUTSTANDING PROGRESS LOOK LIKE?


When Pupil A arrived in class in September, she spent most of her time in the small adjoining room, The Nest, rarely interacting with her peers or adults.

Most of her day was spent on her own agenda with very short bursts of adult directed curriculum tasks interspersed with plenty of activities she enjoyed centred around her special interests.

Building relationships for Pupil A was very tricky with both adults and children; she needed a high level of support and an adult next to her at all times when she was near other children as she would hit, kick or throw things at them throughout the day if she had the opportunity. Playtimes had to be carefully managed, and she was unable to join other junior department classes for play.

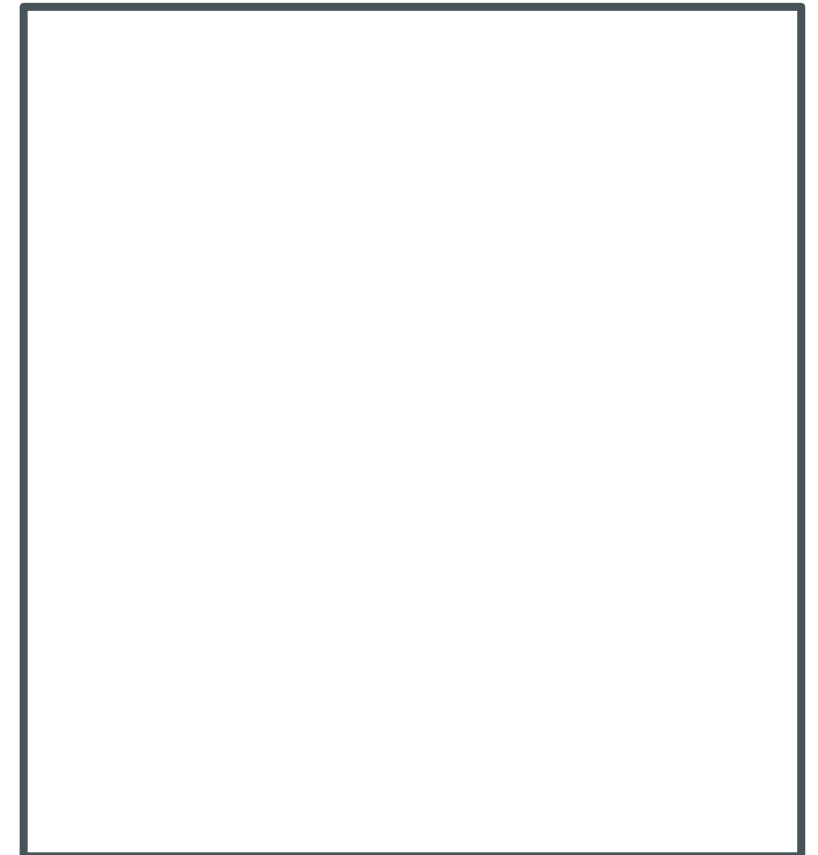
She rarely joined the class group for any activities and when she did, this was fleeting. Pupil A found it hard to access trips on the minibus and rarely joined the class for these.

We have seen remarkable progress throughout the year taking us to where we are now.

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- Since Easter, Pupil A has been in the classroom full time, interacting with her peers and following the class timetable. She joins the class and other Junior classes for play times and lunchtime in the hall is successful for short periods for 15 minutes.
  - Pupil A will now participate in sessions she never participated in previously, for example, food tasting and will usually come out on class trips. At playtime she has begun to interact with peers appropriately and now she seeks out key peers to play with.
  - Watching the progress of Pupil A highlights the incredible positive impact of Beaucroft's therapeutic thinking approach. Positive relationships together with a personalised approach to her provision at school has supported Pupil A to thrive and achieve.
  - The deeper understanding around Pupil A's needs in terms of her sensory integration difficulties and the support we have had from Amy, our OT, has supported us to help manage Pupil A's sensory regulation. We are seeing the impact of her emotional regulation on the progress she is making academically across the curriculum.


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- At the start of the school year, Pupil B wasn't ready to engage with anything on an adult's agenda, engaging with activities through discovery for very fleeting moments.
  - The staff have created/offered a wide variety of edible safe, play opportunities for Pupil B to discover and choose to engage with. This has led Pupil B to discovering what his interests are and what 'hooks' and sustains his attention. Through exposure to different opportunities, Pupil B has hugely expanded his engagement with adult lead activities and is now able to explore a range of subjects through a play based, sensory approach.
  - This video shows him sitting on a chair at the table, making marks in an edible mark making tray independently. He remained at the play tray for over 10 minutes, babbling happily to himself as he made marks and mouthed the edible liquid.

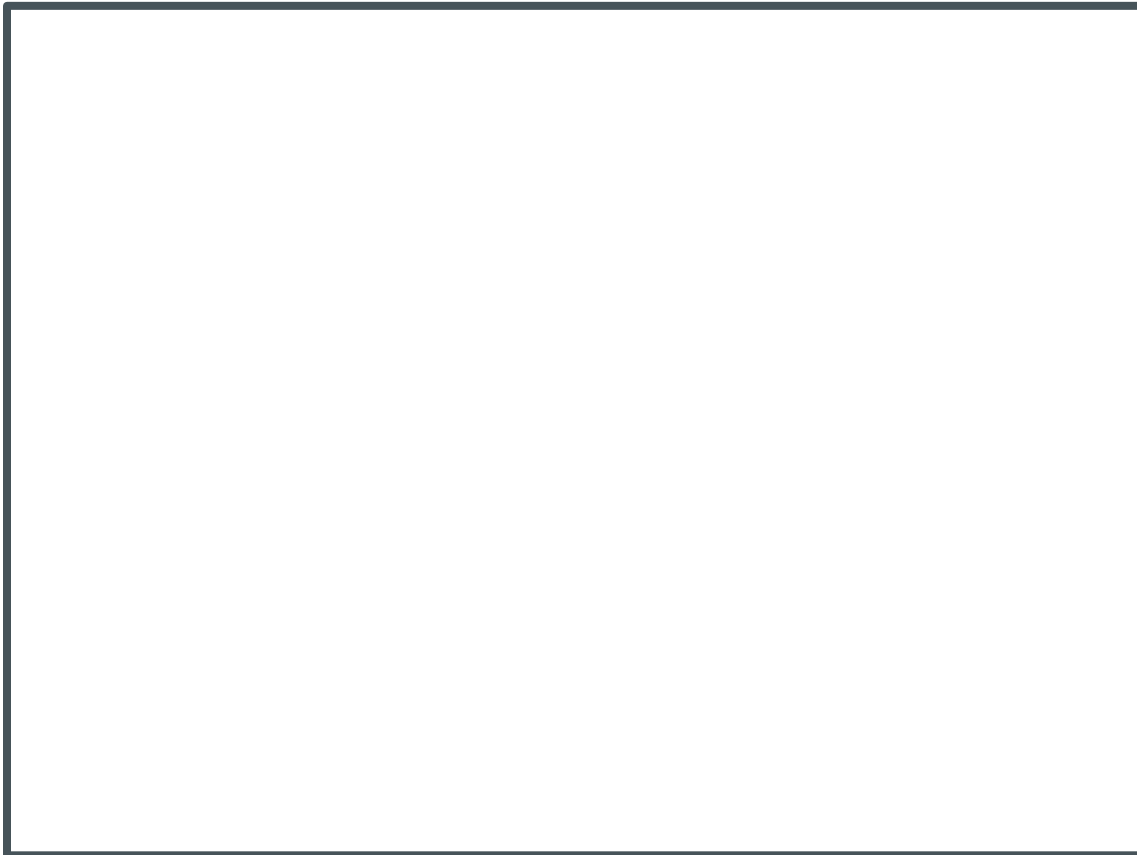
- In September Pupil C was preverbal (using no recognisable words) and played in isolation, struggling to let even a familiar adult join his play space.
- Pupil C has developed his verbal communication this year, through being taught in a communication rich environment .He started the year with an adult modelling how to use visuals to communicate his needs and choices and through repetition , started to exchange visuals independently. Alongside the consistent use of exchanges came the single words, these have, through repetition and practice evolved into short phrases.
- Pupil C is now beginning to get his needs met by approaching an adult, seeking their eye contact and using key words/phrases verbally.



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- Pupil D has made exceptional progress in developing his independence for the future.
  - When he first joined class 7, he had never taken part in any work experience.
  - Since then, he has taken on a weekly placement at the Wimborne Model Village, and more recently, he has begun working in the college cafe- serving cakes and taking orders.
  - The feedback has been amazing. The transformation in Pupil D has been incredible. His self esteem has flourished, and he approaches each new challenge with enthusiasm and always wants to do well!



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- When Pupil E joined Beaucroft in 2022, she had never been to school before.
  - Her transition began with her driving past school with her dad and gradually built up to driving into the car park, then getting out of the car and walking to the entrance and then coming into the building with dad.
  - Over several months, the time Pupil E spent in school increased. Initially, she would only tolerate 3 minutes in the classroom.
  - Pupil E would present as being anxious and she would cry and repeatedly ask to for her dad and to go home.
  - She would only interact with a few key members of staff and would not interact with her peers.
  - Pupil E would only engage in self-directed activities.




- Pupil E now takes part in a variety of activities, showing that she feels happy , safe and developing resilience; eating lunch in the hall with friends, visiting Forest School and the swimming pool and putting food in the oven to cook in the kitchen.
- She is starting to show developing independence by asking for equipment to support her emotions.
- In the classroom,Pupil E now regularly asks to visit the shops and to make pizza, showing that she feels empowered and that her ideas are valued.

On Saturday, I honestly didn't do much. I got my hair cut a 'Trevor's'. Other than that I didn't do anything. I spent most of my time outside.

Sunday, I went to 'Tesco'. I walked the dog a bit and I walked him around the forest.

This piece of work was produced in July 2024 by a Year 10 pupil.

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- To support this pupil's progress in writing, the teacher maintained consistently high expectations of his abilities and potential. They were not afraid to challenge him constructively, regularly correcting mistakes and encouraging him to refine his grammar, spelling, and punctuation.
  - At the same time, the class team offered frequent praise to celebrate his exceptional use of descriptive vocabulary, which was a particular strength.
  - His wide reading range was actively encouraged and extended, and his personal interests—particularly in wildlife and reptiles—were embraced and valued in the classroom. These interests were used as a stimulus for writing, helping to sustain his enthusiasm and engagement.
  - His love of books was also nurtured, and his progress was further supported by strong parental involvement, which played a key role in reinforcing learning at home.
  - This personalised support, enabled him to thrive and make significant progress in his writing.

1  
The neighbourhood stretched on for miles and miles. The smell of hot summer air spread across the neighbourhood. A small black car came into the neighbourhood. 'I'm supposed to meet a man today,' Jake said. He was driving the car. Lizzy turned to him. She was in the front seat. 'Who?' Jake turned to her. He could smell her strong perfume, which was vanilla scented. 'A man the looks just like me,' Lizzy looked at Jake in confusion. 'What the hell are you talking about?' Lizzy sounded very American despite living in Britain. She looked American too; her hair was long and bland. 'I don't know about again this time you see me it won't be me he may not like me but he won't be me,' Jake said. The sun was setting in shades of red. Lizzy was staring out the window. She was still confused. 'What he said, 'When are you meeting this man?' she asked. 'Twelve o'clock this evening,' Lizzy sipped on a bottle of cola. 'Have you seen this man before?' she asked. 'I saw him in a dream before. I could see him through the walls,' Lizzy turned her face to him in concern. 'I don't want to talk about it,' he said. 'Alright,' she murmured. The sky looked almost purple from the sunset. There was a strange silence for two minutes. Lizzy took a big sip of cola. The car stopped at Lizzy's house. The house was tall but narrow. It was painted white. Storm shades of white. The house looked identical to all the other houses. Thanks for the ride, she said. She got out the car. Jake then drove off. The sky was now a shade of dark blue. The darkness spread across the neighbourhood. When Jake got home it was really silent outside. The house looked identical to the other houses. All the houses looked identical. It was like the neighbourhood was a mirror.

2  
When Jake walked into his house he saw his dog waiting for him. He fed the dog some food and then he went on the road to catch. He fell asleep in the minutes. He had a dream. In the dream he was in a forest. It was dark in the forest. Red butterflies were flying across the forest. The butterflies were redder than blood. Suddenly he saw the man that he was supposed to meet tonight. The man looked identical to Jake except from his eyes. His eyes were empty with nothing to them. 'One hour left,' he whispered. After those words were said Jake woke up. Jake grabbed his phone and called Lizzy. 'Hello,' Lizzy said answering the phone. Jake started to shake in fear. 'I want you to come with me,' Jake said. 'It's eleven o'clock,' she said. 'Just meet me in the forest at twelve,' After he said that he hung up.

The forest was as dark as it was in the dream. The trees looked down at Jake menacingly. He suddenly saw Lizzy in the distance. There was a butterfly on one of the trees. Its wings were wider than a normal butterfly. It looked exotic. The butterfly had lost its colour. 'What the hell is this?' Lizzy hissed. The man walked close in the woods then he saw Jake in the distance. 'Who the hell is that?' Lizzy hissed. In the distance it almost seemed that someone else was with him. 'Is there someone with him?' Lizzy said in a panic. Jake heard his heart beating out of his chest. The man got closer. Jake noticed another person with the man. It was a woman. The woman looked identical to Lizzy. 'Is there someone with him?' the woman said.

3  
Jake and Lizzy stared in terror. The man and the woman's eyes were cold and emotionless. 'What do we do?' Lizzy asked. 'Nothing,' Jake said. The man and woman repeated the same thing. It was like staring into a mirror. The air wasn't hot any more. It was colder. Lizzy took a step back. The man took a step forward. They made eye contact for a uncomfortable amount of time. The woman took another step forward. 'Who the hell are you?' Lizzy hissed. The woman repeated the same thing. 'It's already over,' Jake said admitting his fate. They were never seen again after that.

The end

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## WHAT NEXT?

Continue robust monitoring of academic and EHCP outcomes through Performance Management, Curriculum and Assessment Audits, Annual Reviews and 'Data drops.

Explore the possibility of Developing an Assessment Framework to be used by all TADSS Schools.

Launch the Behaviour Curriculum during the Autumn Term through the Big 5.

Monitor the delivery of the Behaviour Curriculum through lesson observations and progress to be monitored through Connecting Steps and Behaviour data.

Develop SOW to include emotional literacy opportunities in each lesson.

Team Leaders to monitor the promotion of Emotional Literacy through observation of teaching, displays with Emotional Literacy focus and curriculum audits.



# FINALLY.....

- At Beaucroft, every pupil's journey is truly individual — and every step forward is valued. Progress isn't about keeping pace with others, but about overcoming challenges, embracing growth, and discovering the joy of achieving what once felt out of reach. It is hoped that this presentation has been a powerful reminder of the impact Beaucroft has, and why every story of progress is one worth celebrating.