

KS3 Pathway 1 Curriculum Information Booklet



Woodfield School

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Introduction

Woodfield meets the needs of the majority of our learners through a differentiated version of the National Curriculum, developed by subject specialists with expertise in special educational needs. This provision aims to develop non-academic skills such as behaviours for learning through consistent delivery of personalised strategies throughout the school, to promote student's generalisation, perseverance, confidence, sense of self and emotional wellbeing through a secondary model. As pupils develop through the key stages, the curriculum becomes progressively focused around functional and vocational skills, and transferring knowledge, skills and understanding beyond the school.



Why a different curriculum?

Woodfield's Pathway 1 Curriculum is to meet a new population of learners with SLD. The curriculum is developed to focus upon meaningful progress against each learner's outcome statements within their Educational Health and Care Plan. With the new generation of children with complex learning difficulties and disabilities, there needs to be a new generation of pedagogy and assessment.

Our Vision

‘Creating a Community of Lifelong Learners’



Our Mission:

At Woodfield School we provide a secure, enjoyable and stimulating place to learn where our pupils feel proud of what they have achieved. We have a curriculum that is practical and engaging where teachers have high expectations that challenge and meet the needs of our pupils in this multicultural school. We develop skills for independence in preparation for an active role in society and we maintain close contact with home, making parents and carers feel welcome in school enabling them to play a part in the education of their children.

Curriculum Intent:

To create stimulating and aspirational learning experiences that prepare all students for adulthood.

Pathway 1 Curriculum

The Pathway 1 Curriculum focuses on developing the key skills of communication, cognition, independence, physical development and self-care in an engaging and stimulating environment. Our aim is to prepare students for life beyond school, to become more robust and ambitious individuals who live happy and healthy lifestyles.



The Pathway 1 Curriculum has been developed to be:

- ✓ Pupil-centred: the curriculum is developed with the learners at its centre, each class's curriculum, planning and delivery will be bespoke to the strengths, interests, needs and barriers to maximise meaningful progress.
- ✓ Support generalisation: subjects are not delivered discreetly but are combined through thematic teaching and learning to encourage application and combining skills.
- ✓ Develop independence: Learners' are progressively encouraged in their independence as young adults, both in terms of curriculum content and in assessment for learning.
- ✓ Focus on real world application: We don't want our learners to wait until they reach Sixth Form to practice their independence, but to engage from Year 7 with experiences like community visits, vocational skills, use of money and safe travel to maximise on their time in specialist education and shape their aspirations for adulthood.
- ✓ Make progress meaningful for pupils and parents: To work with pupils and families on the skills that matter most now, to have a shared understanding of what progress would look like and to make this visible to parents and carers outside of school.

Curriculum Areas

The curriculum is created to support each learner through their education and personal journey. We deliver a curriculum that captures each individual's strengths and interests and aim to provide a stimulating environment for every learner. A rolling plan is in place, which supports a balance of motivating contexts for learning, through different learning experiences, themes and subjects.

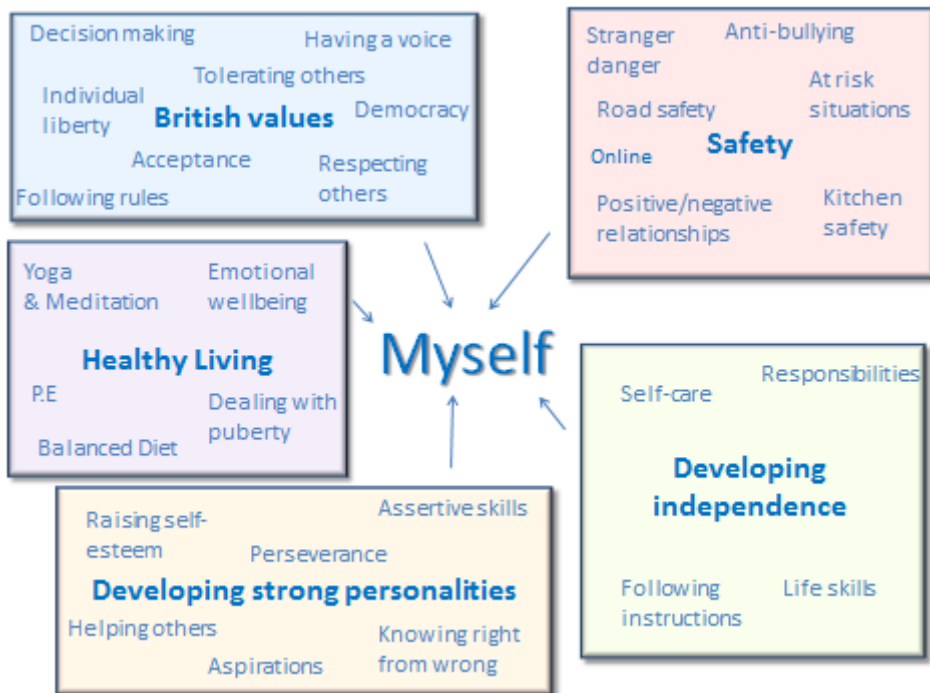
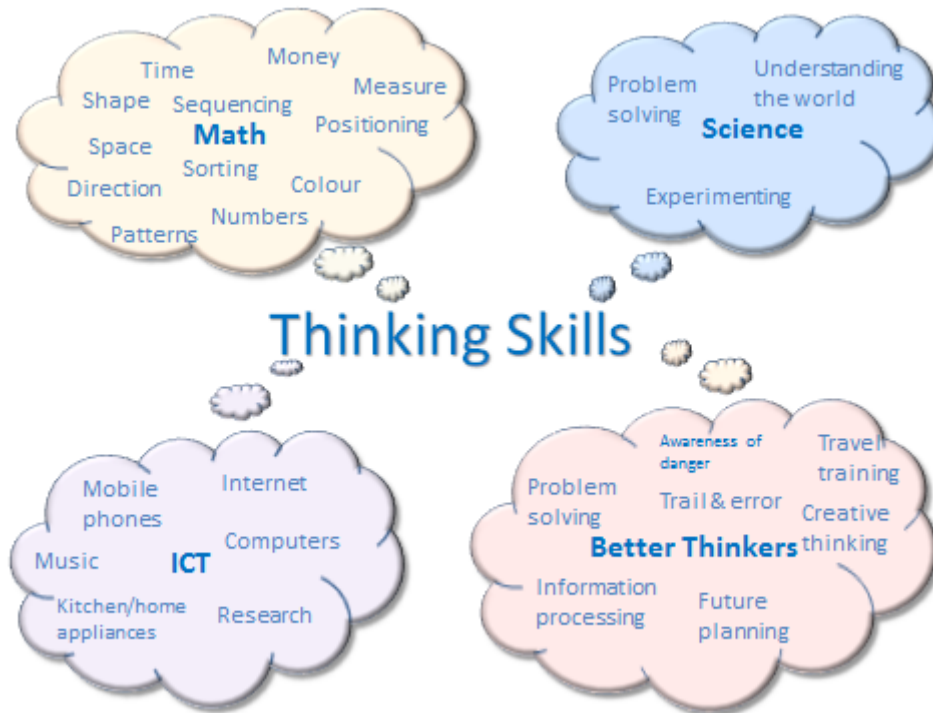
The curriculum has been divided into seven areas which encourage students to combine different areas of subject knowledge, skills and understanding:

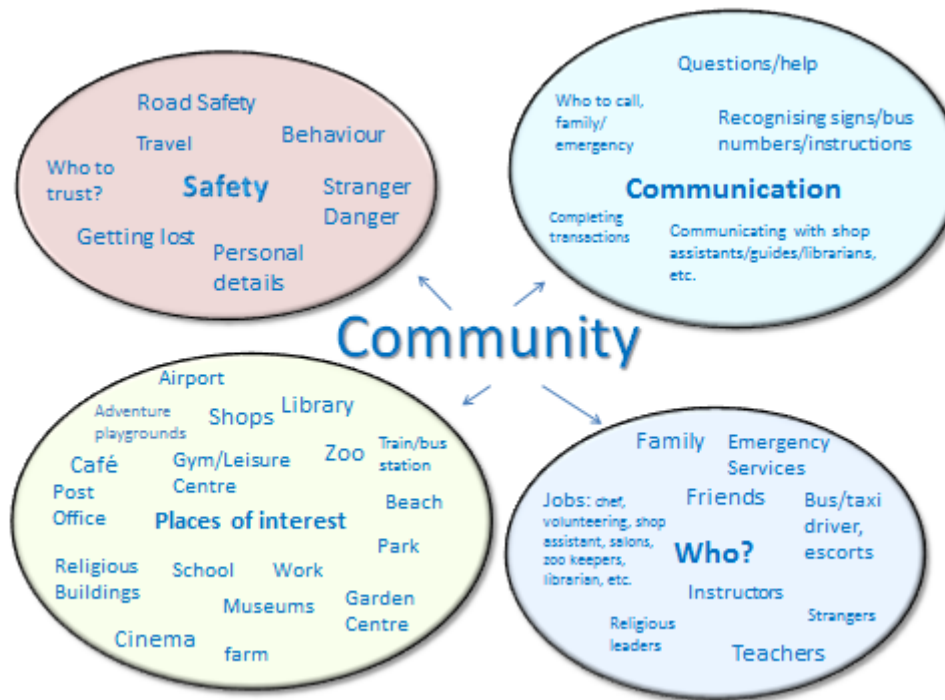
Communication	Cognition	Creativity	Myself	Vocational Skills	Community	Lifelong Learning
<ul style="list-style-type: none"> English Drama ICT Art Music 	<ul style="list-style-type: none"> Maths English ICT Science Design Technology Food Technology 	<ul style="list-style-type: none"> Music Art Dance Drama English 	<ul style="list-style-type: none"> PE PSHE Humanities Drama 	<ul style="list-style-type: none"> English PSHE Science PE Food tech Maths Drama Design Technology 	<ul style="list-style-type: none"> PSHE English Maths Humanities Science 	<ul style="list-style-type: none"> PSHE English Maths Design Technology

What is delivered throughout the year in each curriculum area?

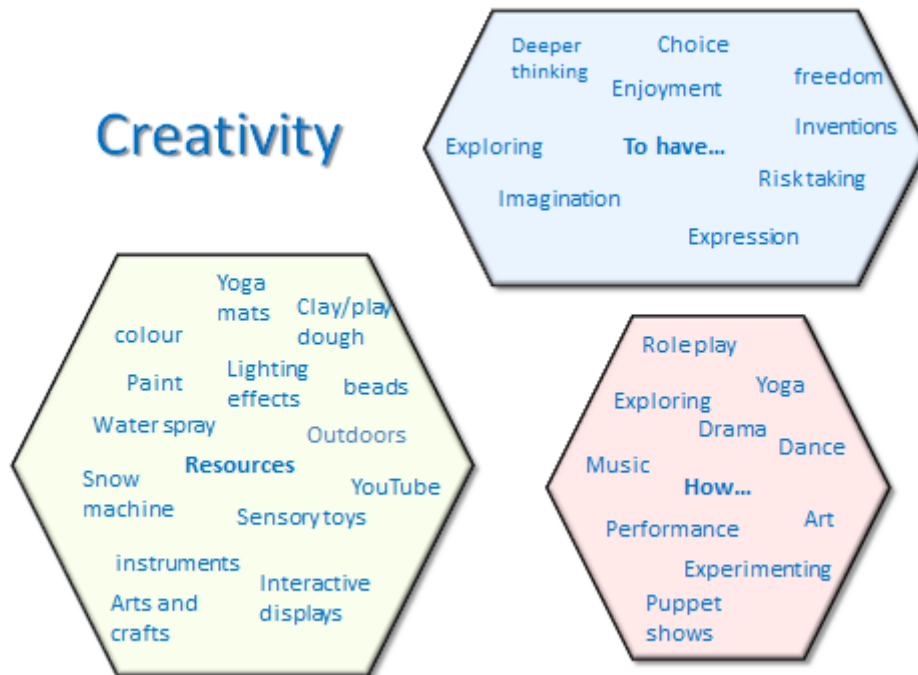
Each term is developed around a central theme, a topic, with linked activities taught in each curriculum area to stimulate interest, to support and structure generalisation. Activities are then organised into weeks, with daily planning evaluated in class teams.

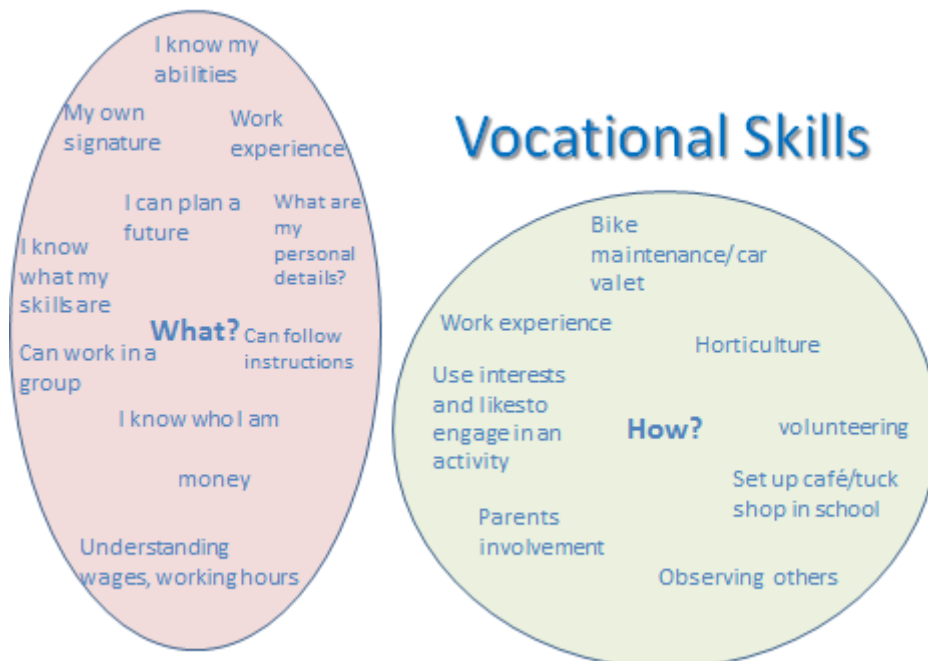
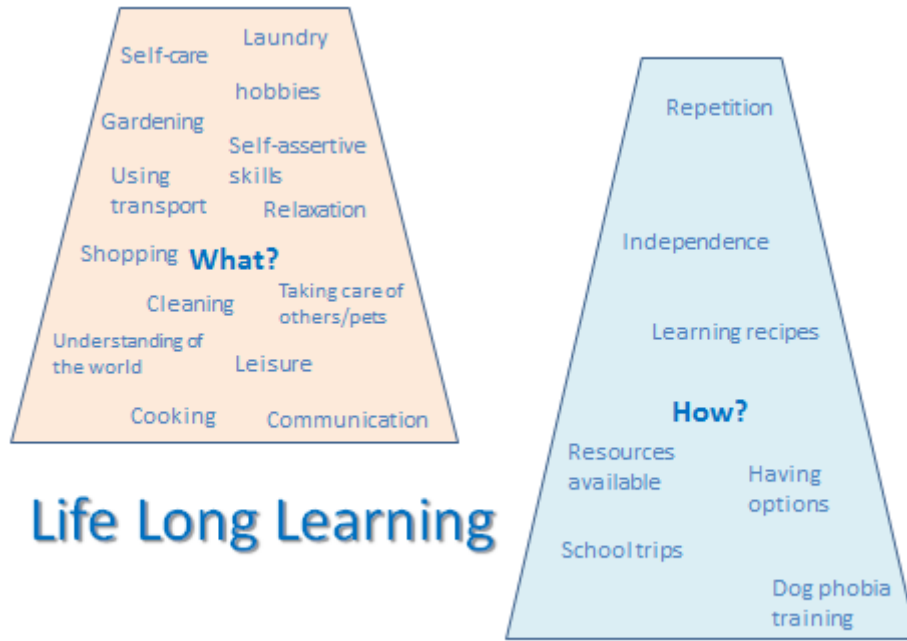






Creativity





How is progress captured and measured?

At Woodfield School the learner is the core focus throughout the assessment cycle.

Every student has **Milestones** which are generated by looking at the students' strengths and barriers, their medical needs, development stage and learning level. These are termed targets set in each of the curriculum areas which form discrete stepping stones towards their outcome statements in their Education Health Care Plan (EHCP). These are shared and reviewed termly with parents.

Name: **A Pupil** Year: **10** Class: **ABC**
Autumn Term Theme: Celebrating Me

Communication: I can use connective words to talk in full sentences I can use past tense verbs	PE: I can bounce a basketball 5 times whilst running I can take part in a team game of basketball	Thinking Skills: I can tell the time I can write a text message using a device
Creativity: I can research different types of arts on the internet		Community: I can cross the road sensibly
Life Long Learning: I can be safe when using technology at school and at home	Vocational Skills: I can develop my focus and collect the equipment I need to begin my work	Myself: I can make my own decisions

There are ten **Milestones** per term which are student friendly; therefore students gain a better understanding on what they are aiming towards. The majority of **Milestones** are levelled and provide a sequenced structure to show progression. Those that aren't levelled are specifically related to EHCP outcomes for an individual. They are then assessed using MAPP to show give a clear picture of each pupil's progress.

Evidence for Learning

Evidence is captured using multimedia, an online app called Evidence for Learning. Relevant learning moments can be shared with families and most importantly the learners themselves. The videos capture the level of prompting and fluency of each skill the student is requiring and progress can be seen in a more realistic way. Parents also have the space to comment and share progress made at home, cementing maintenance and generalisation.



Every student has their own profile on the app; when evidence is captured it links frameworks, teacher and parent comments, levels of support and next steps to the relevant pupil. Students feel proud of themselves sharing the videos with their parents and watching themselves in action.

At the end of term, parents receive a learning journal which captures the key achievements made throughout the term. This is developed into a record of learning for pupils from year 7 to year 14.

Mapping and Assessing Pupils Progress

There are four areas to consider when assessing a pupils target:

Prompting: How much support is needed

<i>from dependent</i>		Prompting						<i>to independent</i>	
Learners complete tasks independently.									
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.			The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.			The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.	
1	2	3	4	5	6	7	8	9	10

Fluency: Is the skill performed smoothly and at speed?

<i>from approximate</i>		Fluency						<i>to accurate</i>	
Learners reach a level of mastery combining speed and accuracy.									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learners performance is increasingly purposeful and coordinated but it is not yet sufficiently accurate to effectively accomplish the task.			The skill, is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10

Maintenance: Can the student still perform the skill after a break?

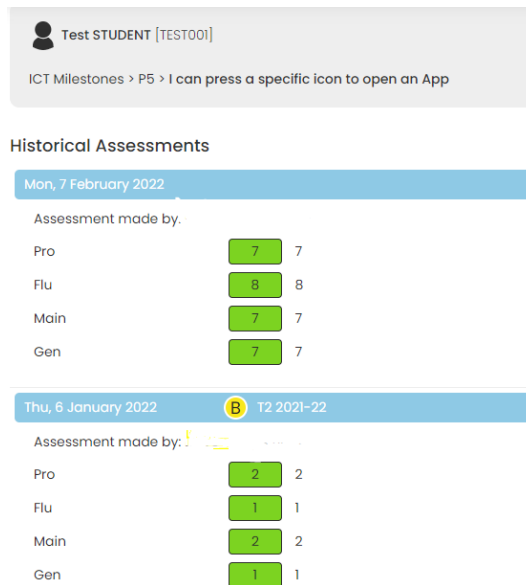
<i>from inconsistent</i>		Maintenance						<i>to consistent</i>	
Learners maintain competency over time through repetition. They remember how to do the task after a break.									
The skill has been observed on single occasions only.		The skill is observed on more than one occasion but only intermittently.			The skill is reliably repeated but may need refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break.	
1	2	3	4	5	6	7	8	9	10

Generalisation: Can the student still perform the skill with varying context, resources

<i>from single context</i>		Generalisation						<i>to many contexts</i>	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.									
The skill is demonstrated in a single setting or context with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is frequently, but not consistently demonstrated in different settings or contexts, with different stimuli or materials or with different staff.			Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	
1	2	3	4	5	6	7	8	9	10

MAPP

We assess progress for each learner throughout the year, measuring each learner's independence, fluency, maintenance and generalisation:



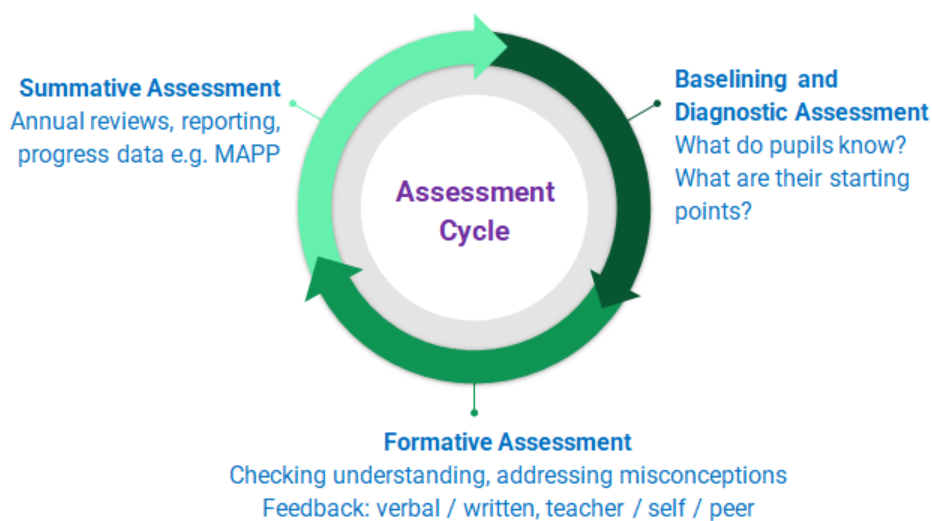
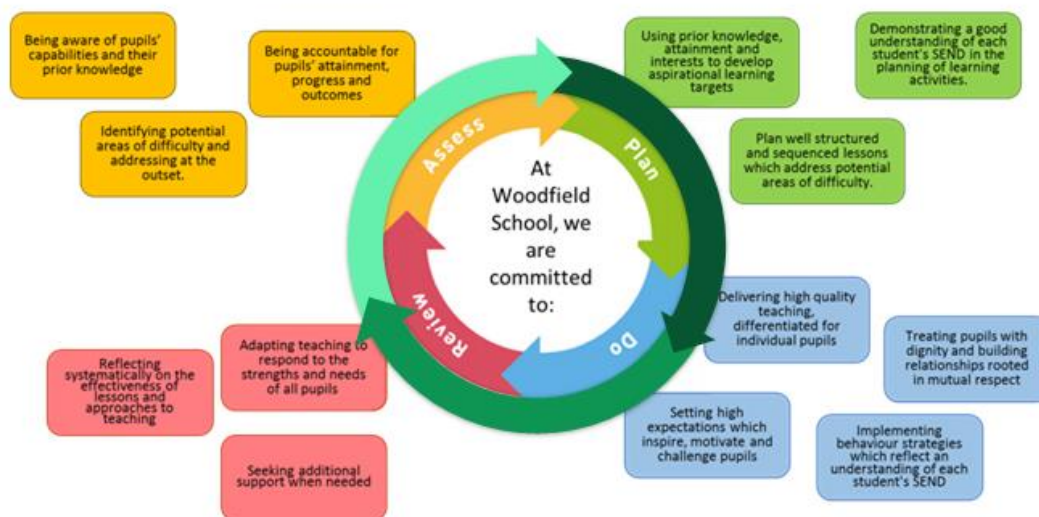
which looks like this

- ✓ Assessment is more accurate rather than being subjective
- ✓ Clear and Measurable results
- ✓ Shows outstanding progress (55% + expected, 65% + outstanding, 70% + Exceptional)
- ✓ Gives percentage of overall achievement via Insights

Please also see Pathway 1 Information for Teachers Booklet.

Summary of the Teaching, Learning & Assessment Cycle in Pathway 1:

Teaching, Learning & Assessment Cycle:



Assess:

Gather information

Baseline and diagnostic assessment

Plan:

Set Personal Learning Goals

Medium Term Plans

Do:

Implement Planning

Formatively Assess

Capture high quality evidence of learning and progress

Review:

Review, edit and adapt plans

Seek support if needed

Moderate to quality assure and validate judgements

Annual Review

Assess:

Create EfL Learning Journey

Complete MAPP assessment

Look forward and create next steps

Begin the cycle again!