

# Key Stage 3

## Pathway 2

### Information Booklet



## **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:**

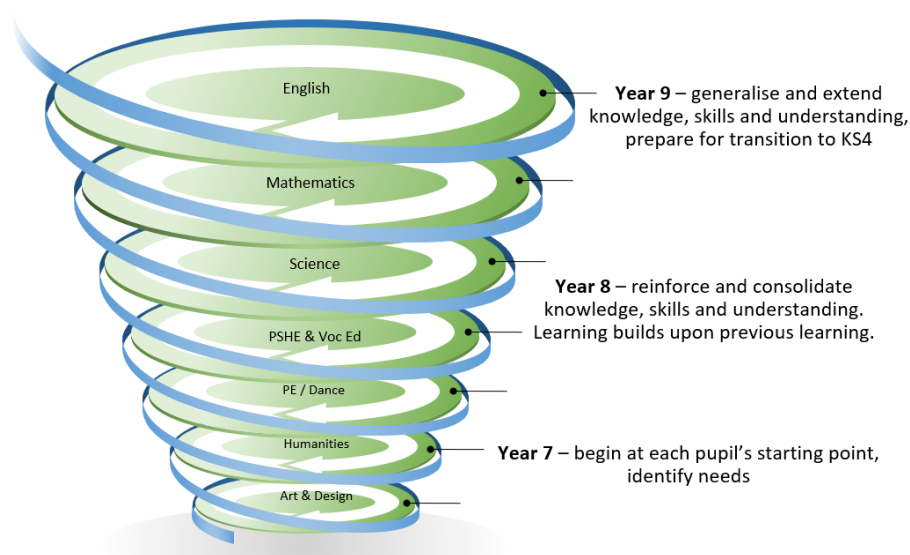
To create stimulating and aspirational learning experiences that prepare all students for adulthood.

## Structure, Design and Rationale

The KS3 Pathway 2 Curriculum at Woodfield School is an adapted version of the National Curriculum, adapted to meet the needs of each individual pupil, incorporating their EHCP outcomes into their daily learning. The Pathway 2 Curriculum is a subject specific curriculum that is both knowledge and skills rich. It has an emphasis on building the skills, knowledge and understanding needed to prepare them for their next step in education.

Each Head of Department has carefully thought about how their specific subject is best delivered to our pupils in order to maximise learning and retention opportunities. However, some basic principles relate to the curriculum as a whole.

The KS3 Pathway 2 curriculum is largely a spiral design with frequent opportunities to revisit, repeat and relearn key concepts and skills. This enables learning to be generalised across contexts. It has been found that certain practices such as retrieval, spaced practice and interleaving are even more relevant for pupils with SEND (Special Educational Needs and Disabilities), especially those with poor working memory capacity (Nasen 2020). These approaches are embedded in our curriculum delivery and are supported through the spiral design.



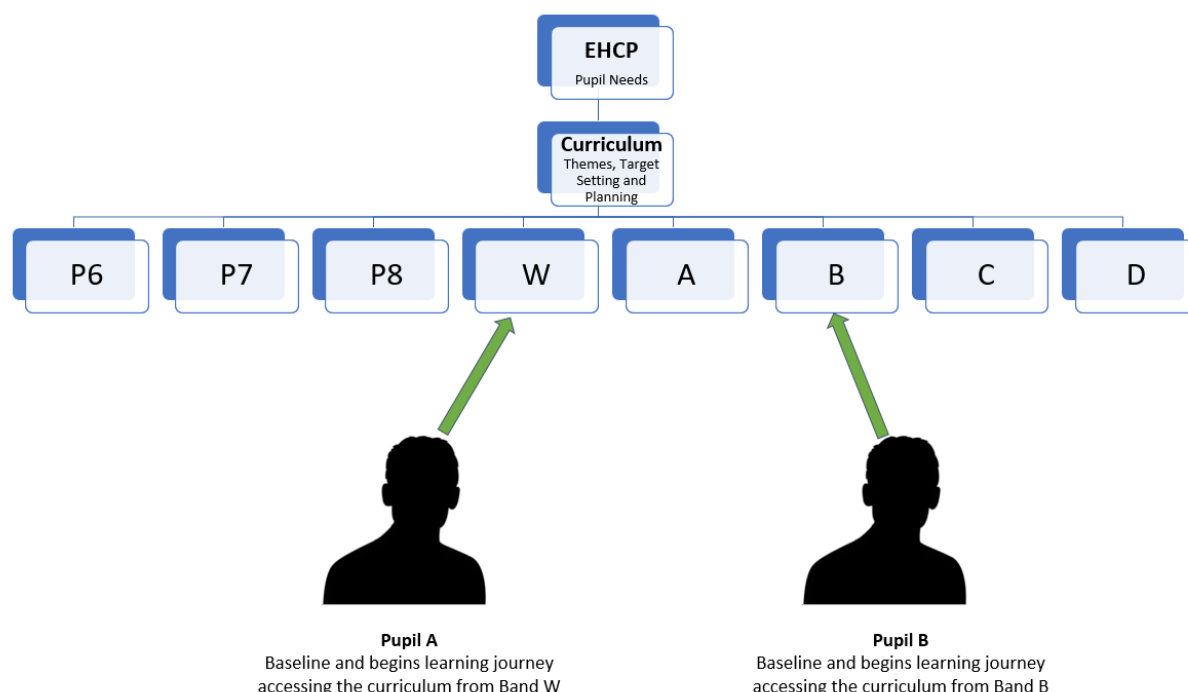
The curriculum at KS3 is broad and balanced. Broad in the sense that it incorporates a range of learning experiences, opportunities and subjects. It gives pupils a chance to understand their own strengths and areas of need. It is balanced in the sense that curriculum time on specific subjects is proportional to need, for example greater time is spent on developing literacy and numeracy skills, essential for life in society as an adult.

## Curriculum Sequencing:

The KS3 Pathway 2 Curriculum is based around subject themes and is clearly sequenced according to Woodfield Bands (below). Pupils access the curriculum based upon their own individual needs and cognitive abilities, as opposed to their chronological age. We are moving away from a year based vertical design and moving towards a more horizontal structure across Key Stage 3. You can see this more clearly in the Curriculum Map below.

The spiral design allows for greater opportunity to embed key knowledge, skills and understanding in pupil's long-term memory as well as supporting the maintenance of and generalization of learning.

Having the curriculum sequenced in this way means that the learning is more personalized. Pupil's EHCP outcomes are taken into account when target setting and planning the teaching and learning. Pupils are building upon their existing knowledge, skills and understanding whilst progressing towards their next step, which for Pathway 2 will include qualifications and accreditations in KS4 and KS5.



## KS3 Pathway 2 Curriculum Map:

We are in the process of reviewing and updating our Curriculum Map, moving away from a Year based system, so that all subjects are in line with the spiral design and Woodfield Band sequencing. We are currently reviewing the Humanities and Science Curriculums.

### English

Year	Autumn	Spring	Summer
<b>1</b>	<b>All about Me</b> Autobiographies / Biographies Henry's Freedom Box	<b>Around the World</b> Around the world in 80 days World / Folk / Cultural tales	<b>Water</b> The tempest Greek Myths and Legends Journey to the river sea
	Autobiographies	Letters	Poetry and Creative writing (including setting descriptions)
<b>2</b>	<b>My Belonging</b> Oliver Twist Charlie and the Chocolate factory	<b>Technology</b> Iron Man Non Fiction Books and biographies	<b>Living Things</b> The Promise Holes Bridge to Terabithia
	Creative writing Biographies (and character descriptions)	Fact files Emails	Instructions (and sequencing) Poetry (including similes)
<b>3</b>	<b>Myself and others - relationships</b> Romeo and Juliet Macbeth The beauty of difference	<b>Travel</b> Gulliver's travels Journey to Jo-burg Gregory Cool	<b>Environment</b> Where the forest meets the sea The girl of ink and stars
	Newspaper reports, video reports	Diaries / Blogs (and vlogs)	Persuasive (incl. posters, leaflets, advertising)

The KS3 Pathway 2 English curriculum has become more in line with Pathway 1, based around themes. We conducted a text review and identified a range of suitable texts that class teachers can choose from to best fit the needs of their class. This is intended to give students access to a broad range of diverse texts over KS3. It is important to note that the texts listed above are not the only texts used over the term, but rather the “focus text”.

We also have a “writing focus” to ensure we are giving our pupils access and opportunities to look at a range of writing genres, at a level appropriate to their need. The writing focus is also not the only writing pupils complete over the term. Teachers plan to meet individual needs and skill development in reading, writing, speaking and listening is incorporated throughout the English curriculum. The text and writing foci are always under review. We feel this design supports PfA and life beyond school. It also helps to build cultural capital, where opportunities in our curriculum have not been limited.

## Mathematics

	Autumn	Spring	Summer
	Number and Place Value Addition and Subtraction Shape Position and Direction	Number, Multiplication and Division Fractions Time	Statistics Measure Money
	<b>Financial Education Projects:</b>		
<b>Year 7</b>	Planning a Christmas party	Postage	Masses of coins
<b>Year 8</b>	Pocket Money	Chocoholics	Deal or no deal
<b>Year 9</b>	Biking around London	How much is my pound worth	Landscape Gardener

The design of the Maths curriculum is a good example of how we use spaced practice, interleaving and retrieval practice to support pupils to embed key concepts in their long term memory. You can see that skills and knowledge are applied in real world, practical learning through the Financial Education Projects. More detail can be found in the Mathematics Curriculum Documents.

## Science

	Autumn	Spring	Summer
<b>Year 7</b>	Intro to science States of matter Changes of state	Microscopes and cells Sound and Light Classification and life cycles	Separating Mixtures Plants and interdependence Electricity
<b>Year 8</b>	Acids and Alkalis Human reproduction Forces	Elements, metals and non metals Nutrition Teeth and digestion	Earth structure and universe Magnetism Heating and cooling
<b>Year 9</b>	Human body AQA ELC Unit 1	Energy and structure of matter AQA ELC Unit 5 TDA x 1	TDA x 1 Breathing, gas exchange, drugs, alcohol, smoking Climate and earth resources Atoms, elements and compounds

The science curriculum is currently being reviewed.

## Careers & Vocational Education

	Autumn	Spring	Summer
<b>Careers:</b>	<u>Developing yourself through careers, employability and enterprise education</u>  1. Self-awareness 2. Self-determination 3. Self-improvement as a learner	<u>Learning about careers and the world of work</u>  4. Exploring careers and career development 5. Investigating work and working life 6. Understanding business and industry 7. Investigating jobs and <u>labour</u> market information (LMI)	<u>Developing your career management and employability skills</u>  8. Valuing equality, diversity and inclusion. 9. Learning about safe working practices and environments. 10. Making the most of careers information, advice and guidance
<b>Voc Ed:</b>	Planning an Enterprise to run, advertising, market research, preparing for the fair, selling, understanding profit and loss, understanding borrowing and interest on loan, understanding taxation.	Understanding how to do different types of jobs, understanding being paid a salary, savings and budgeting, behaviours and attitudes that are required for doing jobs in the community. Understanding how to pay back to the community: By doing free service for people around school or in the community.	Planning an Enterprise to run, advertising, market research, preparing for the fair, selling, understanding profit and loss, understanding borrowing and interest on loan, taxation. Giving money raised to a Charity. Understanding about different charities.



## PSHE

	Autumn	Spring	Summer
<b>PSD:</b>	All about Myself, SMSC, Anti-bullying. My likes/dislikes, my friends/family's likes and dislikes, What makes me me? Rules to be followed at school, who is responsible for my behaviours.	Relationships and Sex Education. Understanding types of relationships, being assertive, <u>recognising</u> harm, reporting harm, Puberty and changes, regulating self, peer pressure. Need based workshops on Puberty, understanding about touch, respecting diversity and equalities around them.	Health, Hygiene and Drug Education: Understanding concepts related to Mental, Physical and Emotional Health. Learning about hygiene aspects. Learning about Emotional regulation. Understanding how drugs and alcohol affect health and relationships negatively.
<b>Safety:</b>	Safety around school, community and <u>neighbourhood</u> . First Aid Joan?	Safety within relationships, recognising abuse within relationships, keeping safe, keeping safe Online.	Safety with usage of drugs, alcohol, smoking and unhealthy foods.

## Computing

	Autumn	Spring	Summer
<b>Year 7</b>	Computing systems and networks – The Internet Can I believe What I Read? OneDrive and Email	2Code Moving robots Microsoft Words	Microsoft PowerPoint Editing Image 3D modelling
<b>Year 8</b>	Computing systems and networks – Sharing information Copyright and permission OneDrive and Email	Scratch Moving Robots Microsoft Words	Sway (web presentation) Editing Music and Videos 3D modelling
<b>Year 9</b>	Computing systems and networks – communication Communicating Responsibly OneDrive and Email	Scratch – games Moving Robots Microsoft Words	Sway (web presentation) Editing Music and Videos 3D modelling

## Humanities (current)

	Autumn	Spring	Summer
<b>Year 1</b>	Famous People, Romans and Vikings	Judaism and Hinduism	The British Isles Africa
<b>Year 2</b>	The Tudors and the Great Fire of London	Islam and Christianity	India and France
<b>Year 3</b>	The Victorians	Sikhism and Buddhism	Ecosystems and the Rainforest



## PE & Dance

	Autumn	Spring	Summer
<b>PE</b>	Ball Skills, Basketball, Football	Hockey, Football, Touch Rugby, Handball	Athletics, Cricket, Tennis, Rounders
<b>Dance</b>	"Movement Skills" including: Street Dance, composition and use of props	"Dances Around the World" Exploring different cultural and folk dances	"From Story to Dance" Exploring narrative dance

## Art & Design (current)

	Autumn	Spring	Summer
Year 7	Artist study, drawing and painting, using a range of medium and techniques	Printmaking- polystyrene, mono-printing	Ceramics- coil pots/tiles
Year 8	Artist study, drawing and painting, using a range of medium and techniques	Printmaking-polystyrene, mono-printing	Ceramics-coil pots/tiles
Year 9	Artist study-drawing and painting, using a range of medium and techniques	Printmaking-polystyrene, mono-printing/Japanese woodblock printmaking	Ceramics-coil pots/tiles

# KS3 Pathway 2

## Intent, Implementation and Impact

### What are we aiming for?

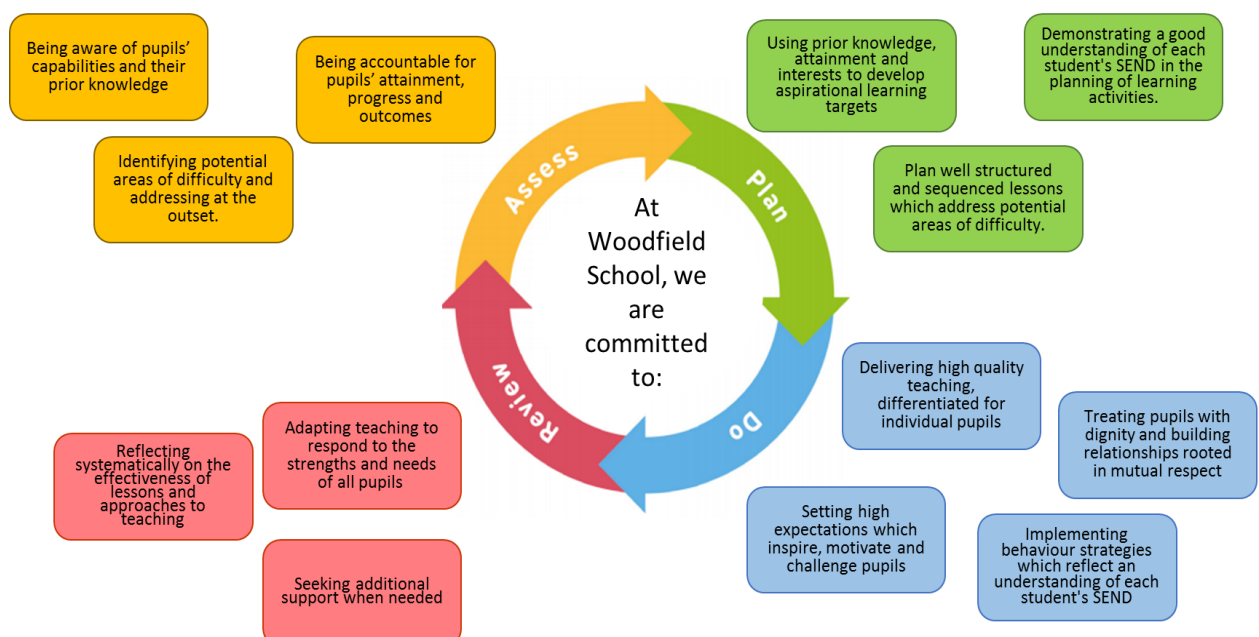
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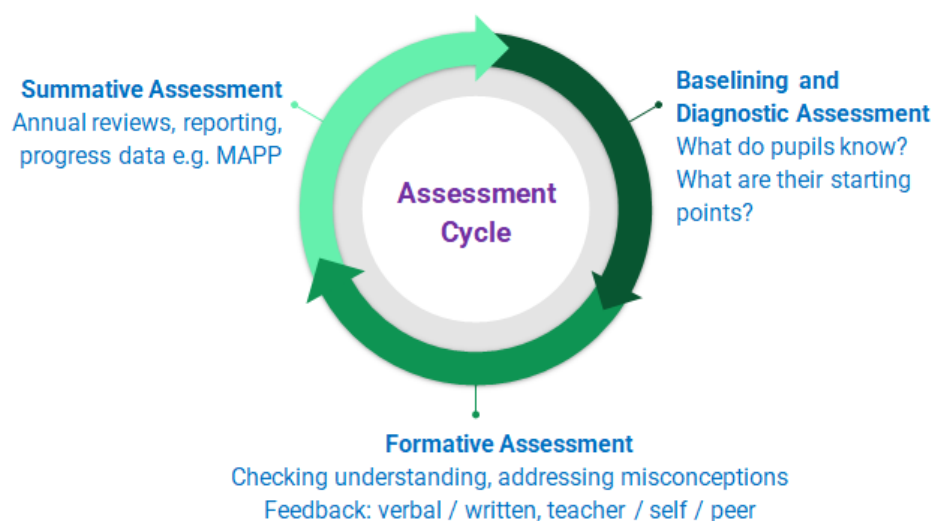
### How do we do it?

Through our Teaching, Learning and Assessment Cycle (Being a school for pupils with SEND this cycle is underpinned by both the SEND Code of Practice (2014) and the Teaching Standards. The cycle represents the expectations for teaching and learning throughout the school.

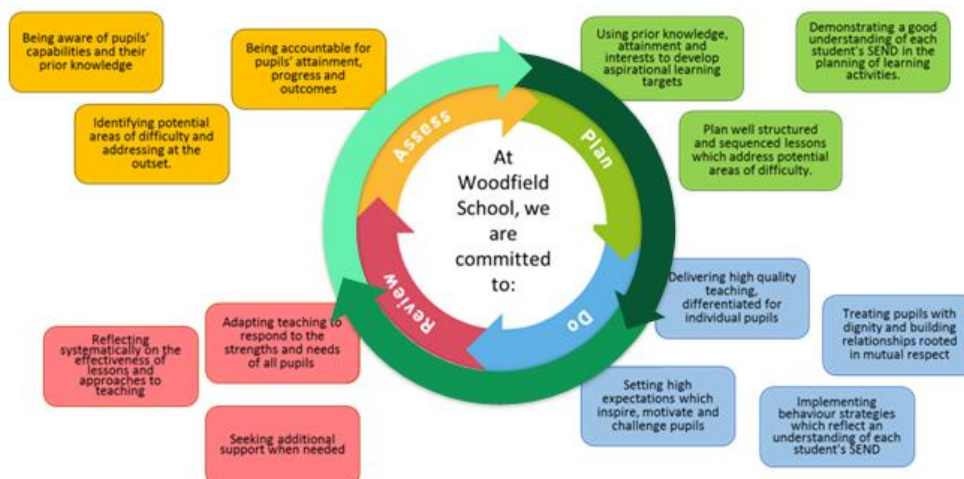
### How do we know we are delivering high quality education for our pupils?

Through our outcomes for pupils and evidenced through our Quality of Education Monitoring Cycle.





### Teaching, Learning & Assessment Cycle:



## Assess:

It is important that we identify pupil's capabilities, prior attainment, strengths, interests and potential areas of difficulties / needs in order to plan and teach effectively, maximising learning opportunities. We baseline and gather information, which can include but is not limited to: EHCPs, previous school, class, teacher information and attainment, diagnostic tasks and testing (where appropriate), information from parents and therapy staff.

## Plan:

As Pathway 2 is subject specific learning, each subject has an overview and outline of the content to be covered. The curriculum is year based: 1, 2, 3 as opposed to Year 7, 8, 9. The curriculum is a spiral design but clearly sequenced so that each pupil learns the content relevant to their level and need and has the opportunity to build upon this, extend and generalise their knowledge, skills and understanding.

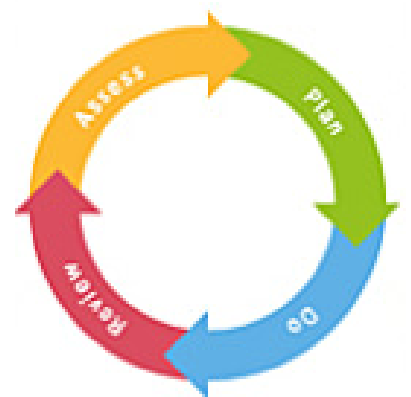
Teachers take the subject outline and create a medium-term plan specific to their class and the individual pupils. Teachers set **Milestones**, which are generated by looking at the students' strengths and barriers, their medical needs, development stage, learning level and previous attainment. These are termly targets set in each of the curriculum areas which form discrete stepping stones towards their outcome statements in their Education Health Care Plan (EHCP). **Milestones** are shared and reviewed termly with parents. These are incorporated into the Medium-Term Plan along with Therapy Goals.

## Do:

Teachers implement their planning and continue the cycle.  
This is a continuous cycle!

Teachers will:

- Deliver high quality teaching and learning
- That inspires, motivates and challenges pupils
- Is based on needs, interests and prior attainment
- Have high expectations for learning and behaviour
- Foster positive relationships
- Use strategies to support pupils, promote independence
- Capture high quality evidence of learning and progress



## Review:

The review process is ongoing and constant as teachers continually assess, check understanding, change and adapt approaches, activities, strategies, resources etc Teachers will take part in internal and external moderation procedures. Pupil's, parents and staff will also participate in the Annual Review Process.

## Assess:

Just as “**Review**” is constant and continuous, so too is “**Assess.**” We started with “**Assess**” but that was only the beginning of the cycle, the Diagnostic Assessment.

Formative assessment happens throughout the term. Examples include:

- Questioning and discussions
- Observations - including EFL evidence
- Completion of learning tasks
- Peer and self-assessments
- Marking and feedback

Teachers are “**accountable for pupil's attainment, progress and outcomes**” The process for this is outlined below:

### End of Term Assessment (Summative):

There are two main areas of focus for the End of Term Assessment.

1. The EFL Learning Journey  
Evidence is collated in the EFL app and mapped against the curriculum. Each piece of evidence is linked to a **Milestone** as well as an EHCP area and Preparation for Adulthood. Each subject teacher annotates the evidence relevant to their subject and the class teacher completes an End of Term summary report.
2. The MAPP assessment (Mapping and Assessing Pupil Progress)  
Each pupil's **Milestone** is assessed against 4 areas; prompting, fluency, maintenance and generalisation to give a more in-depth analysis of how well a pupil can achieve a goal. An overall percentage score is given.

# Mapping and Assessing Pupil Progress

## Prompting: How much support is needed

from dependent		Prompting						to independent	
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?

from approximate		Fluency						to accurate	
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?

from inconsistent		Maintenance						to consistent	
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

from single context		Generalisation						to many contexts	
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

The baseline score is entered into EFL at start of term, and an assessment is made towards end of term. An average % change is then calculated



Test STUDENT [TEST001]

Maths Non Entry Level > D > I can count on in 6s, 7s and 9s from any number

## Historical Assessments

Mon, 7 February 2022

Assessment made by:

Pro	8	8
Flu	8	8
Main	9	9
Gen	8	8

Thu, 6 January 2022



T2 2021-22

Assessment made by:

Pro	3	3
Flu	2	2
Main	2	2
Gen	1	1

Assessment is more accurate rather than being subjective. A percentage of overall achievement is calculated. The above example shows 57.5% progress in the month

Through robust internal and external moderation, we have judged:

55% + to show expected standard

65% + to show outstanding progress

70% + to show exceptional progress



# Summary of the 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!**