



## GREAT OAKS Pathways 3 Curriculum

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### The Curriculum Strands

Students access either the Pathways 1, 2 or 3 curriculum strands. Some students may have a more personalised timetable and may access a combination of Pathways within their class.

### Pathways 3 Curriculum - Formal curriculum

The Pathways 3 (PW3) curriculum is aimed at students working from GO8 to GO18 + using the Great Oaks Assessment System. Students follow a modified secondary curriculum, attending 6 x 40 minute lessons a day, accessing subject specialist teachers, facilities and resources. The first 40 minutes of every day is spent with class teachers/ tutors. PSHE, citizenship and relationships are delivered by the class tutor.

Student need includes a range of complex learning difficulties including autism, ADHD and medical needs and conditions. Some students may have additional emotional, social and / or health needs, including mental health needs.

The curriculum encourages personal development skills such as independence, social skills and it promotes increased opportunities for communication and interaction with both staff and peers. It also allows students to access specialist teachers and resources, including subject specific classrooms and to access a range of vocational opportunities and accreditation.

Students come from a range of provisions into Great Oaks School, from both primary and secondary mainstream, special school and independent specialised settings. Students have typically transferred from mainstream primary and secondary schools. Although the majority transfer in year 7, we have a number of students who may transfer out of year from years 8 – 11. Often students who may have missed significant parts of education due to being inappropriately placed. We have a good track record of re-integrating students back into education, they may start on a more personalised pathway and slowly integrate into the classroom, this is very dependent on individual student need.

Students who transfer at the end of KS2 experience a nurturing year 7 curriculum, mainly taught by year 7 class teachers but also accessing PE, Music, Computing and Technology with subject specialist teachers. This is with the added continuity of their support staff accompanying the groups to all lessons.

In years 8 – 11, the specialist teachers are supported by an SSA linked to their subject and the students will access these lessons independently. Students will be prepared to access accreditation in years 10 and 11. Our intent is that every student will achieve their maximum potential. Pathways 3 students will be prepared for moving on at the end of year 11 into secondary mainstream colleges, although a small minority may fit the criteria for Great Oaks College.

We employ a range of interventions to support each student on their curriculum journey as needed. Pathways 3 students across the school have these on offer:

- ✚ Vocational 1:1
- ✚ TEACCH
- ✚ Sensory Occupational Therapy
- ✚ Signalong
- ✚ Speech and language therapy- TALKABOUT
- ✚ Literacy and Numeracy interventions
- ✚ ELSA
- ✚ Wellbeing
- ✚ SNAP
- ✚ SALT
- ✚ OT / PT
- ✚ Access to alternative providers e.g. Workmobility

## Implementation

### **The Curriculum Areas**

Pathways 3 students access the full range of the curriculum. We offer signing as an alternative to MFL; we have an international week celebrating other languages and cultures. We also have Enterprise, STEM, and English weeks. Religious Education is taught one day per half term rather than a weekly 40 minute lesson. Students have an element of choice in year 11, deciding which of the 3 technologies they will follow; music or humanities and a choice of vocational studies. They will have access to:

- ✚ Entry level accreditation in maths, English, science and art,
- ✚ ASDAN, Bronze and Silver awards; Food technology award
- ✚ Bronze and Silver Arts awards – Trinity Board
- ✚ AQA unit awards.
- ✚ Food Hygiene Award

- ✚ We strive to increase accreditation year on year and in June 2019 we had one student who achieved a Level 4 GCSE in Mathematics. GCSE will be on offer to students who are working at the appropriate levels to achieve them.

### The Curriculum Strands

*Students access a range of subjects. Each of these subjects falls within one of these categories:*

- ✚ Core Skills (English, Maths, Communication)
- ✚ Technology (Design Tech, Food Tech, Computing)
- ✚ World Studies (Science, History, Geography, RE)
- ✚ Leisure (PE, Friday activities, Swimming, Dance )
- ✚ Arts (Music, Art, Drama – although drama is taught under English )
- ✚ Skills for Life ( Independence Skills, PSHE, Citizenship)
- ✚ Personalised Learning (Vocational, Nurture, Personalised timetables, Specialised setting)

### Curriculum Coverage

<i>30 lessons per week; 5 x Tutor</i>	<i>Core Skills</i>	<i>Technology</i>	<i>Leisure</i>	<i>World Studies</i>	<i>Arts</i>	<i>Skills for Life</i>	<i>Personalised Learning</i>
<i>KS 3 Year 8/9</i>	<i>4 x English 4 x Maths 1 x Signalong</i>	<i>2 x DT/FT 2 X Computing</i>	<i>4 x PE inc. Dance 2 x Friday pm</i>	<i>3 x Science 2 x Hums RE x 6 days per year</i>	<i>2 x Music 2 x Art</i>	<i>1 x PSE 5 x tutor Citizenship &amp; Reading</i>	<i>Access to 1:1 as needed</i>
<i>KS4 Year 10</i>	<i>4 x English 4 x Maths</i>	<i>2 x DT/FT 2 X Computing</i>	<i>2 x PE inc. Dance 2 x Friday pm</i>	<i>3 x Science 2 x Hums RE X 6 days per year</i>	<i>2 x Bronze Arts 2 x Art</i>	<i>1 x PSE 5 x tutor Citizenship 4 x ASDAN</i>	<i>Access to 1:1 as needed</i>
<i>Year 11</i>	<i>4 x English 4 x Maths</i>	<i>2 x DT or FT or Computing</i>	<i>2 x PE inc. Dance 2 x Friday pm</i>	<i>3 x Science 2 x Hums (op) RE x 6 days per year</i>	<i>4 x Silver Arts (op) 3 x Art</i>	<i>1 x PSE 5 x tutor Citizenship 4 Vocational</i>	<i>Access to 1:1 as needed</i>

Subject specialists will write and deliver long term, medium and weekly plans. As students move into year 11 a larger proportion of their curriculum is based on vocational activities

EHCP Links	Strands	Subject areas	Provision, Skills, Knowledge Content
Physical Development Social and Emotional Development Communication Independence Cognition and Learning	<b>Core Skills</b>	English, ( and Drama) Maths	<ul style="list-style-type: none"> <li>✚ Functional skills</li> <li>✚ Understanding and using cause and effect</li> <li>✚ Problem solving</li> <li>✚ Literacy and numeracy skills</li> <li>✚ Literature</li> <li>✚ Accreditation and examination technique</li> </ul>
	<b>Communication</b>	Communication	<ul style="list-style-type: none"> <li>✚ Signalong use</li> <li>✚ SALT, symbols, schedules, key words and sentences</li> </ul>
	<b>Technology</b>	Design Tech, Food Tech, Computing	<ul style="list-style-type: none"> <li>✚ ICT- Computers/ I pads</li> <li>✚ Cooking/ Diet/ Health</li> <li>✚ Design using Plastics, Wood and Metal</li> </ul>
	<b>World Studies</b>	Science, History, Geography, RE	<ul style="list-style-type: none"> <li>✚ Faith</li> <li>✚ Safety awareness through scientific knowledge</li> <li>✚ Local and wider community awareness</li> <li>✚ Wider national and world issues- environment</li> <li>✚ Accreditation</li> </ul>
	<b>Leisure</b>	PE, Friday activities, Swimming, Dance	<ul style="list-style-type: none"> <li>✚ Community awareness</li> <li>✚ Being able to swim (Friday activities)</li> <li>✚ Being active</li> </ul>
	<b>Arts</b>	Music, Art	<ul style="list-style-type: none"> <li>✚ Peripatetic instrumental lessons</li> <li>✚ Music ensemble</li> <li>✚ Performing</li> <li>✚ Music technologies</li> <li>✚ Arts Week</li> <li>✚ Drama- School shows</li> <li>✚ Arts Awards</li> <li>✚ Entry Level/GCSE</li> </ul>
	<b>Skills for Life</b>	Independence skills, PSHE,	✚ Independent Learning Skills

		Citizenship, Vocational skills	<ul style="list-style-type: none"> <li>✚ Independent travel</li> <li>✚ Prep for life</li> <li>✚ Personal care</li> <li>✚ Keeping safe</li> <li>✚ RSE</li> <li>✚ Prep for college</li> </ul>
	<b>Personalised Learning</b>	Timetables accessing subject specialists and rooms Access to Harcourt Road Access to 1:1 personalised timetables Vocational learning Asdan courses	<ul style="list-style-type: none"> <li>✚ Inter and Intra personal skills</li> <li>✚ Self-awareness</li> <li>✚ • Self esteem</li> <li>✚ • Likes/dislikes</li> <li>✚ • Social communication</li> <li>✚ • Social understanding</li> <li>✚ • Thinking positive and being</li> <li>✚ • Independent travel</li> <li>✚ • Self-control</li> <li>✚ Independence</li> <li>✚ • Making vocational choices</li> <li>✚ • Empathy</li> <li>✚ • Smiling/body language</li> <li>✚ • Relationships</li> <li>✚ • Understanding emotions and triggers.</li> </ul>

### Enrichment Activities

Educational trips are used to enhance student learning and experiences.

Friday afternoon activities are utilised as an opportunity to develop personal interests and hobbies, and to mix with a range of students out of their pathway and year group

These skills are reinforced so that they may become transferable later on in life

Work experience; Education other than school (e.g. Workmobility); College visits

Opportunities to represent the school in a range of sporting and arts activities

# TEACHING AND LEARNING

## Staffing

In Pathways 3 students are in classes of no more than 12 and will always have a teacher / SSA team in every subject lesson. There is a Pathways 3 manager who oversees the pastoral and day to day care of the group. This includes preparation for moving on, providing a smooth transition into Post 16 colleges. The curriculum includes one mornings per week vocational option and a two week work experience opportunity in year 11.

This is supported through the subject tutors and Pathways 3 tutors. Students are also supported through external professionals- Occupational Therapist, Speech and Language Therapist, Sensory Occupational Therapist, CAMHS staff, JIGSAW social workers and parent support professionals, as needed on a 1:1 basis.

Everyone who works with students in Pathways 3 has the skills to support students in achieving their potential in terms of accreditation and moving on. Staff can identify needs and ensure that each student is on the right track for encouraging independence, life and social skills and for transitioning on to adult life in years 10 and 11.

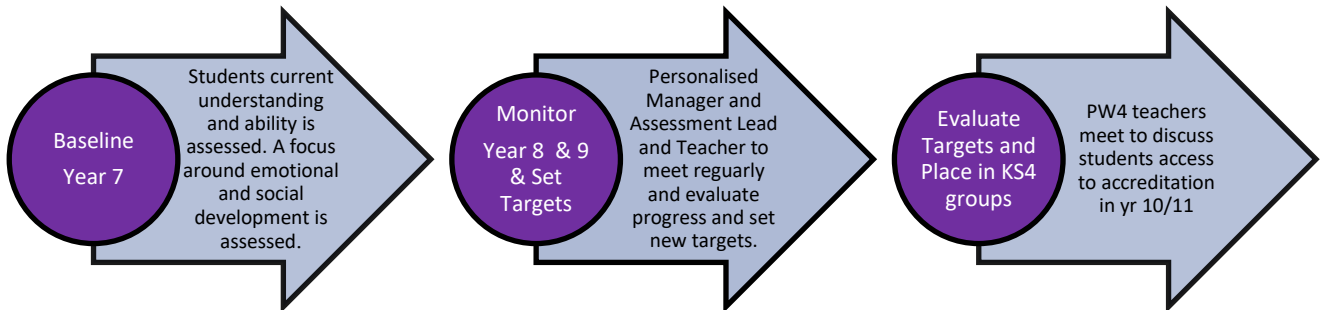
## Planning

Subject specialists plan and deliver the curriculum across the curriculum strands. Subject specialists work together on planning a themed curriculum where there are subject links, and for preparing students for accreditation in years 10/11. Each curriculum area is differentiated for students to be able to access and to take into account any learning difficulties or associated problems. Staff follow long term and medium term plans which incorporate weekly planning. Planning is based on the national curriculum but a greater emphasis is also placed on the way that our students can access a more formal curriculum.

## Learning Environment

Pathways 3 curriculum takes place in specialist subject areas using subject specialist equipment and with access to subject teachers. Students access the curriculum independently moving from lessons to lesson using following their timetable. Classrooms are organised and adapted to meet the needs of students with moderate learning needs, and associated needs. Independence, social skills and communication are an integral part of Pathways 3 learning.

## Assessment



Goal and target setting is centered on a student's Educational Health Care Plan. Students have individual educational targets each term which are based on outcomes from the EHCP. These targets are reflected in curriculum delivery. Students work on these in their English and Maths' lessons specifically around literacy and numeracy targets but also in tutor sessions (reading) and other relevant lessons. Teachers continually assess this progress and are responsible for writing the EHCPs for their tutor group. English and mathematics teachers will assess and set new literacy and numeracy targets.

Students are also assessed through Earwig Academic on all curriculum areas. Baseline diagnostic testing is used annually in Reading, Phonic stages, Spelling and Maths. The ongoing measurement of progress is individualised and determined by subject teachers and intervention support.

Students are placed in Pathways 3 in year 8 and there is an expectation that PW3 students will achieve entry level in the core and arts subjects and silver and bronze arts awards. Where a student is able to access GCSE this would be put in with support

## Student Achievement

Student achievement is captured through lesson feedback, Class Dojo reward points, weekly raffle tickets for assembly, student of the week certificates, evidence on Earwig Academic and regular communication with parents and other professionals. Yearly reports are completed and parents are met with twice a year for parents evening. An additional meeting is held for year 10/11 students to meet with Post 16 providers and



colleges. Annual reviews in year 10 and 11 are run along the style of a person centered planning meeting.

### **Transition**

Transition into Pathways 3 from year 7 is managed by meeting with the year 7 staff and pathways managers to look at need. Students have the opportunity to spend a day in their new class in the summer term. The transfer to PW 3 can be challenging for some students so this is closely monitored by the Pathways lead, class tutors and subject teachers.

### **Family Engagement**

The Education Endowment Foundation's report on *'Working with parents to support children's learning'* emphasises the importance of parent engagement and the clear link to students academic progress. Communication and an open dialogue about home and school issues are vital for all students. Parents are encouraged to use Class Dojo to contact class tutors for everyday messages and queries. They can phone or email school. The Pathways manager liaises with families and manages other queries, especially around behaviour and curriculum. Subject teachers would contact parents regarding subject specific issues around accreditation, school visits and any other general subject specific needs, including homework.

Great Oaks will also support parents in accessing appropriate services for support. Staff will work with parents on practical strategies that can be used at home, both for behavior and work related enquiries.