

Curriculum Policy

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Reviewed By	Headteacher		
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Rationale

This policy provides information about the framework of the curriculum at our school. This consists of all the learning experiences needed in order to maximise learning potential and to ensure that students work towards achieving the outcomes as defined in their Education, Health and Care (EHC) Plans and thus accomplishing our school goals of becoming empowered learners.

Intent

Pathways Staff are passionate and committed to the personal development of student. The curriculum at Pathways Education School provides a broad and rich education that meets the needs of all children. This is underpinned by our school vision and values. Staff have worked closely to build an ambitious curriculum to develop (through engagement) pro social behaviours and feelings. We are collectively confident that our approach will enable pupils to thrive and achieve holistically.

We hope that through our curriculum, where we have considered student's past experiences, along with our opportunities of engineering new experiences, we will motivate and inspire in order for students to connect with themselves and others to become empowered and make the right choices for themselves and their futures.

We are proud to use an individualised learning approach catered to each student's needs, interests and intended outcomes. Through our ambitious and unique method, our intention is to ensure that all students who attend Pathways Education learn the necessary academic and life skills to prepare them for their next step towards independence, either towards education or employment. In so doing we teach English, Maths and PSHE explicitly and aim to design curriculum maps that combine discreet learning around other subject disciplines integrated within project-based learning centred on their interest, passions, and desires. Through this approach, our intent is to develop a broad level of skills, knowledge, fulfilment, and personal wellbeing in order to prepare them for life beyond Pathways. Our curriculum aims to – above all – provide students with a sense of value alongside the necessary skills to transition to their next step of their journey.

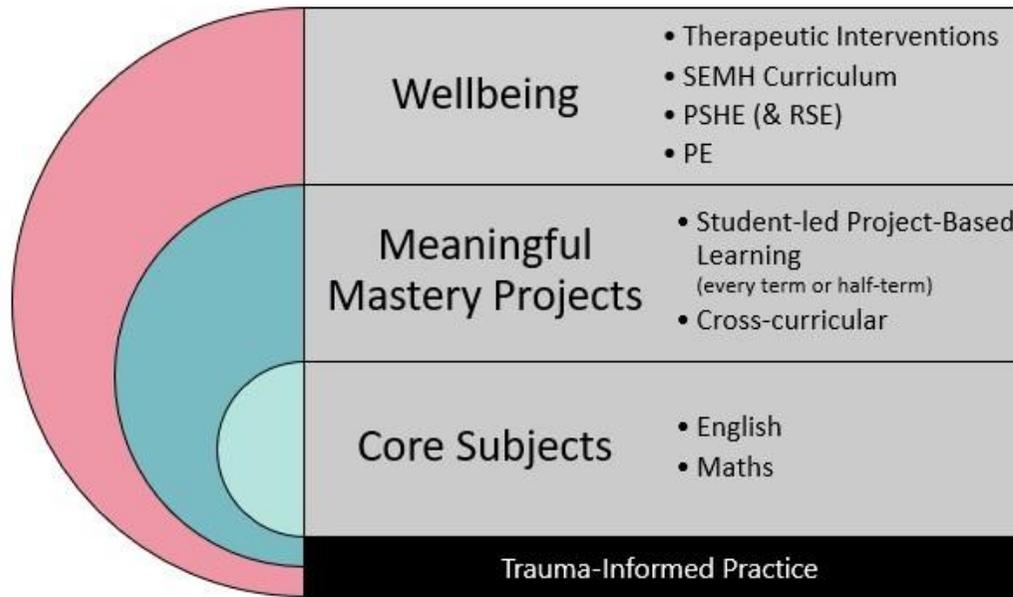
Our Starting Point

At Pathways, we work hard to understand the whole picture of each student. When a student enters the school, we aim to establish a ‘contextual baseline’ where staff seek to understand the complete context of who that child is from a holistic perspective. This is determined by taking into consideration the combination of information before they start with us alongside the baseline data and observations gathered over the transition period (please see Teaching Learning & Assessment Policy). There is often a main barrier to learning in that the young person may struggle to engage with academics given their difficulty to regulate their emotions in a range of contexts. Therefore, upon entry, we concentrate on developing a personalised timetable in which we focus on this aspect of their learning first. In so doing, we accept that their academic progress initially may be slow as we work on helping them to feel safe and comfortable, become their trusted adults and develop skills to regulate their emotions.

Implementation

The Deeper Living, Deeper Learning Curriculum was designed by our CEO, Dr Matt Silver, and empirically supported by his doctorate thesis, approved by University College London, Institute of Education. It has shown positive impact on student well-being, academic achievement, destinations and, importantly, has been implemented with students with additional needs leading to Outstanding Ofsted ratings in other settings. The approach is now published and shared internationally with other leading scholars in the field.

There are three explicit components to the Deeper Living, Deeper Learning Curriculum. Below is our adapted version to include Trauma-Informed Practice:



The components that are embedded across our whole curriculum:



The design of our timetable is highly specific to the needs of our young people and their optimum learning experience. For example, each day starts later to ensure that parents are supported in getting other siblings ready for school and to support pre-teen/teen sleeping patterns, removing a common resistor to learning. The learning sessions are short, with regular breaks to support attention. Break and lunch is communal to ensure a sense of belonging.

Example School Day:

10 - 10.20	10.20-10.45am	10.45-11.30am	11.30 – 11.45am	11.45 - 1pm	1pm - 1.30pm	1.30 - 2.15pm	2.15 - 3pm
Registration	1	2		3		4	5
Tutor time	Wellbeing/ Therapy	Maths	Break	Meaningful Mastery Project	Lunch	English	Wellbeing/ Therapy

The curriculum framework intentionally links with an aligned autonomy approach aimed to sustainably enhance Reeve’s (2002) social nutrients and cultural conditions that enhance self-determination, thus engagement, whilst being mindful of the biological factors of individual learners. This curriculum was developed to increase five key components that theoretically underpin the approach drawn from Positive Psychology and Self Determination Theory (SDT) (Deci and Ryan, 2000):

Autonomy

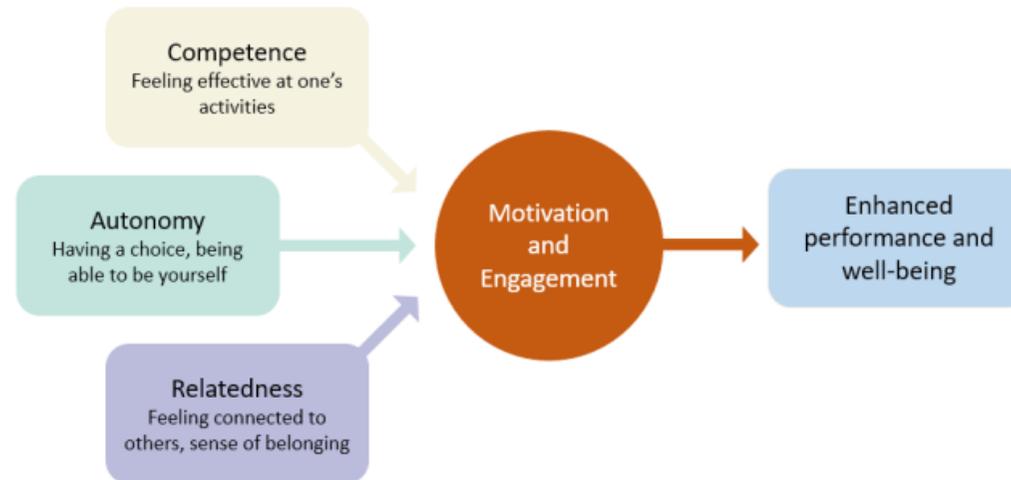
Competence

Relatedness

Meaning

Mastery

Self-determination Theory (Ryan & Deci, 2017)



The curriculum framework provides structural prompts as opposed to prescribed content means that it provides an opportunity for teachers and learners to autonomously plot their volitional action and their individual and collective agentic actions that the curriculum structure and chosen qualifications asks of them, seeking to increase their self-determination (Shogren et al., 2015; Chang, Adams, & Little, 2017). Having to design and negotiate this together supports stakeholder autonomy and relatedness, whilst forming project group identity and ownership of the agentic action (though project group collaboration is common). The collaboration leads to relatedness between learners, peers and teachers investing trust into the relationships enhanced by shared responsibility in decisions and actions (Brockett & Hiemstra, 2012).

Adolescence is known to be a key period for development and the curriculum provides the opportunity to integrate the system within their sense of self, critiquing its role as opposed to rejecting it. Such responsibility is supported by the well-being component of the curriculum in that it enhances learners' ability to respond appropriately, through understanding communication, self-awareness and self-regulation and their respective techniques (Chene, 1983). Purposeful increase in autonomy in target setting and sessions learners wish to attend impact on engagement and outcomes.

Teachers work with students to support them to choose a project on which they will work on across the term. Practitioners promote autonomy by providing choices in projects and on content that is meaningful to them and on which they can be successful in pursuing potential future pathways. Practitioners create opportunities to promote students' fulfilment of their need for competence and metacognition with weekly reflections. There are regular exhibition days to celebrate and share with the community's stakeholders. Students are enabled to set their own learning pace, to identify individualized goals that they would work toward, and the process emphasized creating community amongst learners and teachers as well as connecting students with their communities outside of the school context.

Programme Overview

Key data sets that demonstrate students are developing strategies to overcome barriers to their learning include:

- EHCP Progression - We breakdown the EHCP outcomes into smaller learning goals which allow staff to measure the outcomes of the curriculum. This also forms the metric by which we determine how students' progress.
- Attendance – An increase in attendance demonstrates that students are feeling safe and comfortable to attend school and engage with others and their learning
- Behaviour – We look for a reduction in the severity and frequency of behaviour which demonstrates that they are becoming more self-aware, take responsibility for their actions and are ready to engage more proactively.
- Wellbeing – High scores on student own 'Wellbeing Star' (based on Prosper) will show positive attitudes towards themselves, others and school.

The curriculum is divided into three main sections: the core curriculum in which there is explicit teaching of English and Maths (2 lessons a week for each subject), Project-based Learning which blends a range of subject disciplines into a unified project, based around the interests of the child/group and the Wellbeing Curriculum which focuses on PSHE and PE (2 lessons a week for each subject). All Programmes of Study are based on the National Curriculum. We do provide opportunities for students to work towards objectives with national qualifications, however currently no students are able to sit formal examinations.

Project curriculum maps are structured and supported by twelve key 'Pillars' which are adapted from the independent school standards:

1. Linguistic – English, Reading, Writing, Speaking & Listening

2. Mathematical Pillar – Number, Measure, Statistics and geometry
3. Scientific – Biology, Chemistry, Physics
4. Human & Social – History & Geography
5. PSHE – Physical, Social, Health and Economic Development
6. Technological – ICT
7. Aesthetic and Creative – Art, Design & Technology and Music
8. Real World Experience and Events
9. Employability – Incorporating Gatsby Benchmarks
10. Character Development
11. SMSC/British Values
12. Rights Respecting & Student Voice

Spiritual, Moral, Social and Cultural Development strand which is embedded within the PSHE curriculum and is incorporated throughout all curriculum planning and through the ethos at Pathways

(Please see Curriculum Map, Curriculum Overview and Subject Intent Statements for more detailed information.)

We offer a range of extracurricular activities which offer a range of opportunities to develop vital life skills as well as provide a therapeutic opportunity to fostering wellbeing. Extra- curricular activities are extensive and provide enrichment opportunities where learning and teaching can take place in a variety of ways both within and beyond the classroom, such as forest school skill activities, day trips, equine empowerment, community projects and themed weeks are some examples when students are able to develop their social skills and learn to become more active citizens within the school community and beyond. We are proud of our curriculum at Pathways and are continually reviewing and updating it to give our students the best possible learning experiences.

Legislation and Guidance

This policy reflects the requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#) and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Roles and responsibilities

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is teaching a broad, balanced and rich curriculum.
- Proper provision is made for pupils with different abilities and needs.
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Inclusion

Teachers must set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups. Teachers will plan lessons so that all pupils can study every curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in Equality & Diversity Policy.

Monitoring arrangements

The governing body monitors whether the school delivers on its curriculum requirements.

The Headteacher will monitor the way their subject is taught throughout the school by:

- Checking Planning
- Learning walks
- Formative and summative assessment.

Teachers also have responsibility for monitoring the way in which resources are stored and managed.

Links with other policies

This policy links to the following policies and procedures:

- Teaching, Learning & Assessment policy
- Equality & Diversity Policy

This policy will be reviewed annually by the headteacher and governing body.

Appendix: Curriculum Overview

I N T E N T	School Vision	To create opportunities for young people to find self-agency and carve pathways											
	School Values	Wellbeing			Connection				Empowerment				
	Curriculum Aims	Create an environment to develop self-awareness, self-regulation and resilience		Provide inclusive, high quality, rich and deep educational experiences		Build meaningful relationships based on communication, kindness and mutual respect		Encourage own decision-making and gain independence		Plan for the future by investing in the present			
	Skills for Life	Character		Communication		Collaboration		Creativity		Citizenship		Critical Thinking	
I M P L E M E N T A T I O N	Inspiring Contexts	Surrounded by nature	Purposeful learning spaces		Pathways coffee shop	Cookie Bus		Music Studio		Equine facilities		Community Farm	
	Engagement Approaches	Home visits	Partnership working	Engagement Support Plan	Transition Reviews	Trauma Informed Practice	Personalised Learning Goals	Positive Behaviour Support	Restorative conversations	Drop Everything and Read (DEAR)	Celebrating achievement	Termly Reports	
	Areas of Need	Communication & Interaction			Cognition & Learning			Social, Emotional & Mental Health			Sensory and/or Physical		
	Curriculum	English			Maths	Project-based Learning		Wellbeing		PSHE (& RSE)		PE	
	Therapeutic Provision	Lego therapy	Yoga		Sand Therapy	Equine Empowerment		Music	Art Therapy		Cooking	Visiting specialists	
	Assessment	Admissions Assessment	PASS Assessment		English & Maths Baselines	EHCP Outcomes Tracking	Goal setting	SOLO rubrics		Wellbeing Star		Subject-specific assessments	Student reflections
	Positive Outcomes	Good Attendance	Confident individuals		Motivated to learn	Achieving EHCP targets		Empowered	Engaging with the community		Successful transition to school/college		
I M P A C T	Developmental Outcomes	Physiology	Emotional Management		Values	Ego	Cognition	Behaviour		Relationships			
	Evaluation	School self-evaluation	External reviews		Student voice and feedback	Parent Views	Governor input	Moderations		Future planning			