



**pathfield**  
SCHOOL

Inspiring interaction

## **CURRICULUM POLICY**

### **Plus Subject Summaries**

Adopted by Governors	<b>Gemma Armishaw</b>
Date	<b>28.01.16</b>
Review Date(Every other year)	<b>Spring 2018</b>
Policy/Procedure checked by/date	<b>Abi Staff Avril Burrows All subject co-ordinators January 2016</b>

Pathfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy will support, promote and be applied with due regard to the requirements of the

**SENTIENT TRUST**  
inspire • empower • enable

# PATHFIELD SCHOOL CURRICULUM POLICY

## **Purpose –**

We believe:

- that learning is an enjoyable lifelong process through which everyone can achieve their potential and exceed their expectations.
- all individuals have self worth, dignity and rights; and can achieve with the right facilities for their own unique needs.
- in a cultural diversity that embraces individuals and promotes community spirit.
- that teaching and learning should be creative, valuable, practical and fun for each individual.

We value:

- the individual, recognising their abilities and providing for specific physical, cultural, emotional and developmental needs.
- the unique difference of all individuals, recognising that their talents and abilities can be extended to develop self confidence and independence.
- a safe, happy environment where learning is fun, stimulating and exciting.
- teamwork. Where teaching and learning is shared by all key persons in a young person's life, including school staff, parents, carers, governors and other professionals and agencies.
- good communications between pupils, staff, parents, carers, governors and other professionals recognising that it is the key to the good relationships necessary to build a safe, happy and fun learning environment.

## **Who was consulted?**

This was achieved by questionnaire to parents, regular involvement of staff in curriculum development and wide circulation of draft policy for comment. National and local guidance and documentation was used as listed at the end of the policy document.

## **Other pertinent policies**

This policy should be read in conjunction with; Assessment, Recording and Reporting, Careers Education, Charging, Collective Worship, Drug Education, Sex Education, Equal Opportunities, Health and Safety, Homework, Nutritional Standards, Performance Management, Race Equality, School Visits and Journeys, Session Times, SEN, Staff Discipline, Teaching and Learning, Therapy Provision and PHSE.

## **Roles and responsibilities**

The **Deputy headteacher** will ensure that:

- we have developed a fully differentiated curriculum that meets the needs of all our pupils. We have developed a sensory curriculum that is progressive across the school and incorporates extended curriculum areas such as Sherborne, TAC PAC, Write Dance, Sensory Integration
- We have introduced County initiatives to support our pupils' learning and development
- all statutory elements of the curriculum, and those subjects which the school decides to offer, have aims and objectives, which reflect the aims and values of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language and alternative communication skills and techniques, as well as ICT and other whole school resources
- all pupils will have a communication and interaction target written into the lesson plans which are reviewed weekly
- KS5 pupils will have an annual target set on work related learning in addition to the core target areas for the whole school.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Curriculum Committee annually
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum. The Head teacher will report to the Curriculum Committee how the school meets the requirement for a broad based curriculum for these pupils based on their level of need and attainment
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making via the annual review meeting, parents evenings and other methods as appropriate
- 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 statutory targets and internal school targets in order to make evidence based decisions

It is the responsibility of the Head teacher to ensure that reference is made to this policy in other associated policies, and where changes are made, to ensure that these policies are reviewed and amended by the Governing Body.

#### **Other staff**

Other staff will ensure that the school curriculum is implemented in regard to this policy with particular regard to the Teaching and Learning policy, The Assessment, Recording and Reporting policy, Subject Statements, and all planning guidance.

The **governing body** will ensure that:

- it considers the advice of the Head teacher when approving this curriculum policy and when setting statutory and non statutory targets
- progress towards annual statutory targets is monitored, and reported via the Curriculum committee
- National Curriculum test and teacher assessment results are published in the prospectus and other media, and progress towards meeting agreed targets is described
- it participates actively in decision-making, and receives regular reports on the breadth and balance of the curriculum
- political and sensitive issues are presented to pupils in a balanced way

### **Monitoring and Evaluation**

We have established a system for assessment that allows progress to be clearly defined and evidenced as follows:-

- Data is formally collated to show progress across different cohorts and classes
- Data is analysed with teachers annually and irregularities are considered and addressed in order to improve the quality of assessment and to achieve parity across the teaching staff
- Data will support evidence in purpleblue files to demonstrate progress for each individual pupil
- End of key stage data is sent to the L.A. inline with National benchmarking
- All staff are trained in the setting of SMART targets
- Parents have the opportunity to review their child's progress through parents evenings', Pupil's Person Centred Annual Reviews and in interim discussion as necessary with class teachers and others
- Parents views are sought at whole school events through the use of comment sheets and boards that highlight areas which are working/not working

### **Arrangements for monitoring and evaluation**

The governing body will receive an annual report on:

- the progress achieved for those pupils at the end of each Key Stage
- the progress of pupils according to I.E.P.s

- the progress of pupils assessed against the P scales through CASPA, Progression Guidance and the Pathfield Assessment system. The current system to assess pupil progress is being reviewed in line with the removal of NC levels, and the introduction of the New Primary National Curriculum. We continue to assess pupils against P scales and will use CASPA for 2015-2016. Progression guidance is still in use but does not have the same weighting as before. At this time we are maintaining our current system until we have agreed a new assessment tool.
- the number of pupils for whom the curriculum was not applied to, the arrangements which were made to assess and monitor progression
- the progress of children in care, pupils in receipt of free school meals, and service children.
- the evidence of the impact of school strategies to improve progress of groups of pupils with similar difficulties (e.g. ASD, PMLD, gender)
- the views of staff actions required to achieve measurable progress
- the nature of any parental complaints/compliments
- results of Annual Whole School questionnaire

### **Documentation concerned with this policy**

National Curriculum Handbook

DfES circular 10/99 Social Inclusion: Pupil Support

DfES circular 7/90 Management of the School day

DfES circular 1/94 Religious Education & Collective Worship

DfES Disapplication of the National Curriculum 10/02

A Guide to the Law for School Governors

DfES circular 11/98 Target Setting in Schools

Designing the KS3 Curriculum DfES 003/2002

Maintaining Breadth and Balance at KS1 and KS2 QCA, QCA/98/190

Promoting Continuity Between KS2 and KS3 QCA, QCA/96/412

# SUBJECT SUMMARIES

## Art and Design Summary

<b>Rationale</b>	<p>Art and Design play an essential role in the education of pupils at Pathfield. The visual arts provide opportunities for creativity and self-expression, which are essential for the pupil's ability to understand themselves and the world around them.</p> <p>It is intended that through first-hand practical experience, an increased understanding of the work of artists, designers, architects and crafts people is built up. This will lead to a more lively appreciation and a greater awareness of the natural and human environment and mankind's cultural achievements. It is hoped that this will also enrich the pupil's experience of life. Enhancing their own environment should therefore be enriched and their own artistic abilities developed.</p> <ul style="list-style-type: none"> <li>• The visual arts play an important role in reinforcing concepts and learning in other subjects.</li> </ul>
<b>Aims</b>	<p>Through a structured curriculum our belief is that Art and Design will stimulate pupil creativity and imagination. This will enable pupils to become involved in, have enjoyment of and develop a deeper understanding and appreciation of the visual arts. It will enrich their personal lives and help enable them to better understand the role they play in society.</p> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• To provide opportunity and stimulus for creativity and self-expression</li> <li>• To increase pupils' knowledge, understanding and the appreciation of materials, tools and skills</li> <li>• To encourage reflection and evaluation of their ideas in order to refine and improve their work and evaluate the work of others</li> <li>• To recognise, explore and understand their own culture</li> <li>• To embrace and understand cultural diversity</li> <li>• To encourage historical perspective by reading contemporary values into the processes and events that have shaped them</li> <li>• To ensure that all pupils are able to access the visual arts</li> <li>•</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Provide imaginative activity, fashioned so as to produce outcomes, that are both original and of value</li> <li>• Provide pupils with a range of experiences, a variety of materials, tools and processes (including ICT)</li> <li>• Consider safety</li> <li>• Encourage experimentation which will develop confidence, technical control and skill</li> <li>• Provide opportunities for pupils to discuss, review and evaluate their own work and that of others</li> <li>• Provided a balanced curriculum, which is inspired from the work of artists, designers, architects and crafts people, including these from different cultures, values and traditions.</li> <li>• Provide a well structured scheme of work, where pupils will be able to access the visual arts at levels which are appropriate.</li> </ul>

## Eco Summary

<p><b>Rationale</b></p>	<p>Pathfield School is committed to embedding respect for the environment and the development of responsible citizens in all aspects of its education.</p> <p>Activities will be incorporated into lessons that link in with the action plan covering different curriculum areas to embrace a cross curricular approach.</p> <p><b>Implement and Monitoring</b></p> <ul style="list-style-type: none"> <li>• The Headteacher and Eco School Coordinator will monitor the ethos and culture of the School to ensure it reflects a school that values caring for the environment and it is a whole school approach</li> <li>• To participate in and follow the Eco Schools Scheme</li> <li>• To complete Action Plans each academic year</li> <li>• To monitor and implement national and local initiatives when they arise</li> <li>• The Head Teacher and Healthy Schools co-coordinator are to ensure there is adequate resources and if appropriate training for staff to ensure the School can educate and promote in caring for the environment</li> </ul> <p><b>The Role of the Eco School Co-coordinator</b></p> <ul style="list-style-type: none"> <li>• To update the policy</li> <li>• To complete Action Plans each academic year to contribute to the School Development Plan</li> <li>• To participate in the Eco Schools Scheme</li> <li>• To re-apply for the Awards</li> <li>• To keep staff informed of actions and new developments</li> <li>• To co-ordinate focus environment weeks</li> <li>• To keep a portfolio of evidence of action areas</li> <li>• To co-ordinate/provide staff INSET</li> <li>• To involve outside agencies</li> <li>• To report to Governors</li> </ul>
<p><b>Aims</b></p>	<p>Pathfield School aims to link Eco School activities into the curriculum in different ways.</p> <ul style="list-style-type: none"> <li>• To become more sustainable and reduce the environmental impact of the whole school</li> <li>• Promote environmental awareness</li> <li>• Develop awareness of global issues</li> <li>• Develop a whole school approach to promoting environmental awareness. This will include: pupils, staff, governors, parents and members of the local community</li> <li>• To attempt to create a school that runs in a way that respects and enhances the environment</li> <li>• To help develop pupils' decision making skills</li> <li>• To link environmental issues, at an appropriate level, within the school curriculum as well as the daily life of the school</li> </ul>
<p><b>Objectives</b></p>	<p>Within Pathfield, we will have a process which will ensure that the School has:</p> <ul style="list-style-type: none"> <li>• An eco committee (pupils, staff and governor representative)</li> <li>• An annual environmental review</li> <li>• An annual updated Action Plan</li> <li>• Relevant topics integrated into the curriculum</li> <li>• Monitoring and evaluation of progress</li> <li>• Promoting to the wider community of the School's commitments &amp; actions</li> </ul>

## Forest School Summary

<p><b>Rationale</b></p>	<ul style="list-style-type: none"> <li>● Investigate techniques through processes and tool used to create an end product.</li> <li>● A learning approach that is both child-led through play and adaptable to different educational contexts.</li> <li>● Has regular and repeated participation in planned and well organised programmes (including planning for child-led learning / play) enabling participants to build on</li> <li>● previous achievements and skills.</li> <li>● Acknowledgement of the Forest school practitioner as a 'significant other' who can encourage the development of self-esteem through appropriate matching of task/ activity to the students preferred learning style.</li> </ul>
<p><b>Aims</b></p>	<ul style="list-style-type: none"> <li>● Pupils will be equipped to take greater advantage of nature connections and interactions, gain knowledge that helps keep them safe and give them confidence when being outdoors.</li> <li>● Pupils and staff will develop a playful spirit.</li> <li>● To introduce responsible risk taking and challenging norms</li> <li>● Encourage Emotional literacy and the development of Emotional intelligence</li> <li>● Expose pupils to ecologically sensitive environments and the practices of the sustainable use of the outdoor environment</li> <li>● To set pupils up to achieve through small achievable tasks, thus building on confidence and self esteem.</li> <li>● To improve greater awareness of surroundings through bigger horizons/ spaces/ depths of landscape.</li> <li>● To give pupils opportunities for purposeful, self motivated movement and activity.</li> <li>● Enable child led learning and play opportunities thus impacting on the THRIVE programme and the 'Childs Right to Play' - Article 31 UN Convention.</li> <li>● Create a fun, playful experience that supports the holistic development of each pupil.</li> </ul>
<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>● To develop gross and fine motor skills, stamina and confidence on moving across uneven ground.</li> <li>● To develop leadership skills in peers</li> <li>● To improve social skills and team work.</li> <li>● To provide pupils the freedom to express themselves.</li> <li>● To make choices and encourage independence and responsibility.</li> <li>● To develop self respect, the respect for others and the respect for the greater world around them.</li> <li>● To expose pupils to different weather and seasons in positive ways thus gaining a healthy relationship between themselves and the environment.</li> </ul>

## Foundation & Early Years Summary

<b>Rationale</b>	<p>At Pathfield we aim to provide the highest quality care and education for all our children in the Foundation/Early Years unit. We create a safe and happy environment with motivating and enjoyable learning experiences that encourage the children to become confident and independent. We value the individual child and work alongside parents and other agencies to meet their individual needs and help every child to reach their full potential.</p> <ul style="list-style-type: none"> <li>• We believe every child is unique.</li> <li>• We believe they learn to develop and become more independent through positive relationships.</li> <li>• We believe children learn and develop well in an enabling environment.</li> <li>• We believe children develop and learn in different ways and at different rates.</li> </ul>
<b>Aims and Objectives</b>	<ul style="list-style-type: none"> <li>• To provide a secure and safe learning environment, indoors and outdoors.</li> <li>• To offer a friendly, supportive, caring atmosphere in which both parents and children can thrive.</li> <li>• To provide a balanced, differentiated curriculum based on the EYFS, across the Prime areas and Specific areas of learning.</li> <li>• To use play as a vehicle for learning.</li> <li>• To promote equality of opportunity.</li> <li>• To work in partnership with parents; carers and a variety of agencies to best meet each child's needs.</li> <li>• To plan challenging learning experiences, based on the individual child, informed by observations and assessments.</li> <li>• To provide a variety of activities, some adult-initiated; some child-initiated.</li> <li>• To ensure that the children have fun!</li> <li>• To provide a child centred approach to learning.</li> <li>• To ensure optimal social, emotional, physical and cognitive development of the children.</li> <li>• To ensure high equality teaching.</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Weekly parent participation in learning sessions</li> <li>• Play buddies with Pilton Infant School</li> <li>• Home Visits</li> <li>• Rigorous transition meetings and visits</li> <li>• Links with other agencies and organisations – Portage, EY networks groups.</li> </ul>

## Geography summary

<b>Rationale</b>	<ul style="list-style-type: none"><li>• To use a creative topic based approach to teach Geography.</li></ul>
<b>Aims</b>	<ul style="list-style-type: none"><li>• To develop an awareness of the local community, and the communities in which the pupils live.</li><li>• To develop a knowledge of places and environments throughout the world.</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• To stimulate an interest in their surroundings and in the variety of human and physical conditions on the earth.</li><li>• Foster a sense of wonder at the beauty of the world in their immediate and wider surroundings.</li><li>• Enhance their sense of responsibility for the care of the earth and it's people.</li><li>• Develop a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.</li></ul>

## History summary

<b>Rationale</b>	<ul style="list-style-type: none"><li>• To use a creative topic based approach to teach History.</li></ul>
<b>Aims</b>	<ul style="list-style-type: none"><li>• To consider how the past influences the present.</li><li>• To develop an understanding of beliefs and cultures.</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• To develop a lasting interest in and enjoyment of learning about the past.</li><li>• To develop a sense of chronology, how some things change and some things stay the same.</li><li>• Investigate how and why events happen, and how they may be linked</li><li>• Consider what it was like to have lived in different periods.</li><li>• To realise that actions have consequences.</li></ul>

## ICT summary

<b>Rationale</b>	<ul style="list-style-type: none"><li>• ICT has wide ranging implications for our students in many areas of development.</li><li>• ICT is widely used in all areas of the curriculum.</li><li>• ICT allows pupils with physical and learning difficulties to have a much greater access to their world.</li><li>• The ICT curriculum builds skills over time in the use of hardware and software.</li></ul>
<b>Aims</b>	<ul style="list-style-type: none"><li>• To teach ICT through discrete lessons.</li><li>• To use ICT to open up additional learning and engagement opportunities in all curriculum areas by need.</li><li>• To identify the separate skills required to use ICT as a communication aid.</li><li>• To promote skill, independence and confidence in ICT</li><li>• To teach from a skills based curriculum</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• For all pupils to be able to apply ICT skills in all curriculum areas.</li><li>• To cover the areas of Safe and responsible use, Digital Literacy, Skills, Technology in the World through<ul style="list-style-type: none"><li>• Using a computer/device</li><li>• Using the internet</li><li>• Digital communication</li><li>• Creating and publishing</li><li>• Programming and control</li><li>• Using data.</li></ul></li></ul>

## Literacy summary

<b>Rationale</b>	<ul style="list-style-type: none"><li>• At Pathfield all students from age 3-19 are set Literacy targets.</li><li>• We recognise that literacy skills are fundamental to independence.</li><li>• For each individual pupil a consistent approach to Literacy is applied in all curriculum subjects.</li><li>• Total communication is central to our approach so that pupils can access their learning and achieve their full potential.</li></ul>
<b>Aims</b>	<ul style="list-style-type: none"><li>• To provide individualised learning targets for all pupils which are linked to their P or NC levels and Annual review targets.</li><li>• To use phonics as the basis for teaching reading and writing, at the same times as recognising that for some pupils other approaches are most appropriate for their individual learning style.</li><li>• To use drama to develop and support the practical learning through literacy</li><li>• To promote pupils enjoyment and confidence</li><li>• To use a total communication approach with resources and communication aids as appropriate.</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• For all pupils to be able to apply literacy skills in all curriculum areas.</li><li>• To immerse pupils in a total communication environment with all information presented visually so that opportunities to be independent can be maximised.</li><li>• To develop the fine and gross motor skills needed for writing at all stages of development.</li><li>• To maximise on language links with physical movement through song, rhymes, cookery and gardening.</li><li>• To use additional interventions such as Wave 3 for Reading where appropriate.</li></ul>

## Music Summary

<p><b>Rationale</b></p>	<ul style="list-style-type: none"> <li>• To contribute to our pupils’ spiritual, moral, social and cultural development.</li> <li>• Through Music, class topics are supported and extended. All pupils can have the opportunity to extend communication skills, through practical listening and responding, and to also have the opportunity to perform in a group or by themselves thus gaining in self esteem and confidence.</li> <li>• As well as class music lessons, Pathfield has a Middle School Choir numbering over 30 pupils, an Upper School Choir and a Lower School Music Club. Samba band is also offered as a lunch club.</li> <li>• Links have been developed with local schools and performances have taken place from visiting schools as well as our pupils performing to mainstream audiences. These have included Pilton Association Performances in Green Lanes Shopping Precinct, as well as annual performance by the Samba Band at the Pilton College Cultural Diversity Day.</li> </ul>
<p><b>Aims</b></p>	<ul style="list-style-type: none"> <li>• Through a structured and carefully graded curriculum, pupils develop an appreciation of music, and a skill base to play a range of instruments in both a disciplined and freely expressive manner.</li> <li>• They will be equipped to take greater advantage of musical opportunities they may encounter in future, as well as to listen with discernment to music in their lives.</li> <li>• To improve and extend listening skills, increasing awareness of themselves and others through turn taking and group music making</li> <li>• To increase a sense of anticipation, to make choices and increase tactile awareness through exploration of sound and vibrations.</li> <li>• To improve eye contact, tracking skills, fine and gross motor control</li> <li>• To build communication skills by looking, listening and responding when playing instruments.</li> <li>• Encourage Emotional Literacy through songs that reflect feelings and ask pupils to add why they feel happy/sad/scared etc.</li> <li>• To build articulation and language skills through singing</li> <li>• To improve focus and concentration</li> <li>• To develop leadership skills in leading peers and improve social skills</li> <li>• To develop breath control</li> <li>• To increase understanding of cause and effect</li> <li>• Music supports all the principals of the Thrive Programme – by building confidence, self esteem, self expression and a sense of play and creativity.</li> </ul>
<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunity for exploration of wide range of instruments</li> <li>• Provide pupils with a range of experiences, of instruments from other countries, both listening and playing</li> <li>• Encourage exploration of instruments and to experience sound as vibrations that can be controlled. and changed</li> <li>• To discover abilities within themselves that can be celebrated and extended through performance based experiences</li> <li>• Provide opportunities for pupils to discuss, review and evaluate their own work and that of others</li> <li>• Provided a balanced curriculum, which is inspired from the work of artists, designers, architects and crafts people, including these from different cultures, values and traditions.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Provide a well structured scheme of work, where pupils will be able to access the music at levels which are appropriate.</li><li>• To link with schools locally to join in performances both as audience and performers</li></ul> |
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## Numeracy (Maths) Summary

<b>Rationale</b>	<p>The fundamental reason for teaching Numeracy at Pathfield School is to enable the pupils to gain the best possible knowledge and understanding of Numeracy. This will help them to order and control their world and react pro-actively with it by extending their ability to make choices; and to reach their full potential whilst enjoying a stimulating programme of practical activities.</p> <p>The curriculum has been specially developed by staff to meet the specific needs of our pupils, and to enable them to follow the guidelines set out in the National Numeracy Framework and the National Curriculum.</p>
<b>Aims</b>	<p>Every Numeracy concept has 3 components:</p> <ul style="list-style-type: none"> <li>● Linguistic - understanding the vocabulary, terminology, symbols.</li> <li>● Conceptual - understanding order, amount comparison, logistics.</li> <li>● Using Numeracy knowledge - applying and calculating; problem solving</li> </ul> <p>These components are based on:-</p> <ul style="list-style-type: none"> <li>● Visual perception</li> <li>● Memory</li> <li>● Spatial awareness</li> <li>● Ability to think in a logical sequence – utilising and combining various elements in the brain.</li> </ul> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>● to provide a broad and balanced maths curriculum for each pupil based on 3 main National Numeracy areas :- <ul style="list-style-type: none"> <li>- Numeracy and calculations</li> <li>- Shape , space and measure,</li> <li>- Using and applying (including data handling).to provide a relevant, structured, individual work programme for each pupil taken from Pathfield Numeracy Curriculum, National Curriculum, National Numeracy Strategy and Equals Scheme of Work at Key Stages 1-3 ; and R.S.A National Skills Profile and ALL curriculum at Key Stage 4 - at the appropriate ‘P’ level for the pupil.</li> </ul> </li> <li>● to provide a daily numeracy input where problem-solving concepts are focussed on.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● To utilise numeracy knowledge in a cross curricular way by regularly providing activities from all other numeracy areas e.g. time, shape, pattern and spatial awareness and measurement;</li> <li>● to make use of I.C.T whenever possible;</li> <li>● to inform parents, if requested, which numeracy targets have been set for their child.</li> </ul> <p><b>The Numeracy Hour</b></p> <p>It is recognised that 1 hour of numeracy each day, as part of National Numeracy Strategy is a recommendation. At Pathfield School we aim to provide:-</p> <ul style="list-style-type: none"> <li>● a maths activity at least 3 times each week.</li> <li>● a pattern in the Numeracy hour including: <ul style="list-style-type: none"> <li>- an introduction</li> <li>- focussed differentiated session involving individual and /or group work</li> <li>- a weekly plenary- to assess and celebrate achievement.</li> </ul> </li> <li>● maths as an cross-curricular activity at other times of the day.</li> </ul> <p>at KS4 students continue to develop literacy skills through individualised numeracy targets which underpin the 14-19 curriculum</p>

## PE Summary

<b>Rationale</b>	<ul style="list-style-type: none"><li>• Pupils will learn to enjoy movement/being active for its own sake – intrinsically</li><li>• Pupils will develop an active culture/lifestyle.</li><li>• PE offers opportunities to develop greater independence.</li><li>• Talented pupils will have opportunities for achieving potential/excellence</li><li>• Links with Health/physiotherapy and other outside agencies will be developed through fun fit. Take ten and physiotherapy plans.</li></ul>
<b>Aims</b>	<ul style="list-style-type: none"><li>• To develop competence in a broad range of physical and functional skills.</li><li>• To ensure good health – move more, eat well</li><li>• To develop independent skills.</li><li>• To develop leadership skills.</li><li>• A focus on learning “through” PE – working with others, communication, problem-solving, social skill: ie turn taking, teamwork.</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Inclusion – a focus on celebrating success and on what the pupils achieving “can do” and can realistically aim to achieve.</li><li>• “Fun and enjoyment” are the key elements of securing engagement and then ensuring subsequent progress.</li><li>• Ensure that all the pupils participate in physical activities every week.</li><li>• Provide exercise, stretching and general activity to promote healthy bodies and general well being whilst always maintaining a safe environment.</li></ul>

## Post 16 Summary

<b>Rationale</b>	At Pathfield, when a student reaches Key Stage Five, we aim to build an individualised curriculum for them, based on their personal skills, interests and abilities. This is in order to best prepare them for their next steps beyond school.
<b>Aims</b>	<p>Each student's Destination Pathway which is started in Year 10 and then updated each year is fundamental to preparing a student for their destination following school. This Pathway document helps staff to plan an individualised curriculum, ensuring that there is no repetition and which spans the skills required by Foundation Learning:</p> <ul style="list-style-type: none"> <li>• Functional Skills,</li> <li>• Vocational Learning</li> <li>• Personal and Social Skills.</li> </ul> <p>Accreditation: Key Stage Five students build on the skills and qualifications gained at Key Stage Four by undertaking further, more diverse and age appropriate courses from ASDAN or Open Awards.</p> <p>Curriculum: Every student is set individualised targets in:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• PSHE</li> <li>• ICT</li> <li>• Communication</li> <li>• Work Related Learning</li> <li>• Independence</li> </ul> <p>These are embedded within curriculum which centres around subject areas such as:</p> <ul style="list-style-type: none"> <li>• <i>Independent Living Skills</i></li> <li>• <i>Work Related Learning</i></li> <li>• <i>Environment and Horticulture</i></li> <li>• <i>Creative and Performing Arts</i></li> <li>• <i>Leisure</i></li> <li>• <i>Communication</i></li> <li>• <i>Literacy</i></li> <li>• <i>Community</i></li> </ul>
<b>Objectives</b>	<p>Staff are committed to extending opportunities for all students to learn within diverse real - life contexts, which are age appropriate. The local community is a hugely valuable resource and within each subject area, every opportunity is taken to explore local facilities and for students to communicate with the people around them. Students might for example, work with the National Trust or Jigsaw Furniture Project, or go to play golf at the local Driving Range. In addition to this, we provide an excellent understanding of the World of Work through vocational accreditation and Work Experience placements both within and outside of school.</p> <p>Transitions:</p> <ul style="list-style-type: none"> <li>• Students are supported in their future steps through the Person Centred Review process. The majority move on to Petroc and so we work closely with their staff to ensure smooth transition and fully support their Taster Programme. We work hard to ensure that both students and their families are aware of the full range of options available to them however, and support applications to Residential Colleges, Day Care Providers and Personalised Packages.</li> </ul>

## PSHE Summary

<b>Rationale</b>	<ul style="list-style-type: none"><li>• To promote the spiritual, moral, cultural and emotional development of our pupils.</li><li>• To improve self knowledge, prepare for opportunities, responsibilities and experiences of adult life.</li><li>• To raise self esteem by acquiring the necessary knowledge, skills and understanding to improve their own environment and quality of life.</li><li>• To extend opportunities for personal, social and health education across the curriculum</li></ul>
<b>Aims</b>	<ul style="list-style-type: none"><li>• To give the pupils a voice in school through the school council.</li><li>• To develop an awareness of themselves and others.</li><li>• To promote self esteem, confidence, self respect and respect for others.</li><li>• To develop a healthy and safe lifestyle.</li><li>• To learn to keep themselves and others safe.</li><li>• To develop independence and responsibility.</li><li>• To play an active role as members of society.</li><li>• To build relationships and to learn to behave in an appropriate manner.</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Through spiritual development pupils will begin to appreciate the wider world and its people.</li><li>• To promote good attitudes towards others and an understanding of differences between people and their viewpoints.</li><li>• To begin to understand the difference between right and wrong and understand the consequences of their actions.</li><li>• To develop positive attitudes towards a positive lifestyle.</li><li>• To make the most of their abilities.</li><li>• Through being part of a complex and organised community pupils will feel they belong, they are treated fairly, they are valued and they have the opportunity to contribute to and participate in school life.</li></ul>

## RE summary

<b>Rationale</b>	<ul style="list-style-type: none"><li>• To learn how people express their understanding and experiences of life.</li><li>• To provide opportunities to study Christianity and the principal religions of Britain, which in accordance with the Devon agreed syllabus for RE are Buddhism, Hinduism, Islam, Judaism and Sikhism</li><li>• To develop pupils' beliefs, values and sense of identity.</li><li>• To engender respect for differing beliefs and values of others.</li></ul>
<b>Aims</b>	<ul style="list-style-type: none"><li>• To provide opportunities for pupils to reflect on their own experiences of life.</li><li>• To gain knowledge and understanding of Christianity and the principal religions of Britain.</li><li>• To contribute to the development of pupils' own beliefs and values.</li><li>• To develop in pupils a sense of self-respect and individual worth.</li><li>• To develop respect, tolerance and sensitivity towards others with differing faiths and beliefs</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Students will develop a knowledge and understanding of different religious beliefs and key religious figures.</li><li>• Students will experience the practises of worship, prayer, celebration and pilgrimage.</li><li>• Students will develop an understanding of religious symbolism and concepts</li><li>• Students become more aware of themselves, of others, the needs of themselves and others, and the world in which they live.</li><li>• Students will participate in celebrations, both secular and religious, and have opportunity for reflection</li><li>• Students have the opportunity and develop their capacity to explore questions of meaning and purpose.</li><li>• Students will explore questions of right and wrong.</li></ul>

## Science Summary

<b>Rationale</b>	<ul style="list-style-type: none"><li>• Science will be accessible to all pupils at an appropriate level.</li><li>• Science is identified as a core subject within the curriculum and progress is monitored and assessed in annually as per English and Maths.</li><li>• Science will promote creativity and the use of technical skills through observation, practise, recording and analysis of the natural and man-made environment.</li><li>• Analytical skills will be heightened through investigation and evaluation, using processes and tolls to create an end product.</li></ul>
<b>Aims</b>	<ul style="list-style-type: none"><li>• To help pupils makes sense of the world around them.</li><li>• To help pupils develop observational investigation skills.</li><li>• To develop problem solving skills.</li><li>• To develop communication and independence skills.</li><li>• Teaching approaches will include teacher led discussions and demonstrations, small group and individual investigations and whole class discussions.</li><li>• Pupils will be encouraged to make observations, ask questions and make predictions.</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• To foster links outside the school environment, enabling pupils to broaden their experiences of Science, and raise awareness of advances in the world around us.</li><li>• To provide enrichment environments and activities through which to deliver the curriculum and support other subjects such as Forest School, and work undertaken at the allotment.</li><li>• To be able to observe, explore and discover and by doing so enhance each pupils' individual developmental processes.</li></ul>