



pathfield
SCHOOL

Inspiring interaction

**PATHFIELD SCHOOL
CURRICULUM POLICY**

Adopted by Governors	Full Governing Board
Date	21 January 2020
Review Date: (Annual)	Spring 2021
Policy/Procedure checked by/date	Cherie White Curriculum Leads Dec 2019

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



(To be read in conjunction with subject specific policy documents.)

Context

Pathfield school is a special school for pupils aged from 3 to 19. We are spread across 2 sites; The main school site which is for Primary Secondary and 2 of our Post 16 classes and Town Station, which is our Post 16 department which is located on the edge of Barnstaple Town Centre. We have 152 pupils across the age range. At Pathfield we support pupils with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Autism (ASD) and children with Complex Needs. Due to the complex nature of the pupils that attend our school, it is our responsibility to provide them with the most appropriate curriculum, a tailored approach, to both academic learning, life skills and personal and social development.

Introduction

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and other interested stakeholders. The policy incorporates our philosophy, aims and values as well as describing the approach to our curriculum, the content and the specialised approaches required for teaching the pupils at Pathfield School. The Pathfield curriculum policy also aims to describe the context behind the tailored approach to our curriculum and the reasons why such a bespoke approach is required.

A curriculum is the basis for any school to provide a meaningful and effective education to the pupils who attend. We believe this should be a broad and balanced approach which identifies and meets the needs of all of our pupils. The curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age/stage related aspects to learning.

All teachers have a subject or curriculum area responsibility and many learning support staff also contribute to the process. Staff have worked closely to develop the curriculum, meaning there is real ownership and understanding to the route we are taking. Consistency is vital for pupils with learning disabilities and therefore careful consideration is taken when making any changes to the curriculum.

Vision, Values and Aims

We believe that Pathfield is a safe, happy and stimulating school that supports pupil's individual needs. The staff and the school community work hard to ensure that a nurturing approach supports all pupils through their education, providing a bespoke curriculum to each child depending on their current needs.

At Pathfield all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches and essential life skills. Total communication and engagement are key to all we do and underpins our approach to learning. Our curriculum is designed as a cohesive approach with an individual's EHCP at the core; therefore facilitating greater involvement of families, the pupil and other professionals in their learning and development. The overarching

curriculum vision is one that supports the idea of provision and curriculum linking together. Consequently, what a pupil needs at that point in time, becomes both a provision requirement and a learning opportunity.

We provide positive challenges to foster individual achievements and promote confidence and self-expression. This allows the curriculum to show progress of pupils over time; celebrating the challenging, enriching and developmental progress of all pupils.

Our curriculum is developmental, but child centred, with our recognition that each pupil will have a different pathway. It is a life skills and creative curriculum that aims to promote the social inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences of adult life as pertinent to their circumstances. As the pupil's move through the school, the skills they need for living become an integral part of learning.

Assessment and Recording.

We believe that effective assessment provides information to improve teaching and learning and is in turn integral in setting high expectations for all of our children. At Pathfield we have clear assessment principles which are regularly reviewed by staff and evaluated to ensure the impact results in raising the quality of teaching and learning across the school.

Aims and Objectives

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for Assessment

We use Medium Term Curriculum Plans to guide our teaching. The plans are living documents that reflect the learning outcomes for each session and inform future planning. We give details of what is to be taught to each class group and reflect on learning practices and outcomes through regular discussion and moderation activities. Personal Learning Goals (PLGs) are clearly identified and evidenced through Evidence for Learning (EfL) as well as the work produced by the individual pupils. We use study within the National Curriculum (primarily Early Years) to help us identify each child's level of attainment as regards to whether the child is developing at expected levels, or exceeding expectations.

The Individual Education Plans (IEPs) are assessed weekly, with a marking scale of achieved, partly or not achieved. The outcomes are reviewed to inform the teachers future planning and to ensure progress takes place across the term and the year.

Lessons are planned with clear learning objectives. We base these upon the teacher's

knowledge of each child. We ensure that all work set is differentiated either by task or outcome. Note is made of those individual children who do not achieve at the expected level for the lesson and those who exceed the expected level, we use this information when planning for the next lesson. We also keep this information as evidence of the progress made by individuals and the class through our tracking system. We use these outcomes of assessment to check and support our teaching standards and help us to improve.

Assessment Methods

The main purpose of the assessment process is to help teachers, parents and pupils plan their next steps in learning. We use a combination of summative and formative assessment procedures.

Summative assessments usually happen at the end of a topic or piece of work and tell us what has been achieved.

Formative Assessment happens continually throughout learning. Formative assessment is used to ensure that the well planned learning journey's end coincides with the destination envisaged at the beginning. Formative assessment takes place during learning, allowing teachers and pupils to assess rate of progression on the learning journey to ensure the aspirational targets are reached.

As the learning journey unfolds, further formative assessments indicate where teaching plans need to be amended to reinforced or deepen and extend learning.

Data is analysed with teachers termly and irregularities are considered and addressed in order to improve the quality of assessment and to achieve parity across the teaching staff.

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

The use of an online evidence gathering programme is currently being introduced with teachers to allow greater opportunities for progress to be recorded in a wide range of settings, and to involve parents, respite and other professionals in a wider capacity.

Parents views are sought at whole school events through the use of comment sheets and boards and verbal feedback that highlight areas which are working/not working

After data is analysed the governing body will receive a report on:

- the progress achieved for all pupils termly
- the progress of pupils according to EHCP's and individual targets
- the number of children achieving, or exceeding their targets

- 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 who receive pupil premium and pupil premium plus.
- the evidence of the impact of school strategies to improve progress of groups of pupils with similar difficulties (e.g. ASD, PMLD, gender)
- the nature of any parental complaints/compliments
- results of Annual Whole School questionnaire

Documentation concerned with this policy

National Curriculum Handbook 2014

National Curriculum in England Primary Programmes of Study May 2015

National Curriculum in England Science Programmes of Study KS 1 – 4 May 2015

EYFS Statutory Framework February 2018

Careers Guidance January 2018

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