



September 2017

Formal Curriculum Pathway **Handbook**

Vision

Aspire, Challenge and Empower (ACE)

Our vision is that “all learners access outstanding teaching and facilities personalised to their individual learning needs, within a happy, confident and proud school”.

Values

Achieve

Self Esteem

Positive

Inclusive and friendly

Respect (dignity)

Enjoyment

What is the Formal Curriculum Pathway?

Learners consistently working at the level of National Curriculum attainment targets for Year 1 and above access our 'formal curriculum' and receive an adaptation of the National Curriculum. The formal curriculum at Springwater School continues to emphasise **communication, choice making, problem solving** and **life skills** and build upon the foundations of learning on which the pre-formal and semi-formal curriculum pathways are based.

Pupils following our formal curriculum access the range of National Curriculum subjects for their Key Stage, modified in the light of their developmental level and special educational needs. Where a pupil is working within the National Curriculum attainment targets for a specific subject, they will access a formal pathway for that subject and a pre-formal or semi-formal pathway for other areas of the curriculum.

The structure of the National Curriculum, in terms of which subjects are compulsory at each key stage and what we therefore aim to adapt and plan for our formal learners, is set out in the table below:

Figure 1 – Structure of the National Curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Languages		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

Department for Education Statutory Guidance

National curriculum in England: framework for key stages 1 to 4 (Updated 2nd December 2014)

The ‘curriculum’ at Springwater School comprises all the learning and other experiences that we plan and deliver for our pupils. The National Curriculum forms one part of our school curriculum. In accordance with DfE guidance, we strive to “offer a school curriculum which is balanced and broadly based and which: **promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society**; and **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**”

Additional curriculum areas may be covered within National Curriculum subjects and/or in discrete lessons. For example, a pupil may continue to have specialist provision such as hydrotherapy, rebound therapy, physiotherapy, intensive interaction and physical development programmes in addition to accessing formal subjects.

As the term ‘formal’ implies, there may be a higher level of structure. We nevertheless avoid making the formal curriculum too abstract and teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions.

Pupils experience the appropriate formal subject areas in both a discrete and theme based way in the Primary and Secondary departments. Pupils working at the formal level in Key Stage 4 and in the Springforest Sixth Form pursue accreditation pathways (e.g. ASDAN and Entry Level exams) and follow the appropriate syllabus in each accredited subject.

Planning in the Formal Curriculum

Each department has a long-term plan, which is a three-year rolling programme based on a variety of creative themes or topics. The theme or topic changes each term. In the long-term plan for primary and secondary students there are suggested Equals units. Equals units are differentiated schemes of work based on the National Curriculum.

For our formal learners, teachers use and adapt these Equals schemes of work to develop medium-term plans. The medium-term plans identify personalised priorities for each pupil and allows teachers to plan for progression. Teachers may also produce their own short-term, weekly or daily plans. There is no requirement to do this and therefore no agreed format. Teachers who wish to do so devise their own ways of presenting a weekly or daily plan.

In medium and short-term plans, learning outcomes for pupils on the formal curriculum pathway are taken from the relevant subject's Equals scheme of work. In addition to these subject specific outcomes, individual and personalised MAPP targets are set to measure pupil's progress in key areas. These MAPP targets are also referred to on medium and short-term plans.

Please refer to the 6th form Curriculum Handbook for more information regarding planning for formal learners using the ASDAN PSD curriculum.

Assessment in the Formal Curriculum

Ongoing and rigorous assessment is at the heart of the curriculum at Springwater School as it:

- Enables us to be certain about the appropriateness of the personalised curriculum we aim to provide for each learner.
- Informs teaching.
- Drives progress.

Teachers assess pupils termly against P Scales and National Curriculum descriptors using Lancashire County Council's Performance Indicators for Value Added Target Setting (PIVATS). These assessments are also used to inform national data statistics and school practice.

Ongoing assessment of key skills is structured using the Mapping and Assessing Personal Progress (MAPP) approach. Within or alongside MAPP there may be other, more specific targets such as physiotherapy and occupational therapy goals, SaLT targets, visual and/or hearing impairment goals and music therapy targets.

For pupils accessing the formal curriculum, a range of alternative assessments may also be used, in accordance with the identified needs of pupils, in order to capture a full picture of pupil progress. These measures include the reception baseline assessment, phonics screening checks, measures of reading age or attention and engagement levels.

All Key Stage 4 and Sixth Form learners also follow ASDAN accredited modules to underpin their curriculum studies (please see 6th form Curriculum Handbook for more information).

A multi-faceted approach to assessment is necessary, because a single type of assessment may not give a full picture of the pupil's needs. Choosing a personalised combination of assessments for each child allows the school to establish an accurate picture of a pupil's attainment and progress. Having a range of options allows staff to adapt their approach according to each pupil's specific needs, and means that the school has a variety of ways to demonstrate the progress pupils are making.

Training

All new and existing members of staff will receive in-house training (delivered in partnership with The Red Kite Alliance) around the formal curriculum.

Handbook to be read in conjunction with the Curriculum Policy and Assessment Policy.