



November 2019

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	✓	✓	✓	✓

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Design and technology	✓	✓	✓	
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, within the primary and secondary departments, there are suggested

Equals units. Equals units are differentiated schemes of work based on the National Curriculum. Within the 6th form department units are suggested from a preparing for adulthood theme and the ASDAN Personal and Social Development curriculum.

For our formal learners, teachers use and adapt these 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 scheme of work. In addition to these subject specific outcomes, individual and personalised learning intentions are set to measure pupil's progress in key areas. These learning intentions are also referred to on medium and short-term plans.

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 displayed on each students Learning Intention Progress Record. Within or alongside these 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. Formal learners within the Sixth Form will also

complete OCR Functional Skills exams where appropriate, along with other awards and qualifications such as the Duke of Edinburgh Award and Q Arts Bronze and Silver awards.

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.

Pupils are assessed against EYFS descriptors until the end of the Spring term in Year 1. In the Summer term of Year 1 pupil assessment will be transferred over to P Scales/ PIVATS. **Please see EYFS policy.**

In the Summer term of Year 1 pupils are assessed using the **Phonics Year 1 Check**. Currently all of our pupils are disapplied. There is another opportunity for a phonics check at Year 2.

End of Year 2 in place of SATS we provide corresponding PIVATS data for Maths, Literacy and Science. This is done again in Year 6 with additional data requested about SPAG (Spelling, Punctuation and Grammar).

End of Key Stage 3 and 4 data is collected using PIVATS and recorded nationally, formerly RAISE online. Teacher assessments at KS3 are made and collected centrally in the core subjects of English, mathematics and science. For foundation subjects teacher assessments are made but not collected centrally.

Check OFSTED assessment arrangements. Rochford?

CASPA is used to compare progress with pupils with similar educational profiles.

See the Springwater School assessment policy.

PSD Achievement Continuum

1. **Early Awareness** Learners are showing an interest in and being introduced to a new skill and require regular prompting. The learner is provided with support throughout the tasks.
2. **Gaining skills and understanding** Learners remember responses over more extended periods and participate in shared activities with less support.
3. **Working towards independence** Learners gain strength in or make general use of skills, knowledge or understanding with a degree of fluency.
4. **Independence** Learners can carry out tasks in familiar settings and are able to engage in familiar straight-forward routines with no support, anticipating some of the stages. Learners will maintain skills over time.
5. **Mastered** Learners have acquired complete knowledge of skill and can generalise to a variety of situations and contexts.

The following is taken from Five Acre Wood curriculum handbook:

'The Formal Curriculum'

This adjustable balance of 'themed' and 'discrete' activity (employed at the discretion of each teacher) enables pupils to sharpen their 'toolbox' of skills, knowledge and understanding, by establishing connections and applying their learning in varied and meaningful contexts, whilst also being able to benefit from increasingly intensive, 'isolated' skills input that complements their very needs, as they develop.

Pupils work within a framework that has agreed content for each subject area. Primary and secondary aged pupils follow separate rolling programmes, which they encounter over a 3 year period (see Appendices 7 and 8). The 'units' they access draw on a compendium of National Curriculum Programmes of Study, Strategies and QCA Schemes of Work, which act as catalysts for devising personalised planning that is entirely based upon the bespoke 'needs' (skills, knowledge and understanding) of our pupils.

Appendix 6 provides key information regarding the essence of each of these subject areas within the formal curriculum.

Maths and English in their discrete forms are delivered via a spiral curriculum, which is comprised of continuous as well as 'topic' based work. This approach enables pupils to hone in on key priorities as well as to revisit basic ideas repeatedly, gradually building upon them, in line with their personalised needs (Bruner, 1977).

In instances where they provide an appropriate context for learning, seven cross curricular dimensions (QCDA, 2010) are woven into the themed topic cycles, in order to provide meaningful backdrops for the exploration of the essentials for learning and life and other personal development initiatives at the core of this curriculum.

This is entirely based on an assessment of the relevance and accessibility of the concepts involved. The QCA materials which cover aspects of the *whole curriculum dimensions* are referred to in this respect.

Depending on the nature of their needs, some pupils studying at the formal level may require an additional curriculum (referred to on page 15) to address specific aspects of their development, such as:

- Mobility and travel competence
- Independence skills
- Tactile development
- Postural management
- Understanding of their own special or medical needs
- 1:1 reading

- Speech and language therapy input

Flexible timetabling allows sufficient space for these additional curricular activities. However, it is also apparent that these interventions may also count towards time that is allocated towards particular areas of learning. For example, weekly speech and language therapy sessions can count towards an individual's 'English' allocation.

Assessment Of Learning – The 'Basket Of Indicators' Used Within The Formal Curriculum

Alongside assessments made against P-Level and NC Level descriptors, the formal curriculum uses a range of alternative assessment processes, in accordance with the identified needs of pupils, as a means of capturing a full picture of pupil progress. These measures include :

- Formal assessments in reading, spelling
- Engagement Profile And Scale
- Lueven Scale
- Individualised accreditation pathways

The plethora of other methods potentially drawn upon, are outlined in Appendix 9. Assessment related issues are discussed in further detail in our separate 'Achievement Handbook.'

Post 16 Phase info from East SILC (<http://www.eastsilc.org/page/post-16-phase>)

The post-16 provision at John Jamieson school is for students between 16 and 19 years of age, who have a wide range of Special Educational Needs. We offer a positive, secure and caring environment where pupils can benefit from a high quality learning experience which embraces their individual needs.

The Post 16 provision continues to offer the East SILC pathways to learning with **the sensory, towards independence**, and the **independent curriculum**. We aim to develop confidence, self-reliance and independence skills through a teaching framework that focuses on key skills that prepare students for transition to college, work and adult life in society. We offer flexible, activity based lessons that include a focus upon skills for life, skills for work, academic progress, leisure and interests.

Each student undertakes an individualised learning programme that is written in consultation with the staff, students and parents in order to ensure the aspirations of that student are addressed through their experience with us. Students are allocated to a core Pastoral Group but will access a range of different teaching and learning groups as they work through their timetable. Accreditation is delivered through ASDAN, with students able to work on modules within the Personal Progress, Personal Development Plan and Personal Social Development schemes of work. Units are taught via specific lessons and also as an integral part of cross curricular lessons and topic work. The school intends to further the opportunity to access appropriate and challenging accreditation through the introduction of further short courses from ASDAN that will be available to meet the needs of specific individual students as appropriate over the coming year. Students also have opportunity to complete the Duke of Edinburgh Award in silver and bronze, and a range of Arts Award courses.

Students experience work related learning on an individual basis, both in and out of school where appropriate, depending on the needs of the individual student. We have a key focus on enterprise activities that all students are involved in. Transition planning provides students with high quality support and guidance in terms of progression from school to college. In addition, the course provides a range of Further Education College

Link courses.

The B Squared Adult Curriculum is used to assess student progress and in addition to a personalised timetable, students will also work towards Individual Learning Pathway Plans (ILPPs) in which individual targets are set in the student's Education and Health Care Plan. These targets are set and reviewed six times annually.

As students become young adults and make the significant step from a Pre-16 to a Post-16 model of education our curriculum is designed to reflect this change. Therefore there is a shift in emphasis away from a more linear pupil progression model based upon the teaching and generalisation of concepts, towards a model of education which recognises the pupil's existing skills and enables them to be applied in functional, everyday contexts. This approach also reflects the DfE's model of a 16-19 curriculum.