



Curriculum Learning Pathways Policy

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1. Background

The Learning Pathways

“The curriculum is the servant of the child.”

Professor Barry Carpenter

The **Learning Pathways model for delivering the NI Curriculum** is creative, differentiated, personalised, nurturing, and provides opportunities for students to make progression. Learning Pathways is coherent across the school and students experience cross curricular lessons that are meaningful and connected to topics. Students are supported to **A**chieve, **S**ucceed and **C**onquer individual challenges during their educational journey working towards personalised goals. Students will learn about the world we live in and learn to become as independent as possible at a pace appropriate to their individual needs. Teaching teams will know how individual students learn so that their learning experiences are successful.

2. Learning Pathways Purpose

Learning Pathways is the ASC model for delivering the statutory requirements of the Northern Ireland Curriculum and provides opportunities for students to develop across the five areas of SEN agreed by the Department for Education for (January 2019):

- Cognition and learning
- Social, behavioural, emotional and well-being
- Speech, language and communication needs
- Sensory needs
- Physical needs

Central to the Northern Ireland Curriculum is an emphasis on the development of the Thinking Skills and Personal Capabilities Framework which supports our students in developing life skills. **Learning Pathways have** three clear learning routes identified as Achieve, Succeed and Conquer. Each pathway considers the learners preferred learning style, personalised learning goals and motivators required to support every child to engage in learning. With an emphasis on highly differentiated lessons students can access a meaningful curriculum, engage in purposeful learning and progress at the most appropriate pace for their cognitive ability.

3. Structures

Class Structures

Students will access learning and teaching strategies from the most appropriate learning pathway in mixed profile form classes. Students may move across the pathways flexibly as they develop. At the end of Key Stage 3 students will participate in the 14+ Transition Annual Review process. At this stage in the educational journey, students will select courses most suitable for their learning pathway in preparation for Key Stage 4 and Post 16. They will begin to consider placement pathways for life beyond Ardnashee School and College.

Assessment Overview and Personalised Learning Planning

Assessment is embedded in the learning and teaching cycle. CCEA statutory and non -statutory assessment frameworks are available in the three learning pathways dependent on student profile. Staff measure student progress and celebrate success through carefully planned observations and assessment tasks as well as accredited courses. Personalised Learning Plans (PLP) are created by teachers with parents/ guardians, allied services and students to identify individual targets.

LEARNING PATHWAYS CURRICULUM OVERVIEW

Achieve! Curriculum Delivery/ Pupil Profile	Succeed! Curriculum Delivery/ Pupil Profile	Conquer! Curriculum Delivery/ Pupil Profile
Learners require decreasing support to engage in learning. Lessons will be differentiated to support learners in this pathway to progress with functional life skills and work based learning opportunities in post primary. Assessment Frameworks Nursery – Key Stage 3 • ASC Early Years Tracker • CCEA Levels of Progression (1 -3) Key Stage 4- Post 16 • CCEA Entry Level 2-3 (most) • CCEA Level 1-2 (some) • Princes Trust Entry level 2-3 • City and Guilds Entry 3/Level 1 Preparation for Adult Life KS4 students will access a menu of accredited courses at entry level 2 and above. Post 16 students will attend NWRC and training centres in local community in Post 16. Post 19 students may access the Transition Course at NWRC or apply for an apprenticeship.	Learners require support to access learning. Learners will experience the curriculum through carefully structured lessons focusing on topics and the cross curricular skills. Lessons will be differentiated to enable students to progress in self- help, independence and social skills. Assessment Frameworks Nursery– Key Stage 3 • ASC Early Years Tracker • CCEA Pre-requisite Skills Key Stage 4- Post 16 • CCEA Entry Level 1 • Princes Trust Entry level 1 • City and Guilds Entry 2/3 Preparation for Adult Life Students will access a menu of accredited courses at entry level 1. Some students may attend NWRC in Post 16 with support. Post 19 students may apply for community based transition placement and access services with adult support.	Learners require high levels of adult support to access learning. Lessons will focus on support with communication including assistive technologies and enriching learning experiences purposeful for individual learners. A sensory curriculum in response to individual needs will be incorporated into lessons. Assessment Frameworks Nursery – Post 16 • ASC Early Years Tracker • CCEA Quest for Learning Framework Preparation for Adult Life Students will require a high ratio of support to access adult services and prepare for life beyond ASC. Post 19 students may attend Day Care with adult support through WHSCT.

4. Procedures and Structure

Learning Programmes

In order to deliver the highly differentiated Learning Pathways model when offering the NI Curriculum staff will prepare Learning Programmes using the two year 'ASC Project Cycle' (see one drive planning area and LP Curriculum Folder). The projects will change after each half term. A calendar of important festivals or celebrations is shared annually for staff to incorporate into their learning and teaching cycle. The following documents are created as part of the planning and delivery of the curriculum:

Long Term Planning

- Project Cycle (Consultation and review with staff every 2 years)
- Good Morning Programme toolkit and policy
- Areas of Learning overviews
- Calendar of festivals and important events/ celebrations
- Preventative curriculum overview

Medium and Short Term Planning

- Learning Programme with weekly overviews and detailed learning activities (see teachers planning calendar annually).
- Personalised Learning Plan (PLP submitted twice per academic year)

Assessment Arrangements

All staff will follow the annual assessment calendar (See one drive planning area for assessment calendar and LP Curriculum Folder). Baseline assessments or skills audits will support teachers in identifying the most appropriate pathways for learners and identify PLP targets for students. The following frameworks are used across ASC:

- ASC Early Years Tracker (Early Years and Foundation Stage)
 - ASC Baseline Skills Audit (Key Stage 1 +)
 - Salford Reading and Comprehension test (KS2 and KS3)
 - Sandwell Numeracy test (KS2 and KS3)
 - SPAR spelling test (KS2 and KS3)
- *End of year data from statutory and non -statutory assessment will be considered for students in KS4 when preparing learning and teaching plans and PLPs.

Statutory and Non - Statutory Assessment

We use the following assessment frameworks:

- CCEA Quest for Learning
- CCEA Prerequisite Skills
- CCEA Levels of Progression
- CCEA Entry Level Qualifications
- CCEA Level 1 Qualifications

- Prince's Trust Entry Level 3
- City and Guilds Entry Level 2 and 3
- OCN Entry Level Qualifications – Level 1

We record data biannually assessments for all students in Key Stage 1 to Post 16 on non-accredited courses using the CCEA Prerequisite Skills or Quest for Learning software. Students following the Achieve Pathway will complete a variety of entry level qualifications from the entitlement framework. Data is used to monitor student progress, inform student pathway and most importantly to celebrate achievement of personal goals from the PLP.

Please see Learning and Teaching Policy for information about timetables and teaching methods in ASC.

5. Pastoral Pathways Overview

Pastoral Pathways within the Learning Pathways Curriculum Delivery

***Every child deserves a champion**—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.*

Rita Pierson Ted Talks 2013

The Learning Pathways Curriculum ensures pastoral care is embedded within the ethos and delivery of education at Ardnashee School and College. We recognise that students learn better when their basic needs are met, when their self-esteem is good and when they feel safe and secure in their learning environment. Pastoral Pathways enables teaching teams to **Advocate, Support and Champion** students to feel ready to learn and aims to support them to develop emotional resilience and self-regulation skills. Pastoral Pathways aims to create an ethos of support and well-being that culminates in better engagement and improved academic achievement. Maslows Hierarchy of Needs and the 6 Principles of Nurture informed the development of this pastoral pathways initiative in the early stages of the curriculum review (March 2020). These principles underpin the delivery of our **Learning Pathways Curriculum**.

We will:

1. Establish a learning environment considering the six principles of nurture
2. Offer a daily and suitable Good Morning Programme to prepare students for learning and measure engagement levels
3. Deliver a highly differentiated **curriculum using the Learning Pathways model** which ensures teams respond to student learning styles and needs
4. Raise self-esteem and set high expectations for students to reach their potential in a safe environment.

The Pastoral Pathways Structure Overview

Teaching teams will consider the well-being needs of all students and provide a nurturing, safe and child centred learning environment. As **A**dvocates for students in our care we will respond to individual needs and create a stimulating learning environment aiming to meet the nurture and educational needs of all students. Teaching teams will identify when

additional nurture **S**upport is required for students by using the ASC engagement scales during the Good Morning Programme as well as the Nurture Support Booklet. If a student requires a bespoke education programme the team will **C**hampion the individual by providing a reduced or alternative education plan with the AEP team. The aim of the pastoral pathways provision is to **A**dvocate, **S**upport and **C**hampion students to engage in or re-engage in learning.

Please see the Pastoral Pathways Policy for detail on support pathway structures, staff profile of training and student referral forms and paperwork sample

6. Monitoring and Evaluation

This curriculum and learning pathways policy will be reviewed at the end of the three year school development plan period to ensure its effectiveness in promoting and maintaining high levels of teaching, learning and assessment. Feedback from students, parents/guardians, and staff will be sought to inform any necessary revisions.

The policy is embedded in the teacher planning for pathways through learning programmes, delivery of pathways through carefully structured lessons and assessment of learning in planned assessment tasks, PLP and observations. Staff engage in our culture of reflection through:

1. Peer planning with time organised in the directed time to ensure staff have support
2. Peer evaluation of planning as colleagues are assigned as curriculum champions and are responsible for monitoring and supporting colleagues with one area of learning within their key stage
3. Learning walks- members of the leadership team will meet and greet learners engaging in lessons weekly to view the progress of a learning pathways curriculum in practice
4. Internal moderation of planning shared with SLT once per term with a focus linking to an area of the school development plan
5. PRSD with two observations required over the academic year by line manager – this is an opportunity for staff to reflect on practice, identify training needs and develop practices for learning and teaching in the send setting. See PRSD further details and structure within the Reflective Practitioner in section 5 of teacher folder- this is reviewed annually to set new objectives from SDP.

Appendix 1: The Learning Journey Non – Negotiables

