



**West Oaks
Curriculum
Pathways
Introduction and
Overview
2022**



'Excellence for Everyone'

Curriculum Policy 2022

West Oaks SEN Specialist School and College is a special school for pupils aged from 2 to 19. Provision is based at Woodhouse Learning and Boston Spa Learning.

At West Oaks SEN Specialist School and College, we educate pupils with Profound and Multiple Learning Difficulties, Severe Learning Difficulties and those with a diagnosis of Autism. All pupils have an Education, Health and Care Plan.

The curriculum has been redesigned over the course of the last 3 years, to drive forward our ambitions for our learners.

We believe that every pupil is entitled to a broad and balanced curriculum. We want every pupil to be able to access and be fully engaged in an exciting learning journey whilst at West Oaks.

To achieve these aims our curriculum is structured into 5 pathways.

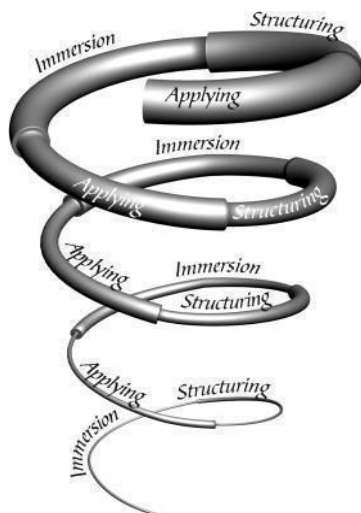
Vision and aims for West Oaks curriculum

West Oaks has created a unique 5 pathway curriculum model. Each pathway represents careful consideration as to what is important for our pupils to learn and experience, at each key stage and developmental level.

Our pupils are working across a very wide range of levels. From the developmental equivalent of 3 -6 months old up to the National Curriculum expectations for year 6 and 7 pupils for our most able cohorts.

To enable our pupils to learn and retain what they have learnt, our curriculum is based on the spiral model. This is fundamental in helping our pupils to learn and eventually retain what they have been taught.

The pathways are structured so that complex ideas can be taught at a simplified level first and then re-visited at more complex levels later.



The spiral approach to curriculum has three key principles that sum up the approach nicely. The three principles are:

Cyclical: Students should return to the same topic several times throughout their school career;

Increasing Depth: Each time a student returns to the topic it should be learned at a deeper level and explore more complexity;

Prior Knowledge: A student's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.

Our curric

- acc learning and personal development, encouraging and inspiring pupils to achieve their personal best.
- a broad and balanced curriculum based on the national frameworks, relevant to the unique learning profiles of our pupils.
- effective use of every learning opportunity encountered.

- opportunities to experience a wider community, within and beyond school.
- meaningful learning experiences which build towards preparation for life beyond school, whether academic, vocational or for the world of work.

Our curriculum aims to:

- prepare pupils for life in modern Britain ensuring they are able to navigate life challenges as safely as possible.
- equip pupils with the life-skills to be able to take care of themselves and their home, within their capabilities.
- motivate and inspire our pupils towards a lifelong interest in learning and where appropriate, develop aspirations for volunteer or paid employment beyond school.
- ensure that our pupils are able to go forward beyond their school career and enjoy a productive and contented life as part of a community.

To achieve these aims our curriculum provides:

- a broad and balanced curriculum based on the National Curriculum and finely differentiated to be responsive to the unique learning profiles of our pupils.
- highly effective use of resources to maximise the impact of every learning opportunity created or encountered.
- opportunities to work in the community and settings beyond the school gates.
- access to a wide range of learning opportunities for personal development.

Organisation of learning

The 5 pathways are;

Foundations, Footsteps, Stepping Stones, Reaching High (incorporating Reaching Higher) and Moving On.

Each pathway has a distinct rationale and planning model and is summarised within each pathway rationale document.

The Curriculum map below shows how it all connects.

The Early Years Framework and the National Curriculum provide the core structure for our pathways, supported by schemes of work from the QCA and from 'Cornerstones' (2018) project materials and other well-regarded sources. We then design sequences of lessons within which intended learning outcomes are planned for.

The nature of the planning process ensures that the curriculum is dynamic and responsive to our pupils' learning profiles.

Each pathway is based on the following principles:

- The design of highly motivating experiences 'enticements to learn.
- 'Hands-on', inquiry-based learning.
- High expectations.
- Subject integrity and coherence.
- The teaching and reinforcement of transferable skills.
- Explicit, detailed planning with focused learning intentions for each lesson.
- Close collaboration with therapists ensuring that therapeutic provision is incorporated into the curriculum.
- Sufficient time for mastery and retrieval so that learning can be truly cumulative.
- Outstanding classroom environments with high quality, well-considered resources designed to stimulate and engage quality thinking and reasoning.

Success indicators

We gain an understanding of what pupils are learning and recalling of our curriculum in several ways:

Assessing pupils:

Subject or area-specific assessments within *B-Squared 'Connecting Steps'* is used to assess each pupil in each pathway and into the Adult Curriculum for 16+. This provides periodic assessments of finely detailed criteria - through which pupils' achievements are tracked.

Starting points for every pupil in every aspect or subject are established through baseline assessments at the start of each unit of work. Ongoing, formative assessments take place daily and weekly. There is a detailed 'Marking and Feedback policy' which forms a substantial part of our formative assessment.

Individualised plans and interventions are assessed and evaluated periodically.

Evaluating the success of our curriculum:

We will know that our curriculum has been successful if our pupils can...

- make sense of the world around them and navigate challenges as safely as possible.
- achieve their full potential in all aspects of their development regardless of their starting point.
- become confident, resourceful, enquiring and independent learners.
- demonstrate self-respect and positive self-esteem.
- show understanding of the attitudes, ideas and values of others.
- show respect for others' feelings.
- build positive relationships with other people.
- show respect for a diverse range of cultures and in doing so, promote positive attitudes towards other people.
- acknowledge and understand their school community and feel valued within it.
- protect themselves from power and influence online and through social media.
- demonstrate some understanding of democratic ideals and British values.
- engage with, and contribute to, experiences which take them beyond their own, immediate experience of the world.

curriculum map below



Curriculum Pathways

EYFS
(Nursery and R)

KS1
(Yrs 1 and 2)

KS2
(Yrs 3-6)

KS3
(Yrs 7-9)

KS4
(Yrs 10 and 11)

KS5
(Yrs 12 - 14)

Curriculum



Foundations
(Early Steps)

Footsteps
(Engagement Steps)



Stepping Stones
(Progression Steps 1-3)



Reaching High and Reaching Higher
(Progression Steps 4-10)



Moving On
(Adult Steps)

Tracking and target setting

Foundations
(Early Steps)

Progress is tracked using Early Steps and evidence collected using Learning Journeys in the seven areas of the Early Years and Foundation Stage framework.

Footsteps (Engagement Steps)

Progress tracked using Engagement Steps and evidence is collected using Learning Profiles in four areas of Communication and Interaction, Cognition and Learning, Sensory and Physical and Social, Emotional and Mental Health.

Stepping Stones (Progression Steps 1-3)

Progress tracked using Progression Steps and evidence collected using core subjects and topic books. Individual targets are set.

Reaching High and Reaching Higher
(Progression Steps 4-10)

Progress tracked through the National Curriculum using Progression Steps and evidence collected using subject specific workbooks. Individual targets are set.

Moving On
(Steps 4 Life)

Progress tracked using Steps for Life and targets set through qualifications