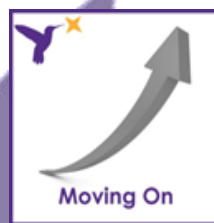




# Introduction and Overview of West Oaks Curriculum Pathways.



## 'Excellence for Everyone'

### Curriculum Policy

West Oaks is a special school for pupils aged from 2 to 19 years old. Provision is based across three sites around Leeds; Woodhouse Learning, Boston Spa Learning and Headingley Learning.

We educate pupils with Special Education Needs and Disabilities (SEND). All pupils have an Education, Health and Care Plan (EHCP).

Our curriculum has been designed to realise the ambition we have for all of our learners.

Based on a firm belief that every pupil is entitled to a broad and balanced curriculum, our aim is for 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 framed within 5 pathways.

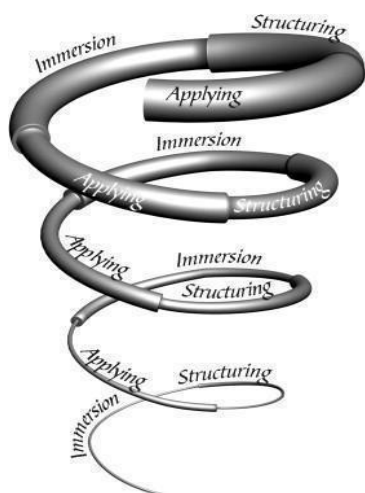
#### Vision and aims for West Oaks curriculum

The West Oaks 5 pathway curriculum 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 in some subject areas.

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.

*(Process of Education, J Bruner 1960)*

### **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 and skills towards 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.

### **Each curriculum pathway aspires to create...**

- accessible and enhanced opportunities for learning, personal development and wellbeing, encouraging and inspiring pupils to achieve their personal best.
- a broad and balanced curriculum based on the appropriate national frameworks, finely differentiated so as to be relevant to the unique learning profiles of pupils.
- effective use of every learning opportunity encountered.
- opportunities to experience a wider community, within and beyond school.

### **To achieve these aims West Oaks provides...**

- a wealth of well chosen, effective learning resources to maximise the impact of every opportunity created or encountered.
- opportunities to work and learn in the community and settings beyond the school gates.
- access to a wide range of learning opportunities for personal development.
- meaningful learning experiences which build towards preparation for life beyond school, whether academic, vocational or for the world of work.

## **Organisation of learning**

The 5 pathways are;

### ***Foundations, Footsteps, Stepping Stones, Reaching High and Moving On.***

Each pathway has a distinct rationale and planning model and is summarised within each pathway rationale document, included as a suite of documents following this overview.

The Curriculum Map at the end of this document shows how it all connects.

The Early Years Framework and the National Curriculum provide the starting points for our pathways, supported by 'Cornerstones' schemes of work, projects and materials and other well-regarded sources. We adapt, embellish and enrich our plans with our own creativity and professional knowledge as well referring to carefully chosen published schemes. We use trusted sources to ensure that we retain accurate subject knowledge and subject integrity across the whole curriculum.

We then design the sequences of lessons within which intended learning outcomes are carefully considered and created.

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

Each pathway incorporates the following in their design;

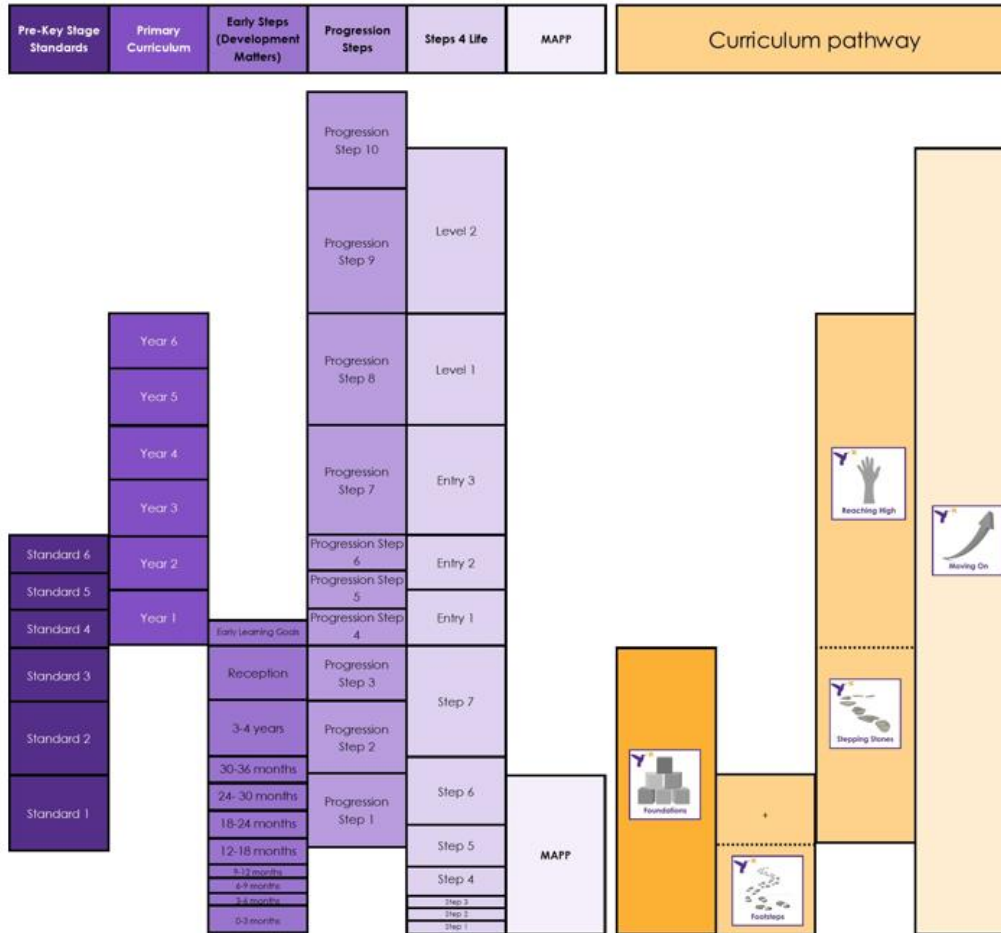
- High expectations.
- Highly motivating experiences as 'enticements to learn'.
- Hands-on, inquiry-based learning.
- Subject integrity and coherence.
- Teaching and reinforcement of transferable skills.
- Sufficient time for mastery and retrieval so that learning can be truly cumulative.
- Explicit,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

## Achieving potential

Each pathway curriculum is carefully planned based on attainment levels. The comparison chart below shows the parameters of each:



### Framework Comparison Chart



Whilst each pathway has a distinct rationale and planning model, they are not isolated from each other, but form a continuum of provision with clear points of transition and shared principles that allow pupils to move between pathways when appropriate. This ensures that the learning opportunities remain responsive, ambitious and personalised.

## Success indicators

The individual's EHCP is a key indicator of success; the EHCP describes the ambition and desired outcomes for each pupil. Through the review process it is clear to see where goals are being achieved, not only within the curriculum but with a much wider view towards their life beyond school.

### Assessing pupils' progress in acquiring skills, knowledge and understanding.

We gain an understanding of what pupils learn and recall of the curriculum in several ways. Pupils are assessed on an individual basis. Each child has a unique learning profile which is used to plan the next step in their learning.

Subject or area-specific assessments within '*Connecting Steps*' are used to assess each pupil in 4/5 pathways, and into the Adult Curriculum for 16+. This provides periodic assessments of finely detailed criteria - through which pupils' achievements are tracked.

The Footsteps pathway pupils are assessed using the 'MAPP' processes alongside the 'Evidence for Learning' Platform.

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 are the basis of our assessment strategy. There is a detailed 'Marking and Feedback policy' which forms a substantial part of our formative assessment processes.

Individualised plans and interventions are assessed and evaluated consistently.

### 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 from their individual starting point.
- become increasingly confident, resourceful, enquiring and independent learners.
- demonstrate growth in self-respect and positive self-esteem.
- show an increasing 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, demonstrate positive attitudes towards others.
- acknowledge and understand their school community and feel valued within it.
- protect themselves from power and influence online and through social media.
- demonstrate an understanding of democratic ideals and British values at an appropriate individual level.
- engage with, and contribute to, experiences which take them beyond their own immediate experience of the world.



# Curriculum Map

**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 Pathway

### Foundations



### Footsteps



#### Footsteps +



#### Stepping Stones



#### Reaching High

### Moving On



## Frameworks and Assessment

### Foundations

Development Matters, SENIT  
Development Journal, Birth to 5

West Oaks Learning Goals (WOLGs)  
Early Steps (Connecting Steps)

### Footsteps

EHCP outcomes  
MAPP

#### Footsteps +

EHCP outcomes Progression Step 1 Medium term  
plans (English and Maths)  
MAPP and Progression Step 1 (English and Maths)

#### Stepping Stones

Cornerstones, White Rose Maths, Development Matters

Connecting Steps - Progression Step 1-3+

#### Reaching High

National Curriculum, Cornerstones, White Rose Maths

Connecting Steps - Progression Step 3-8

### Moving On

NOCN, West Oaks  
Skills for Life

NOCN qualifications  
Connecting Steps -  
Steps 4 Life  
West Oaks Skills for Life  
Duke of Edinburgh