

Woodlands School

CURRICULUM



#togetherwegrow

Marches Academy Trust 

Pathway 3

Rationale



Pathway 3 offers a balance of vocational and academic subjects, alongside developmental and therapeutic support.

Pathway 3 supports learners who wish to develop and enhance their interest in trades, the environment, the arts and hospitality.

The Pathway 3 curriculum is bespoke to each young person, taking into account their gaps in knowledge, how they learn best and the life experiences we can offer to develop them as citizens.

A strong element of this pathway is work experience and the development of skills to match interests.

Pathway 3

Our vision



Our learners will:

- Increase engagement
- Access and engage with specialist support offered
- Develop the confidence to plan for future learning
- Achieve the necessary qualifications to secure appropriate Post 16 provision and/or employment
- Demonstrate appropriate behaviour for Post 16 provision and/or employment

The Big Picture

Post 16 transition can be challenging for students who have SEMH needs. Our students often have high levels of anxiety about meeting new people, trying new things and leaving the familiarity of Woodlands behind. They often have underdeveloped social and emotional skills and they often have gaps in their learning which may affect their progress to post 16 provision or employment.

Intent:

Pathway 3 is a bespoke approach to preparation for Post 16 transition and beyond. It aims to:

- Increase engagement
- Access and engage with specialist support offered
- Develop the confidence to plan for future learning
- Achieve the necessary qualifications to secure appropriate Post 16 provision and/or employment
- Demonstrate appropriate behaviour for Post 16 provision and/or employment

Implementation:

Students will follow a bespoke timetable based on their interests and desired career pathway in order to encourage engagement. Any changes needed to the timetable will be discussed and agreed by students, school staff and parents/carers on a fortnightly basis.

Core subjects, and a more bespoke range of option choices are differentiated through qualification selection to ensure the best possible outcome and range from GCSE to Entry level certificates/AQA awards. These subjects are led by specialist subject staff and supported through project-based learning. Preparing our learners for post 16 and accessing appropriate support is a priority. Learners will spend one day a week with an employer, where they will gain experience of a variety of working environments. Work experience will be supported to a level appropriate for each individual student.

Assessments:

Core subject assessments
Option subject assessments
Weekly discussions on progress towards PCP outcomes
Daily zones of regulation monitoring

Engagement interventions

Weekly feedback from intervention, including progress towards EHCP and intervention outcomes
APDR Student feedback
Parent/carer APDR

Work experience

Half-termly feedback from employer, including progress towards EHCP and employability outcomes
APDR Student feedback
Parent/carer APDR

Post 16 Preparation

Careers Action Plan
APDR Student feedback
Parent/carer APDR

Impact:

Good: Learners improve their attendance in school. They are more engaged in learning activity. Learners engage with potential post 16 placements. They begin to develop trusting relationships with 1 or 2 members of Pathway 3 and support staff. They follow learning expectations and routines in bespoke learning activities. They recognise their emotions with support and engage in positive social interaction with peers.

Better: Learners have good levels of attendance. They have good levels of engagement in learning activity. Learners secure appropriate post 16 placements. They achieve expectations in core and option subjects. They develop trusting relationships with 2 or more staff and start to develop relationships with adults outside school who can support them. They follow learning expectations and routines in bespoke learning activities and when in main school. They recognise their emotions independently and respond to support to manage them. They engage in positive social interactions with peers within their group and in main school.

Excellent: Learners have excellent levels of attendance. They engage fully in all learning activity. Learners secure appropriate Post 16 placements. They achieve beyond expectation in core and option subjects. They form trusting relationships with a growing number of staff in learning activities in and out of school. They follow learning expectations in bespoke learning activities, main school and offsite. They recognise and act on their emotions independently. They engage in positive social interactions with peers in all settings.



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Core subjects

Content – Functional Skills English and Maths

Assessment – Functional Skills English and Maths

Reading – subject specific

Bigger Picture Question – What knowledge and skills do I need to progress?

Options

Content – Subject specific

Assessment – Subject specific

Reading – Subject specific

Bigger Picture Question – What knowledge and skills do I need to progress?



Pathway 3 Overview

What is my Learning Journey?

Work Experience

Content – Experiencing the workplace, transferable skills

Assessment – Employer evaluations
Learner evaluations

Skills audit

Reading – Linking reading to aspirations, job cards, recipes, autobiographies

Bigger Picture Question – How do I prepare for the world of work?

Employability/PSHE

Content – Careers education, employability, PSHE

Assessment – Skills Assessment
Skills audit

Reading – Job descriptions

Bigger Picture Question – What are morals and ethics?

Project-based learning

Content – Linking learning to aspirations and curriculum pathways.

Assessment – Skills tracking
Skills audit

AQA Unit Awards

Reading – Linking reading to aspirations, job cards, recipes

Bigger Picture Question – How does my knowledge and skills fit into my future plan?

Stretch & Challenge

Experience the workplace

Pathway 3 >>>



#RealWorldReady

What knowledge and skills do I need for work? How can I manage my anxieties about Post 16? How can Woodlands help me to achieve my aspirations?



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Pathway 3 Overview

What is my Learning Journey?



Academic Intervention

Content – literacy and numeracy where gaps are identified

Assessment – IDL Screeners (literacy and numeracy)

Basic skills literacy and numeracy

Reading – Phonics interventions

Bigger Picture Question – What knowledge and skills do I need to progress?

LITERACY FOR LIFE



Therapeutic intervention

Content – ELSA

Art therapy

Guided relaxation

Mentoring

Assessment – zones of regulation

Reading – Establishing reading expectations and routines.

Bigger Picture Question – How do our experiences impact on our development?



Engagement intervention

Content – small group or 1-to-1 activities linked to aspirations and feeling

Assessment –

ADPR

Monitoring

Reading – instructions, guides

Bigger Picture Question – How can my interests help me get a job?



Stretch & Challenge

Manage emotions independently

Pathway 3 >>>

Impact

A, Year 10

'He's really settled down. His behaviour at home is so much better.'

(Mum, PCP Review)

'We are really pleased with him'

(Employer, Work Experience Evaluation)

The SEN Team Manager has requested a case study to share the progress of this learner with the Local Authority.

S, Year 11

'He absolutely loves coming to school.'

(Dad, Annual Review)

Appropriate Post 16 placement secured

Impact

J, Year 11

'I didn't think we'd get this far.'
(Mum, weekly tutor conversation)

Appropriate Post 16 placement secured

K, Year 11

2021-22

Attendance: 65.4% (including 3 days a week alternate provision and 2 mornings a week in school – 20% of timetable in school) Struggled to stay in a classroom

2022-23

Attendance: 68.5% (4 full days a week in school, one day engagement intervention – 5 full days of Pathway 3 provision – 100% of week) Level 1 English Functional Skills achieved.

Appropriate Post 16 placement secured

The SEN Team Manager has requested a case study to share the excellent progress of both of these learners with the Local Authority.

Pathway 3 >>>

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