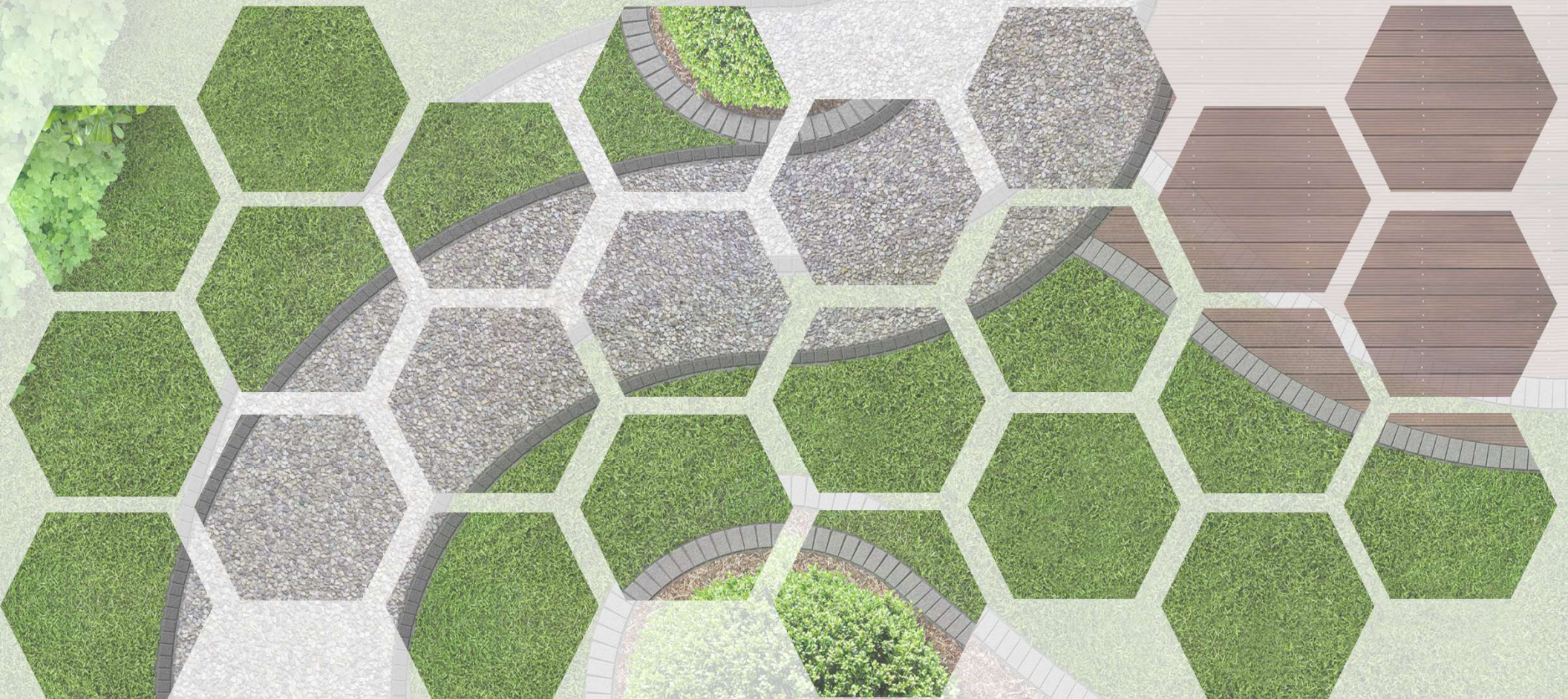




# Core Pathways





## Green Pathway

Significant, multiple & complex need.

Students accessing our Green pathway experience significant and complex needs

Our starting points for students in Core Subjects

Key knowledge and skills are introduced, and steadily built upon.

Ultimate goal to access Entry Level Qualifications.

## Purple Pathway

Multiple Needs with cognitive difficulties

Students will be making progression from initial starting points.

Students will be able to access some age-appropriate materials with support

Curriculum sequences enables key knowledge and skills to be developed further.

Ultimate goal to access EL/FS Step-up qualifications

## Blue Pathway

Significant need with high cognitive ability

Despite SEMH difficulties, students can access age-appropriate materials.

Students can build and develop skills approaching levels similar to main-stream

Students are potentially able to access qualification in line with peers.

Potential GCSE Level students



# Primary

Dimensions  
'Pathfinders'

This is the starting point for our Key Stage 2 students.

Students have high levels of need but are able to demonstrate progression.

Dimensions  
'Adventurers'

Students will have successfully accessed majority of Pathfinders.

Students continue to build on the progress in Adventurers.

Dimensions  
'Navigators'

Students continue to build on the progress in Adventurers.

## Finding their wings

Key knowledge and skills are introduced and gaps in learning are identified.

## Learning to Fly

Knowledge and skills are built upon to provide well developed understanding

## Flying the nest

Students begin to access age-appropriate Key Stage 2 material

### Lower Key Stage 2

Work equivalent with 5-7.

### Middle Key Stage 2

Work equivalent with 7-9.

### Upper Key Stage 2

Work equivalent with 9-11.



# KS3 English

Our Key Stage 3 curriculum is based on the Oxford Quest curriculum, with adaptations, catch-up opportunities and interventions to meet the specific needs of our students, taking into account their individual starting points.

We use information from the KS2 data that we receive, as well as baseline assessments each academic year, to determine whether any catch-up is needed prior to accessing each element of the Quest curriculum.

As well as gaining the skills and knowledge necessary to move onto the appropriate Key Stage 4 pathway, students in Year 9 can prepare for OCR Entry Level qualification to be completed at the start of Year 10.





**KS3  
English**

This is the starting point for our Key Stage 3 students.

**Amethyst**

Students will have successfully accessed the Emerald pathway.

**Sapphire**

Students continue to build on the progress that they have made in Emerald and Amethyst.

**Emerald**

Key knowledge and skills are introduced, building on Key Stage 2 progress.

**Middle  
Key Stage 3**

The spiral curriculum enables key knowledge and skills to be developed further.

**Upper  
Key Stage 3**

During Year 9, students can also begin building a portfolio for OCR EL if appropriate.

**Lower  
Key Stage 3**

Themes:  
Influence and Power; Terror and Wonder; Wild Places and Urban Landscapes

Themes:  
Truth and Lies; Utopia and Dystopia; Youth and Age



# KS4 Pathways

These are the pathways that we believe offer each student the best educational experience and opportunities for future success, considering their individual needs and starting points.

End of Key Stage 3 assessment data and teacher knowledge of our pupils and their nuanced needs, as well as consideration of EHCPs and IEPs help determine the most appropriate pathway for each individual student.

Information from the KS2 data that we receive, as well as current attainment and engagement to determine the pathway most suitable for each student when they reach Key Stage 4. Movement between pathways is possible.





**KS4  
English**

**Pathway  
2  
(Elm)**

**Pathway  
3  
(Oak)**

**Pathway  
1  
(Birch)**

Students may gain OCR Entry Level 1 or 2 in Year 10, or be working towards it.

Students will gain at least OCR Entry Level 1 or 2 in Year 10 as a 'safety net'.

Students will gain OCR Entry Level 3 in Year 10 as a 'safety net'.

**Step-Up to  
English  
Silver 2 or  
Gold**

**Step-Up to  
English  
Gold**

Desired outcomes – Step-Up Silver 1 in Year 1, Silver 2 in Year 2; OCR if appropriate.

Outcomes determined by student progress but ideally Step-Up Silver 2/ FS1 Year 1; Step-Up Gold / FS2 Year 2

Desired outcome - Step-Up to English gained in Year 1, GCSE in Year 2.

**Step-Up to  
English  
Silver Level 1  
and 2**

**OCR  
Entry Level**

**Edexcel  
Functional  
Skills  
Level 1 or 2**

**AQA GCSE  
English  
Language**



# Maths

Basic Number skills are addressed at the start of every year to increase retention and provide skills for progression with numeracy accessible throughout.

Within the KS3 curriculum there are continual applications to real life skills and problems solving.

Pupils are expected to access worded problems at the desired level to enhance understanding of Terminology in preparation for examinations

To become fluid in the fundamentals of arithmetic and build on the declarative knowledge gained in KS3.

To enhance the procedural knowledge gained in KS3 and develop efficient and accurate number skills to access tasks in algebra, geometry, data handling, probability & statistics.

To be able to tackle increasingly complex problems, learning skills which will be useful after leaving school

End of Key Stage 3 assessment data and teacher knowledge of our pupils and their nuanced needs, as well as consideration of EHCPs and IEPs help determine the most appropriate pathway for each individual student.





# Maths

1.1 – 1.3

Number, Shape, Space and Measure, Algebra, Statistics and Probability, and Ratio and Proportion

A highly adapted version of our curriculum developing to increase numeracy skills

Students access a broad and high adapted curriculum to provide access to and embed practical numeracy skills.

Provides a learning path to increase access and provide the basic scaffolding needed for external qualifications.

Key skill building and Support.

2.1-2.3

The starting point for our Key Stage 3 curriculum where we build on work from KS2

Serving as the launch pad Key Stage 3 Curriculum, allowing for progression to KS4.

Building upon established foundations

A qualitative development in mathematical concepts as a foundation for success beyond Key Stage 2.

Transition between the broad and dynamic curriculum in Key Stage 3 and the skills required by formal assessments

Entry Level 1-3

2.3-2.5

Our KS4 scheme of work to allow students to realise personal goals and qualifications in mathematics.

Initial starting points for our KS4 Curriculum with students taking steps towards qualifications.

Developing Skills

Students will gain Entry Level 3 in Year 10 as a 'safety net'.

Students practice, and develop skills in advance of Foundation and/or or Higher GCSE level

GCSE Foundation Higher



# Science

Students purposefully develop disciplinary and substantive knowledge to allow them to access formal demands of Entry level and Key Stage 4 GCSE Qualifications.

We emphasise high level of numeracy and literacy alongside scientific skills, which enhance students' overall learning and progress.

Staff place students on pathways based on progression through Primary Science courses, as well as progression through KS3 pathways. We have a focus on practical skills throughout KS3 to ensure these are fully embedded for further study.

Students have access to Entry Level qualifications to ensure that all students leave with formal qualifications as well as providing access to access to GCSE students.

Year 10 &11 Students who progress will assess the AQA foundation or higher GCSE Synergy.





# Science

Initial starting point of our Key Stage 3 curriculum.

A spiral curriculum providing the foundations needed to access deep knowledge

## Green KS3

Specific pathways tailored to the development of substantive and disciplinary knowledge

Students begin preparation for Entry Level Qualifications to ensure an appropriate level of certification is reached.

Accessing Key-Stage 3 level assessments

## Purple Entry

Students access early Entry Level Qualifications at Entry Level 1 & 2

Spiral curriculum revisits topics previously covered to allow students to retain more and do more.

Building upon foundations

Disciplinary and substantive knowledge used in combination to develop understanding of scientific process

Different Strategies employed to enhance learning and support development of skills

Entry Level 1  
Entry Level 2

## Blue GCSE

Formal transition from entry level to GCSE Pathways for a number of students.

Students access bespoke curricula and discrete GCSE lessons.

Developing Skills

Understanding of scientific nature, processes, and methodologies through diverse inquiries aimed at answering questions about the world

Formal assessments in line with GCSE examinations are accessed by students.

Entry Level 3  
GCSE