

## Curriculum Pathways and Learner Profiles

| EYFS Pathway   | Pre-Formal Pathway (EYFS/KS1/KS2)   | Semi-Formal Pathway (KS1/KS2)  | Developing Formal Pathway (KS1/KS2)  | Formal Pathway (KS1/KS2)   |
|--|---|--|--|--|
| <b>Pupils working towards Early Learning Goals</b>   | <b>Pupils working at P1-P4</b><br>Pupils working in this pathway will have a range of complex needs and/or medical conditions. They may experience significant barriers to learning in the areas of communication and interaction as well as having profound and multiple learning difficulties, possible sensory impairment and physical disabilities. | <b>Pupils working at P4-P6</b><br>Pupils working in this pathway will have complex learning difficulties. They may experience barriers to learning in the areas of communication and interaction as well as having possible sensory difficulties, physical difficulties and/or a specific learning difficulty.                 | <b>Pupils working at P6-P8</b><br>The semi-formal curriculum pathway is for learners who have severe to moderate learning difficulties and may also have some complex needs. These pupils are developing emergent skills and may be able to access aspects of the National Curriculum.   | <b>Pupils working at P8+</b><br>The formal pathway is designed for learners with moderate learning difficulties. This pathway is delivered through subject-specific teaching.  |
| <b>Springwood Teaching Framework</b><br><b>Six Core Areas (Communication, Independence, Behaviour for Learning, Sensory, Physical Development and Cognition and Learning) taught across all pathways</b>   |   |  |  |  |
| Holistic approach to learning to enable pupils to engage purposefully with activities and resources based on the seven Areas of Learning. <ul style="list-style-type: none"> <li>Communication and Language</li> <li>Personal, Social and Emotional Development</li> <li>Physical Development</li> <li>Literacy</li> <li>Mathematics</li> <li>Understanding the World</li> <li>Expressive Arts and Design</li> </ul> | Sensory approach to learning skills and developing understanding of concepts that are pre-requisites for progressing to a thematic approach to learning. <ul style="list-style-type: none"> <li>Communication</li> <li>Physical</li> <li>Social</li> <li>Cognitive</li> </ul>   | Thematic approach to learning with some elements of subject based learning. <ul style="list-style-type: none"> <li>Themed approach to: English, Maths, Science, DT, Food Technology, Art, History, Geography, Computing, Music, PSHE, RE and Communication (inc FL-Signalong)</li> <li>Subject-based teaching in PE</li> </ul> | Thematic approach to learning with some elements of subject based learning. <ul style="list-style-type: none"> <li>Themed approach to: English, Maths, Science, DT, Food Technology, Art, History, Geography, Computing, Music, PSHE, RE and Communication (inc FL-Signalong)</li> <li>Subject-based teaching in PE</li> </ul> | Subject specific learning and some thematic learning with themes used as a vehicle for teaching content. <ul style="list-style-type: none"> <li>Adapted National Curriculum <ul style="list-style-type: none"> <li>English</li> <li>Maths</li> <li>Science</li> <li>PSHE/RSE</li> <li>DT</li> <li>Art</li> <li>History</li> <li>Geography</li> <li>Computing</li> <li>Music</li> <li>FL</li> <li>PE</li> <li>RE</li> </ul> </li> </ul> |
| <b>Assessment</b>  |   |  |  |  |
| EYFS Profile<br>Learning Intention Map with targets set from EHCP<br>Pupil Snapshots input (Oct, Feb, May)   | Learning Intention Map with targets set from EHCP<br>Areas of Engagement: <ul style="list-style-type: none"> <li>Exploration</li> <li>Realisation</li> <li>Anticipation</li> <li>Initiation</li> <li>Persistence</li> </ul> Pupil Snapshots input (Oct, Feb, May)   | Learning Intention Map with targets set from EHCP<br>Assessed against Wilson Stuart P Steps P4 – P6 in Maths and English<br>Pupil Snapshots input (Oct, Feb, May)<br>Pre Key Stage Standards   | Learning Intention Map with targets set from EHCP<br>Assessed against Wilson Stuart P Steps P6 – P8 in Maths and English<br>Pupil Snapshots input (Oct, Feb, May)<br>Pre Key Stage Standards   | Learning Intention Map with targets set from EHCP<br>Assessed against Wilson Stuart P Steps P8+ in all subject areas if pupils are achieving at P8 and above in Reading.<br>Pre Key Stage Standards<br>Working towards ARE – Year 1<br>ARE – Year 2<br>Expected Standards in reading, writing and mathematics<br>Pupil Snapshots input (Oct, Feb, May)   |