

Woodley School and College Curriculum Pathway descriptors

Explore Pathway

Following a non-subject based curriculum. Pupils are working at early stages of cognitive, social and emotional development. Pupils use augmentative and alternative communication such as Makaton or Objects of Reference to support their communication. The outcomes for this group are broken into small steps and personalized in a way that is specific to their needs. A half termly Curriculum theme that supplies enrichment opportunities. The Engagement Model is used to measure how the pupils learn and their preferences to learning styles, reflect on the success of the curriculum and alongside the existing planning, assessment and recording systems. Pupils may follow this pathway at any age in the school or college

Recognition Pathway

Pupils following this pathway working on some aspects of a non-subject specific curriculum and are moving towards outcomes that are related to some specific subjects. This is an individualised pathway and pupils may develop skills in some areas for example use of communication aid leading to the development of reading skills that are measured within the English Curriculum. Planning for this group focuses on: creating opportunities to practice, consolidate, maintain and generalise skills and concepts, introducing new skills, knowledge and understanding and increasing the breadth of the curriculum content, introducing opportunities to apply skills, knowledge and understanding in new settings and environments, introducing a range of teaching methods and styles and providing opportunities for pupils to move away from adult support and towards autonomy in using a new skill. Pupils may follow this pathway at any age in the school or college. They may move to the Discovery pathway as they develop their knowledge and skills. A half termly theme facilitates enrichment and the development of concepts.

Discovery Pathway

Pupils following this pathway are working on a subject based curriculum. They use their functional skills to access other areas and have opportunities to discover information about the world through a half termly theme linked to the curriculum areas e.g., living things and growing when the theme is Seasons. Pupils may follow this pathway at any age in the school or college but may also move into the investigation Pathway as they develop their knowledge and skills

Investigation Pathway

Pupils following this pathway can use the information that they have from one area to access, investigate and develop concepts relating to a new concept. They can record their ideas with a degree of independence and have subject specific knowledge and skills. Pupils may have a spikey profile and may be working on the Discovery pathway in some curriculum areas. Some schemes of work are related to Formal accreditation specifications. Pupils may be working within this pathway when they arrive at Woodley or move into it from the Discovery Pathway.