

Learning Pathways Progression

Pupils working below adapted Year 1 National Curriculum – our Learning Pathway 1 - will be assessed against '7 Aspects of Engagement' from 2020.

We will therefore focus on these 7 areas of non-specific study in preparation.

The 7 Aspects of Engagement are...

- Responsiveness
- Curiosity
- Discovery
- Anticipation
- Persistence
- Initiation
- Investigation



Learning Pathways 1-3

When moved onto Pathways 1-3 pupils will access adapted Years 1-3 KS1 National Curriculum. The age-related equivalent would be approx. 5-8 years old.



Learning Pathways 4-6

Pupils at Learning Pathways 4-6 will follow an adapted Years 4-6 KS2 National Curriculum. The age-related equivalent would be approx. 9–11 years old.



Learning Pathways 7-9

Learning Pathways 7-9 moves pupils to KS3 and offers an adapted Secondary Years 7-9 National Curriculum at an age equivalent of approx. 11-14 years old



Learning Pathways 10-11

As pupils move beyond Learning Pathway 9 they should start to access adapted KS4 Years 10-11 National Curriculum with an age equivalent of 14-16 years old.



Learning Pathways 12-13

At this level pupils will be offered learning at the equivalent level of 16-18 year olds and follow a KS5 curriculum.

Most children at Arbour House School will be accessing learning at a level lower than their chronological age, as a result of their difficulties, disabilities and special educational needs.

Spiked Profiles

Pupils may be on different Learning Pathways in different areas of our curriculum at any one time. For example, in Maths a pupil may be following Learning Pathway 2, but for English they may be able to access Learning Pathway 4. This is called a 'Spiked' Learning Profile, meaning that there are inconsistencies in performance of skills and abilities across a range of developmental and curricular areas.

Pupils may have strengths and abilities in line with or beyond their developmental age. But in some areas, skills and abilities may be far below their developmental age/stage. This is not unusual for children with Special Educational Needs or learning disabilities. Gaps in learning or inconsistencies can occur when children have missed periods of schooling too.

Stage Appropriate

Our core curriculum is planned and assessed at the appropriate level for a pupil's learning needs as opposed to their chronological age.

This ensures pupils are best able to learn and make progress in relation to their own individual learning levels and in the context of their starting points and special educational needs.

Careful thought is given to resources created or provided. We understand that a 13 year old will not necessarily want to read a book that is clearly written for a 5 year old for example, unless that is appropriate for their emotional and developmental level. So age appropriate resources at the right learning level are provided for all pupils across the curriculum.

Making Progress

Pupils are not be held back from advancing through the Learning Pathways until they are assessed as having fulfilled all of the assessment criteria.

For most pupils it is appropriate to move them to the next Learning Pathway when we can evidence that the previous level is 80% complete. The outstanding 20% will need to be revisited and will still form part of our planning and assessment, but pupils can move on to the next level at the 80% achieved point in order to make best progress.

This also provides challenge and facilitates the setting of aspirational targets for children.

Building Confidence and Self-esteem

In terms of building pupils' confidence and self-esteem, it is not always appropriate to tell pupils what age equivalent level they are working at. They will know the Learning Pathway they are on, the progress they are making, and how to make further progress, but they will not necessarily be told what age their current learning level relates to if it is not deemed in their best interests to do so.