

14 - 19 Learning Pathways Policy



*Learning together in a changing
world, creating success for all.*

Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to **“Inclusion”** policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils’ ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **“Education in Wales: Our national mission (2017)**. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating

environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Qualified for Life (2014) provides further endorsement of our commitment to being a Rights Respecting School by stating:

“learners are the heart of all that we do” and further “every child and young person benefits from personalised learning”.

Successful Futures (2015) also states that:

“Each child and young person in Wales should be able to benefit from curriculum and assessment arrangements that will best meet their present needs and equip them for their future lives. Our children and young people only have a relatively short time at school. We must use that time judiciously and productively to help each one of them to grow as a capable, healthy, well-rounded individual who can thrive in the face of unknown future challenges”.

The 14-19 learning pathways framework is a commitment to transforming the learning provision for all young people in Wales which recognises the need for a flexible and balanced approach to the education of 14-19 year olds.

The framework consists of 6 key elements, some of which are unique to Wales. These 6 elements can be sub-divided into 2 distinct categories. These are:

- Learner provision.
- Learner support.

The 3 elements of learner provision are:

- **Individual learning pathway:** including formal, non-formal and informal strands.
- **Wider choice and flexibility:** including general and applied options for learners of all abilities and leading to relevant accreditation.
- **Learning core:** providing wider learning, skills and experiences to secure equality of opportunity. This includes developing learners’ skills, knowledge, attitudes and values through a broad range of learning experiences.

The 3 elements of learner support are:

- **Learning coach:** support for learning to be available and linked to learners’ individual needs; the learners with the most significant needs will have access to enhanced learning coach support.
- **Personal support:** to support learners in order to overcome any barriers to learning.
- **Careers advice and guidance:** to ensure all learners have impartial expert advice on career choices.

Key principles

This policy will provide an overview of the key principles and practice within the 14-19 learning pathways department at Trinity Fields School. The key priority is to ensure that all pupils, irrespective of their abilities and needs make progress and have access to a range of accredited programmes from ASDAN, Agored Cymru and the Duke of Edinburgh Award.

This policy incorporates statutory and non-statutory guidance and adopts a broad range of principles to ensure our 14-19 learning pathways curriculum is relevant to pupils' individual abilities and needs.

Staff within the department work collaboratively to ensure the provision is flexible, reflective, takes into account stakeholder views and is responsive to the changing needs of our pupils and the communities in which they live. All pupils within the 14-19 learning pathways department will have access to a varied and accredited curriculum, carefully matched to their individual abilities and needs.

We aim to allow each pupil opportunities to broaden their options and provide them with access to a rich menu of learning experiences. All of our 14-19 learning pathways pupils are entitled to a balance of formal learning, wider choice, flexibility and a learning core, together with the relevant levels of support in order for them to make the progress commensurate with their abilities and needs.

Our curriculum offer to pupils will take account of their individual needs and is fully inclusive; all pupils irrespective of race, gender, colour or additional needs will have equal access to the very best learning opportunities. It takes account of all the relevant Welsh Government documents, including:

- Learning Pathways 14-19 Guidance (17/2006)
- Routes for Learning (2006);
- Making the Most of Learning (2008);
- A Curriculum for all learners (2010);
- Routes for Literacy (2013);
- Routes for numeracy (2013);
- Qualified for Life (2014);
- Successful Futures (2015);
- Digital Competence Framework (2016);
- Routes to Digital Competence (2016).
- ALN Reform Bill (2017).

In addition to the above Welsh Government policies and frameworks this policy should be read alongside the following school policies:

- Teaching, learning and curriculum (autumn 2017);
- Accreditation and internal verification (autumn 2017);
- Careers and the world of work (autumn 2017);
- Equalities (autumn 2017);
- Appeals and complaints (autumn 2017);
- Malpractice and maladministration (autumn 2017);
- Access to fair assessment (autumn 2017).

The 4 purposes of Curriculum for Wales (CfW)

The new curriculum and assessment arrangements in Wales will be fully inclusive and,

“easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society.”

We are fully committed to developing and implementing the 4 purposes of the curriculum, as they will apply within a special school context. Full details of these can be found on **Pages 29-31** of “Successful Futures”. In summary we want all of the pupils at Trinity Fields School to be:

- **Ambitious**, capable learners;
- **Enterprising**, creative contributors;
- **Ethical**, informed citizens;
- **Healthy**, confident individuals.

A summary diagram of the four purposes taken from “Successful Futures” will be found in **Appendix 1**.

Curriculum entitlement

All of our pupils within the 14-19 learning pathways department will have access to:

- a broad, balanced, relevant and differentiated curriculum;
- an engaging and exciting curriculum irrespective of gender, race or complexity of need;
- highly skilled and qualified staff who deliver bespoke and accredited modules from ASDAN, Agored Cymru and the Duke of Edinburgh Award programmes;
- high quality learning and teaching which recognises pupils’ different learning styles;
- learning that draws on close partnership working with parents/carers so that use their unique information helps to shape the individualised approaches developed and implemented by staff;
- individual programmes that involve collaborative partnerships with other professionals which provide detailed assessments for future planning and provide for enhanced learning outcomes;
- exciting learning opportunities in a happy, sensitive, safe, secure and stimulating school environment; allowing all pupils to enjoy learning;
- celebrations of achievements whether academic, sporting, life skills or success in another areas such as behaviour;
- the culture and language of Wales which is included throughout the curriculum;
- consistent opportunities to “have their voice heard” and influence school decisions regarding their learning and planning of the curriculum, as well as supporting governors in the appointment of new staff;
- encouragement from staff to build positive relationships in order to develop appropriate behaviour for learning;
- strategies to support behaviours that enable pupils to learn;
- a positive learning ethos across the school where everyone treats others with respect and kindness;

- total commitment from all staff to promote their individual progress and ensure that they meet the identified progression steps in line with their individual assessments and learning needs.

Aims of the 14-19 learning pathways curriculum

All pupils in the 14-19 department follow accredited learning pathways which include:

- Health and Wellbeing pathway.
- Environmental pathway.
- Creative pathway.

The broad aims of the 14-19 learning pathways provision is to:

- Provide pupils with access to a wide range of accredited courses that include literacy and numeracy.
- Provide all pupils, irrespective of their needs with a broad choice of accredited options.
- Provide sustainable vocational courses that are linked to pupils' abilities and needs.
- Develop and sustain effective partnerships with post-19 provision.
- Demonstrate pupil progress and progression during their time in the 14-19 learning pathways department.
- Provide personal and tailored support for pupils through access to the 14-19 learning pathways team leader, teachers, teaching assistants, and specialist Careers Wales adviser.
- Provide impartial careers advice and guidance to all pupils.
- Ensure pupils access work experience opportunities commensurate with their abilities and needs.

Curriculum structure

The structure, content and delivery of the 14-19 learning pathways curriculum offered at Trinity Fields School is tailored to meet pupils' individual and holistic needs. We recognise that for our pupils to make optimum progress their learning must be placed within a relevant context.

We offer broad range of accredited modules which provide a wealth of engaging contexts for pupils' learning with a strong emphasis on enabling pupils to develop the skills and behaviours that are necessary for effective learning and to promote their independence.

Our commitment to the underpinning principles of the 14-19 learning pathways aims to encourage all of our pupils to achieve their potential so they are better equipped for adult life. Our approach will continue to widen choice, promote equality of opportunity and support individual achievement.

The curriculum for 14-19 year olds will include a variety of high quality accredited programmes of study validated by recognised awarding bodies such as ASDAN and Agored Cymru. The accredited programmes will recognise and record achievements, support pupil choice and offer external accreditation at Key Stage 4 and post-16 for all pupils.

The study options that are made available to the pupils extend choice and flexibility; securing individually tailored learning pathways that meet pupils' needs. The options also provide richer opportunities and experiences which will help pupils develop the wider skills they need for life and work.

Details of our current pupil offer within the 14-19 learning pathways classes will be found in **Appendix 2**.

In addition to providing all pupils with access to rich contexts for learning our underpinning philosophy includes our ongoing commitment and development of:

- pupils' rights, as part of our Rights Respecting Schools agenda;
- robust safeguarding arrangements, which includes our duty under PREVENT (see safeguarding and prevention of extremism and radicalisation policies for details);
- pupil centred planning;
- the therapeutic curriculum, which includes, physiotherapy, speech and language therapy, occupational therapy, Touch Trust, story massage etc.

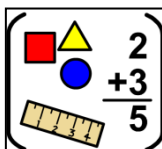
Cross curriculum links

All staff within the 14-19 learning pathways classes are responsible for developing pupils' skills in literacy, numeracy and digital competence; these are cross-curricular and will take account of the following key guidance:

- Literacy and numeracy framework (LNF);
- Routes to literacy;
- Routes to numeracy;
- Digital competence framework (DCF);
- Routes to digital competence.



LITERACY
Cross-curriculum



NUMERACY
Cross-curriculum



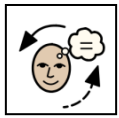
**DIGITAL
COMPETENCE**
Cross-curriculum

Further details will be found in the following policies:

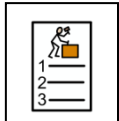
- Teaching, learning and Curriculum;
- Literacy and numeracy;
- Digital competence.

Skill acquisition

The Skills Framework for 3-19 year olds in Wales (2008) introduced a more skills focussed curriculum; this has been strengthened through the LNF and more recently through the DCF. As we move towards 2021 the development of pupils' wider skills across all stages of education will include:



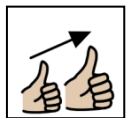
Thinking and problem solving skills



Planning and organising



Creativity and innovation



Personal effectiveness

Mapping the 2021 curriculum against the current curriculum

Appendix 3 maps out our current curriculum across the school's phases against the new 2021 curriculum requirements.

Further details will be found in the “Teaching, Learning and Curriculum” policy.

Curriculum themes

Our curriculum offer has been designed to ensure all pupils, irrespective of their age, abilities and learning needs have access to the most relevant learning experiences which allows them to make progress over time and equips them with the skills required for living a fulfilling and as independent life as possible.

Carefully planned contexts for learning will consider progression of skills, developing and building upon success from previous learning. Staff will give consideration within their planning to emerging skills and plan small achievable steps to secure sound foundations which link to the thematic approach.

In consultation with pupils, parents/carers and staff we have developed a comprehensive 5 year rolling programme of themes which act as vehicles for staff to plan, develop and implement exciting and innovative learning experiences across all school phases. This approach ensures that all pupils are able to access learning at the relevant stages for them, with learning experiences and skills from the lower school phase being employed in order to meet our pupils' unique and individual needs. This is again very much in line with our pupil centred ethos.

The current contexts for learning within the 14-19 learning pathways classes will be found in **Appendix 4**.

Curriculum planning

The structure of our curriculum planning processes is based upon Welsh Government guidance and pupils' individual abilities and needs. These processes are fully explained in the "**Teaching, Learning and Curriculum** policy.

Teachers' planning ensures that the content of accredited courses follow a structured framework of activities as outlined in the curriculum specifications of the selected programmes.

Some pupils will also have Individual Behaviour Plans (IBPs) which provide clear strategies to support behaviour management, as well as helping pupils' develop behaviour for learning. Positive handling plans (PHPs) have also been developed for pupils who may require restrictive physical intervention to help keep themselves and other safe.

Further details about IBPs and PHPs will be found in our Behaviour Policy.

This phase of our planning will need to be updated in line with the ALN Reform Bill and new Code of Practice that is currently being reviewed by the Welsh Government.

Current planning arrangements

Half termly planning

Teachers in the 14-19 learning pathways department deliver a variety of accredited courses to various groups of pupils throughout the term. To ensure that the content of each accredited programme is delivered effectively, teachers use a half termly plan to map out the content of each programme and to ensure that a framework of activities develops and accredits a variety of skills.

Teachers are encouraged to use the accredited programmes in a flexible way to support personalised learning and development. Planning for the differentiation of activities will show how the activity will be presented to pupils who have a range of needs within each class; key learning objectives for each session will be clearly identified.

Our current planning proformas will be found in **Appendix 5**. Again, in line with the ongoing developments in curriculum and assessment as part of "Successful Futures" all of our planning and assessment processes will be reviewed and amended to reflect the 2021 curriculum changes.

Teaching and learning

At Trinity Fields School staff believe that our pupils learn most effectively when there is a stimulating, friendly and safe learning environment. Intrinsic to this are high expectations, consistency, praise and tolerance combined with clear and shared learning goals.

We believe that pupils should be taught behaviour to enable them to be ready to learn successfully. Our behaviour strategies will be designed to promote positive attitudes and relationships ensuring that pupils are respected and actively involved in self-managing their feelings and behaviour, wherever possible. It is essential that any strategies for managing challenging behaviour should be well planned and targeted specifically to the individual's needs.

In order to develop excellence in teaching and learning we expect all staff to:

- know pupils' individual abilities and needs, based upon our detailed assessment and tracking procedures;
- have relevant subject knowledge and skills;
- have excellent classroom management, which includes sound classroom craft skills and excellent behaviour management strategies;
- know what social and psychological factors affect pupils' learning;
- have a wide range of practical and well-established strategies to excite, motivate and engage all pupils in their class;
- be able to develop pupils' independence, social and communication skills through all learning experiences, both within and outside the classroom;
- listen to pupils, build and develop a positive relationship based on individualised rewards;
- use a total communication approach, allowing pupils time to process information and praise them for partial/full compliance in their learning goals;
- share and develop learning goals with pupils and parents;
- communicate with parents/.carers working in partnership to achieve shared targets.

Our approach to whole school shared leadership supports staff to develop highly effective classroom practice to ensure all pupils achieve their learning goals and make the progress commensurate with their abilities, ages and learning needs.

This shared approach to leadership is supported by research, which demonstrates that the most effective schools have leaders who:

- respect and share their vision with staff;
- develop reflective practice;
- develop teamwork;
- develop effective relationships;
- recognise and celebrate pupil and staff achievements.

Teaching and learning is about everything we do at Trinity Fields School. As a school team we work together closely to ensure all pupils have daily access to teaching that is exciting, innovative and creative, allowing them to reach their potential.

ASDAN



ASDAN provides flexible and engaging accredited programmes and qualifications that offer our pupils opportunities and experiences to develop skills for learning, work and life.

All pupils in Key Stage 4 follow the Transition Challenge programme. This programme offers a learner-centred, activity-based curriculum that can be undertaken with as much support as necessary. There are two levels available:

- **Sensory:** this programme offers a developmental perspective for pupils with PMLD and rewards very small steps of learning and achievement.
- **Introduction and Progression:** the activities in this programme cover the statutory Areas of Learning and Experience for Key Stage 4, along with activities to develop the skills required for adult living.

Our Post 16 pupils complete a range of programmes dependant on the learning pathway they follow and based on their individual needs and abilities. The programmes that are currently offered to our Post 16 pupils include:

- **Towards Independence:** this programme provides a framework of activities through which personal, social and independence skills can be developed and accredited. A wide range of modules allow pupils to recognise achievements and plan targets and challenges. The modules cover a variety of themes: communication and numeracy, creative studies, cultural, independent living, leisure, recreation and sport, personal development, PSHE and citizenship, work related, and modules particularly suitable for pupils with PMLD.
- **Bronze Award:** this is a Personal Development Programme that is offered to our more able pupils which allows them to develop and recognise a range of skills that will be invaluable for independent living and work. By completing challenges pupils will gain credits and develop a range of skills including: teamwork, independent living, coping with problems and using maths, English and IT.

Other ASDAN programmes are also used to create relevant and meaningful Learning Pathways for our pupils. These programmes are selected during the planning stage prior to each academic year:

- **New Horizons:** this is an activity-based curriculum resource which supports the delivery of PSHE, citizenship and careers education. The activities also offer an opportunity to develop communication and numeracy skills in a life skills setting.
- **Short Courses:** these provide a range of programmes to accredit pupils' activities including: Health and Wellbeing, Expressive Arts and Relationships.

Agored Cymru



Agored Cymru offer a wealth of Units and qualifications which enable our pupils to have the skills and qualifications required to meet their aspirations and quality of life needs.

The units and qualifications that are chosen each year to accredit a variety of Learning Pathways, cover a wide range of sectors, including: health and well-being, environment, horticulture and animal care, information and communication technology, enterprise, expressive arts, sport, leisure and recreation; literacy and numeracy, preparation for life and work.

The Essential Skills for Work and Life Qualification (Entry 1 and 2) is offered to our more able pupils. This qualification allows pupils to develop communication, application of number and digital literacy skills in a combination that most accurately suits their needs.

The qualifications are designed to encourage problem solving and application of communication, application of number and digital literacy skills at the same time as developing the critical thinking skills of pupils. This will enable them to meet the wide range of demands required of them both vocationally and educationally as well as in their personal life.

Duke of Edinburgh Award



The Duke of Edinburgh is offered to all pupils in the 14-19 Department as an 'Option'. The award is split into 4 sections:

- **Skills**- developing practical and social skills and personal interests
- **Physical**- improving in an area of sport, dance or fitness activities.
- **Volunteering**- undertaking service to individuals or the community.
- **Expedition**- planning, training for and completing an adventurous journey

Every section of a DofE programme gives young people an opportunity to be independent, to grow in confidence and to be challenged as an individual.

Assessment, recording and reporting (ARR)

Our well-established whole school assessment procedures allow staff to:

- monitor pupils' individual progress in order to support the next steps of learning;
- ensure consistency in terms of assessment outcomes through attendance at in-house and cross special school moderation and standardisation events;
- recognise and celebrate pupils' achievements;
- inform parents/carers, governors and the wider community about pupils' achievements;
- ensure continuity when pupils move into a new class/school phase;
- comply with statutory regulations;

- comply fully with all external accreditation procedures.

Full details of our assessment, recording and reporting arrangements will be found the ARR policy.

Feedback and Marking

Feedback provides pupils with information on how well they are learning and how they can improve. Feedback must be ongoing and is vital for both formative and summative assessment and must be given to all learners. Feedback to pupils must be clear, constructive and provide clear guidance and actions for improvement. It must also be specific to the assessment task and be linked to the intended assessment criteria. Feedback can be given verbally or written.

Our current marking proformas will be found in **Appendix 6**.

14-19 LP internal verification and external moderation

Teachers will record, collate and cross-reference evidence of each pupil's progress against stated criteria, using standardised proformas. This evidence will be presented for internal and external moderation. Internal moderation will take place prior to the pupil's work being submitted and/or called for external moderation.

Internal moderation meetings will ensure that the assessment of pupil portfolios is consistent and unbiased. Samples of pupil's work will be taken to a moderation meeting once the internal verification process has been completed. The moderation meeting aims to recognise, celebrate and reward the achievements of all 14-19 pupils.

External quality assurance (EQA) will verify that the necessary processes, resources and staffing are in place to effectively manage and support the valid award of accredited units.

Full details of the Internal Verification and External Moderation processes will be found in our Accreditation policy.

Pupil participation

Trinity Fields is a Rights Respecting School. Our pupils are involved in all aspects of school life from supporting whole school improvement to interviewing staff for new appointments. All staff ensure that pupils' have as much involvement in curriculum and individual planning as possible; their involvement in our well-established assessment for learning opportunities ensures that they have an impact on the next phase of planning and learning.

Pupils are also involved in the assessment of their IEP/THRIVE targets; we make effective use of our specialist IT resources such as Eye Gaze to ensure that as many pupils as possible are included in making choices about their learning.

Pupil centred planning (PCP)

We follow the principles of pupil centred planning (PCP) which further supports our Rights Respecting approach; PCP is a continuous process of listening and learning about what is important to and for each pupil, both now and in the future.

Pupil centred reviews are being developed across all school phases to explore what is happening from the pupil's perspective and from the perspective of others at the PCP meeting. Our PCP reviews are currently working alongside our well-established annual review procedures.

We are giving the PCP approach high status as we recognise its inclusivity and further enhances pupil voice.

Role and responsibilities

All aspects of planning, which includes thematic plans, developing IEPs, IBPs, THRIVE action plans etc. are seen as collective responsibilities which takes full account of staff skills, expertise, subject/pupil knowledge and experience.

Class teachers, working with their class team are responsible for all aspects of planning within their class; the TLR phase leader might also be involved in this process, especially if the teacher is new to the department or school for example.

All teachers have been assigned to AoLE areas based upon their subject knowledge and skills set. Full details of these teams are included in **Appendix 7**. Literacy, numeracy and digital competence all have a senior leader attached to the team to help ensure that these skills become embedded into all aspects of curriculum and individual planning and delivery.

Leaders of AoLE (TLR postholders and class teachers) are responsible for:

- developing, implementing and evaluating the impact of policies, particular those that cover their AoLE;
- planning lessons to meet pupils individual needs and the requirements of accredited modules;
- ensuring continuity and progression of provision, with the relevant resources to meet pupils' individual needs;
- helping to develop, support and challenge staff;
- developing relevant guidelines/resources etc. to support curricular implementation, with particular reference to the skills pupils need to require in that specific AoLE;
- working collaboratively to develop and maintain portfolios of work, which showcase pupils' work and achievements in their AoLE;
- supporting relevant task and finish groups/PLCs etc. that support curriculum review and development.

The 14-19 learning pathways team leader (TLR postholder) is responsible for:

- working collaboratively with staff in their phase to ensure high quality teaching and learning;
- developing budget plans for their areas and monitoring spending within that budget to ensure value for money;
- providing first hand evidence for our self-evaluation report and ensuring that future developments for their phase are included in the school development plan;

- working with other senior leaders to monitor and evaluate the delivery of the curriculum and the quality of teaching and learning throughout their department.

In addition to the above the 14-19 learning pathways team leader is responsible for:

- liaising with post-19 provision to secure the smooth transition of pupils;
- attending ASDAN and Agored Cymru newtwork meetings which focus on the monitoring and moderation of pupils' assessed modules;
- monitoring pupils' ASDAN and Agored Cymru work with 14-19 learning pathways teachers on a half termly basis;
- monitoring and evaluating the impact of IEPs across the department with support from the attached senior leader;
- ensuring the school meets all statutory requirements relating to 14-19 learning pathways;
- continuing to work with staff in the department to develop and extend provision so that it is responsive to pupils' changing needs;
- work in partnership with departmental staff to complete an annual audit of resources and use information from this to inform the school's self-evaluation report;
- ensure that any areas identified though self-evaluation are prioritised within the school development plan, with the necessary financial resources;
- effectively liaise with Careers Wales, social services, day service providers, local/residential FE colleges etc.;
- work in partnership with school staff and outside agencies to arrange, monitor and evaluate individual work experience programmes.

Senior leaders (HT, DHT, AHTs) are responsible for:

- the overall quality of teaching and learning across the school;
- whole school accountability;
- ensuring the self-evaluation report is accurate, based on first hand evidence and the areas requiring important are carried through as action points into the school development plan;
- ensuring realistic budgets support areas requiring further improvement.

Full details of the roles and responsibilities of senior leaders and TLR postholders will be found in **Appendix 8.**

Self-evaluation and school development planning

We have well-established procedures that support our whole school self-evaluation and planning for the future processes. Self-evaluation systems are effective and take into account the views of many stakeholders; these include: pupils, parents/carers, staff, governors, as well as our partner colleagues in education, health and social services.

In partnership with the school council we have developed a range of pupil friendly policies and documents which include:

- safeguarding;

- prevention of extremism and radicalisation;
- sex and relationships education;
- teaching, learning and curriculum;
- behaviour and Team Teach;
- anti-bullying;
- school development plan;
- pupil attendance;
- E-safety;
- 14-19 learning pathways accreditation;
- school prospectus;
- guide to annual reviews;
- individual behaviour plans.

Full details will be found in our Self-evaluation, Monitoring and School Development Planning policy.

Organisation of resources

Staff Resources

Staff are our most valuable resource, the number of support staff in each classroom is calculated on the total number of pupils, combined with the complexity of each pupil's learning needs.

Staff are encouraged to attend training and feedback to colleagues through departmental meetings and Teach Meet sessions. A record of all training courses attended is kept by our Assistant Headteacher.

Teaching Resources

All 14-19 learning pathways classes are equipped with suitable materials and equipment to match the range of the pupils' abilities and needs. When pupils change class a review of the suitability of materials and equipment may be necessary and the 14-19 learning pathways team leader informed if further items need to be procured. The 14-19 learning pathways team leader keeps a record of resources and conducts an annual audit of them.

Additional learning needs (ALN) provision

Staff recognise that all of our pupils need to be able to show what they have achieved, by whatever means appropriate.

Our curriculum entitlement statement within the "**Teaching, Learning and Curriculum**" policy (page 4) outlines a range of approaches to support our pupils in accessing all aspects of the humanities (geography) curriculum; it should therefore be possible to deliver Humanities (geography), ensuring appropriate access and maintaining challenging and exciting activities. In providing for the needs of our pupils, we will select materials and approaches appropriate for pupils' individual abilities and needs whilst ensuring the balance and access is retained.

We recognise that all of our pupils are individuals and as such can be seen as having unique needs, abilities or talents that all have to be met in order that they reach their full potential.

Full details will be found in the school's "Additional Learning Needs" policy.

Equal opportunities

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture.

Pupils identified as Looked After Children (LAC), More Able and Talented (MAT) and those on the Child Protection Register are supported in line with their particular needs to afford them equal access to the curriculum.

All pupils will receive access to a full and balanced curriculum, appropriate to their ability and needs. Materials are adapted and the class teams work closely with therapists and other professionals to ensure that all pupils are enabled to access activities to the best of their ability.

Further details will be found in our Equal Opportunities policy.

Health and safety

All school activities must comply with the Local Authority's and the School's policy relating to Health and Safety.

It is the responsibility of all staff and, where appropriate, pupils to be aware of possible Health and Safety issues in relation to this curriculum area, various environments (both indoor and outdoor) and types of equipment and eliminate foreseeable safety problems.

Any specific issues relating to health and safety that need immediate attention should be brought to the notice of the Headteacher and also the school's nominated health and safety officer from the local authority. To reduce risks within the department pupils only have access to non-toxic pens pencils and paints, all electrical equipment has an annual safety check, areas are clean and accessible, risk assessments are carried out on all outdoor environments and before educational visits. Also, dynamic risk assessments are completed before all activities.

Further details will be found in our Health and Safety policy.

Implementing, monitoring and evaluating the policy

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed by the 14-19 learning pathways team leader and will consider the following questions:

- Is current practice still reflected?
- Are the aims being achieved?

- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?

Full details will be found in the “Self-evaluation, monitoring and development planning” policy.

Policy review

In light of the ongoing and rapid curriculum and assessment developments as part of “Successful Futures” this policy will be reviewed on an annual basis to ensure that it reflects the progress towards the full implementation of the 2021 curriculum.

Signed		Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school’s policy review cycle.		

As a Rights Respecting School we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC).

This policy enables our pupils to access and enjoy the following articles of the convention:

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child’s personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.

Appendix 1: Four core purposes of the curriculum

**All our
children
and young
people
will be...**

ambitious, capable learners who:

- › set themselves high standards and seek and enjoy challenge
- › are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- › are questioning and enjoy solving problems
- › can communicate effectively in different forms and settings, using both Welsh and English
- › can explain the ideas and concepts they are learning about
- › can use number effectively in different contexts
- › understand how to interpret data and apply mathematical concepts
- › use digital technologies creatively to communicate, find and analyse information
- › undertake research and evaluate critically what they find and **are ready to learn throughout their lives.**

healthy, confident individuals who:

- › have secure values and are establishing their spiritual and ethical beliefs
- › are building their mental and emotional well-being by developing confidence, resilience and empathy
- › apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- › know how to find the information and support to keep safe and well
- › take part in physical activity
- › take measured decisions about lifestyle and manage risk
- › have the confidence to participate in performance
- › form positive relationships based upon trust and mutual respect
- › face and overcome challenge
- › have the skills and knowledge to manage everyday life as independently as they can and **are ready to lead fulfilling lives as valued members of society.**

enterprising, creative contributors who:

- › connect and apply their knowledge and skills to create ideas and products
- › think creatively to reframe and solve problems
- › identify and grasp opportunities
- › take measured risks
- › lead and play different roles in teams effectively and responsibly
- › express ideas and emotions through different media
- › give of their energy and skills so that other people will benefit and **are ready to play a full part in life and work.**

ethical, informed citizens who:

- › find, evaluate and use evidence in forming views
- › engage with contemporary issues based upon their knowledge and values
- › understand and exercise their human and democratic responsibilities and rights
- › understand and consider the impact of their actions when making choices and acting
- › are knowledgeable about their culture, community, society and the world, now and in the past
- › respect the needs and rights of others, as a member of a diverse society
- › show their commitment to the sustainability of the planet and **are ready to be citizens of Wales and the world.**

Appendix 2: current pupil offer within the 14-19 learning pathways

All pupils in the 14-19 department will continue to have experiences and opportunities that promote the 4 purposes of education, as well as continue to develop their literacy, numeracy, digital competence and wider skills. We aim to provide each pupil with experiences and opportunities that reflect all of the Areas of Learning and Experience. Some of the programmes will lead to recognised accreditation or qualifications but other planned activities may lead to other forms of achievement which may be recognised in different ways. The accredited courses that are currently offered to our 14-19 learning pathways pupils include:










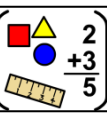

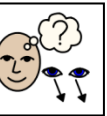
	ASDAN Transition Challenge	This programme covers the statutory Areas of Learning and Experience for Key Stage 4, along with activities to develop the skills required for adult living. Pupils will follow either the 'sensory' or the 'introduction and progression' programme.
	ASDAN Towards Independence	A choice of over 60 modules provides a framework of activities through which personal, social and independence skills can be developed and accredited. Modules include Everyday Living, Animal Care, Communication, Using ICT and Technology, Horticulture and Meal Preparation.
	ASDAN Bronze Award	This Personal Development Programme is offered to our more able pupils which allows them to develop and recognise a range of skills that will be invaluable for independent living and work. By completing challenges, pupils will gain credits and develop a range of skills including: Teamwork, Independent Living, Coping with Problems and Using Maths, English and IT.
	Agored Cymru	Pre-entry to Level 1 Units are used to accredit a wide range of activities and experiences including: Taking Part in Exercise, Hospitality and Catering, Creativity, Using Eye-gaze Technology and Communicating through Sound. The Essential Skills for Work and Life Qualification is also offered to our more able learners.
	Duke of Edinburgh Award (Bronze)	Pupils are given opportunities to participate in a wide range of activities based on 4 key areas: skills development; volunteering; physical skill and an expedition.
	Young Enterprise	This programme enables pupils to develop knowledge and attitudes based on 8 key skills: communication, confidence, financial capability, initiative, organisation, problem-solving, teamwork and resilience.

We continually review and extend the range of external accreditation offered to pupils. From autumn 2018 we will be introducing additional accredited programmes which include: ASDAN – Life skills challenge.

Further details about our 'next steps' can be found in the 14-19 Department Development Plan.

Appendix 3: mapping the current curriculum against the new 2021 requirements


Refer to “Successful Futures”, P.34 for more details

Donaldson AoLE	Foundation Phase (3-7 year olds)	National Curriculum (8-13 year olds)	14-19 learning pathways
 	<ul style="list-style-type: none"> Creative Development 	<ul style="list-style-type: none"> Art Drama Music and dance Film and digital media 	
 	<ul style="list-style-type: none"> Personal and Social Development, Well-being and Cultural Diversity Physical Development 	<ul style="list-style-type: none"> Physical education Personal and social education Sex and relationships education Work related learning 	<ul style="list-style-type: none"> Physical education Personal and social education Sex and relationships education Careers and the World of Work
 	<ul style="list-style-type: none"> Knowledge and Understanding of the World 	<ul style="list-style-type: none"> Religious education History Geography Business and social studies ESDGC 	<ul style="list-style-type: none"> Religious education
 	<ul style="list-style-type: none"> Language, Literacy and Communication Welsh Language Development 	<ul style="list-style-type: none"> English Welsh 2nd language MFL Digital communication 	<ul style="list-style-type: none"> English Welsh 2nd language
 	<ul style="list-style-type: none"> Mathematical Development 	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics
 	<ul style="list-style-type: none"> Knowledge and Understanding of the World 	<ul style="list-style-type: none"> Science Design technology Computer science/IT 	<ul style="list-style-type: none"> Science
	<ul style="list-style-type: none"> Skills framework 	<ul style="list-style-type: none"> Skills framework 	<ul style="list-style-type: none"> Skills framework

Appendix 4: Contexts for learning: 14 - 19 learning pathways

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Identity	Beliefs and values	The environment	Sport and leisure	Wales and the world	The world of work
Year 2	Community spirit	Special occasions	Personal wellbeing	Health and fitness	Enterprise	Moving on
Year 3	Relationships	Different cultures	Active citizen	Keeping Healthy	Communication	Growing and changing
Year 4	Valuing each other	Seasonal activities	Doing things for myself	Science and technology	Around the globe	Independent living
Year 5	Communication	Expressive arts	Welsh culture	People around me	E-safety and the media	Skills for life


Appendix 5: Current planning documents

	Half Termly Theme Planner Class:	Context for Learning:	
LNF Literacy Half Term Focus: Accredited programme:		LNF Numeracy Half Term Focus: Accredited programme:	
		Digital Competence Half Term Focus:	

Language, Literacy and Communication	
Skills	Activities

Mathematics and Numeracy	
Skills	Activities

Health and Wellbeing	
Skills	Activities

ASDAN Compulsory:	
Skills	Activities
	<ul style="list-style-type: none"> •

Learning Pathways		
Group 1 (Tuesday) Accredited programme:	Group 2 (Wednesday) Accredited programme:	Group 3 (Thursday) Accredited programme:


Outdoor Learning and Educational Visits

Home Links and Activities for Home

Option Group (Monday)

Appendix 6: Current marking proformas




All ASDAN worksheets and assessment materials will include this marking proforma. Written feedback will be shared with the pupil and their 'next steps' will be identified.

Staff initial and date		Staff comment:
Level of support		
		

All Agored Cymru assessment materials will include this marking proforma and ensure that the assessment criteria are identified. The written feedback must be specific to the assessment criteria.

Assessment Criteria	Date Achieved
1.1	
Tutor Comments:	
I confirm that I have observed the learner carrying out the above activity to achieve the above assessment criteria.	
Tutor's Signature Date	

Appendix 7: Current standardisation and moderation arrangements

	<p>ASDAN</p> <ul style="list-style-type: none"> • Transition Challenge • Towards Independence • Bronze Award • Short Courses 	<p>November and February- Interim internal moderation and feedback meetings to teachers takes place.</p> <p>May- Final internal moderation and feedback meeting to teachers takes place.</p> <p>July- External moderation meeting takes place. Moderation feedback and review meeting with teachers takes place after this.</p> <p>Pre-course delivery and planning meeting with teachers for the next academic year.</p>
	<p>Agored Cymru All Units and Qualifications</p>	<p>September– Internally verify assessment materials and methods.</p> <p>December and May– Units submitted to the AIV to internally verify assessment decisions.</p> <p>July– External Quality Assurance visit and feedback meeting to teachers.</p> <p>Pre-course planning and review of selected Units with teachers for the next academic year.</p>
	<p>Duke of Edinburgh Award (Bronze)</p>	<p>February- Progress meeting with DofE Leader and planning session for expedition arrangements.</p> <p>June- All evidence is uploaded to eDofE. (DofE lead teacher)</p>

Full details will be found in the “Accreditation and Internal Verification” policy.

Appendix 8: Areas of Learning and Experience (AoLE)

Curriculum and skills		
Tracey McGuirk		
Whole school assessment		Assessment for Learning
Leanne Boardman		Lucy Crimmins
Collective Worship		
Tracey McGuirk		
14-19 Learning Pathways/Careers and the World of Work		
Carol Wheelwright		
Sensory curriculum		
Anthony Rhys/Sue Williams/Liz Jenkins		
Languages, Literacy and Communication (including Welsh 2nd language and MFL)		
Senior lead: Tracey McGuirk		
Languages and Literacy	Primary Communication	Secondary Communication
Beth Watkins/Laura Thorpe/Sian Harris /Claire Evans/Joanne Daniels	Helen Muscat/Jenny Evans	
Mathematics and Numeracy		
Senior lead: Lucy Crimmins		
Emma Hillman/Hannah Pearse/Nicholas Fairfax		
Science and Technology (including Computing)		
Christine Thomas/Ryan James/Anthony Rhys/Matt Gurmin		
Health and Well-being (including PE)	Humanities (including RE)	
Katie Rupnik/Kellan Groves/Steph Gillard/Deborah Howells/Tonia Sparey/Catrin Aubrey	Dale Lord/ Kate Thomas/Carol Wheelwright/Eirian Griffiths	
Expressive Arts (including art, drama, music, dance, digital media)		
Claire Boswell/Vicki Chiplin/David Evans/Emma Kiss		

Appendix 9: Roles and responsibilities of senior leaders

Headteacher: Ian Elliott	Deputy Headteacher: Tracey McGuirk	Assistant Headteacher: Leanne Boardman	Assistant Headteacher: Michelle Fitton	Assistant Headteacher: Christine Thomas
Whole school/LA responsibilities				
<ul style="list-style-type: none"> Accountability Budget Challenge and support Community links CPD Designate lead: safeguarding Equalities Governing body Inclusion, outreach and satellite development Leadership development Liaison with LA, EAS, schools and Welsh Government Monitoring and evaluation Performance management Professional networking Pupil voice Quality assurance and scrutiny Resource management School vision, aims and values Strategic planning, leadership and direction of the school Values, aims and principles Whole school target setting 	<ul style="list-style-type: none"> ASD Behaviour management Bespoke learning packages CASS: strategic lead Collective Worship Curriculum and skills Deputy designate: safeguarding Funding matrix GB (H&S, Pupil Achievement and Curriculum) Health and Safety LAC lead LLC: strategic lead Monitoring: IEPs, IBPs, PHPs, pupil targets and teaching plans PLCs Staff development: coaching and mentoring Strategic lead: 14-19 LP TEACCH Team Teach lead tutor THRIVE Timetabling Total Communication 	<ul style="list-style-type: none"> Assessment, recording and reporting Foundation Phase: strategic lead GB: (Pupil Achievement and Curriculum) Healthcare plans and medical provision Induction: pupils and staff Investors in Families LNF: internal and external moderator Managing staff attendance-shared role with other AHTs NQT mentor PTA Staff cover- shared role with other AHTs Student/volunteer placements Team Teach tutor Therapies 	<ul style="list-style-type: none"> Assessment and data analysis: CASS Development plan: CASS Home support Managing staff attendance-shared role with other AHTs Operational running of CASS Policy development and review: CASS Self-evaluation: CASS Staff cover- shared role with other AHTs Staff recruitment: CASS Standards: CASS Strategic links with SRBs and other Caerphilly schools: ASD provision Team Teach tutor 	<ul style="list-style-type: none"> Annual reviews Extra-curricular activities LNF: internal and external moderator Managing staff attendance-shared role with other AHTs PCP Champion PIVATS across the LA Pupil attendance Staff cover- shared role with other AHTs Strategic lead: 8-13 curriculum Strategic links with SRBs and other Caerphilly schools Whole school events
Shared safeguarding responsibility in absence of Designate and Deputy Designate				
Shared responsibilities				
<ul style="list-style-type: none"> Admissions Day to day running of school Looked after Children Partnership links Pastoral care (pupils and staff) Policy development and review School development plan School organisation Self-evaluation: KQ 3 Staff recruitment, deployment and retention Standards: L&T 	<ul style="list-style-type: none"> Admissions Day to day running of school Looked after Children Partnership links Pastoral care (pupils and staff) Policy development and review School development plan School organisation Self-evaluation: KQ 2 Staff recruitment, deployment and retention Standards: L&T 	<ul style="list-style-type: none"> Assessment and data analysis Day to day running of school Partnership links Pastoral care (pupils and staff) Policy development and review School development plan School organisation Self-evaluation: KQ 1 Staff recruitment, deployment and retention Standards: L&T Transition 	<ul style="list-style-type: none"> Day to day running of school Partnership links Pastoral care (pupils and staff) Transition 	<ul style="list-style-type: none"> Assessment and data analysis Day to day running of school Partnership links Pastoral care (pupils and staff) Policy development and review School development plan School organisation Self-evaluation: KQ 1 Staff recruitment, deployment and retention Standards: L&T

Team leader: Foundation Phase Lucy Crimmins	Team leader: 8-13 Anthony Rhys	Team leader: 14-19 learning pathways Carol Wheelwright
Strategic lead (whole school)		
<ul style="list-style-type: none"> • Assessment for Learning • Numeracy 	<ul style="list-style-type: none"> • Digital competence • EIG/PDG plans • Website 	<ul style="list-style-type: none"> • Accreditation and moderation • Post school transition
Departmental responsibilities		
<ul style="list-style-type: none"> • Curriculum, assessment and standards • LNF and digital competence • Management of FP budget • Management of resources (staff and resources), shared responsibility with SLT • Partnerships: parents, local authority, governors, local community etc. • Performance management team leader • Records of Achievement • Self-evaluation and improvement planning • Staff induction and development, including coaching and mentoring support to new staff, shared with SLT • Standards: outcomes and provision, shared responsibility with SLT • Transition • Well-being: pupils and staff 	<ul style="list-style-type: none"> • Curriculum, assessment and standards • LNF and digital competence • Management of ICT and 8-13 budgets • Management of resources (staff and resources), shared responsibility with SLT • Partnerships: parents, local authority, governors, local community etc. • Performance management team leader • Records of Achievement • Self-evaluation and improvement planning • Staff induction and development, including coaching and mentoring support to new staff, shared with SLT • Standards: outcomes and provision, shared responsibility with SLT • Transition • Well-being: pupils and staff 	<ul style="list-style-type: none"> • Curriculum, assessment and standards • LNF and digital competence • Management of 14-19 LP budget • Management of resources (staff and resources), shared responsibility with SLT • Partnerships: Careers Wales, local FE colleges, businesses etc. • Performance management team leader • Records of Achievement and Progress Files • Self-evaluation and improvement planning • Staff induction and development, including coaching and mentoring support to new staff, shared with SLT • Standards: outcomes and provision, shared responsibility with SLT • Transition • Well-being: pupils and staff

