



***"PASSIONATE ABOUT CELEBRATING **LEARNING**,
ENJOYMENT AND **ACHIEVEMENT** FOR ALL"***

"Investigative Pathway"

For Learners with Moderate Learning Difficulties



INVESTIGATIVE CURRICULUM PATHWAY

Many pupils at Tiverton School, have a learning difficulty which means that they are learning at a level which is below or at a slower pace than their neurotypical peers.

We aim to provide an aspirational curriculum which meets the needs of these pupils and prepares them for learning, living and succeeding in life. The Investigative curriculum is based upon the National Curriculum expectations for primary schools. It is planned to provide the knowledge and skills pupils need to learn, live independently, access secondary education, FE and possible employment.

Intent

The Investigative curriculum is planned to provide sequence of skills and the acquisition of knowledge needed to be able to learn happily and with meaningful function in society, next phase of education and as they grow into adulthood.

This curriculum is knowledge and skills based; within phases of learning which progress with ability. The end goal is to prepare pupils to understand the world around them and be able to contribute to their own learning and to communicate their needs and wishes as they grow older, as well as learn new things, remember them over time and apply what they have learnt. This will give sound foundations for further education and/or employment

Implementation

A formal approach and discrete teaching of curriculum subjects

Subject specific teaching

Phonics programme: Read, Write, Inc

Reading

Maths Makes Sense

White Rose Maths scheme

Streaming
PSHE
Themed foci learning
Creative Arts
EHCP targets
Contextualised Trips
Links with the local community

Weekly subject timetable: To ensure breadth and building of knowledge, these areas are plotted across a key stage cycle (2 or 4 years) over time. These long term maps ensure coverage, set in progressive phases and are the basis for Medium Term Planning and delivery of schemes of work. Within the curriculum there is a timetabled offer of phonics, literacy and maths. These can be taught as discrete lessons, as well as in context, through engaging functional activities and enable contextual learning and application.

Teaching techniques allow information to be presented clearly and teachers check understanding systematically through formative assessment processes (WALT) and planned teaching opportunities, which help pupils to learn, practice and embed key concepts, to develop their understanding and to use their knowledge more fluently.

Impact

Progress over time is recorded using learning objectives, formative assessment, work books and SOLAR.

Attainment is continually recorded over time towards each personal goal in each area of the curriculum.

NC expectations have been mapped as Phases so pupil's attainment is recorded against these

Peer and self-assessment of achievements with positive and constructive feedback

Investigative

