

# The Formal Curriculum Pathway

## Intent – What are we trying to achieve through our Formal Curriculum?

Learners at Brookside Academy School follow one of four learning pathways – EYFS, Pre-Formal, Semi-Formal or Formal. The Formal pathway is for those who have complex physical, sensory or medical or social and emotional needs, but who are cognitively able to access National Curriculum subjects, modified in the light of their developmental level and special educational needs. Pupils learning to read follow the Twinkl phonics scheme.

Learners following a formal curriculum may require some adult support, both for their learning needs, communication and possibly their care needs. This means that every pupil will have highly differentiated lessons, delivered by skilled staff.

The Brookside Formal Curriculum pathway is underpinned by the characteristics of effective learning;

- Perseverance
- Resilience
- Independence
- Determination
- Engagement

**All our Formal pupils follow timetables that include the following seven areas:**

- English
- Maths
- Knowledge and Understanding of the world - including History, Geography, RE, IT
- Communication and Language
- Myself, my body and others - including PE, RSE, Forest School
- Learning for Life - including PSHE, Cooking
- Imagination - including Art, Drama, Music, Design and Technology
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## Implement – What difference is our curriculum making?

The Formal Learning Pathway aims to provide a curriculum that:

- Is primarily accessible to children in the school with specific and moderate learning difficulties.
- Supports learners to develop their interests as well as their skills and knowledge
- Is a planned programme of objectives, content, learning experiences, resources and assessment based on but not exclusive to the National Curriculum 2014.
- Includes Life skills and independence skills
- Ensures that learning is linked to practical activities and consolidated and applied in practical sessions.
- Provides a combination of integrated approaches as well as discrete skills and subject specific content.
- Is interconnected to encourage the transference of skills and knowledge across the learning pathway, whilst allowing for specific subject knowledge and understanding to be embedded.
- Recognises that some of our learners may not be physically able to complete practical processes without full support, but that they should be involved in choice and decision making about the process;
- Through collaboration with a range of other professional is accessible to all learners as part of a bespoke provision of supported access and personalised approaches e.g. SALT

- **Impact – How do we know that our curriculum is making a difference?**

Progress for learners following the Formal curriculum pathway from EYFS onwards is currently assessed using descriptors from our school's progress and attainment tracking system and through formative assessment of progress towards individual EHCP outcomes/Personal Learning Goals. This progress is recorded on learner's timelines, using the Evidence for Learning App.

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)