



The Mark Way School

Curriculum Options

The table below indicates the pathway an individual student will take on entering the school. These are under constant review and this is a starting point only. Nobody is limited to ensure the most aspirational outcomes for all individuals. We understand that student scores can be affected by transition into a new school and this is always considered when choosing the most appropriate curriculum starting point, the curriculum remains interchangeable as required throughout their time with us.

	Engagement Curriculum	Learning Pathways Curriculum
KS3	Experience the individual subject areas to: - Develop communication to support receptive and expressive language skills. Improving comprehension to enable understanding of What? and Who? questions. Student likely Blank Level 1 and reading age below 5 years. - Acquire early reading skills including phonological awareness and comprehension where they have scored below 5 years in reading age tests. - Acquire early writing skills moving from mark making to forming most letters and later developing simple sentences spoken and written as they move through the curriculum. - Acquire early numeracy skills where they have scored below 5 years in numeracy assessments including understanding transaction, working towards reading and writing 0-9, simple addition and subtraction of objects that they may then count out and able to name some common 2-D shapes. - Personal development such as social skills, independence, organisation and self-help skills.	Develop subject specific knowledge, skills and understanding applying: - And perfecting what, when, who, why questioning and comprehension skills. Scoring Blank Level 2, 3, 4. - Developing understanding of technical language relevant to individual subject areas. - Reading skills from Reading Age 5+ years and above (targeted intervention for those below 7 years reading age). - Numeracy skills from numeracy age 5+ years and above (targeted intervention for those below 7 years numeracy age). - Gaining skills and understanding in all areas in preparation for KS4 accreditation courses.
KS4	Further develop and apply the above skills and understanding within all subject areas to gain: - ASDAN Gold Award - Careful consideration given to ensure access to other accreditations would be appropriate, ethical and best use of time. - Maintaining focussed support on further developing all of the KS3 areas as required and as relevant to individuals. - Seek and support post 16 placements - Explore opportunities for apprenticeships and experiences.	Further develop and apply subject specific knowledge skills and understanding to work towards: - further gains in all of the above. - BTEC, GCSEs, Sports Leaders Awards, Entry Level, ASDAN Personal Development Award. - Post 16 placement or apprenticeship - Career opportunities and experiences.
EHCP Needs	Across both curricular EHCP needs will be met as defined in individual EHCP documents to support cognition and learning, regulation and personal development. Other agencies will work in collaboration with the school to support learning needs as defined in the EHCP document. Where possible the curriculum will deliver the majority of EHCP needs to support student learning.	