

Old Park Key Features and Characteristics of **Pathway 5 for students who are engaged in subject-specific learning**

<p>The Unique Learner: How the student may present</p>	<p>Positive Relationships: What are the adults doing?</p>	<p>Engaging Environments: How does the environment develop the learning?</p>	<p>Learning and Development: What types of learning would you expect to see and how is evidence recorded?</p>
<p>May draw upon own experiences to decide on how to solve problems, communicate and make choices on the relevant resources needed to complete a task.</p> <p>Demonstrates growing confidence in literacy and numeracy skills and knowledge and has strategies for checking own work is correct.</p> <p>May be inquisitive and ask questions to find out more.</p> <p>May take on the role of the teacher and explain ideas and solutions to peers and give reasons behind these.</p> <p>Works for longer periods and maintains concentration.</p> <p>Can be self-directed and independent at times.</p> <p>May have developed own systematic approach to learning e.g. by applying a TEACCH system to own preferred way of working.</p> <p>Uses a success criterion to assess self against the expected outcome for a task. Engages in peer assessment and suggests ways to improve, giving reasons and impact.</p> <p>Can use dictionaries to search for words by their first two or three letters, thesaurus, uses spell-check facilities to support own writing.</p> <p>Understands and realises more links between subjects as own knowledge develops.</p>	<p>Integrate EHCP targets into the learning. Use coaching techniques to support the student to solve problems and to find new solutions to overcome their barriers to learning.</p> <p>Adult engages student within a planned sequence of lessons covering all National Curriculum subjects. Personalise the learning to each student.</p> <p>Provide resources for students to comment on their own feelings and well-being.</p> <p>Model the learning and ask open-ended questions to scaffold the learner's thinking process. Remind student to use the Northern Ireland Thinking Skills.</p> <p>Model and promote life-skills, healthy choices and physical activity.</p> <p>Opportunities for students to work independently, with peers and in larger groups. Adult supports physical, medical and personal needs.</p> <p>Give written feedback, use the marking guide and suggest next steps in learning.</p> <p>Encourage the student to look back at their prior learning evidence, rehearse their skills, knowledge, concepts and key vocabulary so that they can apply it to functional life-skills.</p>	<p>A range of different learning environments accommodates learning styles in preparation for potential Yr14 destination at a local college.</p> <p>Outdoor learning to provide opportunities to transfer skills.</p> <p>Some students benefit from low stimulation environments and mini-environments such as TEACCH stations.</p> <p>Off-site visits in the community become more frequent in preparation for adulthood.</p> <p>Now & Next boards and visual timetables are personalised to student.</p> <p>Aided Language Displays promote an enriched language environment.</p> <p>High-tech and specialist AAC communication devises in use to promote student voice in the community.</p> <p>Use of specialist rooms provide access to specific equipment, technology and space e.g. cookery, computer, library.</p> <p>Site specific ALDs and vocabulary mounted on walls.</p> <p>Opportunity to transfer from class or form group to work with different peers and adults and learn socialisation skills in preparation for adulthood.</p>	<p>Pupil work recorded in subject specific books. "Wow" and "Golden moment" records.</p> <p>School marking guide shows the degree of adult support and student engagement. EHCP progress evidence.</p> <p>Interactive White Board and tablet computers screen shots. Evidence of students applying phonics skills in reading and writing tasks. Assessment is in line with Old Park Curriculum Scale 15. Assessment may also be verified by external accreditation (14-19 Curriculum)</p> <p>Regular homework is set to extend the learning. Evidence of cross-curricular learning and transferring skills in different environments.</p> <p>Off-site learning in the local community to transfer skills.</p> <p>All subjects in the National Curriculum are taught and assessed. The skills in this Pathway cover Old Park Scale 15 and some of the Pre-Key Stage Standards 4-6. All of the expected outcomes for end of Key Stage 1 in the National Curriculum are included in Old Park Scale 14.</p> <p><i>Links to the Formal Equals curriculum</i></p>

Can transfer skills to different environments in a functional way e.g. applying skills learned in Maths fraction lessons to fractions of amounts of money needed to purchase items in the community.
May read fluently and make inferences between texts that have been read.