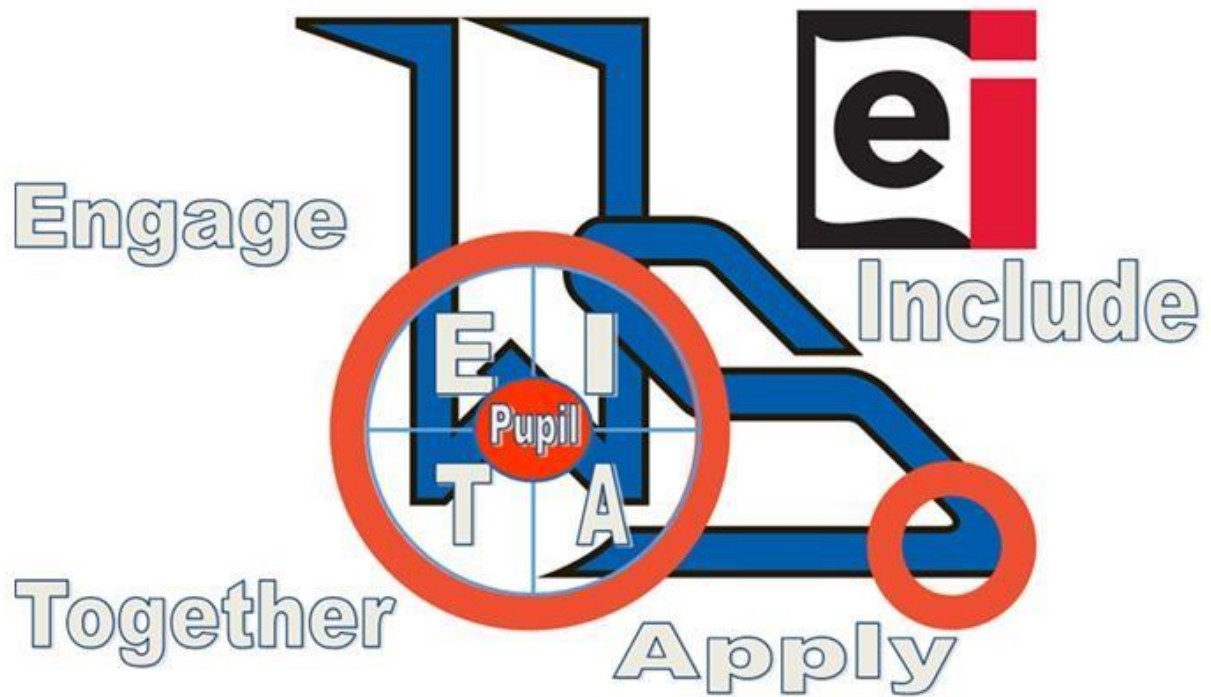


Wilson Stuart School



Get Real Curriculum Challenge Pathway

Rationale:

1. Follow a Get real subject-based curriculum which provides opportunities for students to achieve recognised accreditation across different areas, which can help them progress onto post-16 education.
2. Opportunities to further or maintain their physical and mental health.
3. Students demonstrate our school CIRCLE values in everyday situations to support them with their personal development.
4. Equipped with transferable skills which help support the students in their daily lives and supports them on their journey to adulthood.
5. Individualised assessment approach towards students PLGs (personalised learning goals)

Intent

Within the challenge curriculum our intent is to:

- Provide a Bespoke, Robust Curriculum
- Promote a love of reading ethos across the pathway
- Develop Social Communication Skills
- Support Physical and Mental Wellbeing
- Personalised assessment via Personalised Learning Goals
- Allow staff to track progress against personalised goals, guiding adjustments in learning activities across the curriculum to promote communication and foster confidence, independence, resilience, and leadership as needed for each student.
- Prepare students for Adulthood

Implementation

Within the challenge curriculum we aim to implement the curriculum to:

- Offer a curriculum that covers a wide breadth of subjects and promotes independence, resilience, and practical life skills tailored to each student's needs.
- Staff promote and recognise the CIRCLE values across the curriculum through lessons, assemblies, and wider-school events.
- The curriculum integrates real-life applications of mathematical knowledge via Stationary Ville and Enterprise week.
- Computer technology integrated across subjects to develop digital literacy to promote independence, confidence, and adaptability in a tech-centric world, preparing students for the demands of modern adult life.

Encourage students to explore a range of texts that foster communication, self-expression, and build confidence in literacy both in and out of school.

- Teaching reading through a systematic Phonics programme – Read write inc (primary).
- Love of reading sessions incorporated into our Physical me timetable and promoted via ‘Reach more parents.’
- Reading buddies to listen to or read to other students.
- All classes have sessions in our school library to allow them to explore and access a range of texts.

- Support students in articulating their own needs and expressing themselves clearly. This includes practising how to request and instruct others to assist them in real-life situations, fostering independence and leadership.
- Participate in creative opportunities that are presented to them across the curriculum e.g. Christmas
- Opportunities to participate and lead on wider- school structured events e.g. Macmillan coffee morning, Children in Need, School council etc.
- Selected students are invited to attend Lego club during one lunchtime per week.

- All classes have an individualised Physical me daily timetable which allows students to be supported in working towards their targets as set out on their PLGs.
- Select students will be supported through the MOVE programme with trained staff.
- Select students participate in mental wellbeing sessions via the school intervention system.
- Educate students on making informed choices about their wellbeing, building resilience in managing life’s challenges, and fostering leadership through self-advocacy and decision-making—essential skills for adulthood.

- All subject staff are aware of students PLGs and plan and deliver subject sessions which offer opportunities for students to work towards their individual targets; evidence towards PLGs is collected by staff across all subjects.
- Termly PLG reviews are undertaken by form tutors to ensure each student receives individualised support.
- PLGs are displayed in form rooms and shared with students regularly.
- All classes have an individualised Physical me daily timetable which allows students working towards their targets as set out on their PLGs in a supported environment.

- Provide opportunities for students to apply skills in authentic situations, such as managing finances, navigating public transport or handling social and workplace scenarios.
- Travel training
- PFA skills continuum - SDP

Impact

- Students are successful in GCSE and / or Entry level accreditations in English, Maths, Science, and ICT (If appropriate for the learner)
- Students can demonstrate the CIRCLE values in their everyday life.
- Ability to use and apply mathematical skills in a variety of real-life situations.
- Ability to use digital technology to promote their independence.

- Students have access to books and stories and enjoy reading in school and at home.

- Confident students who can communicate wants and needs via a range of communication modes.
- Students participate in opportunities to develop social communication skills and CIRCLE values.
- Confidently participate and lead in wider school events to build experience and resilience in social interactions.

- Students working towards and completing their PLG targets.
- Students to develop their physical abilities and have more independence with their mobility.
- Students able to use strategies to ease their anxieties.
- Students feel confident in making personal decisions themselves and can self-advocate to family, friends, staff and other professionals.

- High-quality evidence is collected in a variety of settings allowing form tutors to accurately assess students' progress towards their goals via MAPP and create new PLGs as required.
- Students are aware of their targets and know what they are working towards.
- Students' complete tasks which demonstrate evidence for their PLGs with the support of staff (if required).

- Build confidence and skills in using public transportation independently. These practical experiences reinforce independence, confidence, and resilience, helping students transition smoothly into adulthood.