

“When we are no longer able to change a situation, we are challenged to change ourselves.”

Viktor Frankl



Barley Lane School

Ready, Respectful, Safe.



Barley Lane Schools learning pathways have been constructed from the national curriculum frameworks and online learning resources that act as a cohesive, centralised, and harmonised document for all matters of teaching and learning, with the exception of pedagogical approaches. Pedagogy, however, is factored in via the schools' culture and values, the skills and experience of staff, and relational practise in delivering to a diverse community using diverse strategies.

The purpose of a learning pathway document is to provide a clear and structured framework for staff and pupils to follow in their learning journey that addresses their variable and diverse learning needs and abilities. It details the sequence of learning objectives, skills, and knowledge that students need to acquire to progress and achieve specific learning outcomes. A learning pathway document helps to ensure that teaching and learning activities are aligned with stages of ability, are task orientated and acquires, develops and consolidates the skills needed prior to attempting to secure outcomes providing a roadmap for staff and pupils to track progress and take ownership of their learning. They are designed to help the pupil know, understand do, and remember more. They help to fill the gaps missed in their education for a multiplicity of reasons.

Key elements of a learning pathway document may include:

1. Learning objectives: Clearly defined statements that describe what pupil should be able to know, understand, and do by the end of the learning pathway.
2. Sequencing of content: The document should detail the logical progression of topics or concepts, ensuring that students build upon their prior knowledge and skills.
3. Assessment criteria: Criteria for evaluating student progress and determining whether learning objectives have been achieved. This may include formative assessments, summative assessments, or other means of measuring progress.
4. Resources and materials: Recommended resources, materials, and activities that support the learning objectives and facilitate student engagement and understanding.
5. Differentiation and personalized learning: Strategies for catering to the diverse needs and abilities of students, including accommodations and modifications, to ensure that all learners can access and succeed in the learning pathway.
6. Timelines and milestones: A timeline or schedule that outlines the expected duration of the learning pathway and identifies key milestones or checkpoints for monitoring progress.
7. Reflection and feedback: Opportunities for students to reflect on their learning, provide feedback, and engage in self-assessment or peer assessment.

A well-designed learning pathway document seeks to enhance the quality of teaching and learning by providing a clear structure, promoting consistency, and enabling staff and pupils to take ownership and pride in their learning. It supports teachers in planning and delivering instruction, informs effective tracking of pupils progress, and ensures that learning objectives are identified and can be met more effectively via varying forms of differentiation.

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‘Never look down on anybody unless you are helping them up.’ Jesse Jackson