



The learning journey is displayed for in each Pathways classroom. Akin to a 'tube map', the display shows the developmental pathway (working on targets around the Boxall strands) as well as the 'securing the fundamentals' pathway (focused on reading, writing, maths and character development).

It visually depicts the learning journey for two reasons:

1. To help children to recognise their personal progress and the wider journey.
2. To support all staff to see curriculum coverage.



Securing the Fundamentals is our curriculum pathway.

Mathematics <ul style="list-style-type: none"> • Number and place value • Calculation: Addition and subtraction • Calculation: Multiplication and division • Fractions 	Reading <ul style="list-style-type: none"> • Word meaning and decoding (Y1 - 2) • Vocabulary and language in context (Y3 - 5) • Comprehension: Retrieval • Comprehension: Inference 	GPS <ul style="list-style-type: none"> • Sentence composition • Punctuation • Grammatical terms and word classes
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The curriculum focuses on maths, reading and grammar (into writing). This is delivered at the chronological level (Y1/2, 3/4 or 5/6) using the key targets of the national curriculum.

Where pupils have gaps in knowledge and skills, assessments are undertaken to ascertain where these are and to work to fix them.

Work is annotated to reflect pupils' achievement and the strands covered.



The Developmental pathway focuses on the 'developmental strands' from the Boxall profile. These link to social, emotional and cognitive development areas.

Activities are planned to cater to these strands, around 5 areas:

- Organisation of experience
- Internalisation of controls
- Self-limiting features
- Self-actualisation
- Participation.

Photos and work are annotated to reflect achievement of the strands and how securely these were met (i.e. all children, most or some).

March 2025 - Reinforcing Understanding of Number

Securing the fundamentals - Maths

1. Y2 StF Ordering numbers and Number patterns

- All pupils in 'Nurture' pathway can order numbers using items to represent digits.
- Some pupils were able to order objects into 2-digit numbers using the pattern.
- All pupils were able to discuss the number patterns and why/how the objects represented digits.

"The numbers are made using sticks or leaves. It's the same as using a counter or block"

Annotations 'tell the story' of the skill achieved or the developmental strands covered.

The annotation must do the following:

1. Explicitly state the key developmental strand or the key curriculum skill being covered
2. Detail how the skill was developed or what was achieved.
3. (*Developmental Strands*) link to the sub-strand categories of the Boxall profile key skills.

Securing the Fundamentals



Character and Wellbeing

This checklist has been designed to support the identification of barriers and areas of strength in relation to character development and wellbeing for groups of pupils or whole cohorts, especially during periods of transition. When completed, this can guide the pastoral support required and can provide a powerful tool to inform transition discussions between teaching teams. For each of the statements on the checklist, there is an accompanying therapy to support teachers to explore these key concepts with pupils.

Year 1 and Year 2

Wellbeing

Mental wellbeing - Understands what it means to have a healthy mind

Support network - Identifies people in their lives who can support them

Feelings - Is aware of their feelings and emotions

Coping - Is able to stay calm when big feelings happen

Change - Understands different types of change

Empathy - Understands empathy and how it is different from sympathy

Positivity - Understands positivity and is beginning to use positive thinking in some situations

Pride - Understands what being proud means

Character

Communication - Is able to follow rules for speaking and listening

Organisation - Is able to be organised in certain situations

Resilience - Understands that trying can make you get better

Motivation - Understands the importance of feeling motivated

Year 3 and Year 4

Wellbeing

Mental wellbeing - Understands the links between a healthy body and healthy mind

Support network - Understands when you may need a support network

For our 'securing the fundamentals' curriculum, leaders have designated clear milestone checks and assessment sheets to ensure teachers can track individual pupil progress of curriculum understanding.

Each curriculum strand is broken into key targets (from the national curriculum) that are 'age appropriate' and so can link meaningfully to the child's overall Pathway Profile.

Earlier targets (for those entering pre-key stage 1) are used when and where appropriate.

Finally the pupil's Pathways Profile is updated each half-term to reflect the progress made.

The profile is initially developed on entry to the unit, with all key-stakeholders feeding into the child's wider profile. This includes:

- Pre-school, ACEs, homelife
- Who is important to me - circle of trust.
- Perceptions from all stakeholders
- Targets for development

This is run as a TAC (team around the child) internally - and with externals (where a child is on an assessment placement for potential EHC).

PATHWAYS PUPIL PROFILE

About me:
My background contact:
ACES:
Things I find stressful:
Things that scare me...

What I want...
(Use MASLOW'S hierarchy)

What does my future look like?

What would it look like to me if I had been really successful?

Photo here

Arbor Photo

Right now, who is really important to me?:

Perceptions of me
Child's own perception...

Parent/teacher's perception...

Teacher/trusted adult's perception...

Targets to help me develop (developmental strands)

When... (trigger)	Instead of... (unhelpful behaviour)	I will... (regulating behaviour)	Measuring success (In the form of a tick before DATE)	Embedding success: When and how often will these be practised?	Staffing: Who will support this process?

Teachers in Pathways record incidental and daily activity via Tapestry (familiar in EYFS). The Tapestry platform for Pathways contains links to the Boxall Developmental Strands, as well as curricular targets against the national curriculum. Parents and Carers are given access to Tapestry, to ensure that they have a full picture of the learning being undertaken whilst in our care.