

Pathfinder Schools Curriculum Plan 2019 – 2021

What does a Pathfinder Schools curriculum intend to achieve?

Pathfinder Schools exist to deliver the very best educational outcomes for every learner. Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

The Pathfinder Curriculum is based on our conviction that at the heart of every Pathfinder School is the belief that life is about more than success; it's about greatness. Together we want to develop inspirational schools which instil our values of independence, humanity and collaboration in every learner, enabling them to find the greatness within them.



The Pathfinder Curriculum goes beyond the ambitions set by the National Curriculum as it caters for our pupils' development as active citizens, each with the ability to explore their own greatness whilst being prepared for external assessments.

Whilst guided by the National Curriculum it is tailored to meet the unique nature of each of our schools and thereby supports the development of well-rounded individuals, able to cope with life in today's dynamic society and well prepared for the next stage in their development.

The ability to read lays the foundations for learning to take place and as such is prioritised in all Pathfinder Schools.

'Reading is the key that opens doors to many good things in life. Reading shaped my dreams, and more reading helped me make my dreams come true.'

Ruth Bader Ginsburg

Curriculum principles to be used by all Pathfinder Schools

1. Pathfinder values linked in with your school values should be used to shape the curriculum.
2. The curriculum should be based on Development Matters at EYFS and the National Curriculum for KS1-4 and should reflect your schools context by including local history and reflecting the cultural diversity and makeup of your school population.
3. The curriculum should be ambitious for what pupils know and can do by the time they leave your school in terms of skills, knowledge, vocabulary, concepts and personal attributes.
4. The curriculum should build on prior knowledge and curriculum plans should set out a coherent sequence and structure that can successfully be implemented showing progression in skills, knowledge, vocabulary and concepts.
5. Learning should be designed to meet end-points and be connected and revisited so that it is thoroughly embedded. Research shows us that this is the way to commit learning to long-term memory. The curriculum will be sequenced using evidence-based research on how children learn and how to transfer key knowledge to long-term memory.
6. The curriculum should be co-constructed and clearly communicated so that it is clear to all and is fully understood and owned.
7. The curriculum should be ambitious in seeking to build in development of the whole child through PHSE, British Values, SMSC, SRE and global citizenship, enabling all pupils to develop 'cultural capital'.
8. The curriculum should be fully inclusive enabling progress for all pupils including SEND, PP, EAL and LAC.
9. Reading should be prioritised in the curriculum for all pupils, including developing a love of reading.
10. Learning should be integrated across subjects to better establish links and common vocabulary to support and develop schemata.
11. Assessment in subjects should be meaningful and driven by the curriculum to ensure that the necessary concepts are developed and committed to long-term memory. At all times staff workload will be taken into consideration.
12. Feedback to pupils should be meaningful, motivating and linked to the delivery of the curriculum and designated end-points, appropriate to age and experience whilst at all times taking into consideration staff workload.
13. The curriculum will be reviewed regularly to ensure relevance and coherence in line with the Pathfinder and individual school priorities.