



Bishop Milner Catholic College

Foundation and Guided Pathway Learning Policy

'Train up a child in the way they should go, even when they are old they will not depart from it.'

PROVERBS 22:6

REVISED: December 2020

TO BE REVIEWED: December 2022

Provision for ‘Foundation and Guided Pathway Learning’ at Bishop Milner Catholic College

“Learning is not attained by chance; it must be sought for with ardour and attended to with diligence”

What are the aims of ‘Foundation and Guided Pathway learning?’

The overarching aims of Foundation Learning are to:

- Ensure that student setting and timetabling is tailored and refined to the differentiated needs of all students on entry to the college
- Secure effective transition from primary college for all students
- Ensure that students gain a minimum level and range of skills providing a sound foundation for further learning and employment
- Support the delivery of quality learning programmes which help to encourage raised aspirations and a culture of life-long learning.

The overarching aims of Guided Pathway learning are to:

- Ensure all students are provided with an appropriate and accessible curriculum based on their academic needs and capabilities.
- Provide enhanced opportunities for success at GCSE and Level 3 examinations.
- Secure effective transition from Key Stage 3 to Key Stage 4 and from Key Stage 4 to Key Stage 5 for all students.
- Enhance the college’s offering at Key Stage in order to maintain and improve recruitment and retention.

How will this feature in our College?

Foundation and Guided Pathway Learning will feature across all Key stages so that small, select groups of students will receive focused intervention with their basic skills of Literacy and Numeracy and guided pathways to learning for their Key Stage 4 and 5 options, which will increase their chances of success. Further differentiation and interventions will be put in place within individual subject areas. Enhanced support is provided to students who have missed large periods of time outside of college (COVID-19 and non COVID-19 related).

How will this work across all Key Stages?

Key Stage 3: Through careful examination of new intake (national and internal test scores, collaboration with feeder colleges, parents and outside agencies), a concentrated group of students in need of this support are identified and grouped separately to receive targeted provision chiefly in the areas of Literacy and Numeracy. Importantly, placement within this group is not fixed. Teachers have the on-going responsibility of assessing and monitoring progress of students and facilitating group changes where suitable.

Key Stage 4: Through careful examination of student progress in Year 7, 8 and 9. Identification of students who require withdrawal from Modern Foreign Languages. Through communications with parents/carers and the students themselves, they are allowed to access extra English and Mathematics support instead of taking a Modern Foreign Language (French). The opportunity of accessing ‘life skills’ training will also be available for some cohorts of students.

Key Stage 5: Through careful examination of GCSE results in Year 11. Students will be guided onto the most appropriate level 3 courses based on their prior achievements. The most-able students will be encouraged to take a fourth level 3 qualification where appropriate. The vast majority of students will take three level 3 qualifications. Those students who have particular needs or require support in resitting GCSE Mathematics or English, will be guided onto appropriate courses which could include Vocational qualifications.

Whose responsibility is Foundation and Guided Pathway Learning?

All colleagues, when supporting the bid to raise general standards of literacy and numeracy across the curriculum has to be a whole-college focus. While those delivering the Foundation Learning sessions will be core figures – responsible for day-to-day teaching and learning - they will need the support of subject areas to ensure that provision is accurate, varied, differentiated and in suitable accordance with the curriculum. A senior member of staff has overarching responsibility, working in collaboration with core Heads of Department.

Significant Roles

SLT: overview of how Foundation Learning fits into whole-college goals of Teaching and Learning, Marking and Assessment & Raising Attainment.

SL's: to liaise with staff delivering intervention, share schemes of work and curriculum/assessment goals.

Staff Delivering Intervention Teaching: to liaise with departments, to plan, resource and deliver individual lessons and assess student progress.

Support Staff: to collaborate with teachers and assist the facilitation of effective teaching and learning.

Pastoral Leads: to continue to support the secure and happy development of all students in their care as required.

What are the benefits of Foundation Learning?

- Measured, practical support and intervention to meet the individual needs of the weakest students in the college.
- Reduced group sizes to support concentrated opportunities for personalised learning and one-to-one support.
- Supporting transition from primary learning more fully.
- Prioritising the securing of core skills in Literacy and Numeracy to support later developments in secondary education.
- Improved transition into KS4 and KS5 learning.
- Enhance the chances of student success at all Key Stages in their education.