

# Formal Pastoral Primary

Pathway Lead: Jess Maiden



# Formal Pastoral Pathway

The Formal Pastoral curriculum offers the next step towards formalised learning where children engage in a variety of play based, topic based and structured learning activities where there are opportunities to promote skills for literacy and numeracy.

The learners in the Formal Pastoral pathway are on their way to becoming less reliant on adults to organise themselves and manage their emotions and behaviour. Over time, learners may develop sufficiently to progress into the Formal Pathway. These students will often exhibit emotional challenges that need to be overcome in order to reach their potential.



Pathways	Learner Story
Sensory Pathway	<p>Sensory learners account for less than 2% of our current cohort. They present as non-verbal communicators, typically with limited gross and fine motor skill coordination. Comprehension and acknowledgment of the world around them is limited. The curriculum they follow is intended to stimulate and nurture interaction.</p>
Semi-Formal Pathway	<p>These learners enjoy taking part in a varied timetable. They often have speech and language difficulties, and are generally very reliant on adult support to keep safe as they will frequently be unaware of environmental or situational dangers. Balance, coordination and strength are frequently in need of individual exercise programmes. Communication may be verbal, but often supported through Makaton and software / IT facilities. The continuity of staying with one teacher for most of the day helps reduce interruptions to learning and reduce anxiety caused by swapping classrooms.</p>
Formal Pastoral Pathway	<p>The learners in the Formal Pastoral pathway are on their way to becoming less reliant on adults to organise themselves and manage their emotions and behaviour. Over time, learners may develop sufficiently to progress into the Formal Pathway. These students will often exhibit emotional challenges that need to be overcome in order to reach their potential.</p>
Formal Pathway	<p>These students are learning to be self-reliant, manage everyday situations, resolve issues independently of adults. They will face individual challenges, and perform at a lower level than age-peers in a mainstream school. They may go on to study at college or take up a supported internship when they leave Mowbray School. Meaningful employment and assisted or independent living are also very likely.</p>
Independent Pathway	<p>Although less than 5% of the school cohort, the independent learners are very noticeable. Performing similarly to their age peers in mainstream school. These are our most academically able students, often being entered into Level 2 qualifications (GCSE / BTec). Depending on ambition, they could go to college, get an apprenticeship or enter into employment after leaving Mowbray School.</p>



# Curriculum Content

## Semi-Formal Pathway

- Communication
- Cognition
- Personal and Physical Development
- Skills for Life

## Formal Pastoral Pathway

Maths , English, Science,  
Art, Music, Drama (**Creative Development**)  
Computing, Life Skills, DT, Cooking, Farm (**Practical Development**)  
PE, Outdoor Learning, Outdoor Education (**Physical Development**)  
Humanities, PSHE, Citizenship, RE, Languages (**Understanding the World**)

## Formal Pathway

Maths, English, Science, Art, Music, Drama, RE, PSHE Computing, Life Skills,  
and choose options of: DT, Cooking, Farm, PE, Outdoor Learning, Outdoor  
Education, Horticulture, Humanities, PSHE, Citizenship, Languages.

## Independent Pathway

As in the Formal Pathway whilst also, studying an appropriate Range of  
externally recognised qualifications at Level 1 and Level 2 including GCSE,  
BTEC



# S.U.R.E



Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop.

**SURE** stands for 'Achieving Success through Understanding, Respect and Endeavour'

**SUCCESS:** Mowbray School teaches children the skills and knowledge they need to help prepare them for adulthood, meet their emotional needs and well-being. Success is relative to each individual and measured by each pupil achieving his or her true potential.

**UNDERSTANDING:** We understand that all children have different educational needs and those we educate have significant difficulties.

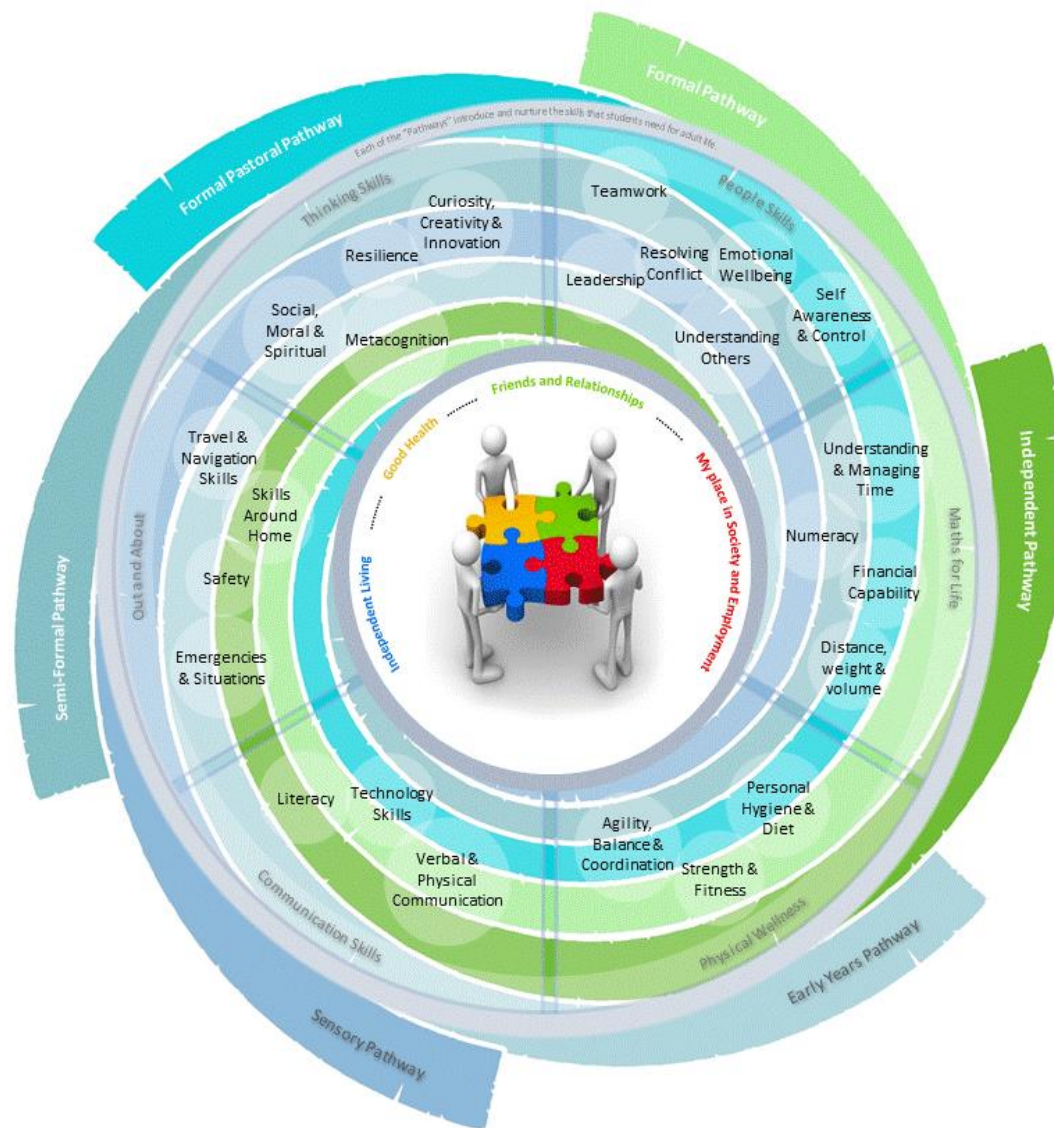
# S.U.R.E

**SURE** stands for 'Achieving Success through Understanding, Respect and Endeavour'

**RESPECT:** Pupils need to respect their own abilities and raise their own self-esteem to enable them to achieve their potential.

**ENDEAVOUR:** Mowbray School helps young people with significant and complex learning difficulties to achieve their best. We provide education appropriate to each individual child and recognise the need to address the whole child to ensure that his or her social, physical, cognitive and emotional needs are interwoven in their education.





**Mowbray Curriculum is Preparation for Adulthood**



# Two Sites, One School



<https://mowbrayschool.co.uk/about/our-facilities/>





Jonathan Tearle  
Executive Headteacher



Jade Gartside  
Assistant Headteacher (Ripon)



Karen Pickles  
Headteacher



Jess Maiden  
Formal Pastoral Pathway Lead



Katie Oliver  
Deputy Headteacher  
(Head of Primary)





























Katharine Keohane  
Parent Support Advisor

	Monday		PSHE		Break		English		Lunch		Music		Break		Computing		Home
	Tuesday		Phonics		Break		Maths		Lunch		Forest Schools		Break		Forest Schools		Home
	Wednesday		English		Break		Bucket Time		Lunch		EHCP Targets		Break		Computing		Home
	Thursday		Maths		Break		Topic		Lunch		Art		Break		EHCP Targets		Home
	Friday		Library		Break		Science		Lunch		PE		Break		Assembly		Home

	Monday		English or Phonics		Play		Maths		Lunch		Meditation or Art or History		Play		EHCP & Reading		Choosing Home
	Tuesday		Farm or English		Play		Maths		Lunch		Rebound		Play		SALT & Reading		Choosing Home
	Wednesday		Computing		Play		Maths or English		Lunch		Meditation or PSHE		Play		EHCP & Reading		Choosing Home
	Thursday		Music		Play		Science		Lunch		Dance		Play		Reading Eggs		Choosing Home
	Friday		Phonics		Play		THRIVE Bikes		Lunch		FFA		Play		Reading Choosing		Home

Examples of a weekly timetable in the Formal Pastoral Primary Pathway.

A broad and balanced range of National Curriculum subjects, Preparation for Adulthood skill lessons and EHCP interventions are embedded into every fun packed week.

 Monday	 Circle Time	 Reading Books	 Playtime	 Maths	 Lunch time	 Targets Bikes	 Playtime	 Assembly Yoga	 Home Time
 Tuesday	 Circle Time	 Gardening Cooking	 Playtime	 History (English Focus)	 Lunch time	 PSHE	 Playtime	 Story time	 Home Time
 Wednesday	 Circle Time	 Bucket Time	 Playtime	 Phonics	 Lunch time	 PE	 Playtime	 Massage	 Home Time
 Thursday	 Circle Time	 Maths	 Playtime	 English	 Lunch time	 Creative	 Playtime	 Music	 Home Time
 Friday	 Circle Time	 PE	 Playtime	 Maths	 Lunch time	 Science	 Playtime	 Lego Time	 Home Time



# Our Formal Pastoral Curriculum



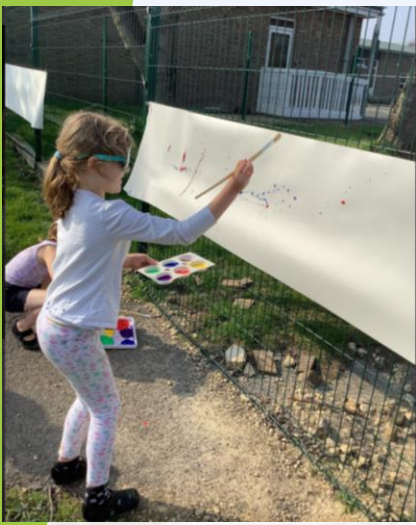
Our curriculum is designed with excellence and inclusion at the core of all we do.

Our learning approach, our learning environments and our curriculum are organised with the children and their EHCP outcomes at the centre, so their experience at Mowbray is of a rich, rewarding education with the celebration of success and positive outcomes for all.





# Our Formal Pastoral Curriculum



Learning takes place in every part of the school environment, including visits across both sites and in the community, within and beyond the classroom, in outdoor areas and in the hall. We believe there is learning in every moment of the day, from sharing a story, eating lunch to dressing ourselves or building a rocket with friends.





Preparation for Adulthood (PfA) skills are embedded into everything we do.

Out and about skills

People skills

Communication skills

Maths for life skills

Thinking skills

Physical wellness





We enhance the children's understanding of safety throughout all aspects of our learning.

- EHCP outcomes
- Preparation for Adulthood
- E-safety
- PSHE curriculum
- Specialist speakers and visitors into school
- Visits in the community
- Crossing the road and getting out and about
- Understanding community boundaries





## English and Phonics:

Our English curriculum has been developed based on National Curriculum requirements. Children are taught all elements of the curriculum; speaking and listening, reading and writing, which seeks to ensure all children are confident communicators, have positive experiences around a wide range of books and stories, are able to show some comprehensive understanding and flourish to be enthusiastic writers who develop an understanding of the purpose of writing in the context of their own personal experiences.

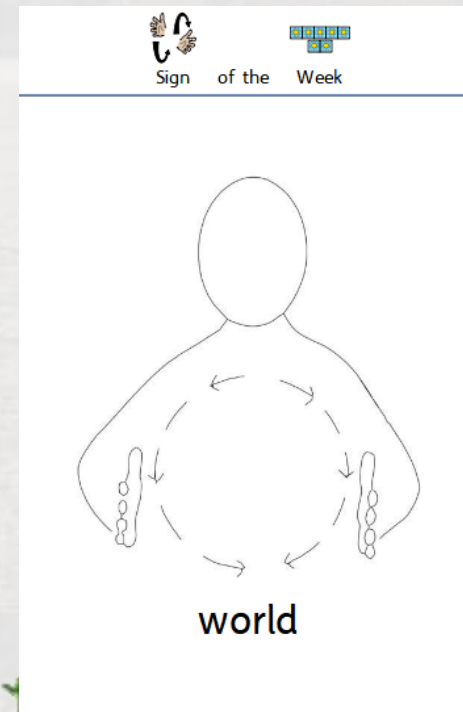
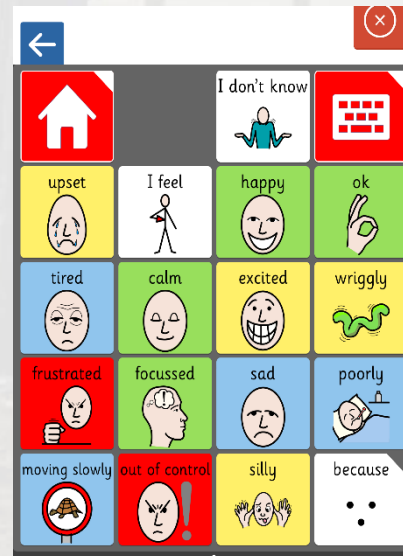


Our phonics programme is the government validated SSP, 'Twinkl Letters and Sounds'. Phonics is taught as both a discrete session and embedded into everyday learning and routines.

## Communication:

Our aim is for children to develop their spoken language skills and we promote pupil confidence using verbal and non-verbal communication skills, including visual prompts.

We embed Makaton into our daily communication, signing key words, phrases and vocabulary.





## Maths:

Our Maths curriculum has been developed based on National Curriculum requirements. Daily maths lessons are taught to develop an understanding of early mathematical concepts, focusing on number, measure, geometry and data. Manipulatives are used to make our lessons exciting and interesting.



Children engage in maths activities based around 'real life' situations, including money and telling the time, developing independence and preparing our children for the future.



## Creative:

Children use their creativity and imagination in Art, DT, Music and Drama activities. Children have the opportunity to work with a wide range of media and materials and apply their fine motor control and co-ordination to different tasks.





## Understanding the World:



Children learn Science, History and Geography through a thematic approach and are encouraged to be curious about their immediate environment and the wider world around them. Children comment on what they observe and learn how periods in History and geographical environments may be the same or different.





## Practical:



Practical skills are a vital part of our curriculum, focusing particularly on Preparation for Adulthood skills (PfA), independence skills and PSHE. Children enjoy regular cooking activities that incorporate not only the skill of food preparation, but food safety, food hygiene and cross curricular English and Maths skills.





## ICT and Computing:

Computing programmes enhance the teaching and learning of core curriculum areas as well as teach technology skills.





## Physical and Outdoor Learning:



Children participate in practical PE lessons, focussing on the fundamental skills of agility, balance, coordination, running, jumping, throwing and catching. Lessons are delivered focusing on the specific skill and delivered through practical games and activities. As a school we use the Jasmine PE programme to help structure our PE lessons.

Children also participate in swimming lessons, rebound and weekly farm and nature reserve sessions.

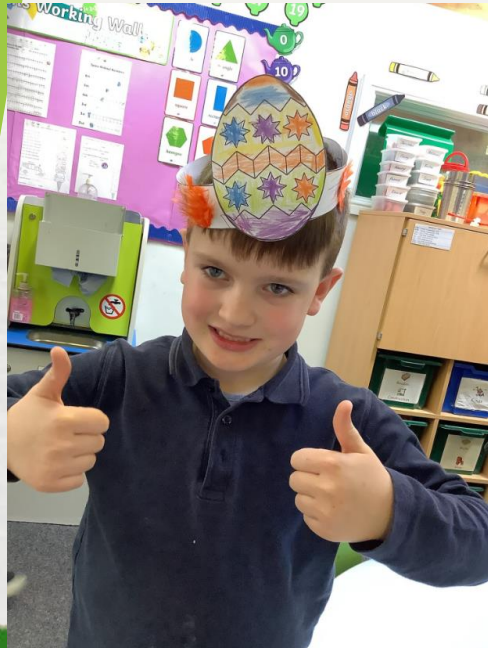


# Physical and Outdoor Learning:





## RE and MFL Culture Days:



Our RE and MFL Culture Days give the children valuable insights into the diverse beliefs & opinions held by people today. It helps with their own personal development & supports a spiritual, moral, social & cultural understanding.



## PSHE and Regulation:

Regulation underpins everything we do in the Formal Pastoral pathway - if children are not feeling regulation and 'ready to learn' they will find it challenging to achieve, succeed and fulfil their potential in all they do, both academically and socially. Children have opportunities throughout the day to participate in a variety of activities based around self-regulation, self-awareness, esteem and confidence.





PSHE and Regulation:







## Trips and Visitors:

We have a wide range of external visitors and school trips to supplement our curriculum throughout the year; swimming, bowling, park visits, sports coaches and more. These experiences develop children's self-esteem, self-confidence, and self-belief and provide opportunities to experience cultures, respect differences, and develop new friendships with their peers and thus broaden their horizons and knowledge.





# Interventions:

Compass Buzz is a service that supports staff to increase their skills, confidence and competence when dealing with children's emotional and mental health concerns.

It is delivered through a tiered training system:

Level 1 - Prevention and Promotion

Level 2 - Early Identification of Need

Level 3 - Early Help and Intervention

Staff at Mowbray are all Level 1 and Level 2 trained in Compass Buzz support. There are currently 36 staff who are also trained at Level 3, enabling them to conduct one-to-one or group sessions of support to pupils in school through low-level interventions.

What does this look like in the Formal Pastoral Pathway?

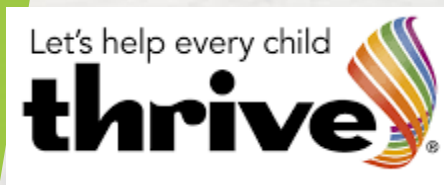
Some children receive weekly 1-1 Compass Buzz sessions with a fully trained member of staff.

The THRIVE approach is informed by established developments in neuroscientific research. It is underpinned by a theoretical base in child development theory and attachment theory. At its heart is the understanding that all children's behaviour represents a form of communication - of their underlying needs. If these needs are recognised and met, children and young people will be able to flourish and learn.

Thrive does not ask what has happened in a child or young person's past. Instead, the child's current developmental needs are assessed and solutions provided to address these. The THRIVE Approach is designed to equip staff with the tools and training they need to help children and young people become ready to learn and thrive.

What does this look like in the Formal Pastoral Pathway?

Children benefit from whole class daily Thrive sessions. Some children also receive weekly 1-1 Thrive sessions with a fully trained member of staff.





# Interventions:

Emotional Regulation and wellbeing is a priority for our pupils and staff.



Daily class time is used to incorporate wellbeing programmes including the daily mile, yoga, 'Go Noodle' and specific Zones of Regulation activities. This aims to ensure every pupil has a positive start to the day in a way which is right for them and has the opportunity to discuss how they are feeling as the day goes on.

Pupils are taught to learn to differentiate between right and wrong in a supportive and nurturing way, at a level which is relevant to their needs.



Tacpac draws together touch and music to create a structured half hour of sensory communication which all children will experience during their time in the Formal Pastoral pathway.

Tacpac creates sensory alignment and helps people of any age who have sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or pre-verbal levels of communication. (<https://tacpac.co.uk/>)

## Staffing:

Each class is led by an enthusiastic, trained and experienced class teacher. Classes are further supported by 3-4 Teaching Assistants, depending on children's need.



School staff have high expertise in SEND ongoing staff training keeps staff up to date with current research and practices



Average class sizes are around 9 children per class.





## Partnership with Parents and the Curriculum:

We actively encourage parents to share curriculum achievements from home on Dojo, a school communication app, Evidence Me, our school assessment tool, and informally at drop off and pick up.

Home activities or progress pathways are sent home informing parents of how they can support the curriculum at home. A high focus is placed on achieving and evidencing EHCP targets.

We value and welcome parent feedback about their child's achievements and how they generalise their taught skills through the format of parental questionnaires.

Termly Parent's Evenings celebrate successes and support parents in understanding what the children are learning at school.



# Safeguarding:



Jonathan Tearle  
*Executive Headteacher*  
*Designated Safeguarding Lead*  
*(DSL)*



Karen Pickles  
*Headteacher*  
*Deputy Safeguarding Lead*  
*(DSL)*



Sharon O'Rourke  
*Child Protection Officer*  
*Deputy Safeguarding Lead*  
*(DSL)*



Katie Oliver  
*Deputy Headteacher*  
*(Head of Primary)*  
*Deputy Safeguarding Lead*  
*(DSL)*



Jade Gartside  
*Assistant Headteacher*  
*(Ripon)*  
*Deputy Safeguarding Lead*  
*(DSL)*

Mowbray School is committed to safeguarding and promoting the welfare of our pupils.

Our job is to work in partnership with children, young people, parents and carers, who may be experiencing difficulties to achieve the best outcomes for all children and families.

We work alongside other services to help keep children safe and signpost parents and carers to support services when required.

If you ever you have any questions or would like to discuss any worries, please feel free to contact us.



## External Agencies and how they support the curriculum:

**Parent Liaison Officers** establish and maintain positive and productive relationships between home and school, providing an extra layer of contact and support for parents and carers.

They help with any queries or worries, no matter how large or small. They work closely with classroom teams and can support and signpost parents/carers to other services, relevant agencies and professionals if required.

Their aim is to ensure a child/children's well-being needs are met, they make good progress and that parents and carers always feel supported.



We work closely with all external agencies to ensure our children are fully supported throughout every aspect of their curriculum. The list includes, but is not limited to, Speech and Language Therapists, School Nurse Team, Physiotherapists and Occupational Health Therapists.