

# Formal Pastoral Primary

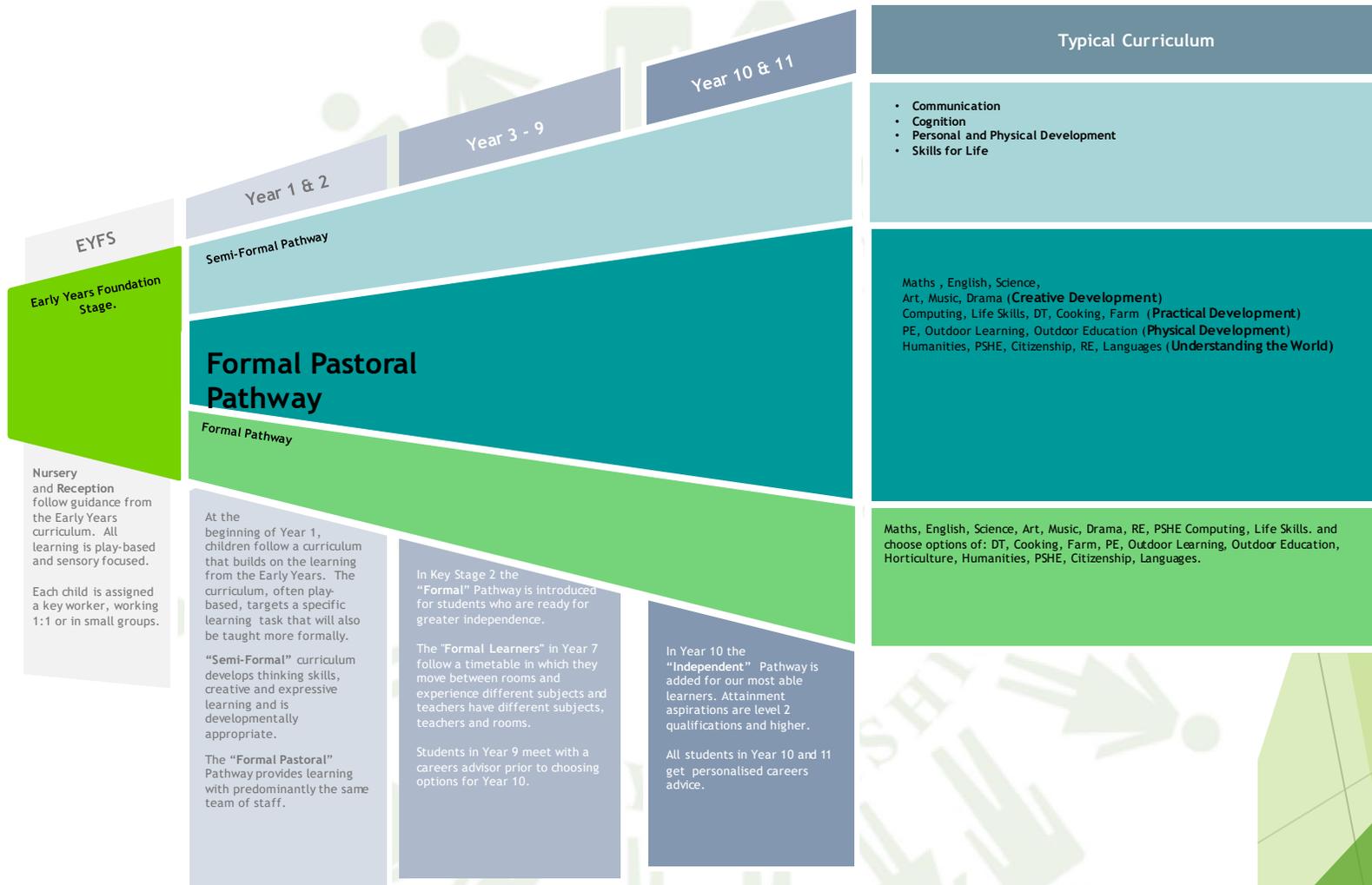
Pathway Lead: Jess Maiden

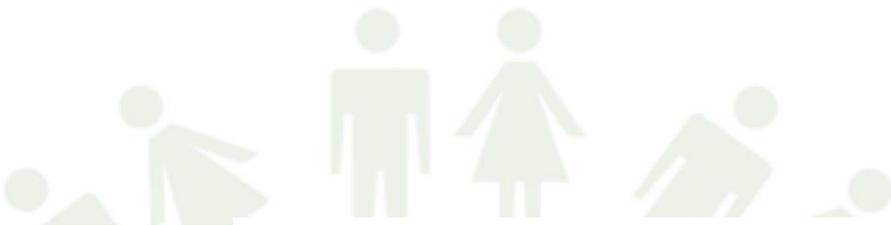


# Formal Pastoral Pathway

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
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>



# 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.

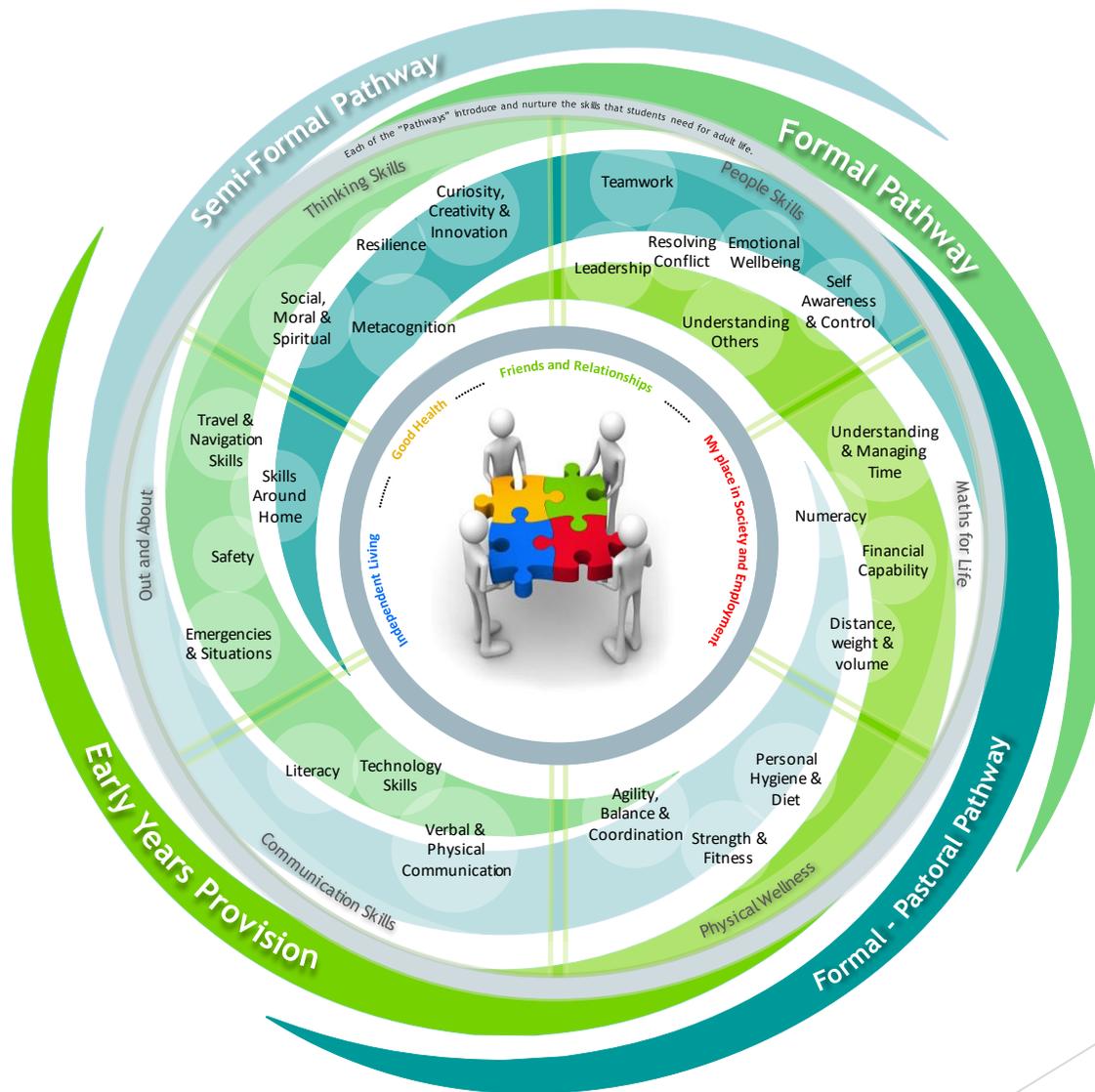
# S.U.R.E

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

# Our Learning Approach



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 all National Curriculum subjects, 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 Learning Approach



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.

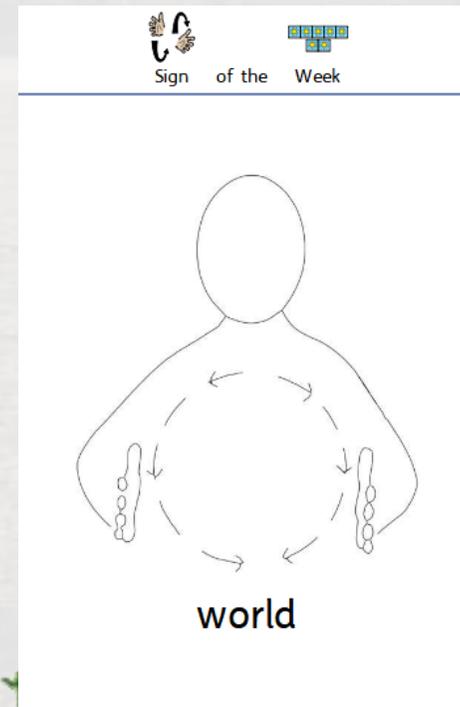
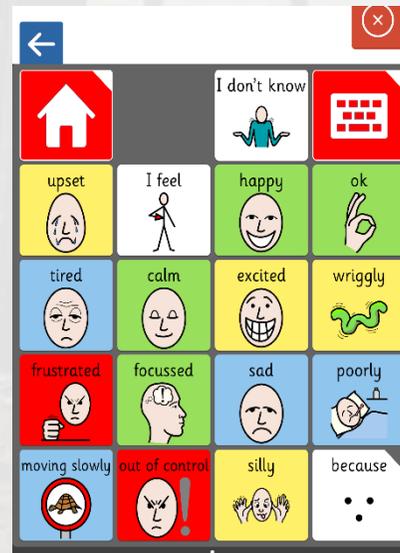


Our phonics programme is the government validated SSP, 'Twinkl Letters and Sounds'. Phonics is taught as both a discrete session and embedded into everyday learning and routines.

## 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:





## Community Links:

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.



# Additional and Different Curriculum:

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.

# Additional and Different Curriculum:

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.

