



# Primary Formal Pathway

# This is our school

Mowbray School has two education sites, split across Bedale and Ripon. Both sites are for children of Primary age, with Bedale also offering places for Secondary aged pupils.

Children in the Formal Pathway, attend school at the Bedale site.



Bedale Site Entrance



Ripon Site Entrance

# Staff to know



Rachel Hargreaves  
*Executive Headteacher*



Jade Gartside  
*Head of Site(Ripon)*



Karen Pickles  
*Headteacher*



Kirsty Wood  
*Formal Pathway Lead*



Katie Oliver  
*Deputy Headteacher  
(Head of Primary)*



Katharine Keohane  
*Attendance & Safeguarding  
Support*

# Formal Pathway Curriculum

The Formal curriculum has a very “mainstream” feel about its content, and its delivery is very carefully matched to the needs of the learners.

This Pathway is designed to support children develop and strengthen their independence skills, equip them with the correct skills needed for everyday life challenges and to support them being able to develop their greater self responsibility and begin to self regulate.

The curriculum is fluid for each individual child depending on their needs, children can move between the pathways to ensure that opportunities are maximised to enhance outcomes.





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



# Maths

Over the course of an academic year in Maths, Formal Pathway children focus on the following topics in lesson; Number and Place Value, Length, Mass, Weight, Addition and Subtraction, 2D and 3D Shape, Time, Money, Capacity and Volume, Fractions, Multiplication, Division and Position and Direction.

Maths lessons can be delivered practically, theoretically and through the use of Sumdog/Mathseeds (online learning programmes).



# English and Phonics

Within the Formal Pathway, we focus on Reading, Comprehension, Handwriting, Composition, Speaking, Listening and Grammar, Punctuation and Spelling. English lessons can be delivered through traditional reading and writing lessons, group work, creative art, research tasks, online learning programme (Reading Eggs) and performance.

Some topics that we could focus work on; Traditional Tales, Instructions, Poetry, Stories from other Cultures, Fantasy and Recounting Familiar Events.



## Twinkl Phonics Scheme

Mowbray School follow the Twinkl Phonics Scheme. This scheme is a systematic, synthetic phonics programme.

Children are taught through a varied programme which includes reading, writing and applying their phonics knowledge.

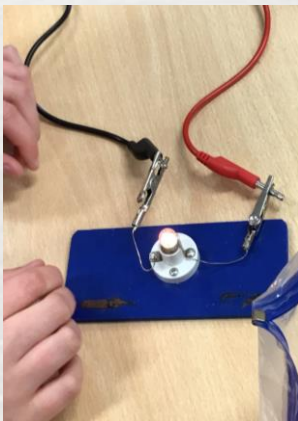




# Science

The majority of our Science topics are delivered through high engaging, interactive, practical lessons.

Some topics that have been covered include; Animals including Humans, Plants, Living Things and their Habitats, Sound, Electricity, Light, Properties and Materials, Evolution and Inheritance.





# Creative Lessons

Children in the Formal Pathway also have lessons to develop their knowledge, understanding and creative skills in Art, Music, Drama, Design Technology (DT) and Computing.





# Other Important Lessons



Geography, History, PSHCE



RE and Culture Days

Physical Education (PE), Swimming, Rebound



Bikes, Farm, Nature Reserve





# Preparation for Adulthood (PfA)

The purpose of the Mowbray School curriculum is to prepare young people for their futures. Preparation for Adulthood is at the very centre of the learning that takes place.



Maths for Life Skills



People Skills



Out and About Skills



Physical Wellness



Thinking Skills

Communication Skills



# 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:

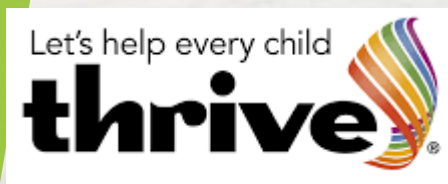
Level 1 - Prevention and Promotion

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.

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.

Alternatively, you can speak to our school THRIVE Practitioner:

- Jade Gartside (children aged 3-11 years old) - [jade.gartside@mowbrayschool.co.uk](mailto:jade.gartside@mowbrayschool.co.uk)





# Interventions

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

Tutor time/class time is used to incorporate wellbeing programmes including the daily mile, yoga or a specific Zones of Regulation activity. This aims to ensure every pupil has a positive start to the day in a way which is right for them.

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.

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/>)





# Examples of a weekly Formal timetable

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

	9:00	10:00	10:15	11:30	12:30	1:45	2:00	3:15
Monday	Phonics / Spelling	Break	Maths / Tapestry	Lunch	Geography	Break	Nature Reserve / Sunday	Home
Tuesday	Maths	Break	Reading Egg / Bikes	Lunch	Art	Break	EHCP / Thrive	Home
Wednesday	Music	Break	Science	Lunch	Topic / Rse	Break	Reading / Drawing	Home
Thursday	English	Break	Topic / IT / Maths	Lunch	PSHE	Break	Thrive	Home
Friday	English	Break	Maths / PFA / Show and Tell	Lunch	PE	Break	Nature / Drawing	Home

Monday	Register	Rebound	Play	English	Lunch	Maths	Play	Computing	Home
Tuesday	Register	Bikes	Play	English	Lunch	Maths	Play	History	Home
Wednesday	Register	Cooking	Play	Swimming	Lunch	Well-being	Play	Science	Home
Thursday	Register	English	Play	Maths	Lunch	Read	Play	Bikes	Home
Friday	Register	Music	Play	Maths	Lunch	Spelling	Play	Games	Home

Monday	Farm	Playtime	Snack and Maths	Lunch	PE hall	Playtime	TACPAC	Home time
Tuesday	Reading eggs	Playtime	Snack yoga and maths	Lunch	Art	Playtime	Fine Motor	Home time
Wednesday	ABC Phonics	Playtime	Swimming	Lunch	Science	Playtime	History	Home time
Thursday	Bikes	Playtime	Snack and English	Lunch	PSHE	Playtime	Sumdog	Home time
Friday	Maths	Playtime	Cooking	Lunch	Music	Playtime	Crafts	Home time

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Tuesday	Maths	Break	Reading Egg / Bikes	Lunch	Art	Break	EHCP / Thrive	Home
Wednesday	Music	Break	Geography / History	Lunch	Topic / Rse	Break	Reading / Drawing	Home
Thursday	English	Break	Topic / IT / Maths	Lunch	PSHE	Break	Thrive	Home
Friday	English	Break	Maths / PFA / Show and Tell	Lunch	Science	Break	PFA	Home

# Staff and Classes

There are four members of staff who teach the children within the Formal Pathway.

Each class is assigned two or three Support Staff (GTA's and ATA's) who work with the class teacher and the children on a daily basis.

Depending on the children's needs, each Formal class has around 9 children.



Kirsty Wood  
*Formal Pathway Lead  
Class Teacher*



Cher Brook  
*English and Phonics Lead  
Class Teacher*



Bethany Thompson  
*Class Teacher*



Melodie Websdale  
*Class Teacher*





# Partnership with Parents and the Curriculum

One of our priorities as a school is to have positive, engaging relationships between the parents and carers of the children that attend Mowbray School.

To achieve this, school, parents and carers communicate regularly on a day-to-day basis using an app called Class Dojo. We share the activities and achievements of the children and update and share any information.

As a school, we share curriculum achievements and specific pupil progress, half termly using a platform called Evidence Me. Parents and carers can share achievements from home by uploading photos to this platform too.

Within the Formal Pathway, home learning is set through 'Progress Pathways'. The tasks and activities set out in this work is focussed on children's academic ability and includes challenges to support their Preparation for Adulthood.

Over the course of the academic year, parents and carers are invited into school to attend Parents Evenings. These meetings are to celebrate successes and understand what the children are doing at school.

We recognise that feedback to the education, opportunities, achievements and general comments is of paramount importance and so we offer parents and carers the opportunity to complete Parental Questionnaires throughout the school year.

We value and welcome this feedback.





# Safeguarding



Rachel Hargreaves  
*Executive Headteacher*  
*Designated Safeguarding Lead*  
*(DSL)*



Karen Pickles  
*Head of School*  
*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  
*Head of Site(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 Support for our Families

Please follow this link to the schools website where there is a whole host of External Agencies detailed to support Families <https://mowbrayschool.co.uk/useful-links-for-families/>