

Formal Pastoral Primary

Pathway Lead: Jess Maiden



Formal Pastoral Pathway

The Formal Pastoral curriculum is for our children who are able to access a more formal curriculum, with structured teaching and who require a continued focus on their communication, sensory, social and emotional needs.



Overview of our Curriculum Pathways

Preparation for Adulthood

Independence

Good Health

Employment

Friends, Relationships and Community

EHCP Outcomes

Four Broad Areas of Need

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and Physical

Curriculum Implementation

- The curriculum is structured to identify individual starting points to allow progress to be ipsative.
- Pupils access the curriculum using a stage not age approach, that is developmentally appropriate to ensure a clear sequence of learning that considers young people's needs and interests.
- Learning is organised into curriculum pathways based on student need and starting points.
- Curriculum planning is a collaborative process led by pathway or specialist subject leads.
- Immersive and contextual learning opportunities are provided in order to support progress in holistic learning and towards the pupil's aspirations.

Overview of our Curriculum Pathways

Early Years	Semi-Formal	Formal Pastoral	Formal
Prime Areas <ul style="list-style-type: none">-Communication and language-Physical DevelopmentPersonal, social and emotional development Specific Areas <ul style="list-style-type: none">-Literacy-Mathematics-Understanding the WorldExpressive Arts and Design	Communication and Literacy <ul style="list-style-type: none">MathematicsPhysical (including sensory)Understanding the WorldExpressive Arts and DesignPersonal, Social and Relationships	Primary <ul style="list-style-type: none">MathsEnglishPhonicsScienceGeographyHistoryREPSHCE (Inc RSE)PEComputingArtDesign and TechnologyMusicCulture and LanguagesImmersion days per half term	Primary <ul style="list-style-type: none">MathsEnglishPhonicsScienceGeographyHistoryREPSHCE (Inc RSE)PEComputingArtDesign and TechnologyMusicCulture and LanguagesImmersion days per half term

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.



Two Sites, One School



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



Rachel Hargreaves
Executive Headteacher



Jade Gartside
Head of Site (Ripon)



Karen Pickles
Head of School
















Jess Maiden
Formal Pastoral Pathway Lead














Katie Oliver
Deputy Headteacher
(Head of Primary)



Katharine Keohane
Attendance and Safeguarding
Support

 Morning							
 Monday	Personal, Social and Relationships	$2+3=5$ Mathematics	Snack and Playtime	Abcd Phonics	ABC English	Lunch	Playtime
 Tuesday	Personal, Social and Relationships	ABC English	Snack and Playtime	Abcd Phonics	$2+3=5$ Mathematics	Lunch	Playtime
 Wednesday	Personal, Social and Relationships	$2+3=5$ Mathematics	Snack and Playtime	Abcd Phonics	ABC English	Lunch	Playtime
 Thursday	Personal, Social and Relationships	ABC English	Snack and Playtime	Abcd Phonics	$2+3=5$ Mathematics	Lunch	Playtime
 Friday	Personal, Social and Relationships	Abcd Phonics	Physical Development	Physical Development	Physical Development	Lunch	Playtime

 Afternoon							
 Monday	Thrive	Understanding of the World	Snack and Playtime	ABC English	Hometime		
 Tuesday	Thrive	Personal, Social and Relationships	Snack and Playtime	Thrive	Hometime		
 Wednesday	Thrive	Physical Development	Snack and Playtime	Physical Development	Hometime		
 Thursday	Thrive	Expressive Arts and Design	Snack and Playtime	RE	Hometime		
 Friday	Thrive	Science	Snack and Playtime	Assembly	Hometime		

An example 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.

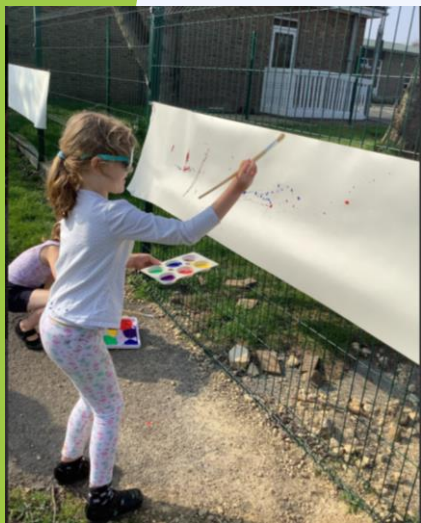
Our Learning Approach



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
- PSR 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.

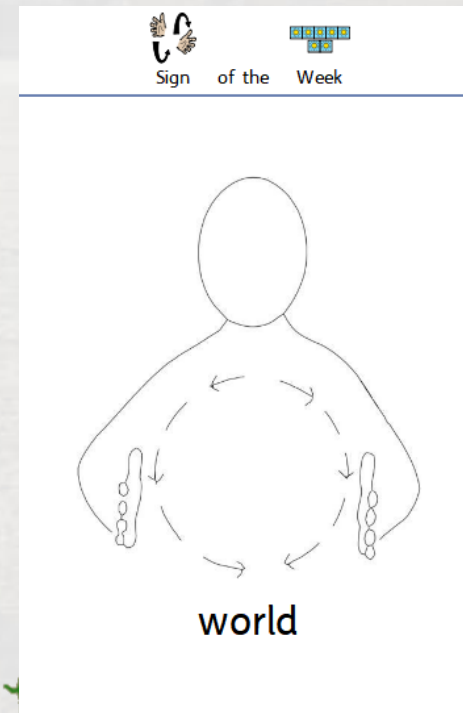
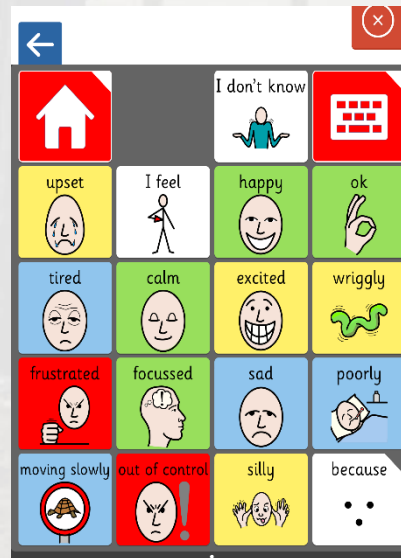


Our phonics programme is the government validated SSP, 'Twinkl Letters and Sounds'. Phonics is taught as both a discrete session and embedded into everyday learning and routines.

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.



Mathematics

Our Mathematics 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.

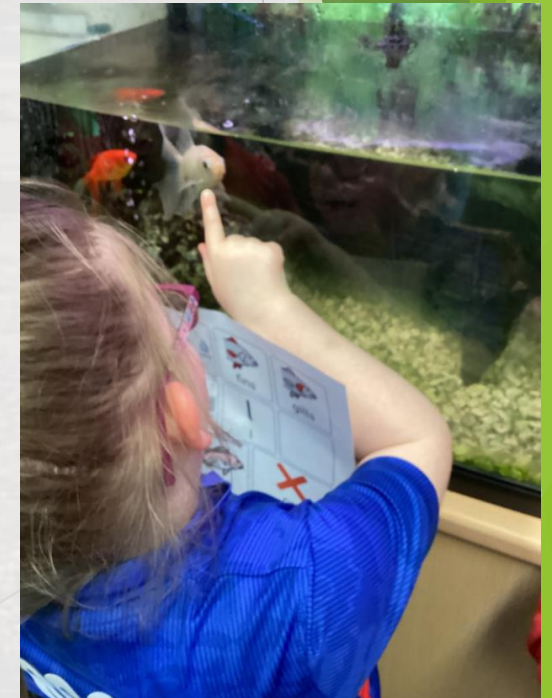
Expressive Arts and Design

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 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.



Science:



Our Science curriculum has been developed based on National Curriculum requirements and coverage. Weekly Science lessons develops children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. The staff at Mowbray School ensure that all pupils are exposed to high quality teaching and learning experiences, including exploring their outdoor environment, whilst developing their scientific enquiry and investigative skills. They are immersed in scientific vocabulary, which aids pupil's knowledge and understanding not only of the topic they are studying, but of the world around them.



ICT and Computing:

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





Physical and PE



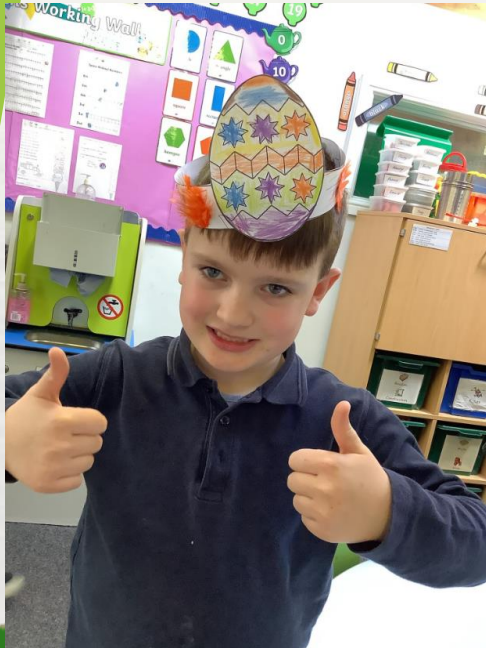
Children participate in practical PE lessons, focussing on the fundamental skills of agility, balance, coordination, running, jumping, throwing and catching. Lessons are delivered focusing on the specific skill and delivered through practical games and activities. As a school we use the Jasmine PE programme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

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

Physical and PE



MFL Culture Days:



Our 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

We teach RE as a weekly discrete lesson. We follow the North Yorkshire Agreed Syllabus and ensure children have a multi-sensory approach to the teaching of RE.

PSR 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.



PSR 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:



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 how they support the curriculum:

Attendance and Safeguarding Support 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.