

# Castle School



## Moving On

### **Philosophy**

The "Moving On" curriculum provides a total learning experience for students working at P scales and early level 1 within Key Stage 4 and 6<sup>th</sup> Form at Castle School. The programme of study allows them to further develop their skills, knowledge, understanding and maturity preparing them for adult life and therefore enabling them to take full advantage of the many and varied opportunities available.

The curriculum provides opportunities to consolidate and generalise skills in functional settings, which utilise the wider community wherever possible.

Significant emphasis is given to the further extension of vocational skills, life skills and key skills already developed, in order to prepare students for future placements on leaving school and for lifelong learning.

### **Aims and intentions**

The time spent in Key Stage 4 and 6<sup>th</sup> Form aims to prepare students for the transition to adulthood and 'life after school'. Emphasis is placed on the communication, social and self-help skills needed for each student to develop to their full potential.

Students enjoy a varied timetable, much of which is taught in real settings. They learn to use a variety of local facilities and enjoy trips to restaurants, theatres, sports centres and organised events. Transferring skills learnt in the classroom and educational setting to the real world. Students also make full use of the school's facilities, particularly the multi-sensory room and swimming pool. Students experience work skills within the classroom with the emphasis on working together collaboratively.

We aim:

- To create a stimulating, secure educational environment in which students are seen as valued individuals and their needs identified and met.
- To provide a challenging, broad and balanced curriculum that develops and enriches each student's learning and understanding. Emphasis is placed on the communication, social and self-help skills needed for each student to develop his or her full potential.
- To prepare students for the transition to adulthood and life to achieve the skills necessary to live as independently as possible after school'.
- To develop positive two-way links with the local community.

**The Curriculum:**

The Moving On curriculum has a strong emphasis on life skills and preparation for adult life. Each student is still required to take Key Skills; Literacy, Numeracy, PSHE and ICT. All areas of the curriculum are accredited through a nationally recognised scheme which links to foundation learning. Students undertake designated programmes of study and are awarded certificates for each of the modules or units of work in which they are successful.

Moving On is organised into five Programmes, each covering work for one year: Adventurer, Explorer, Traveller, Voyager and Globetrotter. The programmes incorporate subject areas taken from three Courses of Study:

**WORLD STUDIES**

- Science
- Technology
- Foreign Cultures
- Creativity
- Humanities

### **Independent Living**

- Personal, Social and Health Education
- Citizenship
- Leisure & Recreation
- Daily Living Skills

### **VOCATIONAL STUDIES**

- Work Related Learning
- Careers Education & Guidance / Post School Planning.

### **Learning approaches**

Students enjoy a varied timetable, much of which is taught in real settings. They learn to use a variety of local facilities and participate in community activities in the local and wider environments during their time in this group. When appropriate for the individual student, a bespoke timetable can include accessing the community with focused key skill targets, use of local leisure centres for swimming and the gym, use of local shops and facilities, with regular transition visits to post 19 facilities and amenities.

Learning opportunities have an emphasis on real life experiences and take place as far as possible within the appropriate context. Many take place in the local community which reinforces teaching and learning within the school. Facilities used include visits to libraries, cafes, parks, shops, garden centres and sports facilities. Additional full day and residential outings take place. They include visits to theatres, sculpture exhibitions, museums and the Horizon lightroom. Students also make full use of the school's facilities, particularly the hydro pool, the lightroom, explore room and gym.

There is a strong emphasis on increasing independence and the ability to manage new and challenging situations in order to prepare for life after school.

## **Attainment and progress**

This includes:

### **Target Setting**

The 6<sup>th</sup> Form uses EQUALS 'Moving On' Level Descriptors to assess student attainment. All summative assessment is subject to external moderation, and the post 16 curriculum offers accreditation through the AQA Key Skills Unit Award Scheme.

### **Assessment recording and reporting**

All the students who follow the Moving On curriculum have their work recorded through the use of evidence sheets that are tutor recording. The photographic evidence uses 'photo-streams' of the students working, capturing each aspect of their attainment. Each subject is divided into three units for which the students must produce two pieces of evidence. The students' work is internally then externally assessed with the students receiving their accreditation at the end of that academic year for the course of study undertaken.

As the students move through Key Stage 4 and 6th Form their accredited work evidence is filed along with their certificates and special achievements. Staff are responsible for recording the progress of pupils through on-going assessments, school reports and personalised learning targets, which are set each term.

Pupil progress is closely tracked and support or targeted intervention is put into place for students not on track to meet their targets.

### **Care Guidance and support**

#### **Health and Safety**

The Moving On curriculum is undertaken in line with the school's Health and Safety Policy. We encourage pupils to be aware of the appropriate behaviour towards one another in the classroom and whilst in the local community.

We follow the school procedures/rules to ensure that equipment is used safely given the inherent hazards of using electrical appliances and the risks associated with this task.

Risk assessments are completed for all off site activities.

#### **Pupil Support**

Students are supported throughout the school day in becoming aware of their own autonomy and personal needs now and when entering the wider community. The students start each day with a range of activities that are designed to support their statement, core and individual educational targets, providing each student with holistic support through:

Brushing

Sensory Circuits

Calming Techniques

Clever Fingers

Vulnerable students have access to extra support regarding personal conduct. Students have discrete PSD and SEAL lessons as well as the use of reinforcing common phrases within the department;

"Stop, I don't like it"

"That's private"

"That's private, at home"

Individual students may have behaviour programmes to enable staff to respond in a consistent manner. The aim of these programmes is to enable the student to manage their own behaviour.

Tokens and reward systems are also used within the day.

### **Communication**

Students use various methods of communication; many students understand and respond to verbal communication; short, simple instructions. To improve and develop communication we use many other structures;

- Makaton signing.
- Body signing.
- Visual timetables, both class and individual, based on signs and symbols.
- Symbol wallets are used by staff to communicate and to support student behaviour.
- Timers and symbols are used to indicate duration of sessions and structure transition times; particularly now and next symbol boards.
- The use of group greeting songs at the start and end of sessions.
- Photos are used at lunchtime to assist with food choices.
- Individual students use objects of reference or PECS communication systems.

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- Visual cues are used on classroom doors to help pupils to orient themselves.

### **Moving and handling**

The department follows the guidance provided by our moving and handling colleagues. Each student and working area is assessed by designated staff and recommendations are given to all staff working with these students and particular areas.

The Moving and Handling policies are designed to ensure the wellbeing of students and staff alike.

### **Resources**

The Moving On Curriculum is taught across the school utilising teaching expertise and school based resources such as the Lightroom, ICT suite, Hydro therapy pool, Art room and outside areas.

Sensory materials, equipment, Sensory Stories and Bag Books are stored within the 6th Form. There is also access to the sound system and Plasma Screen.