



Kemball School

"We can because we try"



Functional Pathway Standards 2023-24

Functional Pathway

Lead: Emily Buttery

Classes: Minton 1, Regency 1, Regency 2, Aynsley 1, Aynsley 2

Vision

The functional pathway prepares pupils for life beyond school. We aim to provide pupils with the skills they need to live as independently as possible in later life. We ensure all pupils have a broad experience of the workplace, providing them with opportunity to develop their employability skills through workplace visits, meetings with careers advisors, employers and training providers. Pupils begin working towards their different qualifications (such as Entry Level Functional Skills and ASDAN) with an emphasis across the whole curriculum on 'real life' applications. We also offer a range of enriching experiences and learning through Duke of Edinburgh (D of E) and Options which develop vocational skills.

Communication with parents

There is an expectation for a termly coffee morning to be held within class/school space. This is normally an activity with pupils followed by a discussion with parents.

The main form of communication on a daily basis is via Class Dojo. Photos and videos of pupils can be shared in this way with parents.

Planning, curriculum and assessment

English/Maths– English and Maths planning is published weekly. They are taught 3 times a week for stand-alone sessions. This is so we can reflect on the progress of the learners weekly and build on their recent level of understanding. We use the Numicon scheme of work for all maths planning.

English

All Functional classes follow a dual path where emphasis is not only on the development of functional skills but also fictional study with pupils still listening to and studying stories. Students will access exams suitable to their ability levels if appropriate in years 10 and 11. Assessment for these pupils is linked to the exam specification and assists in choosing appropriate exam paths for pupils. Assessment is currently completed on Connecting steps / B2.

Maths

Pupils are taught maths 3 times a week with both practical and formal written methods and additional time to embed maths skills during life skills sessions. They are encouraged to apply skills taught to real life everyday problems. Pupils use Numicon to support their learning and to prove answers to questions. Our more able pupils work towards an Entry Level Functional skills in Mathematics ranging from Entry level 1 to Level 1. Assessment for Numicon will be completed on Clifton EMAG.

Phonics, spelling, reading and writing

Children are split into groups for phonics based on their ability. Each pupil will have a baseline assessment done in September and then a termly assessment using the formal phonics skills assessment. All pupils will have a RWI reading book matched to their current phonics level that is used for 1:1 reading sessions. This is to be logged on their 1:1 reading log in the reading folders.

If a pupil has completed the RWI scheme, they progress onto the AR reading scheme. A baseline Star read test will be done followed by termly star read assessments. Pupils will have an AR reading book matched to their reading level (using the ZPD code given following a star read test). Pupils will be listened to reading during 1:1 sessions and guided with their understanding and comprehension of the text. When they are confident with the text, they then complete their AR reading quiz for this book. Their results are recorded in their reading file. Pupils on AR reading have RWI spelling sessions following the scheme during phonics sessions for the rest of the class. All pupils have a 1:1 reading session at least 3x weekly and 1x weekly guided reading session. All classes will timetable 10-15 minutes of 'class story' time each day. This is where the teacher reads a story of interest to the class. The focus of this should be to model reading for pleasure and model comprehension skills.

All classes will have a 10 minute writing session daily. The focus of the writing sessions will differ depending on pupil needs but could include – pre-writing development, letter formation, hold a sentence, write a sentence.

Phonics skills must be applied and embedded throughout the whole curriculum.

Science– Science is taught weekly for one afternoon. Science topics are identified on the curriculum overviews for each year group. Teachers are to refer to the progression steps on B2 for the different areas of Science: Biology, Physics and Chemistry to assess prior learning and plan for pupil's next steps within these areas. Teachers then use the progression steps to make reference on their planning as to which skills will be taught that half term. Science is assessed through connecting steps / B2.

PSHE– PSHE is taught weekly during an afternoon session. Teachers follow a rolling programme headed by six themes; Self-awareness, Self-care

Support and Security, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I Live In.

Within each theme are a range of topics that are covered. As well as these standalone lessons, pupils have opportunities to develop PSHE skills during daily routines e.g. morning day boards, circle time sessions, class jobs, and dinner times.

Classes have PSHE work books in which to record evidence of weekly work and activities. In addition to evidence in work books, if a lesson is more practical, evidence will be gathered on the Evidence for learning platform and is tagged under the corresponding theme.

If pupils are working towards ASDAN accreditation, some areas of PSHE are already covered through ASDAN topics. Areas not covered by ASDAN are detailed on the PSHE rolling programme and must be delivered through weekly PSHE sessions. Evidence can be uploaded to Evidence for learning e.g. if a discussion has taken place or in PSHE work books where written work has been completed.

Classes within this pathway will also attend 1x 'NSPCC Speak out to stay safe' themed assembly per half term. Following on from the assembly, pupils will go back to their classes for a class circle time/ discussion around the subject matter that has been focused on during the assembly.

RSE- RSE is covered through some PSHE sessions. We additionally cover detailed RSE learning for pupils who it is deemed appropriate for as stand alone sessions.

Mental Health and Wellbeing days

Mental Health and Wellbeing (MHWB) is interwoven throughout the school week for our pupils in the Functional pathway. Within this pathway, we promote positive MHWB through activities such as relaxation and reflection time, class and personal discussion and nurture sessions to discuss relevant issues within the class/ school/ world, Mindfulness activities to encourage the pupils to be present and to focus at the start and end of school day and grounding exercises which are used as and when needed. Alongside this we also have enrichment afternoons every half term until Summer 1 term. Each afternoon has a focus which correlates to one of the 5 areas to positive mental health and wellbeing; Connect, Take Notice, Keep Learning, Give and Be Active. During the summer 2 term, we have a full day celebrating any of the 5 themes from the '5 ways to positive MHWB' that we have learnt about throughout the year. Within the Functional Pathway, MHWB provides pupils with opportunities to; engage with the wider school during whole school activities, learn strategies, activities or techniques to promote their own wellbeing at school and at home and provides opportunities for pupils to 'check-in' with themselves and their emotions by providing self- regulation techniques in regards to behaviours.

Computing—Computing is planned following the Sheffield scheme of work with additional functional computing skills areas. Computing is taught via standalone lessons throughout the functional pathway but should also be incorporated across the curriculum where appropriate. Computing is assessed via a key skills document which relates directly to the topic areas covered within the scheme of work.

E-safety—These sessions are supported by the Evolve programme E-safety resource. These sessions also give opportunities for discussion and for pupils to ask about things they are uncertain of. Additional coverage which is connected to the pupils' experiences is also addressed.

PE —PE is planned half-termly as a D of E physical section. Pupils should be encouraged to identify their own interests, targets and make choices between skills and sports.
PE can be taught in the hall in timetabled slots or outside in good weather.

Some classes will access an external provider this is identified by the PE lead. These classes will be identified on the timetable in the admin corridor. Some classes will access in house swimming, and some classes will access water safety sessions.

Duke of Edinburgh - Teachers should plan sessions which challenge pupils in each of the D of E areas. We will be covering the following- Autumn: Skills, spring: Expedition, summer: Volunteering. Pupils should be offered choices in areas they would like to learn. If pupils have the ability they should be supported to upload their own evidence onto the D of E online system. Alternatively staff can submit evidence for participants.

Options - Options will take place every Wednesday morning. Teachers should plan for their selected group a sequence of sessions for the half term. Minton 1 class will be completing their own Option session. Staff will review progress at the end of the term and pupils will showcase their progress through events.

Careers and pupil futures

All pupils throughout the school will have a focus on pupil futures and careers through their EHCP targets, curriculum links and life skills. Planning for this should be embedded into curriculum learning and in Functional classes stand-alone sessions should be taught in the last week of each half term. This will include, travel training, life skills, work experience and encounters and preparation for adulthood EHCP targets. Students will be encouraged to apply the skills they have been practicing in life skills over the last few years to as many different meaningful environments as possible both within, and outside of, the school setting. Pupils will have the opportunities to apply life skills in ways such as going shopping, young enterprise projects and work experience.

Travel training is tracked on Clifton EMAG through the stepping-stones. Certificates for each step of the travel-training framework will be awarded in pathway assemblies.

For pupils Year 7 and above there is an expectation that all pupils will have input from training providers including external employers and post-16 provision. External providers will be arranged by both Emily Buttery (careers lead) and class teachers.

Opportunities for pupils to expand their knowledge of careers and employability will also be planned into any visits out in the community.

Preparation for adulthood and Life skills sessions—These sessions will be embedded into the curriculum in a variety of different areas. Sessions will give pupils a chance to develop their preparation for adulthood skills which should include opportunities for travel training, home management, cooking and careers education.

ASDAN – ASDAN is planned half-termly. It states the criteria the pupils are working towards in that unit and the activity/time dedicated to working towards it. Teachers use the Qualification Specification to support in their planning to ensure that the assessment criteria is being fulfilled. KS4 classes also use ASDAN sessions to further develop and embed various life skills such as cooking, shopping, using money and work experience for example in retail. All ASDAN work is submitted via a folder of evidence. This is marked, internally moderated and finally externally moderated.

RE— RE is taught through two RE days per half-term. These days can be selected by the teacher and inform the RE lead Cath Sales. Topics are based on key concepts, religions and festivals covering all six of the major religions, key events in the UK calendar, and exploring the personal experiences and beliefs of the pupils. This runs on a four year rolling programme with three levels of understanding to work on so that this acts as a spiral curriculum. The aim of the RE days is to provide meaningful and immersive experiences for the children which allow them to experience a range of diverse cultures and beliefs. RE is closely linked to British values and SMSC with the children learning about their own and others' cultures through the means of the RE days. It is the expectation that pupils in the Functional pathway build their understanding of RE by progressing through the skills document and the three areas on the curriculum of Exploration, Developing Understanding, and Making Connections. By revisiting topics over the course of the four years, the children should continue to develop and retain an understanding of a range of cultures and build their expressive skills so that they can talk about their own. R.E should be supported by visual aids for all pupils and sensory exploration for those children that need this and where possible, trips to Places of Worship and talks from local leaders and charities are encouraged so that pupils can make links with their learning both inside and outside of the classroom.

In the Functional pathway, class worship and reflection sessions are built around the needs of the children and can either be a reflection session similar to that of the Engagement pathway or a discussion of current affairs, class interests and issues, or sessions in which the children are able to reflect upon their choices and actions throughout the day.

Cultural Studies

Cultural Studies is delivered over one week in the summer term, with a different country covered each year. Teachers plan activities related to the current country, making sure that these activities cover at least four subject areas; usually History, Geography, Art and D&T. Within classrooms following the Functional Pathway, Cultural Studies provides pupils with opportunities to; develop their skills in the areas of History, Geography, Art and D&T; explore the sounds of other languages and develop speaking and listening skills through MFL activities where appropriate; engage with the wider school during whole school activities; explore life and traditions from another culture to develop tolerance and respect and finally to find out more about the people and places around them in the world in which they live.

Music – Music is planned and taught by a specialist teacher for selected pupils. This year Lorraine is offering Keyboard skills as an option for music skills. Pupils will be able to apply to complete this course. This will be assessed and we are looking for this to be accredited.

Data, assessment and tracking

Connecting steps / B2– Progression and Engagement step pupils are assessed and baselined at the start of the year with half termly updates on the system. This is currently done for Science, PSHE and English.

Functional skills Entry level maths and English – Teachers refer to the Pearson Edexcel Documents for guidance on Functional Skills exam specification.

EHC tracking – This is completed through a paper format alongside their pupil passport. Teachers should be reviewing these targets termly to assess their progress over the year. This will then be handed in alongside their review.

Curriculum maps on Clifton EMAG– Curriculum Skills Maps and Numicon Milestones must be updated termly. The teacher must highlight the skills that pupils have mastered. For new pupils teachers must complete a baseline.

Phonics assessment – These need to be completed termly where a pupil is on the RWI scheme of work and sent to the phonics lead.

AR assessment –Pupils will need to sit the star literacy reading test at the beginning of the school year, and at the end of each term.

Big Write – Professional judgement is required to assess the ability of the pupil to see if they are to be assessed on Big Write. If they are making intentional marks then Big Write assessments can commence.

Evidence

Each pupil will have a book for **English, Maths, Science, PSHE and RE** (rolled over from previous year). Classes may choose to use books for other areas such as careers diaries or computing. Minton 1 will be using Evidence for Learning.

Each pupil will have a folder for ASDAN and Options.

Evidence for Learning

D of E recording will be completed through their portal

If a class is using primarily photos as their evidence then Evidence for Learning will be used as a recording tool. Pupils will still require a workbook however only for physical work such as mark making and collage and photos will not be required to be printed out. Opportunities for additional evidence will be added onto the system where it is appropriate. For example if there are special days or events.

Evidence of learning will be used to document work that is photographic or video evidence to reduce the need for photos in books. Evidence for computing will also be collated via the E4L app making links with the computing skills maps. PE should be documented in E4L

ASDAN evidence is to be collated against the criteria for the units taught and filed in individual pupil folders at the end of the module. This is marked and then moderated internally and externally.

Life Skills booklets will remain in place until they are updated onto Evidence for Learning as a framework as the pupils come through the school.

Careers and pupil futures Journal book to be kept as a rolling documentation from year 7 pupils where it is appropriate.

Each pupil will have a **Record of Achievement (ROA)** to celebrate successes, trips, special days and now I can statements. This needs to be passed up with the pupil as they move through the school.

Communication needs

Augmented and alternative communication (AAC) will be provided through a variety of methods for those pupils who require it. The use of Boardmaker symbols will be evident across all classes with timetables, cupboard labels and classroom displays labelled with the appropriate symbols. Communication boards and switches will be used to support the

understanding of the children and to support them in answering questions where these cannot be answered verbally. Communication boards will also be used to increase vocabulary and scaffold speech. Makaton signs will be used to support the learning and understanding of the children and will be integrated into the teaching input and questioning of the staff for pupils who this is appropriate for.

Individual communication systems will be adapted to the needs of the pupils and can include Makaton, PECs, Communication books, PODD books and electronic systems. Communication can be supported through Speech and language therapists and assistants and may be included on individual communication plans.

Sensory requirements There is a Sensory diet room in the secondary wing with items for meeting sensory processing needs. There are also a range of sensory processing support items which can be used throughout the school day. These include the use of chews, rocking chairs, gym balls and weighted cushions or blankets amongst others and can be used in class to support sensory processing needs.

Behaviours

All staff will follow the school behaviour policy. Pupils with individual behaviour needs will have an individualised behaviour plan. Each class will have an appropriate system in place to reward good behaviours which incorporates dojo. The 'fix it' system will be used consistently as a way for children to deal with any behaviour incidents that may have occurred. The zones of regulation should be used as the main tool to support children's understanding of their emotions and behaviour. All classes will have a Zones of regulation display and visual 'toolboxes' (for general use and individualised for pupils who need them).

The school uses Behaviour Watch to log any specific behaviour incidents. The school uses CPI as a safe holding technique, as a last resort. Only trained staff members will use CPI. If CPI is used to hold, a pupil's parents will be informed

Timetable

Lessons/sessions will be planned across the week to ensure coverage of all areas of the curriculum. Timetables will vary across the pathway

Classroom environment and displays

All classes will have a Visual Timetable in class with appropriate resources for the pupils. This may use images of clocks or symbols. This should include a Boardmaker timetable and the day of the week, but this can be adapted to fit the needs of the class.

Classroom cupboards and displays will be labelled using Boardmaker symbols and be clearly displayed so that the children can see these. All classes should also have a RWI display or RWI resources readily available as appropriate to the needs of the class.

All classroom displays will have a clear and relevant purpose, appropriate to the level of the pupils.

Now I know

Teachers will identify now I know areas following the pupil's achievements over the term. This will then support school report at the end of the year. These are to be stuck into books at the end of the topic and a copy sent home. These should focus specifically on what the individual pupil can do having engaged with the topic

Educational visits

As part of the pathway's emphasis on life skills and preparation for adulthood, trips out into the community will be a regular part of the curriculum. Each class must have an educational visit/trip out at least once a term.

Public transport should be used as much as possible to develop independence with travel. Visits must be linked to the curriculum studied, and have a clear educational or personal development purpose.

Please refer to additional policy Educational visits for procedures regarding evisit.

Uniform

It is important that we continue to uphold high standards of uniform within the pathway and our aim is for consistency. Pupils have to choose to wear the red kemball school jumper with shirt and tie or they can purchase a plain black jumper or Duke of Edinburgh jumper. We want to limit pupils wearing a range of branded clothes. Pupils can wear PE kit on the day they are doing PE.

