



**West Oaks  
Curriculum  
Pathway:  
Moving On  
2022**

## Moving On Pathway

### Rationale

The Moving On curriculum has been designed and implemented to take our learners through motivating and meaningful learning opportunities over the course of their 16+ education.

It is carefully planned and layered to teach and reinforce key skills that we know to be vital in preparation for adulthood. These skills are fundamental to our students' success and well-being throughout their 16+ education but especially so for their future beyond school.

Our commitment to these skills begins in the EYFS and primary phases where 'The characteristics of effective learning' form the foundations for learning: The active, play-based learning creates a climate for our learners to experience carefully constructed provision which promotes and encourages communication and problem-solving skills.

We give our students a high quality and consistent environment within which they develop the confidence and willingness to move forward and influence their own pathway beyond school and college.

### **Informing our vision**

The curriculum is designed by staff in the 16+ department, reflecting the interests of students by those who know them best. Parents and carers have opportunities to influence the learning pathway for their child through the outcomes of EHCP reviews and transition planning as part of the preparation for adulthood. This shared sense of ownership and commitment to our curriculum enhances consistent working of all towards the same goals.

### **Principal areas of study and experience:**

#### **'Developing Independence'**

The curriculum pathway is designed to ensure that our students are confident to make the transition into further education and/or the world of work upon graduating from West Oaks. The repeated practice and consolidation of skills enables our students to confidently and independently transfer the skills learned to other educational and real-life contexts.

#### **Developing healthy relationships:**

Our students learn how to initiate and participate in sociable interactions, to learn and demonstrate socially acceptable skills and behaviours so that they are able to develop safe and healthy relationships with peers, staff and members of their local communities.

Through real life situations students develop an awareness of the needs of others. Nurturing non-self-seeking characteristics in our students is central to enabling them to



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adjust seamlessly to community life once leaving West Oaks- for example, being polite, holding doors for others, and turn-taking in conversations.

Consistent and sustained approaches in our teaching support works towards helping our students to behave in ways which will maintain their own safety and that of others around them. We work to reduce any behaviours which may, in the future, lead to restricted access to the variety and benefits of family and community life.

### **PSHE:**

The PSHE and SEMH elements are covered through different learning strands in our Skills 4 Life subjects, divided into 3 strands over the course of an academic year and delivered over a 3-year cycle:

**Self-Care:** Personal Care & Hygiene, Clothing Needs and Managing & Monitoring Health

**Independence Skills:** Household Routines, Household Chores and Household Maintenance

**Personal & Social Development - Relationships and Sex Education:** Families & Relationships, Online & Media, and Intimate & Sexual Relationships

### **Religious Education:**

The RE curriculum gives students the opportunity to build on their knowledge of a wide range of religious, philosophical, psychological, sociological and ethical issues and to develop their own codes of belief at levels appropriate to their understanding. Through classroom based and off-site experiences, our students learn to communicate their knowledge and understanding, as well as identify and develop an understanding of ethical issues; developing their sense of identity and belonging, meaning, purpose and truth, values and commitments.

### **Preparation for work:**

We recognise that some of our students may thrive within the working world, whether it be in the voluntary sector or in paid employment. We see great value in participating in learning skills for the workplace for all our students. Communication skills, problem-solving and collaborative working are extended through meaningful and age-appropriate work experience projects such as:

- Pop-up cafes and small-scale catering: shopping, cooking and customer service.
- Horticulture and gardening: growing and selling produce.
- Preparation for Adulthood: personal hygiene, independent travel, household skills.
- WeCanDoCo: our registered charity promotes enterprise opportunities in designing, producing, buying and selling.
- Radio West Oaks: recording, editing and broadcasting radio programmes via our in-house radio station.

### **Participating in social and cultural enrichment experiences:**

Through the Moving On curriculum enrichment programme, all our students are supported to access social and cultural activities in the local and nearby communities. This creates a growing awareness of wider community networks and promotes the uptake of these activities beyond school.

There is an expectation that students will undertake and take a lead in school routines. We believe that these responsibilities may help our students to make better life choices and enhance the quality of their lives beyond school.

### **Developing a sense of social justice and global perspectives:**

The curriculum establishes a community of conscience through the creation of rules that teach fairness in and beyond the classroom.

The Personal, Social, Health and Citizenship Education (PHSCE) elements weave through the strands of the Moving On curriculum, fostering a 16+ learning environment that enables thoughtful discussions with a variety of opinions and perspectives: where students are encouraged to initiate - and are facilitated to have - conversations about real-world issues that affect their everyday lives, enabling them to be able to recognise a problem and engage with the solution.

This principle also ensures that the students' voices, opinions, feelings and ideas are valued and respected by their peers and staff. Teaching our students to share their ideas and respond to the ideas of others in a way that allows for disagreement but still values the others' perspective.

### **Qualifications**

#### **NOCN Functional Skills & Independent Living:**

The Moving On curriculum values and celebrates achievement, giving our students the confidence, skills and knowledge to succeed through attaining internally verified achievement awards and externally assessed qualifications.

The NOCN Functional Skills assessments enable our students to apply their literacy, numeracy and digital knowledge in a practical manner. The NOCN Independent Living qualifications enables our students to acquire qualifications in their learning of our Skills 4 Life strands of learning.

Students can progress through the different levels from Entry Level 1 through to Level 2.

### **Organisation of learning**

Students transition into 16+ from 3 curriculum pathways; Footsteps, Stepping Stones and Reaching High / Higher. Students are assessed as a baseline upon transition into Year 12 to determine the curriculum route they are best suited to:

- Students from the Footsteps curriculum pathway undertake the Pre-Entry Steps 1 - 3 curriculum, where the learning emulates lessons that can be seen in the

Footsteps curriculum. The Skills 4 Life strands of learning, within Moving On are mapped to the Footsteps C&I, C&L, S&P and SEMH engagement statements.

- Students from the Stepping Stones curriculum pathway undertake the Pre-Entry Steps 4 - 7 curriculum, where students continue to develop their life skills from our Skills 4 Life strands of learning.
- Students from the Reaching High / Higher curriculum pathway undertake the Entry Levels / Levels 1&2 curriculum, where the Skills 4 Life strands of learning are mapped to the qualification learning criteria of the NOCN Independent Living specification. Standardised qualification coursework requirements are outlined within the medium term planning at key points to evidence a students' achievement in a specific strand.

A student's individual needs are catered for through differentiated learning, such as individualised learning plans and differentiated worksheets / activities. All students have access to outstanding classroom and work-related environments to stimulate and engage quality thinking and reasoning.

The Moving On Curriculum's long term plan outlines the themes and projects over the course of a 3 year cycle. The medium term plans are differentiated to indicate the range of objectives and qualification criteria to be taught within the term.

### **Breadth and balance within the 'Moving on' pathway:**

The Moving On pathway for 16+ students builds on their existing skills providing opportunities to apply them in functional, everyday contexts.

Through work-experience-based projects students learn and practice skills for their life beyond school.

16+ English, Maths and the Independent Living curriculum has been designed taking into account the NOCN range, coverage and objectives alongside the Steps 4 Life objectives within our progress monitoring system, B-Squared and in-house assessment processes.

These objectives lend themselves to the 5 key areas of our curriculum;

- Self-Care
- Preparing Food
- Travel
- Independence (chores, routines and maintenance)
- Futures (WeCanDoCo, Outdoor Learning and Radio West Oaks)

(In conjunction with Part 8 of the EHCP Annual Review: Preparation for Adulthood [Employment, Independent Living, Community and Relationships and Healthy Living] objectives).



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Opportunities are planned to support the highest achievement for each individual. Students learn through a variety of activities such as: travelling as a pedestrian and using public transport, city, places of worship and museums / galleries visits, music events, cafes and restaurants, physical challenges (such as walking, cycling, team games), volunteering in our local community, undertaking work-based learning in enterprise workshop - WeCanDoCo, planning and broadcasting for 'Radio West Oaks'.

### **Success indicators**

- Students will have gained increasing and relevant experience of the world of work, demonstrating an awareness of the skills they have learned and how these are useful in the next phase of their life.
- Students will demonstrate an increase in their independence and an increase confidence in and outside of the classroom, will be able to follow routines when taking care of themselves (personal hygiene / health) and their home, within their own capabilities and to the best of their ability.
- As a result of their 16+ education students will leave West Oaks with greatly increased confidence and highly enthusiastic about their next course of study or employment.
- Success is measured in terms of a smooth, happy and successful transition to the next stage of their life : further education or paid employment, or volunteer work and sustaining their placement.
- We track student placements to ascertain the success of these; to evaluate whether the placement is appropriate in the first instance and whether it is sustained in the second.

***'We see our students visibly grow in confidence in their final year at West Oaks as a result of progression through our well-defined curriculum, to become truly ready to transition into the next stage of their adult life'.***

(excerpt from a West Oaks article written for and included in the SSAT publication on 'Employability skills for pupils with SEND' [Sept 2019])