Life Skills Policy

ASDAN, PSD and OCR

Inspire – Impact – Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence – Inclusion beyond the barriers".

Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	J Hamer (Head of Life Skills)
Policy updated:	Updated August 2019
Policy to be reviewed:	Summer 2020
Approved by: Headteacher	Date:
Chair of Governors	Date:

Aims of Teaching and Learning at Oakwood;

Inspire – Impact – Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which inspires, has a positive impact on all young people and results in fostering independence, preparing them for the future.
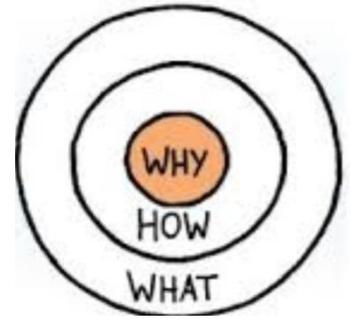
Oakwood's Life skills Intent (Why)

The purpose of Personal Development is:

- To foster independence and life skills for the future
- To provide further opportunities for young people which contribute towards developing well rounded, responsible young citizens
- To develop understanding of one's own unique development (both strengths and areas for improvement)
- To build confidence and self-esteem, along with the "I can do this" ethos.

Policy Development (How)

This policy has been developed through:

- Undertaking a thorough subject curriculum review consisting of:
  - o Guidance from ASDAN and OCR living and life-skill courses.
  - o The policy has been developed by Mrs Hamer to support and prepare our students for the future.

Life skill courses

- At Oakwood Academy the intent and design of the *life skill* curriculum is **tailored** to meet the specific needs of all learners using a stage not age approach which has a significant impact on learning. This is done through observations, practical and real life experiences. All students work is collated in a portfolio over a 2 year period of time.

- *The different life skill courses* contributes towards **personal development** and fosters independence for the future by allowing students to be given different opportunities and experiences to learn and develop skills.

- Life skill courses provides a wide range of high quality, relevant and purposeful **opportunities** which inspires young people to actively engage with their own learning by building and practicing their skills over time as well as putting them into practice in real life situations.

This section of the policy is a working document and will be updated with evidence of impact as and when it is collated.

How has the policy implementation impacted on the initial intent of the policy?

Policy intent:	Policy impact:
To develop on pupil's **UNIQUE** strengths and weaknesses in communication, team work, recognising and dealing with problems, setting and achieving personal targets as well as reviewing progress and future goals.	
To develop pupils understanding of **LIFE SKILLS** supporting and developing through teaching and learning and the opportunity to practise skills, knowing how to stay healthy as well as keeping themselves safe.	
To develop pupils into confident young **CITIZENS** to face up to everyday challenges using a positive attitude and confidence to help them reach their goals in life and challenges they may come across as young adults.	

My favourite unit was learning how to use money in real situations, this will help me lots when I go to college or in a cafe.

KP 2018

Asdan has helped me to learn skills for when I get older, like choosing furniture and looking at cheaper options.

MF 2019

I have learnt lots of new skills and my confidence has increased in a lot of different areas. I have enjoyed working in a team with my class mates. I have made lots of good friendships since I started in Year 10 and I feel more accepted at Oakwood.

EFG 2018

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Important Statement

The trustees and governors of Oakwood Academy wish to make it clear that extremist religious views and partisan political views promoted in the teaching of any subject in the school will not be tolerated. All members of staff are expected to offer a balanced presentation of views and opinion to pupils while they are in attendance at the school and while taking part in extra-curricular activities that are provided or organized by or on behalf of the school including through the distribution of promotional materials. Failure to observe the above could lead to disciplinary procedures including instant dismissal.

Introduction

This policy is linked to and has been devised from the Oakwood Academy school aims.

At Oakwood Academy we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Policy rationale:

The rationale of this Foundation Learning policy is to:

- Introduce the key aims and objectives of the Foundation Learning department.
- To explain the curriculum design and coverage.
- To explain expectations for planning, assessment, reporting and evaluating and pupil progression.

The subject of Foundation Studies:

ASDAN, OCR and PSD gives our students the opportunity to gain qualifications in a variety of different styles and formats including everyday life skill experiences to allow them to achieve, develop independent skills and be successful. It offers programmes, challenges that grow skills for learning, skills for employment and skills for life.

We recognise that young people are multi-talented and we seek to:

- Encourage, engage and motivate learners in a variety of styles
- Promote active and experiential learning
- Raise the expectations of learners
- Reward a range of learning styles and contexts
- Use assessment to develop further learning
- Make learning relevant and transferable
- Promote the worth and value of all our qualifications
- Recognise individuals potential and transfer their skills to gain successful achievements
- Build confidence and self esteem

Key aims and objectives:

The ASDAN and OCR qualifications at Oakwood aim to provide all of its pupils with opportunities to express themselves through challenges that encourage creativity, confidence, independence and positive self-esteem in a safe and stimulating environment in which tolerance, positive encouragement and self-confidence are nurtured.

In particular, pupils at Oakwood are given opportunities to:

- Improve listening, concentration and attention skills
- Experience a sense of pride and achievement in their own work
- Develop expressive language and communication skills

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- Practise turn-taking
- Develop imitation skills
- Choose, discriminate and justify decisions
- Demonstrate their ability in an area not dependent on language skills
- Experiment and try new ideas where there are no right or wrong answers
- Develop coordination and functional fine motor skills
- Develop self-discipline and self-confidence
- Achieve a recognized qualification at a level suitable to their learning and ability.
  - ➢ ASDAN – Students can achieve Bronze and Silver Awards and continue to Gold.
  - ➢ PSD – Students can achieve Entry level 1 or 2 at Award and Certificate level.
  - ➢ OCR – Students can achieve Entry level 1 or 2 at Award, Certificate and Extended Certificate level.

All of which may encourage individuals to become involved in activities that may provide a fulfilling hobby or pastime and promote lifelong learning.

The challenges offered in the several ASDAN and OCR courses run within Oakwood, allows our pupils to make progress by:

- Applying and consolidating skills, knowledge and understanding in a wide variety of age-related activities.

- Listening and responding to a wide variety of achievable and appropriate challenges.

- Increasing engagement and quality of response in practical activities, showing the development of specific knowledge, skills and understanding.

- Developing the skills of Communicating, Problem Solving, Working as part of a Group and research skills appraising progress in all activities.

Teaching and Learning

Teaching and Learning within the Foundation Studies Department is derived from the Oakwood Academy Teaching and Learning Policy.

The following documents can be found on the staff shared area in the Foundation Studies folder:

- Foundation Learning Action Plan
- Foundation Curriculum overview
- Foundation medium term planning
- Foundation Studies Data can also be found within the Curriculum Data folder

<u>**Curriculum organisation:**</u>

See Foundation Studies curriculum overview, curriculum maps and course guidelines from OCR and ASDAN for outlines of National Curriculum coverage.

As Oakwood is a Special Educational Needs school many elements of the programmes of study are revisited or adapted across Key Stages to consolidate knowledge and address gaps in pupil knowledge.

Key Stage 4:

Pupils in Key Stage 4 in OCR and PSD have 2 lessons per week (classed as a double lesson) ASDAN have 3 lessons per week (which started September 2018). All units and work is planned accordingly-with careful consideration given to the intake of students within the group that academic year. Years 10 and 11 are taught the knowledge, skills and understanding requirements from the ASDAN/OCR qualifications framework.

Work in Key Stage 4 will build on and progress from the foundations prepared in KS-3. Pupils will be encouraged to work with increasing independence towards achieving the accredited qualification chosen at options evening. The teacher will facilitate the learning by providing resources and specialist knowledge as appropriate. As a vocational course, this qualification allows students to experience real-life situations and work-related learning.

A variety of teaching strategies are employed, depending on the type of activity, intended learning outcomes and the needs of the pupils. These include direct teaching, discussion, independent work, individual, practical session's, role play, group work and whole class work. As the qualifications are predominantly practical lessons they are usually planned to include a balance of, listening, group discussions, and research activities. This may take the form of written tasks, worksheets, related artwork and annotated diagrams.

Pupils are taught to develop their communication, problem solving, group work and independent work skills through stimulating lessons that are educationally worthwhile, fun and enjoyable. Activities are designed to be challenging and aim to provide access to achievement. The element of participation is especially important because it can nurture self-confidence and self-esteem in a non-threatening way. All pupils are actively encouraged to participate in all practical lessons. All equipment is adapted are for pupils with limited mobility.

Pupils are taught to use subject-specific vocabulary when appropriate and visual reminders are situated around the room for this purpose. Work displayed in and around the classroom aims to reflect pupils' work and pupils are encouraged to assist in the preparation and maintenance of displays.

<u>**National Curriculum Coverage:**</u>

The programmes of study for Foundation Studies are found in ASDAN and OCR's qualification and unit/skill areas. Looking at:

- Making learning relevant and transferable

- Rewarding a range of learning styles and contexts
- Promoting active and experiential learning
- Encouraging, engaging and motivating learners
- Developing skills for learning, skills for employment, skills for life
- Celebrating the diversity of multi-talented young people

Maths

This skill is about applying number skills in straight forward tasks, doing calculations, interpreting results and presenting findings. This skill will be used in activities such as surveys, quantities and enterprise showing our results and findings in an easy to understand way.

English

This skill is about communication and obtaining information, looking at what information it is telling us for example, by taking part in discussions, researching topics and presenting findings, looking at dates and facts that are important to us in everyday life, encouraging, supporting and guiding them into becoming independent young adults. Demonstrating that they can use clear and appropriate language, listen to others and ask appropriate questions.

ICT

This looks at how they use information technology for different purposes: finding, exploring, developing and presenting information including text and, images and numbers. Exploring information technology within our local environments and communities and how it can benefit us. Showing effectively how they can use different types of equipment and applications to support their activities.

Coping with problems

This is about recognising problems and doing something about them. Showing and encouraging them to use different methods to find solutions and check to see if they work. Looking at comparing risks and benefits of different options and how they come to conclusions looking at what they have learnt from it.

Improving own Learning and Performance

This skill is about learning something new or doing something better. It is about planning and working towards targets to improve their performance as well as reviewing their progress on the way. Looking at how they reviewed their progress and did they accept any advice for the future. Recognising the need for perseverance and using their time effectively.

Teamwork

This is about how they work with others when planning and carrying out activities and achieving shared goals. Being involved in tasks with other people and taking on different roles and jobs within a group. Sharing responsibilities and helping others.

Citizenship

Learning about diversity of national and ethnic identities in the United Kingdom and the need for mutual respect and understanding within society. Respecting different values and beliefs and looking at current affairs and issues. Researching facts and participating in debates, listening to others and different opinions.

Work related Learning

This is achieved by participating in practical work, situations that have been 'set up' within the classroom environment and visiting a variety of establishments out of the school setting to suit the different challenges pupils are working towards at that time. Working with or participating in real life experiences with professionals both inside and outside of the school and within the local community.

Planning:

Planning begins with subject overviews detailing unit titles.   This is then broken down into key topic focuses on curriculum maps. Medium Term plans are developed from these which in turn inform teachers own individual planning. Further information can be found in the Academy's Teaching and Learning Policy.

Assessment:

Pupils are assessed throughout each half term and progress is recorded following the 'School's Data' format as well as the Life – Skills studies data recording system.

Formative forms of assessment are used throughout the year through the use staff questioning, peer and self-assessment in line the academy's Marking Policy. Students are also assessed at the end of each challenge and unit to ensure they meet the criteria set by external providers – OCR and ASDAN.

Progression:

In order to monitor progression, Oakwood Academy track progress using the Government Progression Guidance.

Reporting and evaluation:

All subject teachers must have pupil data in the preferred recordings system we have in place in school by the school set deadline dates (detailed on the school calendar). Data will be scrutinised and evaluated and actions developed to ensure continued pupil progression. This information will be collated and reported to the SLT team during the KPI meeting. Any anomalies in the data will be reported to the SLT team along with the reasons for such. Pupil progress will be evaluated and actions reported back to departmental teams.

Student progress will be reported to parents when the pupil progress reports are sent home. Targets will be shared with parents during annual reviews, parent's evenings and open book evenings we now offer in school.

Information on observations and findings of the termly whole school book scrutiny are available for the subject co-ordinator from performance managers.

Writing Expectations:

Oakwood has a whole school policy for writing. Writing is a key life skill which enables pupils to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires a command of sentence and text structure, grammar and punctuation, and an ability to edit and evaluate both their own and others writing. It involves a competency in spelling and handwriting which is every department's responsibility.

As part of the whole school writing policy at Oakwood Academy teachers are expected to:

- Ensure that writing is always purposeful and contributes to the learning of the pupils.
- Ensure that pupils only engage in writing when necessary
- Make sure ICT is used by pupils to help meet individual needs by allowing them to edit, redraft and present their writing in a variety of ways, allowing them to capture their learning outcomes.
- Make sure that the spell checker on their computer is set to English UK rather than English US.
- Refer back to the teaching and learning policy with regards to marking and correcting work.
- Ensure spelling on displays, handouts, presentations and marking is correct.

Pupil recording:

Pupil's work will be presented in a variety of ways and account will be taken of the varied abilities and strengths of the pupils when deciding upon modes of presentation. Work will be presented in books, files, portfolios, photographs and supporting witness statements, images, worksheets and by using a range of information technology. Full advantage will be taken where applicable, of ICT equipment e.g. interactive whiteboards, cameras, computers, and the immersive space.

Differentiation:

Work will be differentiated in order to cater for the needs and abilities of all pupils. Work set will be differentiated by task, outcome, time and process. As suggested earlier, recorded work will also be differentiated according to the individual's abilities and needs. All work will aim to stretch pupils to their full potential. Target setting will be used to break tasks down into smaller, more attainable steps, creating a personalised learning programme for pupils choosing a Foundation Studies Option.

Gifted and Talented:

Gifted pupils are identified as performing significantly above their expected points target trajectory. These pupils are encouraged to take part in extra-curricular activities and by representing school in 'real life' skill based activities like the pop up café's, work-shops created through school and through work experience.

Use of Teaching Assistants:

Teaching assistants will be deployed effectively dependent upon the purpose of the lesson to support and strengthen the quality of teaching. Teaching assistants will be an integral part of all lessons, who are clear about the objectives and outcomes. Where pupils are expected to work on

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an independent level, teaching assistants will support administrative tasks, display work and create resources that will support the teacher in providing a high quality environment.

Displays:

Work displayed in and around the classroom will clearly reflect pupils' work and pupils will be encouraged to assist in the preparation and maintenance of displays as a tool for learning and as a reinforcement of skills. Display boards will not be overcrowded and work will be placed flat against the board in line with the Academies display guidelines.

Homework:

Homework is given in accordance with the Homework Policy, this can take a variety of forms: research, completion of tasks designed to reinforce work completed during lessons and learning specific facts to be used in subsequent lessons.   Homework will be monitored and opportunity given to those children finding homework difficult to discuss it again with the member of teaching staff who gave it to them. Opportunity will also be given to those struggling to find the time or a quiet place to do their homework by allowing them to work in the classroom at break, dinner break or after school.

Equal opportunities and inclusion:

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.   Our curriculum endeavours to include a wide range of texts and other resources which represent the diversity and backgrounds of our pupils.

Resources:

Resources take the form of physical – using various household and kitchen appliances to aid learning; Outdoor equipment like litter pickers and gardening equipment, role play equipment such as school crossing signs along with painted zebra crossings on the school ground's. Textbooks, to reinforce concepts; a bank of worksheets, which allow revision and reinforcement as well as extension; interactive activities and games; software, films and audio recordings.

The Life Skills Learning resources are stored in the classroom. Resources are available for any staff member to use but MUST BE RETURNED after use. Resources can be found in the store cupboards or on the shared area on the network.

ICT:

The department has access to a bank of laptops that can be found in the classroom. Programs are available on all PC's via the network with software available in the resources folder in the staff shared drive located on the network that we can call upon to enhance lessons and learning. Interactive activities will be used to enhance interest and learning through Interactive white

boards. Pupils will create a range of work using ICT. These might include: posters, leaflets, power points and written documentation.

Cross-curricular links

Communication between teachers is important. Literacy is vital to all subjects and an appreciation of and confidence with a wide range of texts is important for pupils to be successful in other subjects. Foundation Studies involves pupils drawing on English skills from and literacy lessons, and maths skills from their numeracy lessons skills. Teachers from other subject areas have access to all pupils' progress records via the curriculum data recording system

SMSC/Radicalisation Statement:

All subject teachers in the Foundation Studies Department are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. When delivering lessons we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the Foundation curriculum.

During lessons in Foundation Studies subjects we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. In Foundation Learning Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn. We deliver spiritual development through ensuring that the pupil's opinions are heard and valued. Pupils' enhance their emotional understanding through participation in role play and effective communication with both peers and staff.
Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong. We deliver moral development through discussing different issues and topics sharing pupil's thoughts and ideas, challenging them also to evoke reasoning and deeper thought processes.
Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member. We deliver social development through group activities, discussions, team work and by experiencing real life situations.
Cultural development enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity. We deliver cultural development through looking at the viewpoints of different cultures and religions, giving the pupils an insight to the diverse cultures in the community valuing and respecting people's beliefs.

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<u>**Health and safety / Safeguarding:**</u>

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and strive to provide this within their classrooms. Please see the Safeguarding Policy for more details. For some practical subjects it will be useful to add more specific information

<u>**Role of the Subject co-ordinator:**</u>

The Subject co-ordinator is responsible for improving the standards of teaching and learning in Foundation Studies through:

- Monitoring and evaluating challenges and units:
  - pupil progress
  - provision of Foundation Studies Learning
  - the quality of the Learning Environment
- Taking the lead in policy development
- Developing action plans to set clear focuses for the year
- Setting agendas for department meetings and leading department meetings
- Purchasing and organising resources
- Keeping up to date with changes within ASDAN and OCR programmes.

Agreement to Policy

Head of Department .... Date ....

Teachers of Foundation Learning:

.... Date ....

.... Date ....

.... Date ....

.... Date ....

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.... Date ....

.... Date ....

Policies are reviewed every year or as necessary depending on new course criteria or legislation.

Updated 5th August 2019