

## **Assessment: Life and Living Skills OCR Framework**

### **Introduction**

OCR Life and Living Skills was based on the popular OCR Accreditation for Life and Living (ALL) and National Skills Profile (NSP) schemes.

This Foundation Learning qualification is regulated and is available at Entry 1, Entry 2 and Entry 3. It has been designed to be completely flexible, with no minimum entry requirements. A range of qualification sizes are available including Award, Certificate and Diploma.

There are a range of units available across a wide range of skill areas.

Any combination of units, at any level, can be selected to suit the needs and interests of the learner.

This provides the opportunity to build a rich and varied personalised learning programme for the learner.

Qualification structure provides the opportunity for learners to progress to higher level units or to achieve units at the same level where progression to a higher level is not possible.

### **Students**

Entry level qualifications are suitable for our students, including those with profound and multiple learning disabilities.

### **Continuum**

Assessment of Entry 1 units must make use of this Entry 1 Achievement Continuum at an identified Continuum Level. Where possible the assessor statement should use the terminology of the Achievement Continuum to reflect what the learner has achieved. Continuum levels are assessed annually.

### **Delivery**

Whatever method of delivery at Stocklake Park, we consider the students' complete learning experience when designing learning programmes, approaches may include:

- Multisensory-based learning including sensory stories, sensory journeys, story massage and tacpac
- Visuals, including signs, symbols and photos
- Attention Autism
- A carousel format
- Intensive interaction
- PECS, AACs, switches, objects of reference
- Signing, especially Makaton sign language

### **Progression Opportunities**

The qualification structure provides the opportunity for students to progress to higher level units, or to achieve additional units at the same level where progression to a higher level is not possible.

Students may also wish to bring their certificates to their post school provision as evidence

## **Certification**

Learners will receive a certificate for each full qualification they achieve and a separate certificate listing all units.

Students will celebrate their achievements with friends and family at the Achievement Assembly.

Certificates for non-accredited coursework are produced internally.

## **OCR Life and Living Skills Key Points:**

### **1. Personalised and Practical Learning**

Real-life relevance: The curriculum focuses on everyday skills like shopping, cooking, travel, and managing money—making learning meaningful and applicable.

Adaptability: Units can be tailored to suit individual EHCP outcomes and personal development goals.

### **2. Supports Independence and Confidence**

Promotes autonomy: Students learn how to make choices, solve problems, and navigate daily life.

Builds self-esteem: Achieving tangible goals (e.g. planning a meal or a journey) boosts confidence.

### **3. Inclusive and Accessible Assessment**

Flexible levels: Entry Level 1 to Level 3 allows for differentiation across a wide range of abilities.

Portfolio-based: Assessment through coursework and evidence gathering suits learners who may struggle with exams.

### **4. Prepares for Adulthood and Transition**

Supports PfA outcomes: Aligns with the four Preparing for Adulthood pathways—employment, independent living, community inclusion, and health.

Smooth transition: Helps bridge the gap between school and post-19 provision or supported living.

### **5. Enhances Curriculum Breadth**

Cross-curricular links: Can be embedded into PSHE, functional skills, and vocational learning.

Engaging delivery: Encourages experiential learning, community visits, and practical tasks.