

Cafe 16

Rationale

In spring 2015 we are extending our post 16 provision to include 'The Priory Woods Vocational and Enterprise Zone' and 'Cafe 16'. The cafe will provide rich opportunities to develop, apply and learn new skills within a meaningful workplace contexts. We believe that Work Experience contributes towards the personal, academic and social development of all students. It enables students to relate their work in school to the 'real world' and contributes to their understanding of wider society including industry and the local community.

Purpose

1. To enable students to gain the following benefits of:

- ❖ Taking responsibility
- ❖ Developing self confidence
- ❖ Learning the values of co-operation
- ❖ Improving communication skills
- ❖ Working as a team
- ❖ Following instructions
- ❖ Time management
- ❖ Improving Literacy skills
- ❖ Improving Numeracy skills
- ❖ Improving ICT skills
- ❖ Developing independent living skills
- ❖ Developing employability skills

Principles

- ❖ To improve attainment by making learning more relevant
- ❖ To broaden the range of continuing education, training and employment, which might be considered by our students
- ❖ To introduce students to the knowledge and skills of a particular occupational area
- ❖ To help students to make the transition from education to work
- ❖ To enhance students' social and communication skills and ability to interact with others in a work environment

When working in the cafe students develop the following Personal, Learning and Thinking skills:

- ❖ Independent enquiry
- ❖ Self-management
- ❖ Reflective learning
- ❖ Effective participation
- ❖ Creative thinking
- ❖ Team working
- ❖ Applying English, maths and ICT to real world contexts.

Accreditation

All students working in Café 16 will work towards attaining City and Guilds Entry Level 2 in Food Studies/Catering
Students work experience can also contribute to both AQA Unit Awards, ASDAN Towards Independence modules and Basic Food Hygiene.

Key concepts and Processes

Functional Communication

Interacting With Others - The students are provided with opportunities to develop skills and interact in a meaningful and purposeful way. This is key to becoming an active member of the community both within school and beyond. This will involve all students, representing the full range of communicative abilities within the cafe, and involving a variety of communicative devices and methodologies. Through this we aim to enable all students to contribute actively to situations and to utilise their communication skills to enhance their independence.

Application of Literacy in Everyday Life -Students will be provided with opportunities to use their existing literacy skills in order to access and navigate everyday situations. This will address the use of literacy skills in real life situations, from the most basic level as well as providing high level opportunities for those students for whom it is appropriate in order to support independence.

Giving and Receiving Information - Students will work on the effective use of a range of tools, in order to develop their ability to share information with a variety of different audiences for taking orders.

Gathering and Sharing Information -The skills involved in gathering information can range from learning how to use a phone, calculator and cash register through to knowing how to use a search engine (e.g. Google) to locate a website.

Functional Numeracy

Personal Finance - Students will learn about managing their finances and the larger finances of the cafe. They will increase their awareness of the value of money, what factors determine whether items are good value and also learn about the benefits of research including shopping around and internet

shopping. Personal finance also requires applying accountancy skills to everyday situations and students will develop their ability to establish approximately if they have enough money for required items, how much change should they roughly receive and other more general budgeting skills.

Time Management - This is a crucial aspect of all of our lives. Students will build on their knowledge of time and develop their understanding of responsibility in relation to time. An important aspect of time management is understanding the consequence or implications of being / not being punctual and how the implications vary depending on the situation.

Measurement - This will provide opportunities to build on knowledge of size and its impact. Students will begin to develop more accurate skills in estimating and measuring linked to cooking, and more straight-forward measurements such as how much food to buy depending on how many people will be eating it.

Application of Number in Everyday Life - This encompasses how we all apply our awareness of number and its value to everyday life experiences. Central to success in this area is the ability to effectively and consistently transfer skills and knowledge from all Numeracy strands and apply them relevantly to everyday situations. In planning it is important to identify all possible opportunities for students to apply key skills to enable their greatest level of independence. This may be delivered through a combination of skills such as working out how long it will take to travel somewhere or cook something or working out how many ingredients you need when cooking for a larger group.

Functional ICT

Application of ICT in Everyday Life - The types of technology is vast and we aim to include cash registers, general cooking equipment and the increasing range of reference tools which are now technology based.

Functional PSD

Community Life Skills - Students will take an active role in meeting and serving members of the local community. This will focus on learning how to move safely and efficiently between the buildings and around shops either on foot or using public transport, perhaps even ordering a taxi. It will also involve learning the social etiquette that is required for example in the cafe, shops and bank.

Domestic Life Skills - Within the cafe, students will learn how to manage themselves and their belongings in a safe and appropriate manner. Domestic Life Skills will involve all students across the entire ability range and, as with all other areas of the curriculum, will be effectively differentiated to meet the individual needs of each student. Hygiene and safety will play a key part in all areas of work within the subject. Students will learn the basic principles behind running a cafe and Food hygiene.

WORK RELATED

Students will develop their knowledge and understanding of skills necessary to operate effectively within the workplace. This will include opportunities to explore subjects such as appropriate dress for a variety of working environments, the importance of time keeping and effective social interaction at work. It is expected that this aspect of the curriculum will be approached from the perspective of integrating functional skills as well as the students own interests and aspirations.

CURRICULUM LINKS

PSHE

Economic Wellbeing and Financial Capability

Work experience allows students to develop their economic understanding and financial capability.

Personal Wellbeing

Work experience raises students' aspirations and develops their ability to reflect on their own strengths and achievements. They gain practical experience of decision making, managing risk, negotiating and working with others.

ENGLISH

Speaking and Listening

Students have the opportunity to speak and listen in different contexts. They speak, listen and respond to other students, workplace staff and the general public.

Reading

Students may read a variety of non-fiction texts and menus in the process of researching for the cafe.

Writing

Students write in a variety of different contexts including taking orders, filling in forms and completing their work experience logs.

MATHEMATICS

Applications and Implications of Mathematics

Students will apply their mathematical skills to 'real' situations.

ICT

Capability

Students may use a wide range of ICT skills in the workplace.