

701 AHS

Alderwasley Hall School and Sixth Form Curriculum Policy

Policy Section Number	7
Date Ratified	January 2024
Version Number	2
Next Review Date	January 2025
Related Policies and Guidance Documents	Curriculum Policy Marking and feedback policy Assessment policy Literacy and Numeracy Policy SENAD's Disability and Accessibility policy Positive Behaviour Support policy
Related Regulations	
Annexes and Supplementary Info	
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Policy Owner Signature	

Alderwasley Hall School and Sixth Form – Curriculum Policy



The curriculum is the framework for everything we do in school. It combines everything that is planned and delivered in or out of lessons with other learning opportunities across the school. Through the curriculum, we develop students' knowledge, skills and understanding to prepare them for their futures.

Introduction to Alderwasley Hall School

Alderwasley Hall School and Sixth Form provides exceptional education for day and residential students aged 5 to 20. We transform the lives of young people with Autism and Developmental Language Disorder (DLD). We are also highly experienced in working with associated diagnoses such as Selective Mutism and mental health needs such as depression and anxiety.

Our goal is for every student to be happy and healthy, to feel valued and purposeful. Teachers, therapists, learning support workers and care staff work together to promote a sense of belonging, a sense of productivity and good emotional and physical wellbeing.

Context of the school

Students attend Alderwasley Hall after it has been agreed that there is no local provision that can meet their need. Although there is a growing Primary intake, the majority of students start at Alderwasley Hall at a later stage in their schooling. In most cases, students will have spent several months or even years away from school, and during their time at their previous schools many had issues with attendance to school or to lessons.

Many of the students starting in Year 9 and 10 have not had sufficient coverage of the Key Stage 3 curriculum, and those starting Year 11 and 12 in many cases have either not covered sufficiently the syllabuses for GCSE examination, or have not been able to sit any GCSE exams by Year 12.

These factors mean that our curriculum has to:

- enable our students to “catch-up” with the concepts and skills required
- be flexible in terms of the age at which students can take qualifications, enabling students to take them at any point from Year 11 onwards
- provide a variety of academic routes and pathways within a wide spectrum of ability, while maximising the resources of a relatively small school in comparison to mainstream secondary schools in particular.

1. Our Key Aim

We recognise that students attending Alderwasley Hall School have specific, diverse and individual needs. Our curriculum aims to meet these needs and, as a result, is bespoke to our setting. It combines the best features of mainstream, Life Skills and therapeutic curricula to enable all learners to progress.

Our ultimate goal is that students are enabled to be active learners, who fulfil their potential academically, socially and independently. Therefore, we give all students opportunities to make informed choices so they can develop their own pathway. Each individual pathway will be destination-led to maximise individual progress and lead to appropriate next steps.

The AHS curriculum establishes, or re-establishes, a love of learning and preparation for adulthood. We provide appropriate challenge and experiences supported by highly specialised staff.

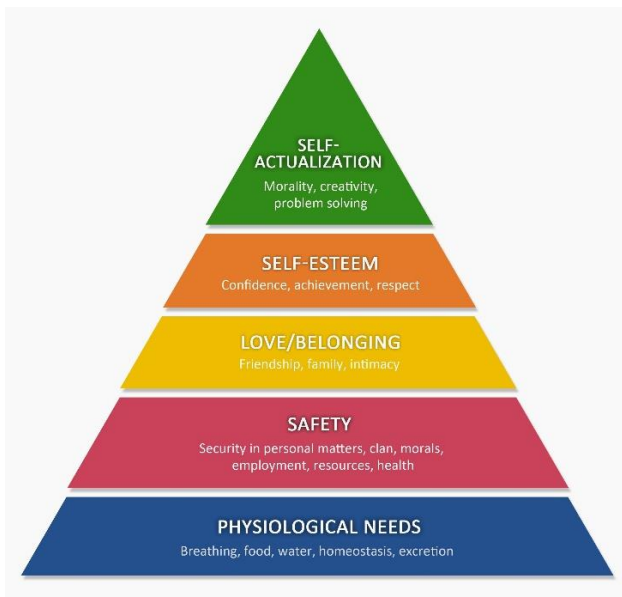
2. Formal and Informal curriculum

Our Curriculum has 3 distinctive areas to it The **Therapeutic** Curriculum; The **Core** (Academic and non-Academic) Curriculum; and the **Enriching** Curriculum.

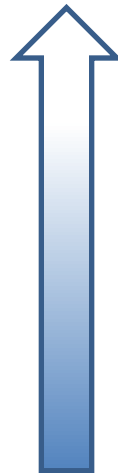
The **Therapeutic** Curriculum underpins our Integrated Therapeutic approach. These elements are guided and planned by our highly specialised Therapy Team. These sessions respond to the needs of the learners. There are individual and group sessions, which occur in specific therapy areas and are then transferred to the classrooms. The therapeutic curriculum enables our students to make personal and social progress in areas such as language, social communication, sensory processing, fine and gross motor skills, etc. which ultimately accelerate their academic progress and enable the young person to use strategies to live a fulfilling life as an adult.

The **Core** Curriculum is made up of academic and non-academic subject areas. The National Curriculum is followed throughout Key Stages 2 and 3 before students opt to study some courses and subjects in more depth, leading to appropriate accreditation routes. The non-academic core curriculum is made up of lessons that are integral to the holistic development of the whole student, such as pastoral time with skilled tutors, Pathways lessons developed from a bespoke Life Skills programme, and PSHE lessons encompassing Relationships and Sex Education amongst other topics of importance for the personal and social development of the young person.

The **Enriching** Curriculum provides students with the opportunity to enrich their knowledge and skills through a wide variety of experiences, activities, and encounters. It consists of further programmes which may include Forest Schools in the Primary age group, Global Days across the whole school (ie Creative, Science and Tech or Pride Days), and a taught enrichment programme in KS 4 and 5 whereby students can experience anything from gardening to drama. Careers Education and work experience (from Year 10 onwards) also form part of the Enriching curriculum.



**Therapeutic
Informal Curriculum**



**Educational
Formal Curriculum**



Enriching Curriculum

Core (Academic and non-Academic) Curriculum

Therapeutic Curriculum

3. Curriculum Skills

The importance of Curriculum Design, Implementation and Impact is vital to the success of the students at Alderwasley Hall School (AHS). The intent of our curriculum is to ensure that every young person becomes

- ***Independent***
- ***Literate***
- ***Numerate***
- ***Creative***
- ***Problem solvers***



These broad areas are the foundations for further learning. To ensure each young person has robust foundations for learning, we are able to adapt to the learner's needs if one area requires more development than the others. However, it is still vital that our broad and balanced curriculum offer has a proportionate element of each of the 5 areas within each Key Stage. All of the subject areas within Key Stages 2, 3 and 4 contribute to a balanced development of the student.

In Key Stage 4 and 5 students are able to increasingly choose which areas of study and qualifications they want to study and achieve, while all students continue to work in the development of independence and problem-solving as relevant to their career pathway.

4. Key Stage Core Curriculum Aims and Intentions

We aim to provide a curriculum that recognises our learners' Autism (or DLD), supports and develops them as individuals, scaffolds essential skills for life and ultimately prepares them for a full, independent and productive life beyond school.

Within the whole school curriculum, there are important differences between the Key Stages. Whilst these differences are blended to allow smooth transitions, there is a planned progression to each stage as the students move through the school, alongside flexibility to accommodate young people who join mid-year, mid-key stage or after a gap in education.

Our curriculum is therefore designed so that all learners, regardless of when they join us, will have a range of personalised opportunities and experiences at a level that is appropriate for their age and understanding.

The Primary Curriculum is planned with activities to help students develop the capacity to formulate and communicate ideas and feelings, whilst also enhancing perceptual skills through physical and sensory activities. Kst1 and 2 provide outstanding, quality-first teaching, and a personal curriculum, which is centred on the individual student's imagination and potential. Every student is able to access this broad curriculum, as the curriculum enables flexibility for its delivery through whole, small group and individual work. The Primary Curriculum is intended to promote and rekindle a love of learning.

The Key Stage 3 Curriculum continues the emphasis on a broad and balanced curriculum designed to further promote independence, literacy, numeracy, creativity and problem solving. Students are taught mostly in their pastoral base by their pastoral teacher but are introduced to a greater variety of teaching staff and a greater variety of specialised locations such as the Science Laboratory, Technology Rooms, Art Rooms and Music Rooms. Therapeutic input continues to inform the delivery of lessons, and teachers work flexibly to engage students, promote their curiosity, inspire their creativity and develop social skills. We believe in a three year Key Stage 3, to enable sufficient depth of learning to be provided within a broad range of subjects, to allow the future subject choice to be better informed. This is especially important for our cohort of students who may not have had stable full time education prior to joining us.

The Key Stage 4 Curriculum is designed to enable all students to achieve external qualifications in Maths, English and Science. All students also study a further option due to the many emotional benefits this brings and some may be able to develop this into an additional qualification. Tailoring the academic route to the emotional and language needs of the students (and their past educational history) is crucial and some students may study for their GCSEs over three years to maximise their chances of fulfilling their potential, while some students focus on other qualifications such as Functional Skills Maths or English, depending on their ability. A minimum two year KS4 provides an opportunity for students to select some specialist areas of interest to study further, leading to potential future career paths.

The Key Stage 5 Curriculum is designed to help transition students to the next stage of their education journey. All students are expected to attend English and Maths lessons until they achieve GCSE at grade 4 or Functional Skills Level 2, in order to enable them to be functionally literate and numerate and meet career requirements after AHS. Students can study for additional GCSEs and BTEC, CNAT and A Level courses as appropriate to their ability, circumstances and pathway. The curriculum becomes more personalised towards the latter years at Alderwasley Hall, with some students supported to attend a mainstream college placement as part of a gradual transition, while others complete extended work experience programmes or remain focused on onsite qualifications and courses, depending on their progress to date, career aspirations and chosen destination after their time at AHS.

Core Curriculum Overviews for each subject area by Key Stage are found in Appendix B

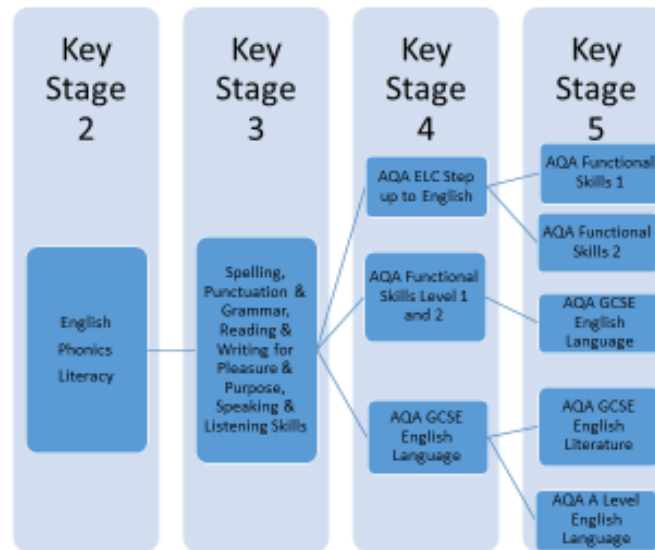
5. Core Curriculum Routes (whole school)

The Core Curriculum has academic routes through it to allow for greatest flexibility. At each Key Stage a breadth of personalised and differentiated routes through are accommodated. A variety of accredited courses are offered at Key Stages 4 and 5 to support the learners' and their chosen pathways.

There is complete personalisation available throughout these routes, as we recognise that learners can, and do, join the school mid-way through a key stage and, more importantly, their academic stage and chronological stage may be significantly different due to previous school experience.

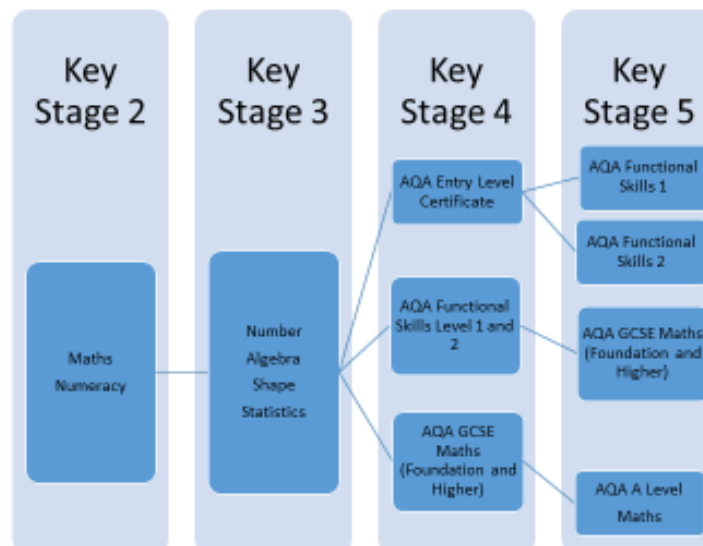
The schematic shows that the highest expectations can always be targeted, but acknowledges that for some students this may take longer than their chronological age.

Communication Routes



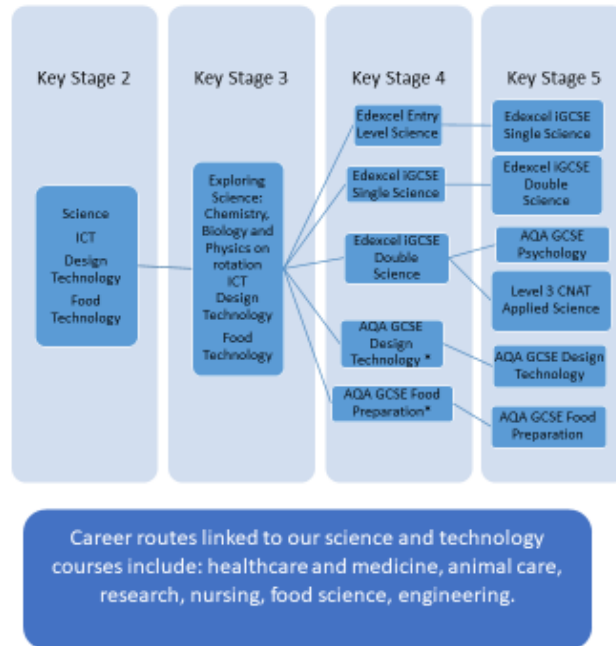
Career routes linked to our Language and Communication courses include: retail, sales, marketing, teaching, working in theatre and the arts, copywriting, journalism and law.

Maths and Numeracy Routes

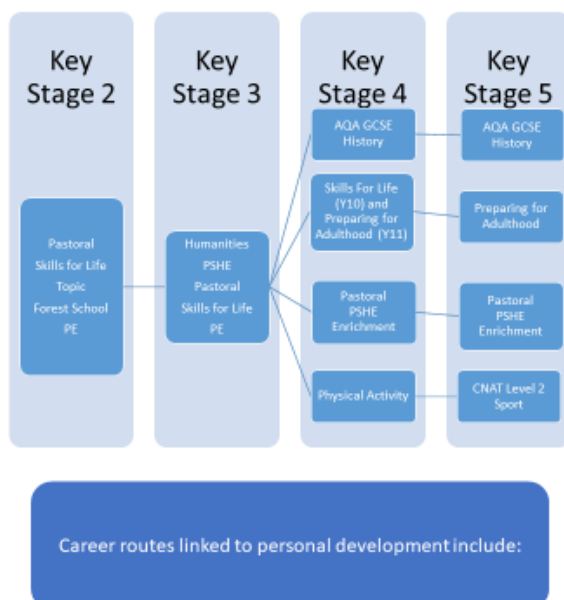


Career routes linked to our Maths and numeracy courses include: retail, administration, purchasing, finance, teaching, research, computer programming, engineering and analysing data.

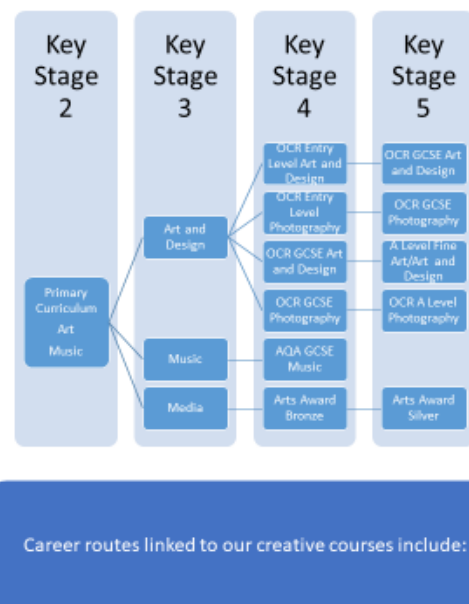
Science and Technology Routes



Personal Development Routes



Creative Progression Routes



6. Progression Routes

We have established 5 Academic Blocks as the basis for our teaching timetable. These blocks are:

	Core (Academic) Subjects				Core (non-Academic Subjects)
Block	Language, Literacy and Communication	Maths and Numeracy	Science and Technology	Creative	Personal Development
Primary	English Phonics Handwriting	Maths Numeracy	Science ICT Technology	Art Art Literacy Music	Skills for Life PSHE Pastoral Time Forest Schools PE
KS 3	English	Maths	Science ICT Technology	Art Art Literacy Music	Skills for Life PSHE Pastoral Time PE
KS 4	English Step up Functional Skills	Maths Functional Skills	Science Technology Food Technology Entry Level SC	Art Music Photography	Skills for Life (yr 10) Preparing for Adulthood (Yr 11) PSHE Pastoral Time Enrichment PE
KS 5	In Key Stage 5 (Post 16) our students can choose from up to 6 qualifications from, the list below (although A Levels and BTECs require “double weighting” so students taking these will study less subjects):				
	Functional Skills English Level 1 and 2 GCSE English Lang GCSE English Lit A Level English Literature GCSE Maths Functional Skills Maths Level 1 and 2 A Level Maths GCSE Science GCSE Biology GCSE Chemistry GCSE Design Tech GCSE Food Technology GCSE Psychology	GCSE Art GCSE Photo GCSE Music Arts Award A Level Art A Level Photo Preparing for Adulthood PSHE Pastoral Physical Activity GCSE History BTEC Health and Social Care (Level 2) BTEC Small Animal Care (Level 2) Enrichment			

Through the provision of qualifications and career pathways in each of the strands of our curriculum we ensure it remains balanced and supportive of our students overall development, while allowing an increasing amount of choice from Year 10 onwards.

7. Scheduling the Curriculum

The curriculum subjects are scheduled to fit in a 25 hour week as below.
There are different allocations per key stage to allow for different foci as appropriate.

Number of hours p/w	Key Stage 2 (Years 3-6)	Key Stage 3 (Years 7-9)	Key Stage 4 (Years 10-11)	Key Stage 5 (Years 12-15)
1	English	English	English	Preparing for Adulthood
2				Pastoral
3				PSHE
4				
5	Maths	Maths	Maths	Course 1
6				
7				
8				
9	Science	Science	Science / DT	Course 2
10				
11	Skills for Life	Skills for Life	Skills for Life	Course 3
12				
13	Pastoral	Pastoral	Pastoral	Course 4
14				
15	PSHE	PSHE	PSHE	Course 5
16				
17	PE (including Swimming)	PE (including Swimming)	PE	Course 6
18				
19	Music	Music	Option	Physical Activity
20	Art	Art		
21	Technology	Technology		
22	Computing	Computing	Enrichment	Enrichment
23	Target	Media		
24	Literacy	Humanities		
25				

Notes:

- Pastoral: All groups spend time with their teacher discussing the Collective Thought for the week, working with their Student Councillor, working on group skills, Topic (for Kst2) etc.
- Skills for Life / Prep for Adulthood: Explicit curriculum and weekly offsite visits to develop daily living, transport and community skills.
- Target: Explicit time in Kst2 for students to work with staff on personal, social and emotional programmes and activities towards the outcomes in their EHCPs.
- Literacy: Structured and explicit development of reading and writing.
- Key Stage 3 Humanities: Alternating History and Geography topics.
- Kst 4 Science & DT:
 - o Students choose between Science or Design Technology
- Kst 4 Option: Choice of
 - o GCSE Food Technology
 - o GCSE History
 - o GCSE Art
 - o GCSE Music
- Kst 5 courses:

- Students complete up to 6 courses, which include English and Maths for those still working towards a grade 4 in GCSE in either or both.
- A Level and BTEC courses have double weighting (6 hours) each, so students might complete 6 GCSEs, 4 GCSEs and 1 BTEC, 2 A Levels and 1 BTEC, or 3 A Levels.
- The list of courses available is displayed in the table in page 11.
- Kst5 Physical Activity: Focus during this hour is in promoting and engaging in physical activity, so that our students continue to lead an active life once they leave Alderwasley Hall
- Kst 4 and 5 Enrichment: Structured programme of Enrichment where students in Kst4 and Kst5 choose their preferred activity from a wide variety of enriching activities such as:
 - Duke of Edinburgh
 - Arts Award (Bronze)
 - Driving Theory
 - Environmental Action
 - Sports

This would lead to a balance within the curriculum as follows:

	Eng / Maths / Sci	Non Eng / Maths / Sci
Primary	40%	60%
KS3	44%	56%
KS4	40%	60%
	Qualifications	Personal Development
KS5	72%	28%

8. Impact of the curriculum

The success of the curriculum will always be measured by a range of hard and soft measurements. These include formal exam results, unit awards, access to employment, independent living, attendance, pupil voice, leavers destinations to name a few. All these outcomes are evaluated every year as can be seen through our yearly Exam results tracking document, Leavers destinations tracking document, students' curriculum and timetable survey to ensure that the curriculum continues to meet the needs of our students.

Appendix A: Key Principles of Curriculum Design

Dylan Williams (Principled Curriculum Design)

In summary, Dylan Williams describes 7 strands to the curriculum and encourages schools to look at the balance between the strands to ensure that it meets the needs of the cohort

Balanced: Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.

Rigorous: Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.

Coherent: Makes explicit connections and links between the different subjects/experiences encountered.

Vertically Integrated: Focuses on progression by carefully sequencing knowledge; provides clarity about what “getting better” at the subject means.

Appropriate: Looks to avoid making unreasonable demands by matching level of challenge to a pupil’s current level of maturity/knowledge.

Focused: Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.

Relevant: Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices

Curriculum design priorities for different key stages

Our current thinking is to design the curriculum with the following priorities for each key stage

Key Stage 1 & 2	Key Stage 3	Key Stage 4	Key Stage 5
coherent	coherent	Rigorous	Relevance
focused	focused	vertically integrated	Rigorous
appropriate	appropriate	appropriate	vertically integrated
balanced	balanced	balanced	Appropriate
vertically integrated	rigorous	Relevant	Balanced
relevant	vertically integrated	Focused	Coherent
rigorous	relevant	coherent	Focused

Appendix B: Core Curriculum Overviews

There are 4 Core Curriculum overviews – one per Key Stage:

<p>The Primary curriculum is planned with activities to help students develop the capacity to formulate and communicate ideas and feelings, whilst also enhancing perceptual skills through physical and sensory activities. Kst1 and 2 provide outstanding, quality-first teaching, and a personal curriculum, which is centred on the individual student’s imagination and potential. Every student is able to access this broad curriculum, as the curriculum enables flexibility for its delivery through whole, calls, small group and individual work.. The Primary Curriculum is intended to promote and rekindle a love of learning.</p>		
<p>English and Literacy Students learn to speak and write fluently so that they can communicate their ideas and emotions to others. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Students are supported to:</p> <ul style="list-style-type: none"> • read fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • Acquire a wide vocabulary and be able to write clearly, accurately and coherently, adapting their language for a range of purposes. <p>Our SLT team support lessons to promote phonological awareness and develop speaking and listening skills. The OT team deliver a handwriting programme that is used throughout Primary.</p>	<p>Art helps develop the motor skills of our students whilst also giving them a creative outlet and access to many sensory stimuli. It is an excellent stress relief and boosts self-confidence through tackling art projects and exploring art materials.</p> <p>Music education engages and inspires pupils to develop a love of music and their skills as musicians. This promotes their self-confidence, creativity and sense of achievement. Students respond and reflect on different genres and styles of music as well as exploring the emotions that listening and playing music can provoke.</p>	<p>STEM Students are taught through a variety of exciting subjects such as: Science, Design and Technology, Computing and Food Technology. Students are encouraged to ask questions about our world and think about ways to investigate scientific and technological questions about the world around them.</p> <p>Through a variety of projects, students are supported to develop a range of practical skills, solve problems, create innovative designs and communicate information. Food technology encourages students to experience a range of different foods and textures</p>
<p>Mathematics and Numeracy Through work in Forest Schools and cookery, playing games, using concrete materials and other practical tasks; students develop their sense of number and place value, gradually becoming more confident working with larger numbers and basic fractions. Number bonds are practised leading to fluency with all four operations.</p>	<p>Pastoral Time Pastoral time is based on inter-disciplinary education whereby learners are enriched by purposeful and meaningful experiences with their pastoral teacher. The school champions inclusive involvement which helps students acquire an important sense of belonging as well as building their self-confidence. Through a wide range of activities including: Forest Schools, outdoor learning,</p>	

<p>Through classroom teaching and therapeutic input, students develop skills with time, money, measurement and spatial awareness. Use of Mathematical symbols and vocabulary is embedded. Problem solving strategies and reasoning skills are developed through a range of practical and engaging activities.</p>	<p>sensory play and group skills, learning is tailored to the social and sensory needs of the individuals in the group. The PSHE Curriculum is delivered during pastoral time to encourage healthy lifestyles and help develop a sense of citizenship</p>	<p>Humanities aims to awaken in students a curiosity and fascination about the world and its people. By comparing our lives and locality to other places and periods in history, students are encouraged to understand our place in society and be accepting of differences</p>
<p>P.E Physical education inspires all pupils to succeed in a broad range of physical activities such as swimming sessions in our onsite swimming pool, trampolining, on site climbing wall and gym. We provide opportunities for pupils to become physically confident in a way which supports their health, mental wellbeing and fitness, and opportunities to complete in sports and other activities.</p>	<p>Skills for Life (SfL) Going out into the community can be challenging for many of our students. SfL visits in Primary encourage students to experience many local amenities, developing their road safety skills and their ability to communicate with a variety of people. Group skills are developed as students explore themes such as transport, leisure, navigation and shopping.</p>	

The Key Stage 3 curriculum continues the emphasis on a broad and balanced curriculum designed to further promote independence, literacy, numeracy, creativity and problem solving. Students are taught mostly in their pastoral base by their pastoral teacher but are introduced to a greater variety of teaching staff and a greater variety of specialised locations such as the Science Laboratory, Technology Rooms, Art Rooms and Music Rooms. Therapeutic input continues to inform the delivery of lessons, and teachers work flexibly to engage students, promote their curiosity, inspire their creativity and develop social skills. We believe in a three year Key Stage 3, to enable sufficient depth of learning to be provided within a broad range of subjects, to allow the future subject choice to be better informed. This is especially important for our cohort of students who may not have had a stable, full time education, prior to joining us

<p>English and Literacy We consolidate the written and spoken language skills developed in the Primary Curriculum. Class Readers are chosen to engage students, improve reading skills and develop understanding and inference. Other texts are used to generate interest with a variety of modes and genres of writing. Students are encouraged to write with imagination, flair and control. Literacy sessions are developed with SLT input through a combination of individual literacy programmes and whole group activities. They focus on spelling, grammar, punctuation, sentence structures and reading.</p>	<p>Maths and Numeracy Maths in KS3 follows the National Curriculum and is designed to build upon the fundamental skills learned in Primary. Students extend the range of numbers they use in calculations, they investigate number patterns, shapes and different ways to display information. The KS3 curriculum encourages students to solve problems, to make links between different areas of maths and to use mathematics in other curriculum areas. Learning key vocabulary and developing working memory are also important Numeracy lessons focus on maintaining good number skills, provide opportunities for number games allow time for numeracy intervention work and challenge students to solve functional problems</p>	<p>STEM Science in KS3 increases to three hours and aims to: Promote understanding of key scientific knowledge and processes. Challenge students to acquire practical skills and develop lines of inquiry. Deliver outcomes appropriate for subsequent Key Stages Technology lessons develop a broad range of practical skills and techniques. Students complete projects using a variety of materials including wood, plastic and electronics. Food technology develops cooking skills, an awareness of a healthy diet and encourages students to try new tastes and textures. Computing aims to embed skills and knowledge in a wide range of ICT and computing capabilities including Digital Literacy, design software and programming</p>
<p>In Art and Design young people develop and research ideas, experiment and refine their use of materials. They record from observation and present ideas visually.</p>	<p>Skills for Life Students develop the knowledge, skills and confidence to become active members of the community. Communication skills and problem solving are</p>	

<p>In Music students discover, create and evaluate music across a range of historical periods, genres, styles and traditions. Musical expression is valuable for many to relax Confidence is also developed though performance opportunities at a variety of events throughout the year.</p>	<p>developed whilst students are encouraged to widen their range of experiences and sense of wonder. Through a combination of visits and classroom based activities, students learn how to identify and access leisure facilities, travel with greater independence and learn the budgeting and homecare skills for independent living. Career pathways and further education are also studied</p>	<p>Pastoral In KS3 it is important for students to spend time with their Key team to reflect on the day, work on therapeutic activities, follow personalised intervention plans and enjoy a number of whole class games and activities. Time is spent delivering the PSHE programs in a way tailored to the needs and interests of the group. Sessions are planned in conjunction with the therapy teams, so that students are encouraged to develop healthy lifestyles, and become safe and active citizens in both Britain and the wider world. Through discussions and perspective taking, students are encouraged to respect themselves and their opinions of others. Pastoral Time is also used to develop a love of reading for pleasure, to practise weekly spellings, for team challenges and to encourage speaking and listening through debating a range of issues Charitable work and enterprise projects are also used to encourage groupwork and citizenship skills</p>
<p>Physical Education Activities are planned to develop coordination and motor skills as well as encouraging students to participate in a range of physical activities including adapted or modified games. Our climbing wall is particularly effective in developing student confidence and problem solving skills Weekly swimming sessions are included to develop water confidence and aim to ensure all students develop into confident swimmers.</p>	<p>Humanities Develops understanding of how different cultures relate to each other in the world in which we live today, and how this has changed over time. The skills of the historian and the geographer are developed to encourage empathy, consideration of bias and an understanding of maps and statistical information.</p>	

The Key Stage 4 curriculum is designed to enable all students to achieve external qualifications in Maths, English, and a STEM subject. All students also study a creative option due to the many emotional benefits this brings and some may choose to develop this into an additional qualification. Tailoring the academic route to the emotional and language needs of the students (and their past educational history) is crucial and some students may study for their GCSEs over three years to maximise their chances of fulfilling their potential. A (minimum) two year KS4, provides an opportunity for students to select some specialist areas of interest to study further, leading to potential future career paths.

English and Literacy

Students in in KS4 English consolidate and develop written and spoken language skills learned in KS3.
We work to ensure that every student achieves a recognised qualification at an appropriate level: Step up Silver/Gold, Functional Skills or GCSE.
GCSE English focuses on reading with understanding and inference, writing using Standard English displaying clear structure according to purpose and audience. Writing using a range of vocabulary and sentence structure to with engagement and flair.
The Step Up courses are designed for those not quite ready for GCSE, whilst Functional Skills develops an awareness of style combined with the skills of communication and understanding required for the world of employment.

Maths and Numeracy

In KS4 Maths we prepare students for either Entry Level Certificate of GCSE according to their ability and readiness for external examinations. Those who complete the entry level certificate quickly, may continue onto the functional skills course if they are still not ready for GCSE.
Students continue to consolidate their skills in number, algebra, ratio and proportion, geometry and statistics. They use appropriate technology to assist their work and we use games, puzzles and quizzes to help embed key rules and vocabulary. There is a focus on applying their skills to real life problems, communicating their methods and analysing the reliability of statistics they see in the media

STEM

In KS4 STEM (Science, Technology, Engineering, Maths) students can study to achieve IGCSE or ELC Science, to aid their progress towards further Scientific qualifications. Students may take a Technology course such as BTEC Design & Technology or Food Studies if their individual pathway or onward studies requires it.
Students are encouraged to relate scientific knowledge to the world around them and practical tasks and experiments are used to engage, explain and foster a curiosity to learn more.
All KS4 courses are “combined sciences” containing elements of Biology, Chemistry and Physics.

<p>Creative In KS4, students have an opportunity to engage in multiple creative options such as Art in both 2D and 3D form, Photography and Music. Students are able to explore a significant variety of practical methods with an emphasis on "exploration and sensory development". Every student is taught towards GCSE qualifications and this may lead onto AS and A-Level study, according to a students' interest, career path and ability.</p>	<p>Skills for Life (Year 10) and Preparation for Adulthood (Year 11) With a balance of classroom and community based tasks, students continue developing skills to manage money, access leisure facilities, budget and use public transport. As students progress, they are able to complete tasks with a greater level of independence. Careers and daily living skills are now of increased importance and students may visit job centres or local colleges and learn how to plan and cook meals and clean both their clothes and their future homes</p>	<p>Pastoral Pastoral time is valuable to build strong relationships between the pastoral teacher and students now that the majority of other lessons are taught by specialist teachers. The pastoral programme is designed to be flexible and respond to individual interests whilst also providing opportunities to maintain the focus on vital skills such as reading for pleasure, speaking and listening, numeracy and other bespoke targets. The PSHE programme is delivered with support and input from the therapists within the Key Team. Topics include: health and wellbeing, the environment, relationships, careers, the legal system and staying safe, both online and in the community. The focus and style of delivery is adapted to engage the students in each group and respond to their levels of knowledge and understanding. Pastoral time is also used for discussions on issues related to ethics, beliefs and our role as citizens both within Britain and in the wider world.</p>
<p>Physical Education Students experience a range of physical activities from individual fitness work in our gym to modified team games. A range of external activities such as trampolining, cycling, walking, canoeing and golf are included to enable students to find a sport that they enjoy and may continue with outside of school.</p>	<p>Enrichment: Our Enrichment programme offers our students the opportunity to engage in a wide variety of activities to "enrich" their lives and gain new experiences. Students select a course for 6 or 12 weeks and are encouraged to move onto a new activity for the following half term. Options can range from Car maintenance to woodwork and Local History, according to student interest and availability</p>	

The Key Stage 5 Curriculum is designed to help transition students to the next stage of their education journey. Students can study for additional GCSEs or BTEC courses that will form the foundations for their future career paths. Most students are supported in their final year/s of their placement to access specialist courses at an external college on either a part-time or full-time basis, whilst for others regular work experience forms a vital role in exploring and preparing for future careers and increase their independence and self-esteem.

English: All students in Key Stage 5 that have not achieved a grade 4 in GCSE English continue to study English, following the most appropriate course to their ability and career pathway. Options available include completing GCSE English as a 2 year course; re-sitting GCSE in one year if a student requires a higher grade; or completing a Functional Skills course.
Functional Skills English can be taken at Levels 1 or 2. The Functional Skills course develops skills in speaking, listening, reading and writing using functional tasks such as composing emails, understanding a text, letter writing or speaking to an audience.
Those who have achieved grade 6 or above in GCSE English can complete A level English Language.

Maths: Students in Key Stage 5 who have not achieved a grade 4 in GCSE Maths are expected to continue with Maths according to their ability and career pathway. This can be through completing GCSE Maths as a 1 or 2 year course or completing a Functional Skills course. Functional Skills Maths can be taken at Levels 1 or 2. Students completing Functional Skills develop their capacity to use concepts such as fractions, percentages, area, averages, formulae and probability to solve everyday problems. Those who have achieved grade 4 or 5 can take GCSE Higher Maths if they want to have a higher grade, and those that have achieved grade 6 or above can complete GCSE Statistics or A Level Maths.

Preparation for Adulthood (PfA): The Key Stage 5 PfA curriculum is designed to develop the essential skills for independent living. Students use a variety of public transport options and access an expanding range of community settings, with greater levels of independence. We develop further awareness of different careers and the varied routes into these, through visits to employers, colleges and Universities. The lessons also include work on Financial Education to enable our young people to be financially literate by the time they leave school. The subject combines a combination of onsite activities and offsite visits.

Creative: Students in Key Stage 5 who want to engage in a creative subject have the option of enrolling on GCSE or Level in Art or Photography, or GCSE in Music, or Arts Award Silver.

Other subjects on offer through our Options programme:

- **BTEC Health and Social Care** (Level 2)
- **BTEC Animal Care** (Level 2)
- **CNAT Sport** (Level 2)

Pastoral : Students in Key Stage 5 have dedicated time with their tutor, which is used with the following aims: covering the PSHE syllabus for Key Stage 5 and developing their personal and social skills through personal and group projects and challenges. Sessions are designed to be discursive, debating current affairs, social issues and areas of interest.

<p>Enrichment: Our Enrichment programme offers our students the opportunity to engage in a wide variety of experiences to “enrich” their lives. Students select and enjoy an Enrichment activity for 6 or 12 weeks and are expected to move onto a new activity for the following term/half term. Examples include: drama, driving theory, textiles and woodcraft.</p>	<p>Physical Activity: For one hour a week students are engaged in a physical activity of their choice within a range of options, with a focus on enjoyment and health. Staff facilitate and participate too!</p>	<p>STEM: Students in Key Stage 5 can choose an area of Science and Technology, to further their knowledge and skills. Students can complete iGCSE Science or Chemistry if this is relevant to their future pathway. They may choose GCSE Psychology, GCSE Design Technology or GCSE Food Technology.</p>
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