



Reynalds Cross Vision:

To be the best of the best; to be a place where "Every Individual" really does matter, to maximise independent learning and enjoyment in line with school aims; and to be a, positive, happy and fun learning environment with outstanding features.

14-19 Curriculum Policy

Date adopted: 17th October 2017

Signed: _____
Chair of Governors

Next Review date: October 2018

Signed _____
Head Teacher

14-19 Curriculum Policy

14-19 Co-ordinator – Jacqui Lucas

Introduction

This policy is intended to ensure consistency of teaching and learning within the 14-19 stage. The 14-19 curriculum should enhance learning through:

- Preparing students for life after school through the teaching of four main areas including functional skills, living skills, future planning and subject studies.
- Delivering high quality accredited programmes of study validated by recognised awarding bodies.
- Personalisation of timetables by offering some choice in the range of subjects our students study.
- Following the National Curriculum for Key Stage 4 students (although this may be adapted to meet the needs of our students).
- Encouraging students to become as independent as possible.
- Offering a broad, balanced and relevant curriculum to Key Stage 5 students based on developing the knowledge and skills they need to become a valued member of society.

Organisation

Students within the 14-19 stage are grouped by ability to allow class teachers to use the best strategies for their group's specific educational needs. This also allows for the appropriate allocation of staff to the ability groups (i.e. those groups with more independent students may require less staff than a group with students who need lots of support to complete straightforward activities). Classes are given a colour name so students are mostly unaware of their ranking. Colour names are felt to be suitable as they are used in many of the local colleges and because they allow for colour coding of signs, worksheets etc. to give extra support to some pupils.

Allocation to classes

During the summer term discussions begin about the allocation of pupils to classes for the new academic year. Initially, students are ranked according to previous performance in accreditation and/or school APP data and placed into proposed class groups. Once this is completed 14-19 stage staff meet to discuss students maturity, learning style, possible future destination and also group dynamics and, if necessary, move students to make classes that offer the best learning experiences for the pupils.

Curriculum content

All students in the 14-19 stage follow a five year cycle of subjects which aims to prepare pupils for life after Reynolds Cross and also takes into account possible future destinations. The content also meets the statutory requirements of the Key Stage 4 National Curriculum (although this may be adapted to make it relevant to our pupils). Each year the number of students and therefore classes can change so to tackle this problem four ability phases have been created - each year class teachers can then be advised of which phases their class will be following. The appendix shows an example of this and also the levels, possible destinations, accreditation, subjects and assessment. Possible exceptions in the curriculum content are shown below:

1. Sometimes a class may span two different phases and, if this is the case, the class teacher must look at both phases and decide on which route is more suitable for each individual pupil. To make this process easier to manage (and to encourage groups to integrate) everyone within the 14-19 stage works on the same topic for each subject each term although this may be at different levels.
2. It may be that a pupil may stay in the same group for a number of years. Opportunities for these students to progress are built into the curriculum (e.g. Citizenship for KS4 students is a two year cycle based around the topic of themselves. Citizenship for KS5 students is a three year cycle based around the next developmental stage - getting on with others and my community).

3. Phase three is for pupils working at entry one. For this phase sometimes two different options of qualifications are given. This is to allow pupils to work on the same qualification as the peers in their class but at a level appropriate to them.

Personalising learning

In order to allow students to have some choice over what they are learning, and give personalisation to their timetables, they have option based activities. These include:

Options afternoon - This is a weekly option session where students choose what they would like to do. Each option lasts a term and is based on the Key Stage 4 areas of the arts, design and technology, humanities and modern foreign languages.

College courses - Where appropriate students working in Key Stage 5 have the opportunity to attend college courses. Pupils working at phases three and four attend vocational courses at local colleges based on learning about jobs they are interested in which they have identified in their individual transition plans.

Further personalisation - In some cases pupils may need their access to the curriculum personalised even further and this is done in accordance with their statement or EHC plan.

Recording and assessment

All pupils within the 14-19 stage work on qualifications at different levels (see appendix for more details) which are externally moderated and accredited. However, assessment of the following is also carried out:

Key Stage 4 pupils work towards the schools own APP in English, mathematics, science, on the "Developmental Walls" (Local Authority tracking tool)

Key Stage 5 pupils work towards the schools own APP in English and mathematics based on "Developmental Walls"

Accreditation in English and mathematics

English and maths accreditation is completed at entry one as this is the most suitable to meet the pupils needs - although individual allocation is made for those pupils who are working beyond this. Each English and mathematics qualification takes a year to complete and has a particular focus (e.g. reading, measure). It is recognised that it would not be good practice to work on one particular focus for a whole year and neglect the other areas (e.g. speaking and listening, number). To address this issue each term is allocated a different strand of English and mathematics (i.e. Autumn term = speaking and listening/number, Spring term = reading/measure and Summer term = writing/handling data). The result of this is that most of the accreditation data is collected in one term although class teachers should aim to look for opportunities to collect data for accreditation across the year where possible.

Planning for 14-19 classes

Long term plans for the five year cycle can be found on the school shared drive in the 'new curriculum' folder and on the school website. Medium term planning frameworks (to be completed by class teachers) are written on a termly basis by the 14-19 curriculum coordinator and are also found in the 'new curriculum' folder on the shared drive. Teachers save their completed planning in the 'planning' folder also on the shared drive.

Key Stage 2 & 3 pupils within the 14-19 Stage

Due to the fluctuating sizes of cohorts each year, the key stage three year groups may be following some components of the 14-19 curriculum alongside those in the 14-19 stage. When this does occur it is up to the class teacher to look at the long term and medium term planning for the appropriate Key Stage and the 14-19 curriculum phase. They will then need to decide on an appropriate plan for the challenge of teaching the different key stages within one class. This may mean that topics may need to be adapted and, this is acceptable, provided that the pupils are still receiving their statutory National Curriculum entitlement. Staff working with these pupils will also need to follow the internal standardisation procedures for APP.

Related policies

The school has effective strategies to support transition planning, careers education, work related learning and positive alternatives to work and these can be found in the 'Future Planning Policy'. Also, the majority of the 14-19 curriculum work produced is accredited by Asdan and policies relating to these qualifications can be found on the schools shared drive.

Monitoring

The effectiveness of this policy will be monitored through scrutiny of planning, learning walks, lesson observations, achievement of targets, achievement of qualifications, scrutiny of work and end of year reports (refer to assessment/monitoring policy).

APPENDIX



REYNOLDS CROSS SCHOOL 14-19 CURRICULUM TYPICAL ROUTES

Class group	Approximate curriculum phase and level	Possible destinations post school	Accreditation	Subjects to support possible destinations			Other information	
				Functional skills	Personal and social development	Subject studies		Future planning
BLUE	PHASE ONE M1-3 P1-3	College Day centre Direct payments	Award in Personal Progress	<ul style="list-style-type: none"> English Mathematics Computing 	<ul style="list-style-type: none"> Supported living skills Personal development Citizenship 	<ul style="list-style-type: none"> Enrichment options Physical education Religious education Science (KS4) 	<ul style="list-style-type: none"> Positive alternatives to work Transition planning 	Students in KS4 to continue to be assessed against 'p' levels for English, mathematics, computing, science and PSHE. When students move to KS5 they need to be moved to adult milestones for English and mathematics.
				<ul style="list-style-type: none"> English Mathematics Computing 	<ul style="list-style-type: none"> Supported living skills Personal development Citizenship 	<ul style="list-style-type: none"> Enrichment options Physical education Religious education Science (KS4) 	<ul style="list-style-type: none"> Positive alternatives to work Transition planning 	
ORANGE	PHASE TWO M4-8 P4-8	College Day centre Direct payments	Diploma in Personal Progress	<ul style="list-style-type: none"> English Mathematics Computing 	<ul style="list-style-type: none"> Supported/ independent living skills Personal development Citizenship 	<ul style="list-style-type: none"> Enrichment options Physical education Religious education Science (KS4) 	<ul style="list-style-type: none"> Positive alternatives to work/ employability Transition planning 	
				<ul style="list-style-type: none"> English Mathematics Computing 	<ul style="list-style-type: none"> Supported/ independent living skills Personal development Citizenship 	<ul style="list-style-type: none"> Enrichment options Physical education Religious education Science (KS4) 	<ul style="list-style-type: none"> Positive alternatives to work/ employability Transition planning 	
RED	PHASE THREE Entry 1 NC Level 1	College Volunteering Employment Direct payments	Diploma in Personal Progress OR Certificate in Personal Progress and Entry 1 qualifications in Employability/Personal and Social Development	<ul style="list-style-type: none"> English Mathematics Computing 	<ul style="list-style-type: none"> Independent living skills Personal development Citizenship 	<ul style="list-style-type: none"> Enrichment options Physical education Religious education Science (KS4) 	<ul style="list-style-type: none"> Employability Transition planning 	
				<ul style="list-style-type: none"> English Mathematics Computing 	<ul style="list-style-type: none"> Independent living skills Personal development Citizenship 	<ul style="list-style-type: none"> Enrichment options Physical education Religious education Science (KS4) 	<ul style="list-style-type: none"> Employability Transition planning 	
PURPLE	PERSONALISED ROUTE Various	Various	Various	Students to follow personalised timetables. They are linked to other groups where they can integrate with sessions as appropriate but have the purple class base to return to.				