



Curriculum Policy

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Sandwell Valley School and Sandwell Community Care Trust Training Curriculum Policy

Mission

The mission of Sandwell Valley School and Sandwell Community Care Trust Training is to encourage both staff and students 'To Inspire each Other'.

Our Aim

We aim to facilitate a culture for our students and staff which develops and builds on knowledge and essential key skills underpinned by values which promote self-belief and respect in one's own ability.

Objectives

Our objective is to provide students, who cannot access mainstream education on a full time basis, the opportunity to achieve at least five GCSEs grade A* - G, together with an option to take vocational qualifications and gain a breadth of knowledge/skills across subjects such as PSHD, Humanities, Sport and optional Music and Art.

We achieve this through tailored teaching and learning situations, individualised approaches to behaviour management and through high expectation and challenge of students.

Progression routes

Progression routes are discussed and planned with each student. Although the Centre is matrix accredited, we work in partnership with Connexions who have allocated two Careers Advisors who attend on a weekly basis to work with students. During academic year 2015, 98% of the students went into a positive progression. Connexions followed through those students who had not secured a progression. The curriculum is inclusive and promotes personal achievement and success. Its breadth and challenge equips students for life beyond year 11.

Our aim is to meet the needs of young people preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Sandwell Valley School and Sandwell Community Care Trust Training recognises that:

- The world of 2020 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independent of school.
- Adulthood entails economic participation but more.

18+ year olds will still be at an early stage of learning

- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

Sandwell Valley School and Sandwell Community Care Trust Training's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

Curriculum

1. Curriculum aims

The curriculum should inspire and challenge all students and prepare them for the future. The School's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful students, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- Have and be able to use high quality personal, learning and thinking skills (PLTS) and become independent students.
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.

1. The curriculum outcomes

Sandwell Valley School and Sandwell Community Care Trust Training's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities at the academy.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.

- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the academy and between phases of education, increasing students' choice during their academy career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.
- Ensure that the curriculum incorporates, and is improved and extended by, the science, arts and humanities.
- Develop a specific curriculum for key stage 3 (year 9) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- Design a key stage 4 curriculum which meets the needs of students, parents and wider society.
- Design a post-16 curriculum such as the Study Programme offer between level 2 and level 3 qualifications. This will allow students an additional year of study to prepare more thoroughly in order to follow the post-16 courses on offer.
- Design a post-16 curriculum which is not constricted by the curriculum offer from Sandwell Valley School and Sandwell Community Care Trust Training alone but incorporates other schools/colleges which may be in partnership with the Sandwell Valley School and Sandwell Community Care Trust Training.
- Benefit other secondary schools and the local authority in the area.

2. Roles and responsibilities

The Principal will ensure that:

- All statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

The governing body will ensure that:

- It considers the advice of the Principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

Team Leaders for KS3, KS4 and KS5 will ensure that:

- They have an oversight of curriculum structure and delivery within their key stage
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with Tutors/Coordinators on a regular basis and that actions are taken where necessary to improve these.
- Long term planning is in place for all courses. Such schemes of learning will be designed and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.

- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of students
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the appropriate tutors informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the administration team. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the academy curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.
- Parents and carers will:
 - Be consulted about their children's learning and in planning their future education.
 - Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
 - Be informed about the curriculum on offer and understand the rationale behind it.

3. Monitoring, evaluation and review

The governing body will receive an annual report from the principal on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Delivery

Teaching groups, class sizes and grouping by ability

In year 9 students are placed in tutor groups of approximately 10-15 and work in these groups for all subjects other than Maths, English and Science where students are grouped by ability to allow for appropriate support and challenge. In years 10-11 class sizes average 15 for higher ability students but are considerably smaller for those students for whom more support is required.

As from September 2016, the school day starts at 9.30 am and ends at 2.15 pm and consists of five 60 minute lessons split by three breaks.

Key stage 3

Years 9

A dedicated team of teachers and specialist staff continue the best practice of the primary phase of education in a “familiar” environment whilst introducing students to the breadth of the secondary curriculum. The idea behind the KS3 curriculum is to develop the fundamental skills of numeracy and communication, including literacy and ICT skills, through a project based approach around key themes onto which are mapped the national curriculum targets.

Currently year 9 students have the following number of periods per subject per fortnight

Subject	Periods
English	4
Maths	3
Science	3
Sports and PE	2
Arts	2
Geography	1
History	1
PSHE	1
Citizenship	1
ICT	2

Key stage 4

Eventually KS4 will be a 3 year key stage beginning in year 9. Students will follow a set of core courses all leading to a potential qualification. This core will be supported by a range of optional courses. Within the combination of subjects available students will have the chance to study for the GCSE/Functional Skills/Vocational qualification.

Years 10:

Subject	Periods
Maths	4
English	4
Sports and PE	2
Science	3
Business	4
ICT	2
PSHE	0.5
Humanities	2
3 option columns: Art, Health & Social Care, Citizenship, BTEC Hospitality, Learning Support, Workskills, History and Geography	3 lessons in each column

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Music is available in two lessons drawn from IT and PE. Some college provision is available.

Subject	Periods
Maths	4
English	4
Sports and PE	2
Science	3
Business	4
ICT	2
PSHE	0.5
Humanities	2
Citizenship	0.5
3 option columns: Art, Health & Social Care, Citizenship, BTEC Hospitality, Learning Support, Workskills, History and Geography	3 lessons in each column

ESOL

Students who are new to the UK require more support in developing English skills as well as integrating into the local community. The Centre is accredited to deliver ESOL qualifications from Entry level up to Level 2 in both English and Mathematics. Students follow the EDXCEL programme specification and in addition cover Citizenship, History, Work skills and PHSE. As the main cohort of students referred to the Centre are Year 11 and referred from mid-year onwards, the Centre has secured funding which provides students to progress onto the Study Programme in Year 12 if they wish to further develop knowledge and skills.

Design and Structure

Curriculum Plan Key Stage 4

The curriculum model at KS4 provides variety, breadth and stretch. Students have the opportunity to follow mainstream curriculum and study up to 5 GCSEs at Foundation or Higher tier, complete a vocational/Functional Skills in Health and social care, Business, ICT, Maths, English and English as a second language (ESOL). Students who attend Impact on this curriculum have been deemed able to sit GCSEs by their current referral roll schools.

GCSEs

Students are taught in a maximum class size of 14, subject to the needs of the individual students. There is one teacher and one learning support assistant present in each class.

There is expectation for learning, development and success in the following subjects:

Mathematics

English

Citizenship

ICT

Business

Humanities

English as a Second Language (ESOL)

The accredited qualifications have been approved through Pearson, AQA and OCR. The Centre has been inspected/spot checked by the Joint Council of Qualifications as well as receiving regular visits by the awarding bodies.

Students also participate in PSHD, Humanities and options including Music and Sports. Science, Geography, History and Physical Education will be introduced as either selected chosen units or full subjects in late 2016.

GCSE English 4700

This qualification covers the subject content of the three Units:

Unit 1: Understanding and producing non-fiction texts

External examination which represents 60% of the total GCSE mark, this includes section A, Reading, 30% and B Writing, 30%.

Unit 2: Speaking and listening

This is a controlled assessment

Unit 3: Understanding and producing creative texts

This is a controlled assessment total of 40% of the GCSE mark. This consists Part A: Literary reading, 20% of the total mark. Part B: Producing creative texts, 20% of the total of GCSE marks.

Summary of assessment

Unit 1: Understanding and producing non-fiction texts

Section A: Reading

Tier H candidates answer four compulsory questions based on three reading sources.

Tier F candidates answer five compulsory questions, including those requiring short responses, based on three shorter reading sources.

Section B: Writing

Both Tiers candidates do two compulsory writing tasks – one shorter task worth 16 marks and one longer task worth 24 marks.

Unit 2: Speaking and Listening

Candidates must be assessed on three equally weighted activities:

- Presenting
- Discussing and Listening
- Role Playing

Each activity will be marked separately out of 15 and the marks added together to give a final mark out of 45.

Unit 3: Understanding and producing creative texts

Part a: Understanding creative texts (literary reading) – candidates choose up to three tasks from the bank of published titles for the year the candidate certificates. They must write about their study of literary texts, drawing on a play by Shakespeare, a text from the English Literary Heritage and a text from a different culture. Each task will be marked separately out of 15 and the marks added together to give a final mark out of 45.

Part b: Producing creative texts – candidates choose two tasks from the bank of published titles for the year the candidate certificates. The two tasks do not have to be equal in length as this will be determined by the type of creative writing the candidates choose to do. Each task will be marked out of 15 and a further 15 marks are available for accuracy. The marks will be added together to give a final mark out of 45.

ESOL (Pearson EDEXCEL)

Students who are new to the UK require more support in developing English skills as well as integrating into the local community. The Centre is accredited to deliver ESOL qualifications from Entry level up to Level 2 in both English and Mathematics. Students follow the EDXCEL programme specification and in addition cover Citizenship, History, Work skills and PHSE. As the main cohort of students referred to the Centre are Year 11 and referred from mid year onwards, the Centre has secured funding which provides students to progress onto the Study Programme in Year 12 if they wish to further develop knowledge and skills.

Three Units:

- Speaking and Listening assessed internally
- Reading assessed through exam
- Writing assessed through exam

Mathematics 8300

Whilst undertaking this subject, students are encouraged to develop time management skills, confidence and tackle barriers relating to this subject by seeing the relevance of maths in everyday life. As well as discrete groups, aspects of maths is embedded within other subjects to reinforces skill development.

Overview of content

- 1 Number
- 2 Algebra
- 3 Ratio, proportion and rates of change
- 4 Geometry and measures
- 5 Probability
- 6 Statistics

Assessments

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series.

Paper 1 Non Calculator

- written paper: 1 hour 30 minutes
- 80 marks
- non-calculator
- 33⅓% of the GCSE Mathematics assessment

Paper 2 Calculator

- written paper: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33⅓% of the GCSE Mathematics assessment

Paper 3 Calculator

- written paper: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33⅓% of the GCSE Mathematics assessment

GCSE Citizenship 4105

Students will develop skills such as critical thinking, decision making and collaborative working. Students will learn to explore the concept of democracy. Students develop personal and social skills increasing self-confidence and taking on responsibility. The active citizenship element is developed through controlled assessment which accounts for 60% of the GCSE mark.

Theme 1: Community action and active citizenship

Theme 2: Being a citizen in the UK: democracy and identity

Theme 3: Fairness and justice

Theme 4: Global issues and making a difference

All of the themes require links to be made between local, national, European and global dimensions

Unit 1: Citizenship Studies

- Written Paper: 1 hour
- 40 marks
- 20%

Unit 2: Advocacy and Representation

- Controlled assessment
- 60 marks
- 30%

Unit 3: Citizenship Studies

- Written paper: 1 hour
- 40 marks
- 20%

Unit 4: Taking Informed and Responsible Action

- Controlled Assessment
- 60 marks
- 30%

GCSE Information and Communication Technology 4520

Students develop transferable skills, thinking creatively, logical and critically and in particular problem solving and collaborative working skills. The application of ICT is embedded within other subjects to reinforce knowledge and application.

Section A

Current and emerging technologies

- -Computer systems and mobile technologies
- Current input and output devices
- Storage devices and media
- Communications and entertainment.

Section B

A range of ICT tools and techniques

- - Systems life cycle
- - Working with information to solve problems
- - Operating systems and user interfaces
- - Applications software
- - Word processing, DTP, web design and other presentation software
- - Graphics production and image manipulation

- - Spreadsheets and modelling software
- - Databases
- - Web browsing and e-mail
- - Web logs and social networking
- - Data logging and control software.

Section C

Society's use of ICT

- -Legal issues
- - Social and economic issues
- - Political, ethical and environmental issues.

Section D

Collaborative working

- - Principles and processes of collaborative working.

Assessment

Unit 1 Systems and Applications in ICT (120 marks)

1 hour 30 minutes

40% of the marks

Externally assessed

Section A:10 structured questions featuring a range of types of questions from very short to questions requiring 2 or 3 line answers. (72 marks)

Section B: 3 structured questions featuring short and extended answer questions. (36 mark)

Unit 2 The Assignment: Applying ICT (100 marks)

Approximately 25 hours of Controlled Assessment 30% of the marks

Internally assessed, externally moderated

The description of a situation will be provided by AQA each year. Within the given situation, and working independently, candidates will be asked to solve one or more tasks requiring independent use of ICT. A new Assignment will be provided every year by AQA. Candidates must submit the Assignment current for the year in which they enter for the exam.

Unit 3 Practical Problem Solving in ICT (100 marks)

Approximately 25 hours of Controlled Assessment 30% of the marks

Internally assessed, externally moderated

The purpose of this unit is to ask candidates to solve practical problems which they may meet in education, the community or in the work place. ICT must be used to solve the problem. Each year six tasks will be provided by AQA. The centre can then choose which tasks to make available to its candidates. More than one task per teaching group can be used in each series.

GCSE Business 4130

Business Studies will enable students to:

- develop knowledge and understanding of the business world.
- become good communicators, asking lots of questions and to weigh up alternative ideas and proposals.
- develop an inquiring mind.
- develop skills in finding out information; how to obtain information and where to find the information.
- develop skills in information technology and numeracy.
- develop skills of critical thinking.

The course requires students to submit a mixture of written papers and controlled assessment units.

Assessed by:

Unit 1 – Setting up a Business

Written Paper (1 hour)

60 marks/40%

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Unit 2 – Growing as a Business
Written Paper (1 hour) 60 marks/35%
Controlled Assessment

Unit 3 – Investigating Businesses
40 marks/25%

Physical Education

A physical education session is scheduled for half a day per week. A partnership agreement is in place between the Centre and the local leisure centre which enables students to use facilities and options such as gym, spinning classes, swimming and the sports hall for organised sports such as football and netball. Trained Instructors are in place during the sessions.

Curriculum

Key areas will include; physical activity with diet, work and rest for personal health and a balanced healthy lifestyle, health, fitness and a healthy active lifestyle, fitness as one aspect of general health, differences between health and fitness and how they are related, the adoption of a healthy active lifestyle, for example:

- jobs involving manual labour
- jobs involving being on feet all day
- an outdoor job
- walking/cycling to work/school
- practical leisure pursuits.

The concept of 'fitness' as the capability of the body to meet the daily demands made upon it with some comfort/without stress. Fitness capability in terms of the components that serve the body in different degrees, at different times to meet different demands, either separately or in combination, including the following:

- Strength – dynamic, explosive, static
- Speed
- Power
- Cardiovascular endurance/stamina
- Muscular endurance/stamina
- Flexibility/Suppleness

- Agility
- Timing

Skeletal and muscular systems need to be understood in the above contexts, where applicable.

Training

Specific exercise or training programmes including advantages and disadvantages, training and practice to improve fitness/skills/techniques, such as:

- Weight training
- Circuit training
- Interval training
- Fartlek training
- Continuous training.

Aspects of training

- Principles of training – including sessions and programmes
- Threshold
- Specificity
- Progression
- Overload (including frequency, intensity and duration)
- Reversibility
- Repetition/sets
- Training zones
- Rest/recovery.

Diet

- Through a balanced diet the body receives the nourishment it needs to maintain physical health
- Knowledge and understanding is limited to: proteins, carbohydrates, fats, vitamins, minerals, water/fluids, fibre/roughage
- Causes and results on the body of dietary imbalance/deficiency with particular reference to obesity and anorexia
- Special diets for different types and levels of active participation; to include carbohydrate loading and high protein diets.

Emotional health and wellbeing

- Vulnerable individuals and groups
- Bullying policies
- Behaviour and rewards policies
- Confidential pastoral support systems.

Cultural and Social factors

Leisure Time

- Opportunities available – reasons for increased leisure time, e.g. greater unemployment, shorter working week, technological advances including more labour-saving devices.
- Growth in the leisure industry (public and private sector) to provide for this greater need.
- Providers and users – local authority provision specifically targeting particular ‘user groups’ and making concessions and allowances for them.
- Fairness and personal and social responsibility
- Concepts of etiquette and fairness – examples of where this is expected to take place within different sports
- The link with rules – adherence to the rules and spirit of the game, including responding positively to the officials in charge (teachers/coaches, etc.) to ensure safety.
- Social groupings
- Peers – positive and negative effects of peer pressure on participation
- Family – positive and negative effects of family pressure on participation
- Gender – positive and negative effects of gender on participation in sport including wider sporting opportunities and involvement in management and officials’ roles
- Ethnicity – awareness and appreciation of their own and other cultures in relation to physical activities.

Health, safety and the well-being of others

- Play safe, and health and safety legislation and guidance
- Correct technique when performing a skill
- Use of appropriate footwear and clothing to prevent injury
- Carrying, lifting and lowering – guidance on correct techniques.

Science (scheduled for 2016)

Biology

Component 1 (Keeping Healthy)

Component 2 (Inheritance, Evolution and the Environment)

Chemistry

Component 3 (Materials from the Earth)

Component 4 (Oils, Earth and Atmosphere)

Physics

Component 5 (Energy transfer and efficiency)

Component 6 (Electricity and Waves)

Personal Health and Social Education (PHSE)

PSHE promotes the emotional, social and health development of young people. It includes

- the acquisition of information on a range of health issues that are relevant to their age, maturity and understanding including emotional health and well-being, sex and relationships, diet and exercise, alcohol, tobacco and other drugs, careers and safety;
- the development of emotional and social skills including skills for learning, achieving, managing change and looking after health;
- the exploration and clarification of values and beliefs including respect, morality and an understanding of cultural diversity.

Personal identities

- a) Understanding that identity is affected by a range of factors, including a positive sense of self.
- b) Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.
- c) Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievement and employment.

Healthy lifestyles

- a) Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- b) Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.
- c) Dealing with growth and change as normal parts of growing up.

Risk

- a) Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations.
- b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- c) Developing the confidence to try new ideas and face challenges safely, individually and in groups.

Relationships

- a) Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.
- b) Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.
- c) Understanding that relationships can cause strong feelings and emotions.

Diversity

- a) Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b) Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

Key processes

These are the essential skills and processes in personal wellbeing that students need to learn to make progress.

Critical reflection

Students should be able to:

- a) reflect critically on their own and others' values and change their behaviour accordingly
- b) reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure
- c) identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals
- d) reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- e) develop self-awareness by reflecting critically on their behaviour and its impact on others.

Decision-making and managing risk

Students should be able to:

- a) use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary
- b) find and evaluate information, advice and support from a variety of sources and be able to support others in doing so
- c) assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so
- d) use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help
- e) identify how managing feelings and emotions effectively supports decision-making and risk management.

Developing relationships and working with others

Students should be able to:

- a) use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply this to new situations
- b) use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- c) work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration

- d) demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely
- e) explore feelings and emotions related to changing relationships and develop skills to cope with loss and bereavement.

Health and Safety

Students will be able to identify:

- where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.

GCSE Geography A 9030

Aimed at broadening students understanding of the natural world and the ever expanding civilization that inhabits it, the course offers a range of teaching and learning activities based on whatever approach is best to adopt for the situation or particular students. This inspires them to become global citizens, giving them the opportunity to explore their place in the world, their values and their responsibilities to other people.

Students studying specification A will:

- study physical processes and how they produce diverse and dynamic landscapes over time
- learn about the interdependence of physical environments and the interaction between people and the environment
- receive balanced and manageable coverage of both Physical and Human Geography.

This specification allows students to develop:

- personalised independent learning
- communication skills
- technological skills such as ICT and Geographical Information Systems
- interpersonal skills through debate and discussion
- Literacy, Numeracy and problem-solving skills

GCSE Art 4200

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This two unit specification enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Assessment is by Unit 1: Portfolio of Work (Controlled Assessment) 60 per cent and Unit 2: Externally Set Task 40 per cent

Art based study can be defined as practice that usually involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience or respond to a theme or issue.

Craft based study can be defined as practice that usually involves making activities that draw upon knowledge of tools, materials and process and associated intellectual, creative and practical skills.

Design based study can be defined as practice that usually involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.

GCSE Science B 4500

Unit 1 – My world

Theme 1 – My wider world

3.3.1.1 Our changing universe

3.3.1.2 Our changing planet

3.3.1.3 Materials our planet provides

3.3.1.4 Using materials from our planet to make products

Theme 2 – Life on our planet

3.3.2.1 Life on our planet

3.3.2.2 Biomass and energy flow through the biosphere

3.3.2.3 The importance of carbon

Unit 2 – My family and home

Theme 1- My family

3.4.1.1 Control of body systems

3.4.1.2 Chemistry in action in the body

3.4.1.3 Human inheritance and genetic disorders

Theme 2 – My home

3.4.2.1 Materials used to construct our homes

3.4.2.2 Fuels for cooking, heating and transport

3.4.2.3 Generation and distribution of electricity

Theme 3 – My property

3.4.3.1 The cost of running appliances in the home

3.4.3.2 Electromagnetic waves in the home

Unit 3 – Making my world a better place

Theme 1 – Improving health and wellbeing

3.5.1.1. The use (and misuse) of drugs

3.5.1.2 The use of vaccines

3.5.1.3 The use of ionising radiation in medicine

Theme 2 – Making and improving products

3.5.2.1 Uses of electroplating

3.5.2.2 Developing new products

3.5.2.3 Selective breeding and genetic engineering

Theme 3 – Improving our environment

3.5.3.1 Environmental concerns when making and using products

3.5.3.2 Saving energy in the home

3.5.3.3 Controlling pollution in the home Unit 4 – Using practical and Investigative Skills in Context.

3.6.1 Plan an investigation

3.6.2 Assess and manage risks when carrying out practical work

3.6.3 Collect primary and secondary data

3.6.4 Process primary and secondary data

3.6.5 Analyse and interpret primary and secondary data

Embedded throughout Science studies we will seek to promote horticulture and general gardening as both a means of getting students physically involved in the world around them and as a therapeutic/enrichment activity.

GCSE History 9140

This History specification is one of two offered by AQA - the other is History Specification B (Modern World History) - which covers the history of Britain, Europe and the world in the 20th century, from international and national perspectives.

Throughout the specification there are opportunities to study History in a variety of ways - in depth, through time, in a local context and from different cultural perspectives. This will help candidates appreciate the diversity of the societies studied, and the experiences of the people in those societies.

It builds on Key Stage 3 studies and prepares students for the study of A-level History.

Both studies in development will include nominated topics in Section A of the paper, chosen from the specification content and changed on an annual basis.

Unit 4A: Medicine Through Time (91404A)

Written Paper - 1 hour 20 mins - 42** marks - 50%

Unit 3: Historical Enquiry - History Around Us (91403)

Controlled Assessment - 40 marks - 50%

British History

Overarching Aims

In addition to the prescribed curriculum and accredited learning, we aim to promote the following as much as possible across all programmes and age groups:

Linguistic

This area is concerned with developing students communication skills and increasing their command of language through listening, speaking, reading and writing. Students linguistic skills will be developed across GCSE English and ESOL qualifications. Students will also have the opportunity to practice skills across all other subjects taught at the Centre.

Scientific

This area is concerned with increasing students knowledge and understanding of living things, materials and physical processes and with developing the skills associated with Science as a process of enquiry. Skills will be developed through BTEC Science modules providing students with the opportunity to undertake theoretical and practical activities. The centre has plans to introduce courses in Electronics to support and reinforce the skills within this area.

Mathematical

Students will undertake GCSE Maths which will enable students to make calculations to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly.

A range of activities and assessment methods will enable students to develop skill using practical activity, exploration and discussion.

Mathematics will be embedded within topics across other subjects to reinforce relevance to everyday activities.

Technological

Technological skills will be developed through GCSE ICT which will encompass the following: developing, planning, communicating ideas, work with tools, equipment, materials and evaluating processes and products. Students will also use ICT across other subjects to reinforce knowledge and skills in relation to technology.

Human and Social

This area is concerned with people and how they live, with their relationship with each other and their environment. Activities will enable students to explore how human action now and in the past has influenced events and conditions. Skills will be developed through GCSE modules in geography and history and PHSE.

Physical

Physical studies will support students development in managing physical control and coordination as well as tactical skills and imaginative responses. In addition students will acquire knowledge and understanding of basic principles of fitness and health. External Leisure Centre (West Bromwich) provides the centre with the use of facilities such as football, netball, basketball and optional swimming.

Aesthetic and Creative

Teaching and Learning will involve the promotion and development of students capacity to respond emotionally and intellectually to sensory experience and to appreciate beauty and fitness for purpose through Art, Music and the study of literature, students will be able to explore and understand feelings and the process of making, composing and inventing.

Spiritual, Moral, Social and cultural development

Again Citizenship is a key subject by which students gain an understanding of laws, responsibilities and the global perspective affect them. The Citizenship specification includes Human and Legal rights, Rights and Responsibilities, Diversity and Multi-culturalism, Law and Society and the political process; whilst this subject raises issues of political choice we remain totally politically unbiased in our teaching. The students gain an understanding of tolerance by being educated about beliefs, cultures and religious aspects. PHSE is an inherent part of our day where we address social issues that may occur and consider appropriate routes to resolve any difficulties that may hinder earning outcomes.

Enrichment

Students will be able to undertake sports at the local West Bromwich Leisure Centre as part of this timetable and also in their own time as per their membership. Music sessions will include opportunities for students to learn to play instruments as well as singing and composing. Local trips will include theatre performances to support English Literature as well as trips to local points of historical and cultural importance. This will include Oak House, Priory Ruins and Sandwell Valley Victorian Farm and Museum. Presentations from external employers, specialist agencies and the police will add to the promotion of developing an awareness of issues which face young people and also promote progressions through motivational speakers.

Career Development, Progression and Additional SEN

Progression

Student progression is important to the Centre. We have achieved a matrix award for meeting the standards required for delivering advice and guidance. This process is supported by Connexions who provide an Advisor specifically for school students. The Advisor is present on premises one day per week and will see groups of students as well as on an individual basis. We support students making the move from Key stage 3 TO Key stage 4. This enables year 9 students to gain an insight into requirements for GCSE studies. We encourage all our students partake in post sixteen education and support them in their transition into this. We have established agreements with local providers to secure funding to deliver programmes for Year 12 and 13, full time Study

programmes as well as Apprenticeships. We support students with college applications and interview preparation and interviews with them where necessary.

Special Education Needs

We act upon information provided to us by the student's previous/ roll school.

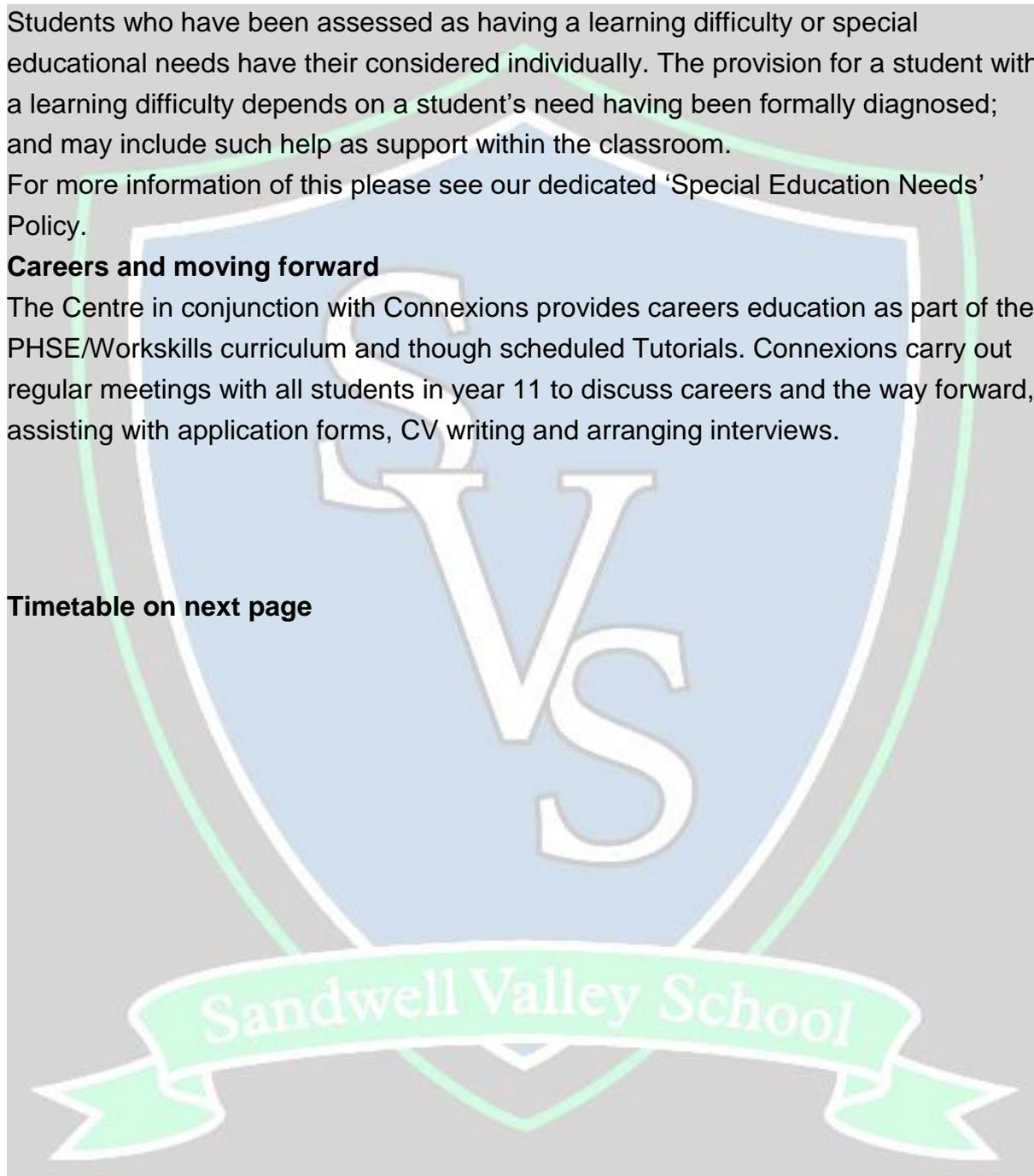
Students who have been assessed as having a learning difficulty or special educational needs have their considered individually. The provision for a student with a learning difficulty depends on a student's need having been formally diagnosed; and may include such help as support within the classroom.

For more information of this please see our dedicated 'Special Education Needs' Policy.

Careers and moving forward

The Centre in conjunction with Connexions provides careers education as part of the PHSE/Workskills curriculum and though scheduled Tutorials. Connexions carry out regular meetings with all students in year 11 to discuss careers and the way forward, assisting with application forms, CV writing and arranging interviews.

Timetable on next page



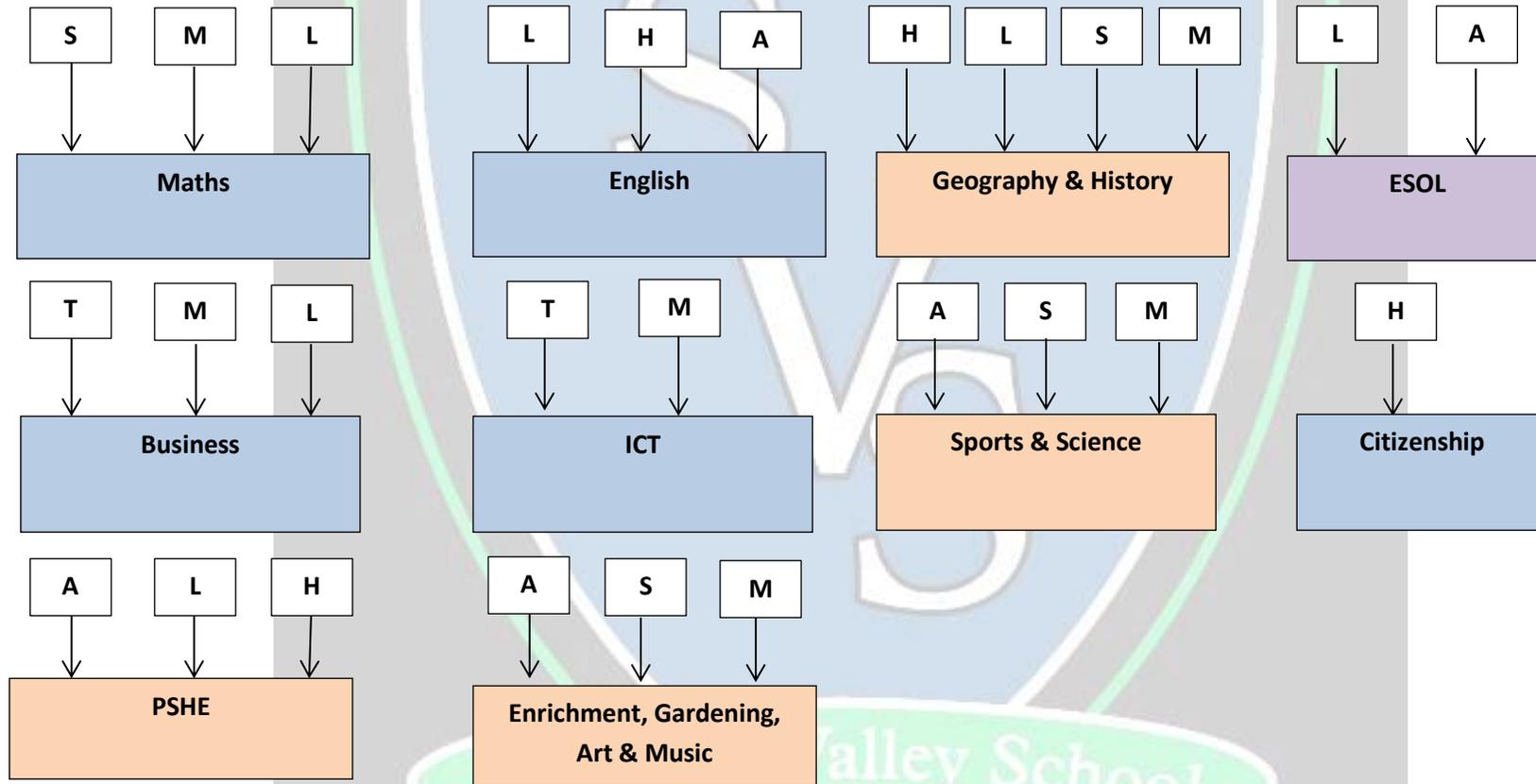
Timetable



	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject	Subject
Year 7											
Year 8											
Year 9	GCSE Maths	GCSE English	GCSE ICT	GCSE Business	GCSE Citizenship	PSHE/ESOL	Sports/Science	History & Geography	Music/ Art/Gardening	Careers/Work Skills	Humanities
Year 10	GCSE Maths	GCSE English	GCSE ICT	GCSE Business	GCSE Citizenship	PSHE/ESOL	Sports/Science	History & Geography	Music/ Art/Gardening	Careers/Work Skills	Humanities
Year 11	GCSE Maths	GCSE English	GCSE ICT	GCSE Business	GCSE Citizenship	PSHE/ESOL	Sports/Science	History & Geography	Music/ Art/Gardening	Careers/Work Skills	Humanities
Year 12											
Year 12											
Year 13											
Year 13											

As from 2016/17 Combined Science will be Timetabled for Year 9, 10 & 11

Overview of Curriculum



Skills Development Areas

KEY: Linguistic (L), Mathematical (M), Scientific (S), Technological (T), Human & Social (H), Aesthetic & Creative (A)

KEY: GCSE, GCSE Units, Other Accredited Qualification

Individual curriculum maps are available for each subject.

Date: September 2018

Review Date: September 2019

