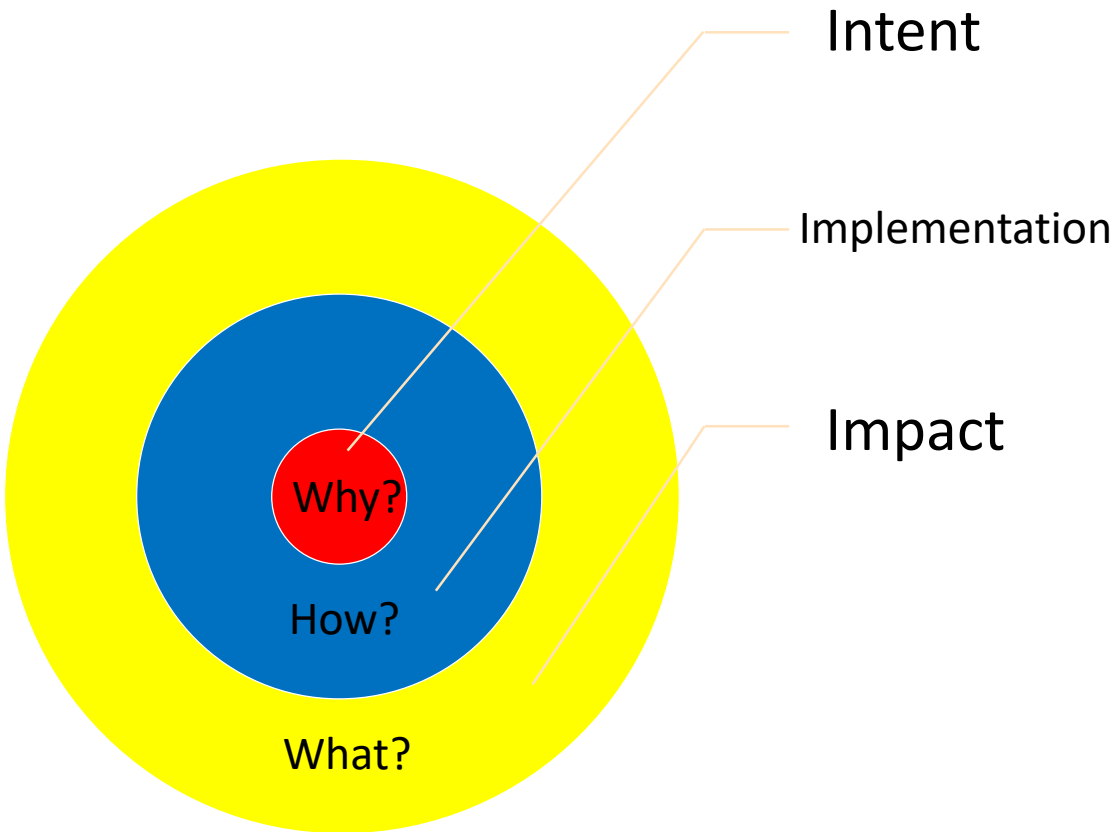


Post 16 Moving On Curriculum – 2023-2024

'The curriculum is the yardstick for what school leaders want their pupils to know and to be able to do by the time they leave school. It is therefore imperative that the new inspection framework has curriculum as a central focus.' HMCI (2018)



Why am I teaching what I am teaching?:

Tailored to the individual learning styles of each pupil the focus is on engaging the whole student by taking a flexible approach which aligns closely with their interests. We develop autonomy and broaden choices and opportunities in a range of contexts, for example, citizenship and community, domestic and everyday life, the workplace, leisure, education and training, travel and using ICT in social roles. Develop specific skills and capabilities in contexts for communication, speaking and listening, reading and writing, engaging with the world. Develop skills to make and communicate informed choices. Develop as high a degree of personal independence and safety as possible.

How am I delivering the learning?:

Real-life meaningful and practical tasks that engage the students across:

Literacy by Sharing Information, Creating an Interest, literacy for Information, Literacy for Life and Leisure, Literacy for the Future

Numeracy by Maths in everyday Life, Maths for Life, Maths for the community, Maths for Design and Maths for the Future

ICT by Keeping in touch, for pleasure and information, enterprise, ICT and Creativity and ICT for the Future

All our learning is cross curricular through Community Education, Enterprise, Life and Work Skills, Independence and enrichment activities.

Students also access Music, Outdoor Education and Employability/Careers through Subject leaders.

What difference will I make?:

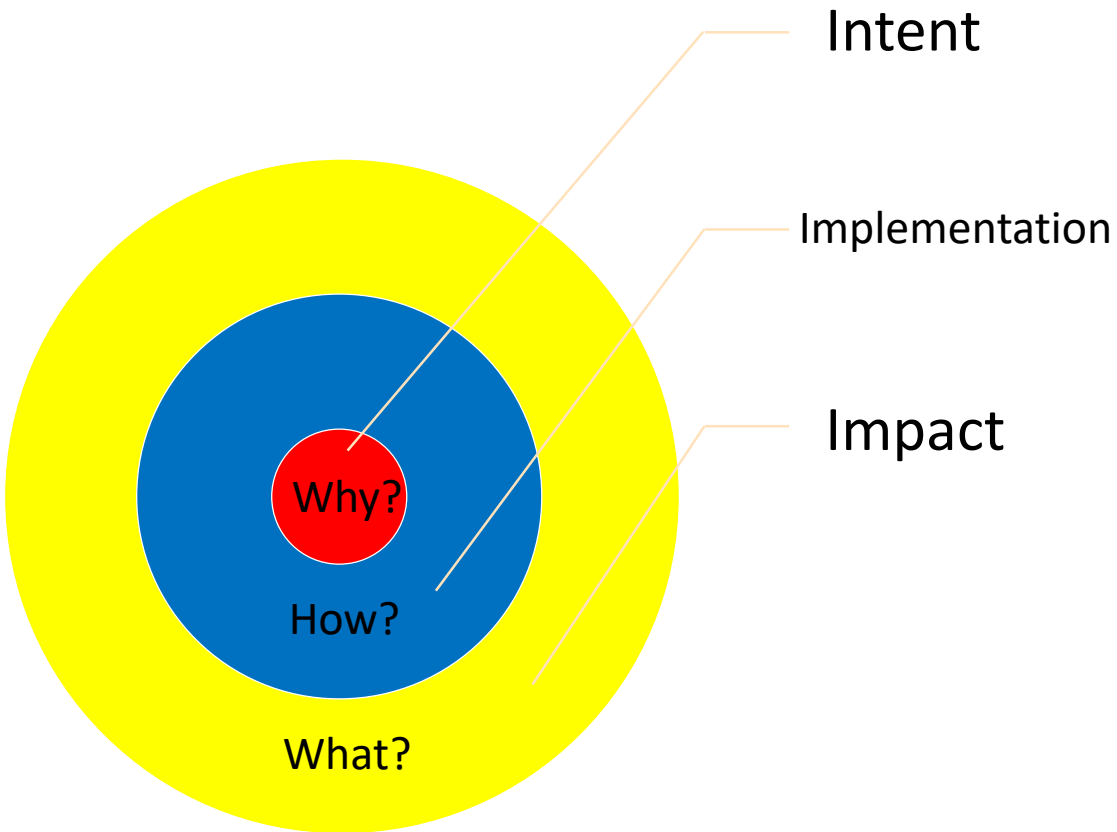
Students are assessed 6 times a year with 3 IEP reviews per annum and 3 PLG reviews. This allows a holistic and flexible approach to mapping both linear and lateral progress, which can be reviewed and adjusted to ensure the students' needs are a constant priority. There is a great emphasis on our pupils mastering their skills so that they are transferable to different situations and are achieved with maximum independence.

Maximising potential for confident and independent futures.

Assessment – Students' progress is assessed and captured using the Evidence for Learning App. We assess progress against IEPs (small steps drawn down from EHCP outcomes) and individual Pupil Learning Goals which are reviewed three times a year. These are discussed between all stakeholders including parents, professionals (OT/S</Ed Psych) and teaching staff and are the agreed priorities for each student based on their individual potential and pathway.

Post 16 Futures Curriculum – 2023-2024

'The curriculum is the yardstick for what school leaders want their pupils to know and to be able to do by the time they leave school. It is therefore imperative that the new inspection framework has curriculum as a central focus.' HMCI (2018)



Why am I teaching what I am teaching?:

Tailored to the individual learning styles of each pupil the focus is on engaging the whole student by taking a flexible approach which aligns closely with their interests, future aspirations and preparation for adulthood. We provide real world learning opportunities to prepare young people for a meaningful, happy, and safe life beyond school.

How am I delivering the learning?:

Real-life meaningful and practical tasks and opportunities that engage the students in the community and workplace through:
 Functional numeracy and Literacy, Communication and team building, work experience and workplace safety, social and emotional resilience, health and wellness, independence in life and work skills, personal development and technology, community access and independent travel training.
 Our learning is cross curricular and linked to accredited units from the National Open College Network (NOCN). These units are Nationally recognised, delivered by the class teacher and submitted annually in June.

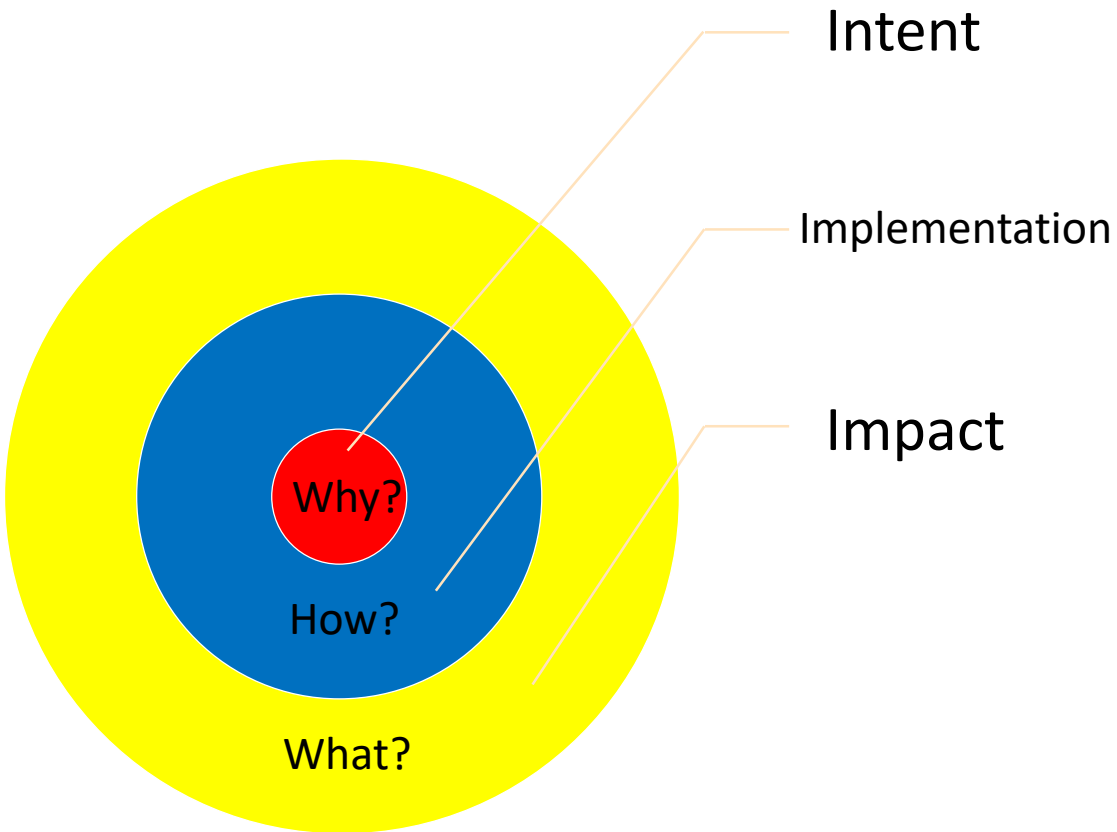
What difference will I make?:

Students are assessed with 3 IEP reviews per annum and assessment via accreditation for Functional English and Maths (EL1, EL2, EL3 and Level 1). Students' complete assessment books for the chosen units which are submitted at annually in June. All accreditation is nationally recognised and provides prerequisite learning to access college or internships. This allows a holistic and flexible approach to mapping both linear and lateral progress, which can be reviewed and adjusted to ensure the students' needs are a constant priority. There is a great emphasis on our pupils mastering their skills so that they are transferable to different situations and are achieved with maximum independence. Students leaving the Futures Pathway will be prepared to access their exit route/aspirations with the confidence, resilience and determination to be successful in whatever path they follow. **Maximising potential for confident and independent futures.**

Assessment – Students' progress is assessed and captured using the Evidence for Learning App. We assess progress against IEPs (small steps drawn down from EHCP outcomes) and individual Pupil Learning Goals which are reviewed three times a year. These are discussed between all stakeholders including parents, professionals (OT/S</Ed Psych) and teaching staff and are the agreed priorities for each student based on their individual potential and pathway.

Post 16 City Futures Curriculum – 2023-2024

'The curriculum is the yardstick for what school leaders want their pupils to know and to be able to do by the time they leave school. It is therefore imperative that the new inspection framework has curriculum as a central focus.' HMCI (2018)



Why am I teaching what I am teaching?:

Tailored to the individual learning styles of each pupil the focus is on engaging the whole student by taking a flexible approach which aligns closely with their interests, future aspirations and preparation for adulthood. We provide real world learning opportunities to prepare young people for a meaningful, happy, and safe life beyond school.

How am I delivering the learning?:

Real-life meaningful and practical tasks and opportunities that engage the students in the community and workplace through:

Functional numeracy and Literacy, Communication and team building, work experience and workplace safety, social and emotional resilience, health and wellness, independence in life and work skills, personal development and technology, community access and independent travel training and self-advocacy. Our learning is cross curricular and linked to accredited units from the National Open College Network (NOCN). These units are Nationally recognised, delivered by the class teacher and submitted annually in June. Work experience will be included to ensure pupils are able to apply their skills within real environments and situations. We will develop their aspirations, skills and interests to be able to complete longer work placements that are meaningful, develop further skills and provide a real taste for employment. Opportunities for supported internships or courses from relevant training providers will be pursued.

What difference will I make?:

Students are assessed with 3 IEP reviews per annum and assessment via accreditation for Functional English and Maths (EL1, EL2, EL3 and Level 1). Students' complete assessment books for the chosen units which are submitted at annually in June. All accreditation is nationally recognised and provides prerequisite learning to access college or internships. This allows a holistic and flexible approach to mapping both linear and lateral progress, which can be reviewed and adjusted to ensure the students' needs are a constant priority. There is a great emphasis on our pupils mastering their skills so that they are transferable to different situations and are achieved with maximum independence. Students will have experienced the world of work and from this starting point as many as possible will have developed the necessary skills to enter meaningful employment in the future and be a valued member of the community. **Maximising potential for confident and independent futures.**

Assessment – Students' progress is assessed and captured using the Evidence for Learning App. We assess progress against IEPs (small steps drawn down from EHCP outcomes) and individual Pupil Learning Goals which are reviewed three times a year. These are discussed between all stakeholders including parents, professionals (OT/S</Ed Psych) and teaching staff and are the agreed priorities for each student based on their individual potential and pathway.