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**Curriculum Statement**

The principles of this policy are underpinned by our whole school ethos and values.

**Vision Statement**

**Aspirational Destination Pathways**

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| **EMPOWER**  Empower our pupils to live in the wider word. Taking ownership of their emotional wellbeing, behaviour and social development to open up multiple destination pathways. | **LEARN**  Learn new skills and expand their knowledge in a wide range of contexts and subjects to open up multiple destination pathways. | **ACHIEVE**  Achieve the best possible outcomes in a wide range of qualifications to open up multiple destination pathways. |

We achieve this by supporting our pupils to be:

In the

Right Place

Ready to Learn

Respectful.

We want every pupil to be happy and successful, to have an excellent, positive experience at the ELA and to leave feeling they have absolutely achieved their full potential.

At Enterprise Learning Alliance (ELA) we recognise that pupils who attend the school exhibit a wide range of both emotional and educational needs, which by their very nature can impinge negatively upon their progress.

The intent is always to provide them with the highest quality provision.

ELA provides a curriculum which is enriched by a range of planned activities and experiences to enhance learning and personal development so that all young people:

* Learn new skills and expand their knowledge in a wide range of contexts and subjects
* Are Empowered to build their cultural and educational character to enhance positive destinations
* Achieve the best possible outcomes in a wide range of qualifications to open multiple destination pathways.

ELA curriculum seeks to promote the following values:

* Education as an important and on-going process, which enriches the lives of all members of the community and through this, the society in which they live and to which they contribute.
* Education as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being of the individual.
* Education as a route to equality of opportunity for all.
* Education should also reaffirm our commitment to the virtues of truth, justice, honesty, tolerance, trust, respect and a sense of duty.

The implementation of the curriculum, therefore, is flexible, inclusive and offers continuity, coherence and progression.

The ELA curriculum motivates and provides challenge for all young people whatever their ability and promotes achievement for all with the desired impact of a positive destination for all pupils.

It is important that schools referring pupils to their AP/PRU support the curriculum offer and where appropriate, work with the PRU to ensure smooth reintegration and transition.

ELA’s character and behaviour approach is an outstanding provision that builds a foundation to enable pupils to access the ELA’s academic curriculum

The school's character and behaviour approach aims to:

* Encourage pupils to understand, value and demonstrate the positive behaviour traits that would make them well-rounded, grounded citizens;
* Support the development of the skills required to function in and contribute to society;
* Support social and emotional development, in order for pupils to better understand themselves and work on their weaknesses; and
* Instil pupils with a moral compass and skills in understanding and interacting with other people

We work with all pupils to improve their self-esteem and self-regulation to enable them to overcome barriers to learning. The ELA seeks to nurture positivity and self-belief around achievement and combat low aspirations.

Our character and behaviour approach achieves this for our pupils through:

**Trauma informed practice**

ELA operates within a trauma-informed approach, where there is a recognition that pupils are emotionally de-regulated, staff support pupils to regulate, often through co-regulation, and then relationships are re-established through reconnection. Part of this process will also be to remind the pupils that there will be a consequence for their choice of behaviour.

Strategies for supporting pupils displaying challenging behaviours and displays of anger, are based on: an understanding of the functioning and development of the brain, the reminders of the link between choices and consequences, the role that trauma and adverse childhood experiences has on development and the importance of an emotionally available adult to support with the P triple Rs – Protect, Relate, Regulate and Reflect.

**Growth Mindset**

We encourage a growth mindset from all our staff and pupils. Growth mindset is the theory that intelligence can be developed rather than set and we share this understanding with our pupils. We support our pupils to develop a growth mindset through a learning environment which normalises challenges and struggling as part of the learning process. We consistently challenge fixed mindsets by reframing language and see mistakes as an opportunity to develop skills and knowledge. Pupils will be supported to develop a growth mindset through establishing a culture in the classroom which is challenging, inspiring, rewards effort and sets manageable goals to combat low aspirations.

**Thrive**

The Thrive Approach teaches children self-awareness, self-management, social awareness, relationship skills and responsible decision making. Research from the Education Endowment Fund and several other sources compared schools that do teach and do not teach SEL. They found that schools that do teach SEL had improved social and emotional skills, attitudes, behaviour and academic performance. It provides all members of the school community a vocabulary to talk about emotions and behaviour.

The Thrive approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by pupil’s behaviour. We will work closely with our Thrive practitioner to ensure that all chosen sessions will capture identified ways of being and stage respectful activities that will have been identified through a Thrive assessment.

**Mental Health and Wellbeing**

At ELA we are committed to our pupil’s and staff mental health and wellbeing, we seek to ensure that every member of the school community can learn and achieve. We are all aware that positive mental health is key, and we have whole school approaches along with targeted and specialist interventions in place to meet that commitment. It is during childhood and adolescence that mental health problem often begins. The mental health and emotional wellness of a child is clearly linked to physiological and social development and so their ability to access our provision of education.

The mental health and wellbeing support we have devised is tailored to the individual need of each pupil as our role in promoting emotional wellness is integral to achieving academic progress and personal development

**The curriculum offers:**

**Key Stage 3 Rationale**

The focus of our KS3 curriculum is to teach pupils how to build their skills and knowledge in their academic behaviour and character curriculum to enable them to successfully transition back to mainstream school. Key stage 3 provision at ELA provides short term respite and reintegration support. Therefore, the Key stage 3 curriculum not only provides a core offer of English, mathematics and P.E, but focuses on additional learning and intervention to promote personal development and wellbeing skills. Our KS3 curriculum offers a broad perspective through the delivery of project learning. This provides opportunities for pupils to expand their knowledge through a wide range of topics covering; life throughout time, geographical study, creative arts and Spiritual moral social and cultural themes (SMSC).

Evidence of the impact of this curriculum is that 44% of pupils referred to the ELA in 2022-2023 successfully re-integrated back to a mainstream setting

**Key Stage 4 Rationale**

Whilst pupils attending ELA are not considered less academically able, it is recognised that their learning, prior to the point of them being referred, is likely to have been significantly disrupted. Therefore, ELA focus on the following:

* + Percentage of pupils staying in education or employment after key stage 4 (destination)
  + Percentage of pupils achieving the threshold in English and mathematics
  + Progress from key stage 2 to key stage 4
  + Progress from key stage 2 towards their identified destination pathway

Evidence of the impact of this curriculum isevery pupil at the school achieved a qualification in the last academic year. There was also in increase in the number of pupils gaining 4 or more qualifications in the last academic year. Pupils achieving higher passes also increased with 20% of the cohort achieving 4+ grades 4 to 9 with English and Maths. The results from last year highlight the continuous improvement in the standard of teaching and the curriculum delivery at ELA.

ELA had strong destination data with only 2 pupils becoming NEET, just 7% of the cohort.

**Year 11 2023 planned destinations at 21.7.22**

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| Destination | Percentage | Number of pupils |
| College | 83 | 25 |
| Training provider/apprenticeship | 10 | 3 |
| Pending (awaiting interview/confirmation of place) | 0 | 0 |
| No offer | 7 | 2 |

**Enterprise Learning Alliance curriculum consists of three Knowledge Pillars**

**Enterprise Learning Alliance Curriculum Intent**

**The ELA curriculum motivates and provides challenge for all young people whatever their ability**

**and promotes achievement for all with the desired impact of a positive destination for all pupils.**

Knowledge Pillar 1

EMPOWER

SMSC Curriculum Strand

Knowledge Pillar 3

**ACHIEVE**

Core Curriculum

Strand

Mathematics

English

Science

Knowledge Pillar 2

**LEARN**

Vocational Curriculum Strand

Below are the qualifications the Enterprise Learning Alliance offer in each knowledge pillar. Each pupil will have an individualised pathway.

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| **English Language and Literature** |
| **English Language AQA GCSE Level 1-9 QAN Code 60142923**  **English Literature AQA GCSE Level 1-9 QAN Code 60144476** |
| **This qualification fits into the overall curriculum intent of ELA by:**  When pupils leave ELA we want them to be confident speakers, effective writers and enthusiastic readers who have developed and continue to show a love of learning. As a teaching team we strive to challenge and support our pupils from their various starting points to reduce the barriers that literacy may pose.  ELA is committed to supporting the spiritual, moral, social and cultural development of all of our pupils across KS3 and KS4. These opportunities will be developed to meet the needs of all pupils and consider contextual factors such as demographical area. An overview of how SMSC is mapped into our curriculum is evidenced as part of the medium term plans.  The teaching of English at ELA fully supports the whole school ethos by:   * **Empower**ing young people to gain new knowledge and skills in writing, reading and communication. A commitment to support the spiritual, moral and development of all pupils * By **learn**ing new skills and knowledge to challenge and support pupils to reduce the barriers that literacy may pose linked to the National Curriculum * Supporting pupils to **achieve** recognised qualifications during their time at ELA and underpin achievements in further education and working life.   Our curriculum across both key stages, centres around a number of key threads:   * Reading fluency and comprehension, to support the ability to select and synthesise evidence and to identify and interpret explicit and implicit information. ​ * Explore the impact of language and structure by explaining how writers use techniques to effect and influence readers​ * Identify ideas and perspectives across a range of texts​ * Evaluate texts critically, giving personal opinions whilst using textual details to support points​ * To communicate ideas clearly, effectively and imaginatively adapting the purpose, audience and form​ * To use a range of vocabulary, sentence structure, punctuation with accurate spelling ​ * Listen and respond to the ideas of others, answer questions and respond to feedback​ * Use spoken Standard English to effectively present ideas and attitude   Throughout key stage 3 and key stage 4 we interweave a number of key reading spines. These include:  Reading: Morality (M), tragedy (T), Greek mythology (GM), honour (H), fate (F), redemption and judgement (RJ)  Subtly(SDT), characters(C), structure(s), narratives and narrators(NN), and register and tone (RT)  This allows pupils to build upon their knowledge and skills by linking to their existing schema and having a common understand of key ideas/concepts across a range of texts.  **Key Stage 3 Curriculum**  The KS3 English curriculum at ELA is varied, challenging, and centred on creativity. From entry, pupils are encouraged to become confident speakers, effective writers, and enthusiastic readers through the study of poetry, non-fiction and fiction texts.  At ELA we foster a reading culture through the use of high quality texts and a number of centre specific initiatives to develop pupils to be confident and enthusiastic readers.  The scheme of work is developed around thematic links underpinned by skills to develop communication, reading and writing. Teachers plan to meet the needs of learners starting with what pupils already know and what they need to develop. Topics provide both continuity and progression for pupils.  Topics this year include:   * Greek Mythology * Shakespeare * Appearance and Reality * Words of War * 19TH Century Gothic Fiction * A Curious Incident of the Dog in the Night Time   **KS4 English**  **GCSE English Language and English Literature**  ELA offer ALL pupils in KS4 the opportunity to take the AQA GCSE English Language and the Spoken Language endorsement. The school is able to offer additional qualification in Step Up to English and AQA GCSE English Literature which are considered, taking into consideration the pupil’s ability, prior attainment and progress, interest and wants of the pupil and post 16 options. Pupils and parents views will play a part in any decision made.  **English Literature**  English Literature covers a wide range of themes through three key texts and a poetry collection. Pupils should expect to be challenged and work hard if they want to succeed.  The school covers set texts but will attempt to accommodate pupils who have previously studied alternative texts for the benefit of the pupil. Pupils need to recognise that their study of English Literature will require independent study and taking additional extra curricula opportunities to catch up where applicable. |
| **Course Content:**  English Language is covered through a number of themes across the two year course which may change dependent on the interests of the cohort. Previous themes have included:   * Fights for Freedom * Trapped * All in the Mind * Town and Country * Leisure and Travel   The scheme of work allows pupils to engage in a wide range of texts tailored to be interesting and engaging as well as preparing pupils for the comparative element of the exam in Paper 2.  **English Literature**  As a school we cover the following texts:   * Romeo and Juliet * An Inspector Calls/ A Curious Incident of the Dog in the Night Time * A Christmas Carol * Poetry: Power and conflict |
| **Course Assessment**  Pupils will undertake two examinations for English Language:  **Paper 1: Explorations in Creative Reading and Writing: duration 1 hour 45 minutes and 50% of the GCSE**  **What will be assessed?**   * Section A Reading: one literature fiction text * Section B Writing: descriptive or narrative writing   **Paper 2: Writers' Viewpoints and Perspectives: duration 1 hour and 45 minutes and 50% of the GCSE**  **What will be assessed?**   * **Section A Reading:** one non-fiction text and one literary non-fiction text * **Section B Writing:** writing to present a viewpoint   **AQA GCSE English Language Proforma**  In addition, to the two exams pupils will undertake a **Spoken Language Endorsement** on a topic of their choice.  Pupils will undertake two exams for Literature:  **Paper 1: Shakespeare and the 19th-century novel duration: 1hour 45 minutes and 40% of GCSE**  Pupils will be given an extract to write about in detail and then relate to the rest of the play.  **What will be assessed?**   * Romeo and Juliet * A Christmas Carol   **Paper 2: Modern texts and poetry: duration 2 hours 15 minutes and 60% of the GCSE**  **The paper is divided into three sections:**   * **Section A Modern texts:** An Inspector Calls /A Curious Incident of the Dog in the Night Time(play script) * **Section B Poetry:** pupils will answer one comparative question on one named poem printed on the paper and one other poem from the cluster Power and conflict. Pupils will study all 15 poems in cluster * **Section C Unseen poetry:** Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem They should be able to compare key features such as their content, theme, structure and use of language. |
| **Parental Support:**  You can support your child in the following ways:   * Encouraging them to read widely * Supporting an improvement in vocabulary * Making sure they are in their lessons and on time * Purchasing revision booklets. The class teacher will be able to support here * Ensure your child takes every opportunity for extra support |

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| **Mathematics** |
| **EDEXEL GCSE Level 1-9 QAN Code 60147003** |
| **This qualification fits into the overall curriculum intent of ELA by:**  Mathematics is an essential part of a balanced curriculum that is both well matched and challenging to pupils’ needs. All pupils should become fluent in the fundamentals of mathematics and should be able to reason mathematically and solve problems by the application of their mathematical understanding. We endeavour to ensure that pupils develop an enthusiastic and creative attitude towards mathematics that will stay with them throughout their lives. ​  **Key Stage 3 Mathematics**  The Key Stage 3 curriculum has been designed to secure and deepen pupils understanding and confidence with number work and calculations. Develop understanding of shape and space with 3D shapes and angle rules. Pupils are introduced to algebra and progress into graphs and transformations. They will be taught to represent, summaries, and compare data sets.  The curriculum at Key Stage 3 is tailored to ensure that every pupil has the opportunity to reach their potential and provides them with a solid foundation to start their GCSE qualification. The curriculum follows 3 tiered pathways. PI for lower ability mathematics pupils, where there is a focus on arithmetic skills and an opportunity for these pupils to have extra numeracy lessons. Theta is a pathway for middle ability pupils and Delta for higher ability. Pupil performance is reviewed regularly and used to support each pupil to reach the next step in their journey.  **Key Stage 4 Mathematics**  The Key Stage 4 curriculum will give pupils the opportunity to:   * Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. * Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. * Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and preserving in seeking solutions. * Can communicate, justify, argue and prove using mathematical vocabulary. * Develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment |
| **Course Content:**  Maths is covered through a number of topics across the two year course, The topics are as followed 1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics  The scheme of work allows pupils to engage in all topics within the curriculum giving them the knowledge and skills to complete 3 exam papers. |
| **Course Assessment**  Pupils will complete 3 exam papers  **Paper 1, non-calculate paper 1 hour 30 minutes, 33.33% of the total GCSE.**  **What will be assessed?**  Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics  80 marks available  **Paper 2, Calculate paper 1 hour 30 minutes, 33.33% of the total GCSE.**  **What will be assessed?**  Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics  80 marks available    **Paper 3, Calculate paper 1 hour 30 minutes, 33.33% of the total GCSE.**  **What will be assessed?**  Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics  80 marks available |
| **Parental Support:**  You can support your child in the following ways:   * Encouraging them to read widely and develop their vocabulary * Encouraging them to complete work that is sent home for revision * Supporting an improvement in numeracy * Making sure they are in their lessons and on time * Purchasing revision booklets. The class teacher will be able to support here * Ensure your child takes every opportunity for extra support |

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| **Science** |
| **Biology AQA GCSE Level 1-9 QAN Code 60187529** |
| **This qualification fits into the overall curriculum intent of ELA by:**  Pupils will be able to describe biological processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely.  They will build up an extended specialist vocabulary.  They will also apply their mathematical knowledge to their understanding of biology, including collecting, presenting and analysing data.  The social and economic implications of biology are important and pupils will learn these and be able to make informed decisions about their own health and the health of the wider community.  **Key Stage 3 Science**  Xxx  **Key Stage 4 Biology**  Pupils will be able to describe biological processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They will build up an extended specialist vocabulary. They will also apply their mathematical knowledge to their understanding of biology, including collecting, presenting and analysing data. The social and economic implications of biology are important and pupils will learn these and be able to make informed decisions about their own health and the health of the wider community. |
| **Course Content:**  1. Cell biology  2. Organisation  3. Infection and response  4. Bioenergetics  5. Homeostasis and response  6. Inheritance, variation and evolution  7. Ecology  8. Key ideas |
| **Course Assessment:**  Two written examinations (Foundation and Higher Tier) 1 hour 45 minutes each 100 marks and 50 % of GCSE  Paper 1 Topics 1 – 4: •  Paper 2 Topics 5 – 7:  Questions are multiple choice, structured, closed short answer and open response. |
| **Parental Support:**   * Encourage them to read widely and develop their vocabulary * Encourage debate on current biological issues i.e. the moral issues around genetic engineering, the pros and cons of medicines (like statins) and the sustainability of intensive farming * Making sure they are in their lessons and on time * Use BBC bitesize to enhance knowledge and understanding * Purchasing revision booklets. The class teacher will be able to support here * Ensure your child takes every opportunity for extra support |

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| **Art** |
| **AQA GCSE Level 1-9 QAN Code 60180882** |
| **This qualification fits into the overall curriculum intent of ELA by:**  ELA is committed to supporting the spiritual, moral, social and cultural development of all of our pupils. It is our vision to engage every pupil in a culturally enriched art programme that enables them to explore the art world, discovering traditional and modern art forms, whilst investigating personal ideas through discussion and the development of art.  Upon leaving the school, we aim for pupils to have the confidence to continue on their art journey, through the continued sharing of ideas, independent exploration intothe creative realm and actively identifying creative opportunities for themselves to engage in, all of which will contribute to the further development of their artistry.  **Key Stage 3 Art and Design**  The KS3 Art and Design curriculum at the ELA is fun, challenging and centred on creativity. From entry, pupils are encouraged to become keen explorers, confident communicators and enthusiastic creators through the investigation of traditional and modern art forms.  Because the ELA expects KS3 pupils to return to mainstream settings the curriculum is designed to be flexible and can accommodate a pupil’s short or long stay in centre. This is achieved through delivering a series of workshops and hosting regular group and individual tutorials throughout the academic year for individuals to drop in and out of.  The scheme of work was prepared alongside the GCSE Art qualification planning therefore the curriculum has embedded knowledge and expectations into every lesson, preparing pupils for a natural pathway to KS4.  **Key Stage 4 GCSE Fine Art**  ELA offer all KS4 pupils the option of choosing AQA GCSE Fine Art as a qualification.  *Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.*  GCSE Art has a good success rate in the school. Pupils who choose the subject are engaged in a rigorous programme of study that challenges their understanding and perception of Art and will ***Empower*** them to develop both their thinking and creativity.  Typically, individuals perceive Art as being reliant on an ability to draw, putting an automatic barrier up should they view themselves as having an inability. Through exposure to varying art forms delivered through a selection of workshops hosted both internally and externally, pupils will begin to realise that *Art is not only about being able to draw*, instead they start to appreciate and ***Learn*** about other art practices such as photography, painting, design, print making, sculpting amongst others.  Pupils are expected to engage in all art workshops to contribute towards the development of basic core skills. These skills will be utilised to develop a personalised project that reflects both the pupils understanding of their chosen medium and theme.  If pupils commit fully to the demands and pressures of this course, they have an opportunity to leave having had an enriched and fulfilling experience, which will continue to shape and influence them as they grow on their creative journey and help them ***Achieve*** later in life.  **Arts Award**  The school also offers an additional qualification in Art. Arts Award is a BTEC equivalent course that enables lower-lever learners an opportunity to achieve a qualification in the subject whilst still providing a platform for them to progress onto an Arts course at college. |
| **Course Content:**  **Key Stage 3 Art and Design**  KS3 pupils are expected to return to mainstream settings therefore the time spent in centre varies for each learner. Typically, as a result there is an obvious contrast between skill sets. Teachers plan to meet the needs of learners starting by identifying what pupils already know and what they need to develop. This is assessed by the completion of a baseline assessment.  The curriculum has a flexibility and promotes inclusivity, leading to the development of core skills and the production of immediate art. The AQA GCSE Art specification continually informs the KS3 Art curriculum taught at the school. The specification has enabled us to adapt the curriculum so that individuals can drop in and out of lessons and tasks, thus catering for the varying skills of our learners whilst preparing them for their GCSEs.  The course is age appropriate and engagement will better prepare the younger cohort for the pathway they are about to embark on and give them a basic foundation of art skills to develop when they join KS4. Pupils will investigate traditional and modern art forms and will be given opportunities to the explore the following areas:   * drawing * painting * sculpture * photography * printmaking * mixed media   **Key Stage 4 GCSE Fine Art**  GCSE Art is a two-year course comprised of two components. Component one is the ‘Portfolio One’ submission which is worth 60% of the overall grade and component two is the ‘Externally Set Task’ worth 40%. Both components have the same four Assessment Objectives for pupils to integrate into their studies. These are:   * **AO1 Develop**, * **AO2 Explore**, * **AO3 Record** * **AO4 Present**.   **Portfolio One**  Each pupil must select and present a portfolio representative of their course of study. The portfolio must include both   1. A selection of work created in response to a variety of activities such as media testing, skills-based workshops, response to gallery, museum or site visits, independent study and evidence of the pupil’s specific role in any group work undertaken. 2. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea to the realisation of intentions. This will give pupils the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.   Whilst engaging in the delivery of component one pupils will be introduced to various art forms and techniques, which may include but are not limited to the following:   * drawing * painting * sculpture * installation * lens-/light-based media * photography and the moving image * printmaking * mixed media * land art   Work selected for the portfolio should be presented in an appropriate format and could include mounted work, sketchbooks, visual journals, design sheets, design proposals, models, storyboards, video and photographic or digital presentations. There is no restriction on the scale of work, media or materials used.  The work submitted for this component will be marked as a whole. Pupils should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four Assessment Objectives.  They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation.  **Externally Set Task**  The Externally Set Task is a 10-hour practical examination. During the second year of study from January onwards, pupils will be issued an exam paper by AQA with seven different starting points. Pupils must select and respond to one starting point.  The externally set assignment provides pupils with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.  The extended creative response will evidence a pupil’s ability to draw together different areas of knowledge, skill and/or understanding from their initial engagement in component one, through the development of preparatory work in support of their selected starting point for component two and their realisation of intentions in the 10-hours of supervised time.  Pupils must ensure that the total submission for component two evidences coverage of all four Assessment Objectives and evidence of both drawing activity and written annotation. Pupils must identify and acknowledge sources which are not their own.  A preparation period is given in advance of the supervised exam time. It is during this period prior that pupils will consider their chosen starting point and develop an idea, which will then form into a proposal for an outcome.  *If a pupil has engaged fully during the preparation period, they should know exactly what outcome they will generate during the 10-hour examination.*  ***For more information about this component please read onto ‘Course Assessment.’*** |
| **Course Assessment**  **Key Stage 3 Art and Design**  There is no formal examination for KS3 in this subject. Learners complete an informal baseline assessment upon entry to determine their working at levels. Coursework is marked and assessed periodically.  **Key Stage 4 GCSE Fine Art**  Pupils will undertake one examination for GCSE Art. The Externally Set Task is a 10-hour practical exam worth 40% of their GCSE.  Supervised time – 10 hours   * Following the preparatory period, pupils must undertake 10 hours of unaided focused study, under supervision. * The first two hours of supervised time must be consecutive. Schools may timetable supervised sessions for the remaining eight hours at their own discretion. * Pupils may refer to their preparatory work during the supervised time but must not add to it or amend it during the examination or between sessions. * Work produced in the supervised time must be clearly identified as such. * Only the preparatory work and the work produced within the 10 hours of supervised time can be submitted as assessment evidence for this component.   Pupils must not have access to the internet during the 10 hours of supervised time.  All work submitted for this component will be marked as a whole. Pupils may produce a single outcome or a series of work when realising their intentions. Outcomes may be evidenced in any two-dimensional, three-dimensional, digital or non-digital format. There is no restriction on scale of work, media or materials used. |
| **Parental Support**  You can support your child in the following ways:   * Encouraging them to read widely and develop their vocabulary * Support the school’s Attendance Policy and ensure your child attends every lesson * Encourage them to engage in all areas of study, *including vocational subjects* * Openly discuss their artwork to promote the development of ideas * Ensure your child takes every opportunity for extra support. For instance, by promoting the attendance to after-school twilight sessions. |

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| **NCFE Level 1 Certificate in Sport** |
| **QAN Code** 601/2623/1 |
| **This qualification fits into the overall curriculum intent of the ELA by:**  Enabling pupils to engage in learning which is relevant to them and will provide opportunities to develop a range of sporting skills and techniques, personal skills and attributes essential for successful performance in working life. The course will give pupils the opportunity to work to their strengths, while also being able to identify weaknesses that can be improved upon.  The course will promote spiritual, moral, ethical, cultural, environmental and health and safety issues through practical and theoretical learning. Hard working and committed pupils will achieve a nationally recognised vocational qualification**.** |
| **Course Content:**  **Qualification purpose:** This qualification is designed to help support the learner’s personal development through acquiring skills and knowledge in sport, exercise and fitness. The qualification also allows learners to gain personal transferrable skills that can be applied to the workplace or further study. This qualification will:  • focus on the study of the sport within the leisure sector  • offer breadth and depth of study, incorporating a key core of knowledge  • provide opportunities to acquire a number of practical and technical skills. Qualification objectives The objectives of this qualification are to:  • gain an understanding of the sport, exercise and leisure vocational sector  • study areas of particular interest  • encourage learners to adopt a fitter and healthier lifestyle  Achieving this qualification To be awarded the Level 1 Certificate in Sport, learners must achieve a minimum of 20 credits (5 units) to be selected from the 11 optional units. Optional units    The learning outcomes for each unit are provided in Section 2 (page 19). The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information. To achieve the NCFE Level 1 Certificate in Sport, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. This qualification is graded. Learners can achieve a pass, merit, distinction or distinction\* for this qualification. For further information about grading and submitting these grades to NCFE.  **Essential skills:** While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar ‘key skills’ such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:  • an appreciation for appropriate behaviour and dress  • appropriate interpersonal skills  • communicating with professional colleagues/peers and/or hierarchical seniors  • supporting other aspiring employees  • personal manners and deportment  • understanding work practices and how different roles and departments function within an organisation.  **Links to National Skills Standards:** For this qualification we’ve highlighted where learning opportunities for the Functional Skills qualificationsmay be found.  This qualification can be used to develop learners’:  • English skills  • Mathematics skills  • Information and Communication Technology skills.  **Progression opportunities:** Learners who achieve this qualification could progress to:  • NCFE Level 2 Certificate/Diploma in Sport  • NCFE Level 2 Certificate in Fitness Instructing  • NCFE Level 2 Certificate in Gym Instructing  • NCFE Level 2 Certificate in the Principles and Practices for Coaching Sport  • NCFE Level 2 NVQ Certificate in Activity Leadership |
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| **Parental Support:**  Encourage your child to join a sports team or club.  Making sure they attend school  Ensure your child takes the opportunities provided for additional support.  Ensure your child participates in both the physical and theory elements of the course. |

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| **Food and Cookery** |
| **NCFE Level 2 QAN Code 60339111** |
| **This qualification fits into the overall curriculum intent of ELA by:**  The NCFE Food and cookery skills is delivered years 10 and 11. It will equip our pupils with the knowledge, understanding and skills required for them to progress to employment in food and catering sector, which happens to be a major source of employment locally.    The course will encourage pupils to develop their knowledge of issues related to food preparation and production, personal and food safety and diet modification for health. They will also develop some food preparation and cooking skills as well as important transferable skills of problem-solving, organisation and time management, planning and communication essential in the work place.  This course will help students to:   * Develop knowledge to prepare and cook using basic skills * To understand food and it function in the body and in recipe * Understand the balanced diets and its modification for health * To be able to plan and produce dishes for a purpose * Demonstrate knowledge and understanding of nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food |
| **Course Content:**  Unit 1- Preparing to cook  Unit 2 - Understanding food  Unit 3 – Exploring balanced diets.  Unit 4 – Plan and produce dishes in response to a brief |
| **Course Assessment**  The NCFE Level 2 certificate in food and cookery skills internally assessed. There no any exams but students must complete all the units. |
| **Parental Support:**  **You can support your child in the following ways:**   * To recognise and support the teacher in recognition of hard work and good behaviour over the course of study. * Ensuring their child/ward attends the sessions and on time. * Where possible make a financial contribution to outings related to the course. * Discuss opportunities to progress through education, volunteering and seeking apprenticeship opportunity in Hospitality and catering industry. |

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| **Citizenship** |
| **AQA GCSE Level 1-9 QAN Code 60185958** |
| **This qualification fits into the overall curriculum intent of ELA by:**  GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens.    Pupils gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.    They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.    Citizenship studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values. The overarching theme of this specification is ‘How citizens can try to make a difference’. This aim is supported by three content themes:   * Life in modern Britain, * Rights and responsibilities * Politics and participation   The skills, processes and methods underpin the specification. The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the United Kingdom’s (UK’s) role on the world stage.    The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.    The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.  The opening section of each theme outlines the ‘key concepts’. This is followed by four questions with associated content.    The final key question of each theme relates to how citizens can try to make a difference. These key questions enable students to study the content and frame their learning through the application of the citizenship skills, processes and methods listed below. Within each of these themes there is a requirement that students develop and apply citizenship skills and gain an understanding of the following processes and methods related to issues arising from the subject content. |
| **Course Content:**  1 ) Citizenship skills, processes and methods  2) Life in modern Britain  3) Rights and responsibilities  4) Politics and participation  5 ) Active citizenship |
| **Course Assessment**  There are two exams:  **Paper 1**  What's assessed :  Section A: Active citizenship  Section B: Politics and participation  How it's assessed  • Written exam: 1 hour 45 minutes  • 80 marks  • 50% of GCSE  Questions  • Section A: Active citizenship questions:  questions on the citizenship action of others and questions on the students taking citizenship action investigation (40 marks)  • Section B: Politics and participation question  (40 marks)  • Question types: multiple-choice, short answer, source-based questions, Extended answer.    **Paper 2**  What's assessed  Section A: Life in modern Britain  Section B: Rights and responsibilities  How it's assessed  • Written exam: 1 hour 45 minutes  • 80 marks  • 50% of GCSE  Questions  • Section A: Life in modern Britain questions  (40 marks)  • Section B: Rights and responsibilities  questions (40 marks)  • Question types: multiple-choice, short answer, Source-based questions, Extended answer |
| **Parental Support:**  You can support your child in the following ways:   * Encouraging them to read widely and develop their vocabulary * Encouraging them to complete work that is sent home for revision * Supporting an improvement in numeracy * Making sure they are in their lessons and on time * Purchasing revision booklets. The class teacher will be able to support here * Ensure your child takes every opportunity for extra support |

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| **Construction** |
| **NOCN Cskills Awards Level 1 Award in Construction Multiskills QAN 60357642**  **NOCN Cskills Awards Level 1 Certificate in Construction Multiskills QAN 603/5770/8** |
| **This qualification fits into the overall curriculum intent of ELA by:**  Empowering pupils to learn a range of skills and knowledge that supports a positive destination pathway. Pupils will gain knowledge of the core elements of health and safety. Knowledge that is transferable to different areas of employment even outside the construction industry.  Pupils will learn both practical and theoretical knowledge and skills as they build a portfolio of experiences in the construction industry.  Pupils will achieve a qualification that could lead to further education employment or training in the construction sector.  **Introduction**  Learners on the course will develop:   * skills required for independent learning and development * a range of generic and transferable skills * the ability to solve problems * the skills of project based research, development and presentation * the fundamental ability to work alongside other professionals, in a professional environment * the ability to apply learning in vocational contexts.   The qualifications is devised around the concept of a ‘plan, do, review’ approach to learning where pupils are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work related activities in constructing the built environment and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in construction and wider opportunities for progression into further education, employment or training. |
| **Course Content:**  **Qualifications**  The NOCN Cskills Awards Level 1 Award in Construction Multi-skills is an 11-credit qualification with a Total Qualification Time (TQT) of 110, including 110 Guided Learning Hours (GLH). Learners must achieve all 11 credits from the two components in the Mandatory Components below.    The NOCN Cskills Awards Level 1 Certificate in Construction Multi-skills is an 17-credit qualification. Learners must achieve all 17 credits from the three mandatory components outlined below    External Assessment (externally set and externally assessed) Learners will be required to complete an NOCN unit knowledge test, accessed via the Test Platform, for the following units:  • Construction Health and Safety F/618/0738 (mandatory unit)  • The Construction Industry M/618/0735 (optional unit)  • Construction Principles K/618/0748 (optional unit)  The knowledge assessment is designed to be taken on a computer using the NOCN online Test Platform, however, paper testing is also available in some circumstances. The tests are externally set and marked and consist of multiple-choice questions covering the Learning Outcomes and associated requirements for the units. The tests are graded at Pass/Fail. The qualifications are graded at Pass/Fail. More details on each unit’s assessment can be found in the Assessment section of each unit. For further information on the invigilation, please refer to the Quality Assurance section in the Support section on the NOCN website or contact our Customer Services team.  **Construction Health and Safety:**  The purpose of this unit is to develop an understanding of how health and safety is managed within the construction sector.   1. Know about legislation and organisational policies and procedures related to health and safety. 2. Know about the hazards and risks within the construction industry. 3. Know about incident reporting procedures. 4. Know how hazards and risks are controlled. 5. Know about own responsibilities and behaviours necessary when working in construction 6. Know about welfare and personal hygiene in construction 7. Know about first aid in construction. 8. Know about the importance of security arrangements in construction. 9. Know the hazards, risks and health and safety requirements of manual handling. 10. Know about the hazards, risks and health and safety requirements of working at heights. 11. Know about the hazards, risks and health and safety requirements for hazardous substances. 12. Know about the hazards, risks and health and safety related to the use of plant and equipment in the construction industry. 13. Know about the hazards, risks and health and safety requirements of confined space working. 14. Know about the hazards, risks and health and safety requirements relating to fire and firefighting equipment. 15. Know about the hazards, risks and health and safety requirements relating to working with, and around, electrical equipment.   This unit is assessed through a multiple-choice test of 45 questions. Learners will need to achieve an overall pass at 80%.  The content of the units for both Award and Certificate are outlined below.  **Construction Multi-skills:**  In order to achieve this unit learners must complete at least two separate NOCN devised practical tasks and associated knowledge questions (written or verbal) in different trades. This unit is internally assessed and internally and externally quality assured. NOCN assessment booklets has been produced and should be used to evidence all learning outcomes.   1. **Be able to prepare to carry out construction multi-skills.**   The purpose of this learning outcome is to allow learners to demonstrate their ability to prepare to carry out multi-skills tasks. The learner must:  • be able to identify the information required to carry out given tasks.  • be able to identify the hazards and risks before starting tasks.  • know how to use information to identify the work required and calculate the materials necessary.  • be able to select the tools, equipment, including personal protective equipment, and materials required for given tasks.  • be able to check all tools, equipment and materials to ensure they are safe and fit for purpose.  • know the procedures for reporting faulty or unsafe tools and equipment.  • be able to set up a mixing area, if required.  • be able to set out tools, equipment and materials for given tasks.   1. **Be able to prepare materials to carry out construction multi-skills**   The purpose of this learning outcome is to allow learners to demonstrate their ability in preparing the materials required to carry out given tasks. Where relevant to the given tasks, the learner must be able to:  • obtain suitable quantities of materials.  • identify ratios and mix materials to the correct consistency, where required.  • prepare surfaces to a standard to accept materials, where required.  • set out work.  • carry out preliminary works.  • cut materials as required.   1. **. Be able to carry out construction multi-skills tasks:**   The purpose of this learning outcome is to allow learners to demonstrate their ability in carrying out tasks from different trade areas. The relevant ‘Skills for…’ unit specifications provide more detail. Note: see Scope of Training below for list of tasks.   1. **The purpose of this learning outcome is to evidence that leaners can clear and clean the work area to instruction.**   The learner must:  • Clean, inspect and store all tools, equipment and excess materials in accordance with manufacturers’ guidance.  • report any issues in accordance with organisational procedures.  • clean the work area and dispose of all waste in accordance with legislative requirements, manufacturers’ guidance and organisational procedures.  • leave the work area in a safe and clean condition, using collective protective measures as appropriate. Complete all final paperwork as required and file correctly. **Be able to clear and clean the work area after tasks.**  The learners will complete two live assessments, available from NOCN. The following are examples of what the assessments are based around.  • Bricklaying ½ brick walls  Cavity walls. Solid walls. T-junctions. Blockwork walls. Basic decorative features  • Carpentry and Joinery  Skirting and architraves. Floor joists. Flooring. Door lining. Hanging a door. Window frames. Fixed truss. Units and worktops  • Painting and Decorating  Preparing surfaces. Applying foundation and plain papers. Painting doors/walls/ceilings/features/timber surfaces. Producing standard decorative finishes  • Plastering.  Apply plaster to a range of backgrounds. Form sand and cement screeds. Prepare and fix plasterboard. Apply render to a solid surface. Produce components from moulds  • Tiling o Decorative features.  Internal and external angles. Openings. Obstacles. Patterns.  **Further Construction Multi-skills:**  The purpose of this unit is to allow learners to further develop and demonstrate additional basic construction skills after completing the Construction Multi-skills unit (K/618/0734).  Assessment of this unit will be through the completion of two NOCN devised practical tasks and associated knowledge questions (written or verbal). This unit is internally assessed and internally and externally quality assured using the NOCN assessment booklets to evidence all learning outcomes. The selected assessment tasks must be different to those completed for the Construction Multi-skills unit. |
| **Assessment:**  This course is assessed through one external written, multiple choice test. And either two (Award) or four (Certificate) practical assessments conducted internally. |
| **Parental Support:**  You can support your child in the following ways:  The parental support that can be given is to help the learner as much as they can in gaining work experience outside of school. This may be in the form of an apprenticeship or through working a summer with a friend or trusted adult who works in the construction industry. If this is not possible parents could also support their children by helping the learner study and learn the theoretical side of Construction. This is a course which requires a good theoretical knowledge in order to meet the parameters of the practical assessment safely and correctly. If parents would like to get information around the course and download some handy resources and practice test papers they can always visit  https://www.nocn.org.uk/products/qualifications/603-5770-8-nocn\_cskills-awards-level-1-certificate-in-construction-multiskills-2021/ |

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| **Health and Social Care** |
| **BTEC Level 1/2 First Award QAN 60047823** |
| **This qualification fits into the overall curriculum intent of ELA by:**  BTEC Health and Social Care equips our pupils to discover the impact of positive and negative human development and how to critically analyse how these factors affect our day to day lives. Health and Social Care enables pupils to learn areas that influence how we develop throughout life stages. This knowledge empowers pupils to raise expectations of how we can live successful and healthy lives now and in the future. Study underpins the ELA’s ethos of empower, learn and achieve through delivery and enabling pupils to achieve recognised qualifications to support entry onto further education and into the world of work.  Health and Social Care promotes opportunities for pupils to draw from real life experiences, case studies and opportunities to undertake research to compliment learning and develop their everyday lives. These skills encourage pupils to consider the concept of society and to challenge the way they perceive the world we live in. Furthermore, highlighting how a human relationships, physical environments and socioeconomic status may influence how they develop.  Through investigation of health and well-being and how our lifestyle choices effect how healthy we are, pupils access different resources and external agency advice and guidance that encourages them to talk about areas and raise awareness of signs and symptoms of: abuse, addiction, illness and mental health.  Our diverse range of topics are developed in line with the needs of the pupils and contextual issues. Teaching allows opportunities for group discussion which is engaging and promotes time to explore wider issues and broaden the mindsets of all pupils. |
| **Course Content:**   |  |  |  |  | | --- | --- | --- | --- | | Unit | Core units | Assessment method | GLH | | 01 | Human lifespan development | External | 30 | | 02 | Health and social care values | Internal | 30 | | 09 | Healthy Living | External | 30 | | 03 | Effective communication in health and social care | Internal | 30 |  |  |  |  |  | | --- | --- | --- | --- | | Unit | Optional specialist | Assessment method | GLH | | 04 | Social influences on health and wellbeing | Internal | 30 | | 07 | Equality and diversity in health and social care | Internal | 30 | | 12 | Creative and therapeutic activities in health and social care | Internal | 60 | |
| **Course Assessment.**  This qualification is a level 2 qualification. Pupils who achieve this qualification are graded Level 2 Pass, Level 2 Merit or Level 2 distinction. Where pupils do not meet the criteria to achieve a level 2 qualification, a Level 1 or unclassified grade may be awarded.  To achieve a Level 2 qualification learner’s must:   * Complete and report an outcome for all units within the permitted combination * Have sufficient points across the core units, i.e. 24 points * Achieve a minimum number of points at a grade threshold from the permitted combination.   Learners who do not achieve a Level 2 may meet the level 1 criteria if they:   * Complete and report an outcome for all units within the permitted combination * Have sufficient points across the core units, i.e. 12 points * Achieve a minimum number of points for a level 1.   The table below shows the number of points scored per 10 guided learning hours at each grade.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Points per grade per 10 guided learning hours | | | | | | Unclassified | Level 1 | Level 2 pass | Level 2 merit | Level 2 distinction | | 0 | 2 | 4 | 6 | 8 | |
| **Parental Support:**   * Encourage them to read widely and develop their vocabulary * Encourage debate on current health and Social issues i.e. should our NHS be privatised. * Making sure they are in their lessons and on time * Purchasing revision booklets. The class teacher will be able to support here * Ensure your child takes every opportunity for extra support |

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| **Hairdressing and Beauty Therapy** |
| **VTCT Level 2 Extended Certificate QAN 60157938** |
| **This qualification fits into the overall curriculum intent of ELA by:**  The VTCT Level 2 Certificate in Hairdressing and Beauty Therapy is a Technical Award specifically for 14-16 year olds. This qualification aims to support young people to:  **develop a broad and comprehensive understanding of the hair and beauty sector  develop knowledge which spans the entire vocational sector and related industries  develop academic study and transferable skills that will support progression within the hair and beauty sector**   The aim of this qualification is to use the hair and beauty sector as a vehicle to develop learners more broadly, so they are prepared and equipped with the knowledge, understanding and skills to pursue a career in any context. The Hair and Beauty course links too many other curriculum areas such as:  Business studies - e.g. profit, loss, business models, tax, GDP, economy.   Maths - understanding bulk buying, calculating expenditure, profit and loss.   Art - fulfilling a design brief, using a range of textures and materials to create a design brief, Makeup artistry for events such as fancy dress parties etc.   Photography - links to the photography sector, creating a design brief suited to a photographer.   Media - understanding how the hair and beauty sector contributes to the TV, Film, Theatre and magazine industry.   Biology - understanding of the layers of the skin and hair and how PH levels and other products can affect these.   Chemistry - understanding the use and dangers of chemicals in the workplace.   History - links to certain eras, for example, the Roaring 20’s (hair and makeup trends), the 1950s and the reasons behind the changing styles throughout the decades. |
| **Course Content:**  The course consists of six modules. The first is mandatory:   * Create an Image Based on a theme   Through this unit learners will create a total look including hair, make up and nails based on a theme.  Learners will research themes for ideas and create an action plan and mood board detailing the learner’s ideas for the total look. Learners will have an understanding of why creating a mood board is important for developing their final look and be able to evaluate the finished image. Learners are required to produce a portfolio of evidence mapped to all learning outcomes and assessment criteria’s.  And the other units covered this year:  Basic Manicure  *T*hrough this unit you will learn how to perform a basic manicure treatment. You will learn about  a variety of products used during the treatment, as well as how to use tools to do cuticle work to improve the appearance of the nails. You will learn how to identify the condition of your client’s skin and nails, which will help you to decide which products and tools to use. You will learn how to massage your client’s hands and lower arm using effleurage and petrissage techniques. You will also learn how to apply nail polish using precision techniques to achieve a professional finish.  Basic Nail Art  Through this unit you will learn how to carry out basic nail art on clients. You will learn about the structure and function of nails. You will learn how to carry out a consultation and find out what the client wants. You will learn how to plan different nail art techniques to help you develop your ideas based on a theme. You will learn how to prepare yourself, the client and your work area for the nail art application. You will learn about the different products and skills used to apply nail art as well as how to apply them in order to create your planned designs.  Basic Face Painting  Through this unit you will learn how to perform basic face painting treatments. You will learn how to carry out research using different media to create a mood board. You will learn how to identify the condition of your client’s skin, which will help you to decide which products and tools to use. You will learn about a variety of products used during the treatment, as well as how to use tools to make shapes and designs. You will learn how to apply face paint using precision techniques to achieve a professional finish.  **Lev**  Shampoo and Treat Hair  *T*hrough this unit you will learn how to shampoo and treat the hair. You will learn about a variety of products that are used during the service and how and when to use different massage techniques.  You will learn how to identify the condition of your client’s hair, which will help you decide which products and massage techniques to use. You will learn how to avoid tangling the hair when shampooing and treating the hair, how to give your client advice on products to use at home and how to massage and comb their own hair correctly. This unit is suitable for both hairdressers and barbers  Working on either men or women.  Basic Cutting Techniques for Women’s Hair  *T*hrough this unit you will learn how to perform a one length cut on women’s hair using club cutting and freehand techniques. You will learn which tools, products and equipment to use to achieve the haircut and be able to provide aftercare advice.  **Le** |
| **Course Assessment**   * To achieve this qualification, the mandatory and a sufficient number of optional units must be achieved with valid, authentic and sufficient evidence for all the assessment criteria. * Internal assessment tasks are set and marked by centre staff. Standardisation is required by the centre to clearly demonstrate consistent achievement of the learning outcomes and assessment criteria across all learners, cohorts and centres. * Formative assessment Learners are encouraged to undertake formative practical assessment opportunities, where personal performance is identified through assessor and self-analysis. Targets for improvement can be identified using the learning outcomes, assessment criteria, unit content and the additional performance standards, to prepare for summative assessments. * Practical assessment requirements VTCT will not specify explicitly the number of assessment opportunities a learner must be given per unit/qualification. Learners can continue to be assessed/re-assessed until the end of their programme. It will be the unit grades achieved at the point of claiming for the certificate that will contribute towards the qualification grade. * Holistic assessment Holistic assessment is actively encouraged for this qualification. Holistic assessment is defined as – naturally occurring evidence from learner assessments that is captured and referenced across the unit or other units in the qualification. One piece of evidence may be used to meet the requirements of more than one assessment criterion. |
| **Parental Support:**  You can support your child in the following ways:   * To recognise and support the teacher in recognition of hard work and good behaviour over the course of study * Ensuring their child/ward attends the sessions and on time * Making sure uniform is washed and returned to school * Where possible make a financial contribution to outings related to the course. |

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| **Personal, social, health and economic (PSHE) education** |
| **Key Stage 3 and 4** |
| **This strand fits into the overall curriculum intent of ELA by:**  ELA recognise that due to the vulnerability and complexity of the pupils we are working with, a strong PSHE framework is vital to ensure they recognise risks which maybe a concern to their physical and mental wellbeing. Our aim is to teach pupils how to keep safe in a number of situations and make informed decisions. The course content has been designed to take into consideration the needs of the pupils however at points this maybe adapted in recognition of contextual factors which may have an impact on well being.  To provide knowledge and understanding in relation to personal, social and health education. Staff will encourage pupils to apply their knowledge and understanding when making decisions. Staff will also promote self-development by encouraging pupils to be aware of their own strengths and areas for improvement, and the choices and opportunities available to them. As a school we will enhance all pupils’ awareness of spiritual, moral, ethical, cultural, environmental, health and safety and European issues, as appropriate. ​  PSHE supports in the ELA ethos by:   * **Empower**ing pupils to make educated decisions about issues which may have an impact on the physical and mental well being * To **learn** new skills and knowledge to make informed and safe decisions now and in later life * Set goals which identify clear progressions routes to **achieve** qualifications and to be successful in the working world   Throughout the subject, we model and offer opportunities to support respectful social interactions with self, peers and the wider community. |
| **Course Content:**  In Key Stage 3 the following topics are covered:  Term 1: Mental Health and Well being  Term 2: Drugs, Alcohol and Tobacco education  Term 3: Bullying, Abuse and Discrimination  Term 4: Sex Education  Term 5: Choices and Pathways  Term 6: Healthy Lifestyles and Decisions  In Year 10  Term 1: Mental Health and Well being  Term 2: Choices and Pathways  Term 3: Positive Relationships  Term 4: Drugs, Alcohol and Tobacco  Term 5: Bullying and Discrimination  Term 6: Managing Risks and Personal Safety  In Year 11  Term 1: Mental Health and Well Being  Term 2: Choices and Pathways  Term 3: Positive Relationships  Term 4: Health Related Decisions  Term 5: Financial Choices |
| **Course Assessment**  The course will predominantly be teacher assessed. The course has been designed explicitly identifying the full range of skills and knowledge to be covered, skills maps will act as assessment proformas.  In Key Stage 3, students will be assessed through the use of quiz style retrieval questions and in Key Stage 4 will be assessed through the use of mind maps. Both assessments forms are linked to the knowledge and skills. |
| **Parental Support:**  You can support your child in the following ways:   * Supporting their child’s mental and general well being * Raising self-esteem and supporting their child through school through ensuring their safety is paramount * Discuss opportunities to progress through education, volunteering and other activities * Work with the school to support your child now and in the future. |

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| **Skills for Employment, Training and Personal Development** |
| **NOCN Level 1 Award QAN 60109488**  **NOCN Level 1 Certificate QAN 60109506** |
| **This qualification fits into the overall curriculum intent of ELA by:**  Enabling pupils to engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.  Successful and hardworking pupils will achieve a nationally recognised qualification which will help to progress to employment in a variety of sectors.  Pupils will spend most of their learning out of centre but will need to do some theoretical lessons in the classroom. They will need to work safely when using tools and other equipment. Team work and organisational skills will be developed and good communication is key when planning their careers and solving problems in the work place when doing work experience. |
| **Course Content:**  **Pupils will complete the following units:**  Unit: Angling Skills.  Unit: Cycle maintenance  Unit: Personal career planning  Unit: Taking part in sport  Unit: Problem solving in the work place  Unit: Work experience  Unit: Alcohol awareness for the individual |
| **Course Assessment**  This is based on a power point presentation for each unit. The power point will consist of written work evidence, photographs, researched materials and witness statements from the teacher.  There is no exam. |
| **Parental Support:**  You can support your child in the following ways:   * Encourage your child to join a local sports team or be more active. * Pupils can sign up for a virtual work experience. * Ask your child to share their experiences and present them at home. |
| **Enrichment** |
| **Key Stage 3 and 4** |
| **This qualification fits into the overall curriculum intent of ELA by:**  Enrichment is an engaging programme of extra -curricular activities that underpin the ELA ethos. It provides pupils with opportunities to develop their understanding of social, moral, spiritual and cultural topics and to **Learn** new skills outside of their curriculum areas. Pupils are provided with a broad and balanced curriculum raising their **Achievement**  bars, Pupils are **Empowered** to have high and realistic expectations around their future life and work opportunities. |
| **Course Content:**  The course is designed around the needs and interest of pupils and the individual skills set of staff.  Introducing community interest  Current Issues  Further Education Skills  Global topics  Activities to introduce them to new interest and hobbies and broaden their life skills |
| **Course Assessment**  Developing Enrichment is part of our whole school improvement plan and also my School Improvement project for NPQML. I will be monitoring SEBD, attendance to classes and engagement. |
| **Parental Support:**  You can support your child in the following ways:   * Encourage your child to develop wider interests socially and have higher aspirations * Working with the school to respect the schools expectations of behaviour * Support your child in making informed career path decisions |

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| **Duke of Edinburgh** |
| **Key Stage 4** |
| **This qualification fits into the overall curriculum intent of ELA by:**  Helping young people gain essential skills, experience, confidence and resilience to successfully navigate adult life.  By overcoming the personal challenges and achieving the qualification, pupil’s chance of moving forward in education or getting a job will be improved.  Pupils will improve teamwork, but also become more independent while developing leadership skills. Pupils awareness of spiritual, moral, ethical, cultural, environmental and health and safety issues will be explored through practical and theoretical learning. |
| **Course Content: Pupils have to complete the four following sections to achieve the Bronze Award:**  Volunteer (3 months)  New skill (3 months)  Physical (3 months)  Overnight expedition (twice) The first one will be a practice, the second will be an assessment. |
| **Course Assessment**  Successful completion of Volunteering, New skill and Physical for the correct duration of time.  Assessed overnight expedition (cooking dinner on a camp stove, putting up your tent correctly Using your map to navigate a selected route while carrying your equipment in your back pack. |
| **Parental Support:**  You can support your child in the following ways:   * Encourage your child to take part in this qualification. * Go for walks in the countryside with your child. If you can, bring a map and encourage them to use it. * If possible arrange a volunteering opportunity for your child that is safe and with someone you know. * Encourage your child to take part in with a team (join a club). * Visit the Duke of Edinburgh website to see what the next levels involve. |

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| **Project** |
| **Key Stage 3** |
| **This qualification fits into the overall curriculum intent of ELA by:**  Project provides opportunities for pupils to expand their knowledge through a wide range of topics covering; life throughout time, geographical study, creative arts and SMSC.  The schemes of work are centered around thematic links which develop wider knowledge and are underpinned by skills needed to enhance positive destinations predominantly communication, reading, writing, study skills and SMSC.    Teachers plan to meet the needs of learners through on going formative assessment whilst fostering a love of learning. Due to the nature of KS3 being a fluid intake, assessment is key to ensure that pupils build on existing knowledge where appropriate and lay firm foundations where new learning takes place.    Through a broad and balanced Project curriculum pupils are empowered to choose KS4 options when they return to school as lessons act as taster sessions for subject in KS4 and beyond. This potentially increases the opportunities for pupils to achieve a wider range of qualifications and positive outcomes.    Reading is seen as a pivotal tool to ensure pupils reach their full potential therefore a great emphasis is placed upon the development of reading across the scheme of work in conjunction with vocabulary and writing. When pupils leave ELA we want them to be confident speakers, effective writers and enthusiastic readers. |
| **Course Content:**  The course content for Project incorporates a number of traditionally humanity subjects  Pupils develop their understanding of life through time to have an understanding of how modern society has been shaped through topics including:   * The Romans and how they invaded Britain * Medieval England * Slavery in America & England including coverage of the transatlantic slave trade. * Charles the 1st and civil war * Crime and Punishment through the years including WW1   This is not an exclusive list and will be adapted to fit the interests and needs of the pupils.  Topics are methodically chosen and ordered for a number of reasons including:   * Allowing pupils to recall and build upon their knowledge from KS2 to answer ‘ big’ questions to understand how modern society has been formed, * Interesting and engaging topics to support pupils to develop the characteristics of effective learners * Allow opportunities to develop wider curriculum knowledge to support pupils to choose options at KS4 and beyond * Supporting the development of reading, writing and spoken language   Projects through planning and delivery seeks to support pupils’ social, moral, spiritual and cultural development. Over the course of the academic year Projects aim to support SMSC indicators:  **Spiritual**  Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.  **Moral**  Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views  **Social**  Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '[British values](http://www.doingsmsc.org.uk/british-values)' of democracy, the rule of law, liberty, respect and tolerance.  **Cultural**  Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity |
| **Course Assessment:**  In Project, the learning is assessed at the beginning and end of each topic using teacher designed assessment tools. Assessment is a key part in the triangulation of assessment, planning and delivery due to the fluid nature of KS3 intake. |
| **Parental Support:**  You can support your child in the following ways:   * Encouraging them to read widely * Supporting them to improve their vocabulary * Support the school’s Attendance Policy and ensure your child attends every lesson and on time * Encourage them to engage in all areas of study. * Openly discuss their learning, encouraging enthusiasm on what they have learnt * Encourage them to do the work in their own time if the work was unable to be completed in the lesson. * Ensure your child takes every opportunity for extra support. For instance, by promoting the attendance to after-school twilight sessions. * Taking them to visit local landmarks or places of historical interest to develop their understanding of their local area |

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| **Hairdressing & Beauty Therapy** |
| **Key Stage 3** |
| **This qualification fits into the overall curriculum intent of ELA by:**  Hairdressing and Beauty Therapy for KS3 is a combination of enrichment and learning basic skills in hairdressing and beauty therapy techniques. However, work towards the qualification can be banked towards their KS4 learning in life skills and KS4 also offers VTCT (VRQ) Level 2 Extended Certificate in Hair and Beauty skills as this can be taken as an option.  Pupils will develop a detailed knowledge of, and master the skills required to successfully complete the course pupils may progress on to a hairdressing, Beauty Therapy college course, apprenticeships or other related industries.  Whilst being in the salon, students have the opportunities to learn new skills with a specialist teacher (Hair washing, skin care, nail care, nail art and basic styling techniques.), students can work on these different units where they study a range of subjects in a nurturing way to enhance their general knowledge, life skills and skills which they can use at home. Learning that takes place is more practical based so the students are encourage to develop a love of learning and build up their self-confidence and self-esteem. |
| **Course Content: Pupils**   * Can demonstrate their skills and knowledge through both practical and theoretical settings. * Attain a range of transferable life skills such as problem solving, logical; thinking, resilience and independence. * Learn skills and knowledge of the hair and beauty sector. * Form a broader range and higher future level of further education, training, employment and career opportunities |
| **Course Assessment**  There is no formal assessment for this session |
| **Parental Support:**  You can support your child in the following ways:   * To recognise and support the teacher in recognition of hard work and good behaviour over the course of study * Ensuring their child/ward attends the sessions and on time * Making sure uniform is washed and returned to school * Where possible make a financial contribution to outings related to the course. |

**ELA Curriculum Pathways**

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| **Subject** | **Level** | **East Kent College Pathways** | **Career Pathway** |
| Art and Design - Fine Art | GCSE | **Broadstairs**  **Level 2**  Art and Design  **Level 3**  Art and Design  Photography    **Canterbury**  **Level 2**  UAL Art and Design Diploma  **Level 3**  UAL Art and Design Extended Diploma  UAL Fashion and Textiles Extended Diploma  UAL Graphic Design Extended Diploma  UAL Photography Extended Diploma  **Level 4**  UAL Foundation Diploma in Art and Design (18 years +)    **Dover**  **Level 2**  UAL Diploma in Art & Design  **Level 3**  UAL Extended Diploma in Creative Practice: Art, Design & Communication | Interior Design  Art Director  Fashion Designer  User Experience (game deign)  Industrial Design  Graphic Designer  Multi Media Artist  Floristry  Makeup Artist |
| Biology | GCSE | **Broadstairs**  GCSE Chemistry    **Canterbury**  **Level 3**  Applied Science Extended Diploma  Fast Track National Diploma Applied Science  Forensic Science Extended Diploma  Laboratory Technician Apprenticeship  Medical Science Extended Diploma    **Dover**  N/A | Research Scientist  Pharmacologist  Biologist  Ecologist  Nature conservation officer  Biotechnologist  Forensic scientist  Government agency roles |
| Citizenship | GCSE | **Broadstairs**  N/A    **Canterbury**  **Level 2**  Countryside and wildlife conservation Diploma  **Level 3**  Countryside and wildlife conservation Extended Diploma    Public Services  **Level 2**  Uniformed Public Services Diploma  **Level 3**  Uniformed Public Services Extended Diploma    **Dover**  N/A | Arts and Communication  Business Management & Technology  Industry & Engineering Technology  Health Services  Human Services  Natural Resources Agriculture |
| Construction | L1 Certificate | **Broadstairs**  Carpentry  Electrical  Engineering  Painting and Decorating  Plumbing    **Canterbury**  Brick  Carpentry  Plumbing  Electrical  Engineering    **Dover**  Electrical  Engineering  Plumbing | Site managers  Quantity Surveyor  Maintenance Engineer  Project manger  Labourer  Architect |
| English Language | GCSE | Various pathways | Education  Marketing  Journalism  Public Relations  Legal work  Translating and interpreting work |
| English Literature | GCSE | Various pathways | Journalist  Copywriter  Teacher  Paralegal  Marketing Executive  Editor  Museum curator  Freelance writer |
| English Step Up - Gold | EL | Various pathways | As above |
| Food and Cookery Skills | L2 Certificate | **Broadstairs**  Hospitality  **Level 2**  Hospitality Services  **Level 3**  Hospitality Supervision and Leadership      **Canterbury**  Catering  **Level 2**  Professional Catering Diploma      **Dover**  N/A | Barista  Cake Decorator  Prep Cook  Gastronomist  Craft brewer  Butcher  Server  Restaurant chef  Caterer  Baker  Pastry chef  Food scientist  Restaurant manager  Personal chef |
| Hair and Beauty | L2 Extended Certificate | **Broadstairs**  **Level 2**  Beauty Therapy Diploma  Media and Theatrical Make up  **Level 3**  Massage Therapy  Media and Theatrical Make up    **Canterbury**  **Level 2**  Beauty Therapy Diploma  **Level 3**  Beauty Therapy Techniques Diploma  Hair dressing, Barbering and Beauty Therapy T Level  Theatrical, special effects, Hair & Media Make up Diploma    **Level 2**  Hair dressing Diploma  Hair Professional Apprenticeship  **Level 3**  Advanced and creative Hair Professional Apprenticeship  Hair Dressing    **Dover**  **Level 2**  Hairdressing | Hairdresser  Skincare Specialist  Nail Technician  Barber  Tattoo Artist  Beauty Blogger  Makeup Artist  Image consult/stylist  Beauty Expo Planner  Aroma therapist  Teeth Whitening specialist  Beauty Sales Rep  Salon Manager  Eyelash Technician  Beauty PR  Beauty Academy Owner  Beauty therapist  Cosmetic Wig Maker  Beauty Tutor  Beauty Retail Consultant |
| Health and Social Care | L1/L2 First Award | **Broadstairs**  **Level 2**  Health and Social Care  **Level 3**  Health and Social Care    **Canterbury**  **Level 2**  Health and Social Care NCFE Diploma  **Level 3**  Health T Level    **Level 2**  Travel and Tourism Extended Certificate  **Level 3**  Travel and Tourism Diploma    **Dove**r  N/A | Occupational Therapist  Care worker  Rehab worker  Counsellor  Health psychologist  Social worker  Health visitor  Pharmacist |
| Health and Social Care | L1/L2 First Certificate | As Above | As above |
| Maths | GCSE | Various pathways | Auditor  Software Developer  Statistician  Actuary  Financial Analyst  Mathematics teacher/lecturer  Economist  Chartered Accountant  Data Scientist  Cryptographer  Mathematical research scientist  Quantity Surveyor |
| Maths Step Up | EL | Various pathways | As above |
| Skills for Employment, Training and Personal Development | Level 1 Award/Certificate/Diploma | Various pathways | Students successfully gaining a job, progressing in a chosen field, prepared for further study and developed techniques for living independently. |
| Skills for Employment, Training and Personal Development | Level 2 Award/Certificate/Diploma | Various pathways | As above |
| Sport Studies | Level 2 Certificate in Sport | **Broadstairs**  **Level 2**  Sport and Leisure  **Level 3**  Sport and Leisure    **Canterbury**  **Level 2**  Sport & Physical Activity  **Level 3**  Sport National Extended Diploma (Fitness instructor/Personal trainer)  Sport National Extended Diploma (Sports Coaching & Development)    **Dover**  N/A | Personal trainer  Athletics coach  Athletic scout  Sports massage therapist  Umpire  Referee  Nutritionist  Physiotherapist  Sports anchor  Sports writer  Event coordinator |
| Sport Studies | Level 2 Diploma in Sport | As above | As above |