

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

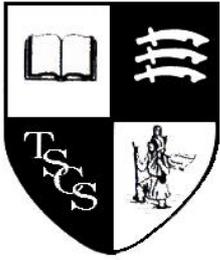
Head Teacher: Mrs. J. Mullan

Telephone: (01702) 524193

Fax: (01702) 526761

E.Mail: office@tscs.southend.sch.uk

Web: www.thestchristopherschool.co.uk



THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST 16 – 19 UNIT CURRICULUM POLICY

First Written: November 2008
Revisions: October 2010
June 2013
September 2015

1. INTRODUCTION

The 16 – 19 Unit was initially set up to offer an alternative for post 16 pupils needing more support to move on to traditional alternatives such as SEEC, SEEVIC, Lancaster and 6th form departments within mainstream schools. This policy document is written by the unit leader in consultation with other staff who have responsibility for delivering work for pupils within the unit.

This policy document also includes information on Work related learning activities, off site activities, including work experience, and courses and Careers education delivered within the unit.

2. AIMS AND OBJECTIVES

The aim of the curriculum is:

- To provide vocational skills, knowledge and key skills to prepare the students for their next step into further education or work; informed by the latest KS5 curriculum guidance and the Wolf Report .
- To teach specific and relevant Maths and English skills to prepare students for living with increased independence.
- To provide opportunities for more able students to improve or achieve grades in GCSE courses.
- To help pupils to understand themselves and develop their capabilities in managing transitions, by assessing themselves and setting targets. Pupils will be given opportunities to plan, review, analyse, record and explain.
- To enable pupils to build upon and to make use of skills and knowledge gained in other subject areas.
- To develop personal, learning and thinking skills.
- To encourage pupils to become independent learners and develop self confidence in applying their skills in a variety of settings.
- To increase their sense of ownership of their own learning.



Healthy School



INVESTOR IN PEOPLE

- To make connections between subject areas by developing proficiency of the key skills.
- To recognise, develop and apply their skills for employability.
- To broaden the educational and social experiences of the pupils involved by participation in classes within the unit, the school, off- site and residential situations.

In order to fulfil the above aims it is necessary for us to ensure:

- Enrichment and citizenship activities, as well as additional studies programmes and general studies or critical thinking are included.
- Clear communication with the secondary department and 16-19 unit.
- That the guidance from all assessment bodies is adhered to.
- Students and their carers are kept informed about their progress and are aware of individual expectations, by means of learning agreements and IEP's.

3. TEACHING METHODS (TEACHING AND LEARNING)

The range of needs and abilities of students within the unit necessitates a flexible and adaptive approach to teaching. It can range from a class or small group based formal teaching method, to an individual based facilitator approach. The methods employed will be determined by the group or individual, their abilities and the task being attempted. Pupils will be expected at all stages to make an individual response.

The subject coordinator will review plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of capability.

4. CURRICULUM CONTENT AND TIME

GCSE courses in Maths, English and Art may be accessed by some of our students. Our students learn alongside Y11 or individually in the unit, either on independent work set or supported by unit staff.

ASDAN and /or BTEC courses form the core of our curriculum. These courses are carefully chosen to suit the needs of each year's cohort and include coverage of core subjects and many foundation subjects including Humanities, ICT, PHSC, and preparing for work or study in other locations.

Sports and PE is personalised for every student. Currently it includes gym membership at Garons Park; use of the school gym; and swimming .

Cookery and Domestic Education is designed as a social and learning experience. All students participate together to cook and eat and learn basic life skills including managing a shopping budget.

Vocational Skills is taught as an integral part of the curriculum. Content is adapted and tailored to the needs of the individual pupils and to the needs of the unit group.

Work Related Learning and Careers education is personalised for every pupil, (linked to separate policy). It includes involvement with our Connexions Personal Adviser and liaison with our local Connexions Centre.

College Link Courses are sourced according to the students needs and have included:

- Construction skills courses with Crown College.
- YMCA and St Nicholas School E2E centre.
-

There are no courses suitable for our present students but we will work on transition with any Year 14 students.

5. UNIT CO-ORDINATOR

There is a designated **16-19 unit** Co-ordinator to oversee the planning and delivery of these subjects within the unit.

The unit coordinator will be responsible for:

- Setting, achieving and raising standards in the unit.
- Facilitating the use of these subjects in collaboration with all subject coordinators where appropriate.
- Providing or organising training to keep unit staff skills and knowledge up to date.
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of these subjects within the unit and reporting to the headteacher on the current status of the unit.
- Identifying and implementing an appropriate method of assessment.

Monitoring

The unit co-ordinator will monitor planning, teaching and learning across the subject areas on a termly basis alongside the unit's instructor through classroom observation, work scrutiny, and discussion with students.

Individual work placements are organised by the Unit staff utilising our own contacts and links with parents and businesses known to the school via family and friends. All the relevant health and safety procedures are carried out and copies of public liability insurance are kept.

6. ASSESSMENT

Within the 16-19 unit students are encouraged to:

- Take a full part in the assessment of their own learning
- Set clear and achievable goals
- Identify, express and reflect on their own progress
- Summarise achievements and create up to date cv's.

Formative assessment for ASDAN and BTEC awards take place when the correct number of challenges are completed with the appropriate supporting evidence. Pupils' work in GCSE subjects is assessed along with work from the secondary department (see separate policies).

During periods of work experience and college courses pupils are encouraged to keep a diary and are visited on placement by a designated work experience member of staff.

A new scheme to assess progress in Literacy and Numeracy is being implemented this year (2015). This will allow immediate and on-going assessment of each student's progress and will also be an AfL tool, providing specific areas on which individuals need to focus.

7. USE OF CLASSROOM BASED SUPPORT STAFF

The unit is staffed by an assistant head teacher; an instructor and two LSA's; together they deliver the majority of teaching in the unit. All staff work with individuals and small groups to ensure the breadth and depth of response is maximised, allowing students more opportunity to reach their full potential.

A member of staff may accompany students to interviews or placements initially until the student is settled and fully understand the placement requirements.

8. USE OF MEDIA AND IT

The use of I.C.T. is a key life skill and is therefore an integral part of the curriculum within the 16-19 unit. Pupils are encouraged to use different forms of I.C.T. within all aspects of their work; to present work, find specific information and become competent I.C.T. practitioners. Students have responsibility for their own laptop and are also able to use an I-Pad, digital cameras and video cameras.

The students use of mobile phones is limited to break and lunch times and is self-monitored, however staff and parents oversee what is being accessed.

9. RESOURCES AND BUDGET

The unit has its own budget which is used for resources, vocational and life skills, work experience and work related learning and additional courses. This is reviewed and allocated each financial year.

Our students also access GCSE lessons within the secondary school and these lessons are resourced from the subject budgets.

Finance is available from the unit budget for bus travel, bus passes, visits and visitors and individual resources

10. REVIEW

Due to the fluidity and varied needs of each cohort, revision and updating of this policy may be completed yearly, but at least every two years, by the unit manager following discussion with the head teacher. Revisions will be presented to the governing body for discussion and approval.

Name: Tracy Coster

Date: September 2015