**Belvue Post 16**

**Curriculum Policy 2019/20**

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**Rationale**

The purpose of this Curriculum Policy, in accordance with the whole school curriculum policy and the school’s ethos and philosophy of education, is:

* To ensure the planning and management of the curriculum area in Key 5 is explored and examined efficiently and effectively by subject leaders and key managers including astutely selecting appropriate accreditation where possible.
* To outline a context for the appropriate selection of accreditation ensuring that the curriculum is as broad and balanced and as viably possible to suit the complex needs and interests of students in our school.
* To detail the process of developing an efficient curriculum system.
* To ensure we deliver the highest standards of education to our students
* To ensure the seamless transition between KS3, KS4 and KS5 (Post 16) and prepares students for the opportunities, responsibilities and experiences of later life.

It is the responsibility of everyone involved in the school’s Post 16 curriculum processes to read, understand and implement this policy.

This curriculum policy will be reviewed regularly by Subject Leaders, Post 16 staff and annually by the Assistant Head of Kay Stage 5 and Senior Leadership Team (SLT).

**Curriculum Overview**

In order to provide all learners with experiences that are relevant, interesting and challenging and to identify opportunities for progression the college has adopted a curriculum structure which encompasses three broad levels of need: SLD complex, SLD and MLD. The levels are not defined by age, but by need and achievement; learners are therefore able to move flexibly from one level to the next at any point during their school career.

While the Post 16 curriculum is planned, designed and developed for secondary aged students we recognise that each group will follow a personal pathway through the learning labyrinth depending on the complexity of their needs and core learning goals, but also on their interests, aspirations and abilities.

Our new curriculum Key Performance Indicator (KPI) standards and individual external accreditation assessment criteria are used as the main assessment tools for Post 16 students. Each of the KPI level descriptors have been differentiated into a four stepping stone taxonomy to assess students’ progress and educational attainment and covers skills, knowledge and understanding across a range of subjects.

The Post 16 curriculum is personalised and arranged for each student based on academic attainment and assessments of individual needs and is designed to stretch both their academic abilities and personal independence.At KS5 the college ensures that all students are provided with a broad learning experience based on life skills, independence and vocational education.

At Belvue we have found that planning and teaching is most effective where a class works within a similar attainment level or cognitive ability. However, we recognise that there will also be valid reasons for mixed grouping (for certain students). For example, in order to provide a student with the social and emotional support he/she may need; when an activity requires a student to be an independent traveller; where a student is more suited for a particular practical subject or to challenge students who are making good progress who need to be stretched and encouraged to fulfil more of their potential.

Our curriculum offers a vehicle to ensure that there is no inequality or lack of ambition for our students. We are steadfast in guaranteeing equality of opportunity for all our students with a broad and balanced personalised curriculum where each student can access experiences beyond their normal environment.

**Post 16**

The personalised Post 16 curriculum provides skills and experiences that are interesting, challenging, aspirational and relevant to the needs of our specific students, but is sufficiently flexible, to account for the complexity of needs.

The Post 16 curriculum is created to prepare learners for life beyond their school and family. Its focus is on skills that individuals will need in their lives, with a specific focus on the community, their daily living, leisure, employment and other circumstances, as well as their own personal goals. (See Appendix 1 and 2 and also the Post 16 Policy)

**Accreditation**

At Belvue and through our external providers we deliver nationally accredited courses through organisations such as Pearson BTEC, Edexcel and Prince’s Trust (see Appendixes 2). The assortment of accreditation offered both at the college and through our Partnership College and freestanding courses are designed to develop learners’ personal and employability skills through an appealing, engaging and challenging curriculum of subjects and activities. Our external accredited subjects are reviewed regularly to ensure they meet the students’ needs and aspirations as staff are regularly researching and exploring new subjects for our students to access and enjoy.

Over the years Government changes has meant that the number of available external accreditations for our less able students (working within SLD complex) has been greatly reduced. As a result the college has selected to provide a small, but significant number of external qualifications where appropriate, but more essentially to introduce meaningful practical life skill based internal Belvue Skills Certification.

The performance measure point score system for our school, like other Special Needs Schools, over the past years, has shown a dramatic drop. This is due to the changes in the secondary performance tables point system being based on a much narrower range of qualifications and the majority of points being awarded for results in exam which the main body of our student cohort cannot access e.g. GCSEs and above, as opposed to Entry Level qualifications.

Our MLD curriculum offers an assorted range of subjects and activities to enhance each young person’s social, academic and independent abilities.

Our SLD curriculum offers a highly structured teaching and learning package often linked to practical activities and consolidated by repetition and reinforcement.

All students will achieve a minimum of 2 external accreditations; any extras will have been gained from a student’s KS4 results.

In Post 16 any accreditation units gained are banked each year until a student’s final year when the student will be awarded their accumulated certification grade.

**Enriched Curriculum**

All students at Belvue College benefit from additional meaningful enriched activities that are offered throughout the school year; some of which have become a tradition e.g. seasonal themed events such as the Night Club.

Head Teacher Post 16 Assistant Head

Ms O’Shea  Miss Gibson

Date Date

July 2019 July 2019

**The policy is next due for review: July 2020**

Appendix 1: Post 16 Curriculum Overview

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| --- | --- | --- | --- | --- | --- | --- |
| YEAR | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1SLD | Understanding self Personal wellbeing | Being smart in the community - Travel | Home skillsPlanning a meal | Personal care and grooming | Community project | Buying an outfit for the special event e.g. Prom |
| Year 1MLD | Work aspirations Personal wellbeing | Risk management - Travel | Home skillsPlanning a meal | Personal care and grooming | Community project | Buying an outfit for the special event e.g. Prom |
| Year 2SLD | Exploring leisure venues e.g. library/gym/clubsPersonal wellbeing  | Being smart in the community – communicating with others | Planning a trip / activity  | Personal care and grooming | Home skillsAppropriate clothing  | Class projectComplete vocational pack |
| Year 2 MLD | Prepare and apply for a job/as a volunteerPersonal wellbeing  | Risk management – social interactions  | Planning a trip / activity  | Personal Finance & Budgeting  | Buying an outfit for a job interviewPersonal care | Class projectComplete employment pack |
| Year 3SLD | Prepare for life after Post 16 | Being smart in the community – getting involved | Planning a holiday – residential  | Buying gifts | Personal care | Complete vocational pack |
| Year 3 MLD | Prepare for life after Post 16 | Risk management – Independent living | ROA Presentation  | Buying gifts  | Planning leisure events  | Updated employment pack |

**Appendix 2: Post 16 Curriculum Subjects and Qualifications 2019/20**

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| **SUBJECTS – ON AND OFF SITE** |
| **Subject - Alphabetical Order (\* = Core)**  | **Exam Board / Qualification**  | **Level**  | **SLD** | **MLD** |
| Art  | Enrichment  |  |  |  |
| Belvue Allotment  | Edexcel  | E1 – E3 |  |  |
| Belvue Catering  | Prince’s Trust / Edexcel  | E1 – L1 |  |  |
| Belvue Shop – Welshore Hub / Glass | Prince’s Trust / Edexcel | E3 – L1  |  |  |
| Brent Lodge  | Edexcel  | E2 – E3  |  |  |
| Community – Catalyst, Clementina, etc. | Prince’s Trust / Edexcel  | E2 – L1 |  |  |
| Computing / Digital Skills – EEC | Prince’s Trust | E3 – L1  |  |  |
| Construction  | Prince’s Trust / BTEC / Edexcel  | E1 – L1 |  |  |
| Dance / OT / PE | Edexcel  | E1 – E2 |  |  |
| Enterprise  | Prince’s Trust / Edexcel  | E2 – L1 |  |  |
| Hanwell Zoo | Edexcel  | E1 – E2 |  |  |
| Hospitality & Catering – Southall College | City & Guilds | L1 – L2 |  |  |
| Information Technology | Belvue Skills Certificate |  |  |  |
| Litten Nature Reserve | Edexcel  | E1 – E3 |  |  |
| Work Experience - NHS | Prince’s Trust / Edexcel  | E3 – L1  |  |  |