

Local Procedure/Protocol	
School/Home Name:	THE EAVES LEARNING CENTRE
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2024
Next Update Due:	May 2025
Procedure/Protocol Lead:	Claire Speller – School Based Lead
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 1
Linked to Policy Number:	OPSP11		

CONTENTS

1. CONTEXT
2. VISION, AIMS AND INTENT
3. ROLES AND RESPONSIBILITIES
4. IMPLEMENTATION
5. IMPACT, ASSESSMENT AND MONITORING
6. CURRICULUM MODEL
7. REFERENCES
8. ASSOCIATED FORMS
9. APPENDICES

1. CONTEXT

- 1.1** The Eaves Learning Centre is an independent special school and part of the Witherslack Group. Our pupils are aged 8 to 19, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma, and behaviours of concern which challenge. Pupils who attend The Eaves Learning Centre have invariably experienced disrupted education placements and all pupils live on site within one of our three children homes. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All most all pupils have an Education, Health, and Care Plan.

Our school motto 'Be Ambitious' is at the heart of our curriculum. At The Eaves Learning Centre we aim to provide an education for all children, that allows them to reach their full potential and to become responsible, respectful individuals within the wider working world. At The Eaves Learning Centre, the curriculum underpins the ethos of the school and provides the context within which our pupils are given the opportunity to achieve well.

- 1.2** The Eaves Learning Centre benefits from fantastic grounds within a stunning rural location. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. The Eaves Learning Centre is well-resourced and has a comprehensive range of facilities including, a science laboratory, a food technology room, and a vast outside space. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly skilled staff team of education, pastoral care, school support team and therapy staff.

2. VISION, AIMS AND INTENT

- 2.1** We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. The Eaves Learning Centre provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes.
- Helping our pupils to remember what they learn and make progress in all subject areas.
- Supporting our pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader.
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests.
- Encouraging our pupils to raise their career aspirations.
- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership, and enterprise
- Supporting our pupils to develop their independence.

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 2
Linked to Policy Number:	OPSP11		

- Ensuring our pupils are ready for transition and life beyond The Eaves Learning Centre
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging.
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience.
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views.
- Helping our pupils to develop spiritual, moral, social, and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics.

Our curriculum aims to provide an inspirational education, where pupils are interested in the world around them and want to enjoy and participate in lifelong learning. In order for our Pupils to be successful personally, we intend to nurture and teach Pupils how to develop key qualities that are necessary for this:

- Independence – to be able to ask for support when needed, but also to work unaided where they can.
- Inquiring mind – to be interested in the world around them and how this may impact on themselves and others.
- Resilience – to be able to withstand the emotional challenges they encounter now and in the future.
- Creative thinker – to think creatively to resolve problems, academically and personally.
- Self-manage – to be able to organise themselves, so that this practice is continued in to adulthood.
- Determination – to not be defeated by life’s challenges, but to keep working towards their personal goals for the future.
- Reflective – to be able to accept their mistakes and use them to make changes.
- Personal Goals – Setting goals and having a ‘mindset’ of continuous improvement through practicing and coaching.

3. ROLES AND RESPONSIBILITIES

3.1 *Senior Leaders at The Eaves Learning Centre will ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent, and development of the curriculum.
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and ensures that Pupils all achieve positive outcomes.
- All teaching staff fulfil their roles and responsibilities, including the planning of lessons, teaching methods, use of assessment and implementation of the agreed Feedback and Marking Policy
- Staff are provided with opportunities to develop strong subject knowledge as well as pedagogy, including through access to further training.

3.2 *The teaching staff at OUR School ensure that:*

- The curriculum at The Eaves Learning Centre is tailored to meet individual needs, interests and Educational, Health and Care Plans (EHCPs)
- That they take account of national expectations and initiatives
- The curriculum is reviewed regularly to ensure it meets the needs of all Pupils.
- The curriculum is planned sequentially within subjects and across subjects to maximize contextual learning over time.
- They will ensure that we maximize opportunities by delivering complementary experiences.
- That we promote equality, regardless of race, religions, sex, sexual orientation, age, and disability.
- That progress is monitored through assessment, and this is used to inform future planning and teaching, addressing pupils’ gaps in knowledge.
- Pupils are prepared for leaving formal education with a variety of life skills.

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 3
Linked to Policy Number:	OPSP11		

3.3 *Clinical staff ensure that:*

- They provide appropriate clinical support is provided to assess and meet the needs of pupils. Including physical, sensory, SEMH, cognitive, communication, Speech, and Language
- They support strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood.

3.4 *All staff ensure that:*

- High expectations are maintained for our pupils and themselves at all times.
- Reading, learning, and high aspirations are role-modelled by all members of the school community.
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach.
- Pupils are supported to express themselves appropriately socially and emotionally.
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence.
- Pupil achievements are celebrated, and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 *Curriculum Delivery*

The curriculum model at The Eaves Learning Centre has three strands. These strands have been developed with pupil progress at the forefront of our work:

- Academic achievement- Pupils have the opportunity to achieve national qualifications - in line with their peers. Lessons will provide opportunities for Pupils think in a *creative* manner to solve problems. Often this needs Pupils to show *determination* to keep trying and *reflecting* on their work in order to achieve academic success.
- Personal development- Pupils are encouraged to have aspirations for their future and staff will be supporting Pupils to achieve their goals, however small or large. Pupils will learn how to be *resilient* in the face of setbacks, through our therapeutic approach.
- Preparation for adulthood- Pupils will learn many skills in preparation for adulthood; from cooking, to choosing a career pathway, to learning what a positive relationship is and what it means to be part of this. Pupils will learn how to work *independently* and as part of a team, a much needed employability skill.

At Key Stages 1-4 Pupils the curriculum has deliberate depth and balance and includes:

English, Reading, Maths, Science, Humanities, RE, PE, PSHE (including careers), RSE, Life Skills, Art, Design Technology, Computing, Drama, Music and MFL awareness. With key stage 4 taking options in their chosen subjects.

Our school timetable comprises of thirty teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Senior Therapist, Drama Therapist, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist. Most subjects at Key Stage 4 are taught by subject specialists. Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. As such, Emotional Check In, Wellbeing Wednesday, Clinical Interventions and Life Skills have all been included in our curriculum.

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 4
Linked to Policy Number:	OPSP11		

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages. Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care, and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/workbooks/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning, and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

4.2 Key Stage 2 (Years 4 - 6)

KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/ Preparation for Adulthood (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs. In line with their EHCP requirements.

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for English, Maths and PSHE/Careers/ Preparation for Adulthood but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject e.g. the Science Lab and the Art Room.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/ Preparation for Adulthood (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs. In line with their EHCP requirements.

4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, PSHE/ Preparation for Adulthood /Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these may include Motor Vehicle Engineering, Construction, Humanities, Catering, PE/Sport, Separate Science and Computing. KS4

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 5
Linked to Policy Number:	OPSP11		

pupils continue to access clinical/therapeutic input as appropriate to their needs. In line with their EHCP requirements.

4.5 **Key Stage 5 (Years 12 – 14)**

At Key Stage 5, the DfE’s 16-19 study programmes provide our sixth form pupils with a structured learning programme which supports development, progression, and pupil aspirations. A combination of all of the elements below are provided to each pupil:

- Substantial qualifications offering stretch and preparation for transition to education at the next level or for employment (offered on-site or as part of a bespoke package with a link FE college as linked to pupil need)
- English and Mathematics where a GCSE at grade 4 has not yet been achieved.
- Work experience and/or work-related learning.
- Other non-qualification activity to develop character, broader skills, attitudes, and confidence and to promote a successful transition to adulthood (including PSHE/ Preparation for Adulthood /Careers, Employability, Personal Development and Enrichment)

KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs. In line with their EHCP requirements.

4.6 **Residential Pupils**

All our pupils reside on our integrated learning site. They have full access to our school curriculum offer as well as support from care staff outside of school hours to access extra enriching opportunities.

4.7 **Homework/lost learning**

At The Eaves Learning Centre we encourage students to catch up on any lost learning. If a teacher feels that a student is struggling to complete classwork, the expectation is that the child is supported to complete the work later in the day in collaboration with the homes. If students are not in school, work is sent home for them to complete. This is to ensure there is not additional lost learning for the child. At any time, children may ask for homework and teachers will oblige by giving them extra work. All children are encouraged to do revision outside of school and are provided with revision guides to assist them with their studying.

4.8 **Reading**

At The Eaves Learning Centre, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as ‘a reader’ and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided, when necessary, in line with a pupil’s individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

Oracy

4.9 **Oracy statement**

Oracy is a fundamental component of our curriculum, integral to students’ cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students’ ability to participate fully in a democratic society, both within and beyond our school.

We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 6
Linked to Policy Number:	OPSP11		

- Develop students' ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Teach students to listen actively and respond appropriately to the contributions of others.
- Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.
- Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.
- Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.
- Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.

4.10 Therapeutic Provision

Our on-site clinical team work collaboratively with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps our children to understand and regulate their own emotions, develop appropriate coping strategies, and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Children have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.11 Physical Education

All pupils access PE lessons at The Eaves Learning Centre with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area, but some may also take place off-site e.g. swimming. We also offer additional sports study as an option subject at KS4 for those pupils who would like to pursue a related qualification. In addition we have introduced Move-it Monday to our curriculum as part of Tutor time.

4.12 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at The Eaves Learning Centre and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Preparation for Adulthood)

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 7
Linked to Policy Number:	OPSP11		

Parents/ carers have the right to withdraw their child from Sex Education delivered as part of PSHE/ Preparation for Adulthood /Careers up until three terms before a child’s 16th birthday (please refer to the school’s RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils across all key stages have access to impartial careers advice from The Eaves Learning Centre. They provide up-to-date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.13 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At The Eaves Learning Centre, SMSC and British Values are promoted in so much of what we do, including during our school assemblies and in PSHE/ Preparation for Adulthood /Careers lessons and tutor time.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.14 COVID-19 Recovery Curriculum

At The Eaves Learning Centre, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral, care, and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge, and skills in each subject area, provide high-quality learning strategies and personalised support as required. Re-connection and creating a sense of belonging remains at the forefront of our personal development and wider curriculum.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at The Eaves Learning Centre is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work, and life. We recognise that we may never see the long-term impact of our curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes.
- Pupils will remember what they learn and make progress in all subject areas.
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning.
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 8
Linked to Policy Number:	OPSP11		

- Pupils will have identified possible career pathways in line with their strengths and interests.
- Pupils will have an understanding of different workplaces.
- Pupils will have developed a range of skills transferrable to the workplace.
- Pupils will be far less reliant on adult support and will be working towards independence in many ways.
- Pupils will be socially and emotionally prepared for transition to further education, employment, or training.
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence.
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies.
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively.
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities.

5.2 Assessment

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are formally tracked three times a year using our assessment system, known as SOLAR.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 Monitoring

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

The Eaves Learning Centre will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

6.1

Key Stage	Academic		Preparation for Adulthood			Personal Development				Assessment/Accreditation Opportunities	
	NC content – Formal Learning	Additional				PACE START	Personal Development – Through PSHE	Individual Interventions, including,	Teacher /pupil	White Rose Maths	
KS2											

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 9
Linked to Policy Number:	OPSP11		

	opportunities Core Subjects	Subjects Drama Music Art Geography History RE PE Computing						marking and Assessment.	Read Write Inc
								SOLAR	Healthy Schools Charter
								SMSC Gridmarker	
								Ark Curriculum+	Eco School's Award
									Forest Schools
KS3	Core Subjects	Additional Subjects English Maths Science PE Computing	Additional Subjects Art Humanities Drama Music	Higher Education or employment, independent living and housing options, participating in the	Offsite provision – Alternative Provision, mainstream/FE links	Internal and/or External Work			Swimming awards
KS4	English Language Maths Science Computing PE	Additional Subjects Art Humanities						Exam Boards (AQA, OCR)	GCSEs
								Reading Age (DRA)	BTEC's:
								Individual	Personal Development and

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 10
Linked to Policy Number:	OPSP11		

									Interventions	Well-being
									Core competencies	AQA Unit Award Scheme
Options:	Child Development									
	Sport Studies (2 GCSEs equiv)									
	Art and Design (1 GCSE)									
	Humanities (History and Geography)									

7. REFERENCES

8. ASSOCIATED FORMS

9. APPENDICES

(Please insert text or visual in order to personalise to the school/learning centre)

Appendix 1: Assessments

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 11
Linked to Policy Number:	OPSP11		

A variety of assessment tests may be used according to Pupils' ability levels. Assessment will also be made through End of Key Stage Tests or tasks and also using external examinations such as AQA Units, Entry Level Certificate, G.C.S.E and NVQ's.

The expectation is for all KS4 Pupils to achieve a minimum of 5 nationally recognised accreditations including Maths, English, Science, an outcome related to career aspirations and an outcome demonstrating personal and social development.

Qualifications we offer:

Subject	Qualifications on offer
English	<ul style="list-style-type: none"> • AQA Functional Skills English levels 1 and 2 • AQA GCSE Language
Maths	<ul style="list-style-type: none"> • AQA Functional Skills Maths level 1 and 2 • AQA GCSE Maths
Science	<ul style="list-style-type: none"> • AQA ELC Science – single and double award • AQA GCSE Biology • AQA Combined Science
ICT	<ul style="list-style-type: none"> • AQA Computer Science GCSE
Art	<ul style="list-style-type: none"> • GCSE Art
Humanities	<ul style="list-style-type: none"> • AQA GCSE History • Short Course Beliefs and Values
Sport	<ul style="list-style-type: none"> • BTEC Sport -Cambridge Sports Award

This policy should be read in conjunction with the following school and Witherslack Group policies and procedures:

- Assessment policy
- RSE policy
- Literacy policy
- Numeracy policy
- PHSE policy
- Positive behaviour support policy
- Careers Policy

Document Number: TELC-V01-1224	Issue Date:	Dec 2024	Version Number: 03
Status: FINAL	Next Review Date:	May 2025	Page 12
Linked to Policy Number:	OPSP11		