

Policy Connections

The policy should be read in conjunction with the Scheme of Work for Further Education and subject mapping, which set out in detail what students will be taught.

The Loyne Further Education Centre aims to help the students to meet the outcomes of the Children and Families Act 2014, namely:

- Employment
- Living more independently
- Participating in the community
- Having good health

The Further Education curriculum aims to achieve this by:

1. Recognising past achievement at all levels and building on it via relevant forms of accreditation.
2. Consolidating existing skills and introducing new ones.
3. Encouraging students to work independently and co-operatively.
4. Working for the future in partnership with family, social, health, education and Transitions services.
5. Supporting students to develop skills for employment, further study or independent living.
6. Encouraging students to develop their resilience and independence skills
7. Involving students in evaluating and reviewing their own learning and setting future targets.
8. Supporting students to manage their own emotional and mental health and wellbeing.

These aims are consistent with our school philosophy.

Study Programme

The 16-19 curriculum has been developed to incorporate the recent changes in the DfE 16 – 19 Study Programmes. The curriculum aims to secure the engagement of students through offering a relevant, exciting and stimulating curriculum which leads to achievable and pertinent individual outcomes. In line with the Study Programme recommendations, the F.E curriculum is divided into 3 progression pathways, Functional skills, Vocational element and non-qualification activity. Where appropriate students access studies approved by the Qualifications and Credits Framework in order to gain Entry Level Qualifications, enabling them to progress at their own pace.

Functional Skills

- Literacy
- Numeracy
- ICT

Vocational Element

These will vary between years, to reflect the needs and abilities of the cohort. Examples of such subjects are:

- Employability
- Catering
- Home Maintenance
- Btec Construction
- Horticulture

Non-qualification Activity

These will vary between years, to reflect the needs and abilities of the cohort. Examples of such activities are:

Developing Independence and Life Skills

Leisure

Enterprise

Arts

Drama

Music

Sport

Functional Skills

These are taught through the ASDAN Bronze, Silver and Personal Progress Awards. Skills are delivered through topics that incorporate the ASDAN units, fulfil Entry Level success criteria at the appropriate level and prepare students for Entry Level examinations.

Communication

Communication underpins all curriculum delivery and is taught in a variety of contexts, including non-verbal, oral and written and in relation to interpersonal, social and vocational contexts.

Literacy

Students develop literacy skills by accessing functional and age-appropriate methods of delivery. A variety of texts, media and genre are selected for their relevance, to student maturity, topic content and individual need.

Numeracy

The focus is upon practical application of numeracy, which embraces the opportunities for functional use of number, money and measurement.

Computing

Students have opportunities to develop individual skills and to access, with varying degrees of assistance, programmes which allow them to control devices, research and display information, communicate with others and design and process their own work. Computing is embedded throughout the curriculum and is accessed in almost every lesson.

Vocational Element

The underpinning ethos, evident through the FE curriculum, is based upon the principle that work and purpose is central to individual identity. During the three years in FE, the aim is to equip students with the resources, confidence and skills to contribute to society either through gaining meaningful employment or being supported to participate in their local community.

The vocational curriculum changes from year to year in order to reflect the needs and prior experience of the learners and to remain current and relevant. Examples of

subjects offered in this area are:

- Home Maintenance
- Catering
- Construction
- Horticulture
- Car Maintenance
- Textiles
- Enterprise

Students working at Entry Level 2 and 3 will complete the ASDAN Employability award, focusing on developing skills for the workplace including the application process and interviews. The award carries 6 credits. Students will have the opportunity to apply their skills within the safe and familiar environment of school. Students working at Entry Level 1 will develop their employability skills through practical application.

Work Experience

Students who are able to access work experience are appropriately supported for sessions depending on their personal needs by school staff. In order to do this the school works with employers to provide personalised work experience placements based upon interests and future goals. In some cases, students may also undertake extended or additional work placements where appropriate.

Independent Travel

In close liaison with parents, identified students may take part in an independent travel training programme. This programme is supervised by a designated independent travel trainer and aims to train students with the skills required in order to travel to school and around their local area independently using public transport.

Non-qualification Activity

The FE curriculum reflects recognition that a holistic approach to individuals' physical, emotional and cultural development is required at all times. The non-qualification activity supports the promotion of individual strengths whilst utilising the local community and services recognising that these are going to be key links in the future.

Links with local colleges, theatres and other educational providers offer inclusive opportunities for the development of a range of skills. Courses are selected with the students' needs and interests in mind.

Method of Delivery

Wherever possible, the planning and delivery of the FE curriculum should include practical and functional elements that further equip students for life beyond the Loyne Specialist School. In some aspects of the curriculum students are grouped according to ability for example Literacy and Numeracy. In other areas of the curriculum students may be grouped in registration classes or in mixed ability groups dependent on the content of the work. Some aspects of the timetable are taught as short modules lasting one term giving all students the opportunity to experience the full breadth of the curriculum. Where subjects have a specific focus, teachers plan a unit of work which outlines the learning outcomes and learning activities whilst short term planning should specify focus, content

and differentiated learning outcomes for each student.

Assessment, recording and reporting FE)

The procedures for assessment, recording and reporting of students' progress are outlined in the policy document of the same name. In relation to Further Education, however, the following considerations apply as outlined below:

Recording achievement

- Achievement is recorded against learning outcomes or set targets.
- Achievement is recorded against the BTEC Award, ASDAN Bronze/Silver Award, Towards Independence and Transition Challenge or appropriate to the student.
- Achievement recognised through accreditation from an awarding body is recorded on a central spreadsheet and updated annually. This is reported in the Headteacher's Report to Governors.
- Achievement is recorded using the iAchieve app.

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