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**ELA Curriculum Statement**

Empower, Learn, Achieve.

The principles of this policy are underpinned by our whole school ethos and values. We want everyone 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 the 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.

The 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 up multiple destination pathways.

The 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.

**The curriculum offer:**

**Key Stage 3**

Key stage 3 provision at the 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. A minimum of 3 further subjects are delivered with the support of the local schools to ensure successful transition and reintegration.

**Key Stage 4**

Whilst pupils attending the (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 the 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,

• Progress, from key stage 2, towards their identified destination pathway

The 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/Literature** |
| **English Language AQA/GCSE Level 1-9/QANCode**  **English Literature AQA/GCSE Level 1-9/QANCode** |
| **This qualification fits into the overall curriculum intent of the ELA by:**  When pupils leave the Enterprise Learning Alliance 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.  The Enterprise Learning Alliance 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 the 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 the ELA and underpin achievements in further education and working life.   Throughout key stage 3 and key stage 4 we interweave a number of key spines This includes:  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.  We teach  **Key Stage 3 Curriculum**  The KS3 English curriculum at the Enterprise Learning Alliance 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 the Enterprise Learning Alliance 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**  The Enterprise Learning Alliance 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 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/QANCode** |
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| **This qualification fits into the overall curriculum intent of the ELA by:**  Mathematics is an essential part of a balanced curriculum that is both well matched and challenging to learner’s needs. All learners 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 children 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.  **KS4**  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?**   1. 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?**   1. 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?**   1. 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: 601/8752/9** |
| **This qualification fits into the overall curriculum intent of the 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. |
| **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** |
| **This qualification fits into the overall curriculum intent of the ELA by:**  The Enterprise Learning Alliance 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 Enterprise Learning Alliance 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 Enterprise Learning Alliance 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**  The Enterprise Learning Alliance 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.*  Due to its popularity GCSE Art has a good success rate in the school. Pupils whom 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.  **Please Note:** this qualification is currently only taught at Southwood. During 2020/21 there are plans for additional staff to begin training to become Arts Award Advisors, which will result in the qualification becoming more widely available. |
| **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** and **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 2 Certificate in Sport** |
| **QAN Code 601/3037/4** |
| **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:** |
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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.  Go on the Pearson website and look at pupil resources for BTEC Sport and active leisure. |

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| **Food and cookery skills** |
| **NCFE Level 2/QAN Code 603/3911/1** |
| **This qualification fits into the overall curriculum intent of the ELA by:**  The NCFE Food and cookery skills is delivered years 10 and 11. It will equip our students 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 students 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:**   * 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** |
| **This qualification fits into the overall curriculum intent of the ELA by:**  GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens.    Students 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**  2 exams to be taken  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** |
| **Level 1 Construction Multiskills**  **Qualifications**  **NOCN\_Cskills Awards Level 1 Award in Construction Multiskills**  **Qualification No: 603/5764/2**  **NOCN\_Cskills Awards Level 1 Certificate in Construction Multiskills**  **Qualification No: 603/5770/8**  **NOCN\_Cskills Awards Level 1 Extended Certificate in Construction**  **Multiskills**  **Qualification No: 603/5776/9**  **NOCN\_Cskills Awards Level 1 Diploma in Construction Multiskills** |
| **This qualification fits into the overall curriculum intent of the ELA by:**  The WJEC Level 1 / 2 Constructing the Built Environment course offers learners between the ages of 14-19 focused practical learning tasks designed to replicate the roles and responsibilities of the construction industry. The course will challenge learners to acquire and apply the knowledge they have learnt through both and internal and external moderated assessment. The course gives the learners the opportunity to experiment and develop skills in numerous fields of construction whilst still providing the important foundation material needed to undertake the process safely and properly imitating the processes which occur in real life scenarios.  Each qualification is built from discrete units, but allows for both synoptic learning and assessment. Each unit has an applied purpose which acts as a focus for the learning in the unit. The applied purpose is the vehicle through which the learning contained in the unit is made relevant and purposeful. It is also the means by which  learners are enthused, engaged and motivated to study how buildings are constructed. The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and  application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they 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 have been devised around the concept of a ‘plan, do, review’ approach to learning where learners 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:**  The course is broken down into 3 units of study.  Unit 1: Safety and security in construction is externally assessed. Details of the  external assessment are as follows:  • 60 minute examination  • total of 60 marks  • online assessment (audio enabled version available on request)  • short and extended answer questions, based on stimulus material and applied  contexts  • each question will have an applied problem solving scenario  • each paper will assess all learning outcomes. Assessment criteria will be  sampled in each series  • available in the summer of each year  • learners are allowed one re-sit opportunity. The highest grade will contribute  towards the overall grade for the qualification  • WJEC will produce a mark scheme which will be used as the basis for marking  the examination papers  • Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.  Unit 2: Developing construction projects  For internal assessment please consult ‘WJEC’s Instructions for conducting controlled assessment’. This document can be accessed through the WJEC website. Each centre must ensure that internal assessment is conducted in  accordance with these controls. The following principles apply to the assessment of internally assessed units:  • units are assessed through summative controlled assessment  • controls for assessment of each internally assessed unit are provided in a model assignment  • each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit  • performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Evidence must clearly show how the learner has met the standard for the higher grades.  There are three stages of assessment that will be controlled:  • Task setting  • Task taking  • Task marking  **Task setting:**  For internal assessment, WJEC has produced model assignments. Centres are,  however, allowed to modify the assignment within specified parameters. This will  allow centres to tailor the assessment to local needs. The model assignment has  been written to ensure the following controls are in place.  **Task taking:**  There are five areas of task taking that are controlled: time, resources, supervision,  collaboration and resubmission.  *Time*  Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.  *Resources*  The assessor can determine which resources should be provided to all learners to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.  *Supervision*  Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.  *Authentication*  Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative  feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and  safety hazard observed.  *Re-sitting:*  Learners have one resit opportunity for each assessed unit. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.  **Task marking:**  All marking of evidence must be made against the assessment criteria and performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.  Unit 3: Planning construction projects is externally assessed. Details of the external  assessment are as follows:  • 120 minute examination  • Total of 60 marks  • online assessment  • a series of tasks, based on stimulus material and applied contexts  • each task will have an applied problem solving scenario  • each paper will assess all learning outcomes. Assessment criteria will be  sampled in each series  • available in the summer of each year  • learners are allowed one re-sit opportunity. The highest grade will contribute  towards the overall grade for the qualification  • WJEC will produce a mark scheme which will be used as the basis for marking  the examination papers  • Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. |
| **Course Assessment**  The course is assessed through two computer based external examinations and an internal assessment by the subject teacher. Unit 1 and 3 will be exam based and Unit 2 will give the learners a chance to display their practical skills and be assessed by the teacher.  Unit 1 offers a maximum of 60 Marks across all 4 Learning objectives, whilst Unit 3 offers 60 marks across 3 learning objectives. Unit 2 will be marked as every learning objective gets met throughout the GLH. The students have the opportunity to meet a Level 1 Pass, Level 2 Pass, Level 2 Merit or a Level 2 Distinction based on the work and criteria met. |
| **Parental Support:**  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 WJEC Level 1 Constructing the Built Environment online and access the resources available. |

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| **Health and Social Care** |
| **BTEC Level 1-2/** 600/6311/7 |
| **This qualification fits into the overall curriculum intent of the 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. Pupil 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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| **Motor Vehicle** |
| **ABC Level 1-2/QAN Code** |
| **This qualification fits into the overall curriculum intent of the ELA by:** Diploma in Motor Vehicle Studies is taught at KS4 (years 10 and 11). It will equip our students with the knowledge, understanding and skills required for them to progress to employment in this vocational sector that is a significant source of employment in the locality and environs.  The course will encourage students to have knowledge of issues related In the Maintenance and repair of motor vehicles enabling them to problem solve and make the necessary repairs required to make the vehicle safe on our roads. These important transferable skills of problem-solving, organisation and time management, planning and communication are essential in the work place.  Through Motor Vehicle Studies, students will:  Understand and explore range job roles within the Motor Vehicle industries to develop a range of transferable skills.  Demonstrate effective and safe Repair skills by planning, preparing and repairing the faults found. With these skills they will be able to asses plan and repair motor vehicles  Understand the economic, environmental, ethical, and socio-cultural influences of Motor vehicle repairs , from the small independent garages to the big main dealers  Motor Vehicle Studies supports the whole school ethos by:   * Empowering pupils to have knowledge of Motor Vehicle Repair and safety to support their own well-being and that of others * Learn new skills and knowledge to move onto further employment and support them in the wider world   Achieve a recognised qualification to support positive destinations post 16 in further education or employment |
| **Course Content:**  Level 1 Certificate in Motor Vehicle Studies  Health and safety for motor vehicle studies [H/501/7005]  Introduction to battery and lighting systems [L/501/7015]  Introduction to steering and suspension [R/501/7016]  Introduction to vehicle braking systems [Y/501/7017]  Introduction to vehicle wheels and tyres [H/501/7022]  Introduction to vehicle valeting [J/501/7028]  Additional Units For Level 1 Diploma in Motor Vehicle Studies  Introduction to spark ignition power units [T/501/7011]  Introduction to engine liquid cooling and engine lubrication systems [A/501/7012]  Introduction to vehicle inspection [D/501/7018] |
| **Course Assessment**  This course is internally assessed and externally moderated.  The Enterprise Learning Alliance uses innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks. |
| **Parental Support:**   * 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 |

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| **Level 2 Certificate in Hairdressing and Beauty Therapy** |
| **QAN Code 601/0556/2** |
| **This qualification fits into the overall curriculum intent of the ELA by:**  Hair and beauty promotes self-confidence and mental wellbeing to leave pupils feeling empowered.  Pupils learn skills to be able to confidently progress into the workplace or college by undertaking practical demonstrations and application of hair services and beauty treatments  Pupils can achieve an award, certificate or diploma dependent on the time on programme.  The course is part of a broad and balanced curriculum to develop student’s strategies to relax and to experience therapeutic self care and to carry out treatments or services within the industry. The course is exceptionally popular with students who would consider a career within the hair and beauty industry or those who find the sessions enriching to use at home.  The course often inspires students to seek part time employment within the industry. |
| **Course Content:** |
| **Course Assessment** |
| **Parental Support:**   * 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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| **PSHE** |
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| **This strand fits into the overall curriculum intent of the ELA by:**  The 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 learners to apply their knowledge and understanding when making decisions. Staff will also promote self-development by encouraging learners 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 learners’ 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:**   * 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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| **NOCN Level 1 in Skills for Employment, Training and Personal Development -** |
| **Award 601/0948/8**  **Certificate 601/0950/6** |
| **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 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, photo’s, researched materials and witness statements from the teacher.**  **There is no exam.** |
| **Parental Support:**  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. |

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| **Enrichment** |
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| **This qualification fits into the overall curriculum intent of the 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, Students 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:**  Encourage their child to develop wider interests socially and have higher aspirations  Working with the school to respect the schools expectations of behaviour  Support their child in making informed career path decisions |

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| **Careers Advice and Guidance** |
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| **This qualification fits into the overall curriculum intent of the ELA by:**  The careers programme is delivered throughout the academic year. It is our intention that all pupils are given opportunity to access this programme during their time with Enterprise Learning Alliance.  The intentions of the career programme are:   * To enable pupils to make informed choices about their future education and career paths. * To develop pupils understanding of the world of work. * To encourage pupils to develop the skills required in order to be successful in the pursuit of their future plans. |
| **Course Content:**  The careers programme is delivered across the academic year through a number of activities including:   * Access to individual careers guidance for YR 11 pupils (including those who might be educated off-site) which is personalised and relevant to the needs and interests of the pupil. * Talks from external speakers on topics including post 16 options, apprenticeships and employability. * Interactive group sessions with the Department for Work & Pensions on a range of topics. * Offer of a visit to a further education provider (college/training providers) for all YR 11 pupils. * Work experience opportunities for YR 11 pupils, agreed on an individual basis if appropriate for the pupil. * KS4 pupils will additionally be offered the opportunity to attend the Kent Choices local events and access individual visits to post 16 providers (as required). * Careers is covered throughout the curriculum, in particular within PSHE and the vocational subjects offered.   Pupils can access careers information, advice and guidance through a fully qualified and independent careers adviser who works with Enterprise Learning Alliance on a weekly basis. |
| **Course Assessment** |
| **Parental Support:**  The careers programme is reviewed annually and feedback is sought from pupils, parents and staff. Additional measures we use to review the programme include; destination data, compliance to Gatsby benchmarks and the Compass online tool.  We encourage feedback from parents and work closely with them to enable each student to be ready, fully prepared and happy with their Post 16 Destination.  Our FLO/Careers Co-ordinator and our Careers Advisor continue to support and track each student throughout their time at their chosen destination as well as liaise with provisions and parents. |

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| **Duke of Edinburgh** |
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| **This qualification fits into the overall curriculum intent of the 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:**  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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| **PiXL Edge** |
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| **This qualification fits into the overall curriculum intent of the ELA by:**  Pixl Edge is a national innovative scheme that is intended, over time, to develop a number of key life skills and attributes which will assist students in succeeding once they leave school.  The scheme has been developed in conjunction with a number of companies and employers who have expressed the core skills students need to be able to succeed in a workplace, in addition to their academic qualifications.  Pixl edge aligns perfectly with the schools ethos (Empower, Learn, and Achieve). By empowering Students with these key life skills, they will find it easier to learn and will subsequently achieve more in their lives. |
| **Course Content:**  These skills have been broken down into five core areas: **Leadership, Organisation, Resilience, Initiative** and **Communication**, or **LORIC** for short.  Students have to complete a total of ten activities, two in each category. The activities are practical and link directly to the key skill area. Examples would be Leading a warm up activity in a PE lesson for Leadership or Helping the receptionist out for the day for Organisation etc.  Once a student has successfully completed all ten tasks, they will have ‘The EDGE’, which will be represented in the form of a certificated qualification recognised by schools and colleges and, increasingly, employers as well. On completion, students will also be able to claim a Digi badge that can be used on a Linkedin profile. |
| **Course Assessment**  By demonstrating that they have ‘The EDGE’, students will be able to showcase to staff and others the great variety of skills and interests they have outside of school, as well as during lessons and extra-curricular clubs. Once an activity has been completed, it will be recorded in the student’s journal online.  Each student has a unique login to the website and can access these both at home and school.  Activities will then be verified by tutors who will approve a task if successfully completed, or provide feedback if further evidence is required. |
| **Parental Support:**  You can support your child by:   * Encouraging your child to use **Leadership** skills giving them responsibilities at home. * Encourage your child to show **Organisational** skills by being responsible for themselves, their own possessions and time keeping at home. * Encourage your child to be more **Resilient** by not giving up to easily. * Encourage your child to show **Initiative** by giving them the tools to work things out for themselves. * Encourage your child to improve their **Communication** skills by modelling good practice at home. |

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| **KS3 Project** |
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| **This qualification fits into the overall curriculum intent of the 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 is 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 the Enterprise Learning Alliance 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 * Purchasing revision booklets. The class teacher will be able to support here * 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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| **Online Safety and Computing.** |
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| **This strands fits into the overall curriculum intent of the ELA by:**  The ELA aims to equip pupils with the knowledge, understanding and skills to use information and communication technology creatively and purposefully. A key aspect of this lies in being digitally literate. Online technologies play a huge role and so providing a broad and balanced online safety education at each key stage is vital to ensuring that pupils can navigate the online world safely and positively. The teaching of online safety supports the ELA ethos by:   * **Empower**ing young people to use technology safely and respectfully. * **Learn** ways to keep safe online and understand who to contact if they have concerns * Whilst this is not a qualification this part of the curriculum acts as the foundations for pupils to **achieve** further qualification or careers with ICT. |
| **Course Content:**  KS1: pupils will be taught to use technology safely and respectfully. Keeping personal information private and identifying where to go when they need support if they have concerns about content or contact on any online platforms.  KS2 pupils will be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluation digital content. Also, to use technology safely, respectfully, and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content or contact.  KS3 pupils will be taught to create re-use and revise and re-purpose digital artefacts for given audience, with attention to trustworthiness, design, and usability. Also, to understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy, being able to recognise inappropriate content, contact and conduct and know how to report any concerns.  KS4 pupils will be taught to understand how changes in technology affect safety, including ways to protect their online privacy and identity. Pupils will be encouraged to manage online risks through well informed choices, consideration, and respect for others and by taking responsibility for both their own conduct and keeping others safe online. |
| **Course Assessment**  Pupils will engage in classroom activities, assemblies and discussion, they will be assessed by their class teachers. |
| **Parental Support:**  Decide what’s right for your family.  Check your setting regularly  Support your children in gaining the skills they need to keep them safe.  Understand the limitations.  Ask for help. |

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| **Little Oaks** |
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| **This fits into the overall curriculum intent of the ELA by:** Providing an off site provision for KS1 and KS2 pupils in the Thanet district, who have become disengaged with school or have factors that make learning within a class environment difficult. A full and varied curriculum is used to try and help encourage the pupils to ***learn*** and engage in education. Along with a nurturing approach and model, this helps the pupils, parents and placing schools to recognise that they can ***achieve*** through the use of achievable short and medium term goals. Therefore ***empowering***  the pupils to make a positive return to school or suitable destination.  The curriculum is delivered at levels appropriate to each pupil, with any and all additional needs catered for. Each term, the class read a different story (weekly stories for KS1) and all of the work for the term is based around it. All pupils are expected to be able to complete the work that has been set and there is always support available to help them realise this outcome. |
| **Course Content:** A nurturing approach to education that follows a broader scope of the National Curriculum. Ongoing development of tools and strategies for children and adults to use, that will enable them to succeed in class and contribute to a wider school community. Subjects covered include:   * Literacy * Numeracy * Art * Science * Information Computer Technology * Personal, Social and Health Education |
| **Course Assessment**  Regular monitoring, both internally and externally, to see if intervention and learning strategies being used are having a positive impact and provide a framework for reintegration. |
| **Parental Support:**  Agree to ensure regular attendance. Support in opportunities for home learning (weekly spellings, extension work, etc). Monitor and understand what your child is accessing online at home. To keep the school updated with any information regarding your child. |