

**Enterprise Learning Alliance Curriculum Policy**

**2018**

**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 aim 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 become:

- successful learners, who enjoy learning, make progress and achieve.

- confident individuals who are able to live a safe, healthy and fulfilling life.

- active and responsible citizens who make a positive contribution to the well-being of present and future generations.

The ELA curriculum seeks to promote 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 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.

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 in AP/PRUs in Kent 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, across 6 qualifications

• Progress, from key stage 2, towards their identified destination pathway (see table below)

The recommended qualification offer for young people in ELA is:

**All students at ELA will sit the following CORE Curriculum**

|  |  |
| --- | --- |
| Edexcel Mathematics | GCSE |
| AQA English Literature | GCSE |
| AQA English Language | GCSE |
| AQA Personal Social Education (PSE) | Level 2 |
| BTEC Certificate in Applied Science | Level 1 |

***PLEASE NOTE:***

*The ELA will make every effort to offer the students their options in the order the choose them, however, we cannot guarantee that we can meet all these choices as some subjects may be under or oversubscribed.*

**All students need to select 1 ORANGE BAND option + 1 reserve choice:**

|  |
| --- |
| Subject |
| BTEC Level 1/ 2 First Award in Children’s Play, Learning and Development |
| BTEC Level 1/ 2 Award in Health and Social Care |
| WJEC Level 1/ 2 Award in Hospitality and Catering |
| WJEC Level 1/ 2 Award in Travel and Tourism |
| NCFE level 2 Technical Award in Music Technology |
| AQA GCSE Fine Art |
| AQA GCSE Citizenship |
| Edexcel GCSE History |
| WJEC GCSE Film Studies |
| Edexcel GCSE PE Short Course |

**All students must also choose 2 BLUE BAND options + 2 reserve choices:**

***Note: these options will be studied over a 1-year period. One will be sat in year 10 and one will be sat in year 11.***

|  |
| --- |
| Subject |
| BTEC level 1 Certificate in Business Administration |
| BTEC Level 1 Certificate in Construction |
| ABC Level 1 Award in Automotive Studies |
| BTEC Level 1 Certificate in Caring for Children |
| BTEC level 1 Certificate in Introduction to the Hospitality Industry |
| BTEC level 1 Certificate for IT Users (ITQ) |
| NCFE level 1 Technical Award in Music Technology |
| BTEC level 1 Certificate in Sport and Active Leisure |
| BTEC level 1 Certificate in Introduction to the Travel and Tourism Industry |
| BTEC Level 1 Certificate in Hair and Beauty |
| BTEC Level 1 Certificate in Land based studies |

In all cases the ELA will act as they judge to be in the best interests of their pupils. Progression into post 16 pathways is a key measure and informs the 14-16 curriculum offer. Literacy and numeracy skills are essential for future employment and where appropriate to the progression route, the ELA will use functional qualifications.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | |  | | --- | | **Post 16 Destination Pathway** | | **Minimum qualifications required for post 16 progression** | **Suggested 14 – 16 curriculum model** |
| 3A | Level 3 Academic | 5 x 9-5 GCSEs or equivalent, including English and maths | GCSE provision enhanced by self-learning and independent study, supported by the sending school |
| 3T\* | Level 3 Technical/ Advanced Apprenticeship | 5 x 9-5 GCSEs or equivalent, including English and maths | GCSE provision enhanced by self-learning and independent study, supported by the sending school. Work placement in technical field to support skills development. |
| 2A | Level 2 Academic | 4 x GCSE or equivalent 9 - 4, including either English or maths | GCSE provision, additional support for English and Maths. |
| 2T | Level 2 Technical / Intermediate Apprenticeship | 4 x GCSE or equivalent 9 - 4, including either 1 English or maths | GCSE provision, Level 2 technical qualifications. Work placement in technical field to support skills development. |
| 1T | Level 1 Technical / Apprenticeship | 4 x GCSE or equivalent grades 9-2, including either 1 English or maths | Combination of appropriate level 1 and 2 qualifications. Work placement in technical field to support skills development. Work ready training. Could include functional English and Maths |
| 1E | Level 1 Entry /Transition | functional English and maths | Functional English and Maths. Some appropriate work ready/ level 1 qualifications. Work placement in technical field to support skills development. |

*\*students who want to progress from technical awards level 2 to 3. AP/PRUs should be aware that not all colleges see a direct progression route from 2 to 3 due to the requirement to specialise in a specific discipline i.e. professional cookery and construction.*

When identifying the progression route, the ELA will consider both prior attainment and access to education in the year subsequent to the referral. For example, a pupil may have the academic ability to complete A Levels, as identified by prior attainment in KS2, but due to personal circumstances is unlikely to have had enough access to education to stay on this pathway. In this instance, the ELA will consider progression routes which enable catch up rather than directing to level 1 provision.

The following case studies give examples of how curriculum solutions could be developed:

**Case study 1: Level 3 route**

Pupil A wants to study A levels the suggested curriculum would be at least 5 GCSE provision. The ELA supports the pupil by delivering their core GCSE offer. In addition, the pupil is able to make additional or alternative subject choices through self-study and independent learning, supported by the home school. The home school supports by providing resources, additional coaching (on or off school site) and assessment.

If Pupil A wanted to do a level 3 technical qualification or advanced apprenticeship, work placement would also be a suitable option.

**Case Study 2: Level 2 route**

Pupil B has missed significant education and it is likely that they will not have completed their level 2 study by the age of 16. The ELA offers a GCSE programme focusing on fewer GCSE’s. The ELA may choose not to offer both English qualifications at this stage. In addition the ELA considers the delivery of functional skills alongside the GCSEs to support development.

Pupil B has identified a level 2 College course they wish to follow. The College and the home school work with the ELA to ensure experiences and work placements support skills needed for transition.

**Case Study 3: Level 1 route**

Pupil C has low prior attainment and wants to consider a level 1 apprenticeship. The ELA prioritises basic skills including functional English and maths and work ready training. In addition Pupil C may study a combination of appropriate level 1 or 2 qualifications. Pupil C completes regular work placement in their chosen technical field.

Pupil D has low prior attainment, or has missed significant education. The ELA prioritises English and maths at the appropriate level; this is likely to include functional skills. Pupil D is given a range of work related experiences which support work readiness and career choices. Pupil D is likely to require a transition year before continuing onto a post 16 provisions.

The ELA work closely with post 16 providers (schools, Colleges and destination providers) to support a seamless 14-19 curriculum offer.

The ELA communicates with the local sixth forms and Colleges to ensure the qualifications they deliver provide a progression route. Collaborative and supportive transition programmes are developed to prevent ELA leavers dropping out and becoming NEET post 16.

A transition model could provide

* Further literacy and numeracy skills development including English and maths for those without GCSE at level 2 threshold.
* work placement at an appropriate level
* Development activities such as digital skills, study skills, problem solving and team building.
* Personalised support.
* Assessment and guidance to make decisions about next steps.
* The knowledge, skills and behaviours needed to progress.
* Progression to further education, traineeship, apprenticeship or employment with training.