

Aurora Eccles School

Curriculum Policy incorporating Examinations and Externally Accredited Courses

Policy Reference:	ECS4
Version Number:	9
Applies to:	Aurora Eccles School
Associated documents:	ECS 4.1 Assessment reporting and recording policy
Approved by:	Principal
Implementation date:	October 2024
Next review due by:	October 2025
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

Summary of changes since previous version of policy

- *Inclusion of previous stand-alone policy ECS 4.2 examinations and externally accredited courses*
- *Removal of appendix 1 'supporting outreach students'*
- *Removal of appendix 2 'Intent and Implementation'*
- *Updated school day times*
- *Updated school timetables*

Introduction

Purpose

The curriculum at Aurora Eccles School intends to provide a broad and balanced curriculum, largely referencing the National Curriculum for England and Wales augmented by opportunities for personal and social development to students who experience a range of special educational needs and disabilities.

Students who attend the school will usually have an Education, Health and Care Plan (EHCP) and prior to admission they will have been heavily supported in mainstream schools or been out of education for a period of time. Therefore, our intention is to provide a curriculum that supports and reinforces learning and helps students to connect information and experiences through a holistic approach initially based on their EHCP, but also their levels of attainment and abilities on entry to the school.

The range of special educational needs and disabilities include social and communication difficulties, mild to moderate learning difficulties, autism, speech language and communication difficulties, specific learning difficulties, or Social, Emotional and Mental Health (SEMH). This means that as part of our curriculum intentions, we will make individual changes for students to match their needs and disabilities.

Overall, the school intends that the student experience will broadly mirror the National Curriculum. However, because of our students' needs, we have also extended the curriculum by adding several more specialised, enriching subjects to meet their more individual or collective needs.

The school curriculum also intends to ensure that students' vulnerabilities are reduced and, that by the time they leave, students are more confident and less at risk. To achieve this, our curriculum intends to be broad, balanced, well planned, and to have a particular focus on safeguarding which is promoted through SMSC/PSHRE opportunities to increase personal awareness and support good decision making in the future.

In addition, the curriculum intends to support students to develop a range of coping skills helping them to build resilience and become more consistently emotionally regulated by applying learnt strategies to situations that cause stress and anxiety.

Similarly, we intend the curriculum to be able to support and develop all our students in becoming as independent as possible, and to assist them in attaining the best possible

academic outcomes. This means that we want our students to see themselves as competent learners with a 'can do' attitude. To achieve this, we offer several externally accredited programmes and courses to all students according to their abilities and levels of attainments, e.g., THRIVE approach, ASDAN courses. We also offer therapies and individual support programmes as per our students identified EHCP needs, provisions and outcomes (i.e., specialist support). The therapy team also offer targeted and universal support for the development of social communication and emotional regulation skills to all students.

To support the range of special needs and disabilities on an operational level in school, the school and its curriculum is divided into two main types of class: nurture classes and chronological classes. The nurture groups provide for the more vulnerable students who have a higher level of need. The intention is to provide a curriculum that balances education, personal and social development, with access to a range of therapies to improve social communication and life skills. This curriculum would not necessarily resemble a traditional mainstream education as the needs of our students are far more complex. Exceptionally, some students have alternative programmes arranged to support them whilst they are finding it hard to access our usual or nurture curriculum offer.

Policy Statement

Curriculum content

The school provides a broad, balanced curriculum through which all students receive a full-time supervised education with a curriculum that includes a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative aspects appropriate to their age, aptitude and stage of development.

The importance of SMSC in the Curriculum

It is often the case that young people in special education have a higher risk of vulnerability and so the social, moral, spiritual and cultural curriculum at Aurora Eccles School plays an important part in their personal development and an understanding of the wider world that surrounds them. This means that the curriculum for PSHE, RSE, RE and Citizenship and British Values will, by utilising visits, celebrations, awareness days and guest speakers explore SMSC matters including equality, relationships and sex education, the prevention of exploitation or radicalisation, and the promotion of safeguarding and protection at an individual and collective level.

Teachers, HLTAs and TAs

There are a high number of Teaching Assistants (TAs) and Higher Learning Teaching Assistants (HLTAs) in all lessons to support students access to the curriculum, and to ensure that their individual SEND is catered for. HLTAs also lead teaching in some elements of learning, for example in art, because they have a specialism or experience in that area that can benefit the students.

Groups, Lessons and the Teaching Day

The curriculum in the secondary school is taught mainly by a range of subject specialist or otherwise experienced teachers. There are 6 periods in a day and class groups, normally with a maximum of 8 students, who stay in their base room unless they are required to move to a specialist classroom or space.

In nurture classes, there are 6 lessons a day and each class have a maximum of 10 students. These groups are based in separate, specialist provisions and are supported by a specific group of teachers, HLTAs and TAs to ensure consistency. Learning can be delivered through themes and projects, though the groups also have access to a wider, more specialised, practical curriculum including swimming and outdoor and woodland learning (OWLs).

Enrichment and non-statutory additions to the curriculum.

Enrichment subjects offered include horticulture, multi-media, DT, and cookery. In addition, as part of their weekly non-statutory curriculum, students also access OWLs and swimming. In addition to their planned objectives, these subjects help meet the unique needs of the students in terms of decreasing anxiety, improving social communication skills, raising levels of engagement, and providing opportunities to develop personal interests.

Examinations and externally accredited courses – please also refer to Appendix 1

Students in Key Stage 4, including those in the nurture classes, will be able to access a range of externally accredited courses according to their abilities and levels of attainment. At GCSE, students will study English, Science and Maths as a regular part of the curriculum and through a range of options. We offer functional skills qualifications where these represent the most appropriate choice for English, Maths and Science. Students can also achieve accreditation in ASDAN. This includes subjects such as PSHE, Expressive Arts, History, AOPE or COPE and Geography. AQA Unit Awards are also offered across all year groups, often linked to life skills and cookery.

Employability, access to Work Related Learning and FE Collages

For students across Key Stage 4 the school aims to improve students' employability skills and/or extend their learning opportunities in subjects at an FE College and places of work whenever the school is unable to provide them on site. A coordinator oversees both areas, carrying out risk assessments, suitability checks, and makes regular placement visits to support students, focusing on developing confidence and independence skills, whilst ensuring that there are clear lines of communication between the student, the school, the college/placement, and the students' parents/carers. Work experience placements are organised in collaboration with an accredited provider. CEIAG meetings with a qualified guidance advisor via an organisation independent of the school.

Supporting individual special educational needs and disabilities in the curriculum

Teachers, HLTAs and TAs meet regularly to discuss and plan supportive learning strategies that will be effective in helping students to overcome their areas of difficulty, meaning that all tasks are differentiated, and individual learning styles are supported. Through assessment,

student progress is monitored and evaluated, with information and evidence being used to generate new objectives as the student develops. To improve access to learning, every student has an IEP, a Behaviour Support Plan and a Risk Assessment, which aims to help each student to be better emotionally regulated and manage positively throughout the school day.

Students who experience low levels of literacy, specific learning difficulties, speech, language difficulties, or social communication difficulties, work to a more individualised programme and receive 1:1 support, or work in small, targeted groups. This may be for an intensive period, especially on entry to the school, supporting students to make rapid progress so that they can quickly begin to access the full curriculum. However, others, depending on their level of need may access these sessions throughout their time at the school.

The school has a clinical team that works closely with teachers, HLTAs and TAs to support the delivery of the curriculum to students who experience temporary or long-term difficulties with emotional wellbeing, mental health or more advanced social and communication needs.

Maintaining high quality Teaching and Learning in the curriculum

To deliver the curriculum to a high standard, it is vital that teaching and learning is maintained to a consistently high quality. As part of the quality assurance process, each subject has a curriculum lead who oversees its delivery, quality of teaching and learning, and assessment processes. In addition, teachers, HLTAs and TAs are regularly observed by Curriculum Leads and senior managers and receive feedback that then informs CPD at an individual or a whole school (education) staff level.

To ensure consistency and to identify the uniqueness of every subject taught, each subject has its own aims document, and series of pre-planned Programmes of Study/Schemes of Work across all year groups, forming a holistic curriculum map that builds sequentially on the key concepts, and the individual skills, knowledge and understanding of that subject. All lessons have plans that inform the teacher, student, and other staff who are supporting the learning of the lesson's objectives, how it links to prior learning and where it can be applied generally. Plans also include key words and concepts, and how content will be differentiated and supported through a range of learning styles.

Assessment and the curriculum

Assessment for Learning (AfL) will form a regular part of all learning activities to identify how secure students learning is from lesson to lesson, identifying areas for development and correcting misconceptions. AfL evidence will also be used to inform next lesson planning either for individual student level, or in relation to the content, delivery or resources needed to improve the next lesson.

Students will be assessed through various methods at the end of every programme of study/scheme of work, theme or project, and any data collected will be uploaded to Earwig or a similar recording system. Where this is not appropriate, information and evidence of progress will be recorded through a more specialised process. Information collected will also inform the next steps planning at a student or subject level.

Summary assessment information will be used to complete end of term and end of year reports and will be sent to parents/carers and any other professionals or agencies who support the student. Curriculum Leads and teachers will also use the summary information to reflect on curriculum delivery and content and then used to inform future planning.

Impact

We believe that the impact of our curriculum will inspire each student to develop their individuality, helping them to grow and develop in their own unique way, and to achieve their full potential - educationally, socially and personally.

Through the high-quality delivery and range of opportunities provided by our curriculum, we believe its impact will ensure that young people are prepared for their future, and that it will provide them with a well-rounded education and range of strategies to improve their choices in life – whether that is further education, which includes being able to access mainstream settings, training, or to explore job opportunities.

Times of the School Day

8.45 – 9.00	Arrival
9.00 – 9.30	Tutor time/registration
9.30 – 10.15	Lesson 1
10.15 – 11.00	Lesson 2
Morning Break 11.00 – 11.15	
11.15 – 12.00	Lesson 3
12.00 – 12.45	Lesson 4 / lunch 1
12:45 – 13:25	Lunch 2 / Lesson 4
1.25 – 1.30	Registration
1.30 – 2.15	Lesson 5
2.15 – 3.00	Lesson 6
3.00 – 3.30	Tutor time and Sign Out

Appendix 1: Master timetable

Year 11

G4

Week 1

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00	Break 11:00 - 11:15	Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	Maths	COPE	Break	ICT	English	Lunch	Science	Multi M	Thrive / Sign out
			CJE	THI		FHE	DEG		MCA	MWI	
Tuesday			Science	English		PE			Drama	Maths	
			MCA	DEG		RCR/KWA			KLT	CJE	
Wednesday			Maths	PSHRE		History	Geography		COPE	English	
			CJE	JPE		HWA	JPE		THI	DEG	
Thursday			Maths	English		Science	PSHRE		M&D		
			CJE	DEG		RAL	JPE		JCO/HED/KWA		
Friday			Maths	English		DofE			M&D	Music	
			CJE	DEG		ISI			JCO/HED/AG A	CCH	

Week 2

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00		Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	Maths	COPE	Break	ICT	English	Lunch	Science	Multi M	Thrive / Sign out
			CJE	THI		FHE	DEG		MCA	MWI	
Tuesday			Science	English		PE			Drama	Maths	
			MCA	DEG		RCR/KWA			KLT	CJE	
Wednesday			Maths	PSHRE		History	Geography		COPE	English	
			CJE	JPE		HWA	JPE		THI	DEG	
Thursday			Maths	English		Science	PSHRE		M&D		
			CJE	DEG		RAL	JPE		JCO/HED/KWA		
Friday			Maths	English		DofE			M&D	Music	
			CJE	DEG		ISI			JCO/HED/AG A	CCH	

Year 10

G1

Week 1

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00	Break 11:00 - 11:15	Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	Maths	Science	Break	English	ICT	Lunch	Block 2		Thrive / Sign out
			JHA	MCA		DEG	FHE		RCR/HED/JCO		
Tuesday			Maths	PSHRE		DofE			Science	English	
			JHA	JPE		ISI			MCA	DEG	
Wednesday			Science	RE		Maths	English		PE		
			MCA	THI		CJE	DEG		RCR/KW		
Thursday			History	Maths		English	Drama		Block 1	Geography	
			HWA	CJE		JPU	KLT		HWA/JPE/THI	JPE	
Friday			Maths	Block 3		Block 3	English		Block 1	ICT	
			JHA	CCH/MW/RA		CCH/MW/RA	DEG		HWA/JPE/THI	FHE	

Week 2

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00		Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	Maths	Science	Break	English	ICT	Lunch	Block 2		Thrive / Sign out
			JHA	MCA		DEG	FHE		RCR/HED/JCO		
Tuesday			Maths	PSHRE		DofE			Science	English	
			JHA	BPR		ISI			MCA	DEG	
Wednesday			Science	PSHRE		Maths	English		PE		
			MCA	THI		CJE	DEG		RCR/KW		
Thursday			History	Maths		English	LifeSkills		Block 1	Geography	
			HWA	CJE		DEG	BPR		HWA/JPE/THI	JPE	
Friday			Maths	Block 3		Block 3	English		Block 1	ICT	
			JHA	CCH/MW/RA		CCH/MW/RA	DEG		HWA/JPE/THI	FHE	

Year 8-9

PI4

Week 1

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00	Break 11:00 - 11:15	Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	History	Maths	Break	PSHRE	English	Lunch	Science	Swimming	Thrive / Sign out
			FCO	JHA		THI	EGY		RAL	ACO	
Tuesday			English	Maths		ICT	Science		Geography	PE	
			JPU	JHA		FHE	MCA		JPE	KWA	
Wednesday			DofE			English	Life Skills		Music	Maths	
			ISI			JPU	PDA		CCH	JHA	
Thursday			English	Maths		FOOD/DT			Science	PSHRE	
	JPU	JHA	JCO/HED		MCA	THI					
Friday	English	Life Skills	Drama	Maths	ICT	Multimedia					
	JPU	DOA	KLT	JHA	FHE	MWI					

Week 2

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00		Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	History	Maths	Break	PSHRE	English	Lunch	Science	Swimming	Thrive / Sign out
			FCO	JHA		THI	EGY		RAL	ACO	
Tuesday			English	Maths		ICT	Science		Geography	PE	
			JPU	JHA		FHE	MCA		JPE	KWA	
Wednesday			DofE			English	Life Skills		Music	Maths	
			ISI			JPU	PDA		TWA	JHA	
Thursday			English	Maths		FOOD/DT			Science	RE	
	JPU	JHA	JCO/HED		MCA	THI					
Friday	English	Life Skills	Drama	Maths	ICT	Multimedia					
	JPU	DOA	KLT	JHA	FHE	MWI					

Year 7

Y3

Week 1

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00	Break 11:00 - 11:15	Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	FOOD/DT		Break 11:00 - 11:15	English	Lunch	Maths	ICT	LifeSkills	Thrive / Sign out
			JCO/HED			KLA		KLA	KLA		
Tuesday			OWLS			Multimedia	Lunch	Maths	English	LifeSkills	
			ZNI			MWI		KLA	KLA	KLA	
Wednesday			Maths	English		Science	Lunch	ICT	PSHRE	Drama	
			KLA	KLA		KLA		KLA	KLA	KLT	
Thursday			Maths	English		Geography	Lunch	Science	Swimming	RE	
			KLA	KLA		KLA		KLA	ACO	KLA	
Friday			Maths	PE		Science	Lunch	English	History	Music	
			KLA	KWA		KLA		KLA	KLA	KLA	

Week 2

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00	Break 11:00 - 11:15	Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	FOOD/DT		Break 11:00 - 11:15	English	Lunch	Maths	ICT	LifeSkills	Thrive / Sign out
			JCO/HED			KLA		KLA	KLA		
Tuesday			OWLS			Multimedia	Lunch	Maths	English	LifeSkills	
			ZNI			MWI		KLA	KLA	KLA	
Wednesday			Maths	English		Science	Lunch	ICT	PSHRE	Drama	
			KLA	KLA		KLA		KLA	KLA	KLT	
Thursday			Maths	English		Geography	Lunch	Science	Swimming	RE	
			KLA	KLA		KLA		KLA	ACO	KLA	
Friday			Maths	PE		Science	Lunch	English	History	Music	
			KLA	KWA		KLA		KLA	KLA	KLA	

Purple Classes

PU2

Week 1

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00	Break 11:00 - 11:15	Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	English	English	Break 11:00 - 11:15	Maths	Lunch	Maths	Science	Drama	Thrive / Sign out
			BWA	BWA		BWA		BWA	KLT		
Tuesday			Maths	Multimedia		ICT	ICT	Lunch	Science	Science	
			BWA	MWI		BWA	FHE		BWA	BWA	
Wednesday			English	Swimming		Maths	Lunch	Maths	History	History	
			BWA	KWA		BWA		BWA	BWA	BWA	
Thursday	English	English	PSHRE	Lunch	PSHRE	COPE	COPE				
	BWA	BWA	BWA		BWA	BWA	BWA				
Friday	DofE		Food/DT		Lunch	PE	Lifeskills				
	ISI		JCO/HED			RCR	BWA				

Week 2

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00	Break 11:00 - 11:15	Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	English	English	Break 11:00 - 11:15	Maths	Lunch	Maths	Science	Drama	Thrive / Sign out
			BWA	BWA		BWA		BWA	KLT		
Tuesday			Maths	Multimedia		ICT	ICT	Lunch	Science	Science	
			BWA	MWI		BWA	FHE		BWA	BWA	
Wednesday			English	Swimming		Maths	Lunch	Maths	History	History	
			BWA	KWA		BWA		BWA	BWA	BWA	
Thursday	English	English	PSHRE	Lunch	PSHRE	COPE	COPE				
	BWA	BWA	BWA		BWA	BWA	BWA				
Friday	DofE		Food/DT		Lunch	PE	Lifeskills				
	ISI		JCO/HED			RCR	BWA				

Orange

O1

Week 1

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00	Break 11:00 - 11:15	Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	English	Maths	Break 11:00 - 11:15	Food/DT		Lunch	Science	Life Skills	Thrive / Sign out
			AGA	AGA		JCO/HED			AGA	AGA	
Tuesday			English	Maths		Science	Lunch	History	Swimming	ICT	
			AGA	AGA		AGA		AGA	ACO	AGA	
Wednesday			English	Maths		PE		Music	Geography	Science	
			AGA	AGA		KWA		CCH	AGA	AGA	
Thursday			English	Maths		Life Skills		RE	ICT	Drama	
			AGA	AGA		AGA		AGA	AGA	KLT	
Friday			OWLS			English		Maths	Multimedia	PSHRE	
			ZNI			AGA		AGA	AGA	MWI	

Week 2

	Arrival 8:45 - 9:00	Reg 9:00 - 9:30	Lesson 1 9:30 - 10:15	Lesson 2 10:15 - 11:00	Break 11:00 - 11:15	Lesson 3 11:15 - 12:00	Lesson 4 12:00 - 12:45	Lunch 12:45 - 13:30	Lesson 5 13:30 - 14:15	Lesson 6 14:15 - 15:00	Sign Out 15:00 - 15:30
Monday	Arrival	Registration / Thrive	Science	Life Skills	Break 11:00 - 11:15	Food/DT		Lunch	Maths	English	Thrive / Sign out
			AGA	AGA		JCO/HED			AGA	AGA	
Tuesday			English	History		Science	Lunch	Maths	Swimming	ICT	
			AGA	AGA		AGA		AGA	ACO	AGA	
Wednesday			English	Science		PE		Music	Maths	Geography	
			AGA	AGA		KWA		AGA	AGA	AGA	
Thursday			ICT	Maths		English		RE	Life Skills	Drama	
			AGA	AGA		AGA		AGA	AGA	KLT	
Friday			OWLS			PSHRE		English	Multimedia	Maths	
			ZNI			AGA		AGA	AGA	MWI	

Appendix 2: ECS 4.2 Examinations and Externally Accredited Courses Policy

1. Introduction

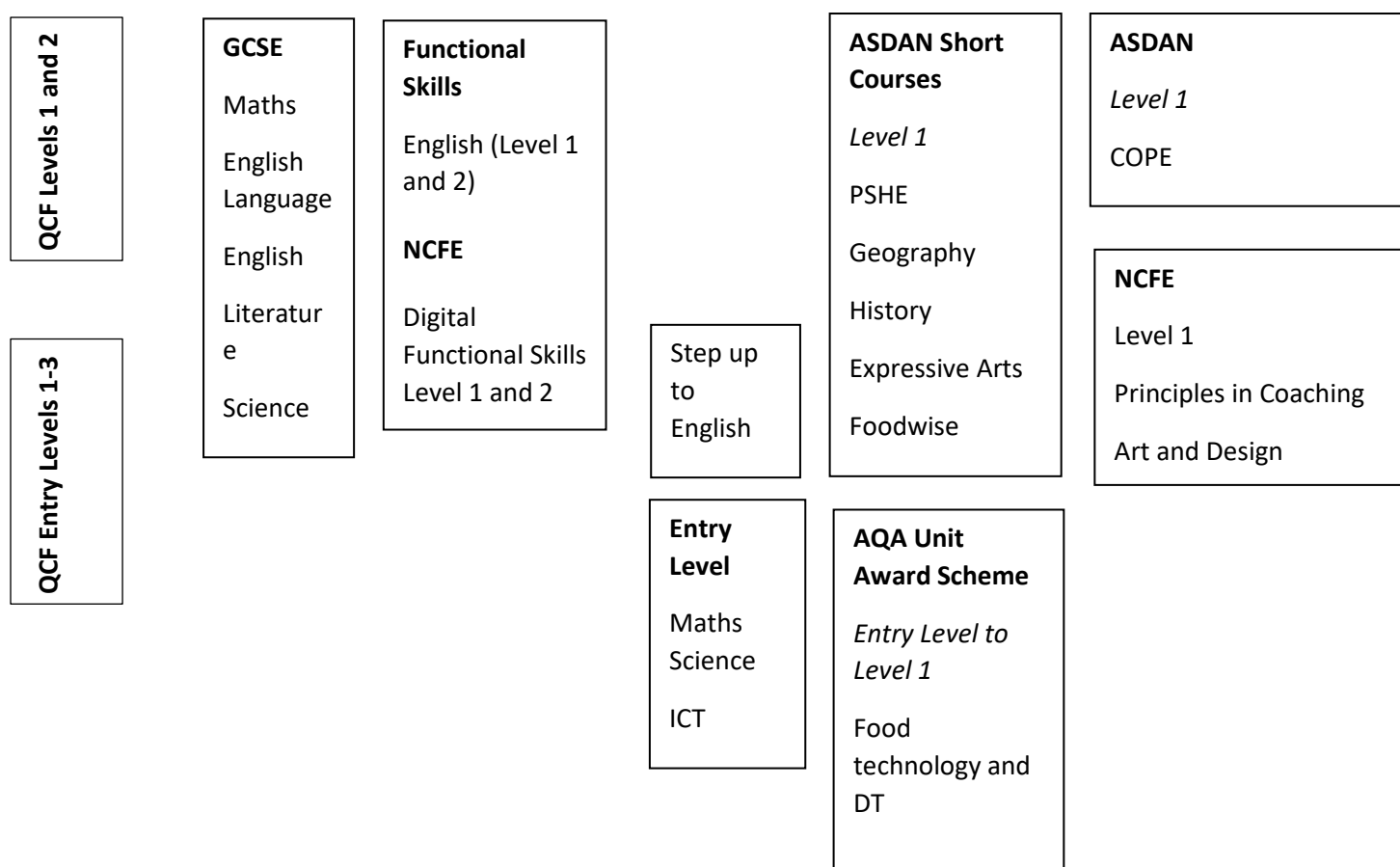
Our intention is to provide a range of accredited courses to allow and support our students to move successfully into to Colleges of Further Education, apprenticeships, or employment.

1.1 Purpose

Each student’s level of ability will be a determining factor when deciding at what level they will be entered for a subject. To support this, we have a range of course at different levels, moving from GCSE, through to Pre-Entry Courses. This allows us to create a bespoke pathway for all students irrespective of any exam board. To support this, we use a range of examination boards. See diagram for further information.

2. Scope

Graphic representation of Exam / Unit opportunities



Pearson Education		
GCSE	Combined Science	Foundation / Higher paper
	Maths	Foundation / Higher paper
Entry Level Certificate	Maths – Functional skills	
	Science	
	ICT – Functional skills	
AQA		
Functional Skills English (Level 1 and 2)	English	
Entry Level Cert - (Step Up to English Bronze / Silver / Gold at Lev1 Lev 2 Lev 3 (pre-GCSE)	English	
Functional Skills Maths	Maths	
Unit Award Scheme Pre – Entry. Level 1 /2/3	Food Tech DT	
ASDAN		
ASDAN	AOPE/COPE Horticulture: Short Course Geography: Short Course History: Short Course PSHE: Short Course Expressive Arts: Short Course Independent Life Skills	
WELSH BOARD		
GCSE	English Language English Literature	

Impact

Through this offer, we aim to empower students to access post-16 qualifications and programmes of study at levels that, for them as individuals, represent meaningful progression. We want our students to be prepared to follow academic, vocational or mixed-mode programmes according to their needs, abilities and career aspirations.