

## Aurora Poppyfield School Curriculum Policy

<b>Policy Reference:</b>	POP3
<b>Version Number:</b>	6
<b>Applies to:</b>	Aurora Poppyfield School
<b>Associated documents:</b>	Assessment Policy Marking and feedback policy Literacy Policy Numeracy Policy SEND Policy
<b>Approved by:</b>	David Thomas – Principal Jade Nairne - Head of School
<b>Implementation date:</b>	September 2025
<b>Next review due by:</b>	September 2026
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

## 1. Aims

This policy aims to provide a rationale for the school curriculum, to include its intent, implementation and impact.

### Intent

Aurora Poppyfield School is a warm and welcoming school which places student wellbeing and safety at the heart of our provision.

All policies for Aurora Poppyfield School reflect our vision of providing our students with “Every Opportunity to Achieve” so that our students leave school with the skills, knowledge, understanding and experiences that will enable them to thrive within their next stage of further education, training or employment.

We realise this is a collaborative process, and that by working together we will raise students’ aspirations and achievements.

Our secondary special school curriculum is aimed at students aged 11 to 16 who experience a range of Special Educational Needs, including Autism and associated social communication difficulties and behaviours.

This means that to be effective in supporting them to achieve their academic and social potential, our students will access a personalised curriculum that effectively develops their academic learning, greater independence, and, where possible, access to employment or future education.

We strongly believe in The Aurora Group values and adopt these in our school.

We are;

- Caring
- Ambitious
- Collaborative
- Trusted
- Innovative

To meet our vision and values, we will:

- Create a stimulating, safe and structured environment in which confident, caring students can accomplish great things, through:
  - Teaching to meet individual needs
  - Knowing that ‘identification and assessment’ is crucial to plan and meet the needs of students
- Provide the highest quality education, support and care for young people with SEND
- Ensure that every student is equipped with the knowledge, skills and understanding necessary to flourish in their secondary schooling and beyond, through:

- An understanding that every individual will take a unique pathway through their education and personal development.
- The overall purpose of our curriculum is to prepare students for further learning and a life beyond school, through a positive and supportive framework that helps to develop:
  - Confident individuals - who lead safe, healthy and fulfilling lives in which they can communicate and interact well with others
  - Successful learners - who enjoy school, make great progress and achieve a range of qualifications
  - Responsible citizens - who are ready to take their place in society

Students who attend Aurora Poppyfield School will have an Education, Health and Care Plan (EHCP) prior to admission, and will have often attended several other schools, and /or have been out of education for a period of time.

As such, our intention is to:

- Support and encourage engagement in learning
- Re-engage learners after extensive absence or traumatic experiences with education and therapeutic support.
- Provide an academic and social curriculum that supports and reinforces learning
- Provide a wide breath of learning opportunities that establishes a solid grounding for personal development, leisure and interests that can inspire potential future careers and aspirations.
- Help students to connect learning and experiences,
- Use the student's EHCP, any initial screening and baseline assessments, as well information from the students themselves, their previous schools, and their parents/carers, as a starting point to make a curriculum offer and to identify any bespoke changes and opportunities that may be necessary.

Overall, the school intends that the student experience will largely mirror the National Curriculum. However, because of the uniqueness brought by the students who attend, we have also extended the curriculum by adding several more specialised, enriching subjects or activities 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, we intend for our curriculum to be broad, balanced and well planned, with particular focus on safeguarding, promoted through PSHE, RSE, individual tutorials and opportunities to increase student awareness and develop good decision-making.

In addition, the curriculum intends to offer a range of exam opportunities, support for students to develop a range of coping skills to build resilience and to become more consistently regulated by applying learnt strategies to situations that cause stress and anxiety. Through this, we expect that student access to learning will be increased, leading to greater independence, and better academic outcomes.

This means that we want our students to define themselves by their strengths, interests and passions, rather than their challenges or difficulties.

We will also offer therapies and individual support programmes as per our students' identified EHCP needs, provisions and outcomes (i.e. specialist support), meaning that the Therapy Team will offer targeted specific interventions above the universal therapeutic support to enable the development of social communication and emotional regulation skills.

## 2. Legislation and statutory requirements

This policy is based on the following advice/legislation:

*Education Act 1996*

Aurora Poppyfield School meets the Independent School Standards

## 3. Scope

This policy applies to all who work with students at Aurora Poppyfield, and all stakeholders who have a vested interest in the education of students at the school.

## 4. Roles and responsibilities

### 4.1 The Principal and Head of School will:

4.1.1 Ensure that delivery of the curriculum is implemented through teaching and learning observations, progress of students, student voice, and quality assurance visits from the aurora group

4.1.2 Review the curriculum according to legislative updates, ensuring compliance

4.1.3 Review the curriculum on an annual basis with SLT, looking at outcomes, progress, and engagement of students, reflecting on students needs and aspirations

### 4.2 Subject Staff will:

4.2.1 Keep up to date with curriculum requirements in their subject areas(s)

4.2.2 Ensure there is alignment in students' IEP's and target setting, with agreed aspirational targets for subjects

4.2.3 Work closely with support staff to differentiate resources appropriately

### 4.3 Parents/Stakeholders will:

4.3.1 Have the opportunity to comment on the curriculum offer, and its delivery through regular communication with the school, and questionnaires

### 4.4 Students will:

**4.4.1** Have the opportunity to comment on the curriculum offer, and its delivery through termly reflection, questionnaires, and Student Council

## 5. Implementation

### 5.1 Curriculum content

Aurora Poppyfield School provides a broad and balanced curriculum, allied to the National Curriculum, differentiated to meet student's needs. The Intent of the Poppyfield Curriculum is to provide students with 'every opportunity to achieve'. To do this, the curriculum is mapped to provide pupils with the opportunity to engage in learning and curriculum topics at age related expectations. To support those working below ARE, curriculum maps signpost the relevant hierarchical component learning which enables teaching teams to pitch learning at an appropriate level, taking into account student's starting points.

Due to the site's limitations, we offer a range of Physical Education off site activities. This includes outdoor education and the Duke of Edinburgh Award for students in KS4 and access to local Leisure Centres for those in KS3.

Summary of KS3 curriculum offer

KS3 Offer and Weighting			
Maths	4	Art	2
English	4	History	2
PSHE/RSE	2	Geography	2
Cooking	2	ICT	2
Science	3	RE	1
PE	4		

Summary of KS4 offer

Pupils access one of two pathways in addition to the core offer, which provides a broad and engaging curriculum offer that supports pupils to obtain the skills, knowledge, behaviours and experiences the requires to move on into further education, training or employment.

	Further Education	No	Further Employment	No
Core Offer	GCSE Maths	4	FS Maths (AQA)	4
	PHSE/RSE (L2 Extended Cert – Equivalent 4-9 x 2)	2	PHSE/RSE (L2 Extended Cert – Equivalent 4-9 x 2) + Work Skills	4
	GCSE English Language (AQA)	4	FS English (Edxcel)	4
	PE DofE	4	Cooking for life	1
			PE DofE	4
	Science GCSE Triple Award (AQA)	6	EL FS Science	3
Options	Option 1 1. Art - GCSE 2. History – GCSE 3. Food & Nutrition BTEC 4. Health and Social Care – BTEC	4	Option 1 1. Motor Mech (L1/2) 2. Hair and Beauty BTEC 3. Animal Care BTEC 4. ELC History	4
	Option 2 1. ICT – GCSE 2. Geography - GCSE 3. Photography - GCSE	4	Option 2 1. Food/ Nutrition – BTEC L1 2. Art & Design – Arts Award 3. Performing Arts - BTEC	4

4. Performing Arts BTEC	4. ELC Geography
5. GCSE English Literature (AQA)	

To ensure that students access the most appropriate and meaningful pathway transition meetings are held with students, parent and carers as part of the EHCP Annual Review process.

## 5.2 Enrichment and non-statutory additions to the curriculum.

The curriculum will also include several enrichment activities to help meet the unique needs of the students. The intention here is to support positive personal development through decreasing anxiety, improving social communication skills and social connection, raise levels of engagement, and provide opportunities to develop personal interests and support students with their Social, Moral, Spiritual and Cultural development. Enrichment subjects are student led. Students can make requests to SLT or through student council to have additional activities added. The current offer includes:

- Art and craft
- Board games
- Dungeons and Dragons
- Basketball
- Football
- Computing
- Walking group
- Hair and Beauty
- Visiting local park
- Drumming

In addition to the core curriculum offer, additional interventions are made available to support individual students in Maths, Literacy, Phonics, Reading, Independent Careers guidance.

## 5.3 The importance of PSHE, SMSC and British Values in the Curriculum

It is often the case that young people in special education have a higher risk of vulnerability and so the teaching of PSHE, SMSC, and British Values at Aurora at Poppyfield School plays an important part in their personal development and helps to broaden their understanding of the wider world that surrounds them. This means these subjects, along with access to a range of enriched or extracurricular activities, will all help to identify and consolidate the values we want the students to develop and, at the same time, make them safer and more aware of the risks and dangers that surround them. In particular, we want students to explore and understand:

- British Values: Democracy. A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
- The rule of law.
- Individual liberty.
- Mutual respect & tolerance of different faiths and beliefs.
- Relationships and sex education.

- The prevention of abuse, exploitation, or radicalization.
- The concept of safeguarding and protection at an individual and collective level.
- Readiness for the next steps in their life after leaving school.
- Confidence and self-belief.
- How to be realistic, ambitious and aspirational.

## 6.4 Employability, access to Work Related Learning and FE Colleges

For students across Key Stage 4, the school has external independent Careers advice and guidance who aims to improve students' understanding of available training or employability opportunities, required skills and/or learning opportunities in subjects at an FE College.

The Assistant Head and SENCo oversees this programme and opportunities for work experience placements, carrying out risk assessments, suitability checks, and make regular placement visits to support students, focusing on developing appropriate industry skills, knowledge and behaviours as well as confidence and independence skills. This oversight also ensures that there are clear lines of communication between the student, the school, the college/placement, and the students' parents/carers.

The Assistant Head and SENCo is also responsible for the Careers Calendar which incorporates visits in school and offsite visits that involve professionals from a range of professions to inspire, educate and inform our students for their future possibilities. Everyone of our students needs robust career guidance to make informed decisions about their future. Good career guidance is a necessity for their social mobility: The Gatsby Benchmarks are implemented into our planning and are considered throughout our provision.

## 6.5 Accreditation opportunities for pupils

Students will have access to GCSEs, BTECS and Functional Skills to provide them with meaningful and relevant accreditation which supports them to recognise their hard work, skills and knowledge.

## 7. Support

### 7.1 Teachers, HLTAs and TAs

All classes are taught by subject specialists or experienced teachers. There are a high number of Teaching Assistants and Higher Learning Teaching Assistants in all lessons to support students' access to the curriculum, and to ensure that their individual Special Needs or disabilities are catered for. HLTAs can also lead teaching in some elements of learning if they have a specialism or experience in that area which might benefit the students.

The Principal, Head of School, Assistant Head/SENCO, Pastoral Lead and Therapy Team will work together on each student's intervention programme, monitor progress, and evaluate the impact of intervention or sessions.

### 7.2 Supporting individual special educational needs and disabilities in the curriculum.

Teachers, HLTAs and TAs will meet regularly to discuss and plan supportive learning strategies aimed at effectively helping students to overcome their areas of difficulty. This will ensure that tasks are differentiated, and individual learning styles are supported.

Through assessment and observations student progress is monitored and evaluated, with information and evidence being used to generate their new objective. To improve access to learning, every student has a Positive Support Passport and a Risk Assessment which aim to help each student to be better regulated and manage positively throughout the school day,

Where identified in EHCPs, or necessitated by events, identified barriers to learning, or only slow progress being made, targeted intervention sessions will be put in place to support students, aiming to raise progress, increase access to education, increase engagement, and improve outcomes.

The school has a pastoral 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.

### **7.3 Clinical Interventions**

We provide an integrated therapeutic education model in which education teams are supported in this by our pastoral and therapy team. A successful integrated model will lead to more children being able to be supported within their class rather than having to leave class for therapy.

For specifically identified students, bespoke intervention sessions are in place on a daily basis and progress is monitored by the Pastoral Lead and Assistant Head/SENCo.

Some students will receive targeted or specialist clinical interventions either individually or in groups. These will be indicated either through their EHCP or as a result of screening and assessment completed in school.

## **8. Groups, Lessons and the Teaching Day**

Students are taught in classes of up to 7.

Year 7 and 8 are taught in a Nurture Model. This includes a form teacher delivering Maths and English, with some subject specialist delivering lesson in their classroom, unless access to a specialist space, such as the science room, is required. For some lessons Nurture teachers co-teach with subject specialists to support student engagement and maintain high levels of pastoral intervention to support students.

Year 9, 10 and 11 are taught in a typical secondary manner, transitioning to subject specialist classrooms for each subject, supported by consistent class HLTAs and TAs.

There are 6 periods

Daily Intervention sessions are taught in individual or small groups or classes, designed to support specific EHCP needs and can include therapy, social skills, motor skills, literacy, numeracy etc.

## **9. 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 at a consistently high quality. As part of the quality assurance process, Literacy, Numeracy and PSHEE have Curriculum Leads who oversees their delivery, as well as monitoring the quality of teaching

and learning, and the assessment processes. In addition, teachers, HLTAs and TAs are regularly observed by Curriculum Leads and Senior Managers and receive feedback which then informs CPD at an individual or a whole school staff level.

To ensure consistency and to identify the uniqueness of every subject taught, each subject has its own Aims (intent) document, and series of pre-planned Programmes of Study/Schemes of Work across all year groups, forming a holistic curriculum map that sequentially builds on the key concepts, and the individual skills, knowledge and understanding of that subject. All lessons have lesson plans that inform the teacher, TAs and about the lesson objectives and activities, and how it links to prior learning. Plans also include key words and concepts, and how content will be differentiated and supported through a range of learning styles.

## 10. 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, as well as identifying areas for development and correcting misconceptions. AfL evidence will also be used to inform next lesson planning either at an individual student level, or in relation to the content, delivery or resources required 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 recorded on Earwig. Where this is not appropriate, information and evidence of progress will be recorded through a more specialised process. Information collected will also inform next steps planning at a student, subject, or whole school 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.

Further information can be found in our Assessment policy

## 11. Resources

The school leadership team aims to ensure that the curriculum is appropriately resourced and this is reflected in the school development plan and budget. Class teams remain responsible for any resources in their care.

## 12. Quality assurance

Monitoring of the implementation and impact of the curriculum will be as per the Aurora Group quality assurance processes found in our Risk and Governance Framework

Additional quality assurance and intervention might occur in response to identified need, for example following an annual review process for an individual student or as the result of whole-school or class-level data analysis.

## 13. Impact

We believe that the impact of our curriculum will support and 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 with relevant qualifications, and that it will provide them with a well-rounded education, and to have a range of strategies and information to improve their choices in life – whether that is in Further Education, which includes being able to access mainstream settings, training/apprenticeships, or to explore job opportunities.

## 14. School Day

Times of the School Day					
	M	T	W	Th	F
08:30	09:00			Arrival	
09:00	09:45	P1			
09:45	10:30	P2			
10:30	10:50			Break	
10:50	11:35	P3			
11:35	12:20	P4			
12:20	13:20			Lunch & Clubs	
13:20	14:05	P5			Assembly & Reflection School finish 14:00
14:05	14:50	P6			
14:50	15:15			End of day reflection	
15:15				Departure	

## 15. Our Curriculum

The overall purpose of our curriculum is to prepare students for life beyond school by providing 'every opportunity to achieve', through a positive, enriching and supportive timetable of the following:

### Literacy

At Aurora Poppyfield School, we understand that Literacy Skills are the foundation for understanding, and interacting with, the world around us. The ability to communicate effectively, confidently and with clarity is crucial within adult life. We recognise the challenges our learners face in developing their literacy skills due to missed schooling and learning needs. We aim for all learners to leave our school with practical skills in literacy and this is delivered in all subjects across the curriculum. All staff members are expected to deliver literacy-based learning with consistency and confidence to allow learners to improve their literacy skills.

Year 7-9 follow a 'Talk 4 Writing' approach which enables students to engage with age-appropriate texts and ideas while working towards an appropriate level of challenge. The highly structured approach supports frequent modelling and co-production which support students to develop an understanding of the structures and process required to write. This approach is transferrable across the curriculum.

Learners have access to bespoke literacy support packages during intervention sessions throughout the week, with a focus on areas of development for individual learners. All learners have guidance within their Personal Support Passport which outlines how to best support the literacy, including strategies for early reading and phonics. Additional interventions are delivered on a paired or 1:1 basis with identified specialists including Accelerated Reader and Read Write Ink Fresh Start. We aim for all learners to be able to communicate in a range of methods with confidence and fluency in order to prepare them for adulthood.

### Maths

Maths is focused on improving learner's confidence in their abilities as well as challenging them to extend their knowledge. As well as working towards gaining a qualification in Mathematics ranging from Entry Level to GCSE, there is the underlying aspect of how these skills and topics can be translated into logical thinking and problem solving across the curriculum and in the 'real world.'

Our aim is to make Mathematics accessible for all our learners leading to improved confidence within the subject as well as comprehension that can support them beyond the classroom.

### PSHE

PSHE at Poppyfield school is integral to our atmosphere where everybody is respected, without question. To ensure each student is to be confident to walk into any space in the school as a whole and feel accepted. For there to be no misogyny, no discrimination and for every single person to have no care at all for anyone else's appearance, age, status, or ambitions. We aim to see learners leave Poppyfield at 16 and have full confidence that wherever they go next, they will present themselves as genuinely respectful and kind individuals.

We teach the learners about the caring skills needed to form and maintain safe, healthy relationships, both platonic and romantic. Our RSE curriculum considers all the vital information and life-skills that will enable our learners to be caring in their adult relationships and trusted to show respect and safety but is delivered in a relatable way that is kinaesthetic where possible to achieve our aim of all our learners being able to navigate adult relationships carefully. The curriculum is designed for them to have the trust in themselves required to safely navigate the online world, including staying up to date with strategies to counteract the risks and trends that manifest online. We plan for the learners to have high standards and healthy ambitions due to being educated in career education, for them to understand their bodies and minds well enough to innovatively look after their physical and mental wellbeing and for them to be able to slot into any team, removing limitations in their lives as they know how to successfully collaborate with others.

## **Science**

The KS3 curriculum supports students to explore a range of topics and ideas while developing their scientific thinking skills which are applicable both in the curriculum and the wider world.

Bridging KPIs in the Y9 curriculum ensure that meaningful and relevant links to topics within the GCSE curriculum are presented to students to ensure that all students make as much progress as possible within science and progress to achieve the highest possible outcomes.

## KS4 GCSE Offer

### Art and Design

#### Course Overview:

Art and Design, where traditional skills are combined with computer packages and creative individual minds, is the future!

Art caters for an individual who is interested in a wide range of creative employment such as landscape or interior designers, costume and set design, art gallery and museum curator, artist, teacher, photographer and art therapist to name a few.

#### You will learn by:

- developing powerful knowledge, unlocking understanding and developing control of a wide range of techniques, media and materials.
- You will be encouraged to be resilient, confident and have pride in your artistic achievements. You will develop the skills to be able to communicate with the world visually without fear of misunderstanding. You will decipher, interpret, create and articulate personal responses to artworks.

#### You will be assessed by:

- *Unit 1:* Research and investigate sources of ideas in art and design. Students will be able to select the strongest pieces of their work produced during the course for marking and moderation. The coursework allows for individual creative response. This unit is worth 60% of the final grade
- *Unit 2:* Externally set task. You will be given the exam paper approximately twelve weeks before the exam. The 10-hour controlled test tends to occur just before the Easter holiday. This involves two days off timetable. This unit is worth 40% of the final grade.

#### Tiers of entry:

GCSE Art does not have any tiers of entry and all students have the opportunity to achieve GCSE grade 9-1.

#### Aims of the course:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal meaningful response that realises intentions and demonstrates understanding of visual language

### History

#### Course Overview:

OCR's GCSE (9–1) History B (SHP) is an exciting new history course that will fire students' enthusiasm for studying history.

History B (SHP) encourages students to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past.

## You will learn by:

We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

- Completing activities which develop your knowledge and understanding of different historic periods.
- Being involved in discussions and debate about how the past has been interpreted differently.
- Completing independent and group enquiries into controversial issues in the past.
- Analysing a range of source material, including images, film, text and artefacts.
- Developing your own interpretations and conclusions about the past, using specific evidence to substantiate your views.
- Communicating your knowledge in an accurate and analytical fashion

## You will be assessed by:

Students take one component from each of the three component groups to be awarded the OCR GCSE in History B:

Content Overview	Assessment Overview
<b>Thematic Study</b> One from: The People's Health, c.1250 to present Crime and Punishment, c.1250 to present Migrants to Britain, c.1250 to present  <b>British Depth Study</b> One from: The Norman Conquest, 1065–1087 The Elizabethans, 1580–1603 Britain in Peace and War, 1900–1918	<b>Component Group 1</b> <b>British History</b> Thematic study and Depth study (11–19) 40 marks each (80 marks total) 1 hour 45 minute paper  <b>20%</b> <b>of total</b> <b>GCSE</b>
<b>History Around Us</b>	<b>Component Group 2</b> <b>History Around Us</b> (21) 40 marks + 10 marks SPaG* 1 hour paper  <b>20%</b> <b>of total</b> <b>GCSE</b>
<b>Period Study</b> One from: Viking Expansion, c.750–c.1050 The Mughal Empire, 1526–1707 The Making of America, 1789–1900  <b>World Depth Study</b> One from: The First Crusade, c.1070–1100 Aztecs and the Spanish Conquest, 1519–1535 Living under Nazi Rule, 1933–1945	<b>Component Group 3</b> <b>World History</b> Period study and Depth study (21–39) 40 marks each (80 marks total) 1 hour 45 minute paper  <b>20%</b> <b>of total</b> <b>GCSE</b>

## Tiers of entry:

GCSE History does not have any tiers of entry and all students have the opportunity to achieve a GCSE grade 9-1. Students are required to have accessed Key Stage 3 subject content.

## Aims of the course:

OCR's GCSE (9–1) History B (SHP) will enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded

historical significance and how and why different interpretations have been constructed about them

- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

## Computer Science

### Course Overview:

The GCSE Computer Science course is perfect for anyone looking to develop their knowledge of computing and potentially progress to studying computer-related subjects. During the course students will explore topics such as programming concepts, relational databases and character encoding.

The Computer Science course is engaging and practical, encouraging creativity and problem solving.

The course will introduce students to computer systems and computational thinking, algorithms and programming.

Students will be given opportunities to undertake program tasks during their course which allows them to develop their skills to design, write, test and refine programs using a high-level programming language.

### You will learn by:

This qualification will enable students to develop:

- valuable thinking and programming skills that are extremely attractive in the modern workplace.
- a deep understanding of computational thinking and how to apply it through a chosen programming language.

### You will be assessed by:

In order to achieve the GCSE Computer Science qualification, students will complete two exams. There are two written exams for the course which will cover the topics studied in the modules.

### Tiers of entry:

GCSE Computer Science does not have any tiers of entry and all students have the opportunity to achieve a GCSE grade 9-1.

### Aims of the course:

- Understand and apply fundamental principles and concepts of Computer Science including abstraction, decomposition, logic, algorithms and data.
- Analyse problems in computational terms through practical experience of solving problems.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.

- Understand the impact of digital technology to the individual and to wider society.

## Geography

### Course Overview:

The key features of OCR's Entry Level Certificate in Geography for students are:

- exciting content studied in topics and brought to life by engaging enquiry questions
- co-teachable topics with GCSE (9–1) Geography including tropical rainforests, UK geography and flooding
- opportunities to study contemporary case studies, across a range of scales
- geographical skills, including fieldwork

### You will learn by:

We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

### You will be assessed by:

Students must complete all three tasks which make up 100% of the assessment.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>• Our World</li> <li>• Destructive World</li> <li>• Resourceful World</li> </ul>	<p><b>Dynamic World</b> 30 Marks 1 hour Internally-assessed/ externally-moderated</p>	<p><b>30%</b> of total Entry Level Certificate</p>
<ul style="list-style-type: none"> <li>• Practical experience of fieldwork</li> </ul>	<p><b>Fieldwork Notebook</b> 30 Marks Internally-assessed/ externally-moderated</p>	<p><b>30%</b> of total Entry Level Certificate</p>
<ul style="list-style-type: none"> <li>• A project based on any part of the specification</li> </ul>	<p><b>Personal Project</b> 40 Marks Internally-assessed/ externally-moderated</p>	<p><b>40%</b> of total Entry Level Certificate</p>

Students will be expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate knowledge and geographical understanding of locations, places, environments and different scales.
AO2	Apply knowledge and understanding in a geographical context.
AO3	Use a variety of skills and techniques to investigate a geographical issue.

### Tiers of entry:

No prior learning of the subject is required.

### Aims of the course:

The Entry Level qualification in Geography aims to encourage students to think like geographers through an enquiry approach to contemporary topics of study. The enquiry questions allow students to be engaged in the subject matter and understand how the

content is relevant to them.

OCR's Entry Level Certificate in Geography will encourage students to:

- develop their knowledge of locations, places and environments and of different scales (know geographical material)
- gain understanding of the connections between people and environments, and change in places over time (think like a geographer)
- develop a range of skills including those used in fieldwork (study like a geographer)
- apply geographical knowledge and understanding to real world contexts, including fieldwork (applying geography).

### Progression route:

The Entry Level qualification in Geography aims to encourage students to think like geographers through an enquiry approach to contemporary topics of study. The enquiry questions allow students to be engaged in the subject matter and understand how the content is relevant to them.

OCR's Entry Level Certificate in Geography will encourage students to:

- develop their knowledge of locations, places and environments and of different scales (know geographical material)
- gain understanding of the connections between people and environments, and change in places over time (think like a geographer)
- develop a range of skills including those used in fieldwork (study like a geographer)
- apply geographical knowledge and understanding to real world contexts, including fieldwork (applying geography).

## Photography

### Course Overview:

During the GCSE Photography course students will experience a variety of digital photography techniques and processes. They will develop knowledge of the camera and its capabilities, understand the formal skills in photography and experience both traditional and new technologies including image manipulation using ICT.

Critical Studies is an important aspect of the course and students are required to write critically about the work of artists and their own work. Recording ideas using drawing techniques is also part of the course.

### You will learn by:

The course supports personal, social, moral, spiritual, cultural, and creative development, and the exploration of visual experiences which in turn helps to communicate ideas and meanings. These opportunities enable work with traditional and new media, developing confidence, competence, imagination, and creativity in all future experiences.

What skills are needed for the course?

- A creative, imaginative, and enquiring mind

- An ability to plan and work to deadlines
- Passion and enthusiasm for photography
- The ability to take risks and learn from mistake
- The ability to be able to reflect, discuss and write about artwork

**You will be assessed by:**

Students will be required to submit a portfolio of work which will be started in Year 10. students build a portfolio of their own photographic work. This portfolio showcases their skills, understanding of concepts, and ability to apply photographic techniques. Students create a body of work based on themes or concepts that they choose, demonstrating their creative interpretation and artistic vision.

The GCSE Photography exam encourages students to develop a deep understanding of visual language, composition, and the effective use of photographic techniques.

**Tiers of entry:**

GCSE Photography does not have any tiers of entry and all students have the opportunity to achieve GCSE grade 9-1.

**Aims of the course:**

- The ability to explore elements of visual language, line, form, colour, pattern and texture in the context of photography
- Grow awareness of intended audience or purpose for their chosen area(s) of photography
- Develop the ability to respond to an issue, theme, concept or idea
- Develop viewpoint, composition, aperture, depth of field, shutter speed and movement knowledge
- Work with use of the camera, lenses, filters and lighting for work in their chosen area(s) of photography
- Understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout

## KS4 BTEC Offer

### Animal Care

#### Course Overview:

Component 1: Animal Handling Learners develop their animal handling skills and gain an understanding of the principles of animal behaviour, enabling them to handle and restrain animals safely.

Component 2: Animal Housing and Accommodation Learners develop their understanding of the accommodation and housing requirements of animals by carrying out the preparation, checking and cleaning out of animal accommodation.

Component 3: Animal Health and Welfare Learners develop their understanding of how looking after animals' wellbeing helps maintain their strength and vigour, as well as exploring how animals are used in society and how they are protected by legislation.

#### You will learn by:

Throughout the Tech Award learners will learn theory while also developing sector-specific practical skills, using equipment and techniques appropriate to the animal and environment – cleaning and bedding materials, PPE etc – within realistic vocational contexts. In addition, they'll develop key transferable employability and personal skills such as self management, communication, research, project management and reflective practice.

#### You will be assessed by:

Component	Title	Weighting	Assessment
1	Animal Handling	30%	Internal
2	Animal Housing and Accommodation	30%	Internal
3	Animal Health and Welfare	40%	External

#### Tiers of entry:

The BTEC qualification is a Level 1/2 course where students can achieve results from a Level 1 Pass through to a Level 2 Distinction which are the equivalent of GCSE grades 1-9.

#### Aims of the course:

The course will require students to demonstrate their ability to safely handle a minimum of two animal species that have very different requirements, for example, a rabbit and a chicken.

Students will be required to demonstrate their ability to safely prepare, maintain and clean out accommodation for a minimum of two animal species that have very different requirements.

The course will give students a thorough understanding of the characteristics of good health, from knowing the visible signs to look out for in an animal to understanding if ill health is present despite a lack of physical signs. This covers common diseases and disorders, so student will be able to identify and treat a range of animal species.

## Performing Arts

### Course Overview:

Performing Arts BTEC Tech Award is an exciting and stimulating course that provides the opportunity to apply knowledge, skills and understanding, linking education and the world of work in an engaging, practical way.

It is not just for those who wish to pursue a Performing Arts career. The course is designed for learners who wish to acquire confidence, creativity, and communication skills through vocational links, through the study of acting, dance or musical theatre as part of their Key Stage 4 learning.

It is for learners who enjoy working in a more practical and collaborative way, sharing ideas with others, and preparing performances for a variety of different audiences!

### You will learn by:

Over the 2 years of study, the course encourages learners to gain knowledge and experience of the various roles, responsibilities, and skills in the Performing Arts industry:

- Gaining confidence to communicate with others in a range of situations
- Learning skills to perform in a variety of different styles for a range of audiences
- Researching and analysing various theatre practitioners and styles of performance
- Watching live performances and working with professionals.

In Performing Arts you will learn:

- The various roles in the Performing Arts industry, what their responsibilities are, and which skills are required to fulfil these roles effectively
- the various stages involved in a rehearsal process through research and through practical experience of preparing for your own dance, acting, physical theatre or musical theatre performance
- the impact a piece of theatre can have on an audience and the creative intentions behind certain styles of theatre
- your personal preferences for styles of performance, how to analyse discuss and write critically about various types of theatre
- improved knowledge and technique of your own performance skills to create meaning for an audience, including multi role play, comedy, physical theatre, and musical theatre

- wider knowledge of the world past and present, theatre practitioners and their impact on society
- how to respond to various stimuli, to use your creative skills and to be yourself!

### You will be assessed by:

Component	Title	Weighting	Assessment
Component 1	Exploring the Performing Arts Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.	30%	Internal
Component 2	Developing skills and techniques in the Performing Arts Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.	30%	Internal
Component 3	Responding to a Brief Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.	40%	External

### Tiers of entry:

The BTEC qualification is a Level 1/2 course where students can achieve results from a Level 1 Pass through to a Level 2 Distinction which are the equivalent of GCSE grades 1-9.

### Aims of the course:

- To gain a deeper understanding of themselves, of others and the world in which we live, past and present
- To build knowledge of all areas and careers in the Performing Arts industry
- To create, perform and reflect on practical performances in a variety of theatre styles
- To develop critical minds and experiment with various solutions to real problems in a safe atmosphere where consequences can be discussed, without the dangers and pitfalls of the "real" world.

## Hair and Beauty

### Course Overview:

The Pearson BTEC Level 1 Diploma in Hair and Beauty is designed around practical skills and tasks that place an emphasis on students demonstrating what

they can do rather than what they know in theory. The qualification gives students the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Diploma gives students the opportunity to develop a broader range of skills in the hair and beauty sector.

### You will learn by:

All students taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others.

Students will also take a number of sector units. The content of the sector units offers a broad introduction to the skills and knowledge within that sector, allowing the delivery to be practical and active in order to engage the learners.

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Students will be given contexts and scenarios to help them develop skills and to acquire knowledge through application.

### You will be assessed by:

Students must complete all the core units and six sector units to achieve the BTEC Level 1 Introductory Diploma in Hair and Beauty.

These are outlined below:

<b>Core</b>	<b>Title</b>
A1	Being Organised
A2	Developing a Personal Progression Plan
A3	Working with Others
A4	Researching a Topic
<b>Sector</b>	<b>Title</b>
HB5	Finding out about the Hair and Beauty Industry
HB6	Responding to a Hair and Beauty Theme
HB9	Carrying out a treatment
HB10	Demonstrating Nail Art
HB11	Demonstrating Make-Up Techniques
HB12	Demonstrating Hair Styling

The grades for each unit will be pass, merit or distinction.

When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole

- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

### Tiers of entry:

There are no entry requirements. Each module will be assessed against the criteria outlined above.

### Aims of the course:

This course is an introduction to the hair and beauty sector and is designed to introduce you to a range of practical skills from across the hair and beauty industries.

## Home Cooking

### Course Overview:

This course is hugely inspiring for learners of all cooking abilities. For some students, it may be the start of a career in cooking; for others, it will help them to learn the basic skills and recipes that will stand them in good stead throughout their lives.

Students will gain an understanding of how to budget when planning meals to cook at home. The course will encourage students to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge.

Learners will demonstrate their skills by planning and cooking recipes for a nutritious main meal with vegetables for Level 1 and planning and cooking a two-course meal, following the recipes to prepare, cook and present the meal for a given scenario for Level 2.

### You will learn by:

During the course students will participate in group work, discussions, and practical work.

- Being able to plan a nutritious, home-cooked meal using basic ingredients. (L1)
- Planning a nutritious two-course meal. (L2)
- Being able to prepare, cook and present a basic nutritious, home-cooked meal using basic ingredients. (L1)
- Selecting and prepare ingredients for recipes for a nutritious, two-course meal. (L2)

- o Using cooking skills when following the recipe (both)
- o Demonstrating food safety and hygiene throughout the preparation and cooking process (both)
- o Applying presentation skills when serving the meal (L1/L2)
- Understanding how to cook economically at home. (L1/L2)
- Explaining ways to economise when cooking at home. (L1/L2)
- Being able to pass on information about cooking meals at home from the start, be able to adapt / modify recipes with ease and identify ways information about cooking meals at home from scratch has been passed on to others. (L1/L2)

### You will be assessed by:

All pupils will work towards gaining a Level 1 and Level 2 BTEC in Home cooking skills.

Over the course of both qualifications' pupils will:  
Learn basic cooking skills following the British Nutritional Foundation guidelines.  
Develop an understanding of where food comes from.

Level 1 includes a practical main meal assessment.  
Level 2 includes planning, preparing and serving a two-course meal assessment.

Pupils record their work in a portfolio and build up evidence over the duration of the qualification.

### Tiers of entry:

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.

### Aims of the course:

The aim of this qualification is to give students the basic life skills and knowledge to be able to cook for themselves in a healthy and cost-effective way and have the confidence to share these skills with friends and family. Being able to cook is an essential skill, which enables students to make changes that have benefits to their health and wellbeing for the rest of their lives.

## Motor Mechanics

### Course Overview:

GASP will be delivering sessions on site at Poppyfield, working towards achieving AQA unit awards in Mechanics.

GASP provide a safe and supervised professional environment with sessions run by qualified mechanics and programmes designed to meet the needs of young people.

**You will learn by:**

Students will work in small groups, learn the benefits of teamwork and improved skill sets.

GASP instructors will provide an environment that builds the ability to resist peer pressure, opportunities to work towards a nationally recognised accreditation (AQA), skills that improve young people's confidence and self esteem, and a possible route to access further education, training and employment.

**You will be assessed by:**

Each session runs for two to three hours, on a weekday and is delivered from the GASP mobile unit.

Students will gain hands on experience and work towards AQA Unit Awards under the direction of the GASP instructors.

**Tiers of entry:**

There are entry requirements for the course.

**Aims of the course:**

The course provides skills and confidence to make a positive contribution. It builds concentration and self-esteem, widening the students knowledge base.

It empowers young people to take positive action, playing a part in the 14-16 education strategy for young people.

GASP enables students to develop their positive image and self reliance preparing them for the world of work

## Arts Award : Art and Design

**Course Overview:**

Arts Award takes students on a creative journey, exploring the arts world, discovering their potential as artists, developing leadership skills – and gaining a recognised qualification along the way. This unique set of arts qualifications builds skills essential for success in the 21st century: Creativity and communication, along with problem-solving, reflective-thinking and confidence.

**You will learn by:**

To achieve their Arts Award, students take on challenges in an art form, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others. They create a portfolio to keep a record of their creative work and progress along the way.

**You will be assessed by:**

Rather than assessing a student's skill level in a particular art form, Arts Award evaluates the personal progress they've made through exploring and participating in the arts. There are no entry requirements, no time limits, no exams and no rules on how students should present their work – video, audio, photos, web pages and PowerPoint slideshows are just as valid as written portfolios.

**Tiers of entry:**

Arts Award is available at five levels – Discover, Explore, Bronze, Silver and Gold – so schools can offer it in every Key Stage, in any creative, cultural, media or craft activity. We will be delivering the Bronze Award.

**Aims of the course:**

Bronze Arts Award enables students to develop a basic understanding of arts practice and some knowledge of arts provision in the community. Students commit to taking part in creative activities and demonstrate a basic understanding of effective communication and an ability to convey information. Students create a personal arts log or portfolio containing evidence of their experiences. These arts logs or portfolios can be in any format, including digital.

**KS4 Functional Skills Offer**

**History**

**Course Overview:**

Entry Level Certificate in History provides a fantastic curriculum for students to ignite and engage a student's passion and interest.

Entry Level Certificate in History provides students with a wide choice of exciting topics to study. These range from Crime and Punishment, to modern American history, to the Vikings.

Entry Level Certificate in History offers a great deal of flexibility.

**You will learn by:**

We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged. Our content will aim to create independent learners, critical thinkers and decision makers.

**You will be assessed by:**

Students have to complete three pieces of work for assessment. These tasks are set by the school and teacher so that they can target students interests. The tasks can be structured or can allow more extended writing to suit the abilities of the individuals.

Students must complete all three tasks which make up 100% of the assessment.

Content Overview	Assessment Overview	
One from: <ul style="list-style-type: none"> <li>• Crime and Punishment</li> <li>• People's Health</li> <li>• Migration</li> <li>• War and British Society</li> <li>• Power, Monarchy and Democracy.</li> </ul>	Thematic Study 40 Marks Internally-assessed/ externally-moderated	<b>40%</b> of total Entry Level Certificate
One from: <ul style="list-style-type: none"> <li>• Germany 1925–55</li> <li>• The USA 1919–74</li> <li>• Normans 1065–1087</li> <li>• Elizabethans 1580–1603</li> <li>• The Making of America 1789–1900</li> <li>• The Viking Age c. 750–c. 1050</li> <li>• Britain: Peace and War 1900–18</li> <li>• International Relations 1918–2001.</li> </ul>	Depth Study 30 Marks Internally-assessed/ externally-moderated	<b>30%</b> of total Entry Level Certificate
Learners choose either a site or an individual to study and complete two pieces of work: <ul style="list-style-type: none"> <li>• A 150-word biography (of the person) or guide (to the site)</li> <li>• A 250-word explanation of the importance and impact of their site or individual over time.</li> </ul>	Study of a Site or Individual 30 Marks Internally-assessed/ externally-moderated	<b>30%</b> of total Entry Level Certificate

Students are expected to demonstrate their ability to:

	Assessment Objective
A04	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
A03	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
A02	Explain and analyse historical events and periods studied using second-order historical concepts, such as causation, consequence and significance, change and continuity over time.
A01	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**Tiers of entry:**

No prior learning of the subject is required.

**Aims of the course:**

Entry Level history will enable learners to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history
- develop and extend their knowledge of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

## Geography

### Course Overview:

The key features of OCR’s Entry Level Certificate in Geography for students are:

- exciting content studied in topics and brought to life by engaging enquiry questions
- co-teachable topics with GCSE (9–1) Geography including tropical rainforests, UK geography and flooding
- opportunities to study contemporary case studies, across a range of scales
- geographical skills, including fieldwork

### You will learn by:

We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

### You will be assessed by:

Students must complete all three tasks which make up 100% of the assessment.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>• Our World</li> <li>• Destructive World</li> <li>• Resourceful World</li> </ul>	<b>Dynamic World</b> 30 Marks 1 hour Internally-assessed/ externally-moderated	<b>30%</b> of total Entry Level Certificate
<ul style="list-style-type: none"> <li>• Practical experience of fieldwork</li> </ul>	<b>Fieldwork Notebook</b> 30 Marks Internally-assessed/ externally-moderated	<b>30%</b> of total Entry Level Certificate
<ul style="list-style-type: none"> <li>• A project based on any part of the specification</li> </ul>	<b>Personal Project</b> 40 Marks Internally-assessed/ externally-moderated	<b>40%</b> of total Entry Level Certificate

Students will be expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate knowledge and geographical understanding of locations, places, environments and different scales.
AO2	Apply knowledge and understanding in a geographical context.
AO3	Use a variety of skills and techniques to investigate a geographical issue.

**Tiers of entry:**

No prior learning of the subject is required.

**Aims of the course:**

The Entry Level qualification in Geography aims to encourage students to think like geographers through an enquiry approach to contemporary topics of study. The enquiry questions allow students to be engaged in the subject matter and understand how the content is relevant to them.

OCR’s Entry Level Certificate in Geography will encourage students to:

- develop their knowledge of locations, places and environments and of different scales (know geographical material)
- gain understanding of the connections between people and environments, and change in places over time (think like a geographer)
- develop a range of skills including those used in fieldwork (study like a geographer)
- apply geographical knowledge and understanding to real world contexts, including fieldwork (applying geography).

## 15. Monitoring arrangements

The policy will be reviewed annually by the Principal, Head of School and wider SLT.