



December 2018

6th Form Curriculum Handbook

Vision

Aspire, Challenge and Empower (ACE)

Our vision is that “all learners access outstanding teaching and facilities personalised to their individual learning needs, within a happy, confident and proud school”.

Values

Achieve

Self Esteem

Positive

Inclusive and friendly

Respect (dignity)

Enjoyment

What is the 6th form curriculum?

Springwater 6th form follows the ASDAN curriculum. ASDAN is a pioneering curriculum development organisation and awarding body, providing courses that develop skills for learning, employment and life. Springwater 6th form follows a variety of ASDAN courses including Personal Progress for our pre and semi-formal learners and Personal and Social Development (PSD) for our formal learners, which underpin our curriculum, teaching and learning.

When a student starts in 6th form they are assessed using the ASDAN Achievement Continuum to decide which course to follow. If students are working within achievement continuum stages 1-4, they are placed into the pre-formal pathway, if they are working within stages 5 – 10 they are placed into the semi-formal pathway and any students working above stage 10 are placed into our formal pathway. Students within the formal pathway must be working at entry 2 or above to complete the PSD curriculum.

Planning in Springwater 6th form

The long-term plan within 6th form consists of a 3-year rolling programme which includes ASDAN units of study for each year based on which pathway and therefore course the learner is following. For semi-formal learners the units are completed one at a time throughout the year, roughly 1 unit per half term. For our pre-formal and formal learners, the units are worked upon at the same time throughout the year.

<u>Pathway</u>	<u>Year 12</u>	<u>Year 13</u>	<u>Year 14</u>
Personal Progress Achievement Continuum stages 1 – 4 (Pre-Formal Learners)	<ul style="list-style-type: none"> • Encountering experiences: being a part of things • Engaging with the world around you: People 	<ul style="list-style-type: none"> • Engaging with the world around you: events • Engaging with the world around you: objects 	<ul style="list-style-type: none"> • Engaging with the world around you: technology • Engaging with the world around you: therapies
Personal Progress Achievement Continuum stages 5 – 10 (Semi-Formal Learners)	<ul style="list-style-type: none"> • Preparing drinks and snacks (2) • Engaging in new creative activities (3) • Personal enrichment (2) • Developing reading skills (3) • Developing writing skills (3) 	<ul style="list-style-type: none"> • Participating in sporting activities (3) • Developing community participation skills: Getting out and about (5) • Developing community participation skills: caring for 	<ul style="list-style-type: none"> • Developing skills for the workplace: Following instructions (2) • Developing skills for the workplace: Health and safety (2) • Travel within the community:

		the environment (3) <ul style="list-style-type: none"> • Developing Communication skills (3) • Taking part in daily routine activities (3) 	Going places (3) <ul style="list-style-type: none"> • Using interpersonal skills to contribute to personal relationships (2) • Growing and Caring for plants (2)
<u>PSD</u> (Formal Learners)	<ul style="list-style-type: none"> • Environmental Awareness • Healthy Living 	<ul style="list-style-type: none"> • Community Action / Making the most of your leisure time • Personal Safety in the home and community 	<ul style="list-style-type: none"> • Preparation for Work • Managing own Money

6th form teachers use these ASDAN units as the basis to develop medium-term plans. The medium-term plans identify personalised priorities for each pupil and allows teachers to plan for progression. An example of our medium-term plan format is as follows:



6th Form Medium Term Plan

Subject:
About this unit:
Class Teacher:
Class Assistants:
Accreditation Links:

Term: Day: Time:

Students:

Table with columns: Name, FSM, PP, Move, VI, HI, Multi, ASC, Behaviour, Medical, EAL, LAC

Expected Subject Outcomes (linked to ASDAN)

Empty box for expected subject outcomes.

Cross Curricular Links

Table with columns: SMSC, ICT, Other

Health and Safety

Empty box for health and safety notes.

Sequence of Teaching and Learning Opportunities:

*Please note: lots of repetition required in order to acquire, transfer and deepen learning. Learning in lessons will be targeted to individual need.

Table with columns: Lesson Focus (Activities), Resources, Key Words

Teachers may also produce short-term, daily plans which contain individual lesson targets for each student and record their assessment for learning on these.



Group: Ash Daily Plan / AFL Date: 20.11.17
Staff: MS / BC / LS / KC

Table with columns: Individual learning objectives, X, AFL. Includes session overview and student-specific objectives like TB, EW, JN, RS, HR, DP, ED, MB.

Additional cross curricular learning can happen within the medium-term plans and/or in discrete lessons. For example, a pupil may continue to have specialist provision such as hydrotherapy, rebound therapy, physiotherapy, intensive interaction and physical development programmes in addition to accessing formal subjects.

Assessment

Ongoing and rigorous assessment is at the heart of the curriculum at Springwater School as it:

- Enables us to be certain about the appropriateness of the personalised curriculum we aim to provide for each learner.
- Informs teaching.
- Drives progress.

Teachers assess pupils termly against P Scales and National Curriculum descriptors using Lancashire County Council's Performance Indicators for Value Added Target Setting (PIVATS) in English, Math's, PSHE and ICT. These assessments are also used to inform national data statistics and school practice.

6th form students' outcomes are based on achieving the long-term outcomes within the individual students EHCP's.

Pre and semi-formal students will be baselined using the ASDAN achievement continuum at the start of the unit and progress throughout the term will be monitored against the achievement continuum and entered onto the assessment data spreadsheet that the other departments in school use for their MAPP targets. Teachers will gather evidence for progress towards these targets by using tapestry and completing unit transcripts and checklists required for internal and external moderation.

Formal learners following the PSD curriculum will be baselined using the PSD achievement continuum created by Springwater 6th form teachers in the same way; evidence towards these targets will be gathered through tapestry, work books or folders which compile students work over time.

Each student will also have a PSHE target taken from MAPP which will be assessed using the same guidelines as throughout school.

Additional Accreditation

Formal learners also have a weekly functional skills lesson, within this lesson students work on the OCR life and living skills qualifications and aim to achieve up to entry 3. Semi-formal learners are also given the opportunity to take part in the John Muir award, CAN-Do projects, Q arts award and Farmers Market Enterprise scheme.

Training

All new and existing members of staff will receive in-house training from the centre co-ordinator or accreditation lead for ASDAN. Each year one member of staff will attend an ASDAN workshop in order to ensure our knowledge and practice is still accurate and to implement any changes that may occur. Staff will rotate who attends training based on a rolling programme.

Handbook to be read in conjunction with the Curriculum Policy and Assessment Policy.