



April 2020

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?

Sixth form curriculum intent

The Post 16 programme of study at Springwater has a core focus that is driven by the intention to prepare our learners for adulthood, whatever pathway the students are accessing. Students access a curriculum that is designed and directed by themselves as well as other stakeholders such as parents, carers and staff through consultation at the beginning of each academic year. We aim to provide a curriculum that focuses on students' long term aspirations and identifies appropriate steps that need to be made to progress towards achieving these aims. Students are encouraged to take as much responsibility for their learning as possible and independence is encouraged at all academic levels. We want our students to take pride in achieving individualized targets that are attainable, appropriate yet aspirational.

Sixth form curriculum aims

- The development of independence skills for 16+ pupils is essential
- We support students to express their views and develop informed plans for the future
- Pupils develop self-esteem, confidence and self-awareness
- We support students to take part in community and leisure events
- Enhance and develop communication skills
- The provision of individualised learning pathways and a bespoke curriculum
- Students have access to work related learning where appropriate
- Students experience extended transition through college links courses (off site learning)
- Students are encouraged to make positive steps towards meeting individual aspiration
- To play an important part in maintaining and improving our local community




The curriculum is based on preparing students for adulthood including obtaining relevant academic accreditations. *We cultivate students' social, emotional, physical, and ethical development, foster creativity, promote psychological well-being, stimulate a rich and fulfilled life, explore core beliefs, encourage social engagement and develop empathy.*

Planning in Springwater 6th form

The core offer for each of the pathways can be found within the appropriate pathway handbooks.

Long Term Plan – 3 year rolling programme: pre- formal pathway (ASDAN personal progress) timeline

Pre - formal	2019/20	2020/21	2021/22
	<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


<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Semi-formal</h1> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">ASDAN personal progress rolling program</p>		2019/20	2020/21	2021/22
	Independent living skills (ILS) 	<ul style="list-style-type: none"> - 1)Developing communication skills (P) - 2)Developing reading skills (P) - 3)Looking after yourself - 4)Preparing food and drink 	<ul style="list-style-type: none"> - Developing writing skills - Developing ICT skills - Developing independent living skills: keeping safe - Developing independent living skills: Being healthy 	<ul style="list-style-type: none"> - Understanding what money is used for - Early mathematics - Developing independent living skills: having your say. - Developing independent living skills: personal presentation
	Creative and wellbeing 	<ul style="list-style-type: none"> - 1)Developing communication skills (P) - 2)Developing reading skills (P) - 3)Engaging in creative activities - 4)Getting on with other people 	<ul style="list-style-type: none"> - Developing writing skills - Developing ICT skills - Developing learning skills: learning to learn. - Growing and caring for plants 	<ul style="list-style-type: none"> - Understanding what money is used for - Early mathematics - Participating in an enterprise project - Developing self-awareness: all about me
	Community participation 	<ul style="list-style-type: none"> - 1)Developing communication skills (P) - 2)Developing reading skills (P) - 3)Caring for the environment - 4)Participating in sporting activities 	<ul style="list-style-type: none"> - Developing writing skills - Developing ICT skills - Developing community participation: getting out and about. - Travel within the local community: going places 	<ul style="list-style-type: none"> - Understanding what money is used for - Early mathematics - Using a community facility over a period of time - Developing community participation: personal enrichment.

Long Term Plan – 3 year rolling programme: Formal pathway ASDAN PSD

The unit in the left hand column is compulsory for all formal learners. This is in order to ensure students are best prepared for adulthood and living as independently as possible. The second unit allows students to choose between two options which is in line with their aspirations.

2019/20		2020/21		2021/22	
Preparation for work (all PSD students complete this unit)	Option 1: Healthy living	Managing own money (all PSD students complete this Unit)	Option 1: Making the most of leisure time	Personal safety in the home and community (All PSD students complete this unit)	Option 1: Managing social relationships
	Option 2: Community action		Option 2: Environmental awareness		Option 2: Working towards goals

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

Individual learning objectives	X - ✓	AFL
Session 1 overview: IL5 – Students will take a vote for a meal they would like to cook together. Students will write shopping lists then shop for ingredients and cook and eat a meal together		
TB – Will match his symbol shopping list to match 1 item when in the right aisle independently		
EW – Will remember 2 items to buy in the shop and direct the person pushing him to the right aisle		
JN – Will match his symbol shopping list to match 1 item in the right aisle with independently		
RS – Will engage with the cashier, attempting to keep his head up and looking at the cashier during the transaction		
HR – Will match his symbol shopping list to match 1 ingredient when in the right aisle with minimal prompting		
DP – Will read his shopping list in the shop and find the right aisle for 2 items consistently		
ED – Will read her shopping list in the shop and find the right aisle for them for 2 items consistently.		
MB – Will match his symbol shopping list to match 1 item in the right aisle with independently		

Additional cross discrete lessons. For hydrotherapy, rebound therapy, physiotherapy, intensive interaction and physical development programmes in addition to accessing formal subjects.

curricular learning can happen within the medium-term plans and/or in example, a pupil may continue to have specialist provision such as

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.

Students will be baselined for their current learning intentions and progress throughout the term will be monitored on their learning intention progress records, in the four areas (cognition and learning, communication and interaction, Social, emotional and mental health and physical). Teachers will gather evidence for progress towards these targets by using tapestry and students work.

Accreditation

Accreditation is offered to every student based on the pathway they are on.

Pathway	
Pre-formal	Merit in ASDAN Personal Progress
Semi-formal	Diploma in ASDAN Personal Progress John Muir Award Q arts Discovery Award (Farmers Market Award)
Formal	ASDAN PSD certificate OCR functional skills Q arts Bronze / Silver Award Duke of Edinburgh

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