

Bleasdale School 14-19 Policy

This policy reflects the value and philosophy of Bleasdale School in relation to teaching and learning within the 14-19 curriculums. It outlines the framework within which the teaching and non-teaching staff can operate and provides guidance on planning, teaching and assessment.

Intention of the 14 – 19 policy.

It is intended to support staff in the provision of the necessary range of skills, knowledge and understanding for all students in this area of learning. It also aims to enable staff to work in a complementary and integral manner within the 14-19 groups in a range of appropriate activities

14 -19 provision is divided into two classes: 14 -16 and post 16.

14 - 16 are located in school, which includes: classrooms, work room and a common room, 16-19 are located in the residential building, which includes a classroom, food preparation and training room. They also have access to other school buildings and resources such as rebound, pool, music room and conservatory.

The policy should be read in conjunction with appendix A the Scheme of Work for 14-19 and appendix B subject mapping which set out in detail what students will be taught. Bleasdale School aim is the students to meet the outcomes of the Children and Families Act 2014, SEND code of practice and NDT: preparation for adulthood programme which are:

- Employment – (where appropriate)
- Living more independently
- Participating in the community
- Having good health

Aims

- Recognising past achievement at all levels and building on it via relevant forms of accreditation.
- Consolidating and generalising existing skills.
- To offer students access to a broad and balanced 14-19 curriculum, to prepare them for future destinations post 19.
- Working for the future in partnership with family, social, health, education and transitional services
- Involving students as much as possible in evaluation and reviewing their own learning and future targets.
- To promote communication and social skills within the wider environment and with a wider variety of people, moving from the school setting to the community setting.
- To give students the opportunities to develop awareness of themselves as individuals as members of a community.
- To give students the opportunity to work independently or to work with full or limited support in a group or whole class activity.
- To include opportunities that promote and develop choice making skills.
- To prepare students to transition onto their identified adult pathway; supported employment, independent living, Community inclusion.

These aims comply with our school philosophy and take into account the LA and school Curriculum Policies.

Implementation

The curriculum aims to secure the engagement for students through offering a relevant, progressive, exciting and stimulating curriculum which leads to achievable and individual outcomes.

At Key Stage 4 student follow 14-16 curriculum of **Functional Skills**, (English, Maths) **World studies** (Science, Technology, Creativity and cultural awareness) **Personal and Social Development** which includes (PSD, Citizenship) and **Vocational tasters** and **Physical skills**.

The FE students follows the 16-19 curriculum of **Sensory Functional Skills** (English, Maths) **World studies** (PSD, community Leisure, Enterprise, Horticulture, Music, Daily Living Skills) and **Vocational**



Elements (Careers, Work Experience: where appropriate, Vocational Studies)

The curriculum is directly linked to accreditation which gives our student's with PMLD opportunities to gain appropriate, externally moderated certificates and awards. All students at Bleasdale School leave with a recognised and suitable award. The 14 -16 group use the ASDAN transition challenge either the sensory profile or towards independence awards. Whilst the post 16 access appropriate levelled AQA units of accredited work. Teachers uses their professional judgement which certification to work towards. Also see the accreditation policy.

Students in the 14-19 group are on their final part of their school journey and learning opportunities prepare them for their adult life after they leave school moving onto their next pathway. Experiences offered to pupils are linked to their pathways and the type of learner they are formal, semi-formal or pre formal learner. Those on the employment pathway will work on academic and vocational qualifications in a semi-formal curriculum and will include work experience at an appropriate level and functional skills of English and Maths. Those on the independent living pathway will work on a semi formal or pre formal curriculum experience managing and develop the use of money, further enhance self help skills to include daily living tasks and meal preparation and been aware of different social signs. Those on the community inclusion pathway will experience a pre formal curriculum delivered in a sensory manner. This will include developing sequencing skills such as times of day, organising their day to day activities and managing their own possessions, experiencing taking part in life skills and working towards developing personal choice and independence skills at an appropriate level to their needs.

Teachers have high aspiration for all students and use their professional skills to ensure students are working towards the most appropriate end goals so they succeed in preparing for adulthood.

Subject Planning, Evaluation, Monitoring and Time Allocation



Each student has an individual education plan (I.E.P) that has been written by the class teacher. This serves to identify the subject content covered in that particular term with specific learning outcomes identified from the Education Health and Care Plans (EHCP). These targets are agreed termly in multi-disciplinary meetings are covered in class lessons, learning within the community and for those who access the Residential Provision will have additional opportunities to practice them in the evening.

The subject leaders monitor the balance and coverage of each subject by the evaluation of medium term planning, classroom observations and learning walks. The monitoring and evaluation of curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of curriculum development. It is the responsibility of all staff but should be led in each subject by the subject leader.

Assessment, Recording and Reporting

Students in the 14-19 group work towards externally moderated certificates and awards using ASDAN and AQA accreditation.

Assessment is used to inform future planning and to give information about each student during their time at school. All students are assessed annually using Steps 4 life for 16 – 19 year olds, B-squared for 14 – 16 year olds. Assessment techniques ensure that IEP targets are met and individual needs are covered within the subject areas.

These are managed by,

- Recording sheets throughout the school,
- Photographic or Video evidence
- Teacher observations of individual pupils.

Assessment For Learning (AFL) boards are used after every taught session and allow students the opportunity to contribute to the evaluation of their work within lessons.

Assessment will fulfil statutory requirements for all students. Teacher assessment is the main focus for statutory assessment of the current students in our school.



Assessment is both formative and summative using the achievement criteria based in the scheme of work.

Formative

This takes place on a lesson by lesson basis and can be formal or informal. Informal observations and analysis of students learning is constantly being monitored by class teacher and support staff and used to inform future planning.

Summative.

This takes place termly where teachers input assessment data onto B-squared. Targets for the next assessment period are set by the teacher with the classroom as part of the yearly cycle.

Annual moderations meetings take place both internally and externally, teachers discuss levelling of students work and this is then externally moderated as part of the cluster of special schools by the subject coordinator to ensure that assessment judgments made at Bleasdale are consistent with that of other professionals. Accredited work is externally moderated before awards are presented.

Record keeping enables planning of a student's future learning as well as offering a full curricular record of activities undertaken by individual students. Progress files including accreditation inform parents of their son / daughters individual performance. This is reported to parents annually at the students annual review and in the annual school report or at reporting to parents day.

Use of functional skills across the curriculum.

At Bleasdale school communication, language and basic number is a whole school issue and responsibility. Each teacher is responsible for his or her contribution to the whole school curriculum. Good communication, language and basic number concepts are a key factor in raising standards across all subjects. Skills will be fostered across curriculum areas and skills transferred from one lesson to another. All teachers will have consistent expectations when promoting functional skills.

Impact

The class teacher measures the impact and ensures the intent and implementation is will be achieved by;

- Preparing, developing and regularly reviewing a subject policy (annually)
- Planning work collaboratively with colleagues.
- Assisting reviewing and discussing teacher / teaching assistant (TA) planning.
- Liaising with external agencies, college, community links, work experience providers, other 14-19 providers.
- Overseeing the accreditation schedule, working with TA's to evidence achievements.
- Attending all relevant in-service training in this subject area and disseminating information to colleagues.
- Ensuring appropriate and versatile resources provided within the 14-19 department.
- Providing annual subject plan for budget / resources etc.
- Monitoring and maintaining the availability and condition of equipment and resources.
- The subject leader may manage some staff development and in-service training re curriculum, accreditation, life skills. Relevant aspect may be highlighted in the annual School Development Plan.

Allocation of Resources

The provision of resources in linked to the School Development Plan. A subject budget has been allocated to the 14-19 department. Staff identify resources required and discuss these with the 14-19 lead practitioner. The school has a range of practical resources, which are classified in topic areas. These are centrally stored and accessible to all staff.

Equal Opportunities

All students at Bleasdale school have access to a relevant curriculum designed to meet their individual needs. The curriculum will offer a breadth of experience and balance of subject areas and activities to as to achieve individual statement targets.



Activities and materials used reflect the multi – cultural society in which we live and are not subject to race or gender stereo typed.

The 14-19 policy will be renewed on an annual basis.

Members of the Governing Body of the School and Curriculum Committee may also observe sessions and activities in their monitoring role capacity and contribute to further developments in this area.

Rebecca Parker

14 – 19 Lead Practitioner

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