

Curriculum Policy Document

**Durham Trinity School
&
Sports College**

Further Education Unit

Revised September 2015 FD

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A STATEMENT OF CURRICULUM POLICY

FURTHER EDUCATION UNIT

Durham Trinity School believes that the opportunity to join the Further Education Unit should be given to all those students for whom it has been identified as an appropriate and beneficial progression route. All students within the Further Education Unit are entitled to a continuous and progressive course that meets their individual needs and to support with their physical, social and learning needs relevant to the individual student's learning difficulty and/or physical disability.

Within the Further Education Unit we strive to provide nationally recognised accreditation that is flexible enough to meet the individual needs of those students for whom it is appropriate. We also strive to equip our students with practical skills that will enable them to function as independently as possible in the adult world beyond school, along with a positive attitude to health and safety. We endeavour at all times to consider our students' rights, whilst encouraging them to consider the rights of those around them and, above all, strive to provide a broad wealth of experiences for our students and to promote the experience of success.

A vital part of the work of the Further Education Unit is to integrate the students into the wider world and we seek to facilitate this by promoting confidence in communication and socially acceptable behaviours both within School and whenever involved in activities in the wider community. For most students these experiences include accessing community and Further Education facilities wherever possible so that a progression route can be identified which accurately meets the personal, social and educational needs of each student beyond school.

As a result of the course, students will be prepared as fully as possible for adulthood and their life beyond school. They will be encouraged at all times to think and act as 'young adults' and will participate as fully as possible in society and the wider community beyond school.

INTRODUCTION

The Further Education Unit of Durham Trinity School is based within a series of three specialist teaching spaces which consists of two classrooms and a common room. For students who would benefit from a more sensory based curriculum a specialist Secondary Sensory Base is available (Brancepeth class). A 14-19 Specialist ASD provision has been introduced (September 2015), for those students who would benefit from the use of the TEAACH programme. The main objective of the FEU is to provide a flexible, cross - curricular course in an environment that is more appropriate to encouraging the concept of the students being 'young adults'. The course on offer provides opportunities for the students' personal, educational and

social development and is tailored, where possible, to individual needs. All students work towards achieving nationally recognised accreditation for their course work.

AIMS AND OBJECTIVES

TO CREATE A CALM, SAFE AND SECURE ENVIRONMENT:

This will be achieved by:-

- promoting an environment within the Further Education Unit where the value and dignity of individuals is respected and there is trust, care and respect for one another,
- promoting health and safety issues,
- valuing individuals and their contributions.

TO CREATE A SUPPORTIVE TEACHING AND LEARNING ENVIRONMENT:

This will be achieved by:-

- employing equality of opportunity for all students within Durham Trinity School Further Education Unit,
- working in partnership with parents and other professionals, involving them in the decision making and reviewing procedures and sharing information with them through the 'Student Planner' or telephone conversations on a regular basis,
- offering small group and other individualised support,
- offering a broad and relevant curriculum, flexible to individual student's needs, which can be offered with relevant individualised support wherever necessary.

TO HELP STUDENTS REALISE THEIR POTENTIAL:

This will be achieved by:-

- maintaining the scope to recognise and meet the specific individual needs of the student educationally, personally and socially,
- promoting and encouraging relevant social and independent living skill,
- raising students' expectation of themselves,
- offering a variety of teaching styles and learning opportunities which build on students' existing skills,
- offering a range of community links to strengthen the students' understanding of the world outside school.

TO PREPARE STUDENTS FOR LIFE IN AN EVER CHANGING WORLD:

This will be achieved by:-

- developing the students' self confidence, self worth and expectations of themselves,
- enabling students, where relevant, to have experience of Further Education through links with local colleges and educational establishments and also, where relevant, the world of work beyond school, in preparation for progression to the wider adult world, through Work Experience placements,
- promoting positive support and encouraging the students at all times to think and act as 'young adults',
- providing a wide range of opportunities to experience and participate in the wider community beyond school for students who would benefit from this, such as utilising sports facilities, local shops and public services, and 'workshop programmes' with the 'TINARTS' dance and movement group,
- identifying and supporting a progression route beyond school, relevant to the students' individual needs,
- seeking constantly to identify and implement relevant, nationally recognised accreditation routes with which to validate and record the efforts and achievements of individual students within the Further Education Unit.

CURRICULUM CONTENT

CURRICULUM STRUCTURE:

The Further Education Unit Course is built around eleven “**CURRICULAR AREAS**” which are -

- **Arts and Crafts**
- **Enterprise**
- **World Of Work**
- **Personal Skills**
- **Daily Living Skills**
- **Food Preparation**
- **Environment and Community**
- **Current Affairs**
- **Key Skills (English, Maths and ICT)**
- **Sport and Leisure**
- **The Wider World**

The actual subject lessons taught within the F.E.U. will vary each academic year depending upon –

- overall student numbers in F.E.U. and in the two classes,
- the availability of specialist teaching/support staff, teaching rooms, resources and out of school opportunities,
- the position of the school year within a **THREE YEAR ROLLING PROGRAMME** offered in some curricular/subject areas.

The **THREE YEAR ROLLING PROGRAMMES** (See Appendix for details) ensure that the great majority of students who join the FEU will have access to a balanced and as wide as possible a range of experiences and subjects during their time in the FEU and, if they stay for three years, will access the whole range of subjects on offer and have had the opportunity to work towards and achieve a nationally recognised qualification, a Diploma in Life and Living Skills offered by OCR. The qualification is offered from Entry 1/ Pre Entry to Entry 3. The qualification offers flexibility for those students with a ‘spiky profile’ enabling students to study modules from a range of Entry Levels as appropriate. In situations where a student enters the FEU at Entry 3, the student is given the opportunity to apply the knowledge, skills and understanding they have previously acquired in real life situations and use this to problem solve using real life scenarios. Students are encouraged to regularly evaluate their progress and the positive and negative aspects of individual sessions or the wider curriculum where opportunities arise. Comments and suggestions

made by students will be considered by staff when auditing the current provision and/ or curriculum.

Students within the discreet Sensory provision also supplement their OCR experiences with modules from ASDAN 'Towards Independence' which includes a wider range of Pre-Entry modules more suited to the students' needs (See Brancepeth Class' Curriculum Documentation for Further Information).

Students in the discreet ASD provision currently access Personal Progress (ASDAN) at Entry Level 1. This will be supplemented by units from OCR from September 2016. (See curriculum documentation for Barnard class for further information).

The '**ROLLING PROGRAMME**' will, where possible, contain the following units of work:

ARTS AND CRAFTS

This subject is offered to the students on a 'free choice' basis. There are 3 taught sessions per week. Students 'vote' for their favourite option and, dependent on numbers of votes, the students will have the opportunity to have a term studying the art form they have chosen. Examples of options may include:

- Graffiti
- Dance (coaching from Tin Arts Academy Staff)
- Fashion Design
- Painting
- Sculpture and Collage
- Musical Appreciation
- Photography
- Jewellery Making

SPORT AND LEISURE

This subject is offered to the students on a 'free choice' basis. The students have 3 taught sessions per week. Students 'vote' for their favourite option and, dependent on numbers of votes, the students will have the opportunity to have a term studying the sport, hobby or leisure pursuit they have chosen. Examples of options may include:

- Baking
- Football
- Keep Fit
- Cricket
- Gardening
- Movie Reviews
- Sewing
- Eating Out
- Photography for fun
- Swimming

DAILY LIVING SKILLS

Daily Living Skills aims to enable the students, through a range of practical activities and theory based learning, to be confident and safe in the home environment. The students receive 2 taught sessions per week. The students will complete modules on rotation, spending one term on each module. These will be reinforced by being revisited over the three year rolling programme. Students will be placed in ability groupings to enable them to have a higher level of staff support and to achieve an accreditation at an appropriate level. Rotational units include:

- Carrying out household jobs
- Managing a budget
- Using household appliances safely
- Washing, drying and sorting laundry
- Horticulture

CURRENT AFFAIRS

The students will spend one lesson a week in Tutorial Groups to discuss a range of current affairs locally, nationally and internationally. Students will be encouraged to listen or read the news and report on a story during this time. During this time, the students also discuss the positive and negative events from the school week and how they can be improved or altered in the future.

THE WIDER WORLD

During sessions on 'The Wider World' (2 taught sessions per week) the students will be encouraged to experience a range of cultures which are both similar and different from their own. They will be encouraged to experience music, food, art, language and celebrations of the countries studied. Where possible, a trip to local restaurant showcasing the cuisine of the country studied will also be offered to the students. Countries could include:

- China
- Mexico
- India
- Spain
- Italy
- France
- Australia
- Japan

ENVIRONMENT AND COMMUNITY

For Environment and Community sessions, the students will be placed in ability groupings to enable them to achieve their full potential and achieve an accreditation at an appropriate academic level. The students have 3 dedicated 'Environment and Community' sessions per week. The students will explore facilities available in the local environment, discuss appropriate and inappropriate behaviour, learn to act safely and responsibly and complete a Community Action Project. Environment and Community aims to enable the students, through a range of practical activities and theory based learning, to be confident and safe in the community around them. This session will involve out of school experiences, where possible, to enable the students to apply skills learnt.

YEAR ONE: ***BEHAVIOUR IN THE COMMUNITY/ ACCESSING COMMERCIAL FACILITIES/ ACCESSING LEISURE FACILITIES***

YEAR TWO: ***TRAVEL IN THE COMMUNITY/ ROAD SAFETY/ COMMUNITY ACTION PROJECT***

YEAR THREE: ***BEHAVIOUR IN THE COMMUNITY/ ACCESSING COMMUNITY FACILITIES/ CARING FOR THE LOCAL ENVIRONMENT***

ENTERPRISE

During Enterprise sessions, the students will be given the opportunity to practise a range of Enterprise skills such as money management, teamwork, leadership, creativity and risk taking. The students work in Tutorial based groups for these sessions which take place for 3 lessons per week. The students will decide upon, set up and run a small business within the school too. Examples of Enterprises that the students have run previously include:

- Valentine's biscuits.
- Hot Dogs.
- Easter Raffle.
- Making decorations to sell at a Christmas Fair.
- Running a stall at a Christmas Fair.
- Producing Sandwiches and Salads to sell to staff.
- Producing Pizza and Pasta to sell to staff.

WORLD OF WORK

The above areas will be supplemented with a range of vocational sample modules which enable the students to have a 'taster' of jobs they may wish to try. This subject will also be offered on a 'free choice' basis. Students take part in 'World of Work' sessions for 3 lessons per week. Examples of Vocational Modules offered are:

- Childcare and Development.
- Hair and Beauty.
- Interior Design.
- Catering.
- Hospitality.
- Floristry.
- Animal Care.

The Three Year Rolling Programme is as follows:

YEAR ONE: ***WHAT JOBS COULD I DO? HOW SHOULD I BEHAVE?***

YEAR TWO: ***WHAT DO I NEED TO START WORK?***

YEAR THREE: ***HOW CAN I FIND A JOB? HOW DO I APPLY FOR A JOB?***

KEY SKILLS

For Key Skills sessions, the students will be placed in ability groupings to enable them to achieve their full potential and achieve an accreditation at an appropriate academic level. Key skills sessions are taught for 2 lessons per week. Key skills will combine Maths, English and ICT skills with a view to applying skills learnt in real-life practical situations. Each unit will be more heavily biased towards one of English, Maths or ICT but will continue to practise key skills from the other areas more discreetly too. Students develop individual key skills targets as part of tutor based sessions or during 'reading time' on a morning. The three year rolling programme is as follows:

YEAR ONE: ***MONEY/ THE MEDIA/ PLANNING A VISIT***

YEAR TWO: ***TIME/ MAKING DECISIONS/ PLANNING AN EVENT***

YEAR THREE: ***COMMUNICATION/ FOOD PLANNING/ EMPLOYABILITY***

FOOD PREPARATION

Food Preparation aims to enable the students, through a range of practical activities and theory based learning, to be confident and safe in the kitchen environment. The students will complete modules on rotation, spending one term on each module. These will be reinforced using different foods over the three year rolling programme. The students will have the opportunity to produce their own lunch one day a week on a termly rotation too. Students will be placed in ability groupings to enable them to have a higher level of staff support and to achieve an accreditation at an appropriate level. The students receive 3 contact sessions per week. Rotational units include:

- Preparing a hot or cold drink.
- Preparing a light snack.
- Preparing a simple meal.

- Shopping.
- Planning a meal.
- Food Safety and Hygiene.

PERSONAL SKILLS

The students will be offered a range of Personal skills modules to enable them to be as independent as possible in everyday life. The students will revisit the modules each year of the Rolling Programme but with a different dimension added to enable them to reinforce vital skills. The students will be ability grouped for these sessions. The students receive 2 taught sessions per week. Modules include:

- Personal Care
- Personal Safety
- Giving my opinion
- Relationships
- Healthy Lifestyles
- Personal Presentation

STAFFING

At present, the curriculum within the main body of the FEU is delivered principally by a Teacher, who is also Post 16 Leader, and an H.L.T.A. In addition, teachers from other areas of the school may contribute to the curriculum where particular expertise or specialism is needed, if they are available. The factors affecting additional input depend on -

- the total number of students on the course in that year
- the timetabling opportunities for that year within the FEU
- availability of other staff from elsewhere in the school and their timetabling

The students are supported across their curriculum by Teaching Assistants. The number of Teaching Assistants working with the students within the FEU will depend upon -

- the number of students within the FEU in any particular academic year
- the individual educational, physical and social needs of the students within the FEU in any particular academic year
- overall staffing levels within school

Students accessing specialist provision in the Sensory base are currently taught by a specialist teacher who is supported by two Teaching Assistants and two welfare assistants, when appropriate. This provision is also evaluated, using the criteria above, on a yearly basis and staffing altered accordingly.

Students accessing provision in the discreet ASD class are currently taught by a specialist teacher who is supported by a full time teaching assistant. This provision will be re-evaluated as numbers in this class increase.

PHYSICAL DELIVERY OF CURRICULUM

Within **FEU** there are the following physical facilities -

- Kitchen area (located within the common room) with 2 cookers, a hob , a sink, fridge freezer, washer drier and a microwave
- An accessible toilet which also accessed by Key Stages 3 and 4
- A set of Girls Toilets and a set of Boys Toilets which are also accessed by Key Stages 3 and 4
- 2 Teaching rooms and a common room
- Computers

Whilst the majority of the curriculum delivery for the **FEU** takes place within actual classrooms, certain subject areas access specialist facilities, space or equipment if required.

The facilities most usually accessed outside of the classroom are -

- School Hall/Gymnasium/ Resource Room for Sporting Activities
- Food Technology Room for Food Preparation Activities

In addition to provision within school a significant proportion of the curriculum for **FEU** is delivered in an out of school environment and broadly accesses: -

- Local shopping facilities.
- “Community facilities” such as local hospitals, libraries, police station, fire station, health centres, care homes, restaurants, cafes and parks.
- “Community sport and leisure” facilities, such as the swimming baths, local gyms, Abbey Leisure Centre.

- Further Education and Vocational Facilities such as local colleges, when appropriate.

INDIVIDUAL SUBJECT CURRICULUM CONTENT:

Whilst what has been given here is an overview of the Further Education Unit **COURSE CURRICULUM CONTENT**; for details of **INDIVIDUAL SUBJECT CURRICULUM CONTENT** referral should be made to the students individual **WORK FILE** for each subject area.

Broadly, the files give specific information on the following for each subject area

- Qualification Overview containing aims and objectives, where a module will be studied
- Copy of the accreditation being worked towards (where applicable)
- Examples of work completed by the students
- Photographic evidence where appropriate

CROSS CURRICULAR THEMES:

Throughout the year students have access to a number of events which supersede the timetable. These activities may include:

- International Schools Work
- National Tree Week
- Healthy Active Lifestyles
- Cultural Events
- Charity Awareness Events (Citizenship)
- World Book Day
- Careers Convention
- Vocational Taster Days at Local Colleges

ENRICHMENT ACTIVITIES

Every Friday afternoon, the students' usual timetable is superseded by Enrichment Activities. Staff offer a range of fun, yet educational activities which the students are given the opportunity to choose from. Students rate their favourite 5 activities each term and are placed in mixed aged and ability groupings according to choices made. Some activities may lead to accreditations or qualifications if appropriate. Examples of Enrichment Activities offered include:

- Swimming
- Bowling
- Film Club
- Cookery Club
- Money Makers

- Scouts
- STEM Club etc;

RANGE OF EXPERIENCES

GENERAL EXPERIENCES:-

The range of experiences on offer within the Further Education Unit is designed to be consistent with the stated aims and objectives for the course, particularly those relating to preparing the students for life as young adults in an ever-changing world. The curriculum on offer is flexible and cross-curricular and delivered within and outside of school.

Subjects experienced within school, in a formal or informal teaching situation, relate to the following areas of the curriculum -

- Key Skills
- Daily Living Skills
- Wider World
- Current Affairs
- Arts and Crafts
- Personal Skills
- Food Preparation
- Enterprise

Subjects experienced outside of the school premises relate to the following areas of the curriculum -

- World of Work
- Sport and Leisure
- Environment and Community
- Daily Living Skills

SPECIFIC EXPERIENCES:

CAREERS EDUCATION AND GUIDANCE

Where it is seen as appropriate and beneficial for a student in the FEU and where it is possible to organise, a period of relevant “Work Experience” may be offered to a student. This may be a placement within Durham Trinity School itself or, more rarely, may be with an employer in the community.

Very close liaison over student medical, supervisory and other needs is maintained between the placement and school.

However, it must be stressed that there are very few students within the FEU who would be able to cope with and benefit from such an experience. The learning, physical and emotional/ behavioural problems of many students and the level of supervisory support needed means that it is logistically impossible to provide such an experience safely. On occasions when it is both desirable and possible to provide 'Work Experience' for a student then it is a very beneficial experience of vocational activity in the wider world.

The students also have experience of the working world 'in house' by taking part in our Enterprise activities, food preparation activities, care of the elderly through links to our local care homes and visits to local community facilities. The students access a range of Vocational Taster Activities through 'World of Work' sessions which may involve visits to local employers or visits from people employed in a range of careers. Once per year, a Careers Convention is also organised within school, to which local employment providers and Post 19 education providers are invited.

The school's involvement in Erasmus + also provides an opportunity for students to engage with the World of Work through the range of projects run as part of the scheme, the newly created partnerships with local employers and the opportunity to share careers information and guidance with our partner schools abroad.

ACCESSING EXPERIENCE OF FACILITIES WITHIN THE COMMUNITY

The type and number of opportunities for accessing the community within the FEU depend upon the abilities and needs of the students.

Within FEU these opportunities have been built into the course at various levels: -

1. Students have Shopping lessons built into their Food Preparation, Community and Environment and Daily Living Skills sessions. During these sessions, in small groups and with relevant support, they undertake shopping tasks at the local shops on a rota basis. This gives them experience of: -

- practising realistic budgeting and money management skills
- developing and reinforcing independence skills, travel skills and road safety skills
- developing and reinforcing appropriate behaviour in public

2. Various parts of the students 'three year programmes' necessitate investigating community facilities and services and following up with the experience of visits - e.g. to the hospital, the police station, the fire station, the library, different places of work, restaurants and cafes.

3. All students in **FEU** have the opportunity to experience sport and leisure facilities within the community where they access a variety of sports and specialist equipment e.g. Abbey Sports Centre.

ACCESSING EXPERIENCE OF THE NEEDS OF OTHERS THROUGHOUT THE WORLD

Each year the **FEU** 'adopts' an Enterprise Activity to develop understanding of the cultures of others through 'Wider World' Sessions. Throughout the academic year the class raises the awareness of the plight and needs of others in distant parts of the world who are disadvantaged by poverty, society, health, physical disability or other issues. The students are supported to devise and organise a range of fund raising activities for their chosen charity and to raise awareness across school of their endeavours.

Charities which the FEU have supported are –

- **'START'** charity helping women with leprosy in Nagpur, India.
- **'THE WHITE DOLPHIN CLUB'** helping young people with disabilities in Kostroma, Russia.
- **'WIN'** charity helping 'Women in Need' with socially excluding problems such as TB, Aids, Mental Health Problems in India.
- **ST VINCENT'S SCHOOL, HAITI** – The only school in Haiti which supports disabled children and young people and damaged by recent disasters in Haiti.
- **VORU JARVE SCHOOL, ESTONIA** – A school linked with through the Comenius Project.
- **CHEESY WAFFLES YOUTH CLUB** – A youth group run to support children and families from our school.
- **NEAS** – The North East Autism Society who support students and families who are affected by Autism throughout the North East of England.

'Enterprises' which the students have organised in the past have included –

- 'Hot Soup Kitchens'
- 'Fresh Fruit Crumbles'
- Sale of 'Bacon Butties'
- 'Indian Take Away'
- 'Hand Made Chocolates'
- 'Christmas Coffee Mornings' with 'FEU made' crafts, gifts, cards and food.
- 'Pizzeria'
- 'Strawberry Teas'
- 'Hand Made Gift Cards'
- 'Valentine Biscuits'
- 'Summer Fair'
- 'Hot Dog' Sale

LITERACY ACROSS THE CURRICULUM

The Post 16 curriculum supports Literacy across the Curriculum by:

- Adopting the policy
- Displaying subject specific key words
- Promoting Subject Displays incorporating text in a variety of forms

CORE VALUES (incorporating SMSC and British Values)

PROMOTING THE SPIRITUAL, MORAL, CULTURAL AND SOCIAL DEVELOPMENT OF STUDENTS

SMSC Learning cuts across the whole school through every lesson. It helps us to develop a deeper knowledge and understanding of the Wider World by learning about the beliefs, cultures, difficulties and needs of other people. This in turn helps everyone to develop greater consideration, care and empathy for the world around them.

This area of development is an integral part of the FEU ethos and curriculum and is approached and delivered in a completely cross – curricular way as part of our objective to support our students into the world beyond school as fully developed as young adults as possible . Specifically, we address the elements in the following ways –

SPIRITUAL

All students reflect on their lives and current affairs locally, nationally and internationally – the positive things and the negative things – during our weekly ‘Current Affairs’ time. They also think about other people throughout the world who may be suffering hardship, loss or other problems. Students select a charity to support through our Enterprise activities too.

As a whole group the FEU always attend the annual Carol Service in Church and we discuss and have activities relevant to other major festivals such as Easter, Lent and Remembrance Day. Students are taught in ways which allow them, through questioning, to form their spiritual thoughts ideas and concerns.

MORAL.

On joining the FEU students consider what it means to be part of the class and help to draw up a list of ‘FEU RULES’ for the coming year which revolve around equality, fairness, responsibility and appropriate behaviours. Students are taught in an open and safe learning environment which encourages them to develop a considerate style of life.

Within their OCR ‘Life and Living Skills’ module ‘Relationships’ they work on the concept of personal responsibilities and when sexual behaviour is appropriate and

when it is not. Students discuss their responsibilities in the local community and appropriate and inappropriate behaviour too, prior to visiting the local community for 'Environment and Community' sessions.

SOCIAL

Within the FEU there are ample opportunities for the students to spend social time together in a positive and appropriate way. Within the curriculum there are embedded periods of 'Supervised Leisure' which give the students the opportunity to socialise together in a safe, supportive environment; this is an essential life skill for students when they leave school and have to cope with using free leisure time positively. Students take part in a 'breaktime' everyday where they can socialise with each other whilst drinking a hot or cold drink and having a snack (prepared, with support, by a designated student or small group of students). Students are encouraged to work co-operatively wherever possible throughout the curriculum. Leadership and teamwork skills are reinforced during Sport and Leisure once per week.

CULTURAL

We celebrate a world of rich and diverse culture within the FEU. Each year we have a dedicated charity for which we fund raise through a series of enterprises throughout the school year. As well as fund raising, students make links with the country or charity we are helping and do research into the work that charity does. Students are encouraged through their sessions on 'The Wider World' to increase understanding and tolerance of cultures which may be different from their own through the development of music, food, arts, crafts and language skills. To further develop these skills, partnerships are developed with outside agencies and individuals to extend students' cultural awareness. Opportunities to extend cultural development of the students is regularly audited by department staff too.

PROMOTING BRITISH VALUES TO ENABLE STUDENTS TO GET A FULLER PICTURE OF THE WORLD AROUND THEM

This area of development is an integral part of the FEU ethos and curriculum and is approached and delivered in a completely cross – curricular way as part of our objective to support our students into the world beyond school as fully developed as young adults as possible . Specifically, we address the elements in the following ways –

Democracy

There are a variety of areas within the FEU curriculum where students are encouraged to vote or make a choice for which element they would like to study. These are detailed further in the Curriculum Content section. Students are encouraged to volunteer to support each other during curriculum time and during

unstructured periods such as break times or lunchtimes. Through Sport and Leisure activities, some students are given the opportunity to develop this further through Sports Leader qualifications. Each year, the students vote for a local, national or international charity which they would like to support. These charities have ranged from a partner school in Estonia to Cheesy Waffles, a local youth group which some of the students attend.

Rule of Law

We have high expectations of students' behaviour and conduct. This is reflected in the school's behaviour policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through merit points, reward visits at the end of each term and the FEU 'Friendship Award'.

Individual Liberty

Through our school values, FEU values, World of Work sessions and Personal Skills sessions, students are taught about personal responsibility, choices, ambition and aspiration. Students are actively encouraged to take opportunities to follow their interest or talents in arts, music, sports etc; Currently, two of our students attend the Tin Arts Academy (outside school) for 1 – 2 days per week, dependent on their level of involvement. Students are taught how to keep themselves safe in the home, the community and on –line through Personal Skills, Daily Living Skills and Environment and Community sessions.

Mutual Respect

We have high expectations about student behaviour and conduct and this is reflected in our Behaviour and Equal Opportunities Policies. Through our school values and a range of curriculum areas, students are taught to be respectful, co-operative, collaborative and supportive. Students are also encouraged to be sensitive to the differences between themselves and others.

Tolerance of those of different faiths and beliefs

Tolerance of different faiths and cultures is promoted and encouraged through the students' studies of a range of countries and contrasting localities as part of our 'Wider World' sessions. Students learn about differing cultures, beliefs, customs and festivals. This work is evident in student files and through displays in the FEU classrooms.

ASSESSMENT, RECORDING AND REPORTING ACHIEVEMENT

EXTERNAL ACCREDITATION:

There are three main routes for external accreditation within the FEU –

- OCR 'Life and Living Skills' Diploma
- ASDAN 'Towards Independence' Programme
- ASDAN Personal Progress

The individual subject areas taught within the curriculum feed into one or more of these external accreditation routes: This course work is assessed and accreditation subsequently awarded in two ways, as required by the specific awarding body –

- Internal verification
- External moderation meetings

ASDAN 'TOWARDS INDEPENDENCE' PROGRAMME OF PERSONAL DEVELOPMENT

This ASDAN programme has been specifically developed for use by post – 16 students with learning difficulties and cannot be used by students below this age. The programme was introduced into the FEU in the academic year 1995 – 1996 and in 1998 the school became a validated centre for delivering and assessing the programme. In structure the programme has since undergone, and continues to undergo, some changes but fundamentally it is delivered as follows –

- The programme is composed of a number of "Stand Alone" modules, each dealing specifically with one area of personal development e.g. "Performing Arts", "Using a Computer", "Getting Ready to Go Out", "Citizenship' etc. Students can undertake any combination of any of these modules – which are purchased separately – thereby directly tailoring the programme to fit their own particular developmental needs and interests.
- There is one generic 'compulsory' module that must be completed by all students called "Starting Out".
- There is no upper limit on how many modules a student can achieve.
- Each student has their own programme file which contains the "Starting Out" module and to which the additional optional modules are added.

The ASSESSMENT PROCEDURES for ASDAN Towards Independence are –

- Individual student files should be marked using the symbols recommended by ASDAN. Each student is also given a workbook which is marked when a section or module is completed. The marking pages give information on the level of support the student is given, the activities completed, a review of the module with input from the student and targets for future learning.
- Individual student's files and the evidence for the achievement of each module have to be internally moderated by the ASDAN Co-ordinator within school, who then submits candidate names to ASDAN at least one month in advance of a Regional Network Moderation Meeting.
- A few days before this meeting, ASDAN will issue the school with a list of selected, named files that they wish to be brought for moderation.
- At the regional network moderation meeting files are externally moderated by teams of teachers from other schools/colleges overseen by a presiding external verifier from ASDAN.

"OCR" LIFE AND LIVING SKILLS DIPLOMA

This programme has been specifically developed for use by post – 16 students with learning difficulties and cannot be used by students below this age. The programme aims to offer students a wide range of life skills which can be applied in real-life situations on a daily basis. The programme was introduced into the FEU in the academic year 2014 and the school has also become a validated centre for delivering and assessing the programme.

- The programme is composed of a number of "Stand Alone" modules, each dealing specifically with one area of personal development e.g. "Cleaning, Drying and Sorting Laundry" or "Community Action Project" or "Looking After Your Home" or "Preparing a Drink or a Snack". Students can undertake any combination of any of these modules thereby directly tailoring the programme to fit their own particular developmental needs and interests.
- The programme is offered at four levels: Pre – Entry, Entry Level 1, Entry Level 2 and Entry Level 3. Students will access the programme at a level appropriate for them. Students with a 'spiky profile' can access a range of modules at a range of levels within the programme and achieve an average level when being accredited. Students who achieve Entry Level 3 prior to their entry to FEU are encouraged to develop and apply the skills previously learnt in real life situations and scenarios and through problem solving or group activities.
- There is no upper limit on how many modules the students can achieve.
- Each module is allocated a credit score. Students achieve credits for each completed module. They then receive accreditation for those credits as follows:
Introductory Award: 2 credits
Award: 6 credits

Extended Award: 9 credits
Certificate: 13 credits
Extended Certificate: 25 credits
Diploma: 37 credits

The ASSESSMENT PROCEDURES for OCR Life and Living Skills Diploma are –

- Upon completion of each module, the students receive a 'cover sheet' which details the objectives covered during the module, a comment on performance and achievement, a level or grade and a staff signature. These will be retained for moderation on completion of the students' qualification portfolio.
- Individual student's files and the evidence for the achievement of each module have to be internally moderated by the Co-ordinator within school, who then submits candidate names to OCR.
- OCR will issue the school with a list of selected, named files that they wish to be sent for moderation.
- Files are externally moderated by teachers/education providers/ OCR delegates and returned to the school with feedback and accreditation certificates.

ASDAN Personal Progress

This programme has been specifically developed for pupils from 14-19 years of age and cannot be used with pupils younger than this age. The programme offers a wide range of life and academic skills which can be applied on a daily basis. The programme was introduced in Barnard class (specialist ASD provision) in September 2015.

The programme is based upon a series of stand- alone modules which can be collated to create an accreditation. These modules include, 'Preparing Drinks and Snacks', 'Learning to Learn', 'Preparing Food for an Event', and 'Having Your Say'. There is no upper limit as to how many modules students can achieve. Each module has a credit score. Students achieve credits for each completed module. They then receive accreditation for these as follows:-

Award - 8 credits
Certificate – 14 credits
Diploma – 37 credits

The ASSESSMENT PROCEDURES for ASDAN Personal Progress are:-

- Upon completion of each module, the staff complete a 'cover sheet' which details the objectives covered during the module, a comment on performance and achievement, a level or grade and a staff signature. These

will be retained for moderation on completion of the student's qualification portfolio.

- Individual student files and the evidence for the achievement of each module have to be internally moderated by the co-ordinator within school, who then submits candidate names to ASDAN.
- ASDAN will issue the school with a list of selected, named files that they wish to be sent for postal moderation.
- Files are externally moderated by teachers/education providers/ASDAN delegates and returned to the school with feedback and accreditation certificates.

MONITORING AND EVALUATION

The majority of the curriculum is delivered and evaluated INTERNALLY by the Course Tutor, who is also the recording tutor for the ASDAN programme [Towards Independence] and the OCR programme.

Most 'subject strands' lead to one or the other of these accreditation routes and the work that the students produce is EXTERNALLY monitored and evaluated in the following ways –

- "ASDAN" Towards Independence – Regional Network Meetings
- "OCR" Life and Living Skills Diploma – Postal Moderation
- ASDAN Personal Progress – Postal Moderation

We will ensure this document is being used consistently throughout the Key Stage by carrying out a variety of monitoring duties. These will include:

Deputy Headteacher carrying out an audit trail.

Key Stage Leader carrying out termly audit scrutiny as detailed in the monitoring calendar.

In addition there will be 'guided book scrutiny' sessions involving all key stage staff.

Workbooks will be viewed during lesson observations as appropriate and matched with the curriculum document.

Feedback on the implementation of the policy will be given during whole school staff meetings/ groups of staff/individual staff as appropriate.

The policy will be reviewed annually in the Summer Term.

The Curriculum Pupil Welfare Committee of the Governing Body will monitor the implementation of the policy by:

- Carrying out learning walks and viewing pupil workbooks.
- Attending SPG meetings when the focus is pupil workbook scrutiny
- Lead governors meeting with Key Stage Leaders and discussing the implementation of the policy.

Related Policies/Documents to be referred to in conjunction with this Policy.

Marking and Feedback Policy (Post 16)

Assessment, Recording and Reporting Policy

Equal Opportunities Policy

Literacy Across The Curriculum Policy

School Vision

SMSC Trackers

E Safety Policy

Appendix

Appendix 1

Three Year Rolling Programme of Units offered to students in the Further Education Unit.

Appendix 2

Three Year Rolling Programme of OCR Diploma in Life and Living Skills Modules offered to the students to enable them to receive an accreditation at the appropriate level.

Appendix 3

Rolling Programme for Post 16 students in Brancepeth Class.

