

ABBHEY HILL ACADEMY SIXTH FORM

*Curriculum
Impact
Analysis
2020 - 2021*



Abbey Hill Academy Sixth Form

Curriculum Impact Analysis

Forward

As anticipated in last year's CIA report COVID – 19 had, and will undoubtedly continue to have a significant impact on the daily operation of the Sixth Form.

However, as often is the case in times of difficulty colleagues from the Sixth Form and the wider Trust have worked incredibly hard to ensure that the impact of the pandemic has been mitigated as much as practically possible, often with colleagues going 'the extra mile' to ensure the students are not disadvantaged.

The aim of this document is to review how well the curriculum intent has been implemented and review the impact. This document has evolved from the accreditation focused 'Examination Report' in response to Ofsted's introduction of the 'Education Inspection Framework' which takes a much broader view of the 'Quality of Education' students are receiving. Indeed, Ofsted is clear that national assessments and examinations are useful indicators of student's outcomes, but they only represent a sample of what students have learned.

Consequently, the scope of this document is wider, in that it will look beyond examination outcomes.

Kathryn Thompson - Principal

Paul Barton – Vice Principal

Paul Steele – Vice Principal

Steve Cropper – Assistant Vice Principal

"We learn not for school, but for life"

We understand that progress means knowing more and remembering more. Understanding and retention of prior knowledge permits the successful learning of new content.

We believe that the Sixth Form's Curriculum embeds 'transferable' knowledge by employing sequenced learning of both knowledge and skills. Our curriculum includes carefully chosen 'components' crucial for subsequent learning focusing on the Preparation for Adulthood Outcomes.

www.preparingforadulthood.org.uk

We believe that our curriculum is the progression model – progress is made through knowing more and remembering more. We are not driven by data, the data we collect is a tool in which we measure the impact of the curriculum.

The appropriateness and the success of a lesson activity depends on how it contributes towards achieving the curricular goals. The Sixth Form's broad and balanced curriculum helps pupils to acquire knowledge, understanding and skills that will prepare them for life beyond formal education.

Intent

Our four broad, balanced, relevant and appropriate **Curriculum Pathways** are a carefully considered selection of learning opportunities designed to meet students' needs. By following our curriculum pathways, we intend that:

- Ultimately the curriculum offer should enable progression onto further learning, be it delivered formally or through Adult Social Care or employment.
- Lessons are interesting, enjoyable and relevant in terms of the students' likely life experience.

- Pathway 4 and 3 Students achieve the requisite qualifications to commence vocational 'cross college' courses alongside mainstream peers (at Level 1 or 2 for Pathway 4, Entry 3 or Level 1 for Pathway 3). Alternatively, students will achieve the required qualifications to access apprenticeships (including supported internships).
- Pathway 1 and 2 students will mature socially, learning how to adjust to the prospect of adulthood. This will be achieved by following appropriate vocational and academic qualifications thus enabling them to access Employability courses beyond 19, with the preferred outcome being supported employment beyond 21, or Adult Social Care.
- The enhancement of literacy and numeracy is at the core of all of the Pathways, with a focus on improving basic, fundamental functional numeracy and literacy. The least able students will become more able to express their opinions verbally or otherwise so that they are able to convey their own opinions attaining a greater level of self-advocacy.
- All students receive high quality careers education so students are prepared for their next stage of learning and life.
- To equip students for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding – A Rights Respecting School
- To provide extracurricular opportunities to prepare students for life beyond school.
- For all to have opportunities to engage in health and well-being services.

The intent of the curriculum will be evident in the outcomes section of all of the students' Education and Health Care Plans, and it is aligned with HSAT's Key Performance Indicators.

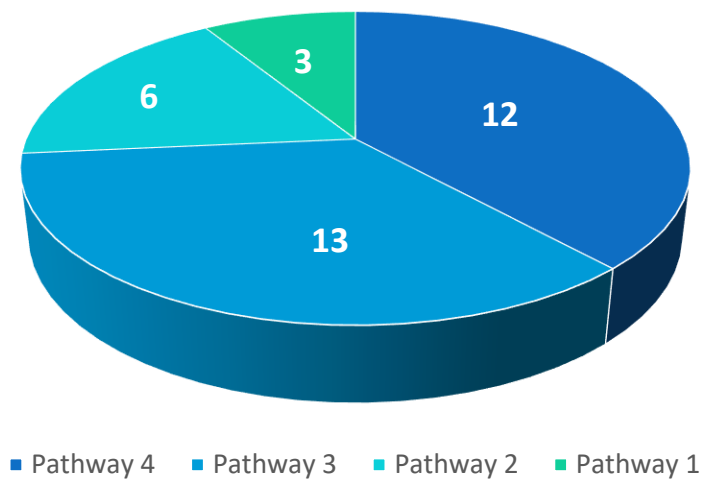
Curriculum Impact Analysis

Students at the Sixth Form have a wide range of ability levels that enables us to split the student population into a number of different Pathways, to reflect their level of ability. Consequently, we offer four curriculum models that are designed to prepare the students for life beyond Abbey Hill, cognisant of their very individual needs. A breakdown of the Pathway offer can be found in Appendix I.

The Pathways:

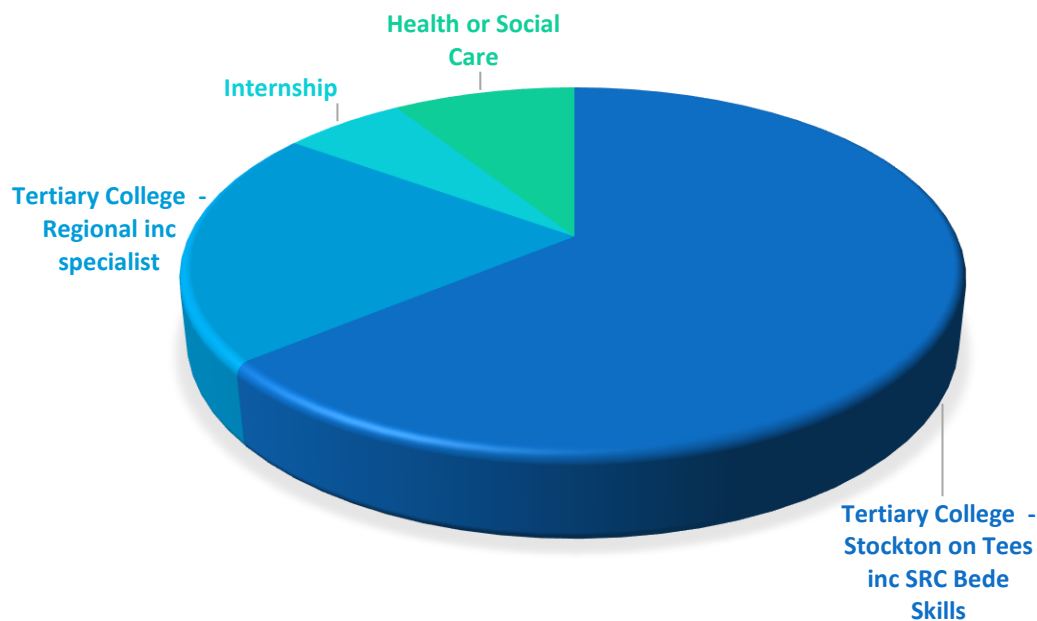
1. Communication and Additional Needs: students typically achieving from Milestone 4 to Milestone 6.
2. Lower Ability Learners: often referred to as having Severe Learning Difficulties working around Milestone 7 up to Adult Curriculum Entry 1.
3. Middle Ability Learners: characteristically achieve Entry 2 to Entry 3.
4. High Ability Learners: our most able learners working at GCSE, Level 1 / 2.

Number of Students in Each Pathway



- All learners at the Sixth Form, will progress onto further learning, be it delivered formally at tertiary college or through Adult Social Care.
- ✓ As of July 2021 100% of students had a confirmed placement on an appropriate tertiary course or internship.
34 students completed their study programmes last year; the proportion of leavers within each pathway can be seen in the chart on the previous page.

ABBEY HILL SIXTH FORM CONFIRMED DESTINATIONS JULY 2020



Despite the extreme difficulties experienced contacting colleagues from Youth Direction and the tertiary sector, we ensured that all placements were confirmed by the end of the summer term. Our CEIAG team supported students to overcome any changes in the application process that were Covid 19 related, despite having no support from Youth Direction from November 2020 onwards.

The majority of students, and a growing proportion, are transferring to Stockton based institutions primarily the Education Training Collective (Stockton Riverside and Skills Academy), with about a fifth going outside of the area. Disappointingly, this year saw a reduction in the number of students going into internships or supported internships. It is anticipated that this trend will be reversed, as we have been actively involved with Stockton Local Authority's supported internship planning group that will enable students to access a wider range of opportunities with a variety of providers.

Ninety-six percent of students who started the course with us remained to complete their programme of study. The 6% represents two students who made the decision to leave, one left early to start an apprenticeship, the other due to mental health difficulties exacerbated by the pandemic.

- Lessons are interesting, enjoyable and relevant in terms of the students' likely life experience.
- ✓ With the unpredictable nature of the Covid19 Public Health situation, the main aim for the Post 16 Curriculum from September 2020 to July 2021 was that it was flexible enough to respond to the learning needs of our students in an ever changing national picture. Consequently, we focussed on the key mandatory elements of the Post 16 curriculum, namely English, Maths, PSD, Employability, with these being supplemented with science and ICT. We were prepared for a year that could see an increase in student absence from on-site learning, be it whole class groups or individuals, because of Covid19 and therefore we planned for the curriculum to be delivered using an effective blending of onsite and online teaching. We invested in appropriate IT hardware, each teacher being supplied with a laptop if required, USB camera access for all teachers, laptop and internet access for those students that did not have these available to them at home. Upskilling teaching staff on the use of online/meeting platforms such as Microsoft Teams was also key in our curriculum delivery plans. With this blended learning approach, we were able to deliver the core elements of the Post 16 curriculum to students on-site and students isolating at home, with the physical and remote curriculum content mirroring each other. In short, if a student was on-site on a Monday studying Maths in a safe teaching bubble, then those students absent from that class, isolating at home, were also able to access the same Maths lessons on that same day and likewise for other subjects on other days. During times when there was more widespread local or National lockdowns and the majority of students opting to remain at home, the curriculum timetable could still be maintained remotely.

With such a radical change to the "normal" curriculum content and delivery, the QA calendar and processes needed to be reviewed and adapted accordingly. To this end, the focus of QA was to record and monitor the level of student participation and engagement in the online learning platform. A daily register of participation and engagement level was taken by teachers and this was sent to SLT weekly so that the data could be analysed and appropriate action taken – i.e. a telephone call to parent/carer of students where attendance and/or engagement in online lessons was less than expected. Student work was collected weekly so that it could be marked, feedback provided and the work used to inform future planning to meet the learning needs of individual students and whole groups. During this work collection, many students, parents and carers commented on the quality of the online learning platform and on the work being provided. These positive anecdotal comments were further reinforced by more concrete QA indicators;

- Student attendance in daily online teaching was consistently high (>95%) demonstrating strong levels of student engagement in their learning.

- A review of student work showed that the planned curriculum was being followed and that students were completing work and learning as well as could be expected in the Covid19 circumstances.
- A formal Student and Parent/Carer survey in the Spring Term 2021 provided positive returns/comments about the quality of the blended curriculum;
 - *100% of parents/carers state that “My child is taught well at the Sixth Form”*
 - *100% of parents/carers state that “My child has made good progress since starting the Sixth Form”*
 - *100% of students state that “Teachers help me to do my best”*
 - *100% of students state that “My teachers give me work that challenges me”*

In the summer term 2021, as more students returned to onsite learning, diagnostic assessment was carried out to help identify any gaps in learning. To this end, we invested in the enhanced BKS B package, allowing teachers to assess individual students so that any identified learning gaps in numeracy and literacy could be addressed by providing bespoke resources to plug these gaps, with re-assessment once the learning programme was complete. Such diagnostic assessment showed very few individual students had fallen significantly behind in learning and those students that had were chosen to participate in an additional on-site “Catch Up” programme delivered by three teachers.

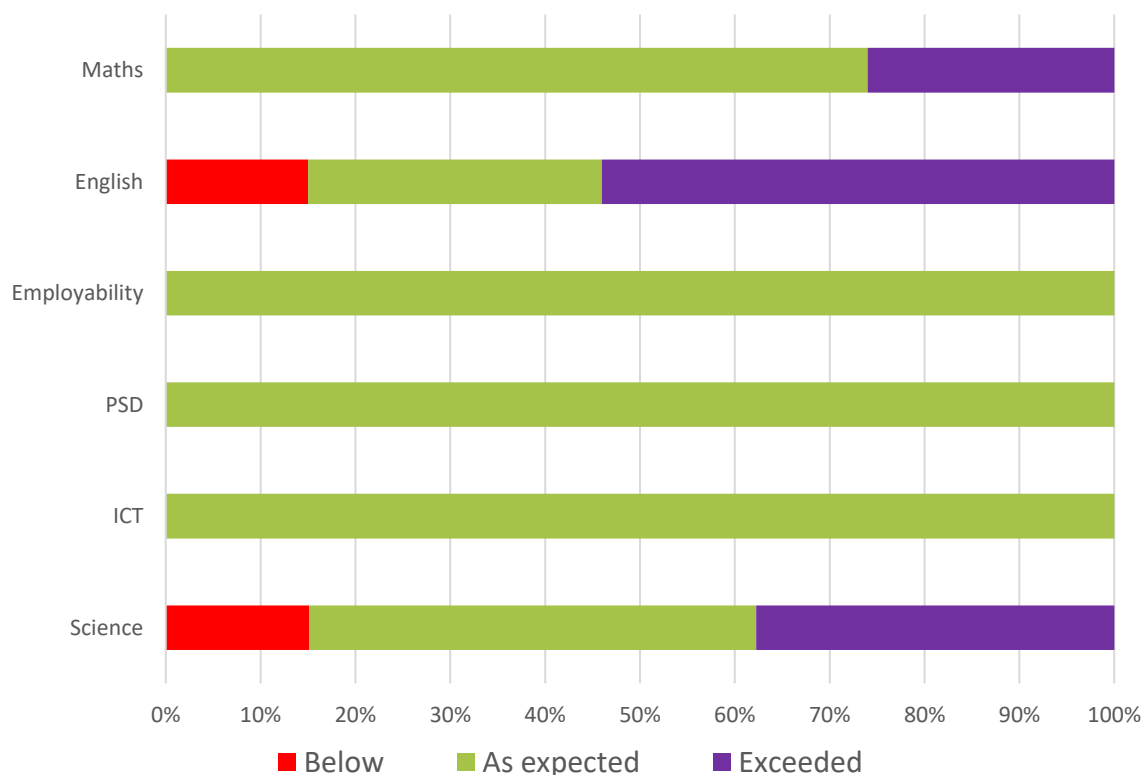
Ultimately, the success of the blended Covid Curriculum was endorsed through the assessment procedures required to award grades for the Summer 2021 examination series. All our Teacher Assessed Grades provided to the Examination Boards were accepted in full and fully approved. All student leavers were awarded the grades that their teachers felt best represented their knowledge and understanding of what they had learned during an extremely challenging year.

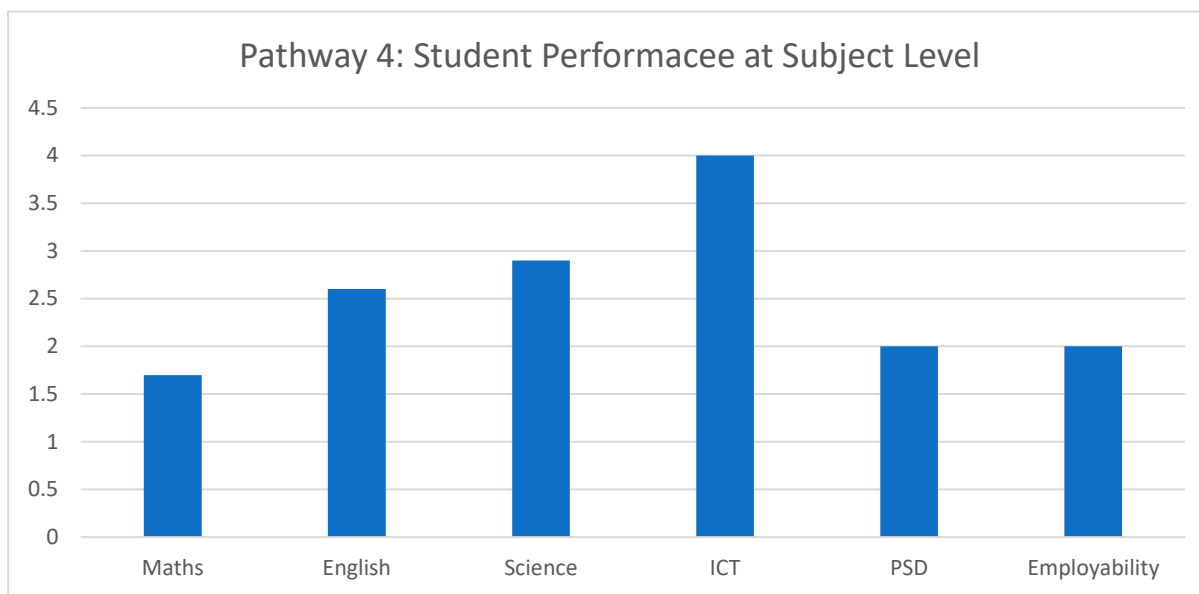
In the non-GCSE subjects external reports for the board’s moderators were *all* positive, including:

- *Functional Skills - The internal verification process is robust throughout each subject with evidence of the process seen on the assessments. The internal verification strategy is comprehensive and sampling is scheduled to ensure a timely process.*
- *Personal Progress – The learners have enjoyed participating in activities and the evidence demonstrates all learners successfully met the standards required.*
- *Personal and Social Development – The standards were met. Evidence was explicit, and at the appropriate level.*

- By following our stimulating courses, we intend that the most able students achieve the requisite qualifications to commence vocational ‘cross college’ courses alongside mainstream peers (at Level 1 or 2 for Pathway 4, Entry 3 or Level 1 for Pathway 3). Alternatively, students will achieve the required qualifications to access apprenticeships (including supported internships).
- ✓ HSAT’s Key Performance Indicators (KPI), relating to Abbey Hill Sixth Form, informs our overall curriculum intent. For example, a KPI that requires 100% of our most able learners achieve five GCSE or Level 1/2 Qualifications and 50% achieve seven or more. All of the students in our most able pathway achieved five or more GCSEs or equivalent qualifications, with 85% achieving seven, indeed 60% achieved eight or nine. The cancellation of GCSE examinations in January 2021 required colleagues to undertake a significant amount of planning, assessment and quality assurance to ensure that the students’ achieved their aspirational targets, which the vast majority did, with some achieving better than expected. These results are testament to:
 The success of the highly effective remote programme rolled out in January
 The bespoke 1:1 tutoring programme
 The effectiveness of the Covid Curriculum that was in place for the full academic year.
 The graph below exemplifies Pathway 4 students performed against their aspirational target.

Pathway 4: Target Grade - Actual Grade Comparison

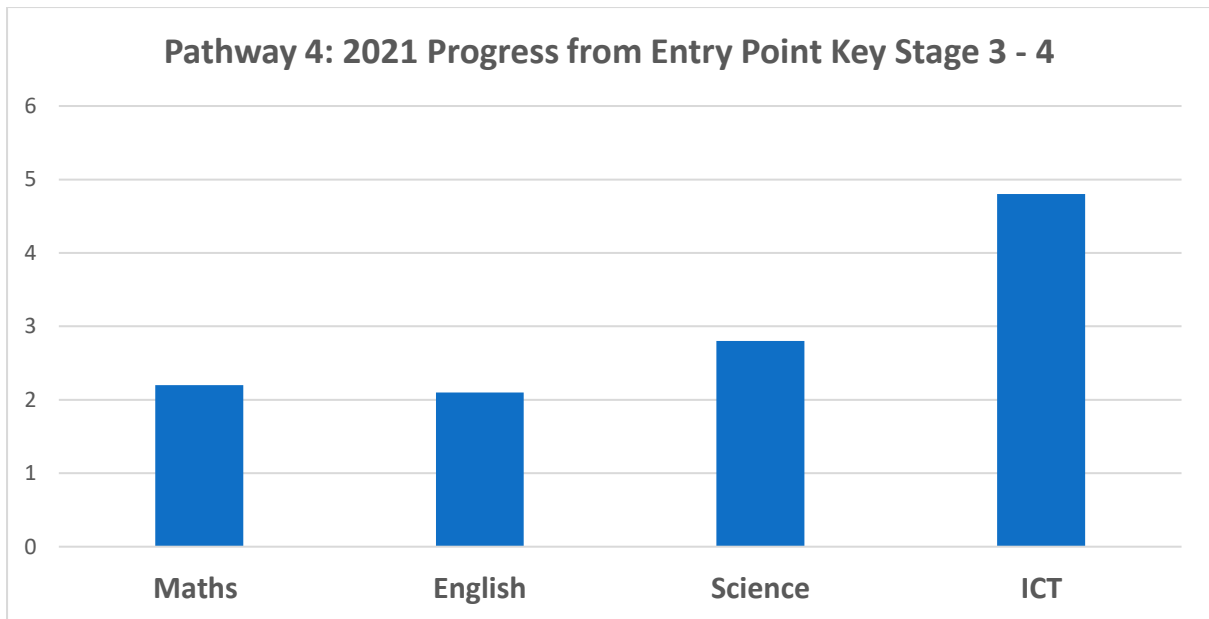




The Department for Education has advised that due to the change in assessment for this year's exam series and the problems with the exam algorithm in 2020, and the variable impact of the pandemic there is no requirement to compare performance year on year. Indeed school league tables have not and will not be published until 2022. Consequently, the past 3 years results have not been included in the above graph which shows the relative performance of the core subjects. However, they are broadly in line with the previous 3 years, as this was a requirement of the replacement system. The spread of grades in each subject area are outline in the table below. Although they were expected, it is pleasing to see the number of 'good' passes students achieved.

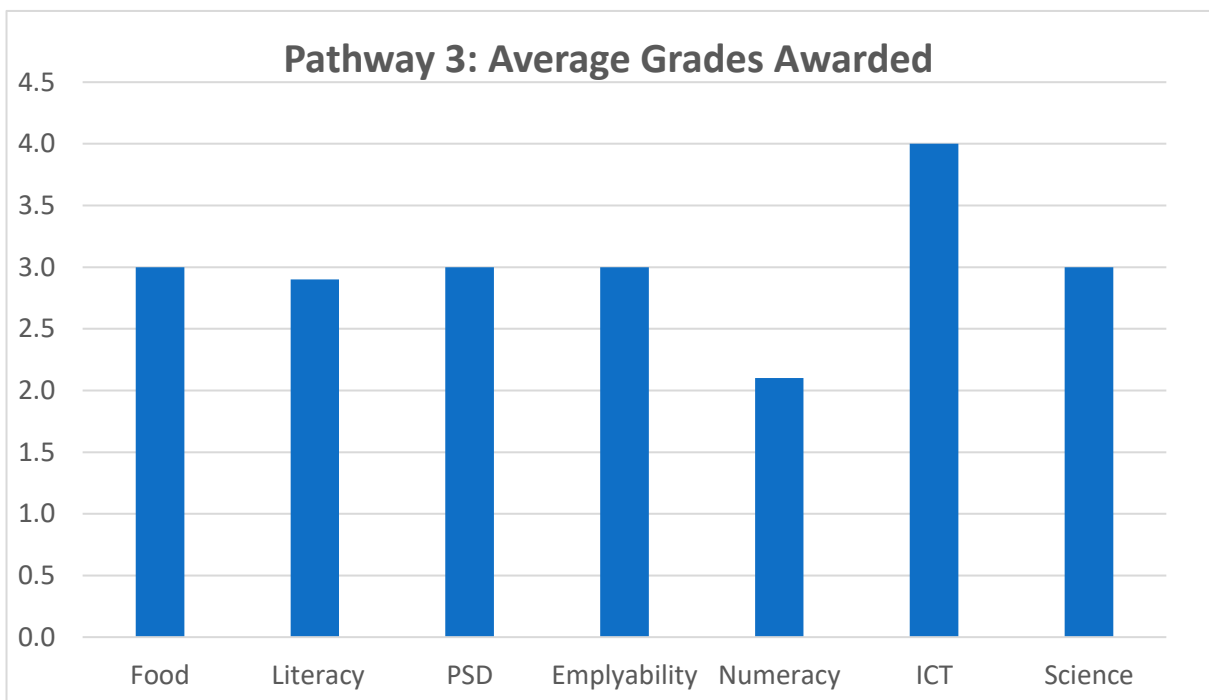
Subject	Students	Number of GCSE Grades Achieved										
		X	U	1	2	3	4	5	6	7	8	9
Mathematics	13			5	4	1	2	1				
English Language	13			3	3	3	1	3				
English Literature	12			3	3	2	4					
Biology	12			1	1	5	3	2				
Chemistry	8				2	2	4					
Subject	Cohort	Number of Non-GCSE Level 2 Qualifications Achieved										
City and Guilds	13	13										
Subject	Cohort	Number of Non-GCSE Level 1 Qualifications Achieved										
London Institute of Banking	8	8										
Personal and Social Development	11	11										
Employability	11	11										

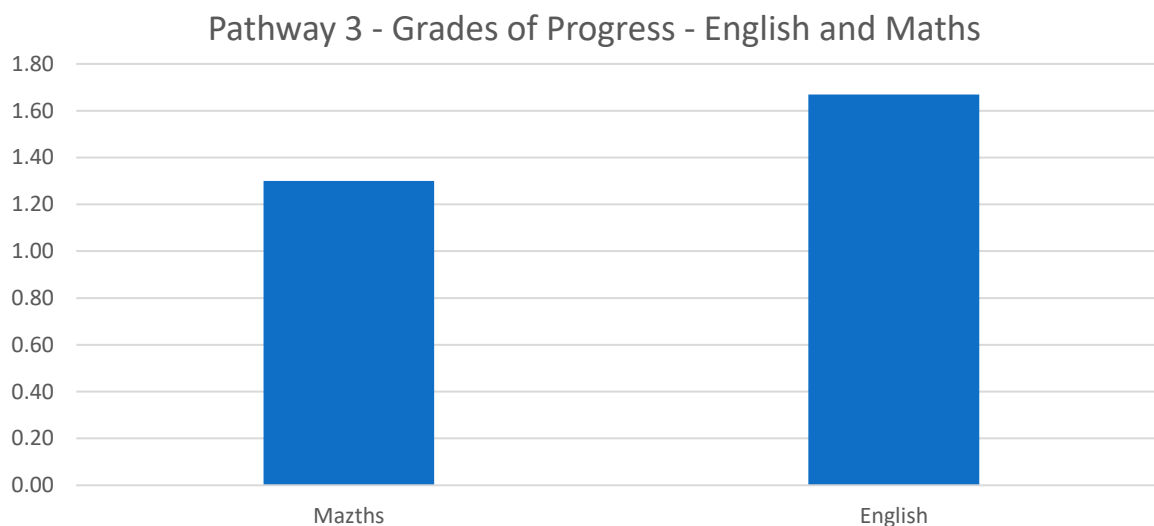
Ultimately, the grades achieved have enabled students to access the courses that they applied for, and in some cases due to the higher than expected grades, more advanced options.



Progress from the Y11 Grades is broadly similar to previous years, with the exception being maths. The classroom based assessments, with less pressure but with the same rigour, have clearly enabled students to progress slightly more than students in previous cohorts, this may well be the fact that smaller less intensive assessment suit the needs of the students as opposed the 3 intensive exams they are usually required to sit. The progress graph above demonstrates that students continue to make exceptional progress from the starting points and are clearly learning the curriculum.

Pathway 3: Average Number of Qualifications Achieved	Target Grade Achieved
7	98%





The preceding two graphs and table exemplify how the students from The Pathway 3 have performed. For each of these qualifications the respective examination board had its distinct procedures meaning that teachers, heads of faculty, the exams officer and senior leaders working collectively ensured students achieved the grades set before the start of the pandemic. Accordingly, this resulted in students achieving their target grade in 98% of qualifications followed; meeting the requirements of the courses, that on the whole had no mitigation and required full portfolio completion or indeed in the case of function skills, actually to sit the exam.

Additionally the level of student performance has been maintained with students achieving broadly similar grades at the required levels and making more than one grade of progress from the baseline assessment completed in 2019.

The KPI for this Pathway was for 100% of students to achieve four Entry 3 or level one qualifications at their target grade and 87% of the learners achieve their target grade in six subjects. Both of these were achieved.

- Pathway 1 and 2 students will mature socially, learning how to adjust to the prospect of adulthood. This will be achieved by following appropriate vocational and academic qualifications thus enabling them to access Employability courses beyond 19, with the preferred outcome being supported employment beyond 21 or Adult Social Care.
- ✓ All students in the Pathways for learners with complex needs and severe learning difficulties left the Sixth Form well prepared for life beyond Abbey Hill. The students in Pathway 1 and 2 who were earmarked to go into social care were supported to find the most appropriate provision, often with leaders and teachers driving the process due to lack of urgency of outside agencies. Those who were able to access a local tertiary college had a place confirmed by the end of term. Colleagues from the local authority were provided with evidence to show that they would be able to access a tertiary college. Based on the evidence provided, funding was granted and a placement confirmed. All of the applicable students in these Pathways achieved the ASDAN Personal Progress Diploma – a qualification that aims to ensure all aspects of the students’ achievements are externally accredited both academically and vocationally. Therefore, work based learning, life skills (including food preparation) are weighted equally against numeracy and literacy. It is noteworthy that there were no mitigation processes applied, thus we were required to create, collate, moderate and submit full portfolios for external scrutiny. This again was completed and happily, the feedback was positive, maintaining our Centre of Excellence rating from ASDAN. The more able students in these Pathways passed the Entry Levels at the expected levels, with as always the focus being creative interesting lessons – *never* teaching to test. The KPI for this cohort was for :

100% of learners in Pathway 2 Group A to achieve 4 Entry Level qualifications at the target grades.

100% of students in Pathway 2 Group B achieve 2 Entry Level qualifications at the target grades.

100% of learners in Pathway 1 to achieve a diploma in Personal Progress Units, and make progress in numeracy and literacy appropriate to their levels against the milestones scale.

All three indicators were achieved.

The enhancement of literacy and numeracy is at the core of all of the Pathways, with a focus on improving basic, fundamental functional numeracy and literacy. The least able students will become more able to express their opinions verbally or otherwise so that they are able to convey their own opinions attaining a greater level of self-advocacy. This was a feature of our remote provision ensuring that all of the students had access to weekly communications session online.

- ✓ All of the leavers achieved both an English and Maths qualification. All of the students’ study programmes contain a significant number of lessons in both of these subject

areas. The qualifications achieved include GCSE English Language, GCSE English Literature, GCSE Maths, Functional Skill from E1 to L1, L1 Money Management and for those students working below Entry Level Functional Skills Personal Progress and Towards Independence Units. For the least able, the focus on communication both verbal and nonverbal is a key feature with weekly input from the SALT team. Teachers and leaders review how individual students are performing throughout lessons with 'low stakes assessment' to ascertain the most suitable route to accreditation.

Despite the significant amount of time, the students have had in traditional reading lessons reduced; the annual reading testing scores confirmed that every student improved in line with expectation, some significantly more, one student improving by 19 months. Again evidence that the Covid Curriculum and tutoring, enabled students to receive intensive reading support, mitigating the disruption caused.

The investment in the enhanced BKSB package, allowed teachers to assess individual students, so that any identified learning gaps in numeracy and literacy could be addressed, by providing bespoke resources to plug these gaps, with re-assessment once the learning programme was complete. Such diagnostic assessment showed very few individual students had fallen significantly behind in learning and those students that had were chosen to participate in an additional on-site "Catch Up" programme delivered by three specialist teachers.

- All students receive high quality careers education so students are prepared for their next stage of learning and life.
- ✓ Careers guidance is embedded across all of our curriculum pathways. A specialist, experienced CEIAG teacher and a Higher Level Teaching Assistant with sector expertise support students. A Careers and Enterprise Coordinator, from the Tees Valley Authority, audits how well we are meeting the Gatsby Benchmarks every term. The last audit in July confirmed we are exceeding the national expectations for seven out of the eight benchmarks. Benchmark 6 was 2% below the national average. This benchmark covers face-to-face work experiences that proved to be difficult during the national lock down, however all students engaged with employers virtually. Initially for Benchmark 8 we were 11% below the national expectations up until June, this since has increased to above average. The benchmark covers independent personal guidance that all our young people with EHCPs get through the Youth direction service. Regrettably, during the pandemic Youth direction were not able to offer any face-to-face or virtual sessions. This has since been highlighted and discussed with the local authority as a cause of concern and going forward 17 days of Youth Direction support had been allocated to the Sixth Form both virtually and face-to-face appointments.
- ✓ 100% of leavers accessed either a face-to-face placement (before the pandemic), or over 10 hours with employers virtually. Organisations who supported the virtual

placements included Project Choice, HSBC, Springboard, Santander, NHS, the police and the army.

Looking ahead, this term we hope to engage and pilot onsite placements again through Project Choice and North Tees Hospital, alongside this we will continue to build up our portfolio of online employer encounters.

Last year potential Post 18 provisions were showcased virtually to students and follow up 1:1 appointment opportunities were provide for parents and carers to tour provisions in person.

Unfortunately, the regional and national vocational skills competition were not able to take place last year. We are awaiting further updates whether they will run this academic year. However, students are practising the skills required and anticipate entering a high proportion when they are re-established.

Enterprise activities continued to run through our Friday enrichment programme. Although we were unable to sell the goods made at local markets. Items that students had created were sold within the trust. Profit was shared between the student groups and charity.

Evidence presented to the Ofsted inspection team in January 2020 confirmed our view that our careers programme is a strength of the Sixth form when they wrote, "Sixth-form students get precisely the right support to help them to get ready for when they leave school. Knowledgeable staff, impartial careers advice and a work-experience and volunteer programme support students to decide what they want to do when they leave school." With the newly links formed with the Shaw Trust and other agencies, we are confident that are offer will surpass the pre March 2020 programme, offering a wider range of placements and destinations.

- [To equip students for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding – A Rights Respecting School](#)
- ✓ Students' spiritual, moral, social and cultural development is taught throughout the Personal and Social Development Curriculum, including activities like the weekly Picture News (which was circulated within the home learning package and uploaded to the website) and Right Respecting School themes.
During autumn term 2020 we also achieved the Gold Rights Respecting school award. Achieving and maintaining this status will help to ensure that students are well prepared for life in modern Britain. Each week a different Rights Respecting School article is explored and discussed with the students.

Despite the restrictions, a number of enrichment activities were also offered on a Friday, to support student wellbeing and character building. In addition to this, the Sixth Form also engaged with external services to complete programmes around digital literacy, keeping themselves safe in the wider community and sexual and relationship health.

- [To provide extracurricular opportunities to prepare students for life beyond school.](#)
- ✓ Preparation for adulthood is a fundamental principle that underpins the work that we do in the subjects studied in the formal curriculum and in the work carried out via the vocational options chosen by our students. We use these two areas of the curriculum to develop the skills that will enable our students to navigate life beyond the sixth form.

Despite the restrictions we endured over that academic year, we continued to support students in this respect. All students had the opportunity to engage virtually with the National Citizen Service (NCS) team during a number of tutor sessions during the spring term. A parent zoom session was also offered. Seven students then went onto engage in the 4-week face-to-face programme during the summer term. The programme brings together young people from different backgrounds, helping them to develop greater confidence, self-awareness and responsibility. The scheme encourages personal and social development by working on skills like leadership, teamwork and communication. On completion, the students receive the V 30 award. Extra-curricular after school clubs were not able to take place last academic year. However, through our Friday enrichment programme students were able to engage in the following activities within the bubble system: mindfulness, relaxation, enterprise, gardening, art and craft, stitching to name but a few.

- [For all to have opportunities to engage in health and well-being services.](#)
- ✓ Our curriculum offer includes an element that focuses on health and wellbeing. The programme provides advice and support with respect to personal relationships, healthy living, individual rights and responsibilities, self-advocacy etc.

The Sixth Form works with a number of partners to support the delivery of these programmes, such as Brook (a national charity offering both clinical sexual health services and education) delivered a 6-8 week programme. Other organisations that we draw support from included Alliance – a 1:1 counselling service, CAHMS, Successful Futures, the school health service. Sessions continued to take place last year either virtually or face to face.

Appendix I

Gatsby Bench Marks

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Appendix II - Pathways

Curriculum Offer Pathway 1

This offer is for those students with a range of learning needs, who are working around Milestone 5 up to Entry 1. This programme combines a range of units from the ASDAN Personal Progress Qualification. Additionally, we offer a range of vocational opportunities including supported employment. This Pathway has a significant focus on communication strategies.

The units that all students study in Pathway 1 include:

- Communication and Literacy
- Early Mathematics
- Develop skills for the workplace
- Developing community participation skills
- Caring for the environment
- Travel within the community – Going places
- Engaging in new creative activities

Students have access to the following vocational subjects depending upon level:

- Hair Salon Experience Towards Independence
- Catering – Entry Level
- Vocational Working Towards Independence
- Animal Care and Horticulture Personal Progress – Entry Level
- Drama Towards Independence
- Sport Towards Independence
- Art and Craft

This offer meets the national requirements of the Post 16 Study Programme and reflects the four areas deemed essential when 'Preparing for Adulthood' -Employment, Independent Living, Health and Community.

Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students may also be assigned to a differentiated reading group.

Where specialist external assistance is required, the Trust has support from a team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. Students have access to enrichment activities during Wednesday afternoons. The duration of this programme is two years.

Curriculum Offer Pathway 2

This pathway is for those students considered to have severe learning difficulties, who are working from P7 up to and including Entry Level / Key Skills 1. This programme combines Entry Level qualifications in a range of subjects. Within the timetable, we offer a comprehensive range of vocational options and employability education, including supported employment.

The Qualifications that all students study in Pathway 2 include:

- Literacy Personal Progress - Entry Level
- Numeracy Personal Progress - Entry Level
- Science Personal Progress – Entry Level
- Personal and Social Development Personal Progress - Entry Level
- Art Towards Independence Award
- ICT Towards Independence Award - Entry Level
- Reading
- Supported Employment and access to independent careers advice

Students have access to the following vocational subjects depending upon level and class:

- Hair Salon Experience Towards Independence
- Catering – Entry Level
- Vocational Working Towards Independence
- Animal Care and Horticulture Personal Progress – Entry Level
- Drama Towards Independence
- Sport Towards Independence
- Art and Craft

This offer meets the national requirements of the Post 16 Study Programme and reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

When specialist external assistance is required, we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. The duration of this programme is **two years**.

Curriculum Offer Pathway 3

This pathway is for those students who have achieved Entry Level Certificates at grade 2, and perhaps a few at grade 3 in a range of subjects including English, Maths and Science. This programme combines Entry Level and Level 1 qualifications in a range of subjects. Additionally we offer a comprehensive range of vocational options, employability education, including work experience.

The qualifications that all students study in Pathway 3 include:

- Functional Skills Literacy Entry 1 - Level 1
- Functional Skills Numeracy Entry 1 - Level 1
- ITQ IT Users City and Guilds Levels 1 and 2
- Practical Science Entry 2 – Entry 3
- Design Technology Entry 1 – Entry 3
- Catering Entry 2 – Entry 3
- ASDAN Employability including Work Experience and access to independent careers advice Entry 3
- Personal and Social Development including sex education, relationships and healthy eating Entry 3

Students are able to select up to four of the following vocational subjects over a two-year period:

- Hair and Beauty ASDAN Award
- John Muir Award, an environmental award scheme.
- Enterprise ASDAN Award
- Sports and Fitness ASDAN Award
- GCSE Photography
- Hospitality & Catering (Level 1)
- Enterprise ASDAN Award
- GCSE Art

This offer meets the national requirements of the Post 16 Study Programme and reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

When specialist external assistance is required, we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. This Pathway takes **two** years to complete.

Curriculum Offer Pathway 4

This pathway is for those students who have achieved Entry Certificate at Grade 3, some Level 1 qualifications or are working at Key Skills three or above in a range of subjects including English, Maths and Science. This programme combines GCSEs in traditional subjects as well as QCA approved GCSE equivalents in others. Additionally we offer a comprehensive range of vocational options and employability education, including work experience.

The qualifications that all students study in Pathway 4 include:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science
- Levels 1 and 2 ITQ IT Users City and Guilds
- Level 1 Employability - Including Work Experience and access to independent careers advice.
- Level 1 Personal and Social Development - Including Sex Education, Relationships and Healthy Eating.
- Level 1 Personal Finance

Students are able to select up to four of the following vocational subjects over a two-year period:

- Hair and Beauty ASDAN Award
- John Muir Award, an environmental award scheme.
- Enterprise ASDAN Award
- Sports and Fitness ASDAN Award
- GCSE Photography
- Hospitality & Catering (Level 1)
- Enterprise ASDAN Award
- GCSE Art

This offer meets the national requirements of the Post 16 Study Programme and reflects the four areas deemed essential when 'Preparing for Adulthood' - Employment, Independent Living, Health and Community. Each student is allocated a tutor who they will see three times a day on top of a weekly tutorial lesson when we address spiritual, social, moral and cultural issues. The students will also be assigned to a differentiated reading group.

When specialist external assistance is required, we request support from HSAT's team of professionals including a speech and language therapist, an educational psychologist, an occupational therapist and access to physiotherapy support through referral. This Pathway takes **two** years to complete.