



Wightwick Hall School
Sixth Form
Booklet A
2021-2

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Sixth form at Wightwick Hall School provides at its core a holistic curriculum that is flexible and adaptable to the changing needs of each cohort. Learners are able to achieve and improve upon their qualifications year on year.

Over the three years of study within sixth form the core curriculum for learners remains English and Mathematics. This is delivered via streamed classes based on prior learning and achievements. The courses range from Entry Level 1-3 to Level 1 to 9-1 GCSE.

The second area of the curriculum is the vocational areas of study, in essence this provides learners with an insight to the roles and industries that exist in the wider world. The courses range from Entry Level 3 to Level 1 in Art and Design, Digital Media, Hospitality & Tourism and Sport.

The third and probably the most significant element to the curriculum is the development of self and independent skills. This is developed through the wider curriculum subjects such as Personal, and Social Development, WorkSkills, Lessons in Financial Education, Home Cooking Skills, Duke of Edinburgh and work experience. The courses range from Entry Level 1 to Level 1 Awards and Certificates.

Over the years our inbuilt flexibility has enabled our gifted and talented learners to study independently with support; for additional qualifications in order to enable them to transition into mainstream A Level courses within further education or Level 3 apprenticeships.

The curriculum is built on strong communication and support links between the learner, form tutor and home. In working closely together we can provide the right environment for the learner to thrive and achieve their true potential.

Core Curriculum

English

9-1 GCSE English

AQA GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. The English course offers the attraction of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks.

The reading sources act as stimulus for writing tasks, providing students with a clear route through each paper.

Paper 1, *Explorations in Creative Reading and Writing*, looks at how writers use narrative and descriptive techniques to engage the interest of readers.

Paper 2, *Writers' Viewpoints and Perspectives*, looks at how different writers present a similar topic over time.

Functional Skills Literacy Entry Level 3 to Level 1

The Pearson Edexcel Functional Skills Qualifications in English at Entry Levels 1, 2 and 3 are for learners to develop understanding and skills in English.

The qualifications give learners the opportunity to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and apply this knowledge and these skills in familiar situations.

Mathematics

9-1 GCSE Mathematics

The Pearson Edexcel Level 1/Level 2 GCSE (9 to 1) in Mathematics is a tiered qualification.

There are two tiers:

- Foundation tier - grades 1 to 5 available
- Higher tier grades – 4 to 9 available.

The assessment for each tier of entry consists of three externally-examined papers.

Level 1 Number & Measure

The Edexcel Level 1 and Level 2 Awards in Number and Measure qualifications enable learner to develop a thorough knowledge and understanding of concepts in number and measure and a sound foundation of mathematical techniques.

Functional Skills Entry Level 3 to Level 1 Numeracy

The Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry Levels 1 to 3 is for learners to develop understanding and skills in mathematics. The qualifications give learners the opportunity to demonstrate a sound grasp of the underpinning skills and basics of mathematical problem-solving skills appropriate to the level, and the ability to apply mathematical thinking to solve problems in familiar situations

Vocational Pathways

BTEC Introductory Level 1 Award (QCF) Suite of Qualifications

This suite has been designed primarily for pre-16 to 19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills.

Business Studies

Unit B5: Finding Out About Businesses in Your Area

Learners will find out about different businesses in their area and what purpose they serve. Learners will use their skills to select information and present what they have found out to others.

Unit A2: Developing a Personal Progression Plan

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to achieve it.

Art and Design

Unit AD5: Creating an Art Image

Learners will use 2D materials such as pencils, paints, inks, pastels and chalks. Learners will experiment with different techniques in mark making and drawing. Learners will look at artwork produced by other artists and will use their work as a starting point to create their own work.

Unit A2: Developing a Personal Progression Plan

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to achieve it.

Digital Media

Unit DM9: Creating an Animation

Learners will develop the skills needed for animation pre-production, production and post-production and will use these skills to plan and produce an animated sequence for a specific purpose.

Unit A2: Developing a Personal Progression Plan

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to achieve it.

Hospitality and Tourism

Unit HT8: Exploring Travel and Tourism in the UK

Learners will find out about different types of tourist destinations in the UK and how to plan an itinerary to meet specific visitor requirements.

Unit A2: Developing a Personal Progression Plan

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to achieve it.

Sport

Unit SP5: How Exercise Affects the Body

Learners will find out how exercise affects the body by carrying out tests and collecting and interpreting results.

Unit A2: Developing a Personal Progression Plan

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to achieve it.

Within year 12, learners will be given the opportunity to study for two Awards and in years 13 and 14 will be given the opportunity to extend these qualifications to a Certificate level or to experience a number of Awards from other sectors.

Pearson BTEC Level 1 Introductory Award in Business

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

Pearson BTEC Level 1 Introductory Award in Business			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete one unit		
A2	Developing a Personal Progression Plan	30	Core
Sector	Group B units – learners must complete one unit		
B5	Finding Out About Businesses in Your Area	40	Sector
B6	Organising a Meeting	40	Sector
B7	Branding a Product	40	Sector
B8	Creating a Visual Display	40	Sector
B9	Presenting a Business Idea	40	Sector
B10	Contribute to Running an Event	40	Sector
B11	Recording Income and Expenditure	40	Sector
B12	Communicating with Customers	40	Sector
B13	Developing Routine Office Administration Skills	40	Sector

Pearson BTEC Level 1 Introductory Certificate in Business

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Business			
Unit reference	Unit title	GLH	Type
Core	Group A units – learners must complete both units		
A1	Being Organised	30	Core
A2	Developing a Personal Progression Plan	30	Core
Sector	Group B units – learners must complete three units		
B5	Finding Out About Businesses in Your Area	40	Sector
B6	Organising a Meeting	40	Sector
B7	Branding a Product	40	Sector
B8	Creating a Visual Display	40	Sector
B9	Presenting a Business Idea	40	Sector
B10	Contribute to Running an Event	40	Sector
B11	Recording Income and Expenditure	40	Sector
B12	Communicating with Customers	40	Sector
B13	Developing Routine Office Administration Skills	40	Sector

Life Skills

Personal, and Social Development

The Personal and Social Development (PSD) qualifications are for learners who need to develop their personal and social development skills. The units cover areas such as developing own skills and setting goals; social skills such as managing relationships and working with others; knowledge for living in the wider community such as rights and responsibilities and community action; and life skills such as healthy living, budgeting and preparing for work.

Entry Level 3 Award

Year 1 Units

Personal safety in the home and community (PSE3)

Working as part of a group (WGE3)

Healthy living (HLE3)

Managing social relationships (SRE3)

Making the most of leisure time (LTE3)

Entry Level 3 Certificate

Year 2 Units

Environmental awareness (EAE3)

Parenting awareness (PAE3)

Using technology in the home and community (UTE3)

The PSD qualifications offer ways of supporting learners to develop into confident individuals who are physically, emotionally and socially healthy. As well being responsible citizens who make a positive contribution to society and embrace change whilst managing risks together with their own wellbeing, fundamentally it introduces learners to new experiences, activities and personal challenges.

WorkSkills

The Pearson BTEC Level 1 Award/ Certificate in Workskills are for learners who need to develop their skills and knowledge of the workplace to enhance their employability and add value to potential employers. The primary outcome of this award in WorkSkills is to provide targeted support to learners in relation to breaking down barriers to engagement with work. It develops the skills to get a job but also the generic and transferable skills needed to perform with confidence in the workplace.

Year 12

Unit 13: Contributing to Teamworking in the Workplace

The aim of this unit is for learners to understand the skills, knowledge and behaviours that are needed to work effectively in a situation requiring teamwork.

Unit 14: Meeting Customer Needs

The aim of this unit is for learners to understand customer needs and expectations and explore ways of meeting customer needs.

Unit 16: Participating in a Work Experience Placement

The aim of this unit is for learners to gain skills and knowledge about the workplace by taking part in work experience.

Year 13

Unit 12: Supporting Health and Safety at Work

The aim of this unit is for learners to know how to assess their own work area to ensure it is safe and who has responsibility for their safety in the workplace.

Unit 5: Understanding Equality and Diversity in the Workplace

The aim of this unit is for learners to understand the importance of maintaining equality and diversity within the workplace.

Unit 1: Considering Your Own Work Related Skills and Behaviours

The aim of this unit is for learners to understand what motivates them and learn to develop their skills and enhance their personal behaviours to improve their employability prospects.

Lessons in Financial Education,

Lessons in Financial Education (LiFE)

LiFE gives learners an online financial education on a 'learning by doing' basis looking at personal finances and money management through accessible online learning. LiFE has been developed based on the key areas that, as a minimum, children and young people should know in order to be confident and competent in financial experiences.

Topic Number	Topic Title
1a	What is money?
1b	What is income?
1c	How do we calculate income?
2	Sources of money
3a	Where can we store money?
3b	How do bank accounts work?
4a	What is spending?
4b	What is budgeting?
5a	How can we save money?
5b	What is selling?
6a	What is borrowing?
6b	How do we borrow sensibly?
7	What is insurance?
8	How do we keep our money safe?

This qualification equips the learner with the knowledge to cope confidently and effectively with basic financial encounters they are likely to meet. They will develop initial knowledge and understanding of spending and how to become competent at managing their own money.

Home Cooking Skills

Year 12

Unit 1: Home Cooking Skills (Level 1)

This unit aims to give learners the knowledge, skills and confidence to enjoy cooking meals at home. Learners will gain understanding of how to economise when planning meals to cook at home. The course is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing

Year 13

Unit 2: Home Cooking Skills (Level 2)

This unit builds on the foundations of Unit 1 in developing the skills to enable learners to cook meals at home, so it requires them to use practical experience throughout. Learners develop and practise their cooking skills and learn how to plan, prepare, cook and present nutritional meals safely and hygienically.

Personal Social and Health Education (PSHE/RSE)

Personal Social and Health Education (PSHE) is not a mandatory subject to be taught in schools, however we recognise the importance of this subject and continue to deliver programmes of study to KS3 and KS4 students. Relationships, Sex and Health Education is statutory and is embedded within our PSHE curriculum.

Personal Social and Health Education (PSHE) is concerned with the emotional health, well-being and welfare of the students in our school. PSHE enables students to become effective learners and supports them as they move through adolescence to become independent young people. PSHE helps students to: acquire knowledge and understanding of themselves; develop skills for living; understand and manage emotions; become morally and socially responsible; to value themselves and respect others and take on a range of roles and relationships.

Relationships, Sex and Health Education (RSE) makes an important contribution to the provision of the spiritual, moral, cultural, emotional and physical development of students in preparing them for the opportunities, responsibilities and experiences of adult life. Effective RSE is important to ensure that learners grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. It is important that learners are informed, are comfortable with the changes during puberty, are aware of sexual health and feel safe emotionally.

Key Stage 5 (Years 12 - 14)

Key Stage 5 learners (Sixth Form Department) follow the ASDAN PSHE short course, this course meets the requirements of the new statutory guidance for RSHE. The modules covered over KS5 are; Emotion Health and Wellbeing, Keeping Safe and Healthy, Social Media, Alcohol, Tobacco and Drugs, Sexual Health, Respectful Relationships and Families and Parenting.

Some Key Stage 5 students access a Personal and Social Development (PSD) qualification by completing a selection of units of work. The credits awarded result in an Award or Certificate qualification at Entry Level to Level 1. This qualification provides a framework for the development and recognition of a range of personal, interpersonal and social skills that will assist learners to prepare for life, employment and a positive role in the community.

All students are taught in year/class groups and have one period per week allocated to the subject. Key Stage 4 units build on prior knowledge, skills and understanding developed within Key Stage 3. With Key Stage 5 building on prior knowledge of Key Stage 3 and Key Stage 4 learning.

Careers Education Information Advice and Guidance

Wightwick Hall School is committed to enabling learners and their parents/carers to make well informed, realistic decisions about careers, while raising aspiration, wherever possible. Whilst participating and enjoying academic lessons, learners will be encouraged to develop enterprise, employability, practical and social skills with confidence to support their future goals. Wightwick Hall School aims to deliver and promote impartial, individually focused and quality Careers Information, Advice and Guidance (CEIAG), with the aim of enabling learners to make well-informed and realistic choices, both now and in the future.

Careers information and employment application information to be delivered as part of the holistic curriculum, organised events, workshops and visits to careers fairs. Careers information is delivered explicitly and implicitly through the wide range of courses and their inherent content that is governed by the principle of providing learners with the knowledge and skills to become independent members of society.

- Key Stage 5, years 13 and 14 learners are able take up regular work experience of a Friday throughout term time.

Coffee and Charity Shop.

Learners experience the world of work through working in both the coffee and charity shop. Learners are trained to make espresso based speciality drinks on an industry standard Two Group Coffee Machine; similar to the ones used by Starbucks, Costa and independent coffee houses.

The learners retail experience begins with stock room training (sizing, labelling and pricing) and stock rotation. Learners learn to display stock on rails as well as selecting stock for seasonal themes (Christmas or Seasonal themes).

Cash handling and using the tills are a major part of this training and learners are taught how to setup floats and cashing up (Z1 reading).

We have had a number of past learners go on to work in charitable establishments and to build successful careers within the speciality coffee sector and can celebrate one achieving supervisory level.

The triangle of Support

At Wightwick Hall school we pride ourselves on knowing not only our learners and their families but also their key and support workers. By establishing these strong direct lines of communication we are then able to flexibly adapt to the individual learners needs and they are then able to feel comfortably supported and only then can they fully focus on their learning and development.

We place a strong emphasis on Education Health Care, Personal Educational Plan, Child In Need reviews and meetings. We proactively encourage all parties and services involved in the learners care to fully contribute. Student voice (where practical) is crucial in establishing the direction of support that is required to meet current and future needs.

Learners receive Independent Advice Guidance from an experienced Careers Advisor. These reports feed into all discussions and will help to frame any decisions on support and transition.