



Wightwick Hall School

Sixth Form

Booklet B

2021-2

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 independence and life skills year on year.

The curriculum that 6HS class follows is designed around the needs of the learners and is reviewed annually.

We provide opportunities for each learner to achieve success and grow in self-esteem. Learners will develop the skills for life; like shopping for ingredients and then preparing a healthy well balanced meal, this helps prepare them to achieve the maximum independence possible and contribute to wider society.

Over the three years of study within sixth form the core curriculum for learners remains English and Mathematics. This is delivered through an individualised curriculum based on prior learning and achievements. The courses range from Entry Level 1 to Entry Level 3.

The second area of the curriculum is the vocational areas of study, in essence this provides learners with a window into the roles and industries that exist in the wider world. Learning here is experiential and learners are involved in numerous practical and hands on activities including purchasing and restocking a break time Tuck shop and purchasing ingredients to provide a sandwich and toast shop.

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 and a range of ASDAN qualifications.

This is underpinned by establishing a firm foundation built on strong communication and support links between 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**

#### **AQA Unit Award Scheme for English**

Learners follow the AQA Unit Award Scheme for English; over three years a range of Literacy Skills are taught including reading, writing, fiction, non-fiction, language and spelling.

This course has been specifically chosen as it rewards learners for what they can do and allows for the recognition of small steps of achievement. This has the benefit of encouraging, supporting, engaging and motivating learners.

### **Mathematics**

Learners follow AQA Entry Level Certificate in maths. The level studied is individual to each learner, ranging from Entry Level 1 - Entry Level 3. With units including; Property of Number, Four Operations, Money, Calendar and Time, Geometry, Measure, Statistics and Ratio.

Entry Level Certificates (ELCs) are a nationally recognised qualification that gives learners the opportunity to achieve a certificated award. The assessment is on demand so learners can complete assignments when they are ready, helping to keep them motivated. This course was specifically chosen because it uses straightforward language in our tests to allow learners to focus on the maths and achieve the results they deserve.

## **Award Scheme Development and Accreditation Network**

### **ASDAN: Bronze, Silver and Gold Programme**

Bronze, Silver, Gold is a programme that offers imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges.

This programme consists of 10 modules. Each module has a range of challenges and activities.

- Communication
- The Community
- Sport & Leisure
- Home Management
- The Environment
- Number handling
- Health & Survival
- World of Work
- The Wider World
- Beliefs and Values

## **Award Scheme Development and Accreditation Network**

### **Transition Challenge**

Transition Challenge: Introduction & Progression is made up of 5 modules.

- Knowing How
- Making Choices
- Feeling Good
- Moving Forward
- Taking the Lead

Each module is split in to 18 sections, covering: Community, Family/Home, Recreation, Relationships and Work Related.

## **Award Scheme Development and Accreditation Network**

### **Towards Independence**

Towards Independence provides a framework of activities through which personal, social and independence skills can be developed and accredited for those with learning difficulties. Towards Independence offers a formal recognition for small steps of achievement towards a larger goal.

Towards Independence modules cover the following themes:

- Communication and numeracy
- Creative studies
- Cultural
- Independent living
- Leisure, recreation and sport
- Personal development, PSHE and citizenship
- Work-related

## **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.

## **WorkSkills**

### **Life Skills Challenge**

Life Skills Challenge offers an online bank of challenges for learners working from pre-Entry Level to Level 1. Challenges are designed to structure learning and demonstrate achievement in a range of curriculum areas that are important for success in adult life, from communication and problem solving to IT and employability.



## **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, KS4 and KS5 learners. 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 learners in our school. PSHE enables learners to become effective learners and supports them as they move through adolescence to become independent young people. PSHE helps learners 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 learners 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 a 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 KS5 Learners 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 the learners to prepare for life, employment and contribute positively in the wider community.

All learners 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.

## **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 and decisions on support and transition.