



*"REPECT YOUR ACHIEVEMENTS NOW"*

# CURRICULUM POLICY

## **CURRICULUM POLICY**

The R.Y.A.N Education Academy Independent School seeks to be of excellence, providing an education for life in a caring and nurturing environment based upon spiritual principles and values.

The purpose of R.Y.A.N Education Academy is to engage our young people and provide quality first teaching and learning that they consider relevant, can identify gaps, motivate them and improve their chances of progressing to post-16 education and apprenticeships.

The Curriculum at KS3, KS4, KS5 follows the Department of Education Curriculum Guide.

Young People at the R.Y.A.N Education Academy will be taught with dedication, loyalty, commitment and enthusiasm. The professional expertise of our staff combined with our personalised tutorial system at the end of each week and learning mentor support which supports our notion to ensure a high academic standard amongst our young people.

R.Y.A.N Education Academy also recognises the need to address the career aspirations of young people and so we endeavour to support young people into vocational, employment, training and or further education, employment of training. We aim to offer an all-round education whilst providing the opportunity for personal /social development and life skills.

### **The school's aims and objectives for the curriculum endeavours to develop the whole person by:**

- Fostering an environment in which all young people are happy, secure, confident and valued.
- Inspiring all young people to achieve their academic potential.
- Encouraging the development in each pupil with regards to spiritual and moral values, self-discipline, responsibility, and respect for others and the environment.
- Offering a wide range of enriching co-curricular and social action activities.
- Offering a curriculum that has breadth and depth, and which is tailored to each pupil and satisfies their personal and educational requirements.
- Promoting independent thinking and lifelong learning through innovative educational practice and capital culture.
- Nurturing a positive relationship with parent(s), guardian(s), carer(s) and the wider community.
- Supporting and developing enthusiastic, dedicated staffs who feel committed to the school.

- Ensuring all young people are given equality of opportunity in learning from a adaptive and responsive perspective
- Making sure the curriculum builds on young people' strengths, interests and experiences.
- It is our desire that young people will leave the R.Y.A.N Education Academy articulate, well-educated [*according to their ability*], numerate and with lively enquiring, positive and independent minds.

The R.Y.A.N Education Academy is committed to providing an extremely precise vocational / academic, Adaptive and Responsive education which will challenge and engage young people; offer continuity and progression of learning to encourage a life-long appreciation of learning thus provide them with a secure foundation on which to continue into Further / Higher Education and into the careers of their personal choice.

#### **Young people who leave R.Y.A.N Education Academy should:**

- Be confident in their dealings with adults and peers.
- Be able to develop good working relationships with others.
- Have knowledge of a wide range of cultures and through this come to respect the rights and needs of others as we promote the **Equality Act 2010**.
- Be able to make good moral judgments.
- Have developed an appreciation / respect for learning that will last for the rest of their lives.
- Be adaptable enough to react to the challenges / changes facing the 21<sup>st</sup> Century.

Therefore, all young people' in KS3, KS4 will receive a comprehensive curriculum which gives them experience in Mathematics (F.S & G.C.S.E.), English (F.S & G.C.S.E.), Physical Education (P.E.), Digital Information Communication Technology (ICT), Personal Social Education (PSE). A distinctive element of the R.Y.A.N Education Academy curriculum is it offers the chance to explore a range of disciplines including personal development and study skills with the support of the BKSb on-line assessment programme to enhance learning on Functional Skills & GCSE exams.

The core curriculum of subjects provides the opportunity for young people to acquire skills in speaking and listening, literacy and numeracy. These are further developed in their other subject such as Functional Skills.

High ability young people will follow a core curriculum of G.C.S.E's (*or equivalent*) in English Language, Mathematics, for 60% of curriculum time and the other 40% will be filled with Edexcel, AQA and OCR personal development and life-skills learning. Mixed ability and high need learners will be offered a personalized or Bespoke time-table that will meet the Special Educational Needs & Difficulties in line with the SEND guidelines 1 September 2014.

## TIMETABLE - MIXED / HIGH EDUCATIONAL ABILITY - GROUP C

DAYS	Period 1 9.30am- 10.30am	Period 2 10.30am- 11.15am	BREAK 11.15am - 11.45am	Period 3 11.45am- 1pm	LUNCH 1pm-2pm	Period 4 2pm- 2.30pm	Period 5 2.30pm- 3.30pm
<b>Monday</b> <i>Classroom</i>	City & Guilds Electrical Installation  Nasser Mustifa/ Mr Dooley	OCNWMR History  Mrs Cobblah/ Mr Dooley	<u>B</u>	G.C.S.E. R.E.  Miss Forde/ Mr Dooley	<u>L</u>	G.C.S.E. R.E.  Miss Forde/ Mr Dooley	OCNWMR Science  Miss Wint/ Mrs Hendrickson
<b>Tuesday</b> <i>Recreational Area</i>	OCNWMR Personal Development  Mrs Cobblah/ Mentors	OCNWMR Personal Development  Mrs Cobblah/ Mr Dooley	<u>R</u>	G.C.S.E. Maths  Miss Wint/ Mr Ryan	<u>U</u>	G.C.S.E. Maths  Miss Wint/ Mr Ryan	Functional Skills English  Mrs Cobblah/ Mentors
<b>Wednesday</b> <i>Recreational Area</i>	ICT  Miss Forde/ Mr St John/	G.C.S.E. Sports Science  Mr Monaim/ Mr Dooley	<u>E</u>	G.C.S.E. Sports Science  Mr Monaim/ Mr Dooley	<u>N</u>	Functional Skills Maths Mr A Haider/ Mr Ryan	Creative Arts  Mrs. Hendrickson/ Mentors
<b>Thursday</b> <i>Classroom</i>	Accelerated Reading  Mrs Hendrickson/ Mr Ryan	R.S.E.  Miss Forde/ Mentors	<u>A</u>	G.C.S.E English  Mrs Cobblah/ Mr Dooley	<u>C</u>	G.C.S.E English  Mrs Cobblah/ Mentors	Employability  Mrs. Hendrickson/ Mr Woolcock
<b>Friday</b> <i>Flexible Sharing</i>	Period 1 9.30am- 10.30am  <u>G.C.S.E</u> <u>English</u> <u>Language</u>  Mrs Cobblah/ Mentors	Period 2 10.30am- 11.15am  <u>G.C.S.E</u> <u>English</u> <u>Language</u>  Mrs Cobblah/ Mentors	BREAK 11.15am - 11.45pm  <u>K</u>	Period 3 11.45pm- 12.45pm  Learning Mentor Session  Mentors	LUNCH 12.45pm- 1.30pm  <u>H</u>	Period 4 1.30pm- 2.30pm  P.E Practical/ Theory  Mr Woolcock/ Mentors	Period 5 2.30pm- 3.30pm  P.E Practical/ Theory  Mr Woolcock/ Mentors

Timetable studied will be 25 Periods (60 minutes slots.) Total teaching time for the week will be 25 hours.

## TIMETABLE - HIGH / MIXED EDUCATIONAL ABILITY - GROUP B

DAYS	Period 1 9.30am-10.30am	Period 2 10.30am-11.15am	BREAK 11.15am-11.45am	Period 3 11.45am-1pm	LUNCH 1pm-2pm	Period 4 2pm-2.45pm	Period 5 2.45pm-3.30pm
Monday <i>Recreational Area</i>	City & Guilds Electrical Installation Nasser Mustifa/ Mr Dooley	OCNWMR History <i>Miss Wint/ Mr Dooley</i>	<u>B</u>	G.C.S.E English Preparation <i>Mrs Cobblah/ Mentors</i>	<u>L</u>	G.C.S.E English Preparation <i>Mrs Cobblah / Mrs Hendrickson</i>	Science <i>Miss Wint/ Mrs Hendrickson</i>
Tuesday <i>Classroom</i>	G.C.S.E. Maths Preparation <i>Miss Wint/Mr Ryan</i>	G.C.S.E. Maths Preparation <i>Miss Wint/ Mr Ryan</i>	<u>R</u>	G.C.S.E. R.E. Preparation <i>Miss Forde/ Mr Dooley</i>	<u>U</u>	Creative Arts <i>Mrs. Hendrickson/ Mr Ryan</i>	Tutorial/ Workshop I.D.P  <i>Mentors</i>
Wednesday <i>Shared</i>	OCNWMR Personal Development <i>Mrs Ryan - Harris/ Mentors</i>	Accelerated Reading  <i>Mr St John</i>	<u>E</u>	ICT  <i>Miss Forde/ Mr St John</i>	<u>N</u>	G.C.S.E. R.E. Preparation <i>Miss Forde / Mr Dooley</i>	OCNWMR History  <i>Miss Wint/ Mr Dooley</i>
Thursday <i>Recreational Area</i>	Functional Skills English  <i>Mrs Cobblah /Mr Ryan</i>	R.S.E.  <i>Miss Forde/ Mentors</i>	<u>A</u>	G.C.S.E. Sports Science  <i>Mr Monaim/Mr Dooley</i>	<u>C</u>	G.C.S.E. Sports Science  <i>Mr Monaim/Mr Woolcock</i>	OCNWMR Science  <i>Miss Wint/ Mentors</i>
Friday  <i>Flexible Sharing</i>	Period 1 9.30am-10.30am	Period 2 10.30am-11.15am	BREAK 11.15am-11.45am	Period 3 11.45am-12.45pm	LUNCH 12.45pm-1.30pm	Period 4 1.30pm-2.30pm	Period 5 2.30pm-3.30pm
	Functional Skills Maths  <i>Mr A Haider/ Mr Ryan</i>	Functional Skills Maths  <i>Miss Wint/ Mr Ryan</i>	<u>K</u>	Learning Mentor Session  <i>Mentors</i>	<u>H</u>	P.E Practical/ Theory  <i>Mr Woolcock/ Mentors</i>	P.E Practical/ Theory  <i>Mr Woolcock/ Mentors</i>

Timetable studied will be 25 Periods (60 minutes slots.) Total teaching time for the week will be 25 hours.  
Support Staff:

## TIMETABLE - MIXED/HIGH NEED EDUCATIONAL ABILITY- GROUP A

DAYS	Period 1 9.30am- 10.30am	Period 2 10.30am- 11am	BREAK 11am- 11.30am	Period 3 11.30-12pm <b>1-1.30pm</b>	LUNCH 12-1pm	Period 4 1.30pm- 2.30pm	Period 5 2.30pm- 3.30pm
<b>Monday</b> <i>Classroom</i>	Functional Skills Maths  <i>Miss Wint/ Mr Ryan</i>	Word Formation  <i>Mrs. Hendrickson/ Mr Ryan</i>	<u><b>B</b></u>	OCNWMR Personal Development  <i>Mrs Ryan-Harris/ Mrs Hendrickson</i>	<u><b>L</b></u>	OCNWMR Science  <i>Miss Wint/ Mr St John</i>	Learning Mentor Session  <i>Mentors</i>
<b>Tuesday</b>	ICT  <i>Miss Forde/Mr St John</i>	Tutorial/ Workshop I.D.P  <i>Mentors</i>	<u><b>R</b></u>	Functional Skills English  <i>Mrs Cobblah/ Mentors</i>	<u><b>U</b></u>	Functional Skills English  <i>Mrs Cobblah/ Mentors</i>	Accelerated Reading  <i>Mrs. Hendrickson/ Mentors</i>
<b>Wednesday</b> <i>Recreational Area</i>	OCNWMR Science  <i>Miss Wint/ Mentors</i>	Vocabulary Building  <i>Mrs. Hendrickson/ Mr St John</i>	<u><b>E</b></u>	OCNWMR Personal Development  <i>Mrs Ryan-Harris/ Mrs Hendrickson</i>	<u><b>N</b></u>	Creative Arts  <i>Mrs. Hendrickson/ Mentors</i>	SPORTS SCIENCE  <i>Mr Monaim/Mr Dooley</i>
<b>Thursday</b> <i>ICT Suite/ Classroom</i>	OCNWMR History  <i>Miss Wint/ Mr Dooley</i>	OCNWMR History  <i>Miss Wint/ Mr Dooley</i>	<u><b>A</b></u>	R.S.E  <i>Miss Forde/ Mr Woolcock</i>	<u><b>C</b></u>	Functional Skills Maths  <i>Miss Wint/ Mr Ryan</i>	Employability  <i>Mrs. Hendrickson/ Mr Woolcock</i>
<b>Friday</b> <i>Flexible Sharing</i>	Period 1 9.30am- 10.30am	Period 2 10.30am- 11.15am	BREAK 11.15am - 11.45am	Period 3 11.45am- 12.45pm	LUNCH 12.45pm - 1.30pm	Period 4 1.30pm- 2.30pm	Period 5 2.30pm- 3.30pm
	Accelerated Reading  <i>Mrs. Hendrickson / Mr Dooley</i>	R.E.  <i>Miss Forde/ Mr Dooley</i>	<u><b>K</b></u>	City & Guilds Electrical Installation <i>Nasser Mustifa/ Mr Dooley</i>	<u><b>H</b></u>	P.E Practical/ Theory  <i>Mr Woolcock/ Mentors</i>	P.E Practical/ Theory  <i>Mr Woolcock/ Mentors</i>

Timetable studied will be 25 Periods (60 minutes slots.) Total teaching time for the week will be 25 hours.  
Support Staff:

Period 3 has been split into two 30 minutes sessions. The second half of these lessons shall begin at 1pm until

1.30pm.

## QUALIFICATIONS BREAKDOWN AT THE END OF POLICY DOCUMENT)

LEVEL	QUALIFICATION
City & Guilds	Electrical Installation
G.C.S.E	English Language
G.C.S.E	Mathematics
G.C.S.E	Religious Studies
OCR Cambridge National	Sports Science ( <i>Distinction, Merit, Pass</i> )
ASDAN	Youth Achievement Award - Bronze (Non-accredited)
EDXCEL	Functional Skills Digital ICT Entry 3 - Level 1
EDXCEL	Functional Skills ICT Entry 1 - Level 1
AIMS	Developing Own Interpersonal Skills – Level 2
AIMS	Improving Assertiveness & Decision Making – Level 2
AIMS	Recognising and Dealing with Bullying
AIMS	Using Teamwork Skills – Level 3
AIMS	Building a Personal Career Portfolio – Level 2
AIMS	General Religious Education – Level 1
AIMS	Life Processes and Living Things - Biology Level 2
AIMS	Beliefs & Values – Level 2
AIMS	Knowing Yourself – Level 2
AIMS	Active Citizenship in the Local Community – Level 3
AIMS	History Through Time - Level 1 & 2
AIMS	Woodlands Trees, Animals and Plants - Level 1
AQA	Personal Social Education (PSE) non accredited <ul style="list-style-type: none"> <li>- Personal Finance</li> <li>- Emotional Wellbeing</li> <li>- Relationships, Behaviour and Practices in the Workplace</li> <li>- Introduction to Diversity, Prejudice and Discrimination</li> </ul>

### \* Aims Qualification and Assessment Group

All subjects are taught on R.Y.A.N Education Academy site; AIMS units are level 2 except for G.C.S.E qualifications. Young people will be guided to the most appropriate unit (s) or G.C.S.E qualifications that they can achieve. Also, young people' will be required to complete all subjects up until the end of Year 14.

All curriculum subjects are appropriate for the age and aptitudes of the young people attending R.Y.A.N Education Academy Yincluding any young people with an Education Health Care Plan (*EHCP*) and with Special Education Needs & Disability (*SEND*) whose

needs are reviewed annually. Where appropriate young people will be offered a personalised timetable.

The curriculum provision enables all young people to have the opportunity to learn and make progress including those with educational special needs. Every opportunity, for all young people is provided to enable young people to develop their Speaking, Listening, Literacy and Numeracy skills, as set out in the schemes of work for each curriculum area.

This policy is available to parent(s), guardian(s), carer(s) and prospective parents on request from the school office and will be accessible on the school website when it becomes active.

### **OFF-SITE PROGRAMME**

The R.Y.A.N Education Academy uses the Right Trax motor vehicle programme as an incentive for you people who need a different practical and an vocational element to learning.

### **ACADEMIC ETHOS**

At R.Y.A.N Education Academy considerable emphasis is placed upon examination success (*most young people will obtain between 2 G.C.S.E's & Functional Skills(FS ) between – Entry 1 – level 2*) though it is important that as much attention is given to those who find academic work challenging. Teachers are expected to monitor academic performance closely and take educative action promptly in the case of those young people who are finding learning challenging. All young people are expected to achieve at the best of their ability and encouraged to develop their natural talents to the full. Results for young people who may find academic work challenging are as worthy of recognition as are outstanding results for another who may be naturally gifted and talented.

Those young people who may find G.C.S.E Maths and English challenging will be entered for examinations in Functional Skills, through Aims Qualification and Assessment Group Accreditation from Entry 1, 2, 3 to Level 1 & 2.

### **LEARNING DIFFICULTIES AND DISABILITIES, SPECIAL EDUCATIONAL NEEDS, HIGH ACHIEVERS, AND GIFTED & TALENTED**

At R.Y.A.N Education Academy young people will undertake a Literacy and Numeracy assessment and or screening to identify any or potential learning difficulties or disabilities of which will be monitored during the first half term after their entry to the R.Y.A.N Education Academy as well as acting upon any information passed on by the pupil's previous school or referring agency and or as outline in their EHCP if they have one. The initial assessment and or screening will highlight those young people who are academically able or gifted and those who have specific learning difficulties or abilities.



Young people who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs will have their needs considered individually thus referred to qualified specialist staff e.g. Forward Thinking Birmingham (FTB), Pupil Support Services (PSS) whereby specialist assessment and intervention is likely to be advised via Clinical Psychiatrist Specialist – who will ensure various assessments by R.Y.A.N Education Academy and parent(s), guardian(s), carer(s) are undertaken such as Connors’ Teacher Rating Scale which identify a number of problems which a young person may have in school and the Development Behaviour Checklist also to be completed by the school.

The Autism Diagnostic Observation Schedule (ADOS) Assessment for assessing and diagnosing autism and Pervasive Developmental Disorder (PDD) across ages, developmental levels, and language skills for learners will be looked into via Forward Thinking Birmingham & Pupil Support Services for those young people who feel their learning is hindered because they are autistic and or ADHD. The R.Y.A.N Education Academy will also work with the Communication Autism Team (CAT) as required. Hence, the school works with Two-Ten Therapy Counselling services who provide in-school counselling.

Also, where there is evidence of Speech and language difficulties referral to a Speech and Language Therapist will be made via Forward Thinking Birmingham hence, the school will explore a suitable Occupational Therapist or General Practitioner (G.P.) The involvement of relevant professionals such as the R.Y.A.N Education Academy School Nurse and Counsellor will be used to support our young people as required.

Gifted & Talented young people will be provided with opportunities to extend their knowledge in extension work in the classroom or small group activities.

The provision for a young people with a learning difficulty depends on a young person’s need having been formally diagnosed; and may include such help as mentor support within the classroom. Teaching staff are well informed, have up to date knowledge of effective learning and teaching strategies and are skilled at teaching young people with learning difficulties and/or disabilities and those with special educational needs. Team-briefings during the mornings are used to discuss any learning challenges that might have occurred with some learners in order that all teaching staff are aware hence, the appropriate measures can be put in place.

### **DOODLE ON-LINE ASSESSMENT**

DoodleLearning is a suite of award-winning maths and English programmes that are proven to close learning gaps and boost ability!

Their programmes provide personalised learning experiences that continually adapt to each child’s strengths and weaknesses, plugging gaps and consolidating knowledge taught in class. This means no child falls behind.

Filled with thousands of interactive exercises, games and rewards, Doodle transforms learning into a rewarding activity that children always look forward to.

### **VOCATIONAL LEARNING**

R.Y.A.N Education Academy endorses the development of opportunities for young people 14-17 years who will be completing the practical and vocational course(s) as part of their key stage 3-5 educational programme. We will endeavour to work with other partners who can offer vocational placements for young people who find that a traditional school setting does not meet their social and educational needs; and that every young person should have access to education and training that suits them and have a transformative effect.

The R.Y.A.N Education Academy will offer flexible pathways to learning and as we move towards the future we will access the appropriate type of provision e.g., diploma.

### **CAREERS**

Careers guidance is provided by the R.Y.A.N Education Academy Personal Careers Advisor as well as working with a qualified Information and Guidance worker based on the school premises. There is also a well-resourced Careers Information Centre on-site which is available to all young people and by R.Y.A.N Education Academy who provides support and advice as well as organising additional visits by outside agencies, speakers and advisers in line with Visiting Speakers & Platform Policies. R.Y.A.N Education Academy supports the organisation of work experience for KS4 & KS5 Years young people. For College application, there is a supportive process i.e., University & Colleges Admissions Services (*UCAS*) which is organised by the Head of Years and is also a part of their ASDAN Youth Achievement Award Challenge '*Preparing for College.*' especially if they decide to move on after KS4.

### **ASDAN YOUTH ACHIEVEMENT AWARDS (OPTIONAL)**

A key element of R.Y.A.N Education Academy is about empowering young people to take their own initiative in their learning. The ASDAN Youth Achievement Awards is embedded in the curriculum to achieve this.

ASDAN is an educational charity that creates opportunities for young people to achieve personal and social development through the achievement of awards and qualifications, thus, to enhance their self esteem, their aspirations and their potential contribution to their community.

ASDAN Youth Achievement Awards encourages young people to take progressively more responsibility in selecting, planning, and leading activities that are based on their interests.

To achieve the award young people', must complete anything from a Bronze (60 hours) thorough to Platinum (120 hours) with responsibility increasing as they go up the levels. Young people' complete the Challenges Booklet alongside a portfolio with evidence of challenges/activities completed. Certificates are awarded following moderation.

The Awards recognise young people's achievements, encourages progressive responsibility and ownership of their learning. It helps encourage participation and social inclusion. It enables young people to enhance self-awareness and self esteem as well as develop communication skills and resolve differences by negotiation. This helps to understand and identify others, developing values and planning for the future.

The ASDAN Youth Achievement Awards encourages the R.Y.A.N Education Academy curriculum to be broader and deeper. Broader because it includes a wider range of learning experiences, experiences of different roles and situations which mirror those that we value in our society. Deeper, because it allows to nurture a greater understanding in young people, they need to understand themselves, their motivations, and goals in life and of the subjects and discipline they study.

### **TEACHING & LEARNING STRATEGIES**

A variety of teaching strategies are used to engage young people in the learning process e.g., ice breakers, gapped handouts, ideas storming, one to one support, On-line learning programmes, discussions, presentation, external agency intervention, websites i.e., YouTube, one-one guided learning, DVD's, books, questions, sensory integration, use of laptops and computers, verbal and written feedback.

Through teaching strategies and selected units and subjects in the curriculum it is our ethos to promote unity in diversity amongst all teaching staff and young people within the Academy.

### **PRIVATE STUDY**

Gifted and Talented young people have the provision for Private Study which includes use of the I.T. Suite computer facilities located on the school premises. The I.T. suite is booked specifically for private study young people and will be supervised during this period of study.

### **PHYSICAL EDUCATION AND GAMES**

The physical education / games programme involves the use of facilities at the Concord Youth Centre multi-gym, Sports Hall, Astro turf, for a variety of sporting activities. Each pupil, regardless of age, participates in a full Games programme on one afternoon of the week and where appropriate additional days are included in personalised timetables. The school also delivers the 'Cool Kids' Programme a regular exercise which aims to help your young people's development including paying better attention in class.

## **REVIEW**

The Curriculum Policy will be reviewed on a two-year basis

**The Disability and Accessibility Policy can be looked at alongside the Curriculum Policy.**

**Curriculum Policy Devised by: Headteacher and Heads of Education.**

**Policy – September 2024**

## **CITY & GUILDS**

### **Level 2 Diploma in Electrical Installations (Buildings and Structures) 2365-02**

- Health and safety in building services engineering
- 202 Principles of Electrical Science
- 202 Principles of Electrical Science
- 203 Electrical installations technology
- 204 Installation of wiring systems and enclosures
- 210 Understand how to communicate with others within building services engineering

### **Progression:**

- Level 3 Diploma in Electrical Installation (Buildings and Structures)
- Level 3 Diploma in Electrotechnology
- Level 3 Award in the Initial Verification and
- Certification of Electrical Installations
- Level 3 Award in the Periodic Inspection, Testing and Certification of Electrical Installations.

## **GCSE QUALIFICATIONS**

### **GCSE English Language**

#### **Component 1: Fiction and Imaginative Writing**

##### **Section A - Reading**

- 19<sup>th</sup> Century Extract –
- Identifying of implicit and explicit information within text
- Evaluating texts

##### **Section B - Imaginative Writing**

- Writing tasks are linked by a theme to the reading extract.
- Different aspects of the theme will be reflected.
- One of the writing tasks will provide two images that students can use to help them generate ideas for their independent narrative writing.
- Students can write a response that draws on just one or neither of the images.

## **Component 2: Non-Fiction and Transactional Writing**

### **Section A - Reading**

- Two unseen non-fiction extracts, from 20<sup>th</sup> and 21<sup>st</sup> century texts.  
*(One of these texts will be literary non-fiction)*
- The word count across two extracts will be approximately 1000 words.  
*(The minimum length of extract will be 300 words)*
- Questions will be on Text 1, followed by Text 2.  
*(There will be a mixture of short and extended response questions on the extracts)*
- Students' ability to evaluate and synthesise across two texts will be assessed in a separate question.
- Final question of this section requires students to compare the writers' ideas on how they are presented in the two texts.

### **Section B - Transactional Writing**

- Writing tasks are linked by a theme to the reading extracts.
- It is possible for the same form (for example a letter, an article, report or speech) to be present on both tasks in the same paper but with a different focus and / or audience.

## **GCSE MATHS – 9-1**

- Number, Decimals and Rounding, Fractions, Reciprocals, Using a calculator
- Percentages, Ratio and Proportion
- Algebra 1 & 2, Sequences, Inequalities & Equations
- Graphs 1 & 2, Linear Equations & Inequalities
- Formulae, 2D Shapes
- Angles 1 & 2, Polygons, Perimeter and Area of 2D Shapes
- Circles, Constructions and Loci
- 3D Shapes, Transformations, Pythagoras-theorem
- Measure, Collecting and Recording Data
- Processing, Representing and Interpreting Data - Tables, Charts & Graphs
- Averages and Range, Line Diagrams and Scatter graphs

- Probability
- Areas of Compound Shapes
- Volume & Surface Area
- Multiplicative Reasoning

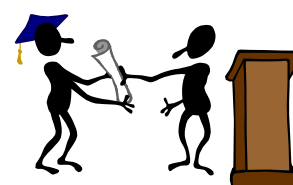
**Personal Development / Life skills units have been designed and developed to meet the young people’ personal, social and health education needs.**

**OPEN COLLEGE NETWORK WEST MIDLANDS (OCNWM) PERSONAL DEVELOPMENT ACCREDITATION**

**Developing Interpersonal Skills**

**Areas Covered:**

- Personal Strengths and Abilities
- Time Management
- Managing Stress
- Constructive and Destructive Criticism
- Confidence and Self-Esteem
- Body Language
- Assertive, Passive and Aggressive Behaviour



**Improving Assertiveness and Decision-Making Skills (Optional)**

**Areas Covered:**

- Opinions, Confidence and Assertiveness
- Decision Making / Choices
- Rights and Responsibilities
- Negotiation Skills
- Benefits of Assertiveness

**Personal Career Portfolio**

**Areas Covered:**

- Personal Abilities, Qualities, Knowledge and Skills
- Completing Job Application Form
- Letter of Job Application
- Personal Profile
- C.V writing
- Relevancy, Accuracy and Validity of Information
- Personal Goals / Action Plan
- Portfolio Building

## **Recognise and Dealing with Bullying**

### **Areas Covered:**

- Bullying
- Forms of Bullying
- The Victim
- Affects of Bullying
- Emotions
- Self-Esteem
- Interventions / Sources of Help and Support

## **Customised Units: (Optional)**

### **Beliefs and Values**

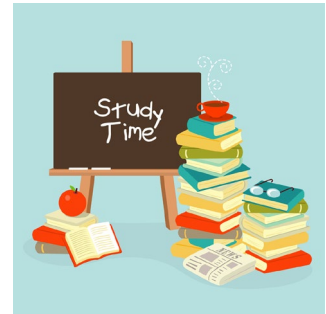
#### **Areas Covered:**

- Vision and Purpose
- Values and Beliefs
- Principles and Perception
- Behaviour and Conflict

### **Knowing oneself**

#### **Areas Covered:**

- Concept of Personal Development
- Relationships and Interaction
- Personality
- Personal Qualities and Skills
- Success – achieving against the odds



## **P.S.E**

- Unit 4 – Personal Finance
- Unit 5 – Emotional Well Being
- Unit 9 – Relationships, Behaviour and Practices in the Workplace
- Unit 12 – Introduction to Diversity, Prejudice and Discrimination

## **FUNCTIONAL SKILLS QUALIFICATIONS**

### **Functional Skills English**

#### **Areas Covered:**

- Writing Skills
- Punctuation and Grammar
- Reading

- Speaking and Listening
- Spelling

### **Functional Skills Maths**

#### **Areas Covered:**

- Probabilities
- Whole Numbers
- Area & Perimeter
- Decimal and Percentage
- Handling Data
- Ratios
- Shape, Measure and Space
- Numbers and Measures
- Graphical Presentation of Data



### **Digital Functional Skills ICT**

- Area 1 - Using Devices and Handling Information
- Area 2 - Creating and editing
- Area 3 – Communicating
- Area 4 – Transacting
- Area 5 - Being safe and responsible online



### **Functional Skills ICT**

#### **Areas Covered:**

- Database
- Spreadsheets
- Presentations
- Managing Files
- Internet
- Images
- Word-processing

### **ONLINE EDUCATION**

- BKS<sub>B</sub> (*online GCSE & Functional Skills assessment with diagnostic reports*)
- Accelerated Reader & Rhino Reader (*Reading assessments, Diagnostic reports & Book Quiz*)
- DoodleLearning Suite



## **ASDAN - Youth Achievement Award - Bronze (non-accredited)**

### **Areas Covered:**

- Work Experience
- Healthy Lifestyle
- Drugs and Alcohol
- Nutrition
- Individual Presentations
- Preparing / Cooking a Meal



### **NON-ACCREDITED LEARNING**

- Equal Opportunities
- Personal, Social Education (PSE)
- Youth Achievement Award – Bronze
- **Career Development & Employability**



#### **Learning Outcome 1**

Understand what is meant by "employability" and "career"

#### **Learning Outcome 2**

Know how own skills, qualities and attitude relate to career choice and employability.

### **LIFE SKILLS**

Work Experience  
Healthy Lifestyle



### **PHYSICAL EDUCATION**

Boxercise  
Gym Fitness & Training  
Table Tennis  
Volley Ball  
Kick Boxing



### **ENRICHMENT ACTIVITIES**

Right Trax  
Creative Arts  
Day trips, visits and residential (*Optional*)

## **OFF-SITE CURRICULAR ACTIVITIES**

### Highgate Community Fire Station

- Day in the Life of a Fire Fighter
- First Aid Awareness
- Demonstration – Road Traffic Accident (RTC)
- ENGAGE (Life Skills Programme) Nechells Fire Station



## **INDIVIDUAL SUPPORT**

- In-House - Personal Careers Adviser
- Individual Development Plans, Tutorials
- Accelerated Reader
- Toe by Toe Reading Programme
- Rhino
- National Literacy Trust
- Universities and Colleges Admissions Service (UCAS)

