

# Key Stage 4 & 5

## Information Booklet



## Our Vision:

*‘Creating a Community of Lifelong Learners’*



## Our Mission:

At Woodfield School we provide a secure, enjoyable and stimulating place to learn where our pupils feel proud of what they have achieved. We have a curriculum that is practical and engaging where teachers have high expectations that challenge and meet the needs of our pupils in this multicultural school. We develop skills for independence in preparation for an active role in society and we maintain close contact with home, making parents and carers feel welcome in school enabling them to play a part in the education of their children.

## Curriculum Intent:

To create stimulating and aspirational learning experiences that prepare all students for adulthood.

- To prepare our pupils for life after Woodfield School so that they can live full, purposeful, and meaningful lives.
- To prepare our pupils for adulthood.
- To offer a comprehensive approach to education.
- To ensure the curriculum is steeped with a strong social, moral, spiritual, and cultural dimension which acknowledges and celebrates our community.
- To ensure the curriculum is relevant, purposeful, engaging, and exciting.
- To promote healthy and safe lifestyles.
- To develop employability skills: Gatsby Benchmark, CDI framework and Skills Builder.
- Help students achieve accreditations that enable them to secure college and internships places.
- Help students with Transitions.

## Implementation:

### Curriculum Structure & Design

KS (Key Stage) 4 and 5 curricula have been merged into a five-year rolling programme.

The key features of the curriculum are:

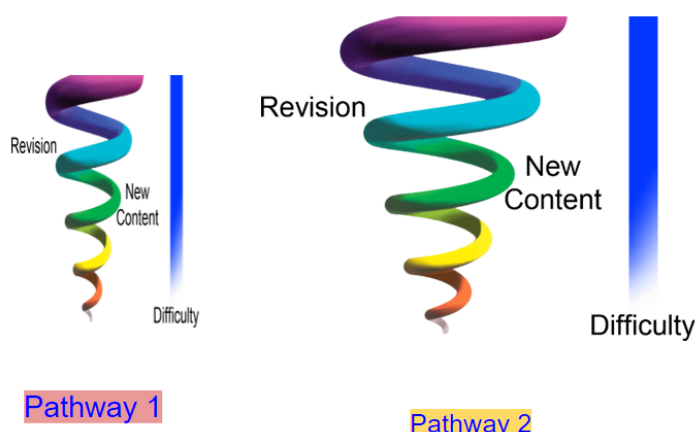
1. Two Spiral pathways (extending to three)
2. EHCP needs and PFA areas are taught as subjects.
3. Gatsby incorporated: Fifteen foci over five years: Careers Development Framework
4. Employability skills: Careers, Enterprise and Work experience
5. Accreditations.
6. SMSC and Safety: Statutory PSHE, Assemblies, Workshops, therapies, and PBS.
7. Cultural Capital: Enrichment, Creative art, Assemblies, Fairs and Community Sports.
8. Individualised curricula offer
9. PFA pupil portfolios: Mapping Aspirations to needs while achieving Equality in Diversity.
10. Transitions

## 1. Spiral pathways

We currently have two pathways and are planning to introduce a third pathway. Pathway one is geared towards pupils with SLD while pathways two towards the needs of pupils with MLD. However, the pupil can access different pathway curricula based on their needs.

In the academic year 2022-2023, we aim to have three pathways, two for students with SLD and one for students with MLD.

PFA based two spiral pathways increasing in breadth and depth of the content. Due to overlaps it allows easy transitions between them and helps make personalised curriculum for pupils by adapting to their needs.

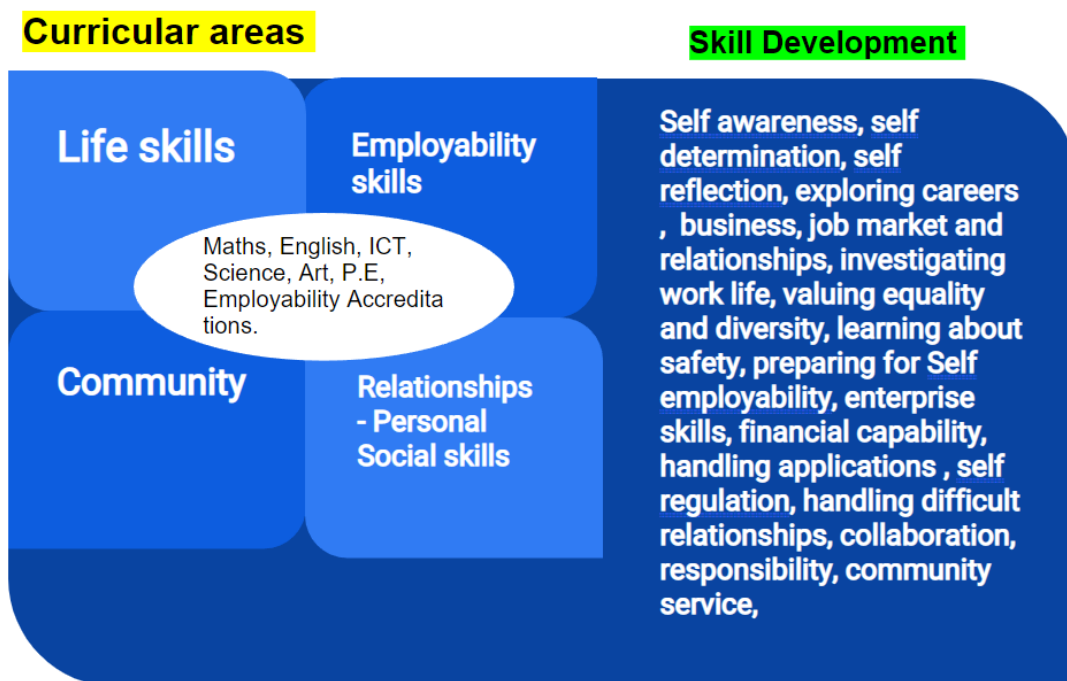


### Example of spiral pathways

<p>Pathway 1 (Living My Life)</p> <p>(Focus on Life and independence skills)</p> <p><b>Communication:</b> Focus on Speaking and Listening. Alternative and augmentative communication through symbols, tablets, grid programmes. Functional reading for everyday life. Functional Writing for everyday life</p> <p><b>Cognition:</b></p> <p><b>Maths:</b> Application of Number, time and Money skills to basic life skills.</p> <p><b>Science:</b> Safety with electrical appliances, first aid, growing &amp; taking care of house plants,</p> <p><b>ICT:</b> To overcome barriers to communication, writing, etc.</p>	<p>Pathway 2 (Independence and Employment)</p> <p>(Focus on Life skills &amp; supported vocational skills)</p> <p><b>Communication and English:</b> Focus on conversation skills, negotiation, debate, presentation Reading and writing embedded into the wider curriculum English accreditations</p> <p><b>Maths:</b> Application of Number, time and Money skills to life skills &amp; Vocational Skills. Accreditations</p> <p><b>Science:</b> Application to basic vocations such as Horticulture, plumbing, painting, Carpentry, DIY projects.</p> <p><b>ICT:</b> As a means of wider communication, and using online shopping, etc.</p>
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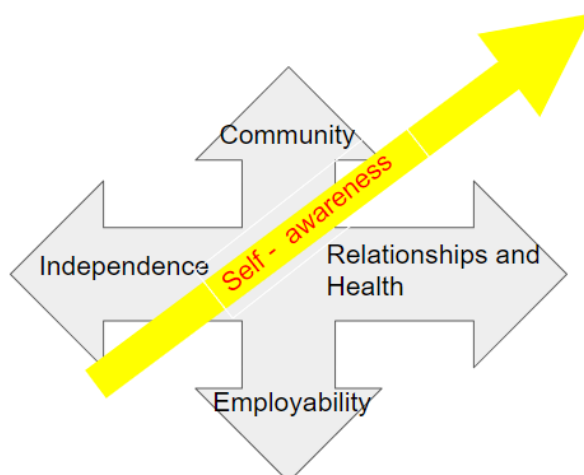
## 2. EHCP and PFA areas are merged and taught as subjects.

The curriculum is based on EHCP need areas and PFA incorporating subjects such as Life skills, community, Vocational Education, Careers and core subjects like Maths, English and science.



### EHCP targets, PFA areas and Careers education are linked and incorporated into the curriculum?

PFA areas are cross linked with EHCP needs areas. So our subjects : Cognition, Communication and Social, emotional and Health(PSHE) are cross linked with Life skills (Independence), Community, Vocational education (employability).



The 17 themes from Careers Education are woven throughout all the subjects as focus for the term. E.g pupils learn about self-awareness in all lessons such as in Life skills, relationships, etc.

### 3. Gatsby incorporated: Fifteen foci over five years from Careers Development Framework.

The five-year rolling programme is divided into fifteen foci, which are taken from the Careers Development framework. The foci weave through all the subjects helping our students generalise soft skills such as respect, reflection, enquiry, collaboration, etc. This enables our learners to develop the skills required to live an independent life as much as possible after leaving Woodfield.

**Fifteen foci throughout the five-year rolling plan. Each term has a focus and builds upon them as they progress through school. (CDI Framework: Careers, employability and enterprise education.)**

The focus is woven throughout the curriculum for the term so it helps pupils to consolidate skills and knowledge and prepare them for Adulthood.

	Autumn term	Spring Term	Summer Term
Year one	Who am I? - <b>Self awareness</b>	Self Determination - <b>My Future</b>	My roles and responsibilities – <b>Self-improvement as a learner.</b>
Year two	What's out there? - <b>Compare different types of careers- apprenticeship, instant fame, training regimes, etc. Map your own skills.</b>	What satisfies me? - <b>Personal, social, economic satisfaction and their interrelatedness.</b>	Investigate business models and Labour market- <b>pupils compare where ex-students have gone, they gather information from Newspapers, career fairs, etc and learn about how benefits are affected by jobs and understand how jobs provide a holistic approach to life.</b>
Year three	Equality, Diversity and Inclusion- <b>in terms of friendships, family, employment, school life, and wider community</b>	Safe and Healthy practices. - <b>relationships, at work, online and in the community.</b>	Making decisions and preparing for employability: <b>Pupils discuss their decisions with family and learn how to provide evidence of their skills as mentioned in their CVs</b>
Year four	Taking Initiative and showing Enterprise	Developing Financial capability:	Identifying opportunities and carving own pathways.
Year five	Planning and deciding.	Handling applications and selections.	Managing changes and transitions.

The subjects we offer are:

<b>Pathway 1</b>	Communi- cation	Cognition: Maths, Computers, problem solving.	Life skills	Enterprise	Work Experience		Community	Statutory PSHE	Myself: Thematic PSHE	Enrichment	Creative Art	P.E.
<b>Pathways 2 &amp;3</b>	English	Maths, Science, ICT	Independent Living	Enterprise	Work experience	Careers	Community	Statutory PSHE	Myself: Thematic PSHE	Enrichment	Creative Art	P.E.

The subject H.O.Ds collaborate to draft their Schemes of Work, related to the termly focus from the CDI framework. This enables cross linked learning for better understanding, retention, and generalisation. The teachers are then asked to adapt the schemes of work to their pupil EHCP and PFA needs which are reflected in teacher's planning.

Examples of Schemes of Work and teachers planning are available.



## 4. Employability skills: Careers and Work experience:

Careers and Work experience has been heavily invested in the timetable as we acknowledge its need in developing PfA and employability skills. The current curricular offer is as follows:

### Careers Education

Careers	Enterprise Model	Work experience
PW 2 & 3: Theoretical aspects from CDI framework.	All pathways run an Enterprise. These are chosen by the tutor based on the pupil needs.	Is mapped to individual pupil's aspirations and needs.
PW 1: Skills from CDI are embedded cross curricular.	PW 1: Focusses on Social, communication, cognition and Life skills.	1. In-school work experience
	PW 2 and 3: Focus on collaboration, Leadership, Enterprise and accounting skills.	2. Community model work experience: At a farm.
		3. Community work experience.

We aim to gradually move each student towards Independent Community work experience. Travel training is currently a part of Work Experience and Life skills.



In - School Work experience	
KS 4	KS 5
Health and Beauty	Health and Beauty
Catering : Woodfield	Catering : At TVS
Computing	Computing
	Librarian
	Music and Media
	Administration: Receptionist
	Sports Leadership.

Community Work experience - For KS 4 and 5.	
In the community	At a farm
Red Brick Café	Horticulture
<a href="#">Sufra</a> Garden Centre	Animal Care
	Vehicle Maintenance
	Site Maintenance
	Eggs Business.



## 5. Accreditations

All students work towards an accreditation that will enable them to gain entry onto the college course of their choice when it is time to leave Woodfield.

For the 2021-22 academic year, students in KS4 and 5 will be completing the following accreditations.

	Pathway 1	Pathway 2
<b>Maths</b>		OCR Entry Level Certificate AQA Entry Level Certificate Pearson Functional Skills Level 1
<b>English</b>		AQA Entry Level Certificate AQA Functional Skills Level 1
<b>Science</b>		AQA Entry Level Certificate
<b>PE</b>	OCR Entry Level Certificate	OCR Entry Level Certificate
<b>Art</b>		AQA Unit Award Scheme
<b>ICT</b>		OCR ITQ Level 1
<b>Vocational Education</b>	AQA Unit Award Scheme (Pilot Summer Term 2022)	AQA Unit Award Scheme (Pilot Summer Term 2022)

Pathway 1 students who demonstrate the ability to complete a Pathway 2 accreditation, will be put forward to do this on recommendation from their class teacher and the Head of Department.

The following Pathway 1 accreditations are being reviewed to be implemented in September 2022.

- OCR Life and Living Skills



## 6. Statutory PSHE, workshops, Therapy and PBS.

We have retained the statutory part of PSHE as it forms the backbone of safety and PfA Skills. Research has shown that pupil well-being and safety can be achieved by teaching key skills in lessons. We provide a spiral curriculum in statutory PSHE which can be individualised to pupil needs. The curriculum is also aided by bespoke workshops based on pupil needs and understanding. Our Therapy and PBS teams liaise with the teachers who then incorporate the therapy targets such as self-regulation into the planning or pupils attend intervention programmes. School Council and Student mentors programme is being re-established this year (2021-2022).

### Statutory PSHE

Autumn term	Spring term	Summer Term
SMSC, respecting all religions, Anti-bullying and Gang culture.	RSE	Health and Hygiene, including drugs and county lines.
Curriculum on Safety runs throughout the year with assemblies and external workshops on Internet Safety, Sexual abuse, PREVENT, and Gang Culture.		
Voluntary contributions to communities and respecting communities/religions are cross linked across subjects and assemblies throughout the year.		

## 7. Cultural Capital: Enrichment, Creative art, Community Sports, Fairs and Assemblies

To raise the cultural capital, increase community interaction and help our students understand the world around them, the curriculum incorporates Enrichment, Creative art, community sports, Fairs, community visits and Assemblies.

Assemblies: Pathway 1 & 2 have different assemblies with the same focus but pitched at different blank levels. The assemblies provide an opportunity to learn about different types of religions, communities, history and people around us while respecting common values such as respect, kindness, etc. They also provide a chance to tutor groups and individual pupils to present their own themes, hence promoting PfA skills. Assemblies form a big part of celebrating individual and group achievements.

Fairs: Students hold a Christmas and Summer fair, which are facilitated through their Enterprise lessons. We invite our Local community and parents to raise self-esteem and develop PfA skills in our learners. The money raised is shared between community donations, class celebrations and school resources.

### Enrichment Texts

	Autumn	Spring	Summer
<b>Year one</b>	The Lion, the Witch and the Wardrobe	Waving Flag	Hidden Figures
<b>Year two</b>	A Christmas Carol	Noughts and Crosses	I am Malala
<b>Year three</b>	Carol The Diary of Anne Frank	Treasure Island	Freedom at Midnight Speechless:
<b>Year four</b>	The Diary of Anne Frank The Help	The Boy at the back of the class	Kate Darbishire
<b>Year five</b>	Percy Jackson	Twelfth Night	Biographies

Enrichment: Five year rolling programme.

Creative Arts Project: All classes get a term of Music, Drama or Art to collaborate and contribute to a project or performance.

### Creative Art Projects

Where all classes come together to learn about combined arts disciplines and contribute to an end of year performance.

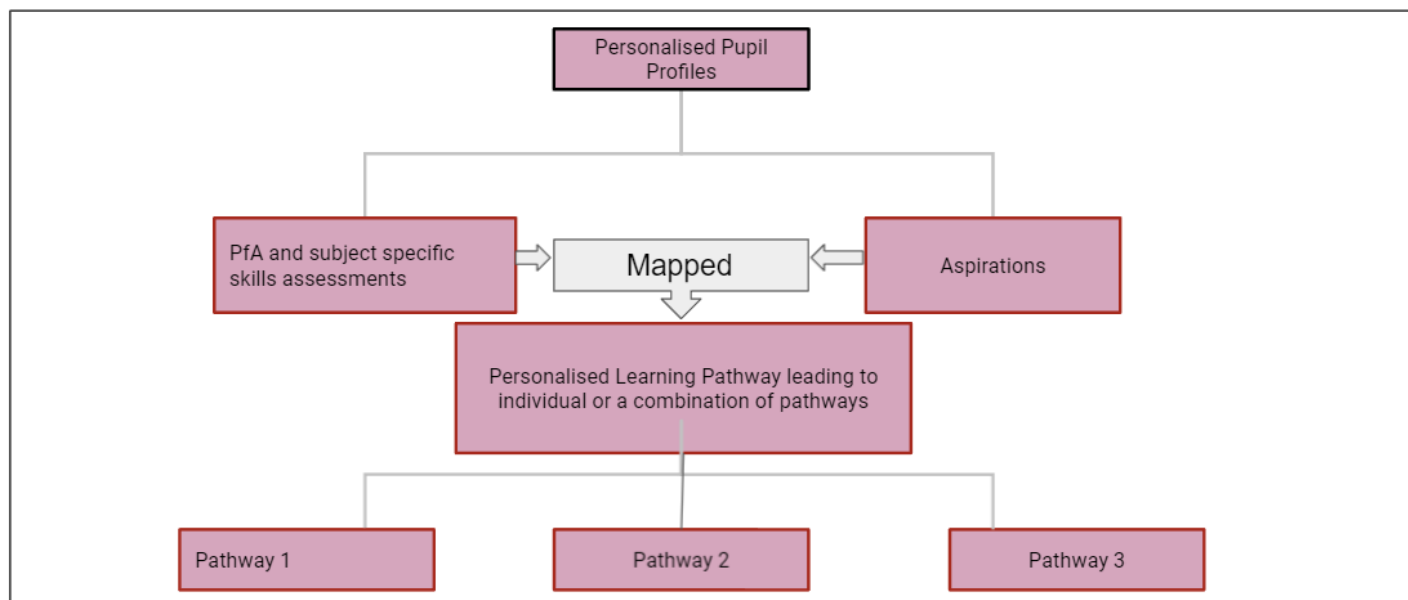


### Community Sports

KS 4	KS 5
<p>Middlesex FA SEN Leagues: 3 different teams; Upper School, Girls and Championship.</p> <p>Swimming at Barnet Cophall</p> <p>School based sports.</p> <p>Harrow BMX Bike Trip Pupils go to Harrow BMX Track for riding and coaching.</p>	<p>Swimming at Aspire</p> <p>The Duke of Edinburgh's Award</p> <p>School based activities</p> <p>Gym sessions at Barnet Cophall.</p>

## 8. Individualised Curricula offer

As mentioned, our pupils can access different parts of the curriculum from more than one pathway. The following table shows how we choose which pathway our students belong to.



Though usually pupils follow the same pathway as decided in KS 3, some start accessing parts of a curriculum from a different pathway based on their assessments and needs. Examples of teachers adapting their planning from pathway 1 and pathway 2 schemes are available.

**After mapping skills and aspirations, we offer either a single pathway or a combination of pathways.**

**Example: Pupil has a wide range of needs that cannot be met by a single pathway.**

Social skills: well-mannered and loves talking to adults. Does not know how to be polite to people of same age.

Speaks in two-word sentences.

Struggles to read three letter words.

Beginning to add within ten.

Loves routines and loves hands on activities.

Follows safety rules when out in the community or in the kitchen.



### Curriculum offer

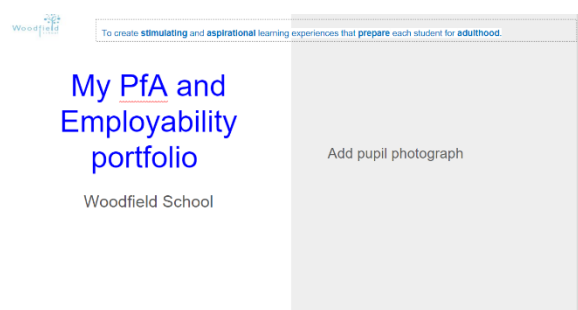
This student though fits into pathway 1 curriculum for classroom lessons, the pupil can take part in supported work experience in a cafe in the community from pathway 2 curriculum.

The pupil's timetable would be from pathway 1, but certain flexibility will be allowed to facilitate higher learning opportunities and raise his self-esteem.

This wide range of needs and Individualised learning opportunities offered should be part of PfA pupil portfolio.

## 9. Preparation for Adulthood Portfolio

Our whole curriculum revolves around Preparation for Adulthood, and we have introduced a Pupil, PfA portfolio which facilitates enhanced communication between our teachers, pupils, parents and families to help map out realistic Vocational and future aspirations based on family perceptions, aspirations and realistic needs. This also helps us strengthen the tutor and parent bond which helps in laying the foundation of Vocational work experience and choices. This portfolio will be held centrally, and each pupil will have a paper copy. This portfolio will be a complete set of documents discussed and achieved by the student and will aid in Transitions. The work on pupil portfolio will be initiated in EHCP/Annual review meetings.

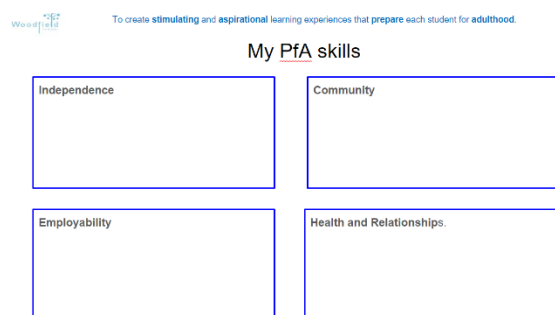


Woodfield School

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**My PfA and Employability portfolio**

Add pupil photograph

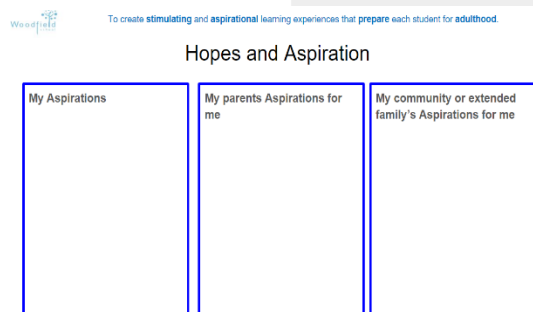


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**My PfA skills**

Independence	Community
Employability	Health and Relationships.

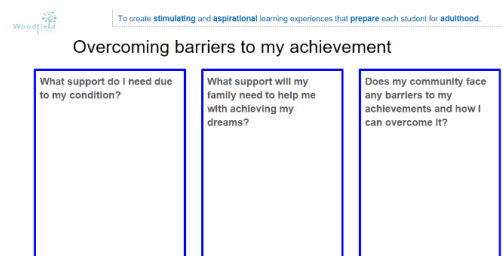


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**Hopes and Aspiration**

My Aspirations	My parents Aspirations for me	My community or extended family's Aspirations for me
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Woodfield School

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**Overcoming barriers to my achievement**

What support do I need due to my condition?	What support will my family need to help me with achieving my dreams?	Does my community face any barriers to my achievements and how I can overcome it?
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## 10. Transitions

We are partnered with Prospects, an independent body which helps our students, and their parents understand what is available outside Woodfield after year 11 and beyond. We cover a lot of Transition topics related to changes, in our curriculum, for example workshops on Supported Internships, jobs that are available out there, types of businesses in the local market, etc.

We are also seeking the benefit of a free Boost Plus programme, which is an exciting activity-based project funded by the GLA ESF that will help improve pupil wellbeing, identify their career pathway, access fun activities and help them succeed in education and training. This is a 15-month programme and continues to provide be-spoke support and resilience training to our leavers, even after they leave Woodfield. We plan for an alumni meeting this year.

We actively work with parents in helping them understand our curricular offer and what are realistic aspirations for their child, especially in terms of Vocational Aspirations. Moving forward we endure to bridge the gap between prospective employers, students, their families, and educators.

## Impact:

# How will we know that we have met our Intent?

We had set out to achieve the following intent:

**‘To create stimulating and aspirational learning experiences that prepare all students for adulthood.’**

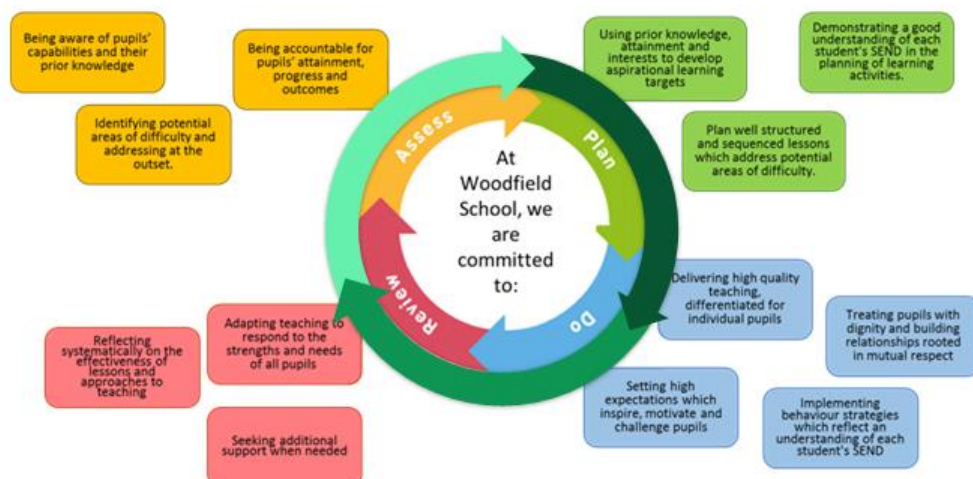
- To prepare our pupils for life after Woodfield School so that they can live full, purposeful, and meaningful lives.
- To prepare our pupils for adulthood.
- To offer a comprehensive approach to education.
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- To ensure the curriculum is relevant, purposeful, engaging, and exciting.
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- To develop employability skills: Gatsby Benchmark, CDI framework and Skills Builder.
- Help students achieve accreditations that enable them to secure college and internships places.
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## We will know if our Curricular Intent has been met by

- 1) Quality Assuring the Learning and Teaching Cycle
- 2) Pupil achievements: Achieving Milestones and Accreditations set by the tutors.
- 3) Smooth Transitions and living a meaning full life after leaving Woodfield.

### 1) Quality Assuring the Learning-Teaching Cycle.

#### Teaching, Learning & Assessment Cycle:





SLT: Write the termly and weekly foci for the curriculum from the CDI framework. H.O.D.s collaborate to translate it into Schemes of work for their subjects, allowing cross linking for better understanding, retention and generalisation of skills.

The Schemes are again quality assured by SLT and sent out to teachers.

Teachers incorporate the EHCP and PFA targets into the six weekly planning while adapting the Schemes of work to suit their class needs. Teachers need to show differentiation within different subjects. Teachers are free to adapt schemes from different pathways to show individualised pupil curriculum.

SLT and HODs monitor planning and delivery.

HODs monitor accreditation planning and teaching.

Intent	How do we measure?
1) The curriculum revolves around Preparation for Adulthood.	<p>SLT Quality Assure that the CDI framework termly foci are reflected in Schemes of work written by H.O.Ds.</p> <p>SLT and H.O.Ds Quality Assure that teachers adapt the Schemes of work to their planning and teaching.</p> <p>SLT quality assures that EHCP/Pfa targets are incorporated into planning.</p>
2) The curriculum is steeped with a strong social, moral, spiritual, and cultural dimension which acknowledges and celebrates our community.	<p>Quality assure the PSHE policy, Assembly, Enrichment curriculum and their adaptation in planning to suit class needs.</p> <p>The number of student behavioural incidences reduce.</p> <p>There is an increase in pupil's values and self - esteem.</p>
3) To offer a comprehensive approach to Education	<p>Quality Assuring the comprehensive nature of the curriculum through Challenge partners.</p>

Lesson observations, frequency of behavioural incidences, mental Health concerns, speaking to pupils and teachers lead to Individual teacher training or support.

The monitoring and teacher training process go hand in hand and is a continuous process.

## 2) Pupil achievements:

This year, Ho D's have created Milestones for their subjects as a means of measurement. Milestones are a set of broad yet measurable subject specific targets. Where appropriate targets from accredited subjects have been adapted as milestones. As this is the initial phase, some HOD.s have written milestones only for the termly curriculum.

These Milestones are arranged in a hierarchical manner and allow for in depth learning ranging from level of prompting, fluency, maintenance and generalisation.

This kind of assessment system would allow the pupil to either move up a skill or work in depth on the same skill. Teachers can decide what kind of target is most suitable for their pupils.

	Level of Prompting	Fluency	Maintenance	Generalisation	Percentage
I can identify coins of all denominations.	5/10	2/10	1/10	2/10	25%
I can identify notes of all denominations.	4/10	4/10	7/10	5/10	50%
I can exchange coins within £1.					
I can exchange money within £5.					
I can exchange money within £10.					

The Lateral system was used for pathway one and now we have merged the hierarchical system and the lateral system. In pathway 1, research had shown that 55% of progress was outstanding but we need to figure out through trial what will constitute outstanding progress in pathway 2.

Teachers baseline and choose targets from the milestones. This also helps to choose the most appropriate accreditation for each pupil.

Evidence for learning is collected on the EFL app on iPads and this helps in moderating the validity of the teacher given scores against the evidence of learning. We need to train our pathway 2 teachers in scoring, annotating and moderating the scores.

We have incorporated Skills builder essential skills targets in our assessment system for Vocational Education.

A guide to how to score prompting, Fluency, Maintenance and Generalisation.

## 1. Mapping and Assessing Pupil Progress

**Prompting:** How much support is needed

from dependent		Prompting						to independent	
Learners complete tasks independently.									
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.			The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.			The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.	
1	2	3	4	5	6	7	8	9	10

**Fluency:** Is the skill performed smoothly and at speed?

from approximate		Fluency						to accurate	
Learners reach a level of mastery combining speed and accuracy.									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learners performance is increasingly purposeful and coordinated but it is not yet sufficiently accurate to effectively accomplish the task.			The skill, is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10

**Maintenance:** Can the student still perform the skill after a break?

from inconsistent		Maintenance						to consistent	
Learners maintain competency over time through repetition. They remember how to do the task after a break.									
The skill has been observed on single occasions only.		The skill is observed on more than one occasion but only intermittently.			The skill is reliably repeated but may need refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break.	
1	2	3	4	5	6	7	8	9	10

**Generalisation:** Can the student still perform the skill with varying context, resources

from single context		Generalisation						to many contexts	
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.									
The skill is demonstrated in a single setting or context with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is frequently, but not consistently demonstrated in different settings or contexts, with different stimuli or materials or with different staff.			Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	
1	2	3	4	5	6	7	8	9	10

Intent	How do we measure?
4) Most of our students have improved from their starting points in Preparation for Adulthood targets. These targets are part of their Annual Review targets and the progress is captured by Milestones.	<p>Measuring EHCP/PfA targets,</p> <p>Measuring milestones and progress on Skills Builder.</p> <p>Skills Builder captures employability skills: Communication skills, Creative problem-solving skills, Self-management skills and Collaboration skills</p>
5) Most pupils are living a Healthy Lifestyle.	<p>Most students have good mental health, and the number of cases with poor mental health reduce.</p> <p>Attendance due to health concerns improves.</p> <p>Parents are happy with the lifestyle choices of their children, captured in AR meetings.</p>
6) Pupils develop Employability skills	<p>Pupils make progress on Essential skills captured by Skills Builder.</p> <p>Quality assure that the school has delivered the eight GATSBY benchmarks.</p>
7) Students achieve accreditations appropriate to their levels.	<p>Most students achieve the accreditations that they were working on.</p> <p>H.O.D.s regularly monitor formative assessments on accreditation.</p>

### 3. Smooth Transitions and living a meaning full life after leaving Woodfield.

Intent	How do we measure it?
8) Most of our students are living a meaningful life after leaving Woodfield.	Qualitative data gathered from Shaw Trust ( from the Mentors working with our Leavers) shows that our pupils are continuing to learn and live a meaningful life.
9) Students have a smooth Transition	Most students secure the placements that were chosen after mapping their skills and can have a smooth transition either to college or place of work as agreed by parents and the student.