



## Curriculum and Assessment

<b>DATE CREATED</b>	July 2025	<b>DATE OF NEXT REVIEW</b>	July 2026
<b>POLICY OWNER(S)</b>	Director of Adult Learning, Deputy Head of Sixth Form		
<b>DESIGNATION</b>	Sixth Form		

<b>Purpose of policy</b>	St Elizabeth's Sixth Form is committed to providing a high quality learning environment which ensures all our students receive the best possible learning experience while maximizing learner outcomes.
<b>Intended audience</b>	All staff working in Sixth Form
<b>Links to other policies</b>	Admissions Policy

## Curriculum and Assessment Policy

### 1. Purpose of Policy

This policy aims to provide clear guidance and intent on the fundamental principles of the curriculum. It ensures that staff, families, and our students understand the underlying principles of the curriculum. We are ambitious in our endeavor for all students to experience the highest standards of education so that they are equipped with the skills, knowledge and experience needed to live life to the full.

### 2. Scope

The curriculum is designed to meet the complex needs of individual young people reflecting St. Elizabeth's Centre's ethos, vision, mission and values. The curriculum is designed to prepare young adults for the next stage of their lives, whether this is further learning, work, volunteering or living in the community. The individualized, person centred programmes of learning are developed using a framework of learning 'Pathways'.

### 3. Curriculum Pathways

In **Pathway 1** we empower lifelong learners to enquire about and apply a range of transferable life skills that enhance independence, communication, problem solving, resilience and self-advocacy. These skills and qualities prepare our learners for the world of work, social enterprise experiences and enhance confidence to live to their level of independence in their communities, accessing the world around them. They become critical thinkers who will question and research aspects of the world around them, including that of their future aspirations to plan their roadmaps to success. Intertwined throughout our curriculum, learners will receive therapeutic support in the form of both therapy sessions and in class intervention to ensure our learners can maximise all aspects of their life goals.

In **Pathway 2** learners can actively influence and shape their future aspirations. We enable them to feel empowered to explore a range of opportunities to have good knowledge of their choices, actively promote their rights and make informed, explicit decisions based on their best interests. Through our broad and balanced curriculum, learners develop the knowledge and skills to live to their level of independence in their communities, accessing the world around them, including external work opportunities, events and social enterprise projects. Confident in using their voice through the appropriate form of communication in both internal and external experiences. To allow learners to realise their true ambitions, fostering independence and maximising their self-belief. Intertwined throughout our curriculum, learners will receive therapeutic support in the form of both therapy sessions and in class intervention to ensure our learners can maximise all aspects of their life goals.

In **Pathway 3** we recognise and support the development of our learner's unique identity as individuals who can actively influence and shape their world. We enable them to feel empowered to know their choices, understand their rights and make informed decisions based on their best interests and aspirations. Learners will have awareness of what they can access in the world around them, giving them holistic experiences that they can return to. They will be confident in using their voice through the appropriate form of communication in both internal and

external experiences. To allow learners to realise their true ambitions, fostering independence and maximising their self-belief. Embedded throughout our curriculum, learners have therapeutic support in the form of both therapy sessions and in class intervention to ensure our learners can maximise all aspects of their life goals in a low arousal, sensory approach. Provision for the ablest learners develops independent living skills; provides work related learning and work experience opportunities; and focuses on relevant English, mathematics and ICT skills. For learners with the most complex needs, the curriculum design ensures learners access provision with therapy at its heart. Independent communication, early mathematics, ICT, health and wellbeing and the arts are an integral part of the holistic programme, which we aim to deliver in a low arousal setting. For all learners, we also offer a range of, vocational learning and where appropriate work placements. We also have many community links that provide a range of opportunities for vocational learning and leisure activities.

External accreditation underpins but does not drive the curriculum.

Staff ensure that learning is fun, innovative, and creative to challenge and stretch learners to make at least good progress across the provision. We have a full enrichment programme which is reviewed annually and links very closely to each learner's targets; but equally as important to enable them to access real life situations, for example: going to the theatre, having lunch out at the pub, having new experiences such as travelling shows, which encourage interaction, the building of confidence, becoming more self-assured, team work and developing peer relationships in a vibrant and exciting way.

#### **4. The Curriculum Offer**

Within each pathway, delivery is mapped through cycles of learning. There are four cycles in an academic year each following specific themes.

Every cycle is designed to last over a 9 week period, containing a main theme that runs through each subject area for pathway 1 and outcome area for pathways 2 and 3. Through each cycle, we have a 3-stage process of learning. In the first few weeks, learners embark on the new concepts and experiences within the classroom setting and wider environments around the centre. In the middle weeks of the cycle, learners take part in a simulated experience of applying skills gained around the centre in the various vocational settings. In the latter weeks of the cycle, learners then apply their skills in a real world external experience.

Pathway 1 has a carefully planned, bespoke and purposeful curriculum where subjects have been meticulously designed to deliver breadth and depth in essential learning and transferable life skills. There is a strong emphasis on strengthening the building blocks of independent learning, with a particular focus on learning skills. The curriculum is delivered using a range of strategies, with a clear balance between learning in the classroom and the transfer of skills to other external learning opportunities. For each subject, schemes of learning for every cycle are set out in a framework of skills progression that underpins the topic area. This can then be adapted for the needs of individuals and class groups. For example, our literacy schemes of learning will layout the core skills that are expected to be gained over the nine-week cycle. These are then enhanced and made more challenging as the cycles progress throughout the

academic year. The topic area to discover is then the driver for these skills to be gained. Our curriculum is rich in vocational experiences including horticultural, art and music provision within our centre as well as regular shopping trips, external work experience, social enterprise projects and further education events.

Our own bespoke, 'Preparing for Adulthood' subject focuses on independence and work skills, and are a core part of the curriculum. This is delivered through a range of practical and functional activities both inside the classroom and outside. Our schemes of learning for this follow a three-part structure of theory-based learning of work skills, simulated activities with guided practice on work skills, ending in a real world work experience or social enterprise opportunity to apply such skills.

Pathway 2 learners will apply skills in real-world experiences which will include a range of work experience schedules and trips, visits from organisations and opportunities to take part in wider community events.

An individualised, personal approach of curriculum-based targets informs the learning that takes place, how this happens and why it is important. Through assessing individual needs, we use bespoke approaches and consistency with schedules/timetables while actively always assessing needs. We follow a practical curriculum model which uses personal learning passports that cross reference and interact with a variety of educational and therapeutic approaches, including Physiotherapy, Occupational Therapy, Speech and Language Therapy and Positive Behavioural Support. These plans link directly back to students' EHCPs, ensuring that their own aspirations and goals sit at the centre of their education.

Pathway 3 applies learning through experiential activities, trips and visits. We follow a practical curriculum model which uses personal learning passports that cross reference and interact with a variety of educational, experiential and therapeutic approaches including Physiotherapy, Occupational Therapy, Speech and Language Therapy and Positive Behavioural Support. These plans link directly back to students' EHCPs, ensuring that their own aspirations and goals sit at the centre of their education.

## **5. Assessment methodology**

Measuring Impact is crucial, so we have specifically designed our assessment frameworks to reflect the targets that learners are aiming for. This includes individualised Education, Health and Care Plan (EHCP) outcomes, preparing for adulthood outcomes and our bespoke curriculum framework of subject and category based targets in pathway 1, regularly assessed and reviewed using the 'Earwig' progress tracking system. Learners have daily qualitative evidence assessed towards personalised targets. For pathways 2 and 3, learners have a bespoke Mapping and Assessing Personal Progress (MAPP) based set of engagement outcome areas, each of which allows learners to demonstrate skills across the engagement model. There is then a planned and structured assessment week and a review week built into each cycle to ensure consistent updating and reporting of progress. The therapy team work collaboratively with the 6<sup>th</sup> form to ensure continuity of approach with learners working towards therapeutic goals. Yearly annual reviews are held to report on EHCP outcome progress to

ensure we continue to meet individual students educational needs and statutory requirements. Careful assessment across disciplines feeds directly back into planning and informs teaching and learning moving forwards.

## 6. Our commitment

The curriculum is designed with inclusion at its heart. Our robust assessment and admissions strategy – **(Admissions Policy and Procedure)**, ensures that all students needs are identified prior to their admission.

Each pathway is designed based on the needs of the young person their abilities, aims and aspirations for the future.

Through highly collaborative interventions with our on-site therapy teams provides for a multi-disciplinary approach for each young person

Safeguarding underpins all aspects of every student's placement and is embedded within the curriculum. It is everyone's responsibility to keep our students safe. Our mission is to develop their individual understanding through the curriculum and extended learning about what being safe means to them, this includes continued review of local, regional and national developments for KCSIE and Prevent.

## 7. Accreditation

All Sixth form learners are working towards accreditations. Currently, they are completing portfolio based units accredited by qualifications of the City and Guilds awarding body. In pathway 1, learners embark on a combination of English and maths skills course, Skills for Working Life or Personal Progress. All learners are study the entry level suitable to them form entry 1 through to entry level 3. In pathway 2 and 3, learners will focus their study on the Personal Progress course. Each course is designed to showcase the transferable life skills our learners are achieving, giving them nationally recognised qualifications that support their future growth and aspirations.

## 8. Quality Assurance

At the heart of quality assurance processes, sits our quality assurance cycle. This provides oversight of the all upcoming assessments, events and deadlines that hold designated staff to account and support the joint development of teaching and learning across our curriculums. Each cycle, the Deputy Head will quality assure the delivery of the curriculum with teachers, holding weekly meetings to discuss arising matters and take short-term action steps. The Deputy Head will carry out learning walks once a month to assure the high quality of teaching and learning taking place in each classroom while providing reflective, developmental feedback to teachers. These actions inform all CPD sessions held twice a week while teachers can use Earwig to track the progress of learners, in turn, informing them of adjustments needing to be made in the curriculum delivery and what may need to be covered in week 9, superteach week, of each cycle. Each staff member has regular planned supervisions allowing for quality feedback and reflection of practices to take place. Teachers performance is measured through the performance management review structure, which gives teachers 3 targets to work towards

throughout the academic year. 2 of those targets are curriculum based and relate to the Sixth Form's improvement plan to aid an holistic approach to overall quality improvement of the curriculum and provision offered.

## 9. DfE/ESFA

Funding is provided through the Department of Education, formally the Education and Skills Funding Agency and Local Authorities.

This policy is in date until 2026. However, depending on national funding developments, it may be reviewed earlier, to ensure it continues to meet the regulatory requirements, contract and audit controls of the Funding Agency. <https://www.gov.uk/guidance/16-to-19-funding-information-for-2025-to-2026>

### 9.1 Guided learning hours and funding

To maximise funding allocations, all learners attend full time, in accordance with statutory requirement. . . The Sixth Form will programme delivery in line with the funding guided learning hours' model:

**Table 1.** National Funding rates for 2025/2026

Band	Annual Planned Hours		National funding rate per learner
5	580+ hours	16 and 17 year olds and students aged 18 and over with high needs	£5,105
4a	485+ hours	Students aged 18 and over who are not high needs	£4,223
4b	485 – 579 hours	16 and 17 year olds and students aged 18 and over with high needs	£4223
3	385 – 484 hours	All students	£ 3,434
2	300 – 384 hours	All students	£2,715
1	Up to 299 hours	All students	£5,105 Per full time equivalent.

### 9.2 Condition of funding – English and mathematics

Flexibility has been implemented for students with education, health and care plans (EHC).

*To allow more students with EHC plans to continue to receive support for maths and English whilst remaining compliant with the condition of funding, there is a flexibility for institutions to deliver the minimum hours of teaching to them in an alternative format. For example, teaching may be in the format of small group or embedded learning. This includes students with EHC plans on Supported Internships, who may struggle with the mode of delivery due to*

*the unique format for this study programme. In line with the study programme guidance, institutions are encouraged to provide face to face support for students wherever possible. Students with an EHC plan also continue to be eligible for an exemption from the whole of the maths and English condition of funding, where they are assessed as being unable to meet the requirements. Students who are exempted, in this or any other way, do not count towards the tolerance. In such circumstances, institutions should still offer support for English and maths at an appropriate level and mode of delivery for these students. Source: 2025 to 2026 academic year: 16 – 19 funding: maths and English condition of funding July 2025.*