

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR 14-19 ACCREDITATION



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Reviewing the Policy

This policy is reviewed biennially by the teaching staff led by the Accreditation Co-ordinator in line with a planned cycle of monitoring.

Headteacher :

Date

Chair of Governors:

Date

POLICY STATEMENT FOR ACCREDITATION

MISSION STATEMENT

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

Overall aims

Portfield School strives to promote the educational, moral, spiritual and social development of each pupil and to prepare them for life beyond school through a broad, balanced, relevant and coherent curriculum. The school will promote and ensure quality in the Key Stage 4 and post 16 curriculum by means of external accreditation by national award bodies.

Objectives

- To deliver high quality accredited programmes of study validated by recognised awarding bodies such as ASDAN, OCR and other suitable bodies (as appropriate)
- To recognise and record achievements and seek to offer external accreditation at Key Stage 4 and post 16 for all pupils
- To monitor and evaluate accredited courses on a regular basis and seek to extend the opportunities for accreditation of the Key Stage 4 and post 16 curriculum

Teaching and Learning

Key Stage 4

At Key Stage 4 the curriculum will provide a broad and balanced programme of study and opportunities for external accreditation through the delivery of:-

EQUALS - A nationally recognised curriculum package devised for pupils with Severe, Profound and multiple and moderate learning difficulties

ASDAN Personal Progress programme – a course of study for the accreditation of achievement for students with complex, severe, profound and multiple and moderate learning difficulties working between P1 and P8/Entry Level/NC.

Elements from the National Curriculum programmes of study to compliment the other courses as appropriate and add depth to the curriculum

OCR Life & Living Skills Modules

Post 16

The school will offer a separate and distinct Post 16 programme which is broad and balanced and uses age appropriate activities, materials and teaching strategies, will build upon Key Stage 4 programmes of study and provide opportunities for external accreditation

This curriculum will be based on:-

ASDAN – Personal and Social Development – at EL2

ASDAN – Personal Progress – P1 to P8/Entry

OCR – Life and Living Skills Entry Level 1 – 3

KEY SKILLS

Modules from the OCR Life and Living Skills where appropriate - a scheme to provide recognition of the skills of those working at Entry Level eg. In Communication, ICT, Numeracy, careers and education guidance.

In line with the Equals 'Moving On' curriculum the approach to Key Skills is that they exist within the other subject areas and activities and that they should be taught in this context not in isolation. These Key Skills are identified as being:-

- **APPLICATION OF NUMBER**
- **COMMUNICATION**
- **INFORMATION TECHNOLOGY**
- **PROBLEM SOLVING**
- **RELATING TO OTHERS**
- **IMPROVING OWN LEARNING AND PERFORMANCE**

Recording and Assessment

Assessment will follow the whole school assessment policy and will be achieved through:-

- Observation – whilst pupils are working
- Discussion – much is learnt about the pupils' understanding by the way they respond to questions asked about their work
- Samples of work
- Photographic and video evidence
- SOLAR Database

A portfolio of evidence will be collected for each pupil.

Staff

Roles and Responsibilities

Teachers will be responsible for the day-to-day delivery of the Equals / Asdan / National Curriculum / OCR programmes. They will plan and provide activities to ensure appropriate coverage of each pupil's programme.

The Co-ordinator for KS4 / 16 Plus will:-

- Keep up-to-date with current thinking
- Organise and maintain resources
- Attend relevant In Service Training as appropriate
- Provide information and advice to colleagues
- Monitor and continue to support improvement of pupil progress through a planned monitoring cycle.

Monitoring, Evaluation and Development

- Accreditation will be achieved by internal and external moderation. Programmes of study and accredited courses will be continuously monitored, evaluated and developed during time allocated for planning and evaluation of SOW. Staff involved in delivering the programmes of study will network with colleagues in other schools and colleges by attending moderation meetings and courses arranged by the appropriate Awarding Bodies
- Internal standardisation meetings take place on a termly basis.
- Completed portfolios will be submitted on a termly basis, following OCR guidelines.

Equal Opportunities

All pupils should have access to a relevant curriculum that meets their needs whilst also providing a breadth of experience and a balance of subjects to achieve individual aims. Materials should reflect the multi – cultural society in which we live. Materials should also be checked for race or gender stereotypes.