



**Southend YMCA
Community School**
building a future

Southend YMCA Community School Curriculum Plan 2013-2014

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Statutory Policy

Chair of Governors signature:

Date approved by the Chair of
Governors:

Southend YMCA Community School Curriculum Plan

Background

The Southend YMCA Community School is an Alternative Provision Free School which provides Key Stage 4 education to pupils who by reason of: illness, disability, social emotional or behavioural issue or other compounding factor need alternative educational arrangements to be made for them to ensure they receive a suitable education. In addition the School provides post 16 provision for pupils with Special Educational Needs.

Purpose

The Southend YMCA Community School’s vision is to ‘Narrow the Gap between pupils educated in alternative and those educated within the mainstream setting -helping young people to build their future’ through a holistic education where pupils aged 14-19 will acquire the knowledge, skills, experiences and qualifications’ to make the successful transition to adulthood.

Curriculum Aims

Our Free School vision is realised through five headline aims which when combined offer young people the right conditions for success. Ensuring that pupils will be able to ‘belong, contribute, and thrive’ within their communities and society.

- Our primary aim is to - Create well rounded, happy and resilient children
- Our secondary aim is to- Develop children as individuals
- Our third aim is to - Ensure Academic attainment
- Our fourth aim is to - Secure positive progression for Children
- Our fifth aim is to – Provide an exemplar Free School educational community

Our visionary aims are mirrored within a five layer curriculum model where each pupil is understood in terms of their resilience, in terms of their individuality, with respect to their potential academic attainment and with regard to their future progression. Finally, each pupil is seen in relation to others, they are placed within the overarching educational community. The layers provide specialist assessments which will lead to clear goal setting for each pupil these layers inform the pupils Personal Learning Plan and are tracked against the curriculum plan to ensure maximum achievement against the aims of the vision. The five layers inform and contribute to the curriculum plan.

Layer 1
Layer 2
Layer 3
Layer 4
Layer 5



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building a future

Layer One

In order to create well rounded, happy and resilient children, our curriculum reflects a variety of personal and social development opportunities to meet the needs of our pupils and assist them to develop resilience and coping strategies.

In addition to the academic qualifications all pupils undertake a range of externally accredited qualifications that aim to aid their personal social and emotional learning and

development, along with positive health benefits (see Appendix One). The Open College Network Level 1 Award in Skills Towards Enabling Progression enable the pupils to achieve a qualification during the first term. This is key feature of the delivery model, in terms of building the pupils self-esteem through tangible results (certificates). All pupils then continue to work towards the Level 1 Certificate in Skills Towards Enabling Progression. This model of delivery is repeated in year 2 but the level of units increase to level 2 (where appropriate).

From September 2013, most vocational qualifications will cease to hold GCSE equivalency so will no longer count in school’s performance tables. This is a result of changes carried out by the Department for Education and falls in line with Professor Wolf’s key recommendations for 14-19 education. NCFE V Cert qualifications have been developed in-line with the new Department for Education (DfE) characteristics as to what meets GCSE equivalency. Each V Cert qualification is equivalent to one GCSE. By delivering a V Cert qualification our School is able to maintain all the benefits that vocational qualifications bring pupils whilst also receiving recognition within school’s Key Stage 4 performance tables.

We aim to deliver the V Cert in Level 2 Certificate in Creative Studies: Interactive Media for pupils that are undertaking a one year programme (pupils accessing the provision for Year 11).

Southend YMCA Community School will introduce the Edexcel BTEC level 1 and 2 Awards in Home Cooking. These provide Specialist qualifications and Credit Framework (QCF). They are work-related qualifications that give pupils the knowledge, understanding and skills they need to prepare for employment.

The bank of units that are available to choose from, provide a flexible curriculum; the transition programme provides an insight into the pupils needs and informs the delivery of units. Consequently units can be added or removed in response to the pupils needs; an example being where drug and alcohol use is prevalent specific unit can be introduced earlier i.e. within the first term. Again where issues arise, accredited learning can be implemented to effect or address the pupil’s behaviours and provide a personalised learning experience. A provisional timetable of qualification delivery is proposed but this is a fluid arrangement that responds to the needs of the pupils and reflects a tailored approach to curriculum delivery.

Layer Two

In order to develop children as individuals Southend YMCA Community School gather as much information and data relating to the pupils personal circumstances; FSM, involvement with Youth Offending Service, Drug & Alcohol Services, Mental Health Services, Social Services, Medical Conditions, Statements of Educational Needs through to family backgrounds, aspirations and interests; this information informs our ILP and enables our staff to work with the pupils as individuals.

Each pupil attends a 15 minute registration period at the beginning and end of the day. Registration classes are split into pupil groups of five; with teaching and learning support staff taking responsibility for a group; this is rotated on a yearly basis (consistency or rotation of registration staff can be implemented where attachment is an issue for the pupil). This registration period will be utilised to focus upon the pupil as an individual and ensure that academic, social, spiritual, moral and cultural development is tracked and monitored (see School registration calendar).

Southend YMCA delivers a range of wrap around services that will complement and enrich the School curriculum. It is envisaged that pupils will be given the opportunities to take part in these enrichment activities. An example being Team YP, which is an Olympic Inspire personal and social development programme, that aims to improve young peoples’ health and wellbeing and sense of inclusion through participation within a variety of sports and recreational activities. The programme places emphasis on building active citizenship, leadership skills and self-confidence.

Team YP is a programme that has been designed by vulnerable and socially excluded young people for their peers with the aim of offering life changing recreational opportunities that would otherwise be unaffordable/inaccessible due to familial circumstance.

Impact data shows that Team YP encourages and promotes:

- making healthy choices through participation in sport and positive activities
- making sensible choices through healthy eating food workshops
- leadership skills through teamwork and sports participation
- self-confidence and self-esteem
- active citizenship through volunteering and fundraising activities
- reduction in offending behavior

Layer Three

In order to ensure academic attainment Southend YMCA has implemented a variety of tools to assist pupils maximise learning outcomes; retention, attendance, success, achievement and progression rates.

The transition programme is an essential tool to assist with curriculum planning. Referrals are received from commissioning schools and referring pupils are placed on the intensive transition programme at the end of year 9 (two week period). During this transition period we undertake a range of assessments and diagnostic tests to ascertain individual ability.

This information coupled with the data supplied by the commissioning Schools relating to Key Stage 2 and 3 provide vital information to inform our target setting and individual learning plan information, much of this information is gathered prior to the pupils attending the Transition Programme.

Southend YMCA Community School recognise that good English and Math’s are vital for gaining and sustaining employment and playing a full part in society. These essential skills are the building blocks of a productive society and a thriving economy. Southend YMCA Community School is determined that all our pupils have access to high quality innovate teaching and learning, widening access and enabling pupils to achieve their very best. In addition our School aims to reflect a range qualifications, skills and knowledge that hold value within the labour market.

All pupils work towards GCSE in Maths and English (see Appendix Two). We aim to raise standards of education for marginalised pupils living in challenging circumstances by increasing access to level 2 qualifications within our alternative provision. Pupils also work towards appropriate qualifications in Functional Skills Maths, English and ICT (see Appendix Three). We have implemented both the GCSE and the functional skills

qualifications to ensure academic attainment making sure each pupil graduates from our programme with a qualification in numeracy, literacy and ICT. The pupils will undertake regular assessments for functional skills ensuring the curriculum is stretching, challenging and supports the pupils full academic achievement and reflect the pupils needs and aids aspirational targets.

The pupils are all taught in smaller groups than their peers within the mainstream School setting; a maximum of twelve pupils in anyone group, although pupils are generally taught in groups of ten. Pupil dynamics are a key consideration when allocating pupils to specific classes; educational psychologist reports, key stage 2 & 3 data and targets, personal and social development goals all inform and contribute to group allocations. The pupil day is also a key feature in terms of driving up attendance, retention, success, achievement and progression rates; the School day always includes discreet lessons in Maths and English daily. The vocational lessons are utilised to reinforce functional elements of numeracy, literacy and ICT. All lessons are a maximum of one hour in duration. The pupils are only given thirty minutes for lunch as this provides ample time to have a break and refreshments, but does not provide enough time for the pupil to leave the School or get involved in less desirable activities.

Layer Four

Following admission to the School all pupils have a personalised ILP with a designated target relating to their positive progression; this is a key feature with the programme and reflected within the curriculum delivery. Southend YMCA Community School recognise that the curriculum provides an excellent platform to prepare each pupil for adult life. Promoting independent living skills through to vocational aspirations post compulsory education and thus focusing upon the pupil’s future; this is reflected within the qualifications i.e. Developing Skills for Independent Life, Healthy Living, Building a Personal Career Portfolio; these qualifications support pupils to acquire the knowledge, skills and confidence to obtain and sustain further education, employment or training enabling their economic inclusion. Ensuring each pupil is prepared and equipped for adult life contextualising learning with employability skills, knowledge and understanding.

In addition all pupils receive individual IAG (information, advice and guidance) with regard to further education, training and employment; these are supplemented by workshops, seminars and educational visits to enrich the curriculum, raise aspirations and secure positive progression for all pupils.

Layer Five

In order to secure positive progression for all pupils our driving force is providing an exemplar Free School educational community. It is recognised that suitably structured provision will contribute to the retention, attendance, success and achievement rates within the borough for children for whom no other suitable provision is made;

Southend YMCA Community School Targets	
Retention Rate	90%
Attendance Rate	85%

Vocational, personal and social development qualification Success Rate	90%
Vocational, personal and social development qualification Achievement Rate	100%
GCSE Qualification Maths Success Rate	85%
GCSE Qualification Maths Achievement Rate	85%
GCSE Qualification English Success Rate	85%
GCSE Qualification English Achievement Rate	85%
Functional Skills Maths Success Rate	90%
Functional Skills Maths Achievement Rate	100%
Functional Skills English Success Rate	90%
Functional Skills English Achievement Rate	100%
Functional Skills ICT Success Rate	90%
Functional Skills ICT Achievement Rate	100%
Positive Destinations	85%
Academic Progress	100% of pupils will make at least two fine grades improvement
Personal & Social development Progress	100% of pupils will make significant improvement measured through the bespoke CISQ
High Quality Teaching	At least 85% of teaching observations will be Good or better

All staff are required to attend inset training days (minimum of four per year). Our inset days are implemented and coordinated in conjunction with our main Charity, Southend YMCA the leading youth Charity working within the borough. The inset training days focus upon a wide range of training issues relating to Children and young people. In addition to this training all staff are required to undertake personalised training in line with our Continued Professional Development Programmes in-line with the CPD, appraisal and supervision programme (see staff handbook).

*“Education is the most powerful weapon which you can use to change the world.”
Nelson Mandela*

Appendix One Year 1 (6 units)

Awarding Body	Unit Title	Level	Credit Value	NOCN Unit Code	Accredited Unit No
Open College Network	Assertive Living	One	3	HB1/1/qq/054	A/500/8892
Open College Network	Developing Personal Confidence and Self Awareness	One	3	HB1/1/qq/026	N/500/4693
Open College Network	Introduction to Carpentry and Joinery	Entry Level 3	3	WK1/E3/qq/001	L/501/5183
Open College Network	Promoting Physical Theatre	One	3	LC1/1/qq/011	T/500/5487
Open College Network	Developing Domestic Skills	Entry Level 3	3	HD6/E3/qq/012	M/500/4676
Open College Network	Developing Group & Teamwork Communication Skills	Level 2	3	HB1/2/qq/141	Y/500/5790
Open College Network	Demonstrating Speaking & Listening	One	3	HD3/1/qq/026	H/500/4688
Open College Network	Sex & Relationship Education	One	3	HJ1/1/qq/006	F/500/4746

Year 2 (6 units)

Awarding Body	Unit Title	Level	Credit Value	NOCN Unit Code	Accredited Unit No
Open College Network	Sex & Relationship Education	Two	3	HJ1/2/qq/013	D/500/5290
Open College Network	Developing Skills for Independent Life	One	3	HD6/1/qq/012	R/500/4704
Open College Network	Developing Own and Interpersonal Skills	Two	3	HB7/2/qq/015	Y/500/4770
Open College Network	Transforming Own Behaviour and Conflict	Two	3	HB1/2/qq/159	L/503/3165
Open College Network	Healthy Living	Two	3	HJ1/2/qq/012	A/500/4809
Open College Network	Introduction to Drug Awareness	Two	3	HH3/2/qq/014	T/500/4811
Open College Network	Building a Personal Career Portfolio	Two	3	HB1/2/qq/140	D/500/5273
Open College Network	Personal Budgeting and Managing Money	Two	3	HE1/2/qq/008	K/503/3173

Note: OCN Level 1 Award in Skills Towards Enabling Progression (Step-UP QCF – 500/3918/0); Award 6 Credits
OCN Level 1 Certificate in Skills Towards Enabling Progression Step-UP QCF – 500/3916/7; Certificate 21 Credits

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Year 1 & 2 Awards and Certificates

Awarding Body	Level	Qualification	Learning Aim Reference
ncfe	1	Award in Exploring Enterprise Skills	5008446X
ncfe	2	Award in Developing Enterprise Skills	500/8445/8
ncfe	2	Certificate in Developing Enterprise Skills	500/8443/4
ncfe	2	Award in Equality and Diversity	500/8314/4
ncfe	2	Certificate in Equality and Diversity	500/8342/9
ncfe	2	Award in Sexual Health Awareness	50102540
ncfe	1	Award in Substance Misuse Awareness	50102552
Ncfe	1	Award in Mental Health Awareness	50102539
Ncfe	1	Award in Alcohol Awareness	50105383
ncfe	1	NCFE Level 2 Award in Nutrition and Health	50100385
ncfe	2	Certificate in Creative Studies: Interactive Media	60069065

Awarding Body	Level	Qualification	Learning Aim Reference
Edexcel	1	BTEC Award in Home Cooking	50080842
Edexcel	2	BTEC Award in Home Cooking	50080209

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Appendix Two

English GCSE	Unit 1	Unit 2	Unit 3	Term 1	Term 2	Term 3
	Understanding and producing non-fiction texts	Speaking & Listening Controlled Tasks	Understanding and producing creative text Controlled Tasks	All pupils	All pupils	All pupils
Maths GCSE	Unit 1 43601	Unit 2 43602	Unit 3 43603	Term 1	Term 2	Term 3
	Statistics and Number	Number & Algebra	Problem Solving and reasoning and applying maths in context	All pupils	All pupils	All pupils

Appendix Three

Functional Skills	Level	Aim References	Term One	Term Two	Term Three
Maths	Entry Level 2	50093356	All pupils undertake Functional Skill Maths appropriate to their target identified within the ILP	All pupils undertake Functional Skill Maths appropriate to their target identified within the ILP	All pupils undertake Functional Skill Maths appropriate to their target identified within the ILP
Maths	Entry Level 3	50108347			
Maths	Level 1	50085013			
Maths	Level 2	50111589			
English	Entry Level 2	50093344	All pupils undertake Functional Skill English appropriate to their target identified within the ILP	All pupils undertake Functional Skill English appropriate to their target identified within the ILP	All pupils undertake Functional Skill English appropriate to their target identified within the ILP
English	Entry Level 3	50093204			
English	Level 1	50084999			
English	Level 2	50094695			
ICT	Entry Level 1	50097623	All pupils undertake Functional Skill ICT appropriate to their target identified within the ILP	All pupils undertake Functional Skill ICT appropriate to their target identified within the ILP	All pupils undertake Functional Skill ICT appropriate to their target identified within the ILP
ICT	Entry Level 2	50097635			
ICT	Entry Level 3	50107495			
ICT	Level 1	50097647			
ICT	Level 2	50097659			

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Appendix Four (example of Term One Timetable)

Year 1 Timetable (Term One)									
Day/Time	9.30-9.45	9.45-10.45	10.45-11.00	11.00-12.00	12.00-12.30	12.30 – 1.30	1.30-1.40	1.40-2.30	2.30-2.45
Monday	Registration	GCSE Maths	Break	GCSE English	Lunch	Sports/ OCN Developing Personal Confidence and Self Awareness	Break	Sports/OCN Developing Personal Confidence and Self Awareness	Registration
Tuesday	Registration	Cooking OCN/ncfe Developing Domestic Skills and BTEC Award in Home Cooking	Break	Cooking OCN/ncfe Developing Domestic Skills and BTEC Award in Home Cooking	Lunch	Functional Skills English	Break	Functional Skills Maths	Registration
Wednesday	Registration	GCSE Maths	Break	GCSE English	Lunch	OCN Sex & Relationship Education	Break	OCN Sex & Relationship Education	Registration
Thursday	Registration	GCSE Maths	Break	GCSE English	Lunch	OCN Introduction to Carpentry and Joinery	Break	OCN Introduction to Carpentry and Joinery	Registration
Friday	Registration	GCSE English	Break	GCSE Maths	Lunch	Functional Skills ICT	Break	Functional Skills ICT	Registration

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(example of Term Two Timetable)

Year 1 Timetable (Term Two)									
Day/Time	9.30-9.45	9.45-10.45	10.45-11.00	11.00-12.00	12.00-12.30	12.30 – 1.30	1.30-1.40	1.40-2.30	2.30-2.45
Monday	Registration	GCSE Maths	Break	GCSE English	Lunch	Sports/ OCN Developing Group & Teamwork Communication Skills	Break	Sports/OCN Developing Group & Teamwork Communication Skills	Registration
Tuesday	Registration	Cooking OCN/ncfe Developing Domestic Skills and BTEC Award in Home Cooking	Break	Cooking OCN/ncfe Developing Domestic Skills and BTEC Award in Home Cooking	Lunch	Functional Skills English	Break	Functional Skills Maths	Registration
Wednesday	Registration	GCSE Maths	Break	GCSE English	Lunch	ncfe Substance Misuse Awareness	Break	ncfe Substance Misuse Awareness	Registration
Thursday	Registration	GCSE Maths	Break	GCSE English	Lunch	OCN Promoting Physical Theatre	Break	OCN Promoting Physical Theatre	Registration
Friday	Registration	GCSE English	Break	GCSE Maths	Lunch	Functional Skills ICT	Break	Functional Skills ICT	Registration

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Year 1 Timetable (Term Three)									
Day/Time	9.30-9.45	9.45-10.45	10.45-11.00	11.00-12.00	12.00-12.30	12.30 – 1.30	1.30-1.40	1.40-2.30	2.30-2.45
Monday	Registration	GCSE Maths	Break	GCSE English	Lunch	Sports/ OCN Developing Group & Teamwork Communication Skills	Break	Sports/ OCN Developing Group & Teamwork Communication Skills	Registration
Tuesday	Registration	Cooking OCN/ncfe Developing Domestic Skills and BTEC Award in Home Cooking	Break	Cooking OCN/ncfe Developing Domestic Skills and BTEC Award in Home Cooking	Lunch	Functional Skills English	Break	Functional Skills Maths	Registration
Wednesday	Registration	GCSE Maths	Break	GCSE English	Lunch	OCN Speaking & Listening	Break	OCN Speaking & Listening	Registration
Thursday	Registration	GCSE Maths	Break	GCSE English	Lunch	OCN Demonstrating Speaking & Listening	Break	OCN Demonstrating Speaking & Listening	Registration
Friday	Registration	GCSE English	Break	GCSE Maths	Lunch	Functional Skills ICT	Break	Functional Skills ICT	Registration

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Year 1 Timetable

Day/Time	9.30-9.45	9.45-10.45	10.45-11.00	11.00-12.00	12.00-12.30	12.30 – 1.30	1.30-1.40	1.40-2.30	2.30-2.45
Monday	G1 Registration	G1 GCSE Maths	Break	G1 GCSE English	Lunch	G1 Sports	Break	G1 Sports	G1 Registration
	G2 Registration	G2 GCSE English		G2 GCSE Maths		G2 OCN/ncfe		G2 OCN/ncfe	G2 Registration
	G3 Registration	G3 OCN/ncfe		G3 OCN/ncfe		G3 GCSE Maths		G3 GCSE English	G3 Registration
Tuesday	G1 Registration	G1 Cooking	Break	G1 Cooking	Lunch	G1 FS English	Break	G1 FS Maths	G1 Registration
	G2 Registration	G2 GCSE Maths		G2 GCSE English		G2 OCN/ncfe		G2 OCN/ncfe	G2 Registration
	G3 Registration	G3 GCSE English		G3 GCSE Maths		G3 Sports		G3 Sports	G3 Registration
Wednesday	G1 Registration	G1 GCSE Maths	Break	G1 English	Lunch	G1 FS ICT	Break	G1 FS ICT	G1 Registration
	G2 Registration	G2 Cooking		G2 Cooking		G2 FS English		G2 FS Maths	G2 Registration
	G3 Registration	G3 GCSE English		G3 GCSE Maths		G3 Sports		G3 Sports	G3 Registration
Thursday	G1 Registration	G1 GCSE Maths	Break	G1 GCSE English	Lunch	G1 OCN/ncfe	Break	G1 OCN/ncfe	G1 Registration
	G2 Registration	G2 GCSE English		G2 GCSE Maths		G2 FS ICT		G2 FS ICT	G2 Registration
	G3 Registration	G3 Cooking		G3 Cooking		G3 FS English		G3 FS Maths	G3 Registration
Friday	G1 Registration	G1 GCSE English	Break	G1 GCSE Maths	Lunch	G1 OCN/ncfe	Break	G1 OCN/ncfe	G1 Registration
	G2 Registration	G2 OCN/ncfe		G2 OCN/ncfe		G2 GCSE Maths		G2 GCSE English	G2 Registration
	G3 Registration	G3 GCSE Maths		G3 GCSE English		G3 FS ICT		G3 FS ICT	G3 Registration

Note
 G1 = Group One
 G2 = Group Two
 G3 = Group Three

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