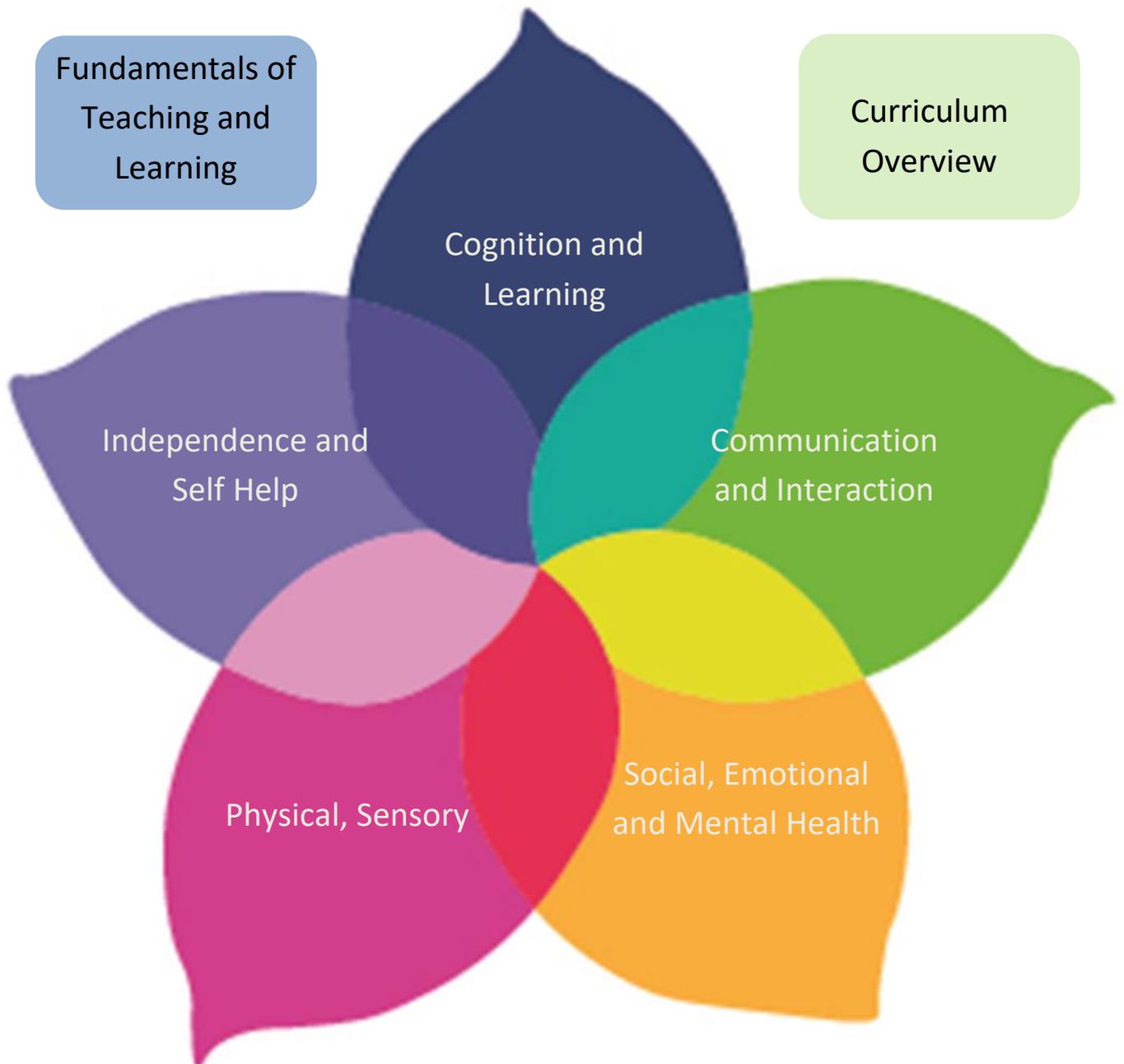


Sixth Form Curriculum

Fundamentals of
Teaching and
Learning

Curriculum
Overview



Pear Tree School

Achieving the Best We Can in Everything We Do

Sixth Form curriculum overview

What is the Sixth Form?

Our Sixth Form building is separate to the main school building and is designed to bridge that gap between school aged students and adult life. The post 16 curriculum is bespoke to meeting the individual needs of each student and their transition into adulthood. Each student has a personalised timetable centred around the options that they have elected to take for the academic year and as part of this access courses at local colleges within their chosen vocational areas. All learners participate in learning about the world of work with formal work placements being provided to meet individualised needs and aspirations of those that this is appropriate for.

Alongside the Sixth Form curriculum, our learners may also need specialist provision in physio, OT, hydrotherapy, sensory integration, communication, rebound therapy and sensory learning. Within the Sixth Form we continue to adopt a multi-agency approach to meeting the teaching and learning needs of our learners.

Curriculum Focus

The curriculum is designed to prepare each learner for adulthood. The personalised curriculum is responsive to the needs of each student and changes at the start of the academic year based on the vocational options that students make.

The Sixth Form curriculum places an emphasis on independence and preparation for adulthood by developing skills for:

- **Employment and future options**

It is important that students are aware of the positive options that they have available to them and their future. To prepare for this all students experience two full days a week of vocational options each year which allows them to tailor their own learning. Communication is central to this focus and students work on team work, health and safety and problem solving in order to promote this.

- **Healthy lifestyle**

As students transition into adulthood it is essential that they have an understanding of what makes a healthy lifestyle. They learn about e-safety, personal safety, sex education and how to form positive relationships. Students also access sports and leisure activities within the community to enable them to develop an understanding of how they can keep themselves fit and healthy as they enter adulthood whilst allowing them to develop new hobbies interests.

Students continue to access a weekly swimming session either in the school hydrotherapy pool or at the local swimming baths as part of a group depending on their ability.

- **Being a part of the community**

In preparing for adulthood students learn that they are part of the school community but also that they are a part of the local, national and international community too. They develop skills to keep themselves safe as they transition into adulthood by learning to travel by foot and on public transport. The school's travel training co-ordinator works on a personalised programme with each student to enable them to access the community safely and appropriately. This learning is then applied to the daily life of the Sixth Form as students access the community and the people within it, understanding that they are a part of the wider world and how to care for their environment.

- **Life at home**

As learners transition into adulthood some will look to move into residential college, others into independent living and many seeking to live in their family home with greater independence. The curriculum develops independence within the home by providing opportunities to participate in weekly meal preparation sessions as well as students learning how to look after the home, themselves and their finances.

Assessment

Within the Sixth Form, a wide range of assessment is used to measure the progress and impact of the personalised provision.

Assessment for learning is key to success and the Sixth Form teachers ensure appropriate assessment for learning is embedded within their classroom and practice.

A bespoke assessment tool has been written for the semi-formal learners within the Sixth Form which truly allows for progress to be measured within the adult focused curriculum we offer.

For pre-formal learners progress is measured and reported using Routes for Learning and the Engagement Model.

All of our learners have key learning skills to work towards; these are personalised skills and behaviors that a pupil needs to develop in order for them to become a successful independent learner.

Qualifications

The learners all work towards gaining an accredited qualification that is of a sufficient size and rigour to stretch their learning and which is clearly linked to future choices. The awarding bodies chosen allow for seamless transition onto further study and if possible, at a higher level.

- Functional Skills (English, Maths and ICT) accredited through City and Guilds
- Entry 1 Qualification in Personal Progress accredited through ASDAN
- Entry 2 and Entry 3 Skills for Working Life accredited through City and Guilds

Planning

The planning cycle begins with the outcomes identified within the EHCP. These are reviewed and updated annually as part of the Annual Review process and small steps to achieving these outcomes identified. Each pupil at the start of each term will have an Individual Learning Plan (ILP) set for them to work on over the term period. The ILP will identify 4 targets and will include advice received from other professionals e.g. Salt, physio, VI, HI. These ILPs, where appropriate, will be incorporated throughout the whole curriculum and all lessons.

Targets set are SMART to ensure they are challenging yet achievable over the term. When planning for learning, teachers will ensure that learning takes place across all areas of learning and development identified within the EHCP. Planning is highly individualised for each learner so emphasis on particular areas may vary between learners.

Area of learning and development	Planning Focus
Cognition and Learning	<ul style="list-style-type: none"> • Functional Skills • Sensory Literacy, Maths and ICT • Vocational Options (4-5 options run throughout the year with students accessing their chosen two). Possible options include but are not limited to <ul style="list-style-type: none"> • Animal Care • Retail • Media and ICT • Catering and Hospitality • Community Action • Personal Care • Travel and Transport • Sensory Vocational • Horticulture

	<ul style="list-style-type: none"> • Performing Arts • Painting and Decorating • Enterprise
Communication and Interaction	<ul style="list-style-type: none"> • Speech and language targets • Communication aids • PSD • Enrichment • Friendships and Relationships • Colourful semantics • Social literacy • Personalised timetable activities • Inclusion
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • PSD • Behaviour for Learning • Positive handling plans • Community visits • Inclusion • Growth mindset • Mindfulness • Nurture
Physical, Sensory	<ul style="list-style-type: none"> • Sport and Leisure • Swimming • Fine motor • Gross motor • Additional sensory processing sessions including swing therapy and sensory circuits • Impact of physical activity on mental health • Physio programmes • Postural management
Independence and Self Help	<ul style="list-style-type: none"> • PSD • Meal preparation • Key learning target • Travel training • Skills for life • Independence • Functional skills • Personal care • Personal hygiene • Dressing skills • Positional needs • College courses • World of work • Lunchtime routines

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| | <ul style="list-style-type: none"> • Online safety |
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Recording and Reporting

Ongoing, daily, formative assessment is key to ensuring pupils are making as much progress as possible. Evidence of pupil progress and achievement of targets is captured in a variety of ways e.g photographs, videos and samples of work using Evidence for Learning. Evidence for Learning captures the very individual learning journey of each pupil and is shared with parents/carers.

Within the Sixth Form, students reflect on their own learning using a colour coded system and at the end of the half term participate in evaluating the progress they have made towards their targets.

The bespoke assessment tool that Pear Tree has written is currently being trialled and evaluated for recording summative progress for our semi-formal learners.

Annual Reviews provide summative evidence of progress towards annual targets and EHCP outcomes. Parents are provided with an annual report, detailing progress made in key areas of learning for each individual pupil.

The EHCP outcomes and annual review targets are assessed annually using the Achievement Continuum detailed below:

Step	Stage	Characteristics
1	Acquisition	Characterised by the pupil learning new responses and skills. This is often achieved through demonstration, modelling or physical prompting from an adult. At this level, there is a high level of support required from an adult.
2	Developing, Exploring and Initiating	Characterised by remembered responses and intentional communication; by concentration, recall and observation; and by established responses and conventional communication.
3	Consolidation	Characterised by pupils becoming competent and fluent in skills, knowledge, concepts and understandings when in a familiar setting.
4	Generalisation	Characterised by pupils having mastered responses or skills in different settings or contexts; or with different materials, stimuli and staff.

Fundamentals of Teaching and Learning

Our Sixth Form curriculum must provide challenge for our learners. It must provide opportunities for pupils to overlearn knowledge and skills and apply these within every day functional contexts. Being able to generalise is key to our pupils being successful as they move into adulthood. Developing independence, not only in managing personal care etc. but in learning, is a key fundamental aspect of the Sixth Form curriculum. We want our pupils to develop a growth mindset that encourages them to have a go, make mistakes and learn from these. We want our students to become less reliant on adult support across all areas of learning and development.

Communication

Communication is at the heart of everything we do at Pear Tree and is a key fundamental of learning for all of our learners. All students are intentional communicators and will be able to develop their communication skills providing the right support and environment is provided. Some learners may be seen by a speech and language therapist although some pupils will have developed their communication to a level that does not require additional support from therapists. It is essential for Post 16 learners to be able to express their needs and wants with less familiar adults as they begin their transition into adulthood in preparation for them moving on to new settings.

It is essential that teachers and other professionals work closely together to ensure that appropriate communication aids (high or low tech) are available for pupils and that staff are highly trained in supporting pupils to use these and develop their skills. Communication aids must be available to learners at all times.

Communication and Interaction is a key area for all of our learners to develop. Developing an appropriate communication programme for each individual learner is key to building a successful learning environment for each young person. Communication is central to every interaction throughout the school day so it is imperative that we get it right for our pupils. We work closely with speech and language therapists and specialist teachers such as VI/Hi to support our pupils to develop effective communication through the most appropriate means for them.

How our pupils interact with others and the world around them is crucial to their success moving into adulthood so it is essential that our Sixth Form curriculum places an emphasis on developing appropriate interactions. Our curriculum places an emphasis on teaching our pupils to:

Develop interaction through:

- Interacting with familiar and unfamiliar people
- Developing skills of working co-operatively with familiar people
- Showing anticipation, awareness and understanding of familiar social activities and events
- Showing, through appropriate means, when they have had enough of a social interaction
- Responding with interest to others and their actions/activities/comments
- Actively engaging in social events and activities
- Joining in with conversations
- Initiating conversations and interactions
- Using words and simple phrases to communicate
- Extending their skills into new and unfamiliar situations with adults and peers who do not necessarily know them well

Develop Communication through:

- Making choices of things that affect them e.g. activities, adults, friends, food and vocational options
- Intentionally communicating wants and needs to familiar and unfamiliar people;
- Practicing using words and simple phrases to communicate with people about things in the here and now and very recent past/future
- Developing memory, problem solving and generalisation skills
- Listening and responding appropriately
- Understanding and following simple instructions from familiar and unfamiliar people

Independence and Self Help

Within the Sixth Form this is a fundamental aspect of our curriculum. It is not a stand alone subject but rather something that is incorporated throughout the day. Very often, this area of learning and development fits within a pupil's key learning skill. Independence is unique to each individual pupil and it is the teacher's job to identify barriers to independence and to try to remove these to enable each pupil to display as much independence as is possible. Our school motto of "We will never do something for a child that they have the potential to do for themselves" underpins this area of development and all staff fully embrace the ethos of creating an environment in which all pupils can achieve their potential.

Developing independent learning is not our only focus in this area of development. Dependent on individual need, our learners may be working towards becoming more independent in:

- Managing their own self care
- Eating and drinking i.e. feeding themselves their own dinner/ holding their own cup

- Dressing
- Organising themselves for familiar activities
- Following routines with less adult support
- Handling money

Some of our learners may access specific programmes/activities to support development of independence e.g.

- Toileting programmes
- Travel Training
- College courses
- Work placements

The Voice of our Learners

I come to Sixth Form to learn how to competently and confidently function as an adult. I need an environment that makes me feel grown up and is different from the rest of school. I need teachers that understand how important it is for me to try and do things for myself because I know that I am getting older and that the teachers won't always be there to help me. I need you to speak to me and treat me like an adult and I would like to learn things that are important to me and my future. I will have barriers to my learning and I will need you to understand these and how you can remove them for me. I need you to be firm but fair and ensure I understand boundaries and expectations in the classroom and the community.

- I want to become as independent as I possibly can be.
- I want to be listened to and understood.
- I want you to find ways to help me communicate effectively with people around me.
- I want you to help me to understand the world around me.
- I want you to teach me what is relevant for me and my future.
- I want to feel safe.
- I want to feel cared for and loved.
- I want to feel grown up.
- I want to know that I am in control of what I learn.
- I want boundaries and for these to always be the same no matter who is supporting me.
- I want you to challenge me to be the best I can be.
- I want to have choices.
- I want to work with my friends as well as adults.
- I want to learn how to do things for myself.
- I want to be brave and try new things.
- I want to make mistakes and be taught how to learn from these.
- I want to know how well I am learning and what I can do next to improve.
- I want you to know what I find difficult and help me to overcome these difficulties.
- I want you to find ways to engage me with learning.
- I want to be challenged.
- I want you trust me.
- I want you to talk to me about my future, show me the options that are available and help me make a plan.
- I want to be excited about my future options.