**Woodpecker Court Youth Activities Ltd.**

**Woodpecker Wood CIC**

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**Curriculum Policy and Procedures**

**Reviewed 18th July 2018**

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| 1. **Introduction** | Woodpecker Court is committed to providing a curriculum at KS4 and KS5 that is accessible to our learners, explicitly linked to the informal learning programme, is delivered at the appropriate level, and that provides appropriate progression for each individual learner. This policy outlines the methods used to achieve this. |
| 1. **Process** | On entry to the programme each learner is assessed for their current working level for English and Maths, using a levelled assessment tool. Using this data, in conjunction with prior attainment data, an Individual Learning Plan is written with the young person, with agreed targets over curriculum, personal development and informal learning. This plan is reviewed by the Head of Pastoral Care every two terms, with input from the Head of Formal Learning over curriculum outcomes. Progress is tracked throughout the learner’s time on the programme. The curriculum is delivered according to the curriculum calendar below. What is delivered to a learner depends upon both when in the year they are on programme and how long for. All of our formal learning outcomes are accredited by NCFE. |
| 1. **Curriculum Calendar** | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Sept** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | | En | En | En/Ma | Ma | Ma | Ma | En | En | En/Ma | Ma | Ma | | Ent | Ent | Ent | Emp | Emp | Emp | OS | OS | OS | Ent | Ent |   Key:  En – Functional Skills English  Ma – Functional Skills Maths  Ent – Introduction to Enterprise level 1  OS – Occupational Studies for the Workplace level 1  Emp – Employability Skills |
| 1. **Assessment windows** | English – Mid November and mid May  Maths – End of February and early July  Enterprise – End of November  Employability – End of February  OS – End of May |
| 1. **Delivery** | For vocational subjects learners will be entered for either level 1 or level 2 according to prior attainment and following initial English and Maths assessments. Vocational subjects will be taught in mixed ability groupings, to stretch the less able while meeting the needs of those most able.  For English and Maths learners will be placed into appropriate groups according to the outcome of the initial assessment and judgement against prior attainment. The appropriacy of this grouping will be assessed after six weeks. Prior attainment will be the driver for entry decisions, but may by informed by the bench marking assessment. Generally, entries for English and Maths will be made according to the following prior attainment formula:   |  |  | | --- | --- | | **Prior attainment** | **Entry to be made** | | GCSE grade 3 | L2 | | GCSE grade 2 | L1 | | GCSE grade 1 | EL3 | | GCSE grade U | EL1 or 2 | |
| 1. **Methods of assessment** | **Vocational Courses**  These are assessed through learners building a portfolio of evidence based upon teaching and practical learning experiences. This is assessed by Tutor marking against the NCFE learning outcomes criteria for each course. This is in turn internally verified by the Head of Formal Learning. Following this it is externally verified by NCFE according to the assessment windows above.  **English and Maths**  At entry level three and below learners are assessed through learners building a portfolio of evidence based upon teaching experiences. This is assessed by Tutor marking against the NCFE learning outcomes criteria for each course. This is in turn internally verified by the Head of Formal Learning. Following this it is externally verified by NCFE according to the assessment windows above.  At level one and two learners are taught the curriculum content and then assessed by NCFE external controlled assessment, which is in turn externally marked by NCFE. |

**Review due July 2019**