**Upper School Appropriate Accreditation Curriculum Offer 25/26**

Within the Upper School Accreditation Curriculum Pathway at Percy Hedley School is designed to meet the individual needs of all the learners and is reviewed regularly to match pupils’ needs, strengths, future plans and interests. The curriculum seeks to achieve coherent progression from lower Key Stage 3 and supports attainment which will allow for successful transition to Post 16 provision and beyond. All curriculum areas follow the National Curriculum at the appropriate stage for the pupil, alongside the most appropriate awards or accreditations for each subject area.

Pupils within the pathway have access to a broad and balanced curriculum and are provided with a wide and varied learning experience which is tailored to their individual needs. As a school we are committed to the development of appropriate learning programmes focusing on suitable pathways to adult life, designed to increase the participation, achievement, and progression of all learners.

Recently the decision was made to move our Year 9 provision into the upper school, this has proved to support independent learning skills, development of understanding of the accreditation system and the learning of explicit examination skills and has led to pupils beginning formal accreditations with a secure and positive understanding for the demands of these. This has been a positive experience for both pupils and staff.

Pupil’s views and personal choices are sought and reflected in the curriculum and there is an element of choice in some areas such as project work, carousels of choices and creative afternoons, to support further choice making in Post 16 when options are chosen. We believe that this broad curriculum, the choices available within it allow for pupils to have a better understanding of what they may like to focus on within the future, and alongside college and work experience work, this allows for pupils to discuss their future choices and decisions with staff as early as possible to secure the correct choices of courses for their future.

Our aim is to provide all our learners with a range of qualifications and skills that meet their different needs, reflect their interests, and prepare them for adult life and lifelong learning through our unique transdisciplinary approach, allowing for realisation of individual potential.

Pupils follow formal accredited schemes for their core subjects and for some foundation subjects. Subjects such as PHSE, RSE and Employability are not formally accredited and will run alongside the school’s scheme of work and curriculum to provide a broad and dynamic curriculum, meeting the needs of the pupils and developing to support current issues and needs.

 Students can achieve through formal summative examination-based courses (GCSE, BTEC, Entry Level Certification) or can be working less formally using a modular approach, to support their individual needs, and the learning and development that needs to take place. Pupils are grouped for learning using teacher assessment and appropriate levels gained from baseline and formal assessment, these groups are reviewed and assessed throughout the year to ensure that pupil needs continue to be met.

The school key drivers underpin the curriculum, and consolidation, repetition and generalisation of skills is at the heart of the transdisciplinary teaching and therapy which is an integral part of the curriculum. Curriculums are regularly reviewed, and pupil voice is listened to ensure that the right subjects and areas within these are offered. Staff have written units of work with pupils to support future choices and pupils are able to discuss their needs or wants with all staff to ensure the appropriate curriculum is in place for them.

Upper School allows for pupils to develop the skills that they need to begin to sit accreditations and allows for the development of employability, independence and planning skills. The mental wellbeing of pupils is an important consideration throughout their time at Percy Hedley. This approach provides students with the skills necessary to move on to Post 16 or college with the right academic and/or skills-based background to begin to make their own choices about their future. Transdisciplinary working and targets are based around students acquiring the skills required to fulfil their unique potential.

**Curriculum Overview: Accreditation Curriculum Pathway**

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|  | **Maths** | **English** | **Science** | **Computing** | **PHSE/ RSE** | **Humanities** | **Technology** | **Art** | **Employability** | **Options** |
| **Willow/ Cedar****Entry Level 1/2** | AQA Unit awards program: Pre entry levelAQA Certificate in math’s: Entry Level 1 | AQA Unit awards program: Pre entry levelEdexcel certificate in English: Entry Level 1 | AQA unit awardsEntry Level 1 AQA Unit awards STEAM  | City and Guilds AAC AwardsAQA unit awardEntry Level 1 | PSHE Association: PSHE curriculum and RSEAppropriate AQA unit awards | Bronze AQA Unit Awards Entry Level 1 - skills based curriculumEnterprise AQA Unit Awards | AQA unit awards Pre entry Level-Food tech-DT-TextilesAQA unit awards Entry Level | Arts awards: Discover | NatWest Money SenseBarclays Life skills Enterprise AQA Unit Awards | National Outdoor Learning Award (NOLA)**AQA Unit Awards**Radio BroadcastingGraphic DesignMusicCulture |
| **Hazel/ Pine****Entry Level 2/3** | AQA Certificate in math’s: Entry Level 2 and 3 | Edexcel certificate in English: Entry Level 2 and 3 | BTEC Entry Level Science  | City and Guilds AAC AwardsEDEXCEL Digital Functional SkillsEntry Level 2/3 | PSHE Association: PSHE curriculum and RSEAppropriate AQA unit awards | Silver AQA Unit Awards Entry Level 1 - skills based curriculum. | AQA unit awards Entry Level-Food tech-DT-Textiles | Arts awards: Explore | NatWest Money SenseBarclays Life skills Enterprise AQA Unit Awards |
| **Maple****Level 1** | Edexcel Certificate in Number and Measure: Level 1 | Edexcel Certificate Level 1 | BTEC Entry Level ScienceBTEC First Applied scienceLevel 1 | City and Guilds AAC AwardsECDL Level  1EDEXCEL Digital Functional Skills Level 1 | PSHE Association: PSHE curriculum and RSEAppropriate AQA unit awards | Gold AQA Unit Awards Entry Level 1 - skills based curriculum | AQA unit awards Level 1-Food tech-DT-Textiles | Arts Awards Bronze | NatWest Money SenseBarclays Life skills Enterprise AQA Unit Awards |
| **Oak****Level 2** | Edexcel Certificate in Number and Measure: Level 2GCSE Maths | Edexcel Certificate Level 2GCSE English | BTEC First Applied scienceLevel 2Individual GCSE’Individual Science GCSE’s | City and Guilds AAC AwardsEDEXCEL Digital Functional Skills Level 1BTEC Information and creative technology Level 1/ 2ECDL  Level  2 | PSHE Association: PSHE curriculum and RSEAppropriate AQA unit awards | Gold AQA Unit Awards Entry Level 1 - skills based curriculum.GCSE GeographyGCSE History | AQA Unit awards Level 1/2-Food tech-DT-Textiles | Arts Awards Bronze/ SilverGCSE’s | NatWest Money SenseBarclays Life skills Enterprise AQA Unit Awards |