

# **BIRMINGHAM INDEPENDENT COLLEGE**

## **CURRICULUM PLAN**

**01/02/2022**

Birmingham Independent College (BIC) is a small independent college based in Aston, Birmingham for students aged 14-25. Our aim is to provide high quality academic teaching and learning experiences alongside targeted vocational and employment training. Our individual learning plans are designed to ensure students achieve their maximum potential, towards their chosen career destination whether this is through a vocational or academic pathway.

### **BIC's VISION**

To provide high quality academic teaching and learning experiences, alongside targeted vocational and employment training in a positive environment.

### **OUR ETHOS**

- BIC focuses on the potential not the past
- Promote a culture of mutual respect; excellent standards of behaviour.
- Work to maintain the highest safeguarding practices possible.
- Be fully inclusive and offer a curriculum that is accessible to all learners.

We provide GCSE Maths, English Language, English Literature, Science, Sociology, Psychology and ICT together with BTECs in Business, Health & Social Care, Hospitality & Catering and Music. For our students who are at a functional level of learning or have English as a second language, we provide accreditation in the following subjects: ESOL/EAL, Skills for Life, Functional English and Maths, Science, ICT, Home Cooking Skills, Sign Language, Food Hygiene, Music and Personal Social & Health Education (PHSE).

Our range of extra-curricular activities, currently including Reading Club, Homework Club and certified short courses in Citizenship, Animal Care and Employability Skills are structured to enhance personal and professional outlooks, as well as developing confidence and the social skills vital for a student's future life and career. Students succeed at BIC because they learn in a student-responsive environment that challenges, whilst meeting individual needs. This is achieved through whole group and 1:1 tuition. As a specialist college we take pride in meeting the needs of SEND students who have an Educational Health Care Plan (EHCP).

### **SEND**

On arrival, all students are consulted about their interests, aspirations, long-term goals and preferred style of learning. Following this all students engage in a baseline assessment period to determine their level of study for all subjects. All students, have a personalised individual learning plan, reflecting their individual needs with set targets. Where appropriate, timetables can be modified to include more personal development, PSME (Personal, Social & Moral Education) or nurture programmes for the student to have more holistic support.

## **Quality of Education**

Our educational provision takes into account the ages, aptitudes and needs of all students. Our curriculum policy sets out the College's approach to teaching, which is supported by schemes of work for every subject and year group taught. The College will provide experiences in the following areas:

### **Linguistic**

BIC is aware that this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing - pupils must acquire speaking, listening and literacy skills. For the students who have English as a second language there will be additional recognised qualifications in written and spoken English, which we have outlined further on in this document.

### **Mathematical**

This area concerns pupils making calculations, understanding and appreciating relationships and patterns in number and space and developing their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics will be developed in a variety of ways, including practical activity, exploration and discussion. Qualifications offered in this area of learning are listed further on in the document.

### **Scientific**

Our Science curriculum is focused on developing students' knowledge and understanding of biology, chemistry and physics with the skills associated with science as a process of enquiry. Alongside formal science qualifications there will be a focus on healthy diet and nutritional studies, so our students have the best possible chances of opting for a healthy lifestyle.

### **Technological**

Our students will have access to a range of devices for developing, planning and communicating ideas and for researching and testing. Teachers at BIC have access to interactive whiteboards in the learning spaces and these are used to make teaching and learning a more immediate and dynamic experience. All students will be made aware of the impact technology has on their lives and, in addition, how to keep themselves safe when using the internet. E-safety will be made explicit to both students and their families so everyone is aware of the College's policy in this area.

### **Human and Social**

This area of the curriculum will be covered in our community, environment and healthy living studies in addition to PHSE. Our students possess a culturally diverse profile and using their experiences and knowledge as primary source material will enrich and give meaning to our studies. In addition to looking at people and their environment we will also be forming close links with our local community including local employers. This will ensure our students have opportunities to develop an understanding of work place expectations and the pathways they can take to further study and employment.

### **Physical**

BIC's teaching and learning experiences will include opportunities for the students to experience a range of physical activities through our enrichment programme and through PE options, which include personal exercise for fitness, team games and self-

defence/Karate. As part of our healthy living studies, our students will understand the importance of personal hygiene regular exercise and fitness training.

### **Aesthetic and Creative**

At BIC, students will be encouraged in their creative skills throughout the curriculum and through their enrichment studies. We use the performing arts (from time to time) as a valuable way to develop confidence and will encourage our students to become skilled presenters and orators. We see role play as an important part of curriculum engagement and will use this method for students to demonstrate their understanding of knowledge and concepts.

Our time table breakdown (below) and the schemes of work we have attached show how each of these areas combine to make up the BIC curriculum. While embracing the cultural differences of our students, our curriculum will embrace the fundamental British values and we will ensure that students develop understanding and respect for everyone in the BIC community and in the wider Birmingham and nationwide population.

### **High Quality Teaching and Learning**

All our students will experience highly focused lessons designed to develop their skills and knowledge to meet their personal development needs and the requirements of the external examination system. Our lesson plans have high expectations of student engagement and achievement. We support student independence in their learning and encourage them to take responsibility for completing homework and developing an independent study routine. Our teaching staff are all fully qualified teachers and the quality of their work and results are constantly monitored by the Head of College and the proprietorship. We are aware that the single most important factor in supporting student success and achievement is the quality of teaching and we will give all teaching staff opportunities to develop their professional practice throughout the year. Our aspiration to develop partnerships with several high performing local secondary schools and academies will ensure BIC staff are able to experience the very best of teaching and learning practices and apply them in our college.

We have a member of staff who is our designated SENCO for BIC and this person will liaise with teaching and pastoral staff, families and SENAR to ensure students' additional needs are identified and met. Any student with an EHC plan will have provision made for them as detailed in their plan and their progress and wellbeing will be monitored by the SENCO, as well as by the subject tutors and pastoral staff. Where appropriate, outside specialist agencies will be accessed to provide specific intervention and support for individuals or groups of pupils.

We ensure there are staff on hand to attend to our students' general health, safety and welfare who have received the appropriate training in basic first aid. We work with families to access child health services when seen as appropriate and our pastoral staff will ensure students wider emotional and social needs are known and responded to.

### **Assessment**

BIC uses a range of assessment mechanisms to record and communicate current achievement as outlined in our Assessment, Recording and Reporting Policy. The language of assessment for students is clear and simple so that they are able to see what they have achieved and what they need to do to progress to their next level. Staff can include targets for improvement and student feedback is an integral part of the student-centred approach.

To support assessment and progress, BIC is developing a series of examples of 'graded' work, which can be accessed by learners to enable them to self and peer-assess and to help them understand what fulfilling a grade descriptor 'looks like'. These exemplars will also support staff to assess accurately.

The Head of College ensures that assessments are standardised and moderated, and will produce a summary of assessment, identify any changes needed to be made to schemes of work or lesson plans and use the data to inform future teaching and learning developments.

### **Target Setting and Progress Tracking**

Appropriate targets for individual students are based on their previous and current assessment data. Where available Key Stage 2 to 4 levels of progress will inform target setting, supplemented by the on-line assessment programme or subject specific tests set by the teachers. Decisions regarding grouping of students, appropriate examination courses and range of subjects to be studied are all made on the basis of the most reliable data available, which is subject to termly review. All student performance targets in BIC are challenging to reduce the risk of limiting a student's achievement.

The College will also use other sources of student data such as scores from the results of reading, spelling and mathematics tests to complete student profiles, further inform the target setting process and to highlight the potential of students as well as to identify any individual learning needs requiring additional support or intervention.

All the achievements of BIC students will be recognised, recorded and celebrated. Progress in subject learning will be regularly measured and reported to staff and parents in a clear and concise manner. Parents will be reported to three times a year via BIC's end of term Parents event where parents/carers are given a written interim report and a written summative report and time to meet teachers and the Head of College. Parents and students are given an opportunity to feedback to BIC using the end of term forms which is actioned by the teachers and Head of College. All achievements in vocational learning will be similarly graded and reported.

Attainment on interim and summative reports will be reported at Key Stage 4 using GCSE grades and levels.

Students will be involved in their own assessment following the principles of 'Assessment for Learning'. They will have clear learning goals and understand what they need to achieve to improve their output and results. Subject tutors will have the responsibility of making sure learning targets are explicit and tailored to the abilities and potential of each student.

### **Spiritual, moral, social, and cultural development of pupils**

The values of Birmingham Independent College are fundamentally British.

The Department for Education have reinforced the need, "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

At BIC we endorse fundamental British values through a wide range of educational activities and through day-to-day demonstration of them. British values are promoted through our social, moral, spiritual and cultural, (SMSC) education which permeates through the schools' assemblies, curriculum, ethos, student voice, teaching and learning

and its commitment to inclusion.

We have incorporated the ASDAN Short Courses into our timetable as these are multi-level courses, where the focus is on completing challenges and skills development according to a student's individual ability, rather than attainment at a specific level.

The fundamental British Values dovetail with BIC's equal opportunities policy, which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, age, sexuality, political or financial status, or similar.

### **Promoting fundamental 'British Values'**

BIC uses a range of strategies within the curriculum and beyond to ensure the promotion of SMSC and fundamental British Values. All our teachers exploit and develop opportunities for the effective promotion of a student's SMSC education in lessons.

All students have an opportunity to develop and demonstrate through the curriculum the following main British values:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Beliefs, Cultures and Faiths

Students will be exposed to:

- Various opportunities to participate in debates and presentations actively encouraging the student voice
- A curriculum that develops pupil understanding of Great Britain's parliamentary system and other forms of government and governance.
- Weekly debates and discussions around topical news items during assemblies
- Extra-curricular activities that promote democratic processes.
- Opportunities to develop their leadership skills, whilst becoming active citizens.

### **The Rule of Law**

The following safeguards are used within the College to assist in the promotion of British values and laws:

- The College's Behaviour policy, including a clear code of conduct and expectations for all pupils
- The College's Safeguarding and Child Protection policy with an outline of our response to the Prevent Duty
- Pastoral care, guidance and support.
- An anti-bullying culture and a comprehensive Policy
- A system of rewards, recognition and sanctions
- A PSHE and Citizenship curriculum
- Values-based school assemblies
- Restorative approaches to conflict.

### **Individual Liberty**

The following standards and procedures are used to ensure BIC students can exist in a mutually respectful environment:

BIC's Behaviour Policy and Parent & Student Handbook provides students with a clear code of conduct and expectations

- BIC promotes a robust anti-bullying culture with a no tolerance approach
- Participation in a wide variety of College and local community charitable events and opportunities for volunteering
- All students are actively encouraged to make choices, knowing that they are in safe and supportive environment
- BIC educates and provides boundaries for students to make choices safely, including those relating to e-safety and extremism
- A teaching and learning environment based on mutual respect
- Our PSHE and Citizenship curriculum, including Sex and Relationship Education
- Students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the year
- An experience of a wide variety of cultures through curriculum themes
- Sporting competitions that helps to instil 'fair play' and engender a 'team spirit'
- Links with other local, national and international organisations, including other schools and community partners
- Parent partnership group meetings held throughout the year.

The link below gives more information on how BIC is approaching the promotion of fundamental British values:

DfE guidance on promoting fundamental British values through SMSC :

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

### Education plan

Birmingham Independent College will provide a distinctive education experience that is delivered through using high quality academic education whilst developing exemplary skills and experiences they need to succeed in life and work.

BIC will be offering the following courses and key components;

Key Stage 4 (14- 16) and Further Education (16-19) Core Curriculum – GCSE	Options
GCSE English Language - Pearson (9–1)	Health and Social Care - Pearson BTEC Level 1/Level 2 First Award/Certificate
GCSE English Literature - Pearson (9-1)	Hospitality and Catering Principles (Hospitality Services)- Pearson BTEC Level 2 Certificate
GCSE Maths - Pearson (9–1)	Hospitality and Catering Principles (Hospitality Services)- Pearson BTEC Level 2 Certificate
GCSE Science Synergy Double Award– AQA (9–1)	Business - Pearson BTEC Level 1/Level 2 First Award/Certificate
GCSE Sociology- AQA (9-1)	BTEC Music - Pearson Level 1/ Level 2 First Award
GCSE Psychology- AQA (9-1)	

Functional ICT – Pearson L1/L2	
<b>KEY STAGE 4 (14- 16) AND FURTHER EDUCATION (16-19) CORE CURRICULUM – FUNCTIONAL SKILLS</b>	<b>ENRICHMENT/CERTIFIED COURSES FOR WORK PLACEMENT</b>
Functional Maths - Pearson Functional Skills qualification in Mathematics at Entry 1, 2 and 3 and Level 1 and 2	PHSE
Functional English- Pearson Functional Skills qualification in English at Entry 1, 2 and 3 and Level 1 and 2	CV preparation
ESOL - Pearson Entry Level Award in ESOL Skills for Life (Entry 1, 2 and 3) and (Level 1 and 2) (QCF)	Presentation Skills
Functional Skills Science – AQA Entry Level 1-3, single or double award	Food Hygiene
ASDAN Employability Skills Development	Community, environment and healthy living
Home Cooking Skills- Pearson Level 1/2 Award	Health and Safety
ASDAN Citizenship	Introduction to IT Skills
Sign Language	Introduction to Health and Social Care
Music	Placement Training – in line with vocational options
	Karate (via Kombatkids) inclusive of licence and gradings

### **Enrichment Activities**

There is a full range of enrichment activities for BIC students to enjoy including;

- PE (14-16 only)
- CV Preparation
- Presentational Skills
- Placement Training – in line with vocational options

### **Progression Routes**

As a result of the personalised and varied curriculum BIC offers, there will be a wide range of quality progression routes open to all students. These include;

- Further Education - AS/A2, BTEC Nationals, higher level vocational courses
- Apprenticeships
- University

- Employment

Our staff and business partners will provide all students with high quality information, advice and guidance about progression options.

Individual students will be set challenging targets for their expected rate of progress and their teachers will ensure students are on track and motivated. Our GCSE level students will have a timetable that gives them the opportunity to gain GCSEs or BTECs in English Language, English Literature, Maths, Science, ICT and an option of Hospitality and Catering, Health and Social Care, Sociology, Psychology, Music or Business. Our non-GCSE students, timetable will be designed to give them a firm understanding of English, Maths and British Citizenship. They will be prepared to progress onto GCSEs, Further Education and Apprenticeships.

### Curriculum model

BIC students will participate in an innovative and exciting curriculum with the aim of achieving excellence in all aspects of their learning and work experience.

### Key Stage 4

A typical weekly breakdown for our year 10 and 11 students can be seen below. We anticipate that our timetables will be flexible enough to accommodate individual needs and broad enough to ensure a rich and varied learning experience. All students will follow the same core curriculum, which have the learning outcomes needed to obtain the core GCSEs and other qualifications embedded within them. A breakdown of the hours allocated to each aspect of the curriculum is shown below.

Learning and teaching approaches will actively encourage exploration, discovery and problem solving. The programme will be a mix of GCSEs, Functional and vocational learning.

### GCSE HOURS

Maths	English	Science	Psychology	Sociology	Music	ICT	PE	Total
4	5	6	4	4	3	1.5	2	29.5

\* include 1.15hr for assembly

### FUNCTIONAL HOURS

Maths	English	Science	ESOL	Home Cooking	ICT	BSL	Citizen ship	Music	PE	Total
3	4	2	4	3	2	2	2	2	2	27

\* include 1.15hr for assembly/1hr Reading Time/1hr Testing Time

To enhance the curriculum, we will have an enrichment programme and various certified short courses available to students. These will help to raise their aspirations whilst giving them an opportunity to develop wider skills that are of personal interest. Students will engage in citizenship activities with themes like 'Equality' and 'Sustainability' to help them not only engage with their community but also to increase their awareness of local, national and international issues. We will make sure there are structures in place to listen and respond to the learner's voice.

We will ensure BIC learning experiences and facilities are accessible to all and that students receive the support and help needed to achieve their goals and career aspirations. We will be fully inclusive and give any student with SEN or a disability the help and support they need. Where necessary we will call on external specialist agencies to provide additional support. BIC will work with statutory and voluntary sector partners such as health and welfare services. CPD for staff will include developing the skills and knowledge they need to differentiate the curriculum and provide support for different student groups. Teaching group sizes will be a maximum of 10-15.

The standard BIC GCSE day will run from 8.45 to 3.00, lunch and break time will total 1 hour. The standard BIC Functional day will run from 8.45 to 2.30, lunch and break time will total 1 hour (Friday close at 1.30pm). BIC will offer other bespoke timetables for students who have specific needs that are named in their EHCP. We will run a homework club and enrichment activities from 3.00 to 5.00 and sometimes at weekend, as appropriate. The school year will cover 36 weeks across 3 terms a year.

A typical GCSE and Functional time table for our year 10 and 11 students can be seen below though this offer will be refined and focused according to the needs and abilities of individual students.

### Further Education (16-19)

A typical weekly breakdown for our students aged 16plus can be seen below. We anticipate that our timetables will be flexible enough to accommodate individual needs and broad enough to ensure a rich and varied learning experience. All students will follow the same core curriculum, which have the learning outcomes needed to obtain the core GCSEs and other qualifications embedded within them. A breakdown of the hours allocated to each aspect of the curriculum is shown below.

Learning and teaching approaches will actively encourage exploration, discovery and problem solving. The programme will be a mix of GCSEs, Functional and vocational learning.

### GCSE HOURS

Maths	English	Science	Food Hygiene/ BSL	Independent study	Life Skills	PE/ Karate	Total
4	5	5	2	1	2	2	22*

\* include 1 hr for assembly/SEMH

### FUNCTIONAL HOURS

Maths	English	ESOL	Science	Food Hygiene/ BSL	Life Skills	PE/ Karate	Total
4	4	4	2	2	2	2	21*

\* include 1 hr for assembly/SEMH

### Age Separation Protocol

When the plus16 timetable is in operation at the same time of 14-16 year old timetable BIC uses its established robust system of 'non-contamination' of students. This is

achieved by operating separate access points to the building, monitoring arrangements by selected staff and separate breakout times.

**BIRMINGHAM INDEPENDENT COLLEGE - FUNCTIONAL SKILLS - TIMETABLE 2020/2021**

	08:45	09:00-11:00		11:00-11:15	11:15-13:00	13:00-13:30	13:30-14:30	
<b>MONDAY</b>	REGISTER/ PHSE	FUNCTIONAL ENGLISH		BREAK	FUNCTIONAL MATHS	LUNCH	ESOL	
	08:45	09:00-10:00	10:00-11:00	11:00-11:15	11:15-13:00	13:00-13:30	13:30-14:30	14:30-15:30
<b>TUESDAY</b>	REGISTER/ PHSE	FUNCTIONAL ENGLISH	ELC SCIENCE	BREAK	ESOL	LUNCH	ESOL	FUNCTIONAL ENGLISH
	08:45	09:00-10:00	10:00-11:00	11:00-11:15	11:15-13:00	13:00-13:30	13:30-14:30	
<b>WEDNESDAY</b>	REGISTER/ PHSE	FUNCTIONAL MATHS	ELC SCIENCE	BREAK	FOOD HYGIENE	LUNCH	FUNCTIONAL MATHS	
	08:45	09:00-11:00		11:00-11:15	11:15-13:00	13:00-13:30		
<b>THURSDAY</b>	REGISTER/ PHSE	LIFE SKILLS		BREAK	KARATE -	LUNCH		

**BIRMINGHAM INDEPENDENT COLLEGE - GCSE TIMETABLE 2020/2021**

	08:45	09:00-11:00	11:00-11:15	11:15-13:00	13:00-13:30	13:30-14:45	14:45-15:15
<b>MONDAY</b>	REGISTER/ PHSE	GCSE MATHS	BREAK	GCSE ENGLISH LANGUAGE	LUNCH	GCSE ENGLISH LANGUAGE	READING TIME
	08:45	09:00-11:00	11:00-11:15	11:15-13:00	13:00-13:30	13:30-14:30	14:30-15:30
<b>TUESDAY</b>	REGISTER/ PHSE	GCSE MATHS	BREAK	GCSE SCIENCE	LUNCH	GCSE SCIENCE	GCSE ENGLISH LANGUAGE
	08:45	09:00-11:00	11:00-11:15	11:15-12:15	12:15-13:00	13:00-13:30	13:30-14:45
<b>WEDNESDAY</b>	REGISTER/ PHSE	FOOD HYGIENE	BREAK	HOME WORK/INDEPENDENT WORK	GCSE SCIENCE	LUNCH	GCSE SCIENCE
	08:45	09:00-11:00	11:00-11:15	11:15 - 13:00			
<b>THURSDAY</b>	REGISTER/ PHSE	LIFE SKILLS	BREAK	KARATE			

**GLH:**

**GCSE Maths - 140 GLH (140 hrs per year / 36 weeks) = 3.8hrs per week (4.0 hrs allocated)**

**GCSE English - 140 GLH (140 hrs per year / 36 weeks) = 3.8hrs per week (4.0 hrs allocated)**

**GCSE ICT - 140 GLH (140 hrs per year / 36 weeks) = 3.8hrs per week (4.00 hrs allocated)**

**GCSE Science - 120 GLH: (120 hrs per year / 36 weeks) = 3.3hrs per week (3 hrs allocated)**

**BTEC Health and Social Care - 240 GLH (240 hrs per year / 36 weeks) = 6.665hrs per week (6.75 hrs allocated)**

**BTEC Hospitality and Catering Principles - 240 GLH (240 hrs per year / 36 weeks) = 6.665hrs per week (6.75 hrs allocated)**

**BTEC Business - 240 GLH (240 hrs per year / 36 weeks) = 6.665hrs per week (6.75 hrs allocated)**

**GCSE Music- 240 GLH (240 hrs per year / 36 hours) = 6.665hrs per week (6.75 hrs allocated)**

*If required the student can undertake the award of these BTEC qualifications, equivalent to one GCSE through the total of 120 GLH/ 36 weeks= 3.333hrs per week (3.37 hours allocated), In this case, two awards can be studied for instead of one certificate.*

**GCSE Sociology- 140 GLH (140 hrs per year / 36 weeks) = 3.8hrs per week (4.00 hrs allocated)**

**GCSE Psychology- 140 GLH (140 hrs per year / 36 weeks) = 3.8hrs per week (4.00 hrs allocated)**

**PHSE = 2 hrs per week (2.25hrs allocated)**

**ASDAN CITIZENSHIP - 60 GLH: (60 hrs per year / 36 weeks) = 1.66hrs per week (1.0 hrs allocated)**



**For all our courses we apply the following ethos:**

### **Teaching and Learning**

Teaching & learning is a regular agenda item on staff meetings. This allows regular opportunities for teachers within the department to share good practice with other members of the team and air their views on their lessons and current schemes of work.

Regular monitoring and evaluation exercises are carried out in accordance with the school's monitoring and evaluation cycles. Informal monitoring meetings will be held regularly with all staff members, where items for discussion will include:

- Student planner check
- Teacher planner check
- Pupil work check (ex. book trawls)
- Feedback from lesson plans
- Homework setting
- Teacher progress with schemes of work

### **Student Assessment**

The College recognises the importance of regular assessment of students. It enables us to:-

- Identify students' strengths and weaknesses
- Plan subsequent lessons accordingly
- Inform the process of grouping students
- Inform students and parents regarding the progress students are making.

Similarly, students will be regularly tested using past paper questions.

Results are reported to students via their teachers. Results should be given as a sub-level or grade. Towards the end of the school year in accordance with the school assessment calendar, students are given an end of year assessment. This examination should encompass all the work done during the year.

Weekly, teachers are required to document learning observations and reflections for each student. At the end of each term teachers are expected to formally document the learning reflection records and students also provide their learning reflections for each subject area and any additional assessment task. These can range from role play to written examinations, this data is an important part of helping the students to succeed. The learning reflection report is shared with parents/guardians at the end of the term with an indication of the student's current working levels and a directive as to the necessary steps students, parents/guardians will need to take to achieve the predicted outcome.

### **Homework**

Homework is set according to the homework timetable.

An overview of each accredited course is below:

### **GCSE MATHS - Pearson (9–1)**

The assessments will cover the following content headings:

1 Number

2 Algebra

3 Ratio, proportion and rates of change

4 Geometry and measures

5 Probability

6 Statistics

The qualification consists of three equally-weighted written examination papers at either Foundation Tier or Higher Tier. All three papers must be at the same tier of entry and must be completed in the same assessment series.

Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

Each paper is 1 hour and 30 minutes long.

Each paper will cover all Assessment Objectives, in the percentages outlined for each tier. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. Foundation Tier: grades 1 to 5. Higher Tier: grades 4 to 9 (grade 3 allowed).

### **GCSE ENGLISH LANGUAGE- Pearson (9–1)**

This is a linear course and consists of two externally examined components and one endorsement for Spoken Language.

#### **Overview:**

- Study selections from a range of prose fiction.
- Develop skills to analyse and evaluate 19th-century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar, accurately.

- Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction).
- Develop skills to analyse, evaluate and compare non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

### **GCSE ENGLISH LITERATURE- Pearson (9–1)**

The Pearson Edexcel GCSE (9–1) in English Literature meets the following purposes, which fulfil those defined by the Office of Qualifications and Examinations Regulation (Ofqual) for GCSE qualifications in their GCSE (9–1) Qualification Level Conditions and Requirements document, published in April 2014.

The purposes of this qualification are to:

- provide evidence of students' achievements against demanding and fulfilling content, giving students the confidence that the literacy skills, knowledge and understanding that they will have acquired during the course of their study are comparable to those of the highest performing jurisdictions in the world, enriching their cultural awareness through the study of literary heritage texts
- provide a strong foundation for further academic and vocational study and for employment, to help students progress to a full range of courses in further and higher education. This includes Level 3 English courses, as well as Level 3 courses in other disciplines such as Drama and Theatre Studies
- provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students. Qualification aims and objectives the aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Literature are to enable students to:
  - read a wide range of classic literature fluently and with good understanding, and make connections across their reading
  - read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
  - develop the habit of reading widely and often
  - appreciate the depth and power of the English literary heritage
  - write accurately, effectively and analytically about their reading, using Standard English
  - acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

**GCSE SCIENCE - AQA GCSE Synergy double award in Combined Science**

**ENTRY LEVEL SCIENCE - The AQA Entry Level 1/2/3 single or double award**

Areas covered:

- Modules based on Biology, chemistry and physics topics
- Practical assessment associated with each module
- End of module tests

The qualification is appropriate for learners who will benefit from a practical and applied approach to learning in a vocational context. It has been developed to:

- give learners the opportunity to gain a broad understanding and knowledge of science principles and practice
- give learners the opportunity to develop a range of related skills and techniques that are essential for successful performance in working life
- give opportunities for learners to achieve a nationally recognized science qualification
- support progression into a vocational or academic science course or into an apprenticeship

### **FUNCTIONAL MATHS - Pearson Functional Skills qualification in Mathematics at Entry 1, 2 and 3 and Level 1 and 2**

Entry 1 - Overview of content

- representing using mathematics
- analysing situations mathematically
- interpreting solutions to problems using mathematics
- coverage of mathematical content in number, geometry and statistics

Entry 2 - Overview of content

- representing using mathematics
- analysing situations mathematically
- interpreting solutions to problems using mathematics
- coverage of mathematical content in number, geometry and statistics

Entry 3 - Overview of content

- representing using mathematics
- analysing situations mathematically
- interpreting solutions to problems using mathematics
- coverage of mathematical content in number, geometry and statistics

Level 1 - Overview of content

- representing using mathematics
- analysing situations mathematically
- interpreting solutions to problems using mathematics
- coverage of mathematical content in number, geometry and statistics

Level 2 - Overview of content

- representing using mathematics
- analysing situations mathematically
- interpreting solutions to problems using mathematics
- coverage of mathematical content in number, algebra, geometry and statistics

## **FUNCTIONAL ENGLISH - Pearson Functional Skills qualification in English at Entry 1, 2 and 3 and Level 1 and 2**

Entry 1 - The assessment will cover all the Entry 1 speaking, listening and communication skill standard, Read and Writing.

Entry 2 - The assessment will cover all the Entry 2 speaking, listening and communication skill standard, Read and Writing.

Entry 3 - The assessment will cover all the Entry 3 speaking, listening and communication skill standard, Read and Writing.

Level 1 - The assessment will cover all the level 1 speaking, listening and communication skill standard, Read and Writing.

Level 2 - The assessment will cover all the level 1 speaking, listening and communication skill standard, Read and Writing

**FUNCTIONAL ICT** – The Edexcel GCSE in ICT comprises two units.

### **Unit 1 - Living in a Digital World**

In this unit students explore how digital technology impacts on the lives of individuals, organisations and society.

They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move).

They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

### **Unit 2: Using Digital Tools**

This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts.

They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

## **HEALTH AND SOCIAL CARE - Pearson BTEC Level 1/Level 2 First Award/Certificate in Health and Social Care**

Our Health and Social Care courses have been designed to help students understand the skills and knowledge needed to work in the health and social care sector and to develop practical skills in preparation for employment or progression in education.

We will arrange visits and guest speakers to give our students a better understanding of the employment opportunities available and the importance of further study.

An overview of what students will study:

LEVEL 1 - Investigating rights and responsibilities at work/Managing your health at work/Health and social care needs/Personal care in health and social care/Creative activities for children/Learning experiences for children and young people/Creative and leisure activities for adults in health and social care/Promoting healthy eating in care/Communication with adults and children in health and social care/Job opportunities in health and social care/Health and social care group project

LEVEL 2 - Communication /Individual rights/Individual needs/Ensuring safe environments/Vocational experiences/Cultural diversity/Anatomy and physiology/Human Lifespan Development/Creative and therapeutic activities/care services/The impact of diet on health

If required the student can undertake the award of this qualification, equivalent to one GCSE through the total of 120 GLH.

### **HOSPITALITY AND CATERING - Pearson BTEC Level 2 Award/ Certificate (QCF)**

BIC's Hospitality and Catering courses are delivered in a learning environment, which encourages, supports and challenges students to achieve the vocational skills and personal aptitudes they need to be competitive in the labour market and be attractive to future employers. Students at BIC will have the opportunity to develop:

High level professional skills/Social and personal skills/Practical food production expertise/Service delivery and distribution skills/Community focused entrepreneurial projects.

An overview of what students will study:

LEVEL 1 – an introduction to the Hospitality Industry/Working in the Hospitality Industry/Food Safety/Health and Safety. Plus 3 optional units.

LEVEL 2 - Food Safety/Safe, Hygienic and Secure Working Environments/ Effective Teamwork/ Kitchen Administration/ Preparation, Cooking and Finishing of: Fish Dishes, Meat Dishes, Poultry Dishes, Vegetable Dishes.

The Edexcel BTEC Level 1/Level 2 First Certificate in Hospitality is taught over 240 guided learning hours (GLH). It has core, mandatory and optional specialist units. Learners must complete the two core units, the two mandatory units and a choice of optional specialist units (at least one unit from Group A, **plus** at least one unit from Group B) to reach a total of 240 GLH.

If required the student can undertake the award of this qualification, equivalent to one GCSE through the total of 120 GLH.

### **BUSINESS- Pearson BTEC Level 1/Level 2 First Award/Certificate in Business**

A BTEC Business course is one of the few qualifications that will help you succeed in your future career no matter what you go on to do. The principles of business that you will learn can underpin every type of organisation you may encounter. This doesn't mean that it will give you all the skills you need to do a job, but it does mean

that you'll have the opportunity to gain specific knowledge, understanding and skills that are relevant to your chosen subject or area of work.

Level 1 - Working in business administration/Communicating electronically/ Making and receiving calls /Welcoming visitors/Handling mail/ Creating business documents/Recording business transactions/ Supporting business meetings/Business administration group project/ Ideas for small business/Job opportunities in administration

Level 2 - Business Purposes/Business Organisations/Financial Forecasting for Business/People in Organisations/Providing Business Support/Verbal and Non-verbal Communications in Business Contexts/Business Communication Through Documentation/Training and Employment in Business/Personal Selling in Business/Customer Relations in Business/ Business Online/Consumer Rights/Business Enterprise/The Marketing Plan/Managing Personal Finances.

If required the student can undertake the award of this qualification, equivalent to one GCSE through the total of 120 GLH.

### **MUSIC - Pearson BTEC Level 1/Level 2 First Award**

This course allows students to engage with the music industry and develop a range of relevant practical and technical skills.

Students will explore music product development and events management, and apply your knowledge in new and practical industry-related contexts.

Students will study the following two mandatory units, covering the fundamental knowledge, skills and understanding required for the music sector:

- the music industry
- managing a music product.

Students will build on the knowledge gained in the mandatory units, and explore two subsectors of the music industry, by choosing a further two units, covering areas such as:

- introducing live sound
- introducing music composition
- introducing music performance
- introducing music recording
- introducing music sequencing.

Students will carry out tasks/assignments throughout the course.

The teacher will mark these, and so the student will receive feedback as to how they are getting on.

For the assessment for Unit 1 which is sent away to be marked, students will be able to draw on the knowledge, skills and understanding they have developed in the qualification as a whole.

The sector-specific knowledge and skills will support progression to a level 3 academic, applied general or technical level music or music technology qualification, or to an apprenticeship.

### **PSYCHOLOGY- Pearson GCSE (9-1)**

The Pearson Edexcel GCSE (9–1) in Psychology consists of two externally-examined papers. Students must complete all assessment in May/June in any single year.

The content contains three sections:

**Section A: Compulsory topics** Students must study all topics in this section. These topics will be examined in Paper 1. The contexts in these topics will also be used in in Paper 2 for research methods (Topic 11: Research methods – How do you carry out psychological research?).

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you? #
- Topic 5: Social influence – How do others affect you?

**Section B: Optional topics** Students must study two of the topics in this section. These topics will be examined in Paper 2 at BIC.

- Topic 6. Criminal psychology – Why do people become criminals?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?

**Section C: Research methods** Students must study the topic in this section.

- Topic 11: Research methods – How do you carry out psychological research?

The knowledge and understanding of research methods will be assessed in both papers.

**Paper 1:** Students may be asked to apply their knowledge and understanding of research methods and how studies are conducted in new contexts. Any detail students need to know about a study will be detailed in the question.

**Paper 2:** Students' knowledge and understanding of research methods will be assessed in depth in this section. The contexts used in question papers for this topic will draw on the contexts used in the compulsory topics for Paper 1.

In the examination, students could be asked to design a research study and/or evaluate how a study has been carried out from stimulus material.

## **SOCIOLOGY- AQA GCSE (9-1)**

GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways.

The AQA GCSE (9–1) in Sociology consists of two externally-examined papers. That covers the following content:

- The Sociological Approach
- Social Structures, Social Processes and Social Issues
- Families
- Education
- Crime and Deviance
- Social Stratification
- Sociological Research Methods

Students must complete all assessment in May/June in any single year. Assessment is across two papers, each 1 hr 45 minutes long:

Paper 1: The sociology of families and education

-The sociology of families

-The sociology of education

-Relevant areas of social theory and methodology

Paper 2: The sociology of crime and deviance

- The sociology of crime and deviance

- The sociology of social stratification

- Relevant areas of social theory and methodology.

## **ESOL - The Pearson Edexcel Entry Level Award in ESOL Skills for Life (Entry 1, 2 and 3) and (Level 1 and 2) (QCF)**

These Edexcel Awards in ESOL Skills for Life are for EAL learners needing to develop their English skills for use in everyday life and/or work. The government and employers have called for an increase in the level of basic literacy skills for use in everyday life, education and employment and these qualifications have been developed to meet this need.

These qualifications enable learners to progress towards Level 2 qualifications, for example Functional Skills English units/GCSE English. They give learners the competence and confidence to use their English skills in their studies and employment and other areas of their life.

Entry 1 gives the learner the knowledge and skills to be able to:

- read, understand and obtain information from short texts on familiar topics, common signs and symbols
- respond to simple written narratives, statements, questions and instructions
- speak and be understood when conveying basic information, feelings and opinions
- write simple sentences correctly and complete simple forms.

Entry 2 gives the learner the knowledge and skills to:

- read, understand and obtain information from short, straightforward text, including chronological and instructional text types, signs and symbols
- respond to familiar written straightforward information, short narratives, explanations and instructions
- listen to other people and speak to convey information, feelings and opinions on familiar topics, including when in discussion with others
- write to convey information with some adaptation for the intended audience, using correct punctuation, grammar and spelling.

Entry 3 gives the learner the knowledge and skills to:

- read, understand and obtain information from short, straightforward chronological, continuous descriptive, explanatory texts from everyday sources
- respond to written straightforward information, narratives, explanations and instructions from everyday sources
- listen to other people and speak to convey information, feelings and opinions on familiar topics
- speak to respond using appropriate formality for the situation, including when making points and responding to others in discussions
- write to convey information and opinions with some adaptation for the intended audience, using correct punctuation, grammar and spelling.

**PERSONAL AND SOCIAL DEVELOPMENT - Edexcel Entry Level Award in Personal and Social Development (Entry 2 and 3) and (Level 1 and 2) (QCF)**

Edexcel Entry 2 and Entry 3 qualifications are designed to enhance learners' life and work skills in a range of contexts and aimed to develop their personal and social development skills. The units cover areas such as developing own skills and setting goals, social skills such as managing relationships and working with others, knowledge for living in the wider community such as rights and responsibilities and

community action and life skills such as healthy living, budgeting and preparing for work.

The Level 1 Award, Certificate and Diploma in Personal and Social Development (QCF) have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills including personal skills, and techniques, and attributes essential for successful performance in working, personal and social life
- achieve a nationally recognised level 1 related qualification
- progress to related general and/or vocational qualifications.

The Level 2 Award and Pearson Level 2 Certificate in Personal and Social Development (QCF) are for learners who would like to progress into employment. The qualifications give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, Level 2 vocationally related qualification
- progress to employment in a particular vocational sector
- develop their own personal growth and engagement in learning.

### **HOME COOKING SKILLS - Pearson Level 1/2 Award**

The Pearson BTEC Level 1 and Level 2 Awards in Home Cooking Skills have been developed to give learners the opportunity to develop:

- the knowledge, understanding and confidence to cook healthy meals from scratch at home
- To plan & cook a nutritious two course meal independently
- Understanding of how to economise when planning a meal
- Food preparation techniques
- Food presentation skills
- Food safety
- Personal safety
- An ability to transfer skills learned to different recipes
- An ability to inspire others by transferring that knowledge

Learners who have achieved the BTEC Level 1 Award in Home Cooking Skills can progress on to the BTEC Level 2 Award in Home Cooking Skills.

This course will give learners the qualification & experience to apply for employment within the catering field.

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- Apprenticeships BTEC specialist qualifications may also enhance learners' self-development by providing them with valuable life skills.

## **ASDAN SHORT COURSES**

Each ASDAN Short Course accredits up to 60 hours of theory and practical activity. It has been updated to take into account changes to the National Curriculum and Programme of Study requirements at Key Stages 3 and 4.

The flexibility of ASDAN's Short Courses means they can be carried out in a variety of settings, over a time period to suit the individual or co-ordinating centre. Challenge descriptions can be interpreted and adapted according to the situation.

Because Short Courses are multi-level, the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level. Students present a portfolio of evidence of their activities.

## **BRITISH SIGN LANGUAGE**

The course will run for 1hr weekly for the length of the term.

Students will learn new signs and practice with the group as well as individual presentation to the class. One to one peer working will take place each week until assessments take place.

### **Qualification aim**

This qualification is designed to teach learners to communicate with Deaf people in British Sign Language (BSL) on a range of topics that involve simple, everyday language use. They will gain basic skills and confidence in production and reception of BSL.

The specification has been designed using the UK Occupational Language Standards 2010 at Level 1.

### **Qualification structure**

The qualification is divided into three units, each of which can be achieved separately. Learners who are new to BSL should cover 101 first, as units 102 and 103 build on this knowledge. Units 102 and 103 can be taken in any order.

RQF unit number F/502/4513 J/504/0762 F/504/0761

Unit titles

Introduction to BSL

Conversational BSL

Communicate in BSL about Everyday Life

<b>Learning outcomes</b>	<b>Assessment criteria</b>
At the end of this unit, the successful learner will:	At the end of the unit, the successful learner can:
1. Understand and communicate basic conversation when meeting people	1.1 Address, greet and take leave of another BSL user 1.2 Understand and produce fingerspelling (the manual alphabet) for names of people and places 1.3 Use and recognise strategies for asking for clarification 1.4 Use and recognise simple question forms 1.5 Ask for and give relevant personal information about self or others
2. Know basic numbers	2.1 Recognise and use local numbers for: a. people                      b. time c. money                      d. dates
3. Know different weather conditions and respond to questions about the weather	3.1 Describe a range of weather conditions 3.2 Ask about the weather using a range of vocabulary
4. Know a range of transport modes	4.1 Give and receive information about different ways travelling
5. Communicate a range of directions	5.1 Give simple direction in places or building 5.2 Ask for directions using a range of vocabulary

Assessment will be carried out either on a continuous basis over the length of the unit, or at the end of the unit. It is not necessary to assess all assessment criteria, or all candidates, at the same time. If the assessment is carried out at the end of the teaching time or recorded for external quality assurance purposes it will be no more than five minutes.