Oakwood Academy
A Visual Arts, Technology & Sports College

Curriculum Policy

Inspire – Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT
"Promoting learning excellence – Inclusion beyond the barriers".

Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	A Ellis (Deputy Head Teacher) and D Jones (Assistant Head Teacher). September 2022
Policy approved by:	L Southwood (Head Teacher). September 2023.
Policy to be reviewed:	July 2024
Summary of changes	• Changes to curriculum model (KS3) • We have developed a curriculum design model • We have identified the guided principles of our curriculum

Policy development

Policy development - this policy has been developed through undertaking a thorough curriculum consultation consisting of:

- An annual SWOT analysis of the curriculum (February 2022) using 'curriculum research document; An investigation into how to assess the quality of education through curriculum intent, implementation and impact' (Dec 2018)
- Contextual analysis document has been developed to identify pupils barriers to learning and how this drives curriculum design.
- Staff consultation exercise using Google Form and further feedback opportunities.
- Pupil voice feedback through pupil steering group and school council

Contents Page

Introduction and aims

What is a curriculum?
A curriculum is 'The framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage' (intent)

What is curriculum design?

Translating that framework over time into a structure of narrative within a school (implementation); and for evaluating what knowledge and understanding pupils have gained against those expectations (impact). Curriculum lies at the heart of education.
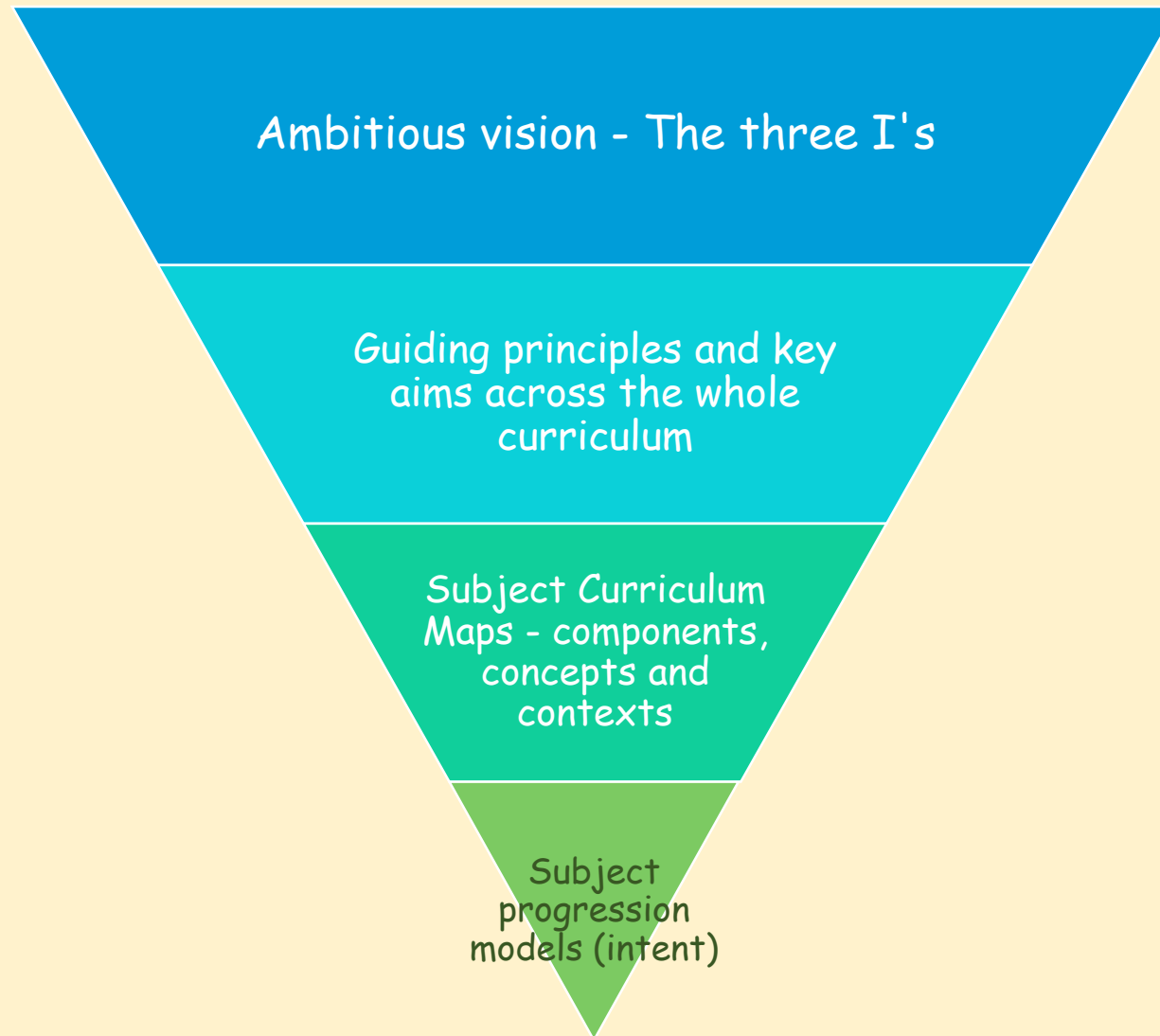
Aims of the policy

- Ensure that the design of the curriculum is tailored to meet the specific needs of all learners and has a significant impact on learning

- Ensure that the curriculum provides a wide range of high quality, relevant and purposeful opportunities and qualifications which inspires young people to actively engage with their own learning and supports their development into adulthood

Legislation and Guidance

- This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

- It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Oakwood's curriculum design model

Ambitious vision - The three I's

Guiding principles and key aims across the whole curriculum

Subject Curriculum Maps - components, concepts and contexts
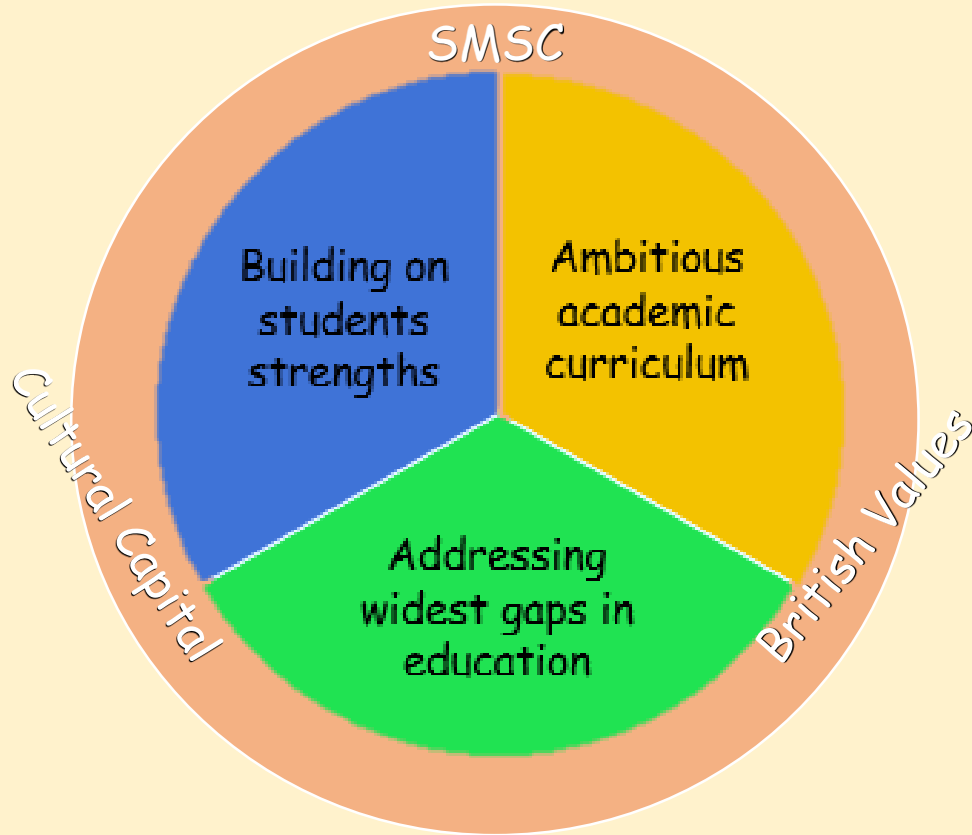
Subject progression models (intent)

The vision for teaching and learning at Oakwood

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.

Inspire – Impact – Independence

Main aims of the curriculum

■	Provide an **ambitious academic curriculum** so that students can access a wide range of qualifications that can support and impact on their further education and their employability.
■	To address pupils widest gaps in education by developing basic skills in **literacy and numeracy** across the curriculum in order to prepare our students for the opportunities, responsibilities and experiences of later life.
■	To ensure that we have a **broad and balanced offer** for our students to build upon students strengths and interests to inspire them to hold high aspirations for their future
■	To develop our students wider skills and qualities that prepare our students for the opportunities, responsibilities and experiences of later life. These include: • Equipping pupils with the knowledge and **cultural capital** they need to remove barriers to learning and support their future aspirations • Support pupils' **spiritual, moral, social and cultural development** • Awareness of **British values** to become well informed and responsible citizens

The guiding principles of our curriculum

Inclusion focus

- All students should see themselves celebrated through the curriculum. This is done through recognizing and celebrating role models that reflect the diverse range of our school population.

Appropriate content

- The curriculum content has been chosen specifically for it's appropriateness for our students, this is driven by rigorous assessments of student starting points across all areas of the curriculum and the context of our school community

Locality

- Where fitting, the curriculum content will have a focus upon teaching students about their locality and influential figures with a link to their local area to create cultural capital for our students.

Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning.

Knowledge - concepts and context
- Prototype Theory

Sequencing
- Components and composites
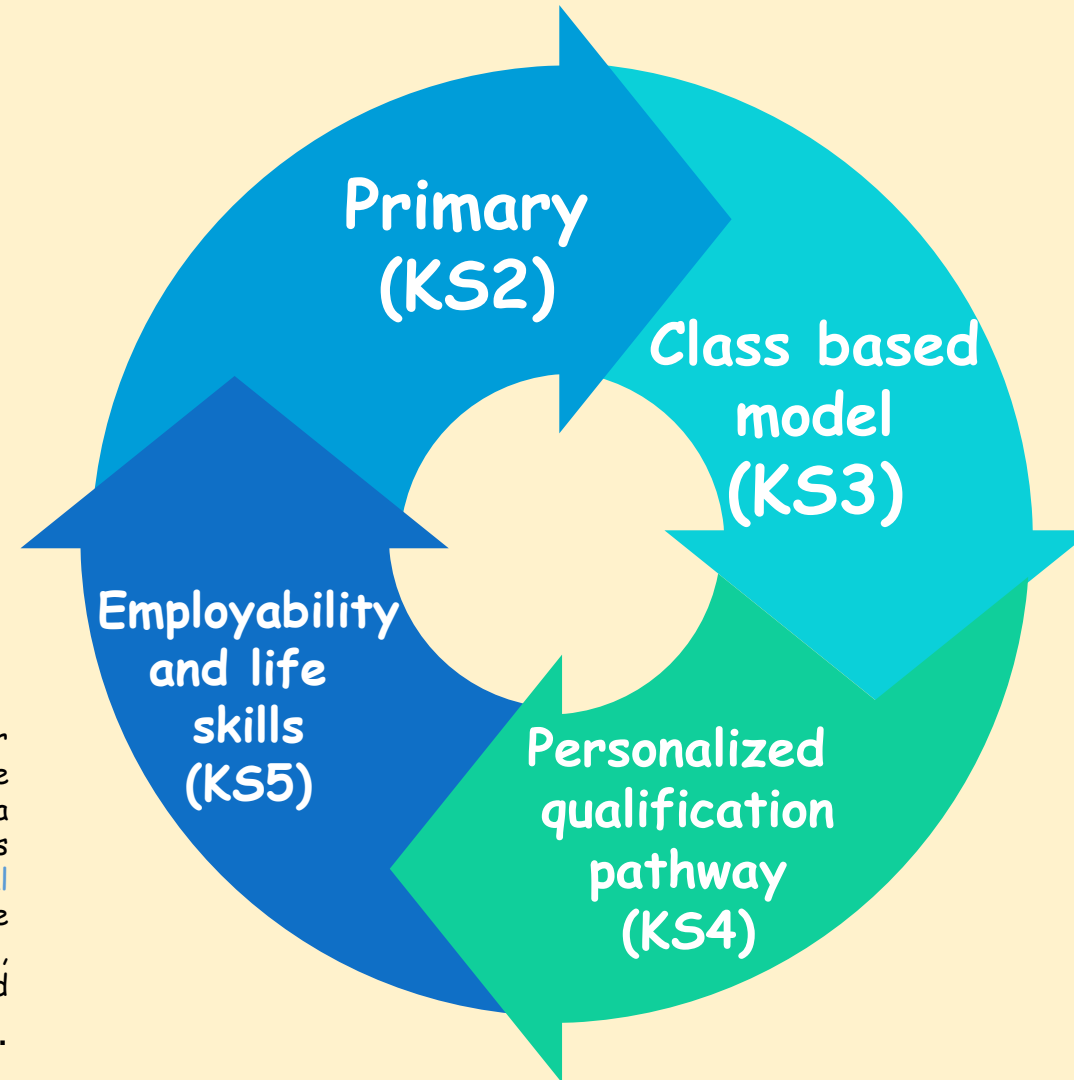
Making connections across subjects
- Schema Theory

Curriculum Phases at Oakwood

Key Stage 2 Primary model

Learning is purposeful and suited to the needs of Pupils. They are taught mainly by a class teacher across core subjects and are taught by specialist teachers in foundation subjects.

Key Stage 5 Employability and life skills focus

The curriculum is designed to prepare our students for adult life. This includes having the skills, experience and independence to have a positive impact on their community. Our students will leave with a broad range of vocational qualifications and work experience to prepare them for Supported Internships, Apprenticeships, long term volunteering and being a valued member of the public.

Primary (KS2)

Class based model (KS3)

Employability and life skills (KS5)

Personalized qualification pathway (KS4)

Key Stage 3 Class based model

The focus in Year 7 is to ensure a successful transition from primary school, so that students are able to bring with them previous knowledge and skills and learn to apply them in a different setting. In the Autumn Term, time is taken to baseline all students; with teachers identifying all our Year 7 students' strengths and 'where they are at' so that aspirational targets and progression steps can be planned. There is a big focus on getting to know pupils needs and addressing the widest gaps in education through regular intervention. Pupils are taught mainly by a class teacher across core subjects and are taught by specialist teachers in foundation subjects. In Year 9, key learning and taster opportunities are introduced in order for pupils and parents to make appropriate vocational qualification choices at the end of the year.

Key Stage 4 Personalized qualification pathway

An ambitious academic curriculum is tailored to suit the needs of each individual pupil through accessing personalized qualifications across all core subjects delivered. Additionally, pupils are provided with a range of vocational qualifications that are very much focused on developing pupils' independence and future aspirations. Personal development lessons focus on developing well rounded citizens who have not only a good understanding of themselves but also of the world we live in.

SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

	Social	Moral	Spiritual	Cultural
	Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.	Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.	Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
Planned curriculum	✓ Subject Policies	✓ Subject Policies	✓ Subject Policies	✓ Subject Policies
Theme Days	✓ Theme Day Calendar	✓ Theme Day Calendar	✓ Theme Day Calendar	✓ Theme Day Calendar
Collective worship	✓ Daily collective worship	✓ Daily collective worship	✓ Daily collective worship	✓ Daily collective worship
Homework	✓ Homework opportunities available to all pupils	✓ Homework opportunities available to all pupils	✓ Homework opportunities available to all pupils	✓ Homework opportunities available to all pupils
Assemblies	✓ Themed assemblies, leading to opportunities for discussion and reflection.	✓ Themed assemblies, leading to opportunities for discussion and reflection	✓ Themed assemblies, leading to opportunities for discussion and reflection	✓ Themed assemblies, leading to opportunities for discussion and reflection

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Extra Curricular provision	✔ Lunch and after school clubs	✔ Lunch and after school clubs	✔ Lunch and after school clubs	✔ Lunch and after school clubs
Behaviour policy	✔ Values are embedded into the school code of conduct and behaviour policy	✔ Values are embedded into the school code of conduct and behaviour policy	✔ Values are embedded into the school code of conduct and behaviour policy	✔ Values are embedded into the school code of conduct and behaviour policy
School Council	✔ We have an active school council which promotes democracy and includes all pupils in decisions made about their school.	✔ We have an active school council which promotes democracy and includes all pupils in decisions made about their school.	✔ We have an active school council which promotes democracy and includes all pupils in decisions made about their school.	✔ We have an active school council which promotes democracy and includes all pupils in decisions made about their school.

British Values at Oakwood

The Department for Education state that there is a 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 Oakwood Academy these values are reinforced regularly and in the following ways.

Democracy

- Democracy is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through the school council and regular questionnaires. The elections of the school Council members, and Head Boy and Girl are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

- The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced throughout our school day, through our school assemblies and also when dealing with behaviour in school. We encourage our pupils to distinguish right from wrong and help pupils to understand that living under the rule of law protects individuals. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from the Police, Fire Service etc. also help to reinforce our messages. Our restorative justice approach helps us to resolve conflicts.

Individual Liberty

- Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. We support pupils to develop their self-knowledge, self-esteem and self-confidence. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and PSHE lessons. We implement a strong anti-bullying culture and pride ourselves on being a Telling school.

Mutual Respect and tolerance

- At the heart of our whole school ethos is a commitment to our school values – a set of core attitudes that we believe contribute to individuals being able to live happy and successful lives within the communities to which they belong. Our Values are taught through assemblies and Personal Development sessions and form a key part of our daily dialogue across school.   Respect is promoted across school and it is deeply embedded in all that we do at the school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of Respect at Oakwood underpins our work every day both in and out of the classroom. Our school frequently participates in learning activities which promote mutual respect including local visits.   In addition to these activities our children are given regular opportunities to learn in within their community and beyond, each time an emphasis is placed on respecting those with whom they come into contact and their surroundings.   A very wide range of extra-curricular clubs are offered at Oakwood both at lunchtime and after the school day. These clubs provide another opportunity for mutual respect to be secured in the attitudes of our pupils, both amongst those participating from their own setting, and any visiting staff or teams.

- Our core value of Respect ensures tolerance of those who have different faiths and beliefs. Oakwood enhances pupils understanding of different faiths and beliefs through religious education studies; PSHE work; welcoming visitors from other schools that are not predominately white British, and enjoying a depth of study about other cultures and belief systems during themed weeks. All year groups take part in a faith visit to a place of worship.

British values overview

At Oakwood Academy, we recognise the multicultural, multi-faith nature of the local area and the United Kingdom. These values are reflected in the school's ethos and embedded in school life.

	Democracy A state of society characterised by equality of rights and privileges	**The Rule of Law** All people and institutions are subject to and accountable to law that is fairly applied and enforced.	**Individual Liberty** Individual liberty suggests the free exercise of rights generally seen as outside Government control.	**Mutual Respect and Tolerance** The proper regard for an individual's dignity, which is reciprocated.	**Overview** Some examples include:
Curriculum	✓	✓	✓	✓	Rights and British values are explicitly taught directly through Personal Development Curriculum and through cross-curricular themes. Outcomes in these areas are also promoted across all subject areas. A focus on inclusive role models is also central to our guided principles of the curriculum
Theme days	✓	✓	✓	✓	We celebrate the culture and background of staff and pupils. We welcome staff from other countries, and visitors from other faiths to share their language and culture with pupils in formalised and informal settings.
Collective worship	✓		✓	✓	Daily collective worship is available to pupils
Homework	✓	✓	✓	✓	Themed homework opportunities available to all on British Values outcomes
Assemblies	✓	✓	✓	✓	Assemblies have a theme of the week which promote a range of British values
School Council	✓	✓	✓	✓	We have an active school council which promotes democracy and includes all pupils in decisions made about their school.

British values overview

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	Democracy — A state of society characterised by equality of rights and privileges	The Rule of Law — All people and institutions are subject to and accountable to law that is fairly applied and enforced.	Individual Liberty — Individual liberty suggests the free exercise of rights generally seen as outside Government control.	Mutual Respect and Tolerance — The proper regard for an individual's dignity, which is reciprocated.	Overview — Some examples include:
Code of Conduct	✔	✔	✔	✔	Values are embedded into the school code of conduct and behavior policy
Pupil surveys	✔	✔	✔	✔	Termly pupil surveys are taken by pupils to monitor pupils wellbeing
Teacher standards	✔	✔	✔	✔	Role modelling the British values to pupils and inclusive teaching to all
Safeguarding procedures	✔	✔	✔	✔	Vigilance in preventing pupils being exposed to extremist views, especially by visitors to the school
Links to other policies	✔	✔	✔	✔	For example, awareness of e-safety guidelines
Inclusion	✔	✔	✔	✔	Pupils are actively encouraged to make choices knowing that they are in a safe and supportive environment. There is equal curriculum access for all and, in particular, no segregation by gender or disability.

Cultural Capital

What is Cultural Capital for us at Oakwood?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

Cultural capital is the understanding and knowledge of social, moral, spiritual and cultural influences that encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society and to the lives of those living and working in their local community.

Cultural capital for us is providing students with the opportunities to see and appreciate places and things that they otherwise not be exposed to.

Cultural Capital

At Oakwood Academy, we recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

The school recognises that there are six key areas of development that are contribute to the sum of a student's cultural capital:

Key area:	Summary of the key areas of coverage for each area of Cultural Capital Development:
Life experiences	53% of our students are Pupil Premium. A large percentage of our school population comes from areas of social deprivation. The life experiences that many young people experience as a natural part of growing up may be something that our students have not had the opportunity to partake in and as such as a school we feel that it is our duty to help students engage with these opportunities.
Life Skills	For some of our students what can be considered basic life skills need development. This will enable our students to function with more independence in society when they are older.
Speech & Language	21% of our students have a SLCN as their primary SEND need on their EHCP plan. 38% of pupils have 'Communication and Interaction' as a broad area of need. To allow our students the best opportunities to fully included in their local community we need to provide them with the necessary opportunities to develop their speech and language skills to allow them the freedom to express themselves and recognise the value of their contributions.
Social Skills	Developing students skills to communicate effectively using both verbal and non-verbal communication. This in turn allows students to communicate their wants and needs, promotes better more meaningful relationships with their peers, increased confidence in social situations and better future prospects through better expressing oneself in situations like interviews An example.
Readiness to learn	As a school it is our expectation that we will support every pupil to be in the best position to learn. We recognise that learning cannot take place when basic needs are not being met.

Cultural Capital

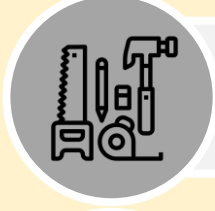|	Barriers to learning and future aspirations	Decisions made
	Life Experiences • General knowledge • Knowledge of the wider world • Lack of first-hand experiences (farms, theatre etc.) • Financial constraints • Aspirations • Lack of positive role models with similar needs • Lack of financial acumen • Dis-functional family circumstances (experiencing violence at home, lack of food) • Access to interesting books and educational activities in the home	❑ Watch News-round daily ❑ Educational trips and visits part of subject curriculums when necessary ❑ Extensive extra curricular provision (including lunch clubs and after school) made available to all pupils ❑ Implement 'Locality' as a key principle to all subject curriculum design ❑ Promotion of a love of reading through reading for pleasure and access to the library / book fairs/ library visits. ❑ 'Inclusion' as a kay principle running through the curriculum ❑ Positive role models celebrated through curriculum and assemblies ❑ Texts selected so each student can see themselves represented
	Life skills • Poor resilience • Poor independence • Poor basic literacy and numeracy skills • Money management / budgeting • Planning for the future	❑ Successfully implement whole school literacy and numeracy strategies ❑ Vocational qualifications ❑ Careers education ❑ Work experience
	Poor speech, language and communication skills • Limited vocabulary • Poor grammatical knowledge • Poor listening skills • Limited familiarity of texts • Protocol of communication	❑ Speech and language external support ❑ Regular and systematic Phonics programme used throughout school ❑ Successfully implement whole school literacy strategies ❑ Develop a new school library
	Poor social skills • Social Etiquette – (dining, manners, etc) • Poor social interaction skills • Conflict and resolution • Parents valuing education	❑ Re-introduce a 'family setting' for lunch ❑ Speech and language external support ❑ Pupils EHCP targets linked to All About Me lessons ❑ Restorative justice to be used (link to behaviour policy) ❑ Break and lunch time activity training for Teaching Assistants ❑ Use of Kagan structures for delivering teaching and learning activities ❑ Access to counselling.
	Ready to learn • Lack of food • Being tired • Lack of routine and boundaries • Attachment issues	❑ Free breakfast available to all pupils ❑ Greater attention on routines during the school day ❑ Daily walk embedded into form time ❑ Part-time timetable for children who not emotionally or socially ❑ Individualised SMART room support

Subject information

Oakwood Academy

English	English curriculum Map	English progression model	English policy
Maths	Maths curriculum map	Maths progression model	Maths policy
Science	Science curriculum map	Science progression model	Science policy
Geography	Geography curriculum map	Geography progression model	Geography policy
History	History curriculum map	History progression model	History policy

Subject information

Oakwood Academy

	Art	Art curriculum map	Art progression model	Art policy
	Computing	Computing curriculum map	Computing progression model	Computing policy
	Design and Technology	Design and Technology curriculum map	Design and Technology progression model	Design and Technology policy
	Food Technology	Food Technology curriculum map	Food Technology progression model	Food Technology policy
	PE	PE curriculum map	PE progression model	PE policy

Subject information

Oakwood Academy

Music	Music curriculum map	Music progression model	Music policy
Health and Wellbeing	Health and Wellbeing curriculum map	Health and Wellbeing progression model	Health and Wellbeing policy
Living in the wider world	Living in the wider world curriculum map	Living in the wider world progression model	Living in the wider world policy
Relationships and Sex Education	Relationships and Sex Education curriculum map	Relationships and Sex Education progression model	Relationships and Sex Education policy

Subject information

Oakwood Academy

	Subject	Curriculum map	Progression model	Policy
	RE	RE curriculum map	RE progression model	RE Policy
	Modern Foreign Languages (MFL)	MFL curriculum map	MFL progression model	MFL Policy
	Speech and Language	Speech and Language curriculum map	Speech and Language progression model	Speech and Language Policy
	Whole School Literacy	Whole School Literacy Policy		
	Phonics	Phonics curriculum map	Phonics progression model	Phonics policy

Appendices

Subject Coverage

Subject	KS2	KS3 Sycamore & Fir	KS3 Pine & Maple	KS4 Sycamore, Fir & Pine	KS4 Maple	Sixth Form
English		5	4	5	4	3
Maths		4	4	4	4	3
Phonics	4		4		4	
Science		4	3	4	4	
Computing	1	1	1	1	1	3
Art	1	1	1			
Humanities	1	1	1			
MFL	1	1	1			
PE	2	2	2	2	2	
Music	1	1	1			
PD	2	2	2	2	2	
Tech	2 (cycled)	3	3	3		
Options				7	7	
Careers				1	(Through PD)	
RE	1	1	1	1	1	

Subject Coverage

Oakwood Academy

	Lower School	Upper School	Sixth Form
English	5 lessons per week	5 lessons per week	3 lessons per week
Maths	5 lessons per week	5 lessons per week	3 lessons per week
Science	4 lessons per week	4 lessons per week	3 lessons per week
PE	2 lessons per week	2 lessons per week plus *Sports Option 2 lessons per week **DofE option 2 lessons per week	3 lessons per week
Art	1 lesson per week	*Graphics option 2 lessons per week	3 lessons per week
Food Technology	3 lessons per week *Carousel with Design Technology	*Catering and Hospitality option 2 lessons per week	3 lessons per week

Subject Coverage

Oakwood Academy

	Lower School	Upper School	Sixth Form
Design and Technology	3 lessons per week *Carousel with Food Technology*	*Option qualification 2 lessons per week	n/a
Computing	1 lesson per week	1 lesson per week *plus Computing option 2 lessons*	3 lessons per week
Humanities	2 lessons per week *Carousel half termly between History and Geography*	n/a	n/a
Personal Development	2 lessons per week	2 lessons per week *and 1 x Careers lesson*	n/a
Music	1 lesson per week	1 lesson per week	n/a
Intervention *Phonics **Speech and Language ***All About Me	SF classes - 2 lessons per week PM classes – 4 lessons per week	SFP classes - 1 lesson per week M classes – 4 lessons per week	1 lesson per week

Qualification Pathways English

Class	Typical Oakwood Entry Point	Qualifications
Sycamore	Oakwood 2+	Eduqas GCSE English Language Functional skills 1 & 2
Fir	Oakwood 1 / Oakwood 2	Functional skills 1 & 2 Entry Level 3
Pine	Working towards / Oakwood 1	Entry Level 2/3
Maple	Working towards	Entry Level 1/2

The table above indicates the intended outcomes for each Oakwood class. This is based upon pupils' entry points to Oakwood. Discretion is applied, students capable of achieving higher level qualifications will always be pushed to do so.

Qualification Pathways Mathematics

Class	Typical Oakwood Entry Point	Qualifications
Sycamore	Oakwood 2+	GCSE Functional skills 1 & 2
Fir	Oakwood 1 / Oakwood 2	Functional skills 1 Entry Level 3
Pine	Working towards / Oakwood 1	Entry Level 2/3
Maple	Working towards	Entry Level 1/2

The table above indicates the intended outcomes for each Oakwood class. This is based upon pupils' entry points to Oakwood. Discretion is applied, students capable of achieving higher level qualifications will always be pushed to do so.

Qualification Pathways Science

Class	Typical Oakwood Entry Point	Qualifications
Sycamore	Oakwood 2+	OCR Gateway GCSE OCR Entry Level 1/2/3
Fir	Oakwood 1 / Oakwood 2	OCR Entry Level 1/2/3
Pine	Working towards / Oakwood 1	OCR Entry Level 1/2/3
Maple	Working towards	OCR Entry Level 1 / 2 ASDAN science short course

The table above indicates the intended outcomes for each Oakwood class. This is based upon pupils' entry points to Oakwood. Discretion is applied, students capable of achieving higher level qualifications will always be pushed to do so.

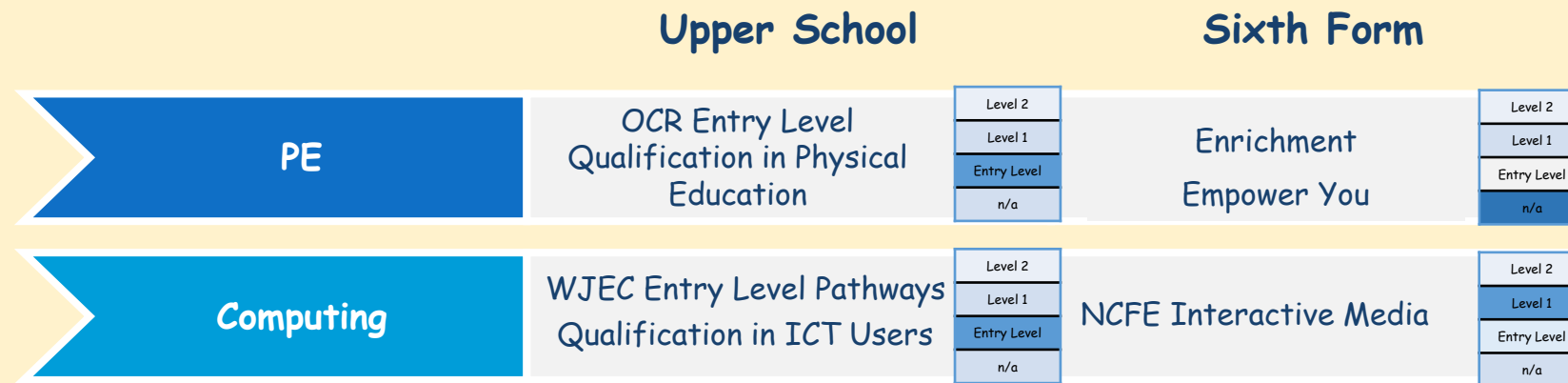# Qualification pathways for core subjects

Key Stage 5

Sixth Form

English Higher Pathway	GCSE Functional Skills Level 1 and 2 NCFE Entry 3	Level 2 / Level 1 / Entry Level / n/a
English Lower Pathway	NCFE Entry 1, 2 and 3	Level 2 / Level 1 / Entry Level / n/a
Maths Higher Pathway	GCSE Functional Skills Level 1 and 2 NCFE Entry 3	Level 2 / Level 1 / Entry Level / n/a
Maths Lower Pathway	NCFE Entry 1, 2 and 3	Level 2 / Level 1 / Entry Level / n/a
Science Higher Pathway	N/A	Level 2 / Level 1 / Entry Level / n/a
Science Lower Pathway	N/A	Level 2 / Level 1 / Entry Level / n/a

Qualification pathways for core subjects

Key Stage 4 and 5

Upper School

Sixth Form

| PE | OCR Entry Level Qualification in Physical Education | Level 2 / Level 1 / Entry Level / n/a | Enrichment Empower You | Level 2 / Level 1 / Entry Level / n/a |
| Computing | WJEC Entry Level Pathways Qualification in ICT Users | Level 2 / Level 1 / Entry Level / n/a | NCFE Interactive Media | Level 2 / Level 1 / Entry Level / n/a |

Qualification pathways for option subjects

Key Stage 4 and 5

Subject	Upper School		Sixth Form	
Duke of Edinburgh Award	DofE Bronze Award	Level 2 / Level 1 / Entry Level / n/a	DofE Bronze / Silver Award	
Design and Technology	WJEC Entry Pathways Qualification in Design and Technology (EL3)	Level 2 / Level 1 / **Entry Level** / n/a	n/a	
Life Skills	ASDAN Personal Development Programme (Bronze)	Level 2 / Level 1 / Entry Level / n/a	Personal Development	Level 2 / **Level 1** / Entry Level / n/a
Sport	UK Sports Leaders Level 1 certificate in Sports Leadership; UK Sports Leaders Level 2 certificate in Sports Leadership; ASDAN Sports and Fitness Short Course; BTEC Level 1 Certificate in Sport	Level 2 / Level 1 / Entry Level / n/a	Enrichment	Level 2 / Level 1 / **Entry Level** / n/a
Music	WJEC Entry Pathways Qualification in Music (EL3)	Level 2 / Level 1 / **Entry Level** / n/a	Enrichment	Level 2 / Level 1 / Entry Level / **n/a**
Childcare	NCFE Cache Entry Level Qualification in Caring for a child/children	Level 2 / Level 1 / **Entry Level** / n/a	Health & Social Care NCFE Level 1	Level 2 / **Level 1** / Entry Level / n/a

Qualification pathways for option subjects

Key Stage 4 and 5

	Upper School		Sixth Form	
Hospitality and Catering	WJEC Entry Level Pathways Qualification in Food Preparation. Cooking and Serving (EL3)	Level 2 / Level 1 / **Entry Level** / n/a	Catering Work Experience	Level 2 / Level 1 / Entry Level / n/a
Computing	OCN London Creative Digital Media (Entry 3)	Level 2 / Level 1 / **Entry Level** / n/a	Interactive Media NCFE Level 1	Level 2 / **Level 1** / Entry Level / n/a
Art	AQA GCSE Fine Art Bronze Arts Award	**Level 2** / Level 1 / Entry Level / n/a	Enrichment	Level 2 / **Level 1** / Entry Level / n/a
Performing Arts	Year 10 - Bronze Arts Award Year 11 – Silver Bronze Arts Award	Level 2 / **Level 1** / Entry Level / n/a	n/a	Level 2 / Level 1 / **Entry Level** / n/a