



MacIntyre Academies Quest Academy

Quest Academy Curriculum Policy

Our Vision - Our Quest “working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories **“Ready for Life”**”.

Our Mission- To create a school community where everyone can **“be who they are and become who they are not yet”**”.

Our Ethos- We use the Spanish word **Querencia** to describe the way we work together, creating a sense of belonging through mutual trust and connectivity.

Our Values- Compassion- we focus on the positives; **Ambition**- we challenge ourselves (pupils, families, staff and schools) to go further; **Partnership** – we are better when we work together.

Our Core Strategies- **Compassion, Accountability, Autonomy, Planning and Empowerment**

Version	Purpose/ Change	Responsibility	Date
2	Added Guiding Principles Reworded titles Reviewed “Intent, Implementation and Impact” sections. Added Relevant Appendices	Principal Assistant Principal	31/08/2021
3	Added new curriculum overview and updated tiles per class and general SPaG throughout. Find and replaced “Odyssey” with “Earwig” Find and replaced “Creative Curriculum” with “World Studies”	Deputy Principal	09/11/2022

Person Responsible:	Deputy Principal
Type of policy:	Non-statutory
Date of first draft:	January 2020
Date of staff consultation:	February 2020
Date adopted by the Trust Board:	February 2020
Date of implementation:	February 2020
Date reviewed:	November 2022
Date of next review:	November 2023

Context

The vast majority of learners who attend Quest Academy have experienced trauma and have had a wide range of previous learning experiences. Many of them have experienced failure in one or more schools which has led them to have:

- Significant periods of time out of school.
- Negative views about school resulting in them having significant barriers to learning and a lack of ambition.
- Complex social and emotional needs which have impacted on their mental health and well-being which impacts on their ability to access learning.

This policy should be read in conjunction with the Education Equality Act 2010 and the SEND Policy.

Our Values (CAP)

Our Educational Philosophy aligns to our core values:

Compassion - we focus on the positives;

Ambition - we challenge ourselves (learners, families, staff and schools) to go further;

Partnership - we are better when we work together and this is based on our belief that learners excel when they are happy and feel accepted for who they are as outlined below:

Happy memories

Our overwhelming desire is for learners to leave Quest with a portfolio of rich and happy memories. Whilst this may appear a little nebulous to include this as a curricular aim, it is in fact the bedrock of the school's philosophy and encompasses everything we seek to achieve. It is built on our belief that childhood is very precious and provides the foundations required for learners to lead the lives to which they are capable and deserve. Being happy and feeling safe are prerequisites for academic achievement and have a lifelong impact.

Celebrating uniqueness

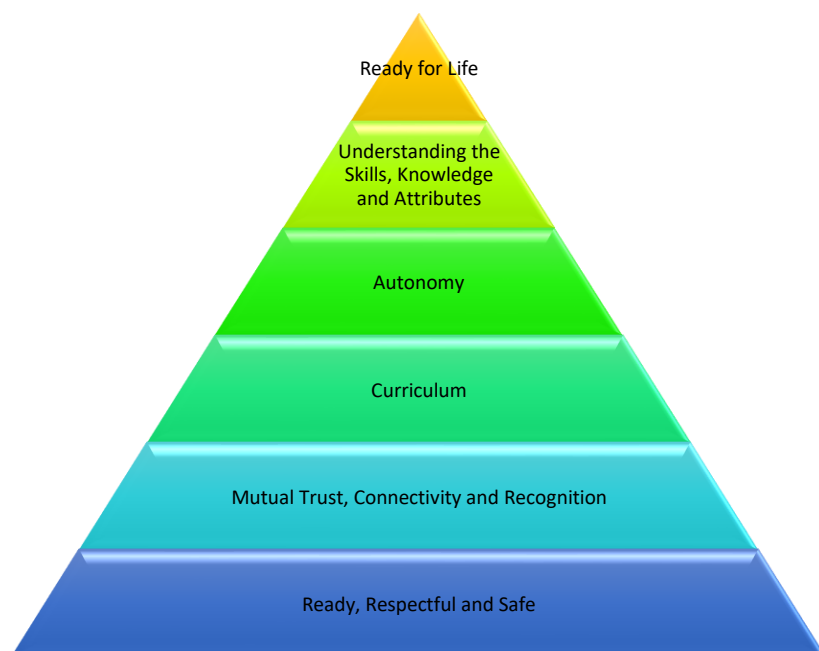
Society encourages us all to look and act in a certain way, and anything that even vaguely goes against societal norms are often seen as a challenge. This can make it hard for our learners to stay true to themselves. At Quest we understand how crucial it is that we embrace learners' individuality as these are the pre-requisites for their happiness and self-worth. We passionately believe that by celebrating learners' achievements, talents and qualities we will help them to value their unique identity, love themselves and accept others for who they are.

Our Curriculum Philosophy (PEP)

The curriculum at Quest is intended to prepare our learners to be Ready for Life:

1. **Personalisation and Autonomy**
2. **Engagement and challenge**
3. **Progression and transition**

Guiding Principles



Guiding Principle Definitions	
Ready for Life	Through our guiding principles, learners are able to progress through Quest Academy towards the ultimate aim of being "Ready for Life."
Understanding the Skills, Knowledge and Attributes	Learners have an increased understanding of themselves and the world around them, developing key skills, knowledge and attributes that will develop as the foundation blocks for them to be "Ready for Life"
Autonomy	Through the creation of "choices" at various stages of the curriculum, learners are offered opportunities for increasing autonomy to further motivate and support with their engagement in learning.
Curriculum	Our curriculum structure offers a framework that is robust, inclusive and offers choice and progression.
Mutual Trust, Connectivity and Recognition	Once learners understand our school rules, they will start to develop a mutual trust, determine the importance of relationship and connecting with staff and learners and in turn receive recognition of their positive engagement. We celebrate this through positive praise and EMPATHY points, for example.
Ready, Respectful and Safe	We prepare our learners to be "Ready for Life" through embedding our 3 school rules; "Be Ready, Be Respectful and Be Safe". We recognise that learners are not able to access their learning successfully, if one of these are missing.

Leaders and staff review the school's curriculum offer in line with changing cohorts of learners joining the school and triangulation of evidence from stakeholders regarding learners' interests, their next steps and their career choices.

Curriculum Overview (Intent, Implementation, Impact)

We are ambitious for and on behalf of our learners and are committed to ensuring that all learners receive a high-quality education. We achieve this by ensuring that:

- Our everyday practice reflects our mission, ethos and values.
- Policies, procedures and systems are robust, subject to regular review and monitoring.
- Staffing structure is in alignment with our commitment to supporting learners develop the knowledge and skills which make up our holistic curriculum (Academic, Skills for Life, Engagement and Well-being)
- Multi-disciplinary team are able to carry out their roles effectively through our core strategies (**CAPE**- See above)
- The curriculum offer is personalised, engaging, challenging and progressive in line with our compassionate school's curriculum aims (Compassionate Schools and Behaviour policy) and our recognition system (EMPATHY Points.)
- "Quest Approach" to Teaching, Learning and Assessment supports learners to bridge the gaps in their knowledge and skills so that they are potentially more able to achieve age related expected norms across the four areas of the holistic curriculum.
- Approach to learning is experiential and authentic.
- There is a very strong focus and commitment to developing learners' acquisition of language, which includes listening and speaking, reading, reading comprehension, development of vocabulary and writing skills across the school. (See Quest approach to Reading Guidance/ whole school strategies such as Book of Knowledge and Word Aware)
- Commitment to ensuring that priorities are given to the most important aspects of each learners' development which focusses on preparing them for their adult life, independent living, health, employment and community and social inclusion.

Intent

Our curriculum design is to ensure that learners achieve maximum learning and independence skills including developing personal interests. There is a focus on individual learners meeting aspirations and a further focus on achieving relevant qualifications and independence skills.

We have developed a personalised, holistic skills and knowledge – based mastery curriculum that consists of four key areas:

Academic,

Skills for Life,

Engagement &

Well-being.



The curriculum (Wheel) is designed to ensure that we meet our vision of preparing learners to be “*Ready for Life.*”

The sub sections identify the key components of fully developing the mastery curriculum and include: The National Curriculum subjects, Accreditation, Ready to learn, Healthy lifestyles, Resilience, Social Interaction, Communication, Citizenship, Independence and Functional Skills

SEE Appendix 1 for further detail

The specifically designed curriculum supports learners to overcome the barriers they may have to learning. In addition, to provide opportunities for them to achieve their EHCP outcomes, gain the knowledge and skills needed to achieve ambitious goals, live life to the full through a range of entrepreneurial, authentic, planned, relevant, engaging, challenging and personalised learning experiences so that they become:

Successful learners, Confident individuals and Responsible Citizens ... “Ready for Life”

Learner attributes linked to our Intent

Area	Learner attributes	Supported through our recognition system and scripts	Ability to
Successful Learners	Motivated Enthusiastic Ownership	EMPATHY POINTS Making the right choice Perseverance Above and Beyond Taking responsibility Yes. I can do attitude SCRIPTS “Mistakes are OK” “Back on Track” “Ready to Learn”	Use literacy, numeracy and a range of technologies in a variety of contexts. Work independently and work within a team. Gain appropriate qualifications for their next steps
Confident individuals	Emotionally resilient Ambitious for the future Independent Emotionally and physically well	EMPATHY POINTS Making the right choice Perseverance Above and Beyond Taking responsibility Yes, I can do attitude SCRIPTS “Mistakes are OK” “Back on track” “Ready to Learn”	Understand themselves and others Lead a healthy lifestyle Assess risks and make sensible decisions Live as independently as they can Develop and maintain healthy relationships
Responsible citizens	Respect for themselves and others Take responsibility for their actions Make informed choices	EMPATHY POINTS Encouraging others Honesty Perseverance Above and Beyond Taking responsibility Yes, I can do attitude SCRIPTS Make the Right choice Safe Behaviour	Understand what it is to be British and live in a diverse and multicultural society To make a positive contribution to their local community and beyond Live within the rule of law

Implementation

IMPLEMENTATION

The first focus of the Academy is to ensure that **every learner is baselined on entry**. This includes GL assessments covering reading, spelling, literacy, numeracy, science, BPVS and assessing learners' levels of mastery within the four areas of Earwig.

The second focus is to **develop specific measurable targets** linked to both identified EHCP requirements and learning needs and interests. (PDPs and "Ready for Life Roadmaps")

The third focus is on **developing communication, self-regulation, literacy and numeracy and independence/social skills**. The application of these skills and achieving accreditation where practical (positive learning for life) are built into the curriculum design.

Learner progress is monitored and reviewed through the school's structures and systems (feedback from the family and their child, Behaviour, Attendance, Support Strategy Meetings (BASS) Quest Team around the Child Meetings (QTAC), Personal Development Plan and Annual Reviews, Data Teams, Dialogue Days, during the consolidation phase for each lesson and use of Earwig)

All learners gain support through:

- **Carefully considered integration** to the school and placed in settings most likely to be conducive with re-engagement with education (Primary model teaching in the lower school with some specialist input)
- **Effective use of specialist teachers** and deployment of resources.
- **Consistent high-quality** learning and expectations.
- **Outstanding professional relationships between staff and learners.**
- A rigorous induction and continuing professional programme for all staff with the use of highly experienced specialist staff to ensure that training is of a high quality and impactful on learner outcomes. This programme is subject to a review each term.
- **Focussed reading opportunities** in place **with assessment procedures** leading to a rigorous and sequential approach to developing learners' skills.
- **A focus on involving all stakeholders in the learning process.** (meetings, reports, newsletters, website, phone calls, accelerated learning process and dialogue days.)
- A **comprehensive assessment system** (Earwig) and the use of standardised testing.
- Effective use of staffing and resources to support learning and promote independence so learners are "Ready for Life"
- Robust policies, procedures and practices.
- Learning experiences utilising **high quality facilities, resources** and community links.
- **Therapy access and the school's "Blended Therapy approach"** (OT, SaLT, Behaviour, Educational Psychologist, Clinical Psychologist, Assistant Clinician Psychologist, Play Therapist, Compassionate School Team)

- Knowing and **meeting EHCP requirements.** (variety of designated meetings.)
- Qualitative and quantitative data informs **the planning** of lessons. Planning links to learner's priorities for learning to **ensure progressive learning outcomes, which** considers learners' interests where possible.
- **The school's commitment to provide Person Centred Curriculum Pathways for all and offering autonomy that will develop learners' independence and prepare them to be "Ready for Life"**
- **Delivery of lessons.** (Quest Approach based on Accelerated Learning.)
- Consistent use of the school's **effective Marking and Feedback Policy.**
- **Whole School approaches such as Word Aware and the Alert Programme**
- A **carefully designed curriculum offering.** (timetable)
- Designated use of **specialist independent careers advice.**
- **Strong links with FE** placements.
- **Quality Work Experience Programme and Placements.**
- **Full accreditation streams.**

Personalised Learning Pathways

In line with our curriculum offer, vision and core principles, we adapt the curriculum for individual learners according to their needs. We recognise learners' strengths, needs and interests and build on these to promote achievement and success relative to each learner's circumstances and ambitions. Each Learner follows a Personalised-learning pathway made up of the core and other subjects linked to their learning priorities. (Appendix 2, 3, 4)

We strive to provide opportunities for our learners by establishing a Personal Development Plan (PDP.) To achieve their PDP targets learners are exposed to a range of practical learning experiences within the classroom setting supported by our blended therapy team and through our personalised learning, community and enterprise lessons and Social Skills programme. Accreditation routes are in place and being further developed (See Appendix 5, 6).

Our daily morning PowerPoint (Understanding the world around us) and afternoon tutor times provide additional learning time that supports learners to access their day, develop their reading, literacy and numeracy skills and their awareness about the world we live in and an understanding of Britain and Fundamental British Values, preparing learners to be "Ready for Life".

We identify our learner's needs through:

- Use of key documentation such as EHCPs and specialist reports
- Annual Review Process
- High quality transition arrangements
- Behaviour, attendance, support strategy meetings (BASS)
- Quest team around the child meetings (QTAC)
- Personalised Programmes of Support
- Assessment data and feedback from any relevant source (Family, school data, etc.)

Staff are aware of each learner's PDP targets **in relation to the curriculum** and monitor these daily. The meetings outlined previously (BASS, QTAC) identify any emerging successes and required further interventions and support. All stakeholders are fully involved in evaluating and agreeing new targets through both these formal and informal meetings.

We use a learner journey 'Roadmap' to communicate to learners and their parents the pathway that they will take across the year, including qualifications they are working towards and an ultimate career/destination.

IMPACT

- EHCP outcomes are met
- Assessment outcomes indicate a general strength across the whole curriculum in meeting learner's needs.
- School is fully aware of the individual levels of knowledge and skills being gained (through mapping)
- Learners achieve accreditation matched to their individual needs
- School will encourage all learners to achieve their maximum potential in terms of independence and accreditation
- External qualifications linked to Personal development (GCSE) / Functional skills/ VCert / VOC awards / Asdan Units / Asdan Cope/ Arts Award are gained
- All Learners currently move onto Further Education to access Full Time courses ranging from "Pathways" at Entry Level to learners accessing Level 1 courses in specific subject sector areas
- Independent Careers advice provides clear support for future aspirations
- World of work opportunities provide practical experience in real world settings
- Preparation for being in the wider world / skills for life (see detail)
- Very strong transition arrangements including successful college visits and placements
- The school considers through its quality assurance cycle that work across the curriculum is always at least at a minimum of a good quality. This is evidenced through book looks, learning walks, lesson visits, recordings and teacher meetings.
- Learners have clear access to reading materials and are encouraged to read.
- Clear procedures are in place to support reading development and improvement of reading (See Reading Guidance)
- Similarly, in Mathematics key skills are developed through the curriculum
- Recognition of learners' progress through, Engage Awards and Celebration Assemblies.

Appendix 1:

DOMAINS

English, Maths, Science, Humanities, Food Nutrition, Design and Technology, Physical Education, MFL, Computing, (including e-safety) Music and Art and Design, Physical Education, MFL, Computing, Music, Art and Design

SUB STRANDS

ENGLISH – Writing, reading and spoken

MATHEMATICS – Number, algebra, ratio, proportion, geometry and measure, probability, statistics

SCIENCE: Working scientifically across Physics, Chemistry and Biology

Physics – Energy and waves, forces and movements, particle theory, electricity, magnetism, Earth and space

Chemistry – Fundamental ideas in Chemistry, materials from our planet, chemical reactions

Biology – Living things and their environment, human health, cell biology, evolution and inheritance

HUMANITIES (World Studies):

History – Past and present, British History, European world history, local history study

Geography – Locational knowledge, place knowledge, human and physical, geographical studies and field studies

Religious Studies – Religious and non-religious areas, philosophy and ethics, religion and society

FOOD & NUTRITION – Diet, where food comes from, practical skills and product review, Health and Safety

DESIGN & TECHNOLOGY – Design, practical skills and product review, technical knowledge, working safely

PHYSICAL EDUCATION – Skills, team and individual games, leading healthy and active lifestyles, outdoor and adventurous activity, dance and gym, evaluating

MFL – Grammar, speaking and listening, writing and reading

COMPUTING – Coding, Algorithms, programming, data representation, information technology, hardware and processing, communication, E-Safety

MUSIC – Voice, playing, listening, experimenting, creating, history

ART & DESIGN – Cultural and historical understanding, techniques, self-expression and exploring ideas and outcomes, investigation and recording

LAND BASED MANAGEMENT- Animal care and horticulture

ADVENTURE, COMMUNITY, ENTERPRISE- Outdoor Education, functional and life skills

WELL BEING AREA – READY TO LEARN HEALTHY LIFESTYLE AND RESILIENCE**DOMAINS****Ready to learn**

Many of the learners at Quest have had negative previous educational experiences. They are often unaware of their own abilities and strengths as an individual. To support learning Quest has an agreed “Quest Approach” which staff use to support learners achieve their potential.

Healthy Lifestyle

Quest understands that it plays a pivotal role in supporting learners to lead healthy lifestyles (diet, exercise, managing health and well-being) so that they develop the habits needed to support their physical, mental and emotional needs in the short and long term.

Resilience

Resilience is the ability to learn from a situation and become stronger and better at managing any challenge. Many of our learners have had previous negative educational experiences / and or have had trauma in their lives which has resulted in them feeling disempowered. At Quest we understand the importance of developing learners’ self-advocacy, motivation and self-esteem and do this by providing a safe and secure environment (“Querencia”) where learners feel valued and listened to.

SUB STRANDS

READY TO LEARN: Focus, ambition and motivation, openness to learning and enquiry

HEALTHY LIFESTYLES: Exercise, staying safe, managing health conditions, managing own medications, relationships and sex

RESILIENCE: Self-Esteem and confidence, self-recognition, self-regulation

SKILLS FOR LIFE AREA –CITIZENSHIP, FUNCTIONAL SKILLS AND INDEPENDENCE DOMAINS

Citizenship

As many of our learners find it difficult to appreciate the world they live in and struggle to understand how they fit into society it is essential that we support them to develop their knowledge and skills so that they are equipped to become responsible citizens.

Independence

It is paramount that learners develop their confidence and independence so that they are able to overcome challenges with their learning and other areas of their life. As a result of the outstanding professional relationships between learners and staff and staffs' high expectations we are able to support learners to work independently.

Functional skills

It is essential that learners' literacy, numeracy and communication skills enable them to function in the community so that they are able to live the life that they deserve.

SUB STRANDS

INDEPENDENCE: Employability and work, personal presentation, personal care, travel and domestic skills

FUNCTIONAL SKILLS: ICT, Numeracy, Literacy, motor and sensory

CITIZENSHIP: Community cohesion, British Values, morality, rule of law

ENGAGEMENT – SOCIAL INTERACTION AND ENGAGEMENT**DOMAINS****Social Interaction**

Many of our learners find social situations difficult because they struggle with social cues and etiquettes. In addition, they often find it difficult to understand how other people feel and difficult to comprehend that other people's beliefs, interests and experiences are different to their own. They also lack any understanding about how the decisions they make can have a profound effect on others' lives.

Communication

Being able to communicate effectively (vocally, written, ICT, non- verbal) is one of the most important skills for life as it allows learners to make themselves understood and to understand others thereby enabling them to function socially. Good communication skills are also prerequisites for learning and academic success.

SUB STRANDS

SOCIAL INTERACTION: Receptiveness – Understanding information, vocabulary

COMMUNICATION: Understanding social norms and interacting with others

Appendix 2:**Rationale:**

Our curriculum has organically evolved through an understanding of when and how our learners, learn best. This is achieved through implementing and embedding our 'Guiding Curriculum Principles', as described above

Key Changes:

- *Timetabled subjects so that learners have more autonomy as to how they achieve specific learning objectives*
- *Amalgamated subject areas to increase delivery by specialised teachers*
- *Rebranded subjects to support learners to understand the purpose and how they will use the skills and knowledge learned in their everyday lives and next steps, so they are "Ready for Life"*

Curriculum Overview and Descriptions:	
Subject Area:	Purpose:
Ready for Life <i>(Understanding the World, we Live in)</i>	<p>We know that the vast majority of our learners are more settled following our Quest Morning PowerPoint. We have extended this period of the day and have rebranded our morning PowerPoint as, "Ready for Life". This will now encompass:</p> <ul style="list-style-type: none"> • Reading • Literacy and numeracy activities • PSHCE (includes Fundamental British Values and Social, Moral, Spiritual and Culture aspects of our curriculum) • Votes for Schools • Discussions about personalised "Ready for Life" Roadmaps
World Studies	<p>We offer learners a broad and balanced curriculum through our "World Studies", where learners are taught:</p> <ul style="list-style-type: none"> • Geography • History • Design and Technology • Art • Religious Education

<p>Personalised Learning</p>	<p>At Quest we provide learners with a range of planned, relevant, engaging, challenging and Personalised Learning experiences so that they become:</p> <ul style="list-style-type: none"> • Successful learners • Confident individuals • Responsible Citizens ... Ready for Life! <p>Personalised learning is Quest Academy's approach to developing the strengths, needs and interests of our learners via bespoke personalised learning programmes delivered to learners as part of a tailored individual curriculum. The sessions learners' access will be determined by; provision outlined in their EHCP, teacher feedback, specialist staff input e.g. (SaLT & OT), annual review outcomes and learner choice. During each week learners will have the opportunity to attend different lessons which will support them to develop an interest as well as sessions which will support their well- being and academic progress.</p>
<p>Health and Wellbeing</p>	<p>At Quest we provide health and wellbeing lessons which focus on two areas:</p> <p>Cooking:</p> <ul style="list-style-type: none"> • This is where learners are taught cooking skills and learn about nutrition and the benefits of having a healthy diet <p>Fitness:</p> <ul style="list-style-type: none"> • This is where learners are encouraged to keep fit and active through a variety of activities, for example; walk a mile, cycling, use of fitness suite etc. with the view to learners continuing with these activities outside of school
<p>Adventure -, Community and Enterprise</p>	<p>At Quest we offer learners autonomy within a well structure framework:</p> <ul style="list-style-type: none"> • Adventure (forest schools, land-based, horticulture) • Community (Stage Production, Food stalls etc.) • Enterprise (Designing, producing and selling products made by our learners as part of our Quest Shop).
<p>Quest Challenge</p>	<p>Weekly STEAM based Challenges (Science, Technology, Engineering, Art, Maths):</p> <ul style="list-style-type: none"> • To stimulate interests • To develop problem solving skills • Encourage and develop teamwork • Develop Communication skills

Appendix 3:

Curriculum Overview by Class – Lower

Florence Nightingale (Lower 1)

English
English
English
English
Phonics
Mathematics
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
ACE
ACE
ACE
ACE
Computing
World Studies
World Studies
PSHE
PL- Interest
PL- Academic
PL - Social
Food
Art
Music

Rosa Parkes (Lower 2)

English
English
English
English
Phonics
Mathematics
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
ACE
ACE
ACE
ACE
Computing
World Studies
World Studies
PSHE
PL- Interest
PL- Academic
PL - Social
Food
Art
Music

Helen Keller (Lower 3)

English
English
English
English
Mathematics
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
ACE
ACE
ACE
Computing
World Studies
World Studies
PSHE
PL- Interest
PL- Academic
PL - Social
Food
Art
Music

Albert Einstein (Lower 4)

English
English
English
English
Mathematics
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
ACE
ACE
ACE
Computing
World Studies
World Studies
PSHE
PL- Interest
PL- Academic
PL - Social
Food
Food
Art
Music

Shakespeare (Lower 5)

English
English
English
English
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
ACE
ACE
ACE
Computing
World Studies
World Studies
PSHE
PL- Interest
PL- Academic
PL - Social
Food
Food
Art
Music

Aretha Franklin (Lower 6)

English
English
English
English
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
ACE
ACE
ACE
Computing
World Studies
World Studies
PSHE
PL- Interest
PL- Academic
PL - Social
Food
Food
Art
Music

Winston Churchill (Lower 7)

English
English
English
English
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
ACE
ACE
ACE
Computing
World Studies
World Studies
PSHE
PL- Interest
PL- Academic
PL - Social
Food
Food
Art
Music

Curriculum Overview by Class – Upper School

Alan Turing (Upper 1)

English
English
English
English
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
OPTIONS/ASDAN
OPTIONS/ASDAN
OPTIONS/ASDAN
OPTIONS/ASDAN
Computing
Computing
PSHE
PL- Interest
PL- Academic
PL - Social
ASDAN
ASDAN
Music

George Eliot (Upper 2)

English
English
English
English
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
OPTIONS/ASDAN
OPTIONS/ASDAN
OPTIONS/ASDAN
OPTIONS/ASDAN
Computing
Computing
PSHE
PL- Interest
PL- Academic
PL - Social
ASDAN/ Food
ASDAN/ Food
Music

Gandhi (Upper 3)

English
English
English
English
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
OPTIONS/ASDAN
OPTIONS/ASDAN
OPTIONS/ASDAN
OPTIONS/ASDAN
Computing
Computing
PSHE
PL- Interest
PL- Academic
PL - Social
ASDAN
ASDAN
Music

Lewis Hamilton (Upper 4)

English
English
English
English
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
OPTIONS/ASDAN
OPTIONS/ASDAN
OPTIONS/ASDAN
OPTIONS/ASDAN
Computing
Computing
PSHE
PL- Interest
PL- Academic
PL - Social
ASDAN
ASDAN
Music

Dalai Lama (Upper 5)

English
English
English
English
Mathematics
Mathematics
Mathematics
Mathematics
Science
Science
Science
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Ready for Life
Physical Education
Physical Education
OPTIONS/ASDAN
OPTIONS/ASDAN
OPTIONS/ASDAN
OPTIONS/ASDAN
Computing
Computing
PSHE
PL- Interest
PL- Academic
PL - Social
Art
Art
Music

Appendix 4:

The Core and Options

The following subjects are compulsory for KS4 learners - everyone will have to study them. Mathematics, English, Science ASDAN Awards and Options will all carry nationally recognised qualifications within them.

