



Twyford
C of E
Academies Trust

Document Title	Curriculum Policy
Committee Responsible for Policy	Curriculum Committee
Review Frequency	Annually
Last Reviewed	May 2014
Next Review Due	May 2015
Policy Author	Executive Headteacher and Associate Headteachers

1. Introduction

The Trust ethos emphasises a belief in the capacity of students to do and be good. This ethos is built on the premise that all students should become aware of their own abilities and aptitudes and use these effectively. They should be disciplined in improving their skills and should be encouraged to stretch. In doing this they should gain a positive sense of their own gifts and how they can develop and apply them. The construction of the schools' curriculum makes a major contribution to the ethos of the schools ensuring there is academic challenge for all students, irrespective of their starting points. The Trust expectation is that students will be stretched through the formal taught curriculum (which will include academic & applied opportunities), the pastoral curriculum and through the wider curriculum (e.g. extra-curricular activities, extension opportunities and via the spiritual life of the school community).

The Curriculum Policy defines the principles of how the curriculum is designed in Trust schools.

Please also see links to the Trust policies on SMSC and on Assessment.

2. Curriculum Principles:

A Stretch Curriculum in a Comprehensive Context

The curriculum has been defined in order to cater for the wide range of abilities at the schools. To ensure all students are stretched irrespective of their starting points, the curriculum is differentiated into three broad bands so that by Year 9 students are positioned to make informed decisions on pursuing a curriculum pathway which is suited to their own particular gifts. In Years 7 & 8 therefore the focus is on giving students very secure foundations in core subjects as well as sampling subjects which they may wish to specialise in further at Year 9 & beyond.

The principles of the Trust curriculum are:

- It has a strong core which focusses on acquisition of strong skills in facilitating subjects.
- It is differentiated to provide stretch & challenge for all students using a 3-level approach.
- It is designed to ensure progression from Year 7 to Year 13.
- It encompasses Wider Learning & Independent Learning and Spiritual, Moral, Social and Cultural education as well as classroom based lessons.
- All Trust schools have the same curriculum framework (e.g. skills covered & progression rates) however content may vary slightly between schools (e.g. the choice of texts within English).

3. Curriculum Organisation

All students study English, Maths, Science & RE from Years 7 – 11 as compulsory subjects. This ensures students have a solid core of skills & knowledge which will enable them to progress in a range of directions. Languages and Humanities also form part of the core and students are likely to study two languages (French & Latin) and two Humanities (History & Geography) from Year 7 to give a range of options further up the school.

Creative & applied subjects are also available. Emphasis is placed on Music which is a Trust specialism and on Creative Technologies (applications of ICT & Computing) as well as Art & PE.

3-level differentiation & pathways

The Trust strategy in designing the curriculum is to ensure there is no compromise at the upper and lower end of the spectrum of student needs. To this end we have devised a 3 layer curriculum referred to as Core, Higher and Advanced. The **advanced curriculum** is defined by the requirements of Russell Group + university entry (e.g. students following it might aspire to A-Level grades AAB or above including at least 2 ‘facilitating subjects’ when they reach Year 13).

The **higher curriculum** has a conventional academic framework of English, Maths, Double Science, RE with History or Geography and 1 Modern Foreign Language and is designed to ensure students gain grade C or above in an appropriate range of GCSE subjects. Students who are successful in the higher curriculum are also likely to move on to Level 3 (A-Level or BTEC courses) post 16.

The **Core curriculum** is designed to ensure acquisition of sound basic skills (e.g. a GCSE pass in English & Maths plus a package of no less than 6 other level 2 passes). A second assumption of the Trust curriculum design is that students should be able to move from one of the three curriculum bands to another according to progress made.

The core curriculum in Years 7 & 8 therefore targets literacy and numeracy support at students (usually defined as those entering with level 3 or reading ages below 10) in order to move as many students onto the higher programme by the end of Year 8 as possible.

Equally the strong academic framework of the higher programmes will enable students who make outstanding progress in Year 10 & 11 to move onto advanced courses post 16.

Year 9 is seen as a pre-GCSE year in which all students start GCSE style learning. Students therefore make initial options choices in creative and practical subjects at the end of Year 8 in order to go into greater depth in Year 9 and to be able to discern which subjects to choose as GCSE options.

All students take core RE & PE as well as a full tutor time programme of PSHE.

Progression & Pace

The Trust curriculum has been consciously created to give continuity from Year 7 to Year 13. Common assessment objectives are used throughout the delivery in a subject starting from Year 7. The banding of the curriculum allows teachers to ensure students make strong progress from their individual starting points. The pace of the curriculum should allow all students to make 3 levels of progress between Year 7 & Year 11 and many to make 4 levels (e.g. students entering with level 4 should aim to achieve GCSE grade B or above but never less than a grade C).

Our schools progression chart is below:

	Grades at GCSE (given from Year 9)								
	G	F	E	D	C	B	A	A*	
Grades on entry	3c			X	*				
	3b			X	*				
	3a			X	*				
	4c				X	*			
	4b				X	*			
	4a				X	*	*		
	5c					X	*		
	5b					X	*		
	5a					X	*	*	
X = expected progress * = above expected progress									

There is a high overlap between the curriculum coverage in the lower sets following the advanced course and the upper sets in the higher course. This will allow students to transfer from one curriculum band to the other in any one subject. Teachers are also aware that students at the higher end of a grade boundary (3A, 4A & 5A) have a greater chance of achieving 4 levels of progress than those at the lower end (3C, 4C & 5C).

Year 9 and Year 11 transition

Year 9 is seen at the school as a GCSE transition year during which all students begin to work in the style expected at GCSE. Their work is also graded with GCSE grades which in this year group are projected in order to give an indication of the likely GCSE grade in Year 11 given normal progression rates. This system allows students to make an informed judgement as to whether this will be a strong choice for them at GCSE. Formal GCSE option choices are not confirmed until June of Year 9 and are based on the results of the Year 9 examinations.

Students in the advanced curriculum following IGCSE syllabuses will expect to start these programmes from the beginning of Year 9 in order to ensure coverage of the higher levels of content & skills by Christmas of Year 11.

Students will similarly use their mock examination grades at Christmas to discern which subjects they will be eligible to study at A Level.

GCSE Options

Differentiation within the curriculum at KS3 allows students to discern which subjects they are best at and to begin to focus on these. At the end of Year 8 students will select the creative and applied subjects which they think they are most likely to consider as GCSE subjects. This enables them to study these at a greater depth in the transition year and make more informed choices about their final GCSE choices from the start of Year 10.

At GCSE all students study a core of English (Literature & Language), Maths, Science & RE and most students will take 10 GCSEs. Exceptions to this are our most able students who may study an additional (11th) GCSE outside the normal timetable in one of the Trust's specialist areas (currently GCSE Music, GCSE Latin or GCSE Geology) and students within the Jamescore programme who elect additional periods of curriculum support and therefore study 8 or 9 courses. In some cases students may choose BTEC subjects as the GCSE equivalent course in an applied or creative area.

In order to assist students in their choices the KS4 curriculum is arranged in three broad pathways which are also pitched at three levels. Details of the current pathways are attached at Appendix I.

Post-16 Offer

In making their KS4 curriculum choices students are also encouraged to project ahead to KS5 (6th Form) and to consider both the subjects they may wish to pursue and the entry grades required for particular courses.

All courses offered Post-16 are Level 3 courses (A Level equivalent – though in some cases as at KS4 some of these lead to BTEC qualifications). A Level courses generally require at least a B Grade as the entry criteria and in some cases an A Grade or A*. Entry grades are usually taken from same subject at GCSE but in some cases are taken from English and/or Maths where there is no GCSE equivalent subject. BTEC courses generally require Grade C or above. A small number of subjects have no specific entrance grade. For full details of entrance grades see the 6th Form admissions documentation at Appendix II.

Most subjects offered at GCSE are also available at A Level. A full list of 6th Form subject choices and their option blocks in 2013 is available at Appendix II.

Individual students have a free choice of subjects within the blocks provided they meet the entrance requirements for the course concerned. Students are however guided towards combinations of choices suitable for access to courses at college and university. These are also arranged as 3 tiers and are referred to as i) **General**, ii) **Russell Group** iii) **Twyford Additional Programme**. Students wishing to follow the Additional programme will be expected to achieve A-Grades in all GCSEs with A* in their A-Level choice subjects.

Content & coverage

The content of the curriculum is agreed at school level within the set framework of skills and progression rates both of which are a set expectation for all Trust schools. The assessments set for students will also be directly comparable between schools. Regular exchanges & paired observation programmes between the schools as well as joint inset and curriculum conferences at departmental level will allow HoDs & key stage leads to exchange resources and identify new content as appropriate.

In addition to the subject specific skills defined by exam syllabuses, the Trust has identified a set of thinking skills which are developed across the curriculum. The thinking skills are:

- Listen intently
- Read critically
- Write cogently
- Speak purposefully
- Memorise accurately
- Explore analytically
- Discern logical patterns
- Form coherent arguments
- Apply systems

Independent learning

All core subjects are expected to set lesson prep every lesson which is used as a bridge between one lesson and the next. Lesson prep should ensure that every student comes to the lesson prepared and ready to learn. Really effective use of lesson prep allows teachers to set expectations of 'low level tasks' (such as memorising vocabulary or formulae, pre-reading or research) being undertaken outside the lesson in order to ensure lesson time is used effectively to do more challenging activities. Lesson prep should normally take 15 to 20 minutes and is in contrast to longer written homework tasks which will be set 2 or 3 times per half term. These homework tasks are longer pieces of work which will have been prepared for in class and are formally assessed as part of the student's grade for the term / half term. Homework tasks will give students the opportunity to apply and extend their class learning.

Accessing the Curriculum

Each Department has its own area of Copia (the Schools' Virtual Learning Environment). Copia contains the overview of the curriculum (assessment objectives & skills) as well as lesson level resources. Students are therefore strongly encouraged to use Copia to recap on an area of any topic which they may not have understood or to access resources to support their independent learning. Departmental areas will also contain links to extension activities

Wider Learning

Subjects will offer opportunities to undertake wider learning activities (or extended electives) which extend curriculum opportunities. In some cases these will involve 6th Form students in coaching or supporting clubs (such as Debate club or Science Club) in others wider learning may take the form of preparation for competitions (Maths Challenge, Maths Olympiad or Youth Speaks Out).

Subjects such as PE, Music, Art & Drama will rely heavily on a programme of extra-curricular or elective activities to stretch and challenge students. All students in the lower school are encouraged to take at least 2 extra-curricular activities and to retain at least one of these in upper school.

The Pastoral Curriculum & SMSC

All students follow a compulsory pastoral curriculum which comprises PSHE taught during tutor time and a workshop programme. The programme covers topics such as community responsibility, peer pressure, informed choices and Careers & Guidance. It also includes awareness of issues such as bullying, internet safety and substance abuse.

See Appendix III for The Twyford Trust Careers Education, Information, Advice and Guidance (CEIAG) policy.

The pastoral curriculum has been developed to support the Christian identity of the Trust and therefore uses Bible stories and case studies of iconic figures as part of its core content.

4. Monitoring the Curriculum Policy

The Local Governing Body Curriculum Committees, on behalf of the Directors of the Trust, will monitor this policy through evaluation with the senior staff of each school.

The effectiveness of the curriculum policy and its delivery will be monitored and evaluated in each school, and through this by the Trust, through:

- I. The School Development Plan
- II. Related data analysis, including examination analysis and supporting Department for Education (DfE) publications
- III. The Self-Evaluation Form (SEF)
- IV. The Trust's performance management processes, at school and Trust level.
- V. Governors' and Directors' curriculum visits and reports.

Related documents: School Development Plan, Raiseonline, Teaching Staff Performance Management Policy, Directors' Visits Policy.

Appendix I: Current KS4 Pathways

Pathway 1: Core (catering for students who are achieving E- in English, Maths & Science at the end of year 9)

TWYFORD C of E HIGH SCHOOL

Core

English Language

Mathematics

English Literature

Religious Education

Science

Science

Core Pathway
E-, E-, E-

Two BTEC courses

One GCSE course

Study Support time



"I have come that you may have life and live it to the full" – John 10 v 10

TWYFORD C of E HIGH SCHOOL

Core

English Language

Mathematics

English Literature

Religious Education

Science

Science

Column A	Column B	Column C	Column D
ICT BTEC	Music BTEC	Art	Academic Support
	Business BTEC	Cooking	Study Plus
	Life skills	Drama	
		Graphics	
		Media Studies	



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Pathway 2: Higher (catering for students who are achieving C- in English, Maths & Science at the end of year 9)

Higher

English Language

Mathematics

English Literature

Religious Education

Science

Science

Higher Pathway

C-, C-, C-

French or Geography

One BTEC course

Two more GCSE courses



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Higher

English Language

Mathematics

English Literature

Religious Education

Science

Science

Column A	Column B	Column C	Column D
French	Business BTEC	Art	Academic Support
	Geography	Computing	Art
ICT	Music BTEC	Drama	Business Studies
		Graphics	Computing
		Media Studies	Drama
		Music	Electronics
		PE	Media Studies
			Study Plus



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Pathway 3: Advanced Pathway (catering for students who are achieving B - in English, Maths & Science)

Advanced

English Language

Mathematics

English Literature

Religious Education

Science

Science

Advanced Pathway

Minimum: B-, B-, B-

French, German or Spanish

History or Geography

Two more GCSE courses



"I have come that you may have life and live it to the full" – John 10 v 10

Advanced

English Language

Mathematics

English Literature

Religious Education

Science

Science

Column A	Column B	Column C	Column D
French	Geography	Art	Art
German	History	Computing	Academic Support
Spanish		Drama	Business Studies
		IGCSE Science	Computing
		French	Drama
		Graphics	Electronics
		Media Studies	History
		Music	Latin
		PE	Media Studies



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Appendix II : Current KS5 Pathways

Progression Routes Programmes 2014-15

Choosing the Right Programme

The 6th Form offer at Twyford has been divided into three routes or programmes in order to allow students to make an informed decision at this stage in their educational journey as to which direction it is appropriate for them to take. The routes are designed to encourage students to be aspirational about their plans beyond school but also to take a realistic look at where they are currently and what choices will lead to success for them personally. Routes are not however prescriptive, since each student will customise his or her chosen route with subject choices from a wide range of academic or applied courses. The three routes which we have successfully supported students through are:

1. General programme

The General programme is designed for any student who is expected to leave school with 4 AS level qualifications and 3A Levels. To study this programme students are expected to achieve the minimum entrance requirements of at least 6 A*- C passes at GCSE including Maths and English. Students also need to meet the individual entry requirements of each course they are applying for (this is usually at least a grade B: see the Course Guide for details). Most AS courses have formal exams at the end of Year 12. If you are someone who finds formal exams difficult you may be better suited to a coursework based programme. We have two BTEC courses on offer this year in Law and Music Performing (these are equivalent to A Levels and are recognised by all universities) as well as A Level applied courses in ICT and Business. You can study a BTEC or applied course alongside other A Level courses.

You would also have the opportunity to take part in

- Community service in and out of school
- Duke of Edinburgh's Award
- Work experience in a subject of interest
- Residential/exchange trips
- University taster courses

2. Russell Group programme

This programme is designed for students who intend to apply to top universities (often identified as those belonging to the Russell Group). These are very competitive universities (such as Bristol, Edinburgh, Imperial College London, Warwick etc.). These universities normally expect students to have achieved a minimum of grades AAB at A level.

To be successful on this programme you would ideally have achieved at least an A grade at GCSE in the subjects you are interested in studying at AS and A level (with all of your other grades being at least a grade B).

To make the most of this programme you would be expected to have worked out from an early stage what University course or subject you were most interested in so that you could take advantage of subject specific support from the relevant department to help your application.

We refer to this as 'Level 4' support because it bridges the gap between A Levels (which are 'Level 3' qualifications) and top universities (with undergraduate degrees being 'Level 5' qualifications). You would expect to engage in Level 4 activities in the courses you were doing best in at AS level (where you are expected to achieve a high A grade).

The Level 4 Programme in your subject of choice could include:

- Extension activities to help you achieve an A* grade in your chosen subject
- Additional reading materials
- Access to visiting speakers and opportunities to attend relevant lectures/ exhibitions
- University taster courses

The programme will also contain components which are designed to ensure you have developed the independence and positive engagement which will be required to gain entrance to this level of university. These are:

- Community service in and out of school
- Duke of Edinburgh's Award
- Work experience in a subject of interest
- Residential/exchange trips
- University taster courses

3. Twyford Additional programme

This programme has been designed for the top 30 students in the year group. It will help students prepare for entrance to Oxbridge, Medicine and Veterinary science. This year students who were selected for this programme achieved an average GCSE point score of 55 (equivalent to roughly one half of their grades at A* and one half at A).

All students take part in teaching that develops thinking, presentation and interview skills. Students will take an additional course in philosophy as well as completing a Level 3 Extended Project Qualification (equivalent to a university style thesis/dissertation). Support for the extended project will be through a series of taught lessons as well as from an extended project tutor.

The students will engage in the same Level 4 programme of activities in their subject areas and the same extra-curricular programme as all students aiming to achieve entry to top universities (see Level 4 Programme above).

In Year 13 each of the TAP students receive an extra period set aside for university interview support, extension awards, step paper preparation and the completion of the extended project.

You would be expected to study 4 or 5 AS levels.

4. Choosing a course which suits you

All of our courses – whether they are A Level or BTEC are Level 3 courses, meaning they are equivalent to A Levels in terms of their UCAS (university entrance) points.

The school has designed these option blocks to achieve maximum flexibility and therefore accommodate the wide range of students who attend the Twyford 6th Form and prepare them for the even wider range of potential routes which are available in Higher/Further Education.

We do not therefore attach a narrow range of courses to each of the three programmes which we run. Students may wish to mix and match A Level and BTEC courses from whichever programme they choose.

However each course does have its own entry requirement and in some cases the same course is run at a higher and a lower level to allow our most able sixth formers to be in a group which moves at a faster pace allowing them to push themselves nearer to the expectations of top universities. In most cases subjects require a B grade at GCSE in that subject (or an equivalent subject at GCSE if the course is new at AS level). In some cases courses require a lower level of entry grade (e.g. BTEC courses). This is detailed within the Course Guide enclosed in this pack.

The subjects and option blocks are:

BLOCK J	BLOCK K	BLOCK L	BLOCK M	BLOCK N
ART	APPLIED BUSINESS	BIOLOGY	BIOLOGY	ART
CHEMISTRY	CHEMISTRY	DRAMA	ECONOMICS	BUSINESS STUDIES
COMPUTING	EARLY MODERN HISTORY	FURTHER MATHS	ELECTRONICS	ECONOMICS
ENGLISH LITERATURE	FRENCH	GEOGRAPHY	ENGLISH LITERATURE	FURTHER MATHS
MUSIC	GEOGRAPHY	GRAPHICS	GERMAN	MATHEMATICS
PHYSICAL EDUCATION	HISTORY	HISTORY	LAW (BTEC)	MUSIC BTEC (PERFORMING)
PSYCHOLOGY	MEDIA STUDIES	ICT	MUSIC TECHNOLOGY	PHILOSOPHY & THEOLOGY
SOCIOLOGY	PHOTOGRAPHY	MATHEMATICS	PHOTOGRAPHY	PHOTOGRAPHY
	PHYSICS	MEDIA STUDIES	POLITICS	PSYCHOLOGY
	PSYCHOLOGY	PHOTOGRAPHY	PSYCHOLOGY	SPANISH
	SOCIOLOGY	PSYCHOLOGY		

Appendix III – Careers Education, Information, Advice and Guidance (CEIAG) Policy

1. Introduction

Twyford Academies Trust is committed to providing Careers Education, Advice and Guidance to all students who access the curriculum and through organised activities.

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and personalised to suit the requirements of each individual student.

2. Aims

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all students:

- Self-development – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will have an understanding of themselves and the influences on them
- Career exploration through a variety of resources: computer software programmes, books, posters, access to impartial careers guidance and online content
- Work Experience programme in Years 10 and support to find employment opportunities in Years 11 and 12
- Progression planning through the provision of Information and Guidance (IAG) from external careers advisors, support across the curriculum, organised profession activities and events with local colleges
- Developing understanding of the changing nature of work, learning and career choices, including the full range of Post 16 education/training options including apprenticeships

3. Commitment

Twyford Trust is committed to providing a planned programme of Careers Education, Information, Advice and Guidance (CEIAG) for all students in all years in partnership with Connexions. All students will leave Trust Schools with the skills and knowledge required to support their entry to further education, apprenticeships, higher education and employment with Government recognised training. Twyford Trust actively promotes parent/carer involvement through events, forums and ensuring access to information throughout the year.

4. Equal Opportunities

Students are entitled to Careers Education, Information, Advice and Guidance (CEIAG) that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on partnership with students and their parents or career. Twyford Trust will always promote equality of opportunity, diversity and inclusion, whilst promoting the best interests of the students to whom it is given and is keen to use every available option to challenge stereotypes and raise aspirations.

A variety of guest speakers are invited in to meet with students with a wide range of backgrounds. The destinations of our students is closely monitored and younger students are informed and kept up to date of trends and opportunities.

5. Provision

Careers Education, Information, Advice and Guidance (CEIAG) is managed by the SLT link for CEIAG and Wider Learning. It is delivered by staff and coordinated by the Information Advice and Guidance Coordinator.

Careers resources are available in the Learning Resources Centre for all students, they are kept up to date. Access to careers software and the internet is easily available. Students are encouraged to follow the Twyford Trust IAG profile on Twitter and have access to resources used in Careers Education, Information, Advice and Guidance (CEIAG) sessions on the Trust internal internet – Copia.

Participation in activities, both in school and off-site, provide employer contact and further information. Twyford Trust has an external IAG Provider (Connexions), which provides individual careers interviews for Year 11 students. Students are invited to meetings and have access to a drop in service.

Careers focused activities are delivered through tutor time and PSHE/Citizenship lessons. Activities aim to develop student's individual knowledge and skills. The activities are developed by the Careers Information Advice and Guidance Coordinator and the Curriculum Leader responsible for PSHE/Citizenship.

Training needs are identified and offered to all relevant staff as opportunities arise. Information is then feedback to all staff. The Careers Information Advice and Guidance Coordinator is an active member of the Ealing Information Advice and Guidance Network for updates as necessary.

The SLT link and Curriculum Leader will be responsible for the monitoring, review and evaluation of the programme. Students will be consulted on the impact of the CEIAG programme and changes may be made as a result. Auditing of the whole school approach will also take place and support offered where required.

Key Stage 3 Provision

- Curriculum support in all subjects promoting related job advice
- Allocated time through tutor time sessions for self-development focusing on progression
- Access to careers software via tutor time
- Year 9 are invited to attend a Pre-options Evening
- An introduction to the careers resources in the Learning Resource Centre
- Access to the Careers Education, Information, Advice and Guidance (CEIAG) page on Copia
- Assemblies and other information on KS4 options including vocational courses
- Impartial careers guidance interviews with Connexions

By the end of Key Stage 3 all students will have:

- A better understanding of their strengths, achievements, weaknesses and support to evaluate how these might inform future decisions in learning and in work
- Access to support and help when making important decisions about their future

- A better understanding of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for successful employment
- Used online careers resources to research information about opportunities and apply their findings to help make informed choices for Key Stage 4 Options
- Received appropriate and individualised advice and guidance on Key Stage 4 Options

Key Stage 4 Provision

- All students will be encouraged to make the most out of their two week Work Experience programme
- Careers Fair in school – local colleges and sixth forms, employers and training providers
- University presentations
- Careers interviews for Year 11 students
- Regular information on College open days
- Support with completing College application forms and access to computers for online registration
- Mock interviews for those where it deemed advantageous
- Supported CV and Personal Statement sessions
- Assemblies delivered with input from Connexions
- Close monitoring of vulnerable students including those who are risk of becoming NEET

By the end of Key Stage 4 all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Experienced the world of work through Work Experience in Year 10 and support given to find them a placement in Year 11 after their last exam
- Been given help and advice to identify appropriate Post 16 options
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, skills and achievements to the goals they have set for themselves

Key Stage 5 Provision

- All students are given time to register with UCAS and are encouraged to attend University open days
- Twyford Trust Schools actively promote alternatives to Higher Education through Assemblies, Tutor Time presentations and visits to employers
- Students are supported in Year 12 to find further Work Experience related to their future career aspirations and goals
- The school has regular visits from Universities presenting to students
- Students are updated regularly with information via Assemblies and Twitter
- Support with completing College/job application forms and access to computers for online registration
- Mock interviews for those where it deemed advantageous

- Supported CV and Personal Statement sessions
- Assemblies delivered with input from Connexions and the Information Advice & Guidance Coordinator
- Close monitoring of vulnerable students including those who are risk of becoming NEET

By the end of Key Stage 5 all students will have:

- Successfully identified their own pathway and be confident with their decision
- Created a realistic plan for their future learning and work, by relating their abilities, skills and achievements to the goals they have set for themselves
- Further enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Gained further experienced in the world of work through Work Experience in Year 12