



Moorcroft School

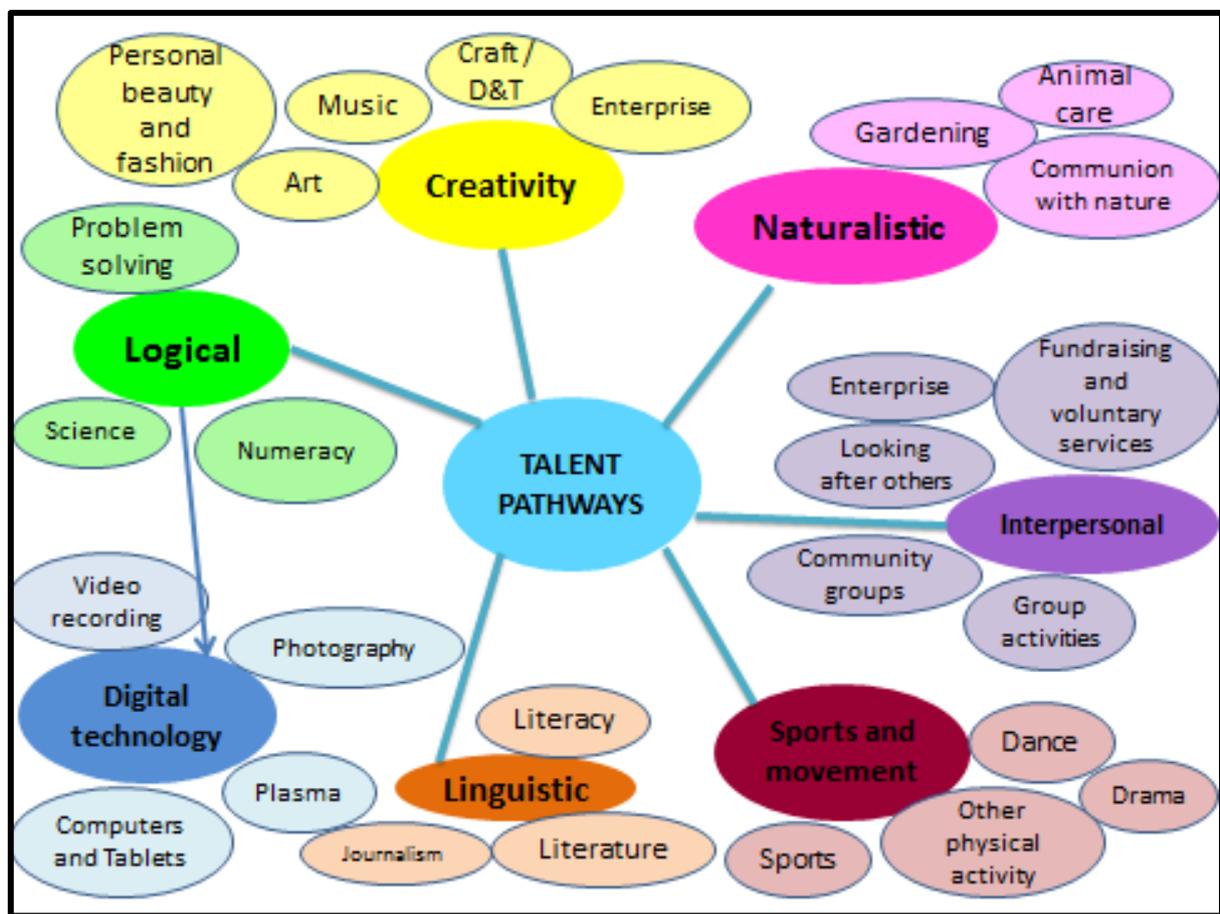
Learning for life

**SIXTH FORM
CURRICULUM
HANDBOOK**

Transition from KS4 to Sixth Form

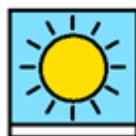
We support our KS4 leavers and their families in making decision about post-16 options. To ensure that young people and their families make informed choices, we share with them Talent Map that we were able to complete, where possible with student input, on the basis of evaluations and observations from KS4. Talent Map is discussed in Year 11 Annual Reviews which students are always invited to. Parents of Year 11 Sixth Form have also opportunity to meet Head of Sixth Form and ask questions that would allow them to make informed choices about post-16 options.

The majority of KS4 leavers decide to continue education in our Sixth Form. Talent Map allows Sixth Form tutors to personalise curriculum content and accreditation package to the interests and ambitions of a young person.



Destination and Curriculum Pathways

From year 9 onwards, Annual Reviews actively focus on establishing future **aspirations** for the young person and their family. From Year 12 onwards these plans become more and more concrete and students decide what **destination** they would like to reach Post 19. Students and their families make choices of destination from the following options:



day options

 college	 community groups	 accessing community	 work	 day centre
Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>



living

 home	 residential	 supported living	 respite
Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

The choice of destination determines what **Curriculum Pathway** students follow. Pathways may differ both in the content of curriculum subjects and in the balance between different subjects. Personalised Pathways ensure that each student is fully prepared for the post-19 options they chose.

ACADEMIC PATHWAY	EMPLOYMENT PATHWAY	COMMUNITY PATHWAY	MIXED PATHWAY
		SUPPORTED LIVING	
<ul style="list-style-type: none"> • Self-reliance • Community • Personal Growth • Health and Fitness • Making Contributions (including Enterprise) • Current Affairs 			
Emphasis on College Link Course, Personal Growth and Hobby Course	Emphasis on Work Experience, Work Training and Enterprise	Emphasis on Self-Reliance, Making Social Contributions and Hobbies	Bespoke emphasis

Curriculum subjects

In Sixth Form students follow the following courses:

CORE SKILLS -

ENGLISH:

- Literature
- Literacy

CORE SKILLS – MATHS

DIGITAL LITERACY

HOBBY

CURRENT AFFAIRS

HEALTH AND FITNESS

SELF-RELIANCE

- Home management
- Cooking
- Looking after myself
- Shopping
- Community access
- Travelling

SOCIAL RELATIONSHIPS

- Social relationships (+SRE)
- Community groups

ENTERPRISE

- Enterprise
- Volunteering

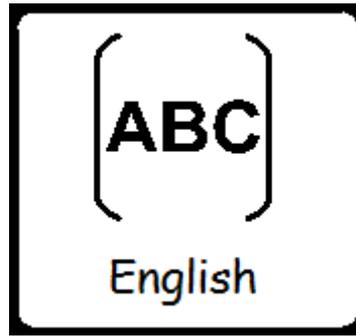
WORK EXPERIENCE

WORK TRAINING

- Work training
- Employability skills

COLLEGE

- **Core Skills – English**



including:

- **Communication**

Students in Sixth Form generalise their communication skills in different contexts with different people, e.g.

- Running tuck shop
- At College
- Attending social and leisure facilities, e.g. DASH, sports centres
- Communicating via E-Twinning platform
- Using FaceTime, Skype and smartphones to call others
- Shopping
- Eating out and ordering their food and drinks
- Selling products they have produced
- Completing jobs, e.g. distributing leaflets, packing shopping for charity, etc.

It is essential for students to continue to use their communicating devices effectively in new places and with new people. Sixth Form enables our students to successfully handle sudden and unexpected situations where a necessary key word may not be found in a communication book/ device.

- **Writing**

By the time our students join Sixth Form it is well established whether they handwrite or secure information using pictures or symbols. In Sixth Form the most efficient method of information is generalised to be used for different purposes and in different contexts. We ensure that both the students themselves and other people will be able to interpret and understand information they saved (e.g. invitations, information about charity cross-school events, advertisements of products made in Enterprise, letters to friends from E-Twinning project in Hungary, etc.)

- **Reading**

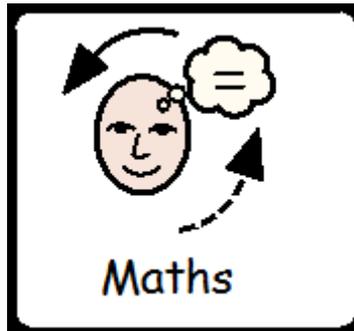
Students in Sixth Form read for information and for pleasure in variety of contexts – see also ‘Literature’. Students have structured opportunities to read and follow recipes, shopping lists, diaries, work experience job descriptions and appraisal sheets; they read

information in the community, from the Internet, etc. Reading in Sixth Form is practiced in a functional context. What is more, Sixth Form subscribes also to First News Magazine.

- Literature

Love of reading continues to be instilled in Hobby courses and during visits to libraries. It is our aim for every student leaving Sixth Form to have their **own library card** that they will be able to continue to use after leaving Moorcroft School.

• Maths (Thinking Skills)



Including practical application of Mathematical concepts and money skills

These are practised through variety of practical projects, e.g.

- Sixth Form Café (cross-school service for students and staff)
- Tuck shop
- Enterprise: production and sale
- Self-reliance courses, including:
 - Food preparation (measuring, choosing temperature, timing, etc.)
 - Home management (cleaning, recycling, storing, money skills)
 - Shopping (money management, packing and sorting products)
 - Travelling (e.g. bus timetable, number, bus stop countdown)
- Hobby courses, such as Gardening, Games club, etc.

Students in Sixth Form use **Maths reference cards** and key rings in order to manage their finances as independently as possible.

Sample Maths reference card:



- **Digital Literacy**



In today's world it is essential for our students to be able to use ICT devices:

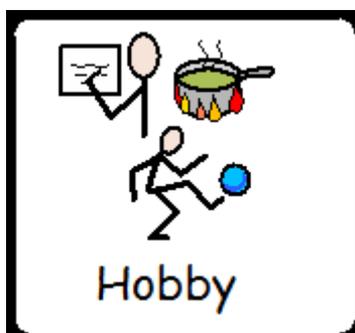
- As a learning tool
- As a communication tool
- For leisure
- In daily living
- Access to information

Our students learn these skills both in a distinct lesson and cross-curricular in other subjects.

At Moorcroft we are creative both with how we perceive Digital Literacy skills and with how we teach them. This involves:

- Use of laptops and PCs
- Use of tablets and iPads
- Use of switches
- Daily applications, e.g. bus app, weather app, alarm, calendar
- Use of smartphones, mobile phones and stationary phones
- Use of electric devices, such as printers, photocopiers, shredders, label makers, kitchen appliances, music players, remote controls
- Use of cameras and video cameras
- School's **Pinterest** page to advertise Enterprise produces across the Academy
- **E-Twinning** project with Hungarian School
- Use of Skype and Face-Time
- Use of technology in the community, e.g. Oyster card machines, self-checkouts, vending machines, touch screens in Argos, etc.
- Use of the Internet, e.g. to find images, to find offers in the shop, opening hours, etc.
- Student Moorcroft swipe cards

- Hobby course



Sixth Formers follow a bespoke Hobby course to match the talents of each student



Our bespoke offer of hobby courses involves:

HOBBY COURSES



- Fashion and beauty
- Music band
- Gardening (allotment)
- Literature
- Photography and multimedia
- Drama
- Arts and Crafts
- Science Club (other Academic courses on demand)
- Cooking club
- Group games (incl. board games)
- Dancing
- Zumba
- Other on demand

It is important to understand the difference between leisure activities offered at break time and a timetabled hobby course:

Leisure / breaktime activity:

- For students to self-engage with
- Students know very
- For students to spontaneously choose what they want to do 'now' – at breaktime or as a reward
- The choice of activity may change from day to day, from breaktime to breaktime

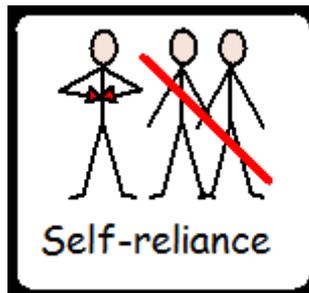


Hobby course:

- To develop new skills
- To develop breadth of knowledge about the topic
- Course chosen for at least one half-term
- Course follows a programme designed by the teacher:
 - Clear targets linked to hobby area (e.g. what will the students know about their hobby or what will they be able to do that they didn't know before?)

Programme divided into week programme units, e.g.
week1-2- focus

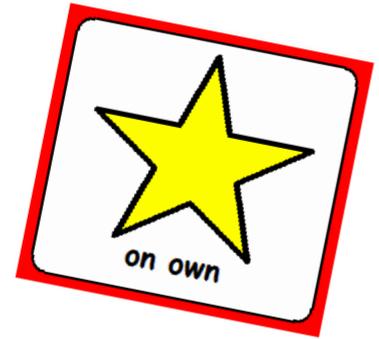
- **Self-reliance**



We offer a range of Self-Reliance courses. Students may access all or some of the courses depending on their Curriculum Pathways and destination as well as preference. Balance of hours for each course may differ from student to student.

Our offer of **Self-reliance courses** involves:

SELF-RELIANCE COURSES



- **Home management:**
 - Cleaning
 - Looking after clothes
 - Storing and sorting
 - Washing-up
 - Using washing-machines

- **Cooking:**
 - Snack preparation -elementary and cooking meals- advanced
 - Cooking is also available as a Hobby option for students who show particular interest in it.

- **Looking after myself**

- **Shopping:**
 - Different kinds of shops on the High Street

- **Community access:**
 - Sports facilities
 - Places of culture

- **Travelling:**
 - Local bus
 - Tube

- **Community access – additional guidance:**

At Moorcroft we ensure progressive and varied community programme to all students. Each key stage has a specific focuses on different places in the community:

KS 3	KS4	SIXTH FORM
Cafes	Libraries	--High Street--
Supermarkets	Supermarkets	Clothes stores and shoe shops
Garden Centres	Mini farm, zoo	Household stores (incl.Argos)
Parks		Online shopping – promotions, opening times
		Beauty / drugstore
		Public transport
		DASH, HACS
		West Thames and Local Offer Colleges
		Market stalls, bazaars
Museum / gallery Theatre / musical event Places of religion Sports centres, e.g. bowling OUTINGS LINKED TO WORLD AROUND US THEMES		

- **Cooking - additional guidance**

Cooking skills are taught in our specialist cooking area of Life Skills. This subject allows our students to practice their Maths skills, English skills and Skills for Life in a functional context.

We emphasize specific skills in Cooking in Sixth Form

If some students master certain skills before the end of key stage, they move on to develop more advanced Cooking skills.

SKILL AND FUNCTION EMPHASIS		
KS3	KS4	SIXTH FORM
<ul style="list-style-type: none"> • Pouring • Washing • Sprinkling • Spooning • Mixing • Spreading and layering • Kneading and rolling 	<p>KS3 skills +</p> <ul style="list-style-type: none"> • Grating • Chopping • Peeling • Draining • Hot meals • Food for different purposes and occasions • Following recipes 	<p>KS4 skills +</p> <ul style="list-style-type: none"> • Hot drinks • Finding equipment and ingredients (unsorted in contrast to KS4) • Portioning

- **Current Affairs**



The purpose of Current Affairs is to discuss matters arising locally and nationally, e.g. latest news on TV, upcoming festival or celebration, life events of students or staff provoking an interesting social story, positive school 'gossips' etc. This subject aims at Social, Moral, Spiritual and Cultural development and at developing citizenship skills. It provides our students with breadth of knowledge about the wider world. It also ensures a weekly element of novelty in the curriculum.

The purpose of Current Affairs may differ depending on the ability of the students:

- **Health and Fitness**



In Sixth Form our students not only develop gross and fine motor skills in, but they also learn about healthy and moderate lifestyle as well as healthy nutrition.

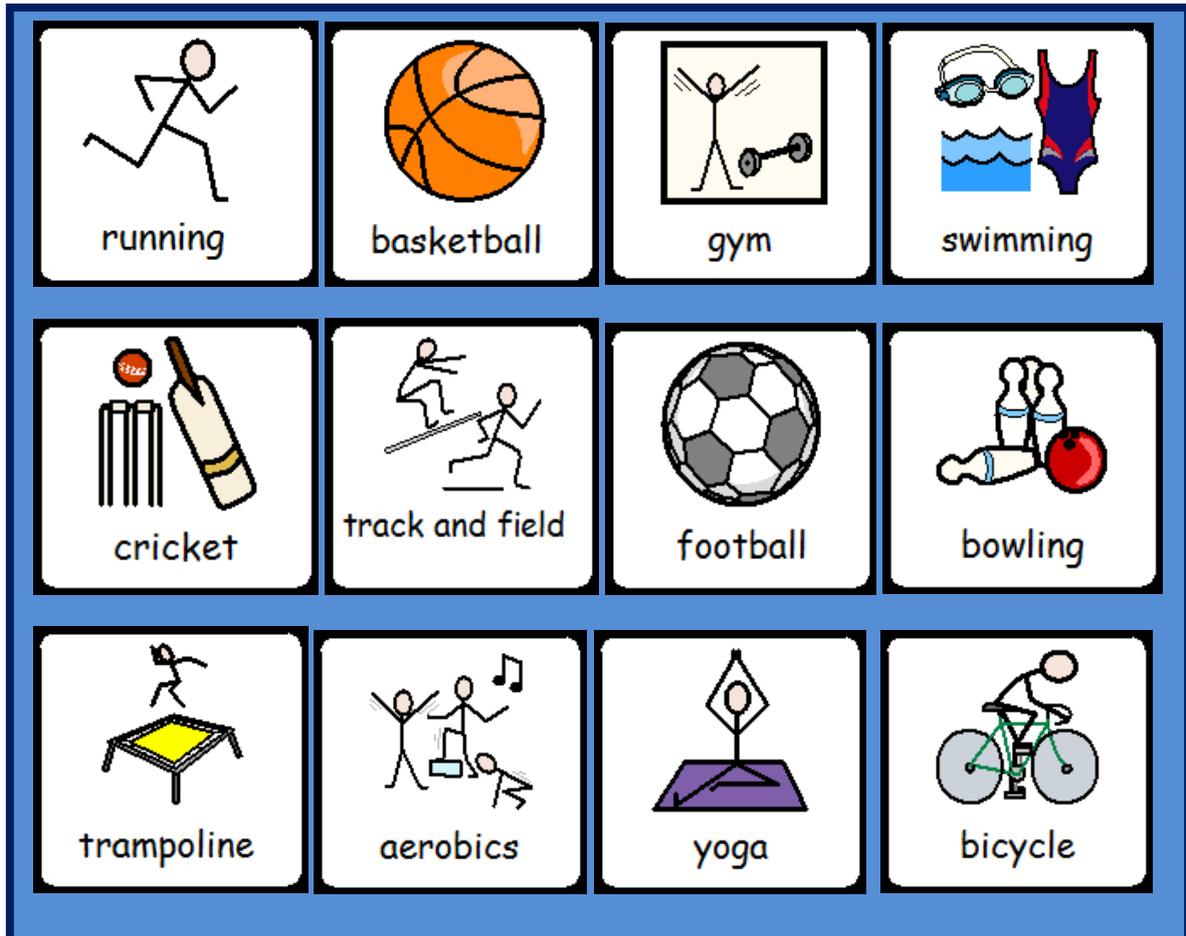
- The targets for Health and Fitness may, but do not have to, stem from Physiotherapy programmes.
- Other termly targets for Health and Fitness may be based on the following areas listed below -
 - Choice of sport and fitness activities
 - Choice of places where sports activities can be accessed in local community
 - Healthy food choices and nutrition
 - Healthy lifestyle
 - Illness management
- Please note that H&F targets focus on development of physical ability or understanding of healthy lifestyle. Targets about following instructions during exercises or changing for H&F would better fit cross-curricular areas, such as Communication or Self-Reliance and be cross-referenced to on H&F daily plan



All students are expected to change for Health and Fitness lessons. Each students should have their own PE kit.

Health and Fitness - Sports Map

In Sixth Form Health and Fitness is organised in a similar way to Hobby Courses where students sign up for half-termly (or longer) options. Students choose their courses from the options below. Additional options can be added on demand.



- **Enterprise**



Students in Sixth Form run **Enterprise projects** learning how to earn money by producing a product or providing a service.

Some of our Enterprise projects involve:

- Running school Tuck Shop
- Sale of school's cups and school's calendar
- Producing gifts linked to current festivals and celebrations, e.g. cake sale, Christmas and Easter sweet bags, candles, postcards, soap bars, jewellery making, wreaths
- Gift wrapping services
- Beauty salon
- Jewellery making
- Christmas decorations
- Swap shop stall
- Hanging baskets
- Bag Packing at the superstore



We also learn how to **be charitable** and how to **volunteer**. This may involve such projects as:

- Collecting and sorting items that will be donated to charity shops
- Donations for Harvest Festival

➤ Fundraising on Red Nose Day and Sports Relief

• **Work experience and Work Training**



We have high aspirations for our young people and we know that all of them will be able to contribute to their community. Therefore, we develop Employability skills and skills of Making Contributions in the following ways:

Work Experience	Work Training	Making financial contributions	Making contributions to local community	Making social contributions
In a real place of work with an external provider	School-based long-term simulation of work experience preceded by real job interviews	For-profit enterprise: production and sale	Helping others Voluntary services	Active contribution to social group dynamics

Every job that our students may take on as a part of their Work Experience or Work Training has their job description prepared in a format accessible to students. This allows our young people to make informed choices about the work options and to know what is expected from them.

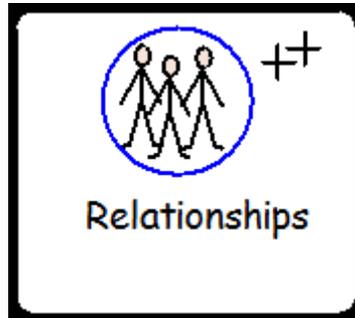
It is crucial that our students are able to assess their own work performance. All Sixth Form students have appraisal meetings throughout their work experience and work training. This allows them to monitor their punctuality, assess how well they followed instructions. etc.

Please see a separate Work Experience handbook with job descriptions.

Process of work experience / work training

- Student will attend an **initial appraisal**.
- Complete Initial **appraisal form**.
- At this stage a **target** will be set with the student. This can be pre-existing or a new target can be set and agreed.
- The student will then require an **induction** into their new role.
- The student will then participate in their chosen **work experience / work training** for an agreed time.
- On completion of work experience, the student and Teacher will complete a **final appraisal**.
- During this time, **feedback forms and evidence** will be reviewed, including photographs if needed.
- **Discussions** will take place between student and teacher around how well the student thinks they did and the Teacher will offer their **feedback** too.
- An **evaluation form** will be completed.
- The appraiser and the appraisee will use '**Assessment For Learning**' stickers to evaluate their experience.

- **Social Relationships**



Our students are active members of their community. They establish friendships in social groups that they will be able to continue to visit once they leave Moorcroft School. Weekly visits to DASH allow our students to make contacts out of the school settings and choose different leisure options that they can participate in as a part of the social group.



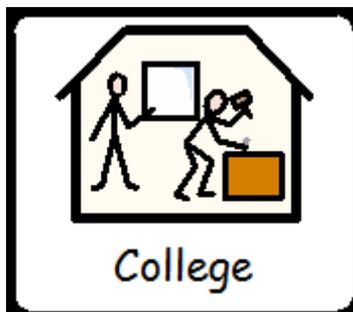
Current options in **DASH** involve:

- Arts and Crafts
- Boccia
- Line Dancing
- Zumba
- Keep Fit

Social Relationships lessons involve also activities aimed at Social, Moral, Spiritual and Cultural Development. A number of Social Relationships lessons focus on staying safe, being compassionate, managing own emotions, conflict resolutions, choosing between right and wrong and SRE. This may be done through:

- Social stories and role-play
- Analysis of news report, footage or a scene from a movie

- College



Sixth Form students attend whole-day weekly college in preparation for post-19 options. This allows them to get used to a busy environment of college and to make informed choices about their future.

COLLEGE			
Year Group	College	Frequency and Duration	Purpose
Y12-Y13	West Thames College	1 day a week	<ul style="list-style-type: none"> • to generalise their cross-curricular skills • to successfully manage being in busy environment of the college
Y14	Colleges from the Local Offer, i.e. <ul style="list-style-type: none"> • Uxbridge College • Orchard Hill College 	1 day a week	<ul style="list-style-type: none"> • To be able to make informed choice about the college student would like to attend post-Moorcroft

The day at College fully supplements Sixth Form Curriculum, e.g.

College activity	Sixth Form curriculum coverage
<ul style="list-style-type: none"> • Travelling to College 	<ul style="list-style-type: none"> • Self-Reliance - Travelling
<ul style="list-style-type: none"> • Course 1 – Arts and Crafts 	<ul style="list-style-type: none"> • Enterprise
<ul style="list-style-type: none"> • Course 2 - Cooking 	<ul style="list-style-type: none"> • Self-reliance – Food Preparation
<ul style="list-style-type: none"> • Lunch 	<ul style="list-style-type: none"> • Self-reliance – Shopping • Community • Social Relationships
<ul style="list-style-type: none"> • Course – Gardening 	<ul style="list-style-type: none"> • Hobby
<ul style="list-style-type: none"> • Course - Cafe 	<ul style="list-style-type: none"> • Enterprise, Social Relationships
<ul style="list-style-type: none"> • Travelling to Moorcroft School 	<ul style="list-style-type: none"> • Self-Reliance - Travelling

6. Timetabling

At Moorcroft here is a suggested number of hours of each subject area in a weekly timetable. It is at teacher's discretion which time slots will be allocated to which subject.. Within the same class, the timetable may differ from student to student. This is because students within one class may have therapy or hydro sessions at different times and the teacher has to consider the balance of their timetable looking at the 'big picture'. The number of hours in Sixth Form is less prescriptive than in KS3 and KS4 as it has to fully support the curriculum pathway chosen by the student.

Timetabling	
Younger Sixth Form	Older Sixth Form
❖ Core Skills	❖ Core Skills
❖ Digital Literacy	❖ Digital Literacy
❖ Enterprise	❖ Enterprise
❖ Work Training	❖ Work Training
❖	❖ Work Experience
❖ College – West Thames	❖ College: ❖ Uxbridge ❖ Orchard Hill
❖ Current Affairs	❖ Current Affairs
❖ S-R Shopping	❖ S-R Shopping
❖ S-R Food Preparation - Cafe	❖ S-R Food Preparation - Cafe
❖ S-R Food Preparation – Cooking Lunch	❖ S-R Food Preparation – Cooking Lunch
❖ Home management	❖ Home management
❖ Health and Fitness	❖ Health and Fitness
❖ Social Relationships	❖ Social Relationships - DASH
❖ Community Access	❖ Community Access
❖ Hobby	❖ Hobby

Assemblies

Read in conjunction with SMSC policy

There is a yearly rolling programme of SMSC topics covered in whole school assemblies. Every week a different class conducts the assembly for to students experience and understand SMSC concepts. NEW: Assemblies are conducted in departments. Thanks to that we assure that topics match the ability, understanding and the age of the students.

KS4 has joint assemblies with **Sixth Form**. This is a part of our preparation for transition to Sixth Form and becoming familiar with its spirit. KS4 and **Sixth Form** students are fully involved in their preparation and conduction. Students set up the hall according to chair layout designed by the leading teacher. Then they work in small groups working on highly interactive task.

Sixth Form	TOPIC prompting social, moral, spiritual and cultural development	S/M/Sp/C?	Teacher's initial
7 th September	Welcome – new teams	S	
14 th September	Friends	S	
21 nd September	Self-esteem	Sp	
28 th September	Helping others	M	
5 th October	Family	S	
12 th October	Diversity	C	
19 th October	Reflection	Sp,M	
2 nd November	Guy Fawkes Day	C	
9 th November	Remembrance Sunday	C	
16 th November	Diwali	S,C	
23 rd November	Communicating needs	S,Sp,M	
30 th November	St Andrew's Day	C,Sp	
7 th December	Team work	S	
14 th December	Christmas	C	
4 th January	Healthy eating	PSHE	
11 th January	Rules	M,S	
18 th January	Solving conflicts	S,M	
25 th January	Burns' Night	Sp,C	
1 st February	This Day in History	C	
8 th February	Valentine's Day	C,S	
22 nd February	Chinese New Year	C	
29 th February	St David's Day	C	
7 th March	Art Experiences	Sp	
14 th March	Mothering Sunday	C,M	
21 st March	Easter	Sp,C	
11 th April	Spring – new life	Sp	
18 th April	St George's Day	C	
25 th April	Confidence	Sp	
9 th May	Fair play	M	

16 th May	Choice	M	
23 rd May	Interactions with others	S	
6 th June	Wonders of nature	Sp	
13 th June	Ramadan	Sp,C	
20 th June	Father's Day	C	
27 th June	Looking after myself	M	
4 th July	Independence Day	S	
11 th July	Transitions	PSHE	
18 th July	Celebrating success	Sp	