



**The Maidstone & Malling Alternative Provision**

**2022-2023 Curriculum Statement**

**BELIEVE, ACHIEVE, EXCEED**



## The Maidstone & Malling Alternative Provision

**BELIEVE, ACHIEVE, EXCEED**

### Our Vision

We are driven by an unshakeable belief in the potential of young people. Working in collaboration with families and agencies, our commitment to nurturing and engaging young people in a safe and supportive learning environment is unwavering. Offering a holistic approach, we aim to empower young people to overcome barriers, build resilience and acquire the knowledge and skills to become valued and effective members of society. We inspire and motivate our pupils to thrive with a culture of respect, dignity and celebration, where everyone feels equal and valued.

### Our Aims

- To offer a robust and personalised learning experience that is high quality and engaging
- To meet pupils' individual needs to provide them with the skills and qualifications to secure a solid foundation for the future
- To have high expectations of our pupils in all aspects of their lives
- To support pupils with their emotional and social wellbeing, equipping them with effective coping strategies
- To remove all barriers to learning and treat all pupils and families with empathy and respect.

### We will accomplish this by:

- Providing an engaging and broad curriculum that is enhanced by creative teaching and learning
- A range of qualifications tailored to suit the needs of all pupils which will enable them to secure a clear progression route
- Acknowledging that each day is a fresh start and working with pupils to build resilience
- A highly experienced and dedicated pastoral team with expertise in mental health and wellbeing with links to external agencies
- Working alongside families to support our pupils to overcome challenges.

### Our Curriculum (Intent):

At MMAP, we recognise that pupils who attend the school can have a wide range of emotional, social and educational needs which can impact negatively upon progress, but we are determined to offer support and encouragement to help remove any barriers to learning and ensure that all have the most inclusive education that we are able to provide.

Our curriculum has been designed to offer the highest quality provision, which is enriched with a wide range of activities and opportunities for pupils to expand their cultural capital, prepare them for adulthood and gain a wide range of GCSEs or equivalent qualifications, which will support them to secure a solid progression route and future career pathway.

The delivery of the curriculum is flexible and this enables us to provide an individualised programme of education tailored to meet the needs of each pupil. The aim is to stretch and challenge each pupil to reach the highest standards in everything they do and provide them with a sense of achievement and encouragement to exceed their potential.

Through the enrichment activities provided to support core subjects, we aim to enhance the learning of each pupil, provide re-engagement and bring enthusiasm and excitement back into learning.

With all of this in mind, it is vital that all referring schools support the curriculum offer and wherever possible, work with us to ensure smooth reintegration and transition.

### **Key Stage 3**

Our Key Stage 3 provision provides short term therapeutic respite over a period of 12 weeks, with supported re-integration back into mainstream education. The focus for this programme is therapeutic intervention, removal of barriers and the identification of support strategies that will assist the pupil in continuing their education within a mainstream setting. Whilst we continue to deliver core subjects like Maths, English and Science, the main focus is nurture, mental wellbeing, developing resilience and concentrating on their personal development.

### **Key Stage 4**

Pupils who are referred to the Maidstone & Malling Alternative Provision have often had significantly disrupted learning, but are not considered less academically able. We provide a fresh start in a smaller provision and our intentions focus strongly on:

- Improving Attendance
- Progress from baseline
- Attainment in English and Maths
- Identifying and securing a strong progression route Post 16, ensuring that pupils remain in employment, education or training.

The curriculum offers GCSE qualifications in English Language, Mathematics, Biology and Art. We also offer BTEC Level 2 in Construction and the Built Environment, and Sport. To enhance this further, and provide experiences in a wide range of areas, we also offer Laser qualifications (LEAP in Year 10 and Progression in Year 11). We also spend time focussing on personal and social development through offering lessons in PSHE, Careers and Wellbeing.

## **Curriculum Strands:**

### **BELIEVE curriculum strand**

This strand has been designed to support pupils with their social, emotional and mental health, including their personal and social development. We devote both stand-alone time and within-subject time in our curriculum to PSHE, Careers and supporting wellbeing. At KS3, pupils have weekly PSHE and Wellbeing lessons. They also have project time to help develop their teamwork and communication skills. At KS4, subjects include PSHE, PSD drop ins (1:1), Careers, careers drop ins (1:1), and Wellbeing. We ensure that pupils are exposed to interesting activities in wellbeing lessons including, archery, rifle shooting, zorbing, canoeing and raft building in the warmer months; and skiing, snowboarding and ice-skating during the winter.

The PSHE curriculum is designed to add additional support for all pupils and covers a wide range of topics including: mental health and wellbeing, developing resilience, RSA, drug and alcohol abuse, positive relationships, anger management, online safety, gang and knife crime, exploitation and consent. In Careers lessons and drop ins, pupils are supported with their CVs and next steps, whilst also studying and developing related knowledge and skills, such as interview skills, application skills and financial responsibility.

Finally, we recognise that reading is essential to achieving in school and beyond, and that gaps in comprehension must be addressed. To improve ability, confidence in, and love of reading, we have a system of reciprocal reading in place, both within the curricula and separately in small groups. Pupils also have reading interventions for improving comprehension. It is therefore in our BELIEVE curriculum strand, that all pupils are supported in their personal and social development so that they 'believe' that they will achieve and succeed.

### **ACHIEVE curriculum strand**

We want our pupils at MMAP to succeed in their next steps and future careers. To ensure that this happens, it is crucial that our pupils achieve appropriate qualifications. This ACHIEVE strand has two elements: the vocational and core curricula. Our vocational curriculum provides a hands-on approach and compliments traditional classroom-based learning by incorporating a mixture of practical and written activities. Subjects in this strand include GCSE Art, BTEC Level 2 in Construction and the Built Environment, and BTEC Level 2 in Sport.

The core curriculum consists of GCSE English Language, GCSE Mathematics and GCSE Biology. These subjects are essential for all pupils within our school. We focus on ensuring that every pupil within our school achieves results within this strand. To support this strand, we have included the delivery of Functional Skills in Maths and English from EL3 through to Level 2.

### **EXCEED curriculum strand**

It is enough to believe in oneself and achieve one's immediate goals, but this does not account for the enjoyment of experiencing more than this, enhancing one's cultural capital and expanding one's worldviews. Our curriculum goes beyond personal and social development and academia, because our curriculum has opportunities built in for our pupils to get out into the world, meet new people, and amass a collection of meaningful and unique experiences that will help shape their future learning, choices and adventures. We want to give as much as possible to our pupils, so that they develop a thirst and love for learning and adventure for their entire future lives. Our BELIEVE and ACHIEVE curricula both start them on this journey, because they have 1:1 support and discussions about their interests and desires, are exposed to various local and world issues and numerous careers, and are given opportunities to solve problems and critically think.

Our breakfast club is an opportunity not just to get ready for the day ahead, but also to discuss current events and the news. In our reciprocal reading time, we make sure to choose

relevant and through-provoking books. We have farming and horse therapy programmes in which our pupils experience caring for the land and animals – developing a sense of moral obligation to our planet and its living things. Our Wellbeing adventures are plentiful and diverse, and this provides not only enjoyment of what our community has to offer, but gives our pupils opportunities to build healthy friendships with their peers – a crucial life skill. Our charitable efforts as a school also help our pupils critically think about others in need, and our pupil voice meetings are regular and ensure that pupils can share their opinions, thoughts and feelings. We have a rewards programme that celebrates successes and encourages our pupils to value their learning, and challenge themselves. A number of our pupils also participate in regular work experience, allowing them to explore future avenues for employment. We also take a number of our KS4 to Mid Kent College every Friday to participate in different areas of vocational training, including Hair and Beauty, Bricklaying, and Mechanics.

It is our EXCEED strand, therefore, that ensures our pupils are ready for their futures beyond their time at MMAP – they can make informed decisions, continue to learn and know that there are many possible adventures that await them.

### **The Bespoke Approach:**

Our pupils come from a variety of contexts and starting points, and no pupil is the same as another. We believe that all of our pupils need an element of bespoke support. This may mean more focus in one of our curriculum strands over others. It may mean a personalised timetable. It may mean outreach support. It may mean a different ratio of work experience and in-school learning. It may mean more external agency support. It may mean more 1:1 support. We ensure that each and every pupil has the best approach to their learning for them, given their specific contexts and needs, and this is key to our pupils reaching their best progress, attainment and successes.

### **The Whole Child:**

In addition to being bespoke, we also recognise that our pupils need support from more agencies than ourselves, and this includes parents. We have excellent connections with external agencies that provide extracurricular support for our pupils and their families, so that our pupils can be fully supported in with SEMH, PSD, learning and preparation for their next steps both within and outside of school. We discuss all children regularly in briefings so that we can be consistent in approach and support. We communicate with parents and carers regularly and home schools to cover all aspects of personalised provision. It is only through giving our pupils this multifaceted support that they are able to achieve their personal bests.

### **Subject Rationales and Information:**

The subject rationales and related information follow. Please note that our Year 11 cohort may have adjusted long-term planning due to post-COVID gaps.

# English

*If a thing is worth doing, it is worth doing well. If it is worth having, it is worth waiting for. If it is worth attaining, it is worth fighting for. If it is worth experiencing, it is worth putting aside time for.*

- Oscar Wilde

English Language is the vital backbone for all other areas of study in the curriculum. It is an international language and GCSE qualification in the subject is a requirement for many careers.

Our English curriculum equips our pupils with the skills to become competent readers, writers and effective communicators. Through the facilitation of discussion and exploration of a variety of engaging texts, we develop and extend our pupils' prior knowledge and provide them with the key skills needed to be successful at GCSE and beyond. Studying English Language enables pupils to improve their metacognitive abilities and critical thinking skills which are vital for onward progression.

Pupils will be able to use English in a clear, pragmatic and confident way in the workplace and in social interactions. English Language study is intended to build creativity, imagination, persuasive techniques and a flair for use of the written word, thereby enriching the experience and enjoyment of life.

## KS3:

In KS3 our pupils are with us for a 12-week programme. We have mixed groups in years 7 through 9. Lessons are engaging and stimulate interest. Our focus is primarily on improving and fostering an enjoyment of reading. We use Reciprocal Reading techniques to help improve the confidence of our pupils who often arrive at MMAP believing their reading skills are poor, when all they really lack is confidence. Reciprocal reading encourages pupils to question a text, predict what will happen, clarify what has happened and question in relation to other texts/the real world. Reciprocal reading also helps improve pupils' comprehension of texts, interpretation, and metacognitive abilities.

English lessons are made up of four or five different activities designed to improve comprehension and engagement. One of these activities is participation in a comprehension-based reading programme called Read Theory. Pupils complete 3 – 5 'Quizzes' through reading a passage and answering questions using inference and critical thinking. Differentiation in lessons is addressed through scaffolding, a TA is on hand to assist learners of lower ability to carry out the same tasks as the rest of the group where at all possible, by offering help and assistance, then gradually withdrawing as the pupil grows in confidence. We use this more individualised approach to give our pupils the knowledge and skills needed for successful reintegration.

## KS4:

In KS4 all pupils study AQA GCSE English Language. The plan below shows the topics studied over years 10 and 11.

## Year 10

Term 6	Term 1	Term 2	Term 3	Term 4	Term 5
<p><b><i>Creative Writing and bridging the gap from KS3</i></b></p> <p>Descriptive or narrative writing Q5 (40 marks)</p>	<p><b><i>Explorations in Creative Reading and Writing</i></b></p> <p>List four things... Q1 (4 marks)</p> <p>Analysis of language Q2 (8 marks)</p>	<p><b><i>Explorations in Creative Reading and Writing</i></b></p> <p>Analysis of structure Q3 (8 marks)</p> <p>Evaluation Q4 (20 marks)</p>	<p><b><i>Explorations in Creative Reading and Writing</i></b></p> <p>Whole of Paper 1 Timing and related practice</p> <p>Pupils write or revise their speech for their spoken language endorsement which is filmed and completed by required deadline.</p>	<p><b><i>Writers' Viewpoints and Perspectives</i></b></p> <p>Transactional Writing Q5 or Q6 (40 marks)</p>	<p><b><i>Writers' Viewpoints and Perspectives</i></b></p> <p>Choose four statements... Q1 (4 marks)</p> <p>Analysis of language Q3 (12 marks)</p>

## Year 11

Term 6	Term 1	Term 2	Term 3	Term 4	Term 5
<p><b><i>Writers' Viewpoints and Perspectives</i></b></p> <p>Comparing Texts Q2 (8 marks) Differences or similarities.</p> <p>Comparing Texts Q4 (16 marks) Language and structural analysis</p>	<p><b><i>Writers' Viewpoints and Perspectives</i></b></p> <p>Whole of Paper 2 Timing and Practice</p>	<p><b><i>Explorations in Creative Reading and Writing</i></b></p> <p>Paper 1 Revision</p>	<p><b><i>Writers' Viewpoints and Perspectives</i></b></p> <p>Paper 2 Revision</p>	<p><b><i>Examination Revision</i></b></p>	<p><b><i>Examination Revision</i></b></p>

## Examination Information

For the award of the GCSE in English Language pupils must offer all three assessments; Paper 1, Paper 2 and Non-examination Assessment: Spoken Language

Paper 1: <i>Explorations in Creative Reading and Writing</i>	Paper 2: <i>Writers' Viewpoints and Perspectives</i>
<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>one literature fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>descriptive or narrative writing</li> </ul>	<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>one non-fiction text and one literary non-fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>writing to present a viewpoint</li> </ul>
<b>Assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 45 minutes</li> <li>80 marks</li> <li>50% of GCSE</li> </ul>
<b>Questions</b> <b>Reading (40 marks) (25%)</b> – one single text <ul style="list-style-type: none"> <li>1 short form question (1 x 4 marks)</li> <li>2 longer form questions (2 x 8 marks)</li> <li>1 extended question (1 x 20 marks)</li> </ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"> <li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>	<b>Questions</b> <b>Reading (40 marks) (25%)</b> – two linked texts <ul style="list-style-type: none"> <li>1 short form question (1 x 4 marks)</li> <li>2 longer form questions (1 x 8, 1 x 12 marks)</li> <li>1 extended question (1 x 16 marks)</li> </ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"> <li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>

Non-examination Assessment: <i>Spoken Language</i>	
<b>What's assessed</b> (AO7–AO9) <ul style="list-style-type: none"> <li>presenting</li> <li>responding to questions and feedback</li> <li>use of Standard English</li> </ul>	
<b>Assessed</b> <ul style="list-style-type: none"> <li>teacher set throughout course</li> <li>marked by teacher</li> <li>separate endorsement (0% weighting of GCSE)</li> </ul>	
<b>Number of pupils at centre.</b>	<b>Number of pupils whose presentations must be recorded.</b>
<b>30 or fewer</b>	<b>All pupils</b>

(Taken from AQA English Language specification)



# Mathematics

*It is impossible to be a mathematician without being a poet in soul.*

- Sofia Kovalevskaya.

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language used to describe and explore the whole of the physical world. Statistics is the study of ways of collecting and extracting information from data, and the methods of using the information to describe and make predictions about the world around us. Together, mathematics and statistics provide a framework for thinking, solving problems and a means of communication that is concise, precise, logical and ultimately, powerful.

## KS3:

We recognise that our KS3 provision has pupils beginning and finishing at different times. Thus, we have developed six two-week units focusing on common gaps and foundational concepts that will support all pupils with their mathematical ability and confidence. There is ample scaffolding and extension to challenge all pupils. Units relate to the overarching topics of Number, Algebra, Statistics and Shape and Space.

## KS4:

There are two foci for our KS4 pupils: GCSE Mathematics and Functional Skills Mathematics. Many of our pupils have had poor experiences with Mathematics prior to joining MMAP. They need increased support and motivation as a result. For those pupils who begin with us below a Grade 1 level at GCSE are given additional support through studying Functional Skills Mathematics. Depending on ability, this can range from Entry Level 1 through to Level 2. Due to the similarity in skills between GCSE and Functional Skills Mathematics, overlapping the qualifications is beneficial to our pupils so that they reduce their Mathematics related anxiety and achieve their best possible outcomes. Pupils who are higher tier candidates will be provided with increased extension, 1:1 support and online revision.

## Year 10

Term 6	Term 1	Term 2	Term 3	Term 4	Term 5
Number, Algebra, Graphs, Tables and Charts	Fractions, Decimals and Percentages, Equations, Inequalities and Sequences	Angles, Averages and Range, Perimeter, Area and Volume Part 1	Graphs, Transformations	Ratio and Proportion, Right-angled Triangles, Probability	Multiplicative Reasoning, Constructions, Loci and Bearings

## Year 11

Term 6	Term 1	Term 2	Term 3	Term 4	Term 5
Quadratic Equations and Graphs, Perimeter, Area and Volume Part 2, Fractions, Indices and Standard Form	Congruence, Similarity, Vectors, More Algebra	Revision (Closing Gaps)	Revision (Closing Gaps)	Revision (Exam Practice)	Exams

### Examination Information:

The Pearson Edexcel GCSE in Mathematics is a tiered qualification. There are two tiers – at Foundation Tier, pupils can obtain Grades 1-5 and at the Higher Tier, pupils can obtain grades 4-9. The assessment for each tier of entry consists of three externally-examined papers, all three must be from the same tier of entry. Pupils must complete all three papers in the same assessment series. Paper 1 is non-calculator and Papers 2 and 3 allow a calculator. Details of the topic distributions of the papers at each Tier are:

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

# Science/Biology

*Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.*

— Marie Curie

Science is the subject of discovery, investigation, proving and disproving, hypothesising and predicting – finding the answers to our questions and exploring the unknown. Science can make sense of the most complex things, yet can show the complexities of that which appears simple. It can also lead us to ways of thinking that we have not experienced – it can transcend current boundaries and take us to new worlds. Here at MMAP, we value this discipline and the pathways opened for our pupils through experience with scientific thought and experimentation. At KS3, we incorporate this thinking into project work, and at KS4 we explore the world of Biology – the science of life.

## KS3:

In KS3, our pupils are with us for a 12-week programme. As part of this, our pupils complete investigations and projects in relation to a number of areas of science. We want to ensure that our pupils can be excited about their learning in these projects, so have chosen topics related to current research areas, so that they can experience the related relevance and importance. We explore the discovery of new species and study the related ecology, we delve into space to discover the many worlds other than our own, we investigate the health of the world around us and review various ways we can help our environment and reduce pollution – we begin to understand the importance of our carbon footprints and renewable energy sources.

## KS4:

In KS4, our pupils remain with us for their GCSE studies. We study AQA GCSE Biology throughout the two years. Please see the plan below for the order of topics studied:

## Year 10

Term 6	Term 1	Term 2	Term 3	Term 4	Term 5
<u>Cell Biology:</u> Cell Structure; Prokaryotes and Eukaryotes; Microscopy; Cell specialisation and differentiation; Stem Cells; Culturing Microorganisms;	<u>Cell Biology:</u> Cell cycle; Types of transport <u>Organisation:</u> Hierarchy of organisation; Digestive system; Enzymes; Circulatory system	<u>Organisation:</u> Non-communicable diseases; Cancers; Plant organs and tissues; Plant transport	<u>Infection and Response:</u> Communicable diseases; Viral, bacterial and fungal diseases; Protist diseases; Human defence systems; Vaccination; Antibiotics; Painkillers and drug development	<u>Infection and Response:</u> Monoclonal antibodies; Plant disease; Plant defence responses <u>Bioenergetics:</u> Photosynthesis; Rate of PS; Limiting factors of PS; Uses of glucose; Aerobic respiration; Anaerobic respiration; Exercise; Metabolism	<u>Homeostasis:</u> Homeostasis; The brain; The eye; Control of temperature; Endocrine system; Glucoregulation; Osmoregulation; Kidney

## Year 11

Term 6	Term 1	Term 2	Term 3	Term 4	Term 5
<u>Mock Revision, Homeostasis:</u> Human Reproduction; Plant hormones	<u>Inheritance, Variation and Evolution:</u> Sexual and asexual reproduction; Meiosis; Sex determination; DNA; Genetic inheritance; inherited disorders	<u>Inheritance, Variation and Evolution:</u> Genetic engineering; Cloning <u>Mock Revision</u>	<u>Classification of living organisms:</u> Classification systems <u>Ecology:</u> Communities; Biotic factors; Abiotic factors; Distribution of organisms; Adaptations; Trophic levels; Nutrient Cycles; Biodiversity and its maintenance; Sustainable practices	<u>Exam Revision</u>	<u>Exam Revision</u>

### Exam Information:

The assessment for AQA GCSE Biology takes place through two written examinations, the structures of which are:

Paper 1	+	Paper 2
<b>What's assessed</b> Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.		<b>What's assessed</b> Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50 % of GCSE</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50 % of GCSE</li> </ul>
<b>Questions</b> Multiple choice, structured, closed short answer and open response.		<b>Questions</b> Multiple choice, structured, closed short answer and open response.

(Taken from the AQA GCSE Biology Specification)

# Art

*I dream my painting, then I paint my dream.*

- Vincent Van Gogh

Art is everywhere – in our physical being and the world around us, in our imaginations, in our souls. Art can be found or created. Art can be expressed in various forms and in any media. All of us have the potential to be artists, and the study of Art and Design gives us the tools and experience to express ourselves and our passions through numerous artforms. We also learn how to analyse and evaluate, how to critique, interpret and relate Art and what has been expressed – we can live vicariously through the visions of the concepts and worlds created.

## KS3:

In KS3, our pupils are with us for 12 weeks. Art is used to help our pupils in KS3 express themselves as well as achieve skills needed for further studies in Art at GCSE. We complete smaller projects in various media, have guest workshops in areas such as wire art and pottery, and help our pupils improve in their reflection and evaluation abilities through meaningful discussion about the art and artists we explore.

## KS4:

We deliver AQA GCSE Art and Design – Fine Art to our KS3 cohort. We inspire pupils to think innovatively and to develop a creative practical understanding. Pupils are given opportunities to develop their skills using a range of media and materials. During the lessons, pupils learn the skills of drawing, painting, printing, collage, 3D work and some digital art. They explore and evaluate different creative ideas. During the course, pupils are introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. They also have the opportunity to visit art galleries and museums, expanding their cultural capital. The skills they acquire are applied to their cross-curricular topics. Many areas of art link with mathematical ideas of shape and space; e.g. when printing repeating patterns and thinking about 3D shapes to support structures. The pupils are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. Pupils are encouraged to take risks, experiment and then reflect on why some ideas and techniques are successful/unsuccessful for their chosen theme.

## Assessment Information:

The qualification features a wide range of titles including Art, Craft and Design, Fine Art, Graphic Communication, Textile Design, Three-dimensional Design and Photography. The specification has been designed to allow pupils to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas. Pupils will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

There are four assessment objectives through which pupils are assessed:

**AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.

**AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3:** Record ideas, observations and insights relevant to intentions as work progresses.

**AQ4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Fine art** practise is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

In Component 1 and Component 2, pupils are required to work in **one or more** areas(s) of fine art, such as:

- Drawing
- Painting
- Sculpture
- Installation
- Lens-/Light-based Media
- Photography and the Moving Image
- Printmaking
- Mixed Media
- Land Art

**They may explore overlapping areas and combinations of areas.**

**Component 1: Portfolio 60% 96 marks.** This component must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design. Each pupil must select and present a portfolio representative of their course of study. The portfolio must include both:

- **A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give pupils the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
- **A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the pupil's specific role in any group work undertaken.
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**Component 2: Externally set assignment 40% 96 marks.** AQA will provide a separate externally set assignment for each title, each with seven different starting points. Pupils must select and respond to **one** starting point from their chosen title. Pupils and teachers can access the externally set assignments on 2<sup>nd</sup> January (or as soon as possible afterwards) but not before. It is at the discretion of schools to plan when their pupils start work on their assignments after 2<sup>nd</sup> January. Following the preparatory period, pupils must undertake 10 hours of unaided focused study the first two hours of supervised time must be consecutive under supervision and the following eight hours can be timetabled at the school's own discretion also under supervision. Pupils must stop work on their preparatory studies as soon as the first period of supervised time starts.

# Construction and the Built Environment

*We shape our buildings; thereafter, they shape us.*

– Winston Churchill

At MMAP, the vocational curriculum provides an inclusive programme of study that will support our pupils. The BTEC Construction course will give pupils a combination of practical experience and written assignments. These vocational qualifications provide level 2 learners with the knowledge, skills and understanding needed for a career in these sectors, but also used in all walks of life. We believe that effective teaching of these subjects will increase pupils understanding and preparation for the world of work.

## KS4:

We deliver Construction at KS4. We have planned an ambitious curriculum in this area that meets the needs of all pupils and also meets the examination board expectations. This vocational area has been chosen to respond to the feedback received from employers, staff and pupils, that will give our pupils the best opportunity to succeed and excel. This qualification is a Technical Award equivalent to one GCSE. It has been designed to give pupils the opportunity to gain a broad knowledge and understanding of Construction and the Built Environment but also is linked to many other subjects taught in school like Maths, English and Science etc.

## Assessment Information:

This qualification consists of three mandatory units that form the fundamental knowledge, skills and understanding of construction technology and design. One further unit is then chosen (from a choice of seven optional units).

### Mandatory units

- Unit 1: Construction Technology – **Externally Tested**
- Unit 2: Construction and Design
- Unit 3: Scientific and Mathematical Applications for Construction

### The optional units

- Carpentry and joinery
- Electrical
- Painting and Decorating
- Brickwork
- Plumbing

BTEC Construction is assessed through a combination of tutor marked assignments and external assessments which are set and marketed by the awarding body.

BTEC Construction is graded using a Pass (P), Merit (M), Distinction (D) and Distinction\* (D\*) scale. If the work produced is not of high enough quality to pass with a P grade, the pupil will be awarded a U (Unclassified).

# Sport

*Champions aren't made in the gyms. Champions are made from something they have deep inside them - a desire, a dream, a vision.*

- Muhammad Ali

At MMAP, the vocational curriculum provides an inclusive programme of study that will support our pupils. The BTEC Sport course will give pupils a combination of practical experience and written assignments. These vocational qualifications provide level 2 learners with the knowledge, skills and understanding needed for a career in these sectors or can be used in all walks of life. We believe that effective teaching of these subjects will increase pupils understanding and preparation for the world of work.

## KS4:

We deliver Sport at KS4. We have planned an ambitious curriculum in this area that meets the needs of all pupils and also meets the examination board expectations. This vocational area has been chosen to respond to the feedback received from employers, staff and pupils, that will give our pupils the best opportunity to succeed and excel.

## Assessment Information:

This qualification consists of two mandatory units that form the fundamental knowledge, skills and understanding of Sport. Two further units are then chosen (from a choice of seven optional units).

### Mandatory units

- Unit 1: Fitness for Sport and Exercise – **Externally Tested**
- Unit 2: Practical Performance in Sport

### Optional units

- Applying the Principles of Personal Training
- The Mind and Sports Performance
- The Sports Performer in Action
- Leading Sports Activities

BTEC Sport is assessed through a combination of tutor marked assignments and external assessments which are set and marketed by the awarding body. The majority of these assignments involve practical work, where pupils can develop their practical skills in a variety of sports.

BTEC Sport is graded using a Pass (P), Merit (M), Distinction (D) and Distinction\* (D\*) scale. If the work produced is not of high enough quality to pass with a P grade, the pupil will be awarded a U (Unclassified).



# Laser

*Experience is the teacher of all things.*

- Julius Caesar

It is essential to gain experience in many areas of study and vocation as a pupil in order to make informed choices in the future and become responsible citizens. Laser qualifications are flexible in topic areas and are formed of bite-size units that can be achieved efficiently – this provides our pupils with necessary smaller successes that build up to a Level 1 qualification in year 10 and a Level 2 qualification in year 11. Through various units, pupils ultimately develop personal, social, study, employability and vocational skills.

## **KS4:**

We deliver Laser at KS4 to both Year 10 and Year 11. In Year 10, we deliver Learning, Employability and Progression (LEAP) qualification at Level 1, and in Year 11, we deliver the Progression qualification at Level 2. The areas we study include, but are not limited to, vehicle maintenance, health and social care, careers planning, finance, catering, animal care, hair and beauty, and floristry.

## **Assessment Information:**

Laser is not an examined course. Instead awarding of the qualification occurs through completion of a combination of units that are evidenced and assessed. Each unit is worth a certain number of credits. In Year 10, to achieve a Certificate, 20 credits are required. In Year 11, to achieve a Certificate, 24 credits are required.

# PSHE

*You are braver than you believe, stronger than you seem, and smarter than you think.*

- A. A. Milne

PSHE is crucial in supporting our pupils to live healthy, safe, productive and balanced lives. We believe that effective teaching of this subject will increase pupils understanding of a set of overarching concepts including; identity, risk, diversity and equality, rights and change. Our curriculum will give pupils the opportunity to explore their attitudes, values and beliefs and develop the skills, strategies and language necessary to manage these issues in their lives.

The PHSE Association programme of study has 3 core themes that underpin the teaching of this subject; Health and Wellbeing, Relationships and Living in the Wider World. In line with recent government statutory guidance, our main focus will be the Relationships and Sex Education element of the curriculum, however, feedback gathered from pupils, parents and the staff team has informed our decision to include topics from the Health and Wellbeing theme which will include mental health, making informed decisions about drugs and alcohol and will also cover the important topic of online safety and how this can impact issues such as; mental health and personal safety. The core theme of Living in the Wider World will be covered in our discreet Careers and Personal Finance lessons.

This broad approach to teaching the PSHE curriculum will avoid the tendency to teach the topics as one-off subjects and enable pupils to revisit subjects and build on their previously acquired knowledge and make links to other topics, ensuring that learning is embedded and remembered by pupils, helping them to manage their lives now and in the future. This will be a challenge, however, the related nature of much of the material will help pupils to make links between subjects and use their newly acquired knowledge. We aim to give all pupils the opportunity to ask questions and discuss any concerns they may have about the important issues facing them in their everyday lives, whilst encouraging them to look at the wider issues and supporting them to increase their resilience and equip them with the tools to take responsibility for their choices

## KS3:

In the Key Stage 3 programme the following topics are covered.

Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Relationships	Health and Wellbeing
Promoting self-esteem and bullying abuse and discrimination	Relationships and sex education including healthy relationships and consent	Assessing the social and emotional risks of drug use.	Life Online – online safety and skills  Life Online – sexting pornography	British values, human rights and community cohesion  Challenging extremism and radicalisation	Healthy Lifestyles  Managing change and loss

**KS4:**

**Year 10**

Term 6	Term 1	Term 2	Term 3	Term 4	Term 5
Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Relationships	Health and Wellbeing
Promoting self-esteem and coping with stress, unhealthy coping strategies  Life Online – online safety and skills	Personal values and assertive communication in relationships  Relationships and sex education including healthy relationships and consent	Mental health and ill health, tackling stigma  Assessing the social and emotional risks of drug use.	Relationships and sex education including healthy relationships and consent  Life Online – sexting pornography	British values, human rights and community cohesion  Challenging extremism and radicalisation	Peer pressure assertiveness and risk gang crime  Managing change and loss

**Year 11**

Term 6	Term 1	Term 2	Term 3	Term 4	Term 5
Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Relationships	Health and Wellbeing
Promoting self-esteem and coping with stress unhealthy coping strategies  Life Online – online safety and skills	Personal values and assertive communication in relationships  Relationships and sex education including healthy relationships and consent	Mental health and ill health, tackling stigma  Assessing the social and emotional risks of drug use.	Relationships and sex education including healthy relationships and consent  Life Online – sexting pornography	British values, human rights and community cohesion  Challenging extremism and radicalisation	1:1 Support as needed throughout examinations

**Assessment Information:**

The course is predominantly teacher assessed. The course has been designed explicitly identifying the full range of skills and knowledge to be covered. RAG tracking sheets will be used to log pupil progress.

# Careers

*If opportunity doesn't knock, build a door.*

- Milton Berle

Our careers strategy is shaped by the 8 benchmarks outlined in Professor Sir John Holman's report as the key elements of high quality practice:

- 1. A stable careers programme**
- 2. Learning from career and labour market information**
- 3. Addressing the needs of each pupil**
- 4. Linking curriculum learning to careers**
- 5. Encounters with employers and employees**
- 6. Experiences of workplaces**
- 7. Encounters with further and higher education**
- 8. Personal guidance**

Careers Education, Information, Advice and Guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A young person's career reflects the progress they make in learning and work. MMAP fully believes that all pupils need a programme of activities to help them choose options and career pathways that are right for them through our statutory responsibility of supporting pupils from Key stage 3 through to Year 11. This allows us to support pupils to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

Effective CEIAG within MMAP ensures that we the provision:

- Actively encourages and inspires young people to consider all options, so that they are able to select the best way forward for their interests, motivations, learning styles, abilities and aspirations.
- Actively led by the Careers Advisor
- Actively consulting with students, parents and staff on CIAEG provision to inform continuing improvement.

The CEIAG programme includes careers education sessions, career guidance activities (E.g. group work and talks from professionals, careers fairs etc.), work-related learning, as well as individual learning activities. The curriculum is thoroughly supported by the SLT.

In terms of delivery, all staff have a responsibility to provide Careers Education, Information, Advice and Guidance and whilst delivery will be through a predominantly taught approach within lessons, all staff will be expected to contribute through roles as tutors and curriculum subject teachers in addition to specific staff responsibilities for CEIAG.

## **Assessment Information:**

The course is internally marked and assessed but holds no formal qualification.

# Wellbeing

*Never underestimate the importance of having fun.*

- Randy Pausch

In place of traditional physical education sessions, we provide our pupils with various experiences outside of school that involve physical activity and exercise, but give our pupils variety and a taste for different adventures. These outings are also important in developing our pupils' PSD and wider experiences. KS3, Year 10 and Year 11 all have their own Wellbeing time one afternoon a week. Activities we do with our pupils include, but are not limited to:

- Bowling
- Ice Skating
- Skiing
- Swimming
- Mini Golf
- Driving Range
- Go-karting
- Climbing
- Canoeing
- Kayaking
- Ropes courses
- Paintballing
- Fishing
- Laser Tag
- Trampolining
- Zorbing