

## Curriculum

The curriculum for Navigators and Pathfinders aims to build on the skills taught in the Explorers and Adventurers department. There is an emphasis on skills rather than the subject based learning whereby pupils are encouraged to transfer their skills and to think independently where possible.

## 14-19 Curriculum

Our aims in teaching pupils aged 14-19 is that all children will:

- Receive a curriculum which is engaging and attractive to young people and which develops within them an independent ability to apply knowledge
- Enable learners to become independent thinkers and to develop useful life and social skills
- Receive recognised accreditation which builds into qualifications
- Experience a stepped approach to accreditation and qualifications, which have been matched to the pupil's ability level through rigorous assessment (see Accreditation Policy)
- Gain accreditation that builds effectively from core subjects of literacy, numeracy and digital skills, in Year 10 and 11, leading to extended vocational qualifications in Year 12-14
- Access courses in mainstream educational settings, such as the college provision at Nant Garw which is included in the sixth form timetable, to promote inclusion and transition
- Be offered as flexible and as wide an option choice as possible according to individual learning needs to enable learners to gain meaningful accreditation and qualifications
- Access the Learning Core which provides wider learning, skills and experiences to secure equality of learning
- Be involved in taking part in drawing up their Individual Development Plans (IDPs), which provides the opportunity for the school to develop a learner centered, personalised approach to learning
- Be offered personal support of the highest quality which will enable learners to overcome barriers to learning. The aim is to help them develop skills, competence and confidence to realise their potential in learning and in life after school.
- Receive expert and impartial Careers advice and guidance, working closely with services such as Careers Wales. Entrepreneurship and work focused education are promoted at Ysgol Ty Coch as important tools for learners in order to improve their knowledge and understanding of the world of work.
- Experience a sense of achievement and self-worth.

The 14-19 department has now introduced a more broad-based Context for Learning and the learning core is delivered as part of a two year cycle in Years 10 and 11 and a three year cycle in Sixth form.

Pupils in years 10 and 11 learn through the Curriculum for Wales and access 6 Areas of Learning, the cross curricular skills of Literacy, Numeracy and Digital and also the cross cutting themes. This builds on the prior learning through the curriculum and bridges the gap between the younger years and moving into Sixth form, developing their independence skills and applying their knowledge in authentic learning experiences.

All pupils in Year 11 achieved accreditation and qualifications through OCR Life and Living Skills, in Communication, Numeracy and Digital skills.

Accreditation ranges from Entry 1 with high levels of support on a decreasing continuum, where pupils have very little support at Entry 1, through to more able pupils achieving Entry 2. Entry 3 is available as required if pupils were at a very high ability. The modules chosen for accreditation have been specifically chosen to complement the curriculum and accredit learning which has already taken place. (For further details see accreditation policy.)

Work related activities are further extended in years 10 and 11 with opportunities for real, purposeful work.

## Sixth Form

### The Post 16 Curriculum

Our philosophy for the Post 16 Curriculum is based on the “Learning Pathways” document produced by WG in 2006 with school leaders closely observing further information regarding the Post 16 curriculum. It is key that our learners are considered as individuals, promoting their interests and skills, achieving well matched accreditation and qualifications, as we guide them towards the future; equipping them with the skills needed for life beyond school and into Post 19 education.

Our Post 16 learner’s curriculum builds on the excellent learning which has already taken place in the lower school and ensures functional numeracy and literacy skills are developed through vocational pathways.

Pathways offered are horticulture, salon units and hospitality. Also some students prefer a “Mix and Match approach” where they are on a horticulture pathway but may practise their life and living skills through Chillies cafe or through Food Skills. Pupils also access Digital competency through Film Making and Sports and Leisure pathways. Pupils also take part in the Duke of Edinburgh scheme to promote independence, resilience, community and opportunities for challenge. Where possible, learning takes place outside of the classroom, within the local community and works in partnership with outside providers such as YEPS, Careers Wales, Elite, Vale of Glamorgan, College y Cymoedd.

All students leave with qualifications. These have been accumulated from OCR Life and Living Skills accreditation which build on previous learning in Year 11 so that

students leave with an award, certificate or diploma at Entry 1, Entry 2 or Entry 3, providing for suitable progression. Some pupils who are more able, achieve Essential Skills Wales Entry 1 or Entry 2 in Communication or Application of Number. They will have been identified and follow the WEST programme, to follow a more formal approach to functional literacy and numeracy.

The focus of the curriculum is through a social enterprise approach as learners develop skills through working on projects where functional literacy and numeracy is practised daily and opportunities for digital skills is incorporated into this. Ty Crefft, hospitality, food skills, Caffe Coch, horticulture and enterprise are incorporated within the social enterprise approach, with the social enterprise model enabling purposeful learning, planning, designing, creating and selling to customers.

Work placements are considered to be crucial to extending their knowledge of Work Related Education and links are made with Elite and approved LA establishments to facilitate this.

In addition, skills such as form filling and travel training enhance the curriculum. The core elements of our Post 16 curriculum are communication, independence and the promotion of social skills.

The school has access to a room in College Y Cymoedd Nantgarw, which pupils in Post 16 access on varying basis - between one and three days a week. This promotes independence, ensures learners are used to larger "college style" surroundings and can navigate their way around the public areas, eat at the refectory and mix with tutors and students in the college. This is central to a successful transition and more learners have successfully accessed local college provision when they leave school.

Our pupils are central to the Post 16 curriculum and we make every effort to ensure we provide them with as flexible and meaningful an experience as possible, ensuring that their life skills are developed so when they leave us they will be equipped for the next stage of their journey, whether through college, employment or a day centre. All students leave with qualifications according to their ability. Arrangements for transition to a college, day centre or place of employment are well developed. Students access college in Nantgarw which prepares them for transition and leaving school.

Pupils' learning experiences are generated from core subjects ensuring a broad and balanced curriculum at 16-19. The curriculum focuses on functional literacy/numeracy/ICT, RE, RSE, PE and PSE. The emphasis is on learning gained through vocational access and independent living skills, which are accredited through Learning Pathways e.g. Horticulture or Hospitality.

## [Learning Pathways](#)

Many of the pathways in the 6<sup>th</sup> form come under the banner of social enterprise. This model is where pupils learn in an authentic purposeful way, applying skills learned throughout the school

### Enterprise

Pupils have opportunities to engage in a variety of enterprise projects. Enterprise projects support young people in the practical and creative skills required to run a viable business, while developing skills for learning, life and work. Pupils will be involved in budgeting, banking, purchasing as well as the practical skills of creating a product, from start to completion, for sale.

### Horticulture

Pupils have the opportunity to develop their vocational skills through horticultural experiences. Pupils develop skills in Health and Safety and produce fruit, vegetables and flowers to sell to the public/staff. Pupils are responsible for a range of processes from planting to maintaining, growing and harvesting produce. Pupils follow clear accreditation modules. The skills developed are practical and pupils use their functional literacy and numeracy throughout these activities and experiences.

One day a week the school employs a professional gardener, who provides horticultural learning skills. The garden has been developed over the years to provide an outside classroom, greenhouse and potting shed.

### Salon

Pupils have an opportunity to develop their vocational skills by participating in the running of the salon. In undertaking a variety of roles in this setting pupils develop skills in Health and Safety, answering the telephone, interacting with the public, making appointments and washing and styling hair. Pupils follow clear accreditation modules. The skills developed are practical and pupils use their functional literacy and numeracy throughout these activities and experiences.

### Hospitality

Pupils have the opportunity to develop their vocational skills through catering and hospitality experiences. Pupils develop skills in money management, shopping, social interaction, Health and Safety and they produce food in the catering kitchen. Food is produced to sell to the staff or to visiting groups such as the Women's Institute. Pupils follow clear accreditation modules. The skills developed are practical

and pupils use their functional literacy and numeracy throughout these activities and experiences.

### Café Skills

Pupils have the opportunity to develop their vocational skills through the experiences of making food and operating a cafe. Pupils develop skills in money management, shopping, social interaction, Health and Safety and produce breakfast food and snacks for themselves, staff and their peers. Pupils follow clear accreditation modules. The skills developed are practical and pupils use their functional literacy and numeracy throughout activities and experiences.

### Work Experience

In addition pupils in the sixth form have access to a variety of work experience opportunities. The goal is for pupils to participate in authentic work experiences at three different placements over three years. In the third year pupils are supported to choose a bespoke placement to suit their individual interests or future pathway.

Alongside this pupils access a variety of authentic work based programmes through RCT World of Work, Employment Business Exchange (EBE) and Careers Wales, including career festivals, external speakers and applying for “next destinations”.

Sixth Form pupils work closely with Multi agency partners such as Transition Services and YEPS to provide transition opportunities such as Travel Training and with the room at Coleg Y Cymoedd Nantgarw, pupils have many opportunities for an effortless transition into college, for life beyond school.

### Careers Education/Guidance

In addition to work experience, and purposeful work as part of the pathways. Post 16 students attend the Special Needs Careers Convention every year.

Secondary learners have access to a specialist Careers Adviser who interviews them on an annual basis. Careers Wales, through their designated careers advisers, provide learners with specialist information and advice on their careers and learning options. They will help learners as they move onto future placements such as college.