



# Alderman Knight Post 16 Centre



Information Booklet

# Introduction

It is our aim to ensure that as far as possible our students will be provided with a curriculum that builds on their current knowledge, skills and understanding as well as their strengths and interests. The curriculum will ensure progression and include opportunities to further develop essential life skills, vocational skills, academic learning and personal qualities that will help them towards employability and independence at a level suited to their needs.

As you are aware the length of time students will stay at Alderman Knight Post 16 is dependent on their individual needs, and students will have a personalised pathway that enables them to move on at the most appropriate point. Some may simply need a bridging year before moving to a local provider college. Others will study in the Post 16 for two or three years and may not access another further education setting at all. They may enter employment directly from Alderman Knight Post 16.



Key to success is that the curriculum will give them the opportunity to plan and review their own skills and achievements, working with staff and other agencies as necessary to ensure their needs are addressed and that they are supported to develop in a holistic way.

In order to do this, the curriculum provision will:

- Provide educational learning opportunities from Monday to Friday in line with the school's academic year calendar
- Enable all students to be involved in planning and developing their own curriculum offer designed around their needs that will include a wide range of opportunities.
- Provide a range of accreditations for all students that demonstrate genuine, meaningful progress. The model offered is similar to the main school's current model of curriculum pathways. The young people follow a pathway underpinned by life skills with a focus on communication and interaction as well as academic and vocational learning at an appropriate level.
- Include a specific and very clear focus on extending the independent living skills of all students. This is achieved through a Life Skills Challenge Pathway. This pathway will include units on money management, independent travel, keeping themselves safe and healthy and developing a social life outside school as well as modules linked to their EHCP outcomes.
- Develop the work skills of students to improve their ability to secure paid employment or support their local community through voluntary work. This may include regular opportunities to work within the community (e.g. Marina Court, a Day Centre in Tewkesbury, the 'Touching Souls' tearooms at the Abbey or work experience placements in local businesses).
- Develop ability and confidence in communicating and interacting with peers who do not have additional needs. The Post 16 Centre offer will provide curricular and extra-curricular opportunities with the students from Tewkesbury School to improve social interaction and develop friendships.
- Prepare students for the next stage in their transition to adulthood.

# General Information

## TERM DATES

Term dates will be exactly the same as the rest of Alderman Knight School. A copy of the term dates are available on the school website: [www.aldermanknight.gloucs.sch.uk](http://www.aldermanknight.gloucs.sch.uk)

INSET dates will be the same as the rest of Alderman Knight School and will also be included in the copy of the term dates that are made available via the website.

## TIMINGS OF THE DAY

The start of the day at Post 16 begins at 8:40am. Students are welcome to arrive to the Post 16 building from 8:20am each day. The day finishes at 3pm.

Students will enter and exit the building through the main entrance. Students are given access fobs on their lanyards to open the main doors to the building.

Time	Lesson
08:40 – 09:00	Tutor Briefing
09:00 – 09:45	Lesson 1
09:45 – 10:30	Lesson 2
10:30 – 10:50	Break
10:50 – 11:35	Lesson 3
11:35 – 12:20	Lesson 4
12:20 – 13:00	Lunch
13:00 – 13:45	Lesson 5
13:45 – 14:30	Lesson 6
14:30 – 15:00	Tutor Time

## TIMETABLES

The Post 16 curriculum will be based on a two week timetable in most cases, with 6 lessons per day.

Students who are enrolled on a course at Tewkesbury School will be given individual timetables which may differ to the above timings to accommodate those lessons. Bespoke timetables are explained to students to ensure they understand their schedules in these instances.

# Post 16 Visual Tour

We are very lucky to have our lovely Post 16 building here at Alderman Knight Post 16 Centre. It is open and spacious with lots of rooms and big classrooms that we can't wait to teach you in. Here are a few images of some of the main areas of the building.



## MAIN ENTRANCE



This is the main entrance to the Post 16 building. This is where you will come in the morning and where you will leave to go home.

Students can leave with their taxis or parents at the end of the day. Students are also able to make their own way home, for example by walking or using the local bus services if they are able to do so. The nearest bus stop is a short walk from the Post 16 building and is situated on Ashchurch Road outside Tewkesbury School. Please let us know if there are any changes to your travel arrangements so that Post 16 staff can support and supervise where necessary.



## COMMON AREA



This is our Post 16 common area, and is the first place you'll come into when you enter the building.

This area is used during your break times and lunch times to socialise. It is filled with places to sit if you would prefer to do some group studying, or for eating your lunch.

There is access to the Post 16 offices from this area as well as the access to the Post 16 kitchen area, where students are free to make their own hot drinks and lunches using the facilities provided.

Morning tutor briefings take place here as well as some lessons during lesson time.



## MAIN CORRIDOR



The main corridor in the Post 16 building runs the entire length of the building.

Along this corridor you will access all of the teaching rooms in Post 16, as well as the meeting room, group study room, gym and toilet and washroom facilities.

Next to the common area, there are also individual lockers that can be allocated to students to store their belongings during their day in Post 16. These are distributed at the beginning of each academic year.





## TEACHING ROOMS – T1



The first teaching room along the corridor is T1.

T1 is an open and light learning space with an interactive whiteboard and plenty of desk space.

At the front of the teaching room is the teacher's lectern.

There is also an external door that leads to an outside area.



## TEACHING ROOMS – T2 AND T3



T2 and T3 are our other two teaching spaces. These rooms are special however, as the partition wall can be opened to reveal one large teaching space.

In here, we can comfortably fit our Post 16 students for wider group activities and visiting speakers.

Both rooms have external doors to outdoor areas as well as interactive whiteboards and teaching lecterns for your teachers.

T3 also has a small kitchenette space with a sink and cupboard storage.



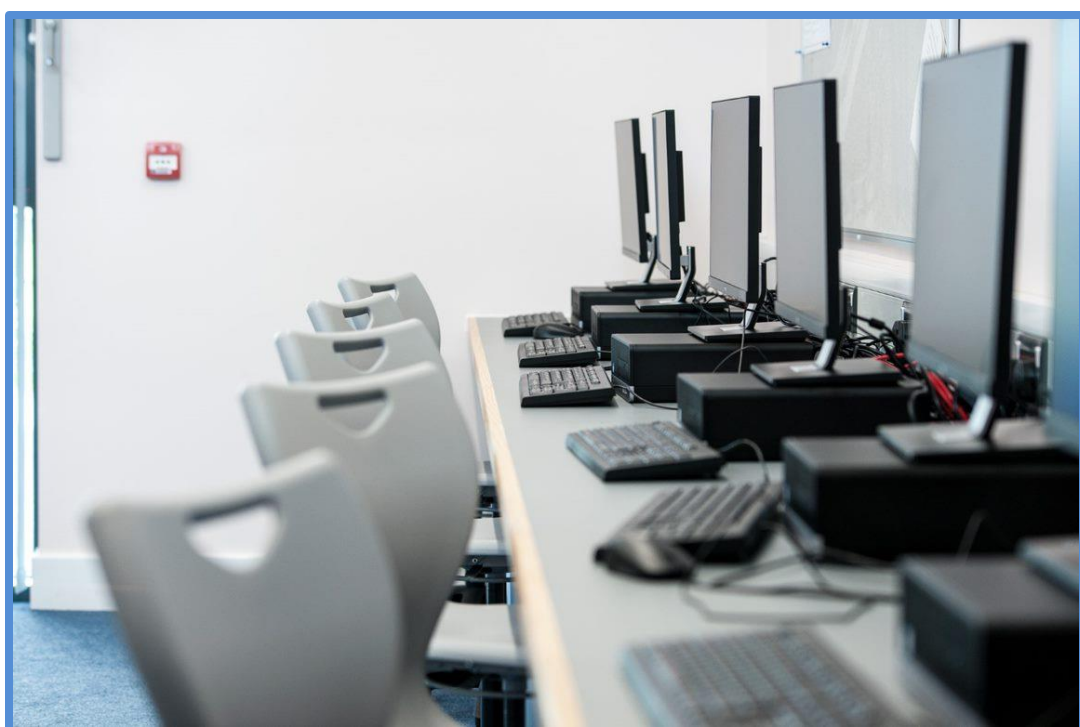


## TEACHING ROOMS – ICT SUITE

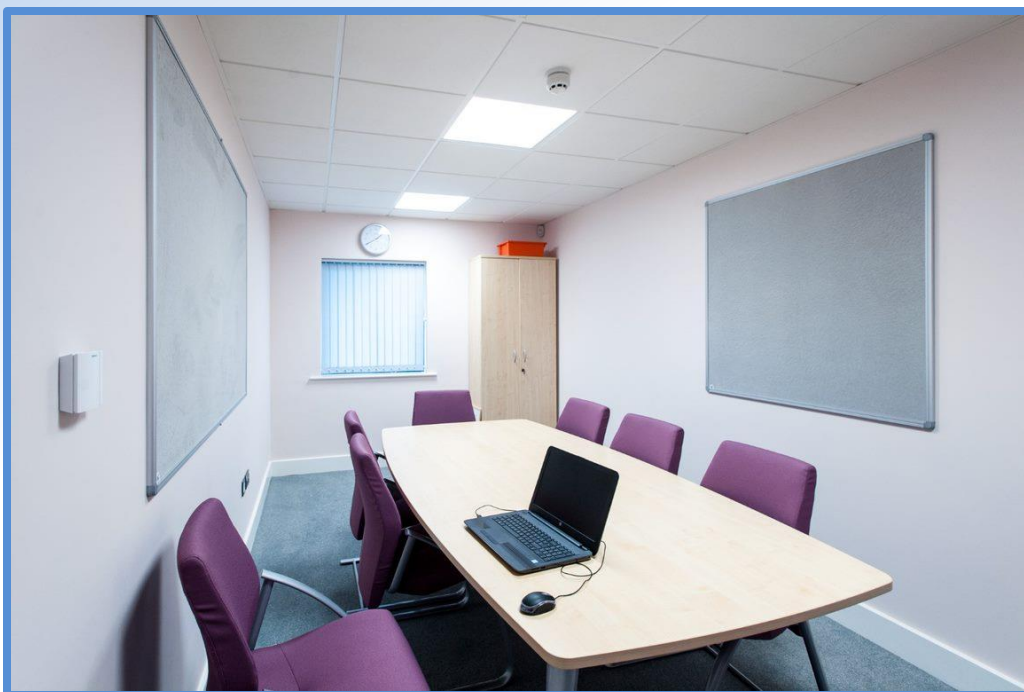


At the furthest end of the corridor you will find our ICT suite.

This is another single teaching room that is open and light, providing the perfect space for your ICT lessons or for individual study.



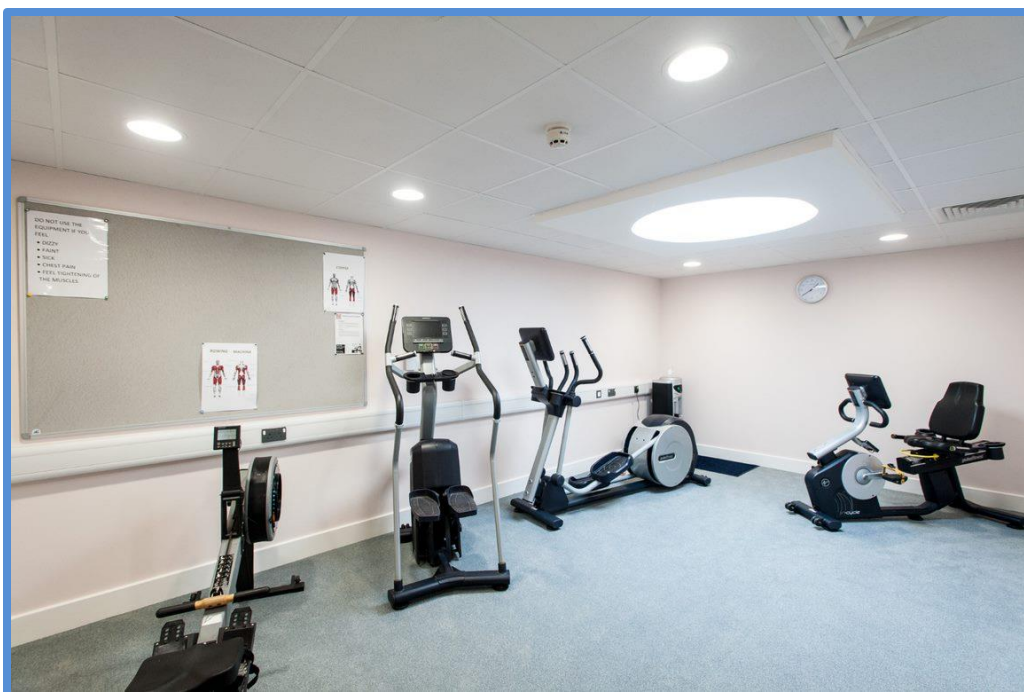
## NON-TEACHING ROOMS – MEETING ROOM



Post 16 also has its own meeting room. This space is used to house important meetings, such as Education and Health Care Plan reviews, as well as 1-to-1 tutorials with students and tutors.

Students are able to use this space to have group study sessions or to work independently when it is available.

## NON-TEACHING ROOMS – GYM



We are very lucky to also have our own gym in Post 16.

This room is equipped with plenty of exercise equipment. You will need to have an induction session with a member of staff before you can safely use this equipment.



## OUTDOOR SPACES



There is also a large area of outdoor space that Post 16 students can use and enjoy.

Access to the shared Alderman Knight garden can be found in the common area.

Each teaching room also has an external door that leads out into the outdoor spaces underneath a large canopy for those rainy days.

In spring and summer, we enjoy spending some time maintaining our flowerbeds and border plants.





# The Curriculum

At Alderman Knight Post 16 Centre we are committed to providing the very best education we can for all our students. Due to the wide range of individual needs we understand that a 'one size fits all' curriculum model is not necessarily appropriate. As a result we try to provide a curriculum that is as flexible and personalised as possible. We do this by offering a wide range of subjects, experiences and externally accredited courses. All students are provided with a meaningful and relevant set of learning experiences which together provide an engaging curriculum enabling both participation and achievement for all our pupils whilst preparing them for the future.

During their time at Alderman Knight Post-16 Centre, it is intended that all students will extend their learning in the following areas:

- English, Maths and Computing and Information Technology,
- Vocational and subject learning – specific options linked to individual strengths and interests such as Media Studies, Health and Social Care, Hospitality and Catering and History,
- Life skills and independent living skills including food and cooking, use of public transport and money management,
- Personal and social development including continued focus on developing communication and interactions skills,
- Opportunities to try a variety of sporting activities and leisure activities including opportunities to extend experience of the local community, and
- Work related learning and employability skills.

Most of the academic learning will be timetabled over 3 days, reserving two days for work experience, work-related learning sessions and other independent learning opportunities including study, PSHE and preparation for adulthood. During academic year, students will be studying a range of accreditations through a personalised mix of subjects at a suitable level which may include:

- English
- Maths
- Computing and Information Technology
- Art and Design
- Sports Leadership
- Hospitality and Catering
- Geography
- Media Studies
- Employability
- PSHE
- Health and Social Care
- Science

Please note that all students will study accreditations that are at an appropriate level. The accredited courses being offered to students have been based upon need and interest. The majority are two-year courses. The courses will enable academic progression as well as a broadening of knowledge, skills and understanding.

# English

Pathways	Functional Skills	GCSE
<b>Overview of subject</b>	<p>Functional skills are practical skills in English, mathematics and Information and Communication Technology (ICT) that allow individuals to work confidently, effectively and independently in life. This qualification contains one mandatory unit of three components: Reading, Writing and Speaking, Listening and Communication (SLC). The qualification is suitable for learners who wish to be recognized for their achievement of a wide range of English skills for use in everyday life. This course is a great opportunity for pupils wanting to gain a practical grounding in how to apply English skills to everyday situations.</p>	<p>This GCSE English Language course is designed to develop skills required to read, understand and analyse a wide range of fiction and non-fiction texts covering the 19th, 20th and 21st century time periods. In addition to this, learners are encouraged to create a range of fiction and non-fiction clearly, coherently and accurately using a range of vocabulary and sentence structures.</p>
<b>Exam board, qualification title and level</b>	<b>AQA Functional Skills qualification in English at Level 1 and Level 2</b>	<b>AQA GCSE English Language (Grades 1-9)</b>
<b>Qualification overview</b>	<p>The level 1 &amp; 2 qualification covers:</p> <p><b>Speaking and Listening</b> – Take full part in formal and informal discussions and exchanges that include familiar and unfamiliar subjects and make presentations.</p> <p><b>Reading</b> – Read and understand a range of straightforward texts.</p> <p><b>Writing</b> – Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience and for Level 2, to do so effectively and persuasively.</p>	<p>The English GCSE qualification cover:</p> <ul style="list-style-type: none"> <li>· <b>Component 1</b> - Paper 1: Explorations in Creative Reading and Writing (50%)</li> <li>· <b>Component 2</b> - Paper 2: Writer's Viewpoints and Perspectives (50%)</li> <li>· <b>Component 3</b>: Speaking, Listening and Communication</li> </ul>
<b>Assessment</b>	<p>At level 1 and 2,</p> <p>The Speaking, Listening and Communication component of this qualification is internally assessed by Alderman Knight English teachers and externally moderated by AQA.</p> <p>The Writing and Reading component assessments are by a paper-based or on-screen test which are set by AQA and externally assessed by Examiners. They are externally set and assessed AQA Examiners.</p>	<p>Paper 1 is a written exam, externally assessed and is focused on one unseen fiction text from either the 19<sup>th</sup>, 20<sup>th</sup> or 21<sup>st</sup> century. Section A consists of four reading questions that are designed to take students on an assessment journey through lower tariff tasks to more extended responses. Section B consists of two fictional writing tasks, only one to be completed.</p> <p>Paper 2 is also a written exam, externally assessed and focuses on two non-fiction texts from the 19<sup>th</sup> and 21<sup>st</sup> century. Section A consists of four reading questions that are designed to take students on an assessment journey through lower tariff tasks to more extended responses, including comparison. Section B consists of one writing task to create a non-fiction text.</p> <p>The speaking, listening and communicating component is a presentation delivered to an audience. They must answer questions asked by their audience at the end of their presentation, this has to be recorded and submitted as part of the assessment.</p>

# Maths

Pathways	Functional Skills	GCSE
<b>Overview of subject</b>	<p>This qualification focuses on development of mathematical skills and will link topics to everyday, real life problems. These skills are necessary to allow individuals to work confidently, effectively and independently in life. This qualification contains one mandatory unit and is externally set and assessed. The qualification is suitable for learners who wish to be recognized for their achievement of a wide range of mathematical skills for use in every day life. This course is a great opportunity for students wanting to gain a practical grounding in how to apply mathematical skills to everyday situations.</p>	<p>Ves of the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics are to enable students to:</p> <ul style="list-style-type: none"> <li>• Develop fluent knowledge, skills and understanding of mathematical methods and concepts</li> <li>• Acquire, select and apply mathematical techniques to solve problems</li> <li>• Reason mathematically, make deductions and inferences, and draw conclusions</li> <li>• Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li> </ul>
<b>Exam board, qualification title and level</b>	<b>AQA Functional Skills qualification in Mathematics at Level 1 and Level 2</b>	<p><b>Pearson Edexcel Level 1/ Level 2 GCSE Mathematics</b></p> <p>If appropriate, a Level 3 qualification in Maths may be offered to some students</p>
<b>Qualification overview</b>	<p>The Level 1 &amp; 2 qualification covers:</p> <ul style="list-style-type: none"> <li>• <b>Representing</b> - Understanding practical problems in real life contexts; Identify and obtain necessary information; select appropriate mathematics.</li> <li>• <b>Analysing</b> - Applying mathematics and using appropriate checking procedures.</li> <li>• <b>Interpreting</b> - Interpret and communicate solutions and evaluate work</li> </ul>	<p>The GCSE (9-1) qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series.</p>
<b>Assessment</b>	<p>At Level 1 and 2, assessment is by a paper-based which is set by AQA and externally assessed by Examiners.</p>	<p>All assessments are externally marked exams.</p> <p>At the end of Year 13, pupils will have 3 exams all at 1 hour and 30 minutes in length if they take the GCSE.</p>



# Employability

	ASDAN
Overview of subject	This qualification is designed to help students develop the skills needed to become successful employees. Students will have 2 taught lessons in addition to 1 day work experience placement if appropriate.
Exam board, qualification title and level	<b>ASDAN Employability</b> <b>Level 2 (4-6, Grade B GCSE equivalent)</b> <b>Level 1 (1-3, G-D GCSE Equivalent) or Entry Level 2 or 3 (Pre GCSE)</b>
Qualification overview	<p>There are a number of core units and additional units available at each level. Level 1 and 2 core units include:</p> <ul style="list-style-type: none"><li>• Maintaining work and Good Practice standards</li><li>• Career exploration</li><li>• Applying for a job</li><li>• Exploring job opportunities</li><li>• Learning through work experience</li><li>• Enterprise skills</li></ul> <p>Examples of additional units include:</p> <ul style="list-style-type: none"><li>• Customer service</li><li>• Tackling problems</li><li>• Team working</li><li>• Health and safety in the work place</li></ul> <p>This course forms part of our Work Experience provision, with one day's work placement a week contributing to the lesson content in Employability.</p>
Assessment	<p>100% Portfolio with external moderation.</p> <p>On completion of the course, students will present an organised portfolio which contains evidence of at least one example of working at the level set for each assessment unit as well as the completed challenges sufficient to achieve the required number of credits.</p>

# Life Skills Challenge

	ASDAN
Overview of subject	<p>Life Skills Challenges are closely linked to EHCP outcomes and provide a personalised curriculum focusing on Life Skills. Challenges have been mapped to the four Preparing for Adulthood pathways of :</p> <ul style="list-style-type: none"> <li>• Friends, relationships and community</li> <li>• Good health</li> <li>• Independent living and housing</li> <li>• Employment</li> </ul> <p>In addition to these challenges also cover vocational subject specific areas. Students and tutor will select appropriate units which have an allocated number of learning hours and can be carried out at a range of accreditation levels from Pre-Entry to Level 3. More information is available on the Life Skills Challenge website- <a href="http://www.lifeskillschallenge.org.uk">www.lifeskillschallenge.org.uk</a>.</p>
Exam board, qualification title and level	<p><b>ASDAN Life Skills Challenge</b></p> <p><b>Various Levels from Pre-Entry to Level 3</b></p>
Qualification overview	<p>Each student will have a taught tutorial during the week to discuss which units would be beneficial to study. During these regular tutorials student progress towards their individual challenges will be discussed, monitored and evaluated. Students will have the opportunity to work towards these challenges on a Friday each week. Examples of specific challenges may include:</p> <ul style="list-style-type: none"> <li>• Communicating with others at work</li> <li>• Participating in local sporting activities</li> <li>• Plan and undertake a journey in the community</li> <li>• Safeguarding: Social Networking</li> <li>• Cleaning the home</li> <li>• Cooking on a budget</li> </ul>
Assessment	<p>Assessment is carried out by the student's tutor and usually includes student observations, video and photographic evidence and/or pupil work. Students will collate a portfolio of evidence which will support their transition into Adulthood. There are no terminal examinations for this programme.</p>

# Art and Design

	Entry Level Certificate/GCSE
Overview of subject	<p>Art lessons take place in a light and spacious art room. The Art and Design course is flexible and stimulates creativity by offering a high degree of choice, allowing different approaches to be followed by each pupil. Courses are offered at ELC or GCSE according to student's previous experience. Students are supported to explore a range of new materials, mediums and techniques to create their artwork and responding to a range of topics, prompts and briefs. Students are taught how to research, generate ideas and continue along their creative pathways to produce a final art piece.</p> <p>All pathways have similar criteria with varying grade boundaries to make it more accessible for students who are not ready for GCSE or A Level.</p>
Exam board, qualification title and level	<p>OCR Entry Level Certificate in Art and Design</p> <p>AQA GCSE (1-9) Art, Craft and Design</p>
Qualification overview	<p>All courses are designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination, with increasing sophistication and ambition as the accreditations progress.</p> <p>Students show this through their responses to a range of visual and written stimuli. Students must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study.</p>
Assessment	<p>ELC and GCSE courses are made up of two components:</p> <p><b>Main Portfolio (60%)</b></p> <p>This is Non-Exam Assessment (NEA) that is made up of a collection of teacher-led projects that respond to a variety of prompts and briefs to explore areas of art, craft and design within individual projects. Students must explore a variety of areas of art, craft and design including a minimum of 2 of the following disciplines; fine art, photography, 3D design, textiles and graphic communication.</p> <p><b>Externally set task (40%)</b></p> <p>This is a task that is externally set by OCR/AQA. Students must select a prompt from a list provided by the exam board and create a sustained project, leading up to a final art piece that should be completed during a 10 hour supervised time period under exam conditions.</p> <p>Both components for each course level are assessed internally by the Art teacher and then moderated externally by an OCR/AQA Moderator.</p>



# Computing and Information Technology

Pathways	INGOTs Awards	Cambridge Technicals
<b>Overview of subject</b>	<p>Students studying Computer and Information Technology will be able to increase their knowledge and work to potentially A level standards.</p> <p>Post-16 students will be working on various ITQ units to produce an e-portfolio of course work to the appropriate level.</p> <p>The qualifications are a good grounding for students in many disciplines since the skills acquired in computer use and applications will apply to various fields of study at a range of levels. Students wishing to work in local companies will gain knowledge of the application skills needed to work in areas including administration, marketing, sales, research and development, accounting or technical roles.</p> <p>Students will have discrete lessons supplemented by Computing/IT work in other subject areas. Students will study one of the accreditations listed and build on previously developed skills.</p>	<p>The structure of the OCR Cambridge Technicals (2012) qualification is flexible and develops previous knowledge and skills. It is a wide ranging suite within which students have a wide choice of units that combine to create the qualification at various levels.</p> <p>Pupils will be entered at Level 2 or Level 3 (or a combination of these) dependent on their progress with individual units. This is a post 16 only course, and there is no level 1 qualification.</p> <p>For each unit completed, a unit award is issued. Each unit is worth either 5 or 10 credits, at a given level. When a certain number of credits are gained, the Certificate is issued. For pupils who work at an accelerated pace, the extended Certificate may be achieved.</p> <p>The Level 2 Certificate is graded as Pass, Merit, Distinction or Distinction*. These are the equivalents of GCSE levels 4, 6, 7 and 8 respectively.</p>
<b>Exam board, qualification title and level</b>	<p><b>The Learning Machine (TLM)</b></p> <ul style="list-style-type: none"> <li>• <b>Level 1 ITQ Units</b> (equivalent to GCSE D-G)</li> <li>• <b>Level 2 ITQ Units</b> (equivalent to GCSE B/C)</li> <li>• <b>Level 3 ITQ Units</b></li> </ul>	<p><b>OCR Cambridge Technicals ICT:</b></p> <p><b>Level 2 Technical Certificate</b></p> <p><b>Level 2 Extended Technical Certificate</b></p> <p><b>Level 3 Technical Certificate</b></p>
<b>Qualification overview</b>	<p>Units are offered at Level 1, 2 &amp; 3.</p> <p>By passing the coursework students will typically receive Level 2 qualifications valid for further education, employment or training.</p> <p>Level 3 Units involve taking more responsibility for initiating and completing tasks and, where relevant, supervising or guiding others.</p> <p>The structures of the ITQ units enable progressive formal qualifications for those with varying experience. This promotes inclusion as well as personalised and life-long learning.</p> <p>There is flexibility to choose different combinations of units to achieve qualifications at each level.</p>	<p>All students have to take a core unit- working and communicating in the Industry. Optional Units then taken may include:</p> <ul style="list-style-type: none"> <li>- Online Safety</li> <li>- Programming a Computer Game</li> <li>- Mobile Technologies</li> <li>- Video</li> <li>- Digital Imaging</li> <li>- Desk Top Publishing</li> <li>- Audio Software</li> <li>- Setting up an IT system</li> <li>- Hardware and Software</li> <li>- Cyber Security</li> <li>- Ecommerce/ setting up a business online.</li> </ul>
<b>Assessment</b>	<p>Computing/IT work will be assessed and moderated through an e-portfolio of evidence.</p>	<p>This course emphasises practical work and the demonstration of skills and knowledge. Work will be assessed internally and moderated externally, by an appointed OCR visiting moderator. There are no written examinations.</p>

# Geography

	GCSE
Overview of subject	If you are interested in the planet and the environment then geography may be for you. Geography helps you to make sense of the world around you. It's hands on, relevant, and fun. We will learn natural and human world developing key skills and knowledge that are really important including learning about the natural world and the human environment.
Exam board, qualification title and level	OCR : GCSE Geography
Qualification overview	OCR's GCSE (9–1) in Geography A (Geographical Themes) is a great new course that focuses on developing knowledge of the world and the environment and processes. We will learn about the world at different scales developing awareness of global, social and cultural themes that are relevant to our lives. This course will involve the study of human and physical geography that makes up our country, as well as learning about our impact on the global environment. The physical component part of the course will look at the formation of the wonderful landforms associated with our coasts and rivers, and identify why they are so important and how they are formed. Human geography will look at how the UK is interconnected with other countries and places as well as the changing nature of our population in towns, cities and countryside. Physical and Human geography will also be studied to extend students' awareness of our planet within a global context. A very important component part of this course will be a detailed study of the impact of people on our environments including rainforests and the impact of climate change on our world.
Assessment	All assessment is exam based around three exam papers and a fieldwork assessment.

# Sports Leadership

	LEVEL 1
Overview of subject	<p>Lessons comprise both practical and theory elements. This allows all pupils to apply theoretical knowledge learnt into a practical situation.</p> <p>The syllabus is designed to develop generic leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the learner</p>
Exam board, qualification title and level	<p><b>Sports Leaders UK Level 1</b> <b>Level 1 Award in Sports Leadership</b></p> <p>Level 2 may also be offered to some students depending on availability.</p>
Qualification overview	<p>The Award in Sports Leadership consists of two units of work</p> <p>Unit 1 Developing leadership skills</p> <ul style="list-style-type: none"><li>· Know the skills and behaviours needed to lead others</li><li>· Know how leadership skills and behaviours can be used in a range of situations</li><li>· Be able to develop own leadership skills</li><li>· Understand the roles and responsibilities of a sports leader</li></ul> <p>Unit 2 Plan assist in leading and review a sports/ physical activity session.</p> <ul style="list-style-type: none"><li>· Know how to plan appropriate physical activity</li><li>· Be able to assist in leading a appropriate sports / physical activity</li><li>· Be able to review their role in leading of sport/ physical activity</li></ul>
Assessment	<p>60% Practical</p> <p>40% Theory work internally moderated within school</p>



# Science

	Entry Level	GCSE
<b>Overview of subject</b>	Pupils study broad and balanced Science courses, covering aspects of Biology, Chemistry and Physics. They also develop their practical skills, learning how to use what they have found out in their lessons to plan and carry out experiments.	Pupils will study a Science course covering aspects of Biology. They also develop their practical skills, learning how to use what they have found out in their lessons to plan and carry out experiments. There will be opportunity for pupils to study Entry Level Science if GCSE proves too demanding.
<b>Exam board, qualification title and level</b>	<b>AQA Entry Level Science</b> Levels are awarded on the number of marks pupil achieve in the various units of work.	<b>AQA GCSE Biology</b>
<b>Qualification overview</b>	This course has been designed in small unit sections so pupils can learn a small section of science at a time. Pupils submit their best 3 units Each unit is then tested and a piece of coursework is completed. The units taught are as follows: - Biology – The Human Body - Biology – Environment, Evolution and Inheritance - Chemistry – Elements, Mixtures and Compounds - Chemistry – Chemistry in Our World - Physics – Energy, Forces, and the Structure of Matter - Physics – Electricity, Magnetism and Waves	This course is a full GCSE qualification within the science of Biology – it is taught within 2 main units in preparation for the 2 exams that the pupils have to sit and pass to complete the course. Units titles are: 1. Cell Biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and Response 6. Inheritance, Variation and Evolution 7. Ecology 8. Key Ideas
<b>Assessment</b>	3 units – 1 biology, 1 physics, 1 chemistry 50% coursework 50% internal tests – completed in class time	100% exam based to be completed at the end of Year 11 with two written exams each lasting for 1 hour 45 minutes. <u>Paper 1</u> – Topics 1 – 4: Cell biology; Organisation; Infection and response; and Bioenergetics. <u>Paper 2</u> - Topics 5 – 8: Homeostasis and response; Inheritance, variation and evolution; and Ecology Questions include multiple choice, structured, closed short answer and open response.

# Health and Social Care

	BTEC LEVEL 1/2
Overview of subject	This subject is intended for students who want a vocationally focused introduction to this area of study. It has been developed to give students the opportunity to gain a broad understanding and knowledge of the health and social care sector; give students a more focused understanding of health and social care through the selection of optional specialist units; give students the opportunity to develop a range of personal skills and techniques, that are essential for successful performance in working life.
Exam board, qualification title and level	<b><u>BTEC First Award in Health and Social Care</u></b> <b>Level 1 (Foundation Learning)</b> or <b>Level 2 (half a GCSE equivalent)</b> Pupil's will gain either Level 1 or Level 2 dependent on their assessment criteria awarded for the different units of work
Qualification overview	<p>Over two years students will work on completing four units of work to achieve their award.</p> <p>There are two units of work that are compulsory:</p> <ul style="list-style-type: none"> <li>• <u>Human Lifespan Development – externally assessed</u> In this unit, you will gain an understanding of lifespan development, which is essential when working in health and social care, as you will be able to appreciate the care needs of individuals at different life stages. This understanding is required for a wide range of health and social care roles including nursing, social work, occupational therapy, physiotherapy and dieticians.</li> <li>• <u>Health and Social Care Values – internally assessed</u> This unit will enable you to understand the high standards expected in health and social care in order to safeguard the wellbeing of individuals who use health and social care services.</li> </ul> <p>The other two remaining units are selected from the optional list:</p> <ul style="list-style-type: none"> <li>• <u>Effective Communication in Health and Social Care</u> This unit will help you to explore the communication skills needed to interact with individuals who use health and social care services. You will put these skills into practice in real-life or simulated situations, in both one-to-one and group interactions. This will ensure that you develop a range of communication skills and are able to adapt them for a range of different service users and groups.</li> <li>• <u>The Impact of Nutrition on Health and Wellbeing</u> This unit provides you with some answers and extends your understanding of how important a balanced diet is to your health. It will also contribute to your own health and wellbeing by supporting you in making your own nutritional choices.</li> </ul> <p>Both these two units are internally assessed through coursework submissions.</p> <p>At Level 2 passes are graded at Pass, Merit or Distinction Level. At Level 1 the grade is at the level of a pass. The overall level achieved is determined by points that are given in accordance with the grade awarded.</p>
Assessment	25% externally assessed exam 1 hour 30 minutes 75% coursework for the remaining three units

# Hospitality and Catering

	WJEC Vocational Award Level 1/2
Overview of subject	<p>The WJEC Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.</p> <p>This course aims to develop student's knowledge and understanding related to a range of hospitality and catering providers including how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, students will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.</p>
Exam board, qualification title and level	WJEC Level 1/2 Vocational Award in Hospitality and Catering
Qualification overview	<p>The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips students with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes.</p> <p>WJEC Vocational Awards in Hospitality and Catering consists of two units:</p> <ul style="list-style-type: none"><li>• Hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector,</li><li>• Hospitality and catering in action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs.</li></ul> <p>Both units have also been designed to provide students with an understanding of how the learning is relevant to the sector.</p>
Assessment	<p>There are two mandatory units for this qualification:</p> <p>Unit 1 The hospitality and catering industry</p> <p>External assessment - Written Examination</p> <p>Unit 2 Hospitality and catering in action</p> <p>Non-examination assessment: internally assessed, externally moderated</p>

# Media Studies

	GCSE
<b>Overview of subject</b>	<p>GCSE Media Studies is an interactive, engaging course covering all aspects of media including language, representations, industries and audiences, giving an overall and in-depth understanding of how media represents the world.</p> <p>New topics offer a broad overview of the subject as well as a more detailed study of relevant and contemporary content. Due to the high content of technical language, this course would be suitable for pupils who have an aptitude for and enjoy English.</p>
<b>Exam board, qualification title and level</b>	<b>WJEC EDUQAS GCSE Media Studies (Grades 1 - 9)</b>
<b>Qualification overview</b>	<p>Component 1: Media 1 (30%)</p> <p>Component 2: Media 2 (30%)</p> <p>Component 3: Creating a Media Product (40%)</p>
<b>Assessment</b>	<p>Media 1 - Written exam: 1 hour 30 minutes</p> <p>Section A Learners will develop an understanding of how representations of gender and events are constructed and communicated through processes of selection, construction and mediation in relation to print advertising, video games (game covers and posters, not actual gameplay) and newspapers.</p> <p>Section B Learners will be introduced to media language, representation, industry and audience issues through studying music as a topic. This topic will involve an exploration of products from five media forms - magazines, websites, social media, music videos and radio programmes – and focus on the ways in which stars are represented and promoted within those products.</p> <p>Media 2 - Written exam: 1 hour 30 minutes.</p> <p>Section A This section involves an in-depth study of a specific television programme with a Welsh dimension – produced and/or set in Wales and aimed at a Welsh audience. Learners will explore how Wales as a place and Welsh cultural identity are represented in the example studied. Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.</p> <p>Section B Learners will develop an understanding of how Hollywood films use genre and narrative features to appeal to audiences worldwide.</p> <p>Coursework: independently create a media product in response to a brief set by WJEC EDUQAS.</p> <p>Internally assessed, moderated externally.</p>



# PSHE

Personal, social, health and economic (PSHE) education including Relationship and Sex Education (RSE) in Post 16 is a 2-year rolling program that is centred around the four Preparation for Adulthood areas:

- 1. Friends, relationships and community;
- 2. Health;
- 3. Employment, and;
- 4. Independent living.

## YEAR 1

Term 1	Term 2	Term 3
Respectful relationships including friendships	Online and media	Healthy eating
Families	Internet safety and harms	Being safe
Mental wellbeing		

## YEAR 2

Term 1	Term 2	Term 3
Physical health and fitness	Intimate relationships including sexual health	Basic first aid
Drugs, alcohol and tobacco	Health and prevention, and changing adolescent body	
The Law		

# Religious Education

Alderman Knight School follows the Gloucestershire Agreed Syllabus for Religious Education (2017 - 2022), as far as practicable and the minimum requirement of provision across Year 12-13, is ten hours of core RE which we provide through two whole RE Days.

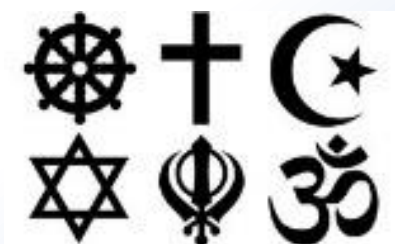
The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The RE Day visits, workshops and activities aim to help deliver the aims of RE and build religious literacy, empathy and skills for dialogue and communication in the wider world. There is always time for plenty of questions and discussion!

A summary of RE days held and planned are given below.

## Post 16 Religious Education Days

Years	RE Day 1	RE Day 2
2016-2017	'A Christmas Carol' revisited Looking at the themes of selfishness, regret, forgiveness, repentance & salvation + visit to Tewkesbury Abbey	The Holocaust Workshop with Amelia Ireland Champion from the Holocaust Education Trust + Janine Webber Holocaust survivor
2017-2018	Reconciliation workshop + Coventry Cathedral visit	The Three Abrahamic Faiths AKS Big RE Day: Whole school Workshops
2018-2019	Philosophy & Ethics Workshops	Buddhism + Buddhist Centre visit Hereford
2019-2020	The Holocaust Cross curricular Art & History Workshop with Amelia Ireland Champion from The Holocaust Educational Trust + Ernest Simon Holocaust Survivor	Climate Change Workshop
2020-2021	'A Christmas Carol' revisited Looking at the themes of selfishness, regret, forgiveness, repentance & salvation + visit to Gloucester Cathedral	Climate Change Workshop



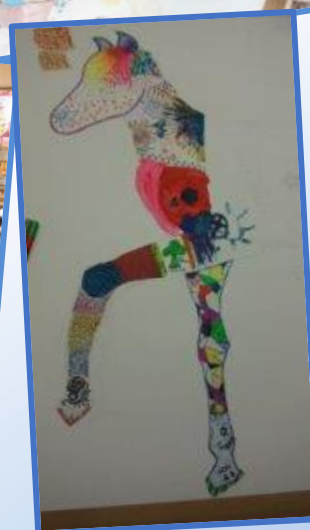
# Links with Tewkesbury School



We facilitate links with Tewkesbury School as much as possible. Students, who choose to, are able to access the canteen and Sixth Form Centre at lunchtimes. Confidence in the environment is achieved at the student's own pace and with support, leading to independent use for many.

Linking with Tewkesbury School helps provide opportunities to socialise and bridge the gap between a specialist setting and a mainstream setting. Friendships are encouraged and supported whilst remaining student-led. This extends friendship groups and develops the confidence of our students. Previously, students from both settings worked collaboratively to produce a piece of art work for the new Post-16 building, as well as students from Tewkesbury School joining Post 16 students to welcome Holocaust survivor Ernst Simon during our RE Day in 2019.

Additionally, through our links with Tewkesbury School, we are able to facilitate additional subject areas such as Sociology, or further education accreditations such as A Levels, dependant on necessary entry accreditations. We also aim to provide opportunities for our students to broaden their experience and increase their confidence in the wider community with these links.



# Extra-Curricular

## LEISURE FACILITIES

In addition to our Post 16 gym, we also have a range of activities that students enjoy taking part in the Post 16 building. We are lucky to have a full sized table tennis table, as well as a football table and a pool table for students to engage in friendly competition and develop their socialisation skills. The ever popular Post 16 Tournament Days are also frequently scheduled to provide some structured competition in a range of activities, including Boccia, rowing, chess and Jenga.



## INTERNATIONAL LINKS

In 2016 and 2018 students hosted a successful visit by a group of Belgian students from a specialist setting in Wetteren, Belgium. The students raised money to finance a return visit to Belgium in May 2017 and 2019 which was hugely enjoyable and successful. We continue to work with groups and schools internationally through our links with other placements and connections in subject areas.



## ENTERPRISE AND FUNDRAISING

Post 16 students have been involved in a number of fundraising and enterprise activities. They have recently adopted the Teenage Cancer Trust as their charity and a variety of successful fundraising activities have been organized to raise money for the Trust. Whether we continue to raise money for this charity next year will be decided by the students in September.

Our Post 16 students have set up and run the school Tuck Shop with everyone taking an active part on a rotational basis. The Tuck Shop is operated like a small business with all financial and stocking decisions made by the students. This has become a staple part of life at Alderman Knight School and provides the opportunity to explore how businesses work, with students being supported to identify how to budget, calculate profit and listen to their target demographic, the pupils of Alderman Knight School.



# Timetables

All students are given a timetable at the beginning of each year.

The majority of the academic learning will be timetabled over 3 days, reserving 2 days for work experience, work related learning sessions and other independent learning opportunities including study, PSHE and preparation for adulthood.

Alderman Knight School and Post 16 Centre have a two-week timetable (Week A and Week B).

Below is an example of what your timetable may look like for a week whilst studying at Alderman Knight Post 16 Centre.

A	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor Briefing					
1	English T1 Miss C	English T1 Miss C	Maths T2 Miss B	Employability/ work experience (internal or external)	Study
2	Maths T2 Miss B				PSHE
Break					
3	Employability T2 Mrs B	Option e.g. History, Media	Computing and IT ICT Suite Mr D	Employability/ work experience (internal or external)	PSHE
4					
Lunch					
5	Option e.g. History, Me dia	Study	Option e.g. History, Me dia Etc	Employability/ work experience (internal or external)	Socialisation/ PSD/ Independent Study
6		Option e.g. History, Me dia Etc			
Tutor Time					

Students who are enrolled onto courses at Tewkesbury School may have a slightly different timetable to accommodate those additional lessons. This may also alter the timings of the lessons and the structure of the day. These are discussed on an individual basis with the student.

# Work Experience

Understanding the world of work is a vital part of preparation for adulthood, so we have a regular day on our timetable for employer encounters, employability skills and work experience.

Work experience provides students with the opportunity to look at job roles they may wish to follow in the future. It provides students with a realistic 'on the job' experience which cannot be achieved within Post 16.

The placements take the format of one day a week and are reviewed at regular intervals.

Students are also provided with opportunities to visit local businesses to view and discuss the range of jobs available within a business structure.



Students have undertaken work placements in local catering establishments, residential care homes, IT establishments, a veterinary practice, museums and libraries, florists, supermarkets, local Primary Schools, activity centres, and in the construction industry. These opportunities have been sourced according to individual pathways. We are also able to internally provide a variety of options for students who are not yet ready to undertake work experience in a commercial environment. These may include positions as a teaching assistant or assistant to the school librarian or caretaker.

We work closely with a range of agencies, colleges and training providers to ensure students go on to a positive destination after they leave us.

# Dress Code

Students attending Post 16 will be expected to be smart in their appearance and follow a Business Dress Code. This mirrors the expectations of the smart and tidy appearance necessary in working life and allows our students to become role models to other members of Alderman Knight School.

A dress code for Work Experience will be dependent on the placement and discussed on an individual basis.

## Post 16 Dress Code

- White, blue or grey smart or collared shirt (rather than polo or T-shirt)
- Charcoal grey trousers or skirt (no jeans, tracksuit style trousers or shorts)
- V necked grey jumper or cardigan (no sweatshirt or hoodies/zoodies)
- Smart black shoes (no trainers, flip-flops or backless sandals)
- Optional tie (students may opt to wear a suitable, Post 16 appropriate tie)
- No hats or beanies should be worn in the Post 16 building.



## Jewellery

Students should limit the amount of jewellery that they wear. Students may:

- Wear one small stud earring or small sleeper earring in each ear.
- Wear a watch (we ask that smart watches are avoided if possible, but should be silenced if worn)

We respectfully ask that students do not wear any visible facial piercing or have multiple ear piercings.

Please note that there may be occasions where it will be necessary for students to remove all earrings and watches for health and safety reasons.

## Hair

We respectfully ask that hair is also considered into our business dress code. Hair should not be shaved below a grade 1 and no patterns should be shaved into the hair or eyebrows. Hair colouring is only allowed if it appears natural; no unnatural colours please. Hair extensions are not allowed.

## Make up

Any make up worn must be modest and discrete. Lipstick, false eyelashes and acrylic nails are not allowed

## PE Kit

There is no set PE Kit for Post 16. Students can wear their own clothes that are suitable for exercise and appropriate for Post 16.

There may be some occasions where uniform is not required, such as educational trips or charity days. These will be announced on an ad hoc basis. Students should ensure that they continue to be respectfully dressed with no offensive or inappropriate items of clothing worn.



# Transition

## Transition Support

Transitions can be scary at times, but at Alderman Knight Post 16 Centre we are on hand to support our students through any transition they may face.

We offer a wide variety of transition support within our Post 16 Centre. Students will have careers guidance interviews and the Transition Manager attends all EHCP reviews and works closely with our students to discuss their options.

Post 16 have close links with FE colleges, training providers and a range of voluntary sector providers to help students move to their next destination.

They will attend the National Apprenticeship Show and the Birmingham Skills Show to raise their aspirations and get ideas. Students will gain information about their options and are encouraged to achieve them.

Transition is also supported throughout the structure of taught lessons in Employability and PSHE, preparing our students for when their time comes to transition beyond our doors. Work experience placements can be explored around career ambitions and ideas to further support transition into further education, apprenticeships or employment.



# Destinations

Our students have gone on to enroll in courses and programmes of study in other further educational provisions, apply to join apprenticeships, or voluntary work placements and part-time employment.

We are so proud of our students, both past and present, and we endeavour to catch up with our students even once they have left us to see how they are getting on.

## **2020 LEAVERS**

In 2020, 7 of our students left Alderman Knight Post 16 Centre after completing their courses with us over several years.

We are so proud to say that 6 of our leavers continued full time education in a variety of placements:

- Three leavers enrolled on a BTEC Diploma Computing course at Gloscol,
- One leaver enrolled onto a BTEC Diploma course in Sport at Hartpury College,
- One leaver enrolled onto a pre supported internship at Gloscol, and
- One leaver enrolled onto a pre supported internship at the National Star College.

We are equally proud to hear that 1 leaver has continued in their two voluntary work placements that they began with us as part of a work experience placement, and has part-time employment with Gloucestershire County Council, working and contributing towards the Future Me website as well as being a representative for the initiative along with another previous Post 16 student.

# Student's Voice

We understand that the voice of our students should be one of the loudest. One of the best ways that you can make your decisions and get ready to join our Post 16 Centre is to hear from the other young people who have studied with us. Here are a small selection of some of the things that our students think about Alderman Knight Post 16 Centre.

*"I really enjoyed my time in Post 16 at Alderman Knight because of all the help and support that I received. I was taught many different skills that are now helping me on my new course at Gloucestershire College. I particularly enjoyed work experience as doing this gave me a lot more confidence."*

*"There's much more freedom and individuality. The trips out of Post 16 are a laugh!"*

*"The lessons and people are very interesting."*

*"Post 16 gave me all the challenge, freedom and buzz of a College environment, but with all the nurture, care and respect that I got from when I was at Alderman Knight School."*

*"The staff treat you with respect and like adults."*

*"I have so many memories of Alderman Knight Post 16... I have been on many trips and completed many work experience placements which were enjoyable. There are lots of qualifications that I have achieved... including my English and Maths which I SO needed! I have made lots of friends who I still keep in touch with. The Post 16 staff have been brilliant! Without them I could not have achieved what I have. Thank you AKS!"*

# FAQs

We understand that you may have some questions that you would like to ask us about what life at Alderman Knight Post 16 Centre is like. Here, we have provided some quick answers to some frequently asked questions from our students.

## BREAKS AND LUNCHES

*Where will we eat? Can we have hot dinners?*

Of course! You can purchase lunch from the Tewkesbury School canteen – this is usually just before the rest of Tewkesbury School break for lunch, so the canteen is not too busy. A member of Post 16 staff can support you if you are anxious. Alternatively, you can use our kitchen to heat up some lunch in our microwave. You can also bring in packed lunches if you'd prefer. In the Post 16 Centre, students eat in the common area.

*What kind of activities can you do during break and lunch times?*

Ultimately, the choice is yours! Staff are around during breaks and lunchtimes to support you, but our students often like to spend the time catching up with their friends, playing games of pool or table tennis, or using the opportunity to do a bit of extra studying. You are not allowed to leave the Post 16 building during your breaks and lunch times.

## ASSEMBLIES

*Do we still go to assemblies?*

You will attend some special assemblies such as those at the end of term.

*Do we have a leavers assembly when we leave Post 16?*

Yes! We celebrate your success and wish you good luck in your destination

## TUTOR AND REGISTRATION

*Will we have a form tutor and registration time?*

Yes, you will have registration time and a Tutor.

## MENTORING

*Will we still have mentoring?*

You will receive support from the Post 16 Staff whenever you feel you need to talk to somebody. We are all here to help and support you whenever you need it.

## INDEPENDENT STUDY TIME

*Can we go off-site if we don't have a lesson? Can we skip lessons like people do in college?*

**No!** You are expected to attend all lessons and study periods to keep up to date with coursework requirements.

## ABSENCE

*If I am ill, do I have to now call the school, not our parents?*

The school will expect your parents to contact us directly via the main school office.

## DRIVING

*When we learn to drive can we drive to school?*

This is to be discussed with you on an individual basis when this becomes a possibility. No decisions will be taken at this stage.

## PHONES AND VALUABLES

*Are we allowed to bring in our phones and other electronics to Post 16?*

At Post 16, we do allow students to have their phones and other electronics. However, it is an expectation that you should store these away during lesson times and **do not** use them during lessons. You are permitted to listen to music through headphones with permission, but earphones and headphones should **not** be worn during your tutor or lesson times.



# Contact



Alderman Knight Post 16 Centre  
Ashchurch Road  
Tewkesbury  
Gloucestershire  
GL20 8JJ

Tel: 01684 295639

Email: [admin@aldermanknight.gloucs.sch.uk](mailto:admin@aldermanknight.gloucs.sch.uk)

Headteacher: Mrs C Steel  
Deputy Headteacher: Mrs H Shaw