



Our Sixth Form curriculum intent

The intent of our Sixth Form curriculum is to ensure our pupils develop the necessary skills, knowledge and attitudes to achieve fulfilling lives.

- A. In their homes
- B. In their community
- C. For future choices including Further Education, employment or training (WRL)

The Sixth Form curriculum is designed to ensure our students, at their level of development, can develop and functionally apply the knowledge, skills and attitudes identified above.

Phase of learning

The Sixth Form curriculum is organised to meet the needs of our students in their final phase of learning at Red Marsh School, students aged 16-19.

Design and Auditing the Curriculum

The Sixth Form curriculum has been designed to ensure it meets the 6th Form Curriculum Intent and also meets the requirements of the Dfe 16 to 19 Study Programmes Guidance

The Sixth Form Curriculum comprises of seven areas of learning chosen to meet the curriculum intent:

- Functional English
- Functional Mathematics
- Computing
- Personal and Social Development including the following aspects:
 - ✓ Relationships Health and Sex Education
 - ✓ Independent Living
 - ✓ Preparation for Adulthood (including careers)
 - ✓ Coverage-Community Action; Environmental Awareness; Healthy Living; Managing Money; Leisure Time; Using Technology; Preparation for Work; Personnel Safety and Caring for others.
- Physical Development and Sports
- Expressive Arts and Design
- Wider World

Units of Work

For all seven areas of learning there are sequenced knowledge and skills '**Units of Work**'. The units of work ensure our curriculum is a) highly personalised and ambitious for all learners and prepares our students to leave school achieving their academic potential and having the skills and knowledge to be as safe, healthy and independent as possible. Each Unit of work is designed to meet the needs of all the students. Each unit of work has at least five stages of progression. In their time in Sixth Form students may progress through one or more stages for each unit of work.

Content Mapping

Content Mapping identifies the teaching and learning focus for each area of learning. The '**Content Mapping**' ensures an age appropriate, broad, balanced and stimulating curriculum that prepares our students for life after school.



Education Health Care Plan (EHCP) outcomes

End of Key Stage 5 outcomes, identified for every student in their EHCP, are broken down into Personalised Learning Intention Targets (PLITs) identified through the annual review process. PLITs are integrated and delivered throughout our curriculum. Our curriculum also helps to set ambitious EHCP outcomes.

Therapeutic Curriculum

Our multi-disciplinary team, work together to improve the learning opportunities of all our students. Their advice helps to create a personalised curriculum that meets the needs of each individual students and helps to remove barriers to learning. Our multi-disciplinary team includes the specialist services of Physiotherapists, Occupational Therapists and Speech and Language therapists. Social services and Advisory Teachers such as the Hearing Impaired and Visually Impaired teachers.

Personalised Targets and Learning Activities

Personalised Targets and learning activities bring together the content mapping and sequenced skills and knowledge from the Units of Work and PLITs for a half term or term.

Ambitious curriculum -Sharing of Personalised End Points

The purpose of the targets are to ensure effective day-to-day teaching and assessment, they also ensure challenging end points for all our pupils ensuring we deliver an ambitious curriculum for our Sixth Form students. Targets ensure **all** staff understand the knowledge and skills taught to each learner and where appropriate the student.

Implementation

School Environment

Our two Sixth Form bases create and a program of learning in the community creates an environment where all our students receive high quality teaching and learning in an environment where everyone is cared for valued and respected. In Sixth Form, learners have the opportunity to meet, make friends and learn with their peers and members of the wider community.

Pedagogy (the method and practice of teaching)

Adaptive Teaching

Our dedicated and experienced Sixth Form staff team work hard to ensure the curriculum is accessible and responsive to the needs of all our students. The

team employs a wide range of adaptive teaching techniques to break down barriers to learning, inspire learning and ensure progress. (see whole curriculum policy)

Teaching for Mastery

To ensure knowledge and skills are retained, and can be applied, the following strategies are consistently used (when required):

- Recap and practise previous knowledge and skills.
- Chunking learning into small steps
- Application of Knowledge and skills in different contexts
- Checking understanding frequently.
- Linking learning, when appropriate, through the Sixth Form three-year topic cycle



Sixth Form specific teaching

The pedagogy in lessons is focused on ensuring students develop and apply their functional knowledge and skills to increase academic ability, increase safety and independence knowledge and skills.

Teaching therefore includes many practical opportunities away from Sixth Form bases allowing for the development and application of knowledge and skills.

Identifying teaching time

Due to the needs of our students, their developmental level and the design of the Sixth Form curriculum flexibility and personalised timetables are used to take account of the needs of the learners and the requirement of the curriculum. For example, the need for students to be able to apply their skills and knowledge in community settings.

Parent and carers

Parent and carers are encouraged and facilitated to be involved in their child's learning across the curriculum. Information about a child's curriculum and their progress is shared with parents regularly for example through curriculum mind maps, PLITS including homework opportunities. There are regular opportunities to engage with the teacher including the electronic whole school diary. Red Marsh School is proud to be accredited with a Leading Parent Partnership Award.

The right of parents/carers to withdraw their child from aspects of the curriculum.

Any parent/carer, who objects to their child (any student under the age of 18) attending acts of Collective Worship or Relationship and Sex Education may request their child is withdrawn. Parents are informed of their right to withdraw their child through this policy and the school web site.

Remote Learning

When students require remote learning, our curriculum is delivered via our remote learning classroom.

Assessment

Formative assessment

Formative assessment is continually used throughout lessons and across the day. Formative assessment is an essential part of adaptive teaching. Formative assessment is used to maximise impact, as staff adjust the delivery of the curriculum based upon their assessment of a student's learning. Formative assessment helps to ensure every student is making maximum progress and barriers to learning are removed.

Summative assessment

Summative assessment takes place at the end of a half term, term or the end of the academic year. Summative assessment is used to summarise and celebrate pupils learning. The information is also used to adjust expectations for the next targets, curriculum and phases of learning. Summative assessment is also used for tracking individual students' progress and the progress of identified cohorts of students and trends across the curriculum. This information is used to ensure an ambitious curriculum, enhance provision and ensure equality of opportunity for all. In preparation for life beyond school, our Sixth Form students leave school with a range of accreditations and qualifications match to their needs and abilities.



Summative assessment opportunities

Baseline Assessment

All pupils are baselined when they enter Red Marsh Sixth Form. Baseline assessment utilises information from pupil’s prior learning and from observation of the pupils. All pupils’ baselines are recorded in their personal curriculums in blue.

- **Half termly**
Summary of progress towards achieving Annual Review Targets (PLITS)
- **Termly**
Summary of progress towards mastering the skills and knowledge identified in all curriculum units of work.
- **Annual**
Annual progress towards EOKS 5 outcomes from EHCP evidenced in Annual Review
- **End of Sixth Form programme of study**
Evaluate achievements EOKS 5 EHCP outcomes.
Criteria for Qualifications and Accreditation
Criteria for Awards

Accreditation and Qualifications

Once students have completed their Sixth Form programme of study they are entered for a range of qualifications, accreditation and awards based on ability. See appendix Table 1

Table 1: Qualifications and Accreditations Available in Red Marsh Sixth Form

Provider	Qualification	Level	Ability
Ascentis	Functional Mathematics Units in the following topics: <ul style="list-style-type: none"> • Number • Time • Position Shape and Space • Money 	Entry level 1,2 and 3	Students working confidently a stage 6 and above
Ascentis	Functional English Units: <ul style="list-style-type: none"> • Communication Speaking and Listening • Reading • Writing 	Entry level 1,2 and 3	Students working confidently at stage 6 and above
ASDAN	Personal and Social Development	Entry level 1, 2 and 3	Formal learners accessing the extension PSD Unit
ASDAN	Personal Progress <ul style="list-style-type: none"> • Developing Communication Skills (3) • Developing Reading Skills (3) • Early Mathematics: developing number skills (2) 	Entry Level 1 Award (8+ units)	Students working stages 1 and 2 work towards: <ul style="list-style-type: none"> • Developing Communication Skills • Early Mathematics: position



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	<ul style="list-style-type: none"> • Early Mathematics: position (2) • Computing (3) and or Engaging in the world around you...people (3) 		<ul style="list-style-type: none"> • Engaging in the world around you and or computing <p>Students working stages 3, 4 and 5 will work towards</p> <ul style="list-style-type: none"> • Communication Skills • Developing reading skills • Early Mathematics: developing number skills.
Trinity College London	Arts Award	Discover Explore	Students working from stage 1-Entry level 2. Students working at Entry Level 3
ASDAN	Towards independence: Meal Preparation and Cooking	Sensory Introduction Progression	Students working at stage 1-2 and within 3. Students working confidently at stage. 3-4 Students working at stage 5 and above
ASDAN	Towards Independence -The Wider World	Towards Independence	Formal learners accessing the extension PSD Unit
	Sports Leader	Qualification	Students with an aptitude for leadership and an interest in this area
V inspired	V inspired	10 hours 30 hours 50 hours	All students
	Duke of Edinburgh Award	Bronze	All students

For students working above Level 1 in Mathematics, English and Computing but requiring Sixth Form provision to meet other needs the school will, where possible, provide individual tutoring to enable students to achieve qualifications at a higher grade.



Impact of the Curriculum

Impact is measured through:

- Pupil's engagement in Sixth Form Lesson
- Pupil's enjoyment of the Sixth Form Curriculum
- Pupil's recall of knowledge and/or skills within a lesson and from previous sessions
- Progress towards personalised targets and outcomes from EHCPs
- Reviewing the setting of targets through teacher planning
- Accreditations and Qualification
- Participation in enrichment activities
- Achievement of enrichment awards
- Destination Data
- Confidence and increasing independence in the home, community and for future choices including Further Education, employment or training (WRL)

Monitoring and evaluating the curriculum.

Using assessment information, current research, local and national information and external audits our curriculum is constantly reviewed and developed by SLT and Sixth Form subject leaders and staff. Changes to the curriculum must be agreed with the SLT who have oversight of the whole curriculum.

Evaluation of this policy.

This policy is evaluated annually as part of the school's review procedures.

Policy	
Reviewed	Spring 2025
To be reviewed	Spring 2026