



Boston Endeavour Academy – Post 16 Curriculum Breakdown

| Curriculum Pathway | | | | |
|--------------------|--|---|--|---|
| Summary needs | Profound and multiple learning difficulties | Complex Severe learning Difficulties/Autism Spectrum Condition | Complex Severe learning Difficulties/Autism Spectrum Condition | Severe learning difficulties/Autism Spectrum Condition |
| | Development 0-18 months Additional physical and health needs. | Working at pre key stage standards Additional sensory sensitivities and emotional regulation needs. | Working at pre key stage standards Additional sensory sensitivities and emotional regulation needs. | Working at least 5 years below age related expectations |
| Approach | Personalised Learning and sensory diet with a therapeutic approach | Personal development curriculum | Functional curriculum that supports transition to adult social care | Functional curriculum that supports transition to college |
| Assessment | Engagement scales/Mapp | ASDAN | AQA/NCFE | AQA/NCFE |
| Programs of study | My Communication Hello time, sensology, TACPAC, STARS, sensory stories | Sensory stories (1x session per week) | Reading Reading (4 x sessions per week) | Reading (4 x sessions per week) |
| | | Communication and interaction (Continuous sessions throughout the day) | NCFE English (1 x session a week) | NCFE English (1 x session a week) |
| | | Early Maths (3x sessions per week) Ongoing continuous maths throughout the day (transition, timetables etc). | Functional Maths (1 x session a week) | NCFE Maths (1 x session a week) |
| | | Tray Tasks (3x sessions per week) | | |

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| | My Cognition Music, cooking, environmental technology control | Interpersonal skills to contribute to positive relationships (5x sessions per week – ongoing) | RSHE (1 x session a week) | RSHE (1 x 50 minutes per week) |
| | | | PSHCE (1 x session a week) | PSHCE (1 x session a week) |
| | My Body, My Mind (Personal Development) Looking good, zones of regulation, snack and lunch times | Cause and effect play (5x sessions per week) | ICT (1 x session a week) | ICT (1 x session a week) |
| | | STARS & Zones of Regulation (5x sessions per week) | | |
| | My Body My Mind (Community) Local areas, road safety | Engaging in the world of work (4x sessions per week) | Citizenship (2 x 50 minutes per week) | Citizenship (2 x sessions per week) |
| | | | Community access (1 and ½ days per week) | Community access (1 and ½ days per week) |
| | | | Careers (1 session a week) | Careers (1 session a week) |
| | My Movement Physiotherapy | Life skills/looking good (5x sessions per week) | Life skills (4 sessions a week) | Life skills (4 sessions a week) |
| | | Sound Awareness (3x sessions per week) | | |
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Post 16 class overview

Pupil profile

| | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------|--|--|--|---|---|---|
| | Tolerating familiar | New experiences | Supported access | Supervised access | Group/paired access | Independent access |
| Community access | I am learning to tolerate and expand the range of environments and experiences that I can access with an adult | I am learning to tolerate and engage with unfamiliar environments or experiences with adult support. | I am learning to access the community safely with specific physical/verbal support from an adult | I am learning to access the community safely with supervision of an adult | I am learning to independently access the community with a small group. | I am learning to find a solution in an unexpected situation |
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| | Tolerating familiar | New experiences | Using familiar methods | Using a range of methods | Planning and using | Problem solver |

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|-----------------------|---|---|---|---|---|---|
| Independent traveller | I am learning transition and tolerate familiar journeys. | I am learning to safely access new ways of travel with adult support. | I am learning to safely travel in familiar types of transport with familiar people to familiar destinations | I am learning to know the social rules if accessing a variety mode of transport | I am learning to plan and complete a trip independently. | I am learning to find a solution in an unexpected situation. |
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| Employability | Experiencing tasks | Follow instructions | Supported world experiences | Awareness of job roles | Supported work experience | Independent work experience |
| | I am learning to be active participant in a planned experience. | I am learning to follow a series of instructions to complete a task with limited support. | I am learning to experience different workplaces. | I am learning what different people do in the world of work and what I might enjoy. | I am learning to complete individual tasks with limited support. | I am learning to follow systems and processes within a specific organisation. |
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| Functional English | Emerging language | Developing language | Conventional communication | Achievement | Accreditation | Qualification |
| | I am learning to a small range of words for context | I am learning to use and combine a range of words in purpose | I am learning to use a form of communication that others will understand | I am learning to use my skills in real life situations | I am learning to apply functional English to real life situations | I am learning to apply my knowledge to achieve formal qualifications |
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|------------------|--|---|---|--|---|--|
| Functional Maths | Experiencing | Recognise | Sort, order and sequence | Achievement | Accreditation | Qualification |
| | I am learning to experience activities that including concrete ideas | I am learning to recognise common signs and symbols | I am learning to sort, order and sequence in real life situations | I am learning to use my skills in real life situations | I am learning to apply functional Maths to real life situations | I am learning to apply my knowledge to achieve formal qualifications |
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| Safe relationships | Care providers | Immediate family and friends | Peer groups | Social groups | Trusting relationships | Exclusive relationships |
| | I am learning to interact with people who care for me. | I am learning to expand my familiar network of people | I am learning to interact with my peer group in an appropriate way. | I am learning to choose my preferred social group and recognise an unsafe relationship. | I am learning what is expected in a trusting relationship and how to say no if I'm not comfortable. | I am learning what is expected in a trusting physical and emotional relationship and the importance of consent. |
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| Self-care | Fully supported | Physical support | Verbal support | Visual support | Reminding support | Practiced routines |
| | I am learning to tolerate support from others and take a part in my self-care | I am learning to cooperate in self-care routines | I am learning to complete self-care routines with only verbal prompts | I am learning to complete self-care routines with only visual support | I am learning to remember and apply my self-care routines | I am learning to plan, and problem solve around changes to my usual routines |
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SELF EVALUATION

| Ofsted Good judgement | RAG |
|--|-----|
| Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give Pupils, particularly those with high needs and disadvantaged pupils (including those with SEND), the knowledge and skills they need to succeed in life. | |
| The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | |
| The school is ambitious for all its sixth-form Pupils, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. | |
| Sixth-form Pupils study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study and is well designed to support the wider implementation of the school's curriculum. Changes may have been made to the intended curriculum to have a short-term specific focus for some or all Pupils. Where this is the case, there is a clear rationale for why it is in those Pupils' best interests, and there is a clear plan for returning all Pupils to studying to their full programme. | |
| Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise. | |
| Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check Pupils' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter. | |
| The work that teachers give to sixth-form Pupils is demanding. It ensures that Pupils build knowledge and acquire skills, improving and extending what they already know and can do. | |
| Teachers encourage Pupils to use subject-specific, professional and technical vocabulary well. | |
| Over the course of study, teachers design and use activities to help Pupils to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently. | |
| Teachers and leaders use assessment well. For example, they use it to help Pupils embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or Pupils. | |
| Teachers create an environment that allows sixth-form Pupils to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment. | |
| Pupils develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Pupils make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained. | |
| Pupils are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Pupils with high needs have greater independence in making decisions about their lives. | |
| Pupils have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time. | |
| The sixth form prepares its Pupils for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for good-quality, meaningful encounters with the world of work | |

LONG TERM PLANNING - English

Aim: The aims of the NCFE English curriculum encompass a variety of goals aimed at developing student's everyday essential English skills throughout a range of unit workbooks. Pupils will look at listening and responding skills, speaking to other, reading and writing skills, discussions and speaking to be understood, and alphabetical order. Student's baselines will be informed by previous assessments using the investigators English curriculum. This will then determine the Entry Level qualification in which they will follow within the Post 16 provision, starting from Entry Level 1 – Entry Level 3 qualifications.

Please see individual medium-term plans for Entry Level qualifications for further breakdown of unit areas.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|-------------------------------|-------------------------------|-------------------------------|-------------------------|-------------------------|
| READING | Pupils work on the RWI levelled book or access guided reading to develop comprehension and vocabulary. | | | | | |
| ENGLISH NCFE Entry 1 (603/5059/3) | Speaking, Listening & Communicating (E1.1 – 1.7SLC) | Reading (E1.8 – 1.10R) | Writing (E1.11-1.13W) | Writing (E1.14- 1.16W) | Spelling and Grammar | Consolidate Exam |
| ENGLISH NCFE Entry 2 (603/5056/8) | Speaking, Listening & Communication (EL2.1-2.6SLC) | Reading (EL2.7-2.12R) | Writing (EL2.13-2.16W) | Writing (EL2.17-2.20W) | Spelling and Grammar | Consolidate Exam |

LONG TERM PLANNING MATHS

Aim: The aims of the NCFE Functional Skills in Mathematics curriculum is designed to develop Pupils' understanding of mathematical concepts, enhancing their problem-solving abilities, and prepare them for practical applications of mathematics in real life scenarios, preparing them for future. Student's baselines will be informed by previous assessments using the investigators Mathematics curriculum. Pupils will cover topics such as number skills, measure, time, money, shape, space and data. This will all be consolidated by complete and exam-based assessment starting from Entry Level 1 – Entry Level 3 qualifications.

Please see individual medium-term plans for Entry Level qualifications for further breakdown of unit areas.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------------------------|----------------------------------|----------------------------------|----------------------------------|---------------------------------------|---------------------------------------|
| Maths NCFE Entry 1 603/5057/X | Number Skills | Using Measures of Time and Money | Understanding Shape and Space | Collecting and Representing Data | Revision (Number, Shape, Space, Data) | Consolidation & Exams |
| Maths NCFE Entry 2 603/5053/2 | Number Skills and Rounding | Decimals & Fractions | Collecting and Representing Data | Properties of Shapes | Measures | Consolidation & Exams |
| Maths NCFE Entry 3 603/5061/1 | Number Skills and Rounding | Decimals | Fractions | Collecting and Representing Data | Properties of Shapes | Measures Consolidation & Exams |

LONG TERM PLANNING – PREPERATION FOR LIFE AFTER BEA

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|------------------------|------------------------|----------------|----------------------|----------------------|--------------------|
| Theme | Families | Relationships | Body Awareness | Growing and changing | Grief and loss | People who help us |
| RSHE | Looking after children | Intimate relationships | Sexual Health | Pregnancy and Birth | Beliefs about deaths | Services |

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|---|---|
| Theme | My future | Exploring cultures and faiths | Healthy lifestyle | Help in the community | Water | The countryside |
| British values | Democracy | Tolerance of difference | Liberty | Rule of law | Respect | |
| PSHCE | Shopping (Healthy Eating) | Cleaning and Laundry (Healthy routines) | Drugs and Alcohol (Health Prevention) | Dealing with stress (Mental Health) | Sports and exercise in the community (Fitness and exercise) | Online harm (Online safety and wellbeing) |
| Careers Talentino What should I choose? | <u>AQA Unit Award Scheme</u> Healthy Living: Where does food come from Introduction to farm animals | <u>AQA Unit Award Scheme</u> Producing a homemade Christmas card Making a Christmas decoration with support Preparing and participating in a Christmas gift sale | <u>AQA Unit Award Scheme</u> Healthy eating, preparing a healthy lunch | <u>AQA Unit Award Scheme</u> Performing to entertain at a nursing home. Completing a set of responsibilities | <u>AQA Unit Award Scheme</u> Introduction to water skills Personal presentation keeping healthy with assistance | <u>AQA Unit Award Scheme</u> Picnics and buffets with support Experiencing different countryside environments |

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| Citizenship | Financially independent | Exploring cultures in and around Boston | Lifestyles around the world | Volunteering | Recycling | Looking after nature |
| Community access | Budgeting and banks | Boston stump and local religious sites | Gym and fitness | Litter | Safety around water | Local parks |
| Life skills | Shopping and cooking | Looking after the home | Personal care and routines | Cleaning and gardening | Diet and hydration | Travel training |
| Technology | Laptops | Ipad's | Technology in our lives | Photography | Videography | Adaptive technology |



Boston Endeavour Academy – Post 16 Curriculum Long Term Plan (Year 2)

LONG TERM PLANNING - English

Aim: The aims of the NCFE English curriculum encompass a variety of goals aimed at developing student's everyday essential English skills throughout a range of unit workbooks. Pupils will look at listening and responding skills, speaking to other, reading and writing skills, discussions and speaking to be understood, and alphabetical order. Student's baselines will be informed by previous assessments using the investigators English curriculum. This will then determine the Entry Level qualification in which they will follow within the Post 16 provision, starting from Entry Level 1 – Entry Level 3 qualifications.

Please see individual medium-term plans for Entry Level qualifications for further breakdown of unit areas.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|----------|----------|----------|----------------------|------------------|
| READING | Pupils work on the RWI levelled book or access guided reading to develop comprehension and vocabulary. | | | | | |
| ENGLISH NCFE Entry 1 (603/5059/3) | Speaking, Listening & Communicating (E1.1 – 1.7SLC) | Reading | Writing | Writing | Spelling and Grammar | Consolidate Exam |

| | | | | | | |
|--|--|------------------------------|-------------------------------|-------------------------------|-------------------------|-------------------------|
| | | (E1.8 – 1.10R) | (E1.11-1.13W) | (E1.14- 1.16W) | | |
| ENGLISH NCFE Entry 2 (603/5056/8) | Speaking, Listening & Communication (EL2.1-2.6SLC) | Reading (EL2.7-2.12R) | Writing (EL2.13-2.16W) | Writing (EL2.17-2.20W) | Spelling and Grammar | Consolidate Exam |

LONG TERM PLANNING MATHS

Aim: The aims of the NCFE Functional Skills in Mathematics curriculum is designed to develop Pupils' understanding of mathematical concepts, enhancing their problem-solving abilities, and prepare them for practical applications of mathematics in real life scenarios, preparing them for future. Student's baselines will be informed by previous assessments using the investigators Mathematics curriculum. Pupils will cover topics such as number skills, measure, time, money, shape, space and data. This will all be consolidated by complete and exam-based assessment starting from Entry Level 1 – Entry Level 3 qualifications.

Please see individual medium-term plans for Entry Level qualifications for further breakdown of unit areas.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|-------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|--------------------------|
| Maths NCFE Entry 1 603/5057/X | Number Skills | Using Measures of Time and Money | Understanding Shape and Space | Collecting and Representing Data | Revision (Number, Shape, Space, Data) | Consolidation & Exams |
| Maths NCFE Entry 2 603/5053/2 | Number Skills and Rounding | Decimals & Fractions | Collecting and Representing Data | Properties of Shapes | Measures | Consolidation & Exams |
| Maths | | Decimals | Fractions | | Properties of Shapes | Measures |

| | | | | | | |
|------------------------------------|----------------------------|--|--|----------------------------------|--|-----------------------|
| NCFE Entry 3 603/5061/1 | Number Skills and Rounding | | | Collecting and Representing Data | | Consolidation & Exams |
|------------------------------------|----------------------------|--|--|----------------------------------|--|-----------------------|

LONG TERM PLANNING – PREPERATION FOR LIFE AFTER BEA

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|------------------------|---------------|------------------------|----------------------|----------------------|--------------------|
| Theme | Families | Relationships | Body Awareness | Growing and changing | Grief and loss | People who help us |
| RSE | Intimate relationships | Sexual Health | Looking after children | Pregnancy and Birth | Cleaning and laundry | Services |

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|-----------------------------|--------------------------------------|-----------------------|--------------------------------------|--------------------------------|------------------------------|
| Theme | My future | Exploring cultures and faiths | Healthy lifestyle | Help in the community | Water | The countryside |
| British values | Democracy | Tolerance of difference | Liberty | Rule of law | Respect | |
| RSHE | Dealing with stress | Beliefs about death | Drugs and Alcohol | Sports and exercise in the community | Online harm | Shopping |
| Careers | Vocational Profiles | What is work? | Jobs in the community | My skills at work | Work experience and Enterprise | Planning for My Future |
| Citizenship | Rights and Responsibilities | Government | Diversity & Inclusion | Local Community | Local News and Media | Environmental Responsibility |
| Community access | Navigating the community | Money Management | Community Service | Social Interaction | Shopping and Meal Preparation | Safety and Well-being |
| Life skills | Personal Development | Communication & Interpersonal Skills | Finances | Health & Wellness | Community Engagement | Practical Skills (First Aid) |

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| Technology | Online Safety | Typing and Word Processing | Internet and Emails | Creative Tools & Multimedia | Apps & E-Books | Smart Technology |
|------------|---------------|----------------------------|---------------------|-----------------------------|----------------|------------------|