

14-19 CURRICULUM ENTITLEMENT STATEMENT

General principles

- ❖ Schools will demonstrate a clear commitment to the parity of vocational and academic courses and pathways. This will be reflected in the construction of option block and the impartiality of advice and guidance given to students.
- ❖ Schools catering for pupils aged 11-19 will make provision for all their students, irrespective of aptitude, ability, or disability throughout the whole of the 14-19 phase. Schools for 11-16 year olds will make arrangements for the transfer of their students to appropriate courses at other educational institutions or training establishments.
- ❖ Learning opportunities will be provided to respond to the needs of individual students.
- ❖ Schools will remove barriers to learning for students, enabling them to study appropriate courses, including those offered at other institutions.
- ❖ Each student will have access to a structured, broad and balanced curriculum throughout their secondary school, providing progression routes into training, further and higher education and employment.
- ❖ This programme should take into account course entry requirements, a student's prior attainment, identified learning needs, career aspirations and chosen progression pathways.
- ❖ Schools will demonstrate clearly a commitment to, and recognition of, the parity of vocational and academic courses and pathways.
- ❖ Schools will be evaluated regularly against their ability to deliver and show success in implementing this entitlement statement.
- ❖ Schools will work proactively to secure and strengthen partnerships in order to implement the mission statement, including strong engagement with the business sector in the city.
- ❖ Where relevant, the religious ethos of the school will be protected.
- ❖ Students' home institutions are responsible for agreeing the courses that are included in this programme of study, including making arrangements for courses which are not held in the home institution itself, eg at other schools in the cluster or at college.
- ❖ Access to work-based and work-related learning opportunities.
- ❖ A work-based learning or work-related learning route is an entitlement of every Liverpool student.
- ❖ Courses will provide progression routes into training and employment, or, through the National Qualifications Framework, into further or higher education.

- ❖ Students will have access to a range of appropriate teaching and learning styles that enable them to achieve and to maximise their potential.
- ❖ The use of ICT and e-learning opportunities will be developed.

Equal opportunities

- ❖ **4.2** Young people between the ages of 14 and 19 are entitled to receive full-time education and to have equal access, through their school's direct link arrangements, to appropriate programmes of study. These programmes of study must be designed to meet students individual needs and to promote successful achievement. Schools will utilise specific action programmes to address issues of under-representation and under-achievement by specific categories of young people. All young people will have a right, and will be encouraged, to express their own views about their education and contribute to their assessment and individual study pathways.
- ❖ Special attention will be paid to the monitoring and evaluation of the experiences of vulnerable students. Schools and partner organisations will work together to remove barriers to learning for young people.

As part of this process all young people are entitled to:

- ❖ independent and impartial information and guidance in Key Stages 3, 4 and 5;
- ❖ a safe, supportive and appropriate learning environment which provides spiritual and moral support for the development of responsible citizens;
- ❖ language and basic skills support if needed;
- ❖ specific support for those for whom English is an additional language;
- ❖ physically accessible accommodation;
- ❖ specific support for those who have specific learning needs;
- ❖ protection from harassment and bullying;
- ❖ access to complaints procedures;
- ❖ be treated with courtesy and respect;
- ❖ have their views taken into account in informing review and continuous improvement;
- ❖ an education of a particular religious character (if so desired);
- ❖ educational and vocational experiences and opportunities which will enable them to reach their full potential regardless of gender, ethnicity, disability or religion.

Special educational needs

Schools must demonstrate a clear commitment to inclusion for all students with special educational needs, and provide specific support to meet identified individual needs, resources to allow multi-agency working where appropriate. Arrangements for the delivery of individual education plans and transition plans must be secured through rigorous monitoring and evaluation

supervised at a senior level within the school . Governing bodies should be kept fully informed as should, the parents/guardians and the young person, him/herself.

- ❖ Schools are responsible for providing support for identified special needs,
- ❖ supporting students throughout the 14-19 phase into training and employment, or further education and higher education in full. All students with special educational needs should have an individual learning plan and language and basic skills support as appropriate.
- ❖ Pupils with a statement of special education needs may retain the statement until
- ❖ they are 19 years of age. It is particularly important that these annually reviewed
- ❖ statements are considered in some detail at an early stage during Year 11 to plan
- ❖ and prepare for transition.
- ❖ Students with special educational needs will be helped to find the most appropriate
- ❖ course of study for work-based or work-related learning setting. Once this has
- ❖ been identified the statement will be amended or ceased in favour of the chosen
- ❖ pathway. Transport support will also be agreed at this stage.

- ❖ Support for vulnerable pupils is a priority (i.e. those with disabilities, those at risk
- ❖ of disaffection or exclusion, or those pupils for whom the city council is the
- ❖ corporate parent) must ensure that they are given maximum encouragement to
- ❖ participate and succeed in educational opportunity.

Religious ethos – faith schools

- ❖ The life and mission of each faith school should be reflected in its ethos
- ❖ and its denominational character must be totally protected and preserved.
- ❖ The spiritual and moral development of all students in faith schools will be
- ❖ a priority and all students will be expected to take a full part in any
- ❖ liturgical/celebration ceremonies.
- ❖ An appropriate programme of religious education for all young people
- ❖ aged 14-19 will be delivered by faith schools as an essential part of the
- ❖ curriculum.

Community Schools – religious education and provision for spiritual and moral development

- ❖ The aims and values of each community school should be reflected in its ethos
- ❖ and these will be acknowledged, supported and celebrated in its programme of
- ❖ religious education.
- ❖ The spiritual and moral development of all young people in community schools
- ❖ will be a priority and they will be encouraged to take a full part in any acts of
- ❖ collective worship.
- ❖ An appropriate programme of religious education for all young people aged 14-19
- ❖ will be delivered by schools as an essential part of the curriculum.

CURRICULUM

Curricular principles

- ❖ All schools will offer, either in-house or through direct-link arrangements, access to a broad and balanced curriculum, which will lead to academic and vocational qualifications at all levels up to and including Level 3 of the National Qualifications Framework. There will be a strong framework of impartial guidance and continuous personal support for learners and opportunities to promote personal development through community citizenship programmes, health education, cultural and sports activities.

All young people will have access to:

- ❖ courses at the appropriate level (including Entry Level and Levels 1,2 and 3);
- ❖ appropriate types of courses leading to the award of qualifications and combinations of qualifications including academic and vocational, and access to the work-based learning route in line with government policy;
- ❖ nationally and internationally recognised qualifications including GCSE, GNVQ, AS/A2, NVQ, AVCE and the International Baccalaureate;
- ❖ key skills in line with government recommendations;
- ❖ language and basic skills support as required;
- ❖ community citizenship programmes such as YAR , Duke of Edinburgh and Award Scheme Development Accreditation Network (ASDAN) awards.

Curricular provision arrangements

- ❖ No school by itself will be large enough to provide an appropriately wide
- ❖ range of courses to meet the needs and choices of all its students throughout the 14-19 phase. Schools will therefore need to enter into formal link arrangements with other schools, work-based training organisations, further education and where appropriate, higher education provision. Within these partnerships schools will need to ensure they offer a full curriculum

entitlement and range of courses, meeting the requirements specified in the entitlement statement.

Minimum number of courses for an entitlement

The minimum curriculum entitlement available to all students in a school should be:

At Key Stage 4

- ❖ the curriculum and personal development core as specified by National Curriculum arrangements
- ❖ access to work-related and work-based learning
- ❖ At Key Stage 5

The following will be offered:

- ❖ 22 A2/AS level choices
- ❖ A Baccalaureate programme
- ❖ 4 AVCEs or national diplomas
- ❖ 4 Intermediate GNVQs or level 2 courses, eg. NVQ
- ❖ Entry Level and Level 1 courses
- ❖ English and mathematics GCSE
- ❖ Key skills at the appropriate level in communication, application of number and ICT for adult and working life in line with government guidelines
- ❖ Work-related and work-based learning opportunities
- ❖ These options will be available for students in order that they can select aspects which best meet their particular needs. Such options will incorporate opportunities to pursue learning across a range of different curricular areas and at different rates. There will also be opportunities for students to progress to advanced routes of learning or to pursue extension activities.

Cluster arrangements

For this to operate effectively and provide a sufficiently wide curriculum each school will need to have:

- ❖ arrangements for advising, guiding and counselling students;
- ❖ formal, direct links with other neighbouring institutions including work- based training providers and special schools;
- ❖ access to further education college for vocational courses 14-16;
- ❖ a timetable structure which enables schools to provide the full National curriculum core in the time students spend in the cluster;
- ❖ timetabling arrangements which facilitate access to courses in any institution in the cluster including special schools throughout the 16-19 phase;

- ❖ equal access to all courses in all schools or the Liverpool Community college by all students irrespective of their home institution.
- ❖ Schools will therefore need to develop for example a cluster arrangement. This may take a number of forms, for example sixth form consortia, a joint sixth-form centre or a sixth-form college. All such arrangements will be expected to maximise the use of ICT and community-based resources to deliver programmes. Partnership with the Adult Learning and the Library Services should be a strong feature of the best of these arrangements.
- ❖ Schools for 11-16 year olds and special schools will need to arrange direct access to Key Stage 5 courses at the other institutions in their cluster.
- ❖ Courses will need to be planned across the cluster of institutions to ensure that where a student's preferred choices in their home school clash, their needs can be met in another institution in the cluster. City Academies will be expected to play a full partnership role within such arrangements and adopt this entitlement policy.
- ❖ The view of the LEA, based on prior consultation, is that Baccalaureate provision is best delivered through discreet centres within a consortium arrangement. These may be franchised to provide a measure of central co-ordination and professional support. The number of such centres needs to be adequate to meet potential demand and provide reasonable geographic access.

Retention and achievement

All schools should aim to promote the engagement and retention of students and ensure success and achievement by providing all young people with the following:

- ❖ guidance and support at the time when students need to make choices;
- ❖ learning programmes which allow students to combine courses aimed at different qualifications and experiences through a planned and co-ordinated options system across the cluster institutions;
- ❖ assessment to identify learning needs including language or basic skills support requirements;
- ❖ regular learning reviews to monitor and evaluate progress and set learning targets;
- ❖ access to study skills support;
- ❖ access to an enrichment programme promoting personal and social development;
- ❖ appropriate formative feedback which informs progress, including written reports.

INFORMATION AND GUIDANCE

- ❖ Each school will publish and distribute clear, accurate and concise information about all courses and work-related learning opportunities provided in-house or through direct link arrangements.

Information provided by the school for students should include:

- ❖ details of how young people will be guided/supported when making crucial choices at 14;
- ❖ entry qualifications or requirements for courses;
- ❖ the content of courses;
- ❖ homework policy;
- ❖ aspects of work-related learning including work placements;
- ❖ progression routes and entry requirements for further or higher education and employment;
- ❖ information on fees, charges and financial support, as appropriate;
- ❖ guidance on pastoral support;
- ❖ Distribution to all students of a copy of the appropriate 'Learning Opportunities in Liverpool' directory to assist them in making choices at transition stages.

Guidance prior to course selection

At each transition point, students will be entitled to receive impartial and independent assessment, support and guidance to ensure they opt for the courses best matched to their abilities, needs and aspirations.

Such advice must be coherent and independent and be co-ordinated by their home school through its personal tutorial system and Connexions.

All advice must be independent and impartial and should include access to a Connexions adviser

Advice should guide students to the most appropriate work-based or learning programme and should value equally vocational and academic courses and pathways

Schools must make all students fully aware of the demands of courses and the progression routes afforded by them.

Agreement should be reached between the school and student on the learning programme best meeting their abilities, needs, interests and aspirations.

On-going advice and guidance

All students will be allocated a personal tutor by their home institution and will receive ongoing tutor support throughout their programme of study.

During regular personal tutorials they will receive:

- ❖ pastoral advice and guidance;
- ❖ counselling and support;
- ❖ guidance and support for progression into work-based training, employment, further and higher education.

Careers education and guidance

- ❖ Schools will provide a structured careers education and guidance programme for all 14 -19 year olds on their roll. This will include a
- ❖ minimum entitlement of 10 days' work experience in each of Key Stages 4 and 5.

The careers education and guidance programme will enable students to:

- ❖ make realistic career decisions based on an assessment of their abilities and aptitudes and reliable labour market information;
- ❖ develop their personal skills to enable them to present themselves effectively, and
- ❖ make realistic choices concerning work experience and work placements.

Such programmes will provide:

A clear focus on the vocational areas which match the Merseyside Economic Development Plans for the next ten years, namely:

- ❖ customer orientation in service industries;
- ❖ tourism and leisure;
- ❖ retail trades;
- ❖ bio-manufacturing;
- ❖ construction;
- ❖ childcare;
- ❖ creativity in new media technologies;
- ❖ work-based and work-related learning opportunities.
- ❖ a coherent approach to careers education and guidance in conjunction with Connexions;
- ❖ access to a careers library meeting minimum standards agreed with Connexions;
- ❖ links through Liverpool Compact to employers to facilitate work-experience and work-placement opportunities;
- ❖ links with further education and higher education to provide guidance on progression;
- ❖ trained and qualified staff who provide impartial advice to help students meet their needs.

COURSE PROVISION

Induction

At each point where a new course starts the course leader will provide a structured induction programme to make all students fully aware of the demands of the course.

A structured induction programme for a course should include:

- ❖ a course outline and details on assessment arrangements;
- ❖ information about additional support available;
- ❖ information on learning reviews and target setting procedures;
- ❖ information on how to access learning resources, including ICT;
- ❖ opportunities for students to seek guidance and advice;
- ❖ details of work-based learning opportunities.

Course operation

Schools will ensure that every course operates to standards that promote student retention and their successful achievement.

- ❖ Schools and other institutions/settings should guarantee that students have the opportunity to complete the course successfully and to promote high standards.

The following principles must apply:

- ❖ the time allocated in the timetable is sufficient to enable successful course completion and is in line with guidelines set by appropriate external agencies;
- ❖ appropriate links are made with work-based learning providers or other educational establishments;
- ❖ the resources provided are sufficient;
- ❖ there is a range of teaching and learning styles which are appropriate to the successful completion of the course;
- ❖ assessed work is returned promptly, with formative feedback signposting improvement;
- ❖ regular learning reviews are held and learning targets are set;
- ❖ independent learning skills are promoted throughout the course;

Students are at the centre of everything schools provide. It is essential therefore that schools should respond to the learning needs of individual students by putting the needs of the student first, and removing barriers to learning.

Schools have a prime responsibility to provide for the continuing educational needs of all their students, irrespective of attainment, aptitude or ability.

NEXT STEPS

The next steps will be to identify city-wide structures for the implementation of the 14-19 curriculum revisions and detail how progress is to be made towards turning these plans into reality through the production of a delivery plan. A further step will be to identify consortia arrangements which could become pilots or pathfinders.