**Reflections and Action Points**

This year has been a positive year for our KS4 learners. The Year 11 cohort were working towards higher levels within English and maths than previously and we were able to meet those individual needs, offering exams from Entry 1 through to Level 2. We also introduced the ASDAN Personal and Social Development qualification, which was accessed by all learners within KS4 and ranged from E1-E3.

Alongside ASDAN and Pearson’s Edexcel, we continued to offer WJEC units within our vocational lessons, which meant learners were able to leave Gosden with a variety of recognised qualifications, which will aid them in their next steps.

Within English and maths, we recognised that we needed to bring forward the initial exam window for Year 11s only. As they were now on their second year of input, they were familiar with the process and content and we wanted to allow them enough time to re-sit, should they need to. We also thought this was important for those learners who had been working towards the same level over the two academic years. We found this to be successful. It decreased the learner numbers within the exam rooms, which helped with learners anxieties and it gave the Year 11s the confidence they needed to start thinking about next steps and what levels they would be working towards. Following the exams, it then allowed intense, targeted revision sessions for those due to re-sit. For the learners who had been successful, we were able to start working towards their next level, which will put them in a good position when they start their next placements post Gosden. The Year 10 exams then followed in May and having watched the Year 11s already complete a window, it helped them to understand what to expect.

This academic year, we were able to over a wide range of levels within English and maths, as we achieved our accreditation to deliver L1 English and L2 maths (which hadn’t been done at Gosden previously). The results for the higher level learners were successful, which now allows those learners to move onto the GCSE programme in their next steps and offers them a wider range of courses.

Furthermore, our timetable allowed a KS3 student who was excelling in maths, to join KS4 lessons, resulting with this learner receiving the input they needed and sitting an exam earlier. When this learner joins KS4 in September, we are able to continue with that learning, which will allow them to reach their full potential in maths.

We also had a learner who joined Gosden midway through Year 10. This learner struggled with SEMH needs, which meant that we needed a term to help them settle into a new school and adjust and therefore did not sit any exams within Year 10. Once the learner arrived in Year 11, they were very settled and thriving. With this in mind, the learner was able to achieve two levels within the year and successfully passed both Entry 3 and Level 1 maths.

We continued to see difficulties for our Entry 1 level learners within the exam format. Although we could see improvement within their learning, the layout of the exam papers and the anxiety linked with exams made these quite stressful for the learners. Moving forward, we will continue to enter Entry 1 learners for English and maths exams on an individual basis and we are looking forward to capturing their hard work through our new Steps 4 Life framework. This will also benefit our pre-entry learners, as we have recognised those numbers will be increasing over the upcoming academic years.

We are pleased with the introduction of our ASDAN qualification and believe it has given a sense of purpose for our learners in core aspects of our curriculum such as PSHE, careers and community action. All learners submitted met criteria and were successful within this qualification.

We are still reassured that WJEC’s entry pathway qualifications are vital for some of our niche vocational courses, such as plant care and animal care, but we will also be introducing our new Steps 4 Life framework, which we feel will capture the progression of students on other vocational courses such as out and about and food studies. The criteria of this framework is very specific for these subjects and will allow a vast range of teaching possibilities. We also believe the new framework will help to capture progression for those learners who are working at entry 1 and below and would struggle with the written elements within the WJEC coursework.

In addition to the vast range of qualifications we have offered learners this academic year, we have also introduced additional programmes which have helped learners to enhance their skills in the employment world and have also proven to be successful with helping learners in a pastoral role, such as improving their confidence and resilience. We began working with The Forge Coffee Shop, who we have completed two social enterprise projects with this year and raised over £700 to benefit our school. Our first cohort of learners at The Forge completed their L1 Food Hygiene certificates. This was important to us, as we recognised these four individual learners had a high skill set and we wanted to ensure they had the qualifications needed to allow the coffee shop to set high expectations of them. This led to The Forge offering work experience to one of our learners and then completing her Level 2 Food Hygiene certificate with her during this time.

Furthermore, we introduced at 12 week traineeship for one of our learners at The Hideaway café. The programme helps learners to gain transferable skills such as customer service, team work and multi-tasking but it also offers personalised mentoring, support with CV writing and the learner was able to sit her Level 2 Food Hygiene certificate. We have seen a huge growth within this learner and believe the traineeship has helped prepare her for next steps, both academically and also with her search for employment. Both The Forge and The Hideaway are planning to continue working with us next academic year.

Work experience has been another success for KS4 this year, each learner was given a bespoke placement to suit their individual needs and some learners were asked by employers to return to their work placements; this was arranged towards the end of the year. This was something that the learners were very proud of as they could see their own achievements and worth.

Overall, we continue to be proud of the curriculum we are offering in KS4 and believe we are meeting the needs of each individual learner. Moving forward, we would like to focus on capturing the achievements and successes of our pre entry and entry 1 learners, who struggle with the exam concept. We believe our new Steps 4 Life framework will enable this.

**ASDAN Personal and Social Development Award**

|  |  |
| --- | --- |
| **Covering PSHE, RSE, Careers, Morals and Community Action** | |
| **Entry 1** | **4** |
| **Entry 2** | **2** |
| **Entry 3** | **8** |

**Vocational Options, including WJEC**

|  |  |
| --- | --- |
| **Working towards Goals (Coffee Shop)** | |
| **Entry** | **8** |
| **Introduction to Plant Care** | |
| **Entry** | **5** |
| **Introduction to Animal Care** | |
| **Entry** | **3** |
| **Basic Food Preparation and Cooking** | |
| **Entry** | **3** |
| **L1 Explore Bronze Arts Award** | |
| **Entry** | **7** |
| **I Can Lead- Sports Leadership** | |
| **Entry** | **6** |

|  |  |
| --- | --- |
| **GASP Motor Project 1 year vocational course** | |
| AQA Unit Award Scheme | **6** |

|  |  |
| --- | --- |
| **High Speed Training Food Hygiene** | |
| **Level 1** | **4** |
| **Level 2** | **2** |

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| --- | --- |
| **Functional Skills Maths** | |
| Entry 1 | 1 |
| Entry 2 | 1 |
| Entry 3 | 5 |
| Level 1 | 1 |
| Level 2 | 1 |
| **Functional Skills English** | |
| Entry 1 | 1 |
| Entry 2 | 4 |
| Entry 3 | 3 |
| Level 1 | 3 |

**Qualification Equivalence Table**

|  |  |  |
| --- | --- | --- |
| National Curriculum Steps | National Qualifications Framework (NQF) | GSCEs |
| P Levels – 1a | Pre- Entry & Entry 1 – Blue Pathway | Pre GSCE |
| 2c- 3c | Entry 2 – Blue Pathway | Pre GSCE |
| 3c-4c | Entry 3 – Green Pathway | Pre GSCE |
| 4-6 | Level 1 – Green Pathway | 1-3 GCSE grade |
| 6-8 | Level 2 | 4 + GCSE grade |

|  |  |
| --- | --- |
| DESTINATION DATA – Year 11 Summer 2023 | |
| FE College | Post 16 Specialist Provision |
| 6 | 8 |
| Potential Employment (location change) | |
| 1 | |

Destination Data Reflections.

We have seen an increase this year in a number of our pupils heading to their nearest college provisions rather than accessing Surrey Choices which several pupils accessed last year. This group of learners compared to last year’s cohort are more College ready both emotionally, socially and in their resilience as learners. All learners have active support from their parents which is essential in supporting their transition into college. Feedback from 2022 Leavers and their families is that Surrey Choices, Supported Internships successfully supported them in developing further their self-confidence, independence and social skills and was an effective stepping stone into college.

We continue to ensure our learners and their families are supported in considering all of the post 16 options available taking into account their individual needs and the point at which they are at in their own learning journey. It is essential to us that they continue to thrive and grow as learners in order to reach their full potential. Our Aspirations Advisor keeps links with our families after they have left Gosden so that we can track on their next steps as our Gosden Graduates.

**KS4 PROGRESSION TRACKERS** - RECORD, TRACK AND CELEBRATION LEARNERS PROGRESS AND ATTAINMENT

Each learner in KS4 has a Progression Tracker. This allows learners, teachers and parents/carers to track the progress a learner is making in terms of their exams and qualifications. It also gives vital information such as exam concessions that a learner would benefit from. The Progression Tracker is updated termly throughout KS4. Once the learner has completed Year 11, this document is handed over to the Post 16 provision, to allow their next steps to continue working on their levels, exams and informs them on how best to support the learner. Below is an example of a Progression Tracker:

**Progression Tracker**

|  |  |  |
| --- | --- | --- |
| Name: | Year  11 | Green Pathway Learner |

|  |  |
| --- | --- |
| **Numeracy**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6BD00D63.tmp | Achieved:  L1                      L2    Working towards:  GCSE (next steps and wishes to complete even though she has passed L2) |
| **Literacy**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C3E9D069.tmp | Achieved: L1 (in Year 11)    Working towards: L2/GCSE (next steps) |
| **Vocational Courses**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EBB997C5.tmpC:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6251B75F.tmpC:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\3641631B.tmp | Achieved:  WJEC – L1 Basic Food Preparation and Cooking                E3 Science Today: Health and Safety                E3 Working As Part of a Group                L1 Community Action               “I Can Lead” Sports Award |
| **ASDAN**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6BC986E1.tmp C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4CD44C97.tmp | Achieved:  **E3 ASDAN Personal and Social Development Diploma**  E3 Community Action  E3 Preparation for Work  E3 Dealing with Problems in Daily Life  E3 Healthy Living  E3 Working as Part of a Group  E3 Safety in the Home and Community  E3 Making the Most of Leisure Time  E3 Managing Social Relationships |

|  |
| --- |
| **Certificates I have achieved so far:** |
| E3 English Functional Skills  L1 English Functional Skills  L1 Maths Functional Skills  L2 Maths Functional Skills  E3 ASDAN Personal and Social Development Diploma  WJEC – L1 Basic Food Preparation and Cooking                E3 Science Today: Health and Safety                E3 Working As Part of a Group                L1 Community Action    “I Can Lead” Sports Award |

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| --- | --- | --- | --- | --- | --- |
| **Exams** | | | | | |
| **Working towards in Year 10** | | **Final Exam** | **Working towards in Year 11** | | **Final Exam** |
| Reading | E3 | Achieved 100% | Reading | L1 | Achieved 90% |
| Writing | E3 | Achieved 80% | Writing | L1 | Achieved 63% |
| Sp & List | E3 | Achieved | Sp & List | L1 | Achieved |
| Maths | L1 | Achieved 75% | Maths | L2 | Achieved 64% |

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| --- | --- |
| **My Learning Tips** | **Work Experience** |
| I need to use my Zones of Regulation, especially during exam times but I love to learn! | Coffee Shop – Barista |
| **Additional Notes** including exam arrangements | **My Post 16 Destination** |
| I benefit from small numbers and extra time. | College  (named) |

An example of a blue pathway learner:

**Progression Tracker**

|  |  |  |
| --- | --- | --- |
| Name: | Year 11 | Blue Pathway Learner |

|  |  |
| --- | --- |
| **Numeracy**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2AED6C84.tmp | Achieved:    Working towards:  E1 |
| **Literacy**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\42B57932.tmp | Achieved:  E1 in Year 10    Working towards: E2 (may take 2 years as he struggles with the writing aspect) |
| **Vocational Courses**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5A62909E.tmpC:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EBB3A65C.tmp C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\42646010.tmp | Achieved: AQA units at GASP Motor Pro  Arts Award |
| **ASDAN**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D19B48CA.tmp C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\3FF50B68.tmp | Achieved:  **E2 ASDAN Personal and Social Development Award**  E2 Community Action  E2 Preparation for Work  E2 Dealing with Problems in Daily Life  E2 Healthy Living |

|  |
| --- |
| **Certificates I have achieved so far:** |
| E1 English Functional Skills  Discovery Arts Award (Year11)  WJEC: (Year10)  E2 Food Preparation, Cooking and Serving  E2 Health and Safety  E2 Community Action  E2 Planning a journey  E2 ASDAN Personal and Social Development |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **B-Squared Data (Pre entry-E3)** | | | | | | | |
| **Entry Point year 10**  **September 2021** | | **Mid-year**  **February 2022** | | **End of year 10/ beginning of year 11**  **July 2022** | | **End of Year 11 2023** | |
| Reading | **36% E2** | Reading | 64% E2 | Reading | 73% E2 | Reading | 74% E2 |
| Writing | **48% E1** | Writing | 57% E1 | Writing | 61% E1 | Writing | 63% E1 |
| Sp & List | **54% E2** | Sp & List | 69% E2 | Sp & List | 69% E2 | Sp & List | 71% E2 |
| Number | **38% E1** | Maths | 8% E1 | Maths | 71% E1 | Maths | 71% E1 |

|  |  |
| --- | --- |
| **My Learning Tips** | **Work Experience** |
| I can get very anxious. When I am anxious, I can get a bit silly. Counting to 10 and colouring helps me to calm down. | Retail shop |
| **Additional Notes** including exam arrangements | **My Post 16 Destination** |
| Small Room  Reader  Extra time  Word processor for English | LAN School |

|  |  |  |
| --- | --- | --- |
| **KS3 B-Squared Steps** | **National Qualifications Framework (NQF)** | **GSCEs** |
| P Levels – 1a | Pre- Entry & Entry 1 | Pre GSCE |
| 2c- 3c | Entry 2 | Pre GSCE |
| 3c-4c | Entry 3 | Pre GSCE |
| 4-6 | Level 1 | 1-3 |
| 7-8 | Level 2 | 4-9 |

**Equivalence Table**