



Mayfield School

Post-16

Curriculum Framework 2017/18

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Introduction

Welcome to the Sixth Form at Mayfield School. The purpose of this framework is to provide a comprehensive guide to the centre's Post – 16 curriculum including our student-centred philosophy and our innovative approach to personalised learning during the transitional stage between leaving school and entering adulthood. We are continuously changing our curriculum to meet the diverse needs of new and existing students who all receive a personalised learning pathway for the duration of Key Stage 5, allowing them to leave as independent and equipped for adult life as possible.

Here in the Sixth Form we pride ourselves on adopting a social approach to pedagogical practice which sees the environment as a fundamental factor in ensuring maximum inclusion and learning. We place a strong emphasis on the process of learning rather than the product to guarantee maximum personal development. This approach is informed by our beliefs that every child has the right to access an appropriately challenging and stimulating curriculum where their specific individual needs are met.

Our curriculum is one that is constantly evolving as a result of continuous reflection by students and staff members alike. Students are encouraged to take ownership of their learning and the process of setting, working towards and reviewing their targets. As a result expectations remain clear and high, students are appropriately challenged and learning is meaningful.

Following our introduction we begin the document with our mission statement and aims, followed by our curriculum model and subsequent framework, including possible accredited outcomes for our students. We then look at personal pathways and how students' progress in working towards their outcomes is monitored. This is then followed by our functional cross-curricular links, with a focus on preparing and providing students with skills for the future. Finally we look at how we timetable and monitor the Sixth Form curriculum across years 12, 13 and 14.

Our Purpose, Values and Aims

Our Purpose

To provide a dynamic environment supported by a range of skilled staff to enable outstanding teaching and learning to take place.

Our Values and Aims

- **Value all pupils**
 - To promote opportunities and skills for all pupils to establish their own place in society irrespective of disability, gender or culture.
- **Be safe**
 - To provide a safe learning environment where everybody respects the abilities, values and beliefs of others.
- **Develop learning**
 - To provide a broad and balanced curriculum which meets the changing needs of pupils to enable them to achieve their potential.
- **Develop staff skills**
 - To provide on-going training and continuous professional development in order to foster the careers, knowledge and skills of all staff.
- **Family support**
 - To provide expertise, knowledge and on-going advice and guidance to secure positive home environments for all pupils.
- **Working in partnership**
 - To develop effective partnerships between school, parents, professionals and the wider community.
- **Educate the community**
 - To promote an understanding of the needs and abilities of pupils with disabilities by supporting the development of an inclusive society.

Post – 16 Curriculum Model

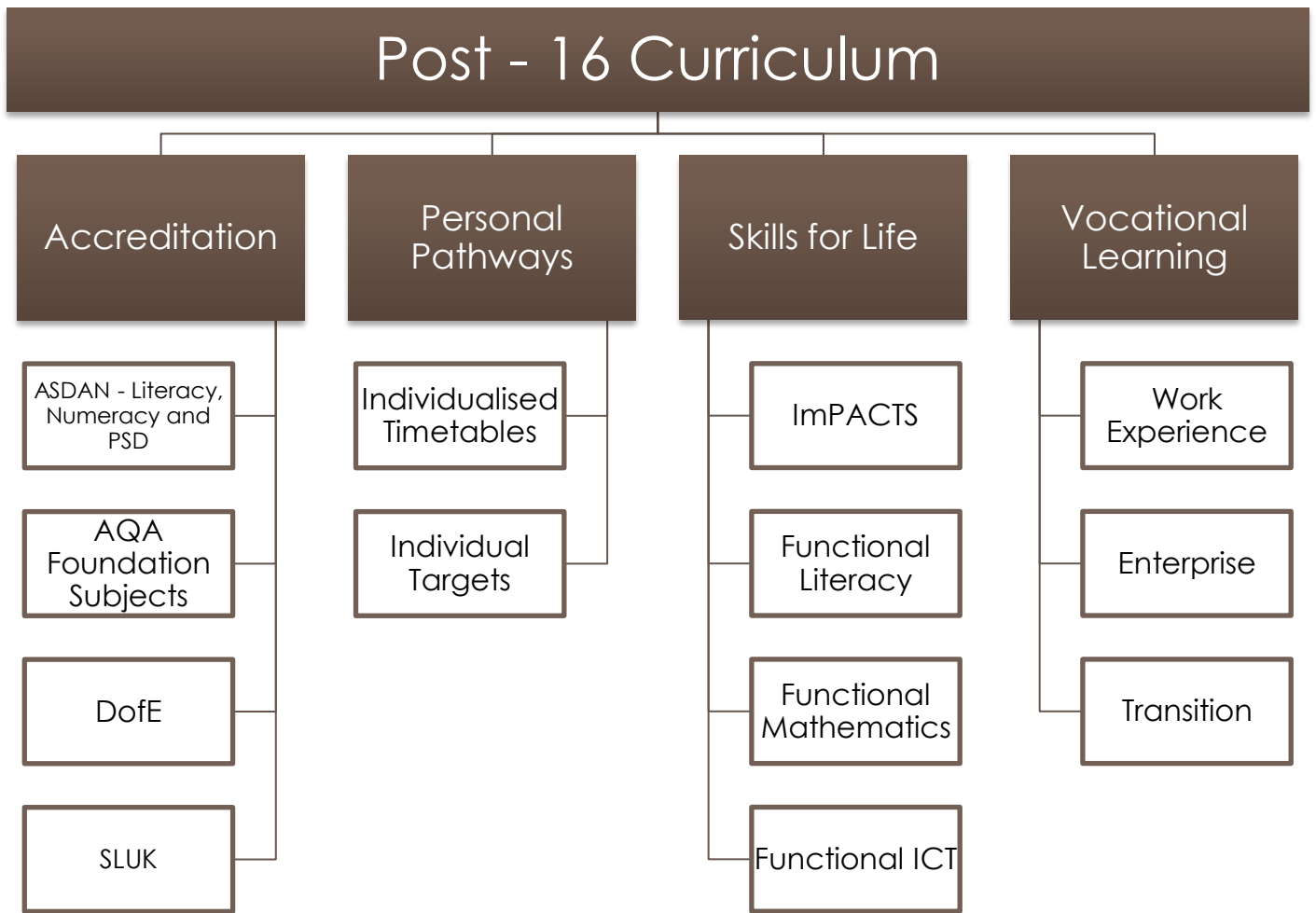
At Mayfield we see the Sixth Form as a fundamental vehicle to enabling all students to leave us having become as independent, confident and skilled as possible. As when pupils move through all Key Stages at Mayfield, the Post - 16 environment and context in which learning takes place reflects the stage pupils are at in their lives and their subsequent interests and abilities. This is accomplished through the provision of a hands-on approach to learning where practical, age-appropriate and contextualised activities mean students are constantly developing environmental and personal awareness in a kinaesthetic, and we believe therefore more memorable, manner.

Upon leaving the Pre – 16 phase, the curriculum model at Post – 16 focuses not wholly on linear pupil progression but on a curriculum which recognises, develops and builds upon students' pre-existing skill sets. Our aim is to scaffold learning opportunities that allow for the transfer of such skills into purposeful, everyday contexts.

While the Sixth Form hosts years 12, 13 and 14, students are grouped according to their pathway and therefore will work with counterparts who are not primarily from their year group. We feel that this encourages the development of social relationships outside of the familiar classroom and an appreciation of diversity, as well as opportunities to peer mentor, lead and assess one another ahead of entering society as a school leaver.

The curriculum model that follows is the final stage of our students' compulsory education and is applied in meaningful learning environments, and led by passionate, student-centred staff. The experiences gained throughout this phase are designed to equip students with essential and transferrable skills for life.

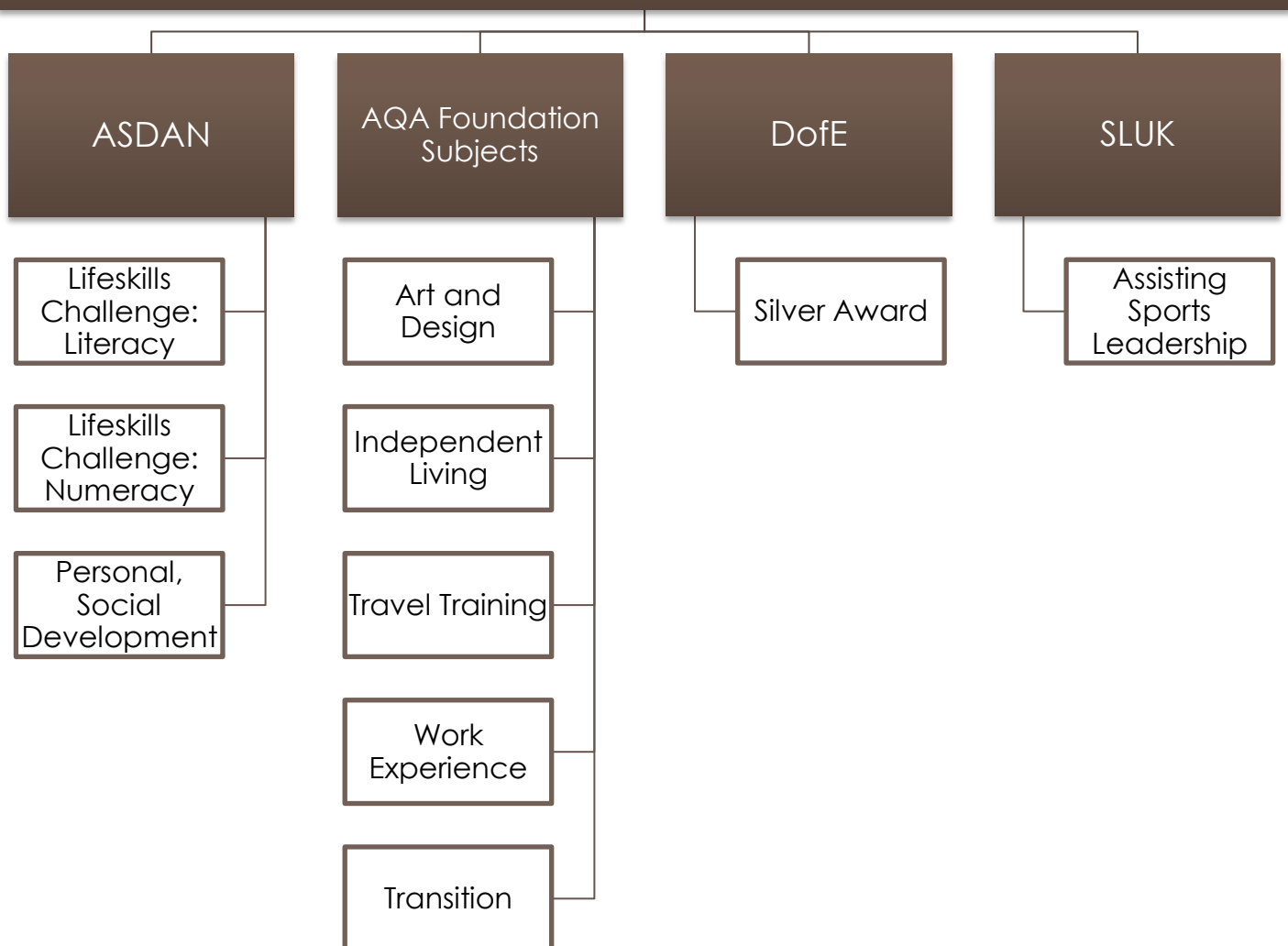
Post – 16 Curriculum Model



Post – 16 Curriculum Framework

Accreditation

The Curriculum Framework for Delivering Accreditation



Accreditation

Accredited outcomes at Key Stage 5 have been chosen to provide students with broader opportunities to apply previously and newly acquired skills to functional contexts. Students entering the Post – 16 phase are young adults who require structured opportunities to enhance their personal independence as they move towards adult life. Chosen courses are accredited through the following exam boards; ASDAN, AQA, Duke of Edinburgh and Sports Leaders UK.

ASDAN – Lifeskills Challenge: Literacy

ASDAN Lifeskills challenge is the backdrop for our core Literacy and Numeracy curriculum. The 3-year literacy cycle is accessible to all learners following an accredited pathway in Sixth Form, spanning levels WTE1 (Working Towards Entry 1) – Level 1. The literacy curriculum places communication, listening, reading and writing in an age-appropriate and stimulating context. The units have been selected to allow for delivery both discreetly and through other areas of the curriculum, whilst building an awareness of self, others and transition to adult life.

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ASDAN Lifeskills Challenge Literacy 3 Year Cycle

Working Towards Entry 1

Year 1

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">Personal Profile: This is Me (20 NLH)	1208	
Spring	<ul style="list-style-type: none">ICT in Everyday Life (10 NLH)	1227	
Summer	<ul style="list-style-type: none">Participating in Health and Fitness Activities (10 NLH)	1903	

Year 2

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">Use Switches to effect Change (10 NLH)	1151	
Spring	<ul style="list-style-type: none">Engaging with Supportive Objects linked to a Story (10 NLH)	1537	
Summer	<ul style="list-style-type: none">Experience Activities related to TV and Music (10 NLH)	2005	

Year 3

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">Learning about Sound (10 NLH)	1670	
Spring	<ul style="list-style-type: none">Creating a Group Collage (10 NLH)	1861	
Summer	<ul style="list-style-type: none">ICT and Music Therapy (10 NLH)	1226	

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ASDAN Lifeskills Challenge Literacy 3 Year Cycle

Entry 1

Year 1

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Literature Appreciation (30 NLH)	1508	
Summer	<ul style="list-style-type: none">Using Technology to Communicate with Others (10 NLH)	1078	

Year 2

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Understanding Relationships (20 NLH)	1894	
Summer	<ul style="list-style-type: none">Using Makaton Signs to Choose and Request (10 NLH)	1169	

Year 3

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">Cooperating with Others (10 NLH)	1037	
Spring	<ul style="list-style-type: none">Using Textiles to Create a Collage (10 NLH)	1119	
Summer	<ul style="list-style-type: none">Following Workplace Instructions (10 NLH)	1062	

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ASDAN Lifeskills Challenge Literacy 3 Year Cycle

Entry 2

Year 1

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">• Reading, Listening and Responding to Texts (20 NLH)	1732	
Spring	<ul style="list-style-type: none">• One Page Personal Profile (10 NLH)	1209	
Summer	<ul style="list-style-type: none">• Communicating with Others at Work (10 NLH)	1063	

Year 2

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring	<ul style="list-style-type: none">• PSHE through Literature (20 NLH)	1718	
Summer	<ul style="list-style-type: none">• Group Nature Project (10 NLH)	1759	

Year 3

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">• Personal Safety when Going Out (10 NLH)	1025	
Spring	<ul style="list-style-type: none">• Using Technology to Communicate with Others (10 NLH)	1079	
Summer	<ul style="list-style-type: none">• Person Centred Planning: Target Setting (10 NLH)	1284	

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ASDAN Lifeskills Challenge Literacy 3 Year Cycle

Entry 3

Year 1

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">• Going out in the Community (20 NLH)	1817	
Spring	<ul style="list-style-type: none">• Basic Internet Safety (10 NLH)	1334	
Summer	<ul style="list-style-type: none">• Investigating Local Amenities (10 NLH)	1191	

Year 2

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">• Social Opportunities in Own Community (10 NLH)	1181	
Spring	<ul style="list-style-type: none">• Safeguarding: Social Networking (10 NLH)	1400	
Summer	<ul style="list-style-type: none">• Communicating with Others at Work (10 NLH)	1065	

Year 3

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">• Safeguarding: Your Digital Profile (10 NLH)	1419	
Spring	<ul style="list-style-type: none">• Using Technology to Communicate with Others (10 NLH)	1080	
Summer	<ul style="list-style-type: none">• Personal Centred Planning: Target Setting (10 NLH)	1286	

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ASDAN Lifeskills Challenge Literacy 3 Year Cycle

Level 1

Year 1

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Personal Profile (20 NLH)	1211	
Spring/ Summer	<ul style="list-style-type: none">Personal Profile: Strengths and Aspirations (20 NLH)	1264	

Year 2

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">Understanding the Different Ways Products or Services are Advertised (10 NLH)	1339	
Spring	<ul style="list-style-type: none">Safeguarding: Social Networking (10 NLH)	1399	
Summer	<ul style="list-style-type: none">Communicating with Others at Work (10 NLH)	1348	

Year 3

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">British Values: Criminal & Civil Law – Identifying Right & Wrong (10 NLH)	1450	
Spring	<ul style="list-style-type: none">Using Technology to Communicate with Others (10 NHL)	1081	
Summer	<ul style="list-style-type: none">Character Development (10 NLH)	1448	

ASDAN – Lifeskills Challenge: Numeracy

As with Lifeskills Challenge: Literacy, the numeracy curriculum also spans the full three years of Sixth Form and is accessible from WTE1 – Level 1. The units selected for delivery comprise opportunities for students to develop their mathematic skill set within the context of lessons such as Enterprise, Independent Living (encompassing Food Technology) and Travel Training.

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ASDAN Lifeskills Challenge Numeracy 3 Year Cycle

Working Towards Entry 1

Year 1

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">Engaging with Numbers to Three (10 NLH)	1514	
Spring	<ul style="list-style-type: none">Beginning to Understand Measure: Length (10 NLH)	1543	
Summer	<ul style="list-style-type: none">Learning about Position and Direction (10 NLH)	1673	

Year 2

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">Practical Understanding and Organisation of Time through Days and Weeks (10 NLH)	1755	
Spring	<ul style="list-style-type: none">Learning about Capacity (10 NLH)	1680	
Summer	<ul style="list-style-type: none">Awareness of Object Permanence (10 NLH)	1887	

Year 3

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">Experience Activities Relating to Shopping (20 NLH)	1856	
Spring	<ul style="list-style-type: none">Experiencing Shape and Space Activities (10 NLH)	1965	
Summer	<ul style="list-style-type: none">To Explore the Seasons and Changes that Occur using a Multi-Sensory Approach (10 NLH)	1958	

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ASDAN Lifeskills Challenge Numeracy 3 Year Cycle

Entry 1

Year 1

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring/ Summer	<ul style="list-style-type: none">Shopping for Everyday Living – Being an Active Participant (30 NLH)	1885	

Year 2

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Developing Functional Skills: Shopping (20 NLH)	1881	
Summer	<ul style="list-style-type: none">Enterprise Skills (10 NLH)	1838	

Year 3

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Planning and Running a Mini Enterprise Project (20 NLH)	1876	
Summer	<ul style="list-style-type: none">Going Shopping (20 NLH)	1890	

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ASDAN Lifeskills Challenge Numeracy 3 Year Cycle

Entry 2

Year 1

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring	<ul style="list-style-type: none">• Practical Understanding and Organisation of Time (20 NLH)	1771	
Summer	<ul style="list-style-type: none">• 2D and 3D Shapes (10 NLH)	1713	

Year 2

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">• Learning about Capacity (10 NLH)	1708	
Spring	<ul style="list-style-type: none">• Using a Stock System (10 NLH)	1808	
Summer	<ul style="list-style-type: none">• Shopping in a Supermarket (10 NLH)	1023	

Year 3

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">• Planning and Running a Mini Enterprise Project (20 NLH)	1756	
Spring	<ul style="list-style-type: none">• Making a Personal Timeline (10 NLH)	1117	
Summer	<ul style="list-style-type: none">• Following On-Foot Directions (10 NLH)	1612	

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ASDAN Lifeskills Challenge Numeracy 3 Year Cycle

Entry 3

Year 1

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">• Cooking for Myself (10 NLH)	1197	
Spring	<ul style="list-style-type: none">• Completing an Enterprise Project (10 NLH)	1041	
Summer	<ul style="list-style-type: none">• Plan and Undertake a Journey in the Community (10 NLH)	1082	

Year 2

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">• Using Money (10 NLH)	1312	
Spring	<ul style="list-style-type: none">• Local Shopping (10 NLH)	1194	
Summer	<ul style="list-style-type: none">• Planning a Journey (10 NLH)	1028	

Year 3

Term	Challenges(s)	Reference	Achieved
Autumn	<ul style="list-style-type: none">• Understanding Fractions (10 NLH)	1296	
Spring	<ul style="list-style-type: none">• Going Shopping (20 NLH)	1892	
Summer	<ul style="list-style-type: none">• Learning to Map Read (10 NLH)	1055	

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ASDAN Lifeskills Challenge Numeracy 3 Year Cycle

Level 1

Year 1

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Using Money (10 NLH)	1315	
Spring/ Summer	<ul style="list-style-type: none">Reading Local Maps (10 NLH)	1615	

Year 2

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Understanding the Different ways Products or Services are Advertised (10 NLH)	1339	
Spring/ Summer	<ul style="list-style-type: none">Road Safety – Pedestrians (10 NLH)	1381	

Year 3

Term	Challenges(s)	Reference	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Cooking on a Budget (20 NLH)	1683	
Spring/ Summer	<ul style="list-style-type: none">Using Technology to Communicate with Others (10 NLH)	1081	

ASDAN – Personal and Social Development

The Personal and Social Development (PSD) aspect of the Sixth Form curriculum is delivered and accredited through ASDAN. Routes are offered at Entry Levels 1, 2 and 3, or Level 1 and all students who are able to undertake this route do so as PSD forms the core of our accredited curriculum. We believe that the units we have chosen most suitably reflect our philosophy for encouraging students to be as prepared for adult life as possible. Furthermore the learning used to deliver each unit allow pupils to develop their understanding of the fundamental British values including democracy, decision making, fair/ unfair, the rule of law, individual liberty, diversity, mutual respect and tolerance. Students undertake the following 3 year cycle across years 12, 13 and 14;

Year 1

Term	Unit(s)	Credit Value	Date Completed
Autumn	<ul style="list-style-type: none"> Personal Safety in the Home and Community (OR Food Safety in the Home and Community at Level 1) 	2	
Spring	<ul style="list-style-type: none"> Managing Social Relationships (E2 and E3 options) 	2 (1 at Entry 2)	
Summer	<ul style="list-style-type: none"> Community Action Environmental Awareness 	2 2	

Year 2

Term	Unit(s)	Credit Value	Date Completed
Autumn	<ul style="list-style-type: none"> Making the most of Leisure Time 	2	
Spring	<ul style="list-style-type: none"> Managing own Money 	2	
Summer	<ul style="list-style-type: none"> Using Technology in the Home and Community (no Level 1 option) 	2	

Year 3

Term	Unit(s)	Credit Value	Date Completed
Autumn	<ul style="list-style-type: none"> Preparation for Work 	2	
Spring	<ul style="list-style-type: none"> Healthy Living 	2	
Summer	<ul style="list-style-type: none"> Dealing with Problems in Daily Life (E2 and E3 options) (OR Individual Rights and Responsibilities at Level 1) 	2 (1 at Level 1)	

Total credits=20 (19 at Entry 1 and Level 1) 13 credits=certificate, 6 credits=award

AQA

The AQA unit award scheme has allowed us to design an appropriately challenging and engaging foundation curriculum for our students. Students will complete hand-picked units for the following subjects based on their interests, ability, targets and needs; Art and Design, Independent Living, Transition, Travel Training and Work Experience.

For each of these areas we have included a cycle of the unit(s) students work towards as part of each subject area. There are sensory pre-entry/ pre-entry/ entry and level 1 options and students will complete a minimum of one unit at the appropriate level per term, unless otherwise stated.

Art and Design

We are very lucky to have a cohort of extremely talented artists in the Sixth Form and the 3-year cycle for art and design has been tried and tested by the students themselves. The learning opportunities for art and design see pupils working from the classroom to city-wide to gather inspiration and further their learning. The art and design curriculum also includes units from the textile technology umbrella.

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AQA Art and Design 3 Year Cycle

Pre-Entry Level (Sensory)

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Exploring Careers: The Work of an Artist	79237	
Spring	<ul style="list-style-type: none">Sensory and Expressive Art	91684	
Summer	<ul style="list-style-type: none">Introduction to Making a Textile Collage	70664	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Leaf Prints	70766	
Spring	<ul style="list-style-type: none">Multi-Sensory Creativity: A Filled Container Project	89913	
Summer	<ul style="list-style-type: none">Making a Collage Using Sensory Materials	96794	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Making a Collage Using Sensory FoodsIntroduction to Making a Group Collage	96796 71030	
Spring	<ul style="list-style-type: none">Art Techniques	105258	
Summer	<ul style="list-style-type: none">Making a Papier Mache Artefact with Assistance	92461	

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AQA Art and Design 3 Year Cycle

Pre-Entry Level

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Exploring Careers: The Work of an Artist	79237	
Spring	<ul style="list-style-type: none">Digital Photography	74008	
Summer	<ul style="list-style-type: none">Painting a Nature Picture Using Alternative Media	LE4650	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Making a Card	71537	
Spring	<ul style="list-style-type: none">Textiles: Decorating a Fabric Container	71074	
Summer	<ul style="list-style-type: none">Basic Jewellery Making	74287	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Man Made Environment as a Theme for Art Work with SupportTree Bark Rubbings	105167 91689	
Spring	<ul style="list-style-type: none">Introduction to Making a Group Collage	70129	
Summer	<ul style="list-style-type: none">Basic Print Making	75180	

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AQA Art and Design 3 Year Cycle

Entry Level

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">• Art and Design: Myself	13800	
Spring	<ul style="list-style-type: none">• Digital Photography	70080	
Summer	<ul style="list-style-type: none">• Reconditioning a Piece of Furniture	73655	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">• Making Greetings Cards	77309	
Spring	<ul style="list-style-type: none">• Intro to Using an Electric Sewing Machine• Craft (Unit 3): Making a Cushion	77583 85728	
Summer	<ul style="list-style-type: none">• Jewellery Making	105528	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">• An Introduction to Pointillism	105830	
Spring	<ul style="list-style-type: none">• Art and Design: Advertising	13803	
Summer	<ul style="list-style-type: none">• String Block Print Making	70256	

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AQA Art and Design 3 Year Cycle

Level 1

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">• Drawing and Painting: Self Portraiture• Drawing and Painting: Portraiture	22401 82901	
Spring	<ul style="list-style-type: none">• Introduction to Digital Photography Techniques	70705	
Summer	<ul style="list-style-type: none">• Personalising a Fashion Garment	78447	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">• Using a Sewing Machine with a Commercial Pattern	71272	
Spring	<ul style="list-style-type: none">• Gallery Visit	70178	
Summer	<ul style="list-style-type: none">• Designing own Piece of Art Work (Unit 1): Drawing	70374	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">• Art and Design: Fantastic and Strange	105833	
Spring	<ul style="list-style-type: none">• Drawing and Painting: Still Life	82240	
Summer	<ul style="list-style-type: none">• Producing a Newspaper Headline Collage	88070	

Independent Living

The independent living cycle encompasses food technology, money management, accessing the community, personal safety and health and wellbeing. The units listed below have been chosen to develop the independence of our students in all of these areas and provide opportunities for out-of-classroom learning.

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AQA Independent Living 3 Year Cycle

Pre-Entry Level (Sensory)

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Sensory Cookery (Unit 1)	75448	
Spring	<ul style="list-style-type: none">Sensory Cookery (Unit 2)Domestic Skills: In the Kitchen	75449 41145	
Summer	<ul style="list-style-type: none">Finding One's Way Around School with Assistance	71599	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Encountering Sensory Stimuli within an ICT Environment	86045	
Spring	<ul style="list-style-type: none">Experiencing and Responding to Food	71999	
Summer	<ul style="list-style-type: none">Experiencing the Taste of Food from Other Cultures	74255	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Sensory Cookery (Unit 3)	75450	
Spring	<ul style="list-style-type: none">Materials and Changes: Changing the Properties of Food	41000	
Summer	<ul style="list-style-type: none">Exploring Sensory Stimuli within an ICT Environment	86048	

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AQA Independent Living 3 Year Cycle

Pre-Entry Level

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Following a Recipe with Assistance	74256	
Spring	<ul style="list-style-type: none">Experiencing Preparing and Tasting Food from other Cultures	74658	
Summer	<ul style="list-style-type: none">Exploring the Concept of Money with Support	74848	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Rights and Responsibilities	72369	
Spring	<ul style="list-style-type: none">Shopping in the Community	79920	
Summer	<ul style="list-style-type: none">Introduction to Healthy LivingBasic Kitchen Skills	84764 70864	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Basic Cookery Skills (Unit 1): With Support	74129	
Spring	<ul style="list-style-type: none">Safety in the Home with Support	74210	
Summer	<ul style="list-style-type: none">Awareness of Routine when Preparing Food	79184	

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AQA Independent Living 3 Year Cycle

Entry Level

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Independent Living: Personal Health, Hygiene and Safety	78026	
Spring	<ul style="list-style-type: none">Basic Food Hygiene	70820	
Summer	<ul style="list-style-type: none">Introduction to Money Management	92392	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Independent Living: Keeping a Home	93120	
Spring	<ul style="list-style-type: none">Independent Living: Buying Food on a Tight Budget	93210	
Summer	<ul style="list-style-type: none">Independent Living: Diet and ExercisePlanning and Preparing a Healthy Budget Meal	93214 105609	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Preparing Simple Meals	70054	
Spring	<ul style="list-style-type: none">Independent Living: Safety in the Home (Unit 2)	73150	
Summer	<ul style="list-style-type: none">Food Handling, Preparation and Storage	10934	

Mayfield School

Birmingham

AQA Independent Living 3 Year Cycle

Level 1

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Developing Cookery Skills (Unit 1)	97846	
Spring	<ul style="list-style-type: none">Food Technology: Comparing Processed and Home-Made Food	20624	
Summer	<ul style="list-style-type: none">Earning Money	72530	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Safety in the Home	71123	
Spring	<ul style="list-style-type: none">Fire Safety in the Home	LE5868	
Summer	<ul style="list-style-type: none">Diet, Health and NutritionLifestyle and Choices	79817 76222	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Peer Education: Independent Living Skills	LE4582	
Spring	<ul style="list-style-type: none">Using Cookery Skills to Follow Recipes	70376	
Summer	<ul style="list-style-type: none">Basic First Aid Awareness	75117	

Travel Training

All pupils who are able to safely access the local and wider community will participate in the travel training curriculum. It is an expectation that pupils obtain a 16+ travel West Midlands bus pass, to which they are entitled to at no cost, ahead of joining the Sixth Form. This enables pupils to undertake bus journeys to and from familiar destinations, leading on to unfamiliar destinations such as college transition days, and become as independent as possible ahead of leaving school. We are in partnership with Birmingham City Council who upon referral work closely with our pupils, particularly our year 14 cohort, to plan and practice journeys to and from their agreed college destinations.

Mayfield School

Birmingham

AQA Travel Training 3 Year Cycle

Pre-Entry Level (Sensory)

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Independent Travel (Unit 1): Walking Safely	89449	
Spring/ Summer	<ul style="list-style-type: none">Independent Travel (Unit 2): Using a Pelican Crossing	89450	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Walking in a Group for Pleasure	85664	
Spring/ Summer	<ul style="list-style-type: none">Visiting Different Shopping Environments	71533	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Independent Travel (Unit 3): Crossing the Road	89451	
Spring/ Summer	<ul style="list-style-type: none">Social Skills in the Community with Support	92751	

Mayfield School

Birmingham

AQA Travel Training 3 Year Cycle

Pre-Entry Level

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Walking in a Group	88255	
Spring/ Summer	<ul style="list-style-type: none">Walking to the Local Shops	97224	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn / Spring	<ul style="list-style-type: none">Travel Skills: Bus Travel with Assistance	78171	
Spring/ Summer	<ul style="list-style-type: none">Road Safety in the Community with Support	74208	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Using Public Transport with Assistance	74278	
Spring/ Summer	<ul style="list-style-type: none">Use of Public Transport with Support: Buses	78705	

Mayfield School

Birmingham

AQA Travel Training 2 Year Cycle

Entry Level

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn / Spring	<ul style="list-style-type: none">Using a Bus	73182	
Spring/ Summer	<ul style="list-style-type: none">Introduction to Independent Travel Skills	88950	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Use of Public Transport	71167	
Spring/ Summer	<ul style="list-style-type: none">Road Safety	105485	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Travelling Locally by Bus	72398	
Spring/ Summer	<ul style="list-style-type: none">Using Community Amenities	86906	

Work Experience

Units completed for work experience are completely individualised depending on the type and area of work experience undertaken. Work experience at Mayfield can be internal or external. The former usually being undertaken in years 12 and 13, with the latter in years 13 and 14, depending on the individual.

We currently have community links with Lozells Methodist Church, Kingstanding Food Community Allotments and University College Birmingham. We aim that all students complete at least one form of work experience during each year of Post – 16 study, although most will complete some form of work experience throughout the year, rotating termly.

During their final year at Mayfield, pupils will have the opportunity to undertake a block week of work experience arranged through University College Birmingham during which they are simply shadowed as they travel to and from the university each day and complete associated learning tasks. Students find work experience opportunities extremely informative in deciding upon an area of further study and or an area of work for the future.

Mayfield School

Birmingham

AQA Work Experience 3 Year Cycle

Pre-Entry Level (Sensory)

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Sensory Careers: Working for the Emergency Services	82829	
Spring/ Summer	<ul style="list-style-type: none">Sensory Careers: The Work of a Gardener	82833	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Sensory Careers: The Work of a Baker	82824	
Spring/ Summer	<ul style="list-style-type: none">Sensory Careers: Working in the Sport and Leisure Industry	82835	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Sensory Careers: Working in an Artist's Studio	82821	
Spring/ Summer	<ul style="list-style-type: none">Sensory Careers: The Work of a Beauty TherapistOR Sensory Careers: The Work of a Builder	82825 82827	

Mayfield School

Birmingham

AQA Work Experience 3 Year Cycle

Pre-Entry Level

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Assisted Work Experience (Unit 1)	74060	
Spring/ Summer	<ul style="list-style-type: none">Going to Work: Work Experience in the Wider Community	41806	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Going to Work: Work Experience in School	41205	
Spring/ Summer	<ul style="list-style-type: none">Taking Part in Work Experience	77450	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">Introduction to Work Skills	72370	
Spring/ Summer	<ul style="list-style-type: none">Completing a Task	91473	

Mayfield School

Birmingham

AQA Work Experience 3 Year Cycle

Entry Level

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">• Learning from Work	13266	
Spring/ Summer	<ul style="list-style-type: none">• Work Experience: Job Application Skills	76321	

Year 2

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">• Work Experience	70324	
Spring/ Summer	<ul style="list-style-type: none">• Preparing a Careers Action Plan	87325	

Year 3

Term	Unit(s)	Unit Code	Achieved
Autumn/ Spring	<ul style="list-style-type: none">• Basic Health and Safety in the Workplace (Unit 1)	87324	
Spring/ Summer	<ul style="list-style-type: none">• Writing and Speaking about a Work Placement	82909	

Transition

A programme of transition is delivered to pupils in year 14 and comprises the units below which explore looking at change, including college visits and making choices, CV writing, job applications and interview techniques in preparation for 19-25 Study.

Mayfield School

Birmingham

AQA Transition 1 Year Cycle

Entry Level

Year 1

Term	Unit(s)	Unit Code	Achieved
Autumn	<ul style="list-style-type: none">Managing Change	70167	
Spring	<ul style="list-style-type: none">World of Work: Applications and Interviews	85122	
Summer	<ul style="list-style-type: none">Preparation for Transition Post-19	91220	

DofE

“The Duke of Edinburgh’s Award is a voluntary, non-competitive programme of activities for anyone aged 14-24. Doing DofE gives young people the opportunity to experience new activities or develop existing skills. Young people create their own DofE programme by choosing a volunteering, physical and skills activity and going on an expedition.”

“Our mission: To inspire, guide and support young people in their self-development and recognise their achievements.”

- The Handbook for DofE Leaders

Silver Award

The Duke of Edinburgh’s Silver Award is delivered to students in Sixth Form. The Silver award comprises four parts; Volunteering, Physical, Skills and Expedition. The volunteering section requires 6 months to complete. Students must then decide upon which of the other two areas to spend a three months working towards, and on which to spend 6 months (see table below). The Expedition involves planning, training for and undertaking a three-day (two-night) expedition.

Volunteering	Physical	Skills	Expedition
6 months (not negotiable)	3 or 6 months	3 or 6 months (must be 6 if chosen 3 for physical)	Plan, train for and complete a 2 day, 2 night expedition
<i>Participants must also undertake a further three months in the Volunteering, Physical or Skills section.</i>			

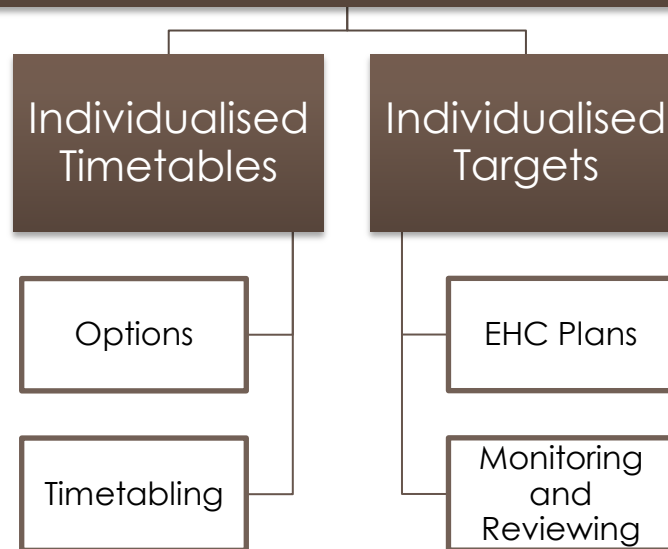
SLUK

Students who have an interest or talent in leading others will undertake Sports Leaders UK Level 1 Qualification in Assisting Sports Leadership. The duration of the qualification spans throughout one academic year, which students will commence in year 14 in parallel to the Duke of Edinburgh's Silver Award, meaning they can use this qualification towards their DofE 'Skill' if they wish. The ASL qualification is split into two parts and focuses on fun and practical skill development alongside preparing students for aspects of working life.

Unit title and outline	GL	Directed study	TQT	Credits
	Guided Learning (Tutor time)	* Includes demonstration of leadership	Total Qualification Time	
Mandatory Units				
Unit 1 – Establishing leadership skills	6	4	10	-
Unit 2 – Plan, assist in leading and review sport/physical activity sessions	12	7	19	-
	18	11	29	3

Personal Pathways

The Curriculum Framework for the Provision of Personal Pathways



Personal Pathways

Each and every student in the Sixth Form will have their own personal pathway from year 12 to year 14. The pathway comprises personalised targets and an individualised timetable. Below we look at these two aspects in greater detail.

Individualised Timetables

Options

Prior to entering the Post – 16 students will undertake a programme of transition which will include time spent in the Sixth Form. Alongside this, students, families and teachers will complete the setting of their targets as part of their annual review of the EHC Plan and parent consultation evenings will take place. Students working between P-levels 1 and 4 will continue working within the ImPACTS curriculum, whilst those working at P-level 5 and above will complete ASDAN Lifeskills Challenge (Literacy and Numeracy) and Personal, Social Development as the core components of their accreditation. Students will then further complete AQA units based on their interests, targets and abilities and these will be handpicked to form an individual timetable.

Timetabling

Pupils and staff each have individual weekly timetables. This ensures that pupils are developing skills in the most appropriate contexts to their needs and staff skill-sets are utilised most appropriately. Please refer to 'Timetabling' for more detail re areas of study for each year group.

Individualised Targets

EHC Plans

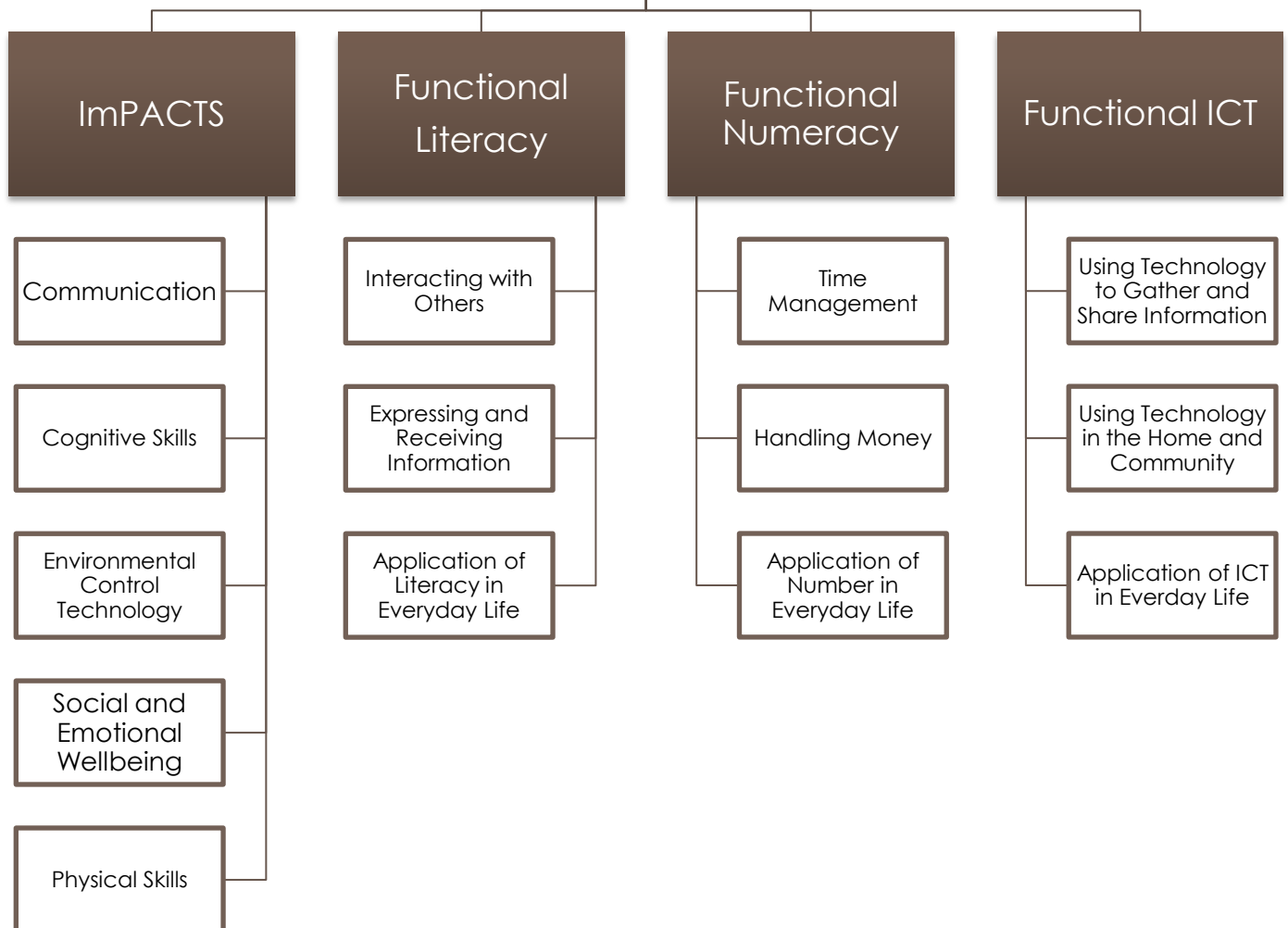
Upon the review of students' EHC Plans, agreed targets are used as a starting point at the beginning of each academic year to inform options and timetabling as above.

Monitoring and Reviewing

Progress towards targets is reviewed termly in consultation with students wherever applicable. Students are encouraged to take ownership of their learning and the meeting of their goals.

Skills for Life

The Curriculum Framework for Teaching Skills for Life



Skills for Life

The Skills for Life section of the Post - 16 curriculum model sees students build upon skills gained during previous Key Stages. Students who enter Key Stage 5 working between P-levels 1 and 4 will follow the ImPACTS (Individualised Profile Assessment Curriculum Target Setting) curriculum. Those working above P-level 4 build upon existing skills with a focus on communication, numeracy and ICT. These strands extend skills already achieved through discrete application in everyday learning situations, and students' progress is monitored against their individual targets outlined in their Education, Health and Care Plan. The main aim of Skills for Life is the provision of learning opportunities that allow students to apply, adapt and develop existing skills in real life and meaningful contexts.

ImPACTS

ImPACTS is an assessment, monitoring, target setting and implementation tool that allows staff to have a detailed and shared understanding of the needs of each individual student. ImPACTS is a specialised curriculum that recognises learning via ongoing routines and addresses the following 5 key skill areas; Communication, Cognitive Skills, Environmental Control Technology, Social and Emotional Wellbeing and Physical Skills (Gross and Fine Motor).

Communication

Communication is delivered through thematic, multi-disciplinary approaches and through ongoing learning routines such as expressive and receptive activities, object/ sound/ body cues, assemblies, library skills and preparation for learning. The equivalent National Curriculum subjects comprise English, Reading, Writing, Speaking and Listening.

Cognitive Skills

Cognitive learning is encouraged through the following ongoing learning routines; body awareness, positioning, physiotherapy and OT input. There are an extensive range of cross-curricular learning opportunities which include switch access and use, sensory rooms and sensory activities, massage therapy and music therapy.

Environmental Control Technology

ECT/ ICT is learned primarily through physical access to and use of SALT switches, including positioning/ control of switch, motivation of effects and control for independence. Cross curricular opportunities include dark/ light rooms, sensory rooms, hearing development opportunities and social skills/ interaction opportunities.

Social and Emotional Wellbeing

Delivered through toileting, eating/ feed, drinking, body awareness, life skills, socialisation and developing/ accessing facilities and thus making links for later life, social and emotional wellbeing is amongst the other strands in highlighting progress and recognising early signs of regression in our students. Cross curricular learning opportunities include community access and experience, planned visits out and planned visitors in.

Physical Skills

Students partake in mobility sessions, Sherbourne Developmental movement, Rebound Therapy, swimming, hydrotherapy, stretch and yoga as part of their everyday learning to allow for individual physical development, which coincides with their personal sensory/ physical targets.

Functional Literacy

Interacting with Others

We value interaction as fundamental in preparing our students for adult life and accessing community provision. Each day all students have the opportunity to develop their interaction skills in relevant and appropriate contexts and for a range of purposes. Students' abilities to interact spans across a spectrum, as do the means in which they use communicate. Through such means we aim to support all students in utilising their communicative skills to become fulfilling and active member of their community.

Expressing and Receiving Information

Students are encouraged to explore and use different modes of communication in order to develop their ability to share and receive information with a wide range of audiences. This is carried out both within and outside of the school setting to ensure the widest possible variety of information and people whom our students converse with, and, most vital, it ensures communication is purposeful and relevant to the student.

Application of Literacy in Everyday Life

Each aspect of a student's Post – 16 curriculum timetable provides opportunities to utilise existing literacy skills to allow for access and navigation of everyday situations.

Functional Numeracy

Time Management

Students develop their understanding of time, with an emphasis on having ownership of their own time management. A general awareness of time is a pre-requisite, whilst it is also important that students are able to solve problems relating to lengths of time and recognise key aspects of time throughout the day. Students are taught the importance of punctuality including the consequences of not being so.

Handling Money

Students learn about handling money, including investigating and experiencing receiving, spending and saving money. Throughout the Key Stage students are encouraged to increase their awareness of the value of both money and their purchases, and in turn learn about conducting price comparisons and looking at alternative options. Students develop their ability to establish approximately if they have enough money for their purchases, and whether or how much change they should receive, amongst other budgeting skills.

Application of Number in Everyday Life

Students have the opportunity to build upon existing, transferrable numeracy skills and apply these relevantly to everyday situations. These might include recognising bus numbers, paying bus fare, reading a bus timetable, calculating journey time, paying for an item, depositing money, writing a cheque, weighing ingredients, calculating ingredients for a set number of people, measuring fabric, buying in quantity, monitoring expenditure/ income.

Functional ICT

Using Technology to Gather and Share Information

We aim to provide students with a diverse range of opportunities to access technologies that allow for gathering and sharing of information, thus developing their ability to access information as part of their functional life skill set. Such opportunities comprise using search facilities (E.g. Google, library directories, shopping centre information points, ATM machines). We encourage students to share appropriate information they gather both verbally and electronically i.e. through sending an email. For the purpose of some aspects of learning students are encouraged to share their work with a wider audience and do so through the means of social media, producing advertisements and creating presentations. Students are also taught the risks in sharing information including what and who it is appropriate to share.

Using Technology in the Home and Community

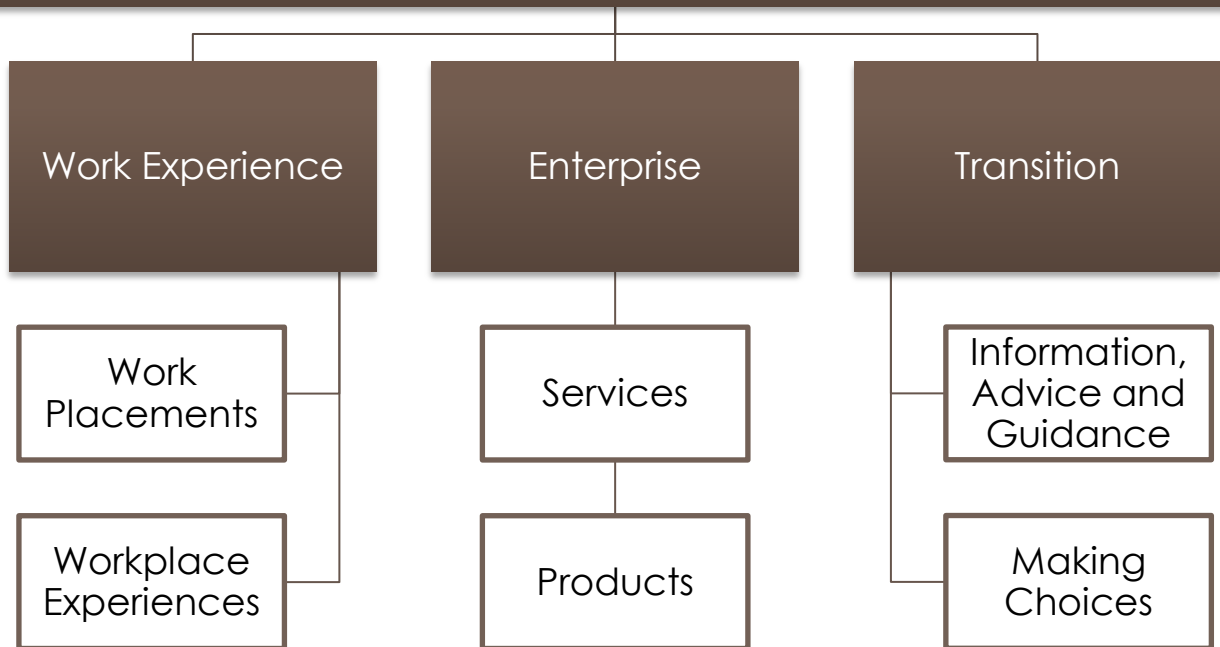
In order to develop independence outside of the school environment we make use of technologies found in everyday settings such as handheld devices, radios, televisions, kitchen equipment and other household items. Technology is also an essential communication tool for some of our students in allowing them to initiate conversations, gaining attention, exploring cause and effect and make choices. We encourage students to use a wide range of technologies to communicate in whichever ways are most appropriate and accessible to them.

Application of ICT in Everyday Life

Here in the Sixth Form we work with a range of tools, technologies and equipment that encourage pupils to be as independent as possible in using controls and making screen-based choices. Students learn how and why we use ICT in a range of day-to-day situations and settings. We aim to teach students how technology can enhance their independence, increasing their access to communicating with others and being more informed with regards to making decisions.

Vocational Learning

The Curriculum Framework for Teaching Vocational Learning



Vocational Learning

The Vocational Learning section of the Post – 16 curriculum model comprises Work Experience, Enterprise and Transition and aims to introduce students to a range of areas and aspects of work. Students can develop skills through work-based placements and as part of an enterprise scheme, and consider these experiences when thinking about Post – 19 study and employment opportunities.

Work Experience

Work Placements

Students are provided with a range of opportunities for work experience. Work experience is offered on a spectrum, with some students exploring the sensory and communal aspects of working environments, whilst others will complete a block week and/ or long term structured placements. Students develop and hone work-related skills in vocational settings. Placements offered are both internal and off-site as part of our community links.

Workplace Experiences

Through the provision of work placements, students are able to experience first-hand aspects of working life explored as part of the ASDAN PSD Preparation for Work and Managing Social Relationships units. Students are able to practice appropriate dress, social interaction, punctuality and self-assessment, as well as deciding upon an area of work for the future.

Enterprise

Services

Students develop an appreciation of the services associated with running an Enterprise through being a part of the Young Enterprise programme. This can include managing and accounting for funds, conducting market research, marketing and advertising and customer service/ selling, whilst adopting a plan-do-review cycle for each product produced.

Products

Students are encouraged to take ownership of their projects and each product produced is a result of student-led mind mapping, market research, prototyping and

evaluating. Students develop an understanding of the importance of maintaining high expectations on themselves and their merchandise.

Transition

Information, Advice and Guidance

Students complete a programme of transition throughout the Post – 16 phase. Students and families work closely with our Connexions Advisor who facilitates communication with relevant Post – 19 centres and professionals and arranges visiting opportunities, alongside maintaining regular contact with families with the view to encouraging a proactive attitude towards transition to adulthood.

Making Choices

Students develop their ability to make informed choices about their future having experienced first-hand a range of vocations and Post – 19 provisions. Students learn about how to communicate their choices effectively to the relevant people and what their choices mean for them.

Timetabling

We value the importance of a broad and balanced curriculum that enables students to gain transferrable, meaningful skills to allow for utmost independence upon leaving Mayfield. As a result of personalised learning pathways, students will study the most relevant aspects of our curriculum framework to them as an individual, allowing personalised targets to be met. Accredited units are undertaken at various lengths depending on the content of the unit itself (see 'Accreditation') however core accreditation runs throughout the three years of Sixth Form.

Year 1 (Year 12)	Year 2 (Year 13)	Year 3 (Year 14)
ASDAN Lifeskills Challenge: Literacy	ASDAN Lifeskills Challenge: Literacy	ASDAN Lifeskills Challenge: Literacy
ASDAN Lifeskills Challenge: Numeracy	ASDAN Lifeskills Challenge: Numeracy	ASDAN Lifeskills Challenge: Numeracy
ASDAN PSD	ASDAN PSD	ASDAN PSD
AQA Unit Award Scheme; <ul style="list-style-type: none"> • Art and Design • Independent Living • Travel Training • Work Experience (Internal) 	AQA Unit Award Scheme; <ul style="list-style-type: none"> • Art and Design • Independent Living • Travel Training • Work Experience (Internal/ external) 	AQA Unit Award Scheme; <ul style="list-style-type: none"> • Transition • Art and Design • Independent Living • Travel Training (BCC) • Work Experience (Internal/ external)
Swimming/ Community PE	Swimming/ Community PE	
SLUK ASL	SLUK ASL	
	DofE Silver Award	Mentoring
		Swimming/ Community PE
		DofE Silver Award