

Faculty KS4 Curriculum Offer

Attainment 8

Student's attainment is based around their best outcome in 8 subjects

The subjects taken are divided between 4 types of 'bucket' - maths, English, Ebacc (science, computer science, humanities, MfL) and other (any GCSE or equivalent qualification listed on the Technical Award list for that year)

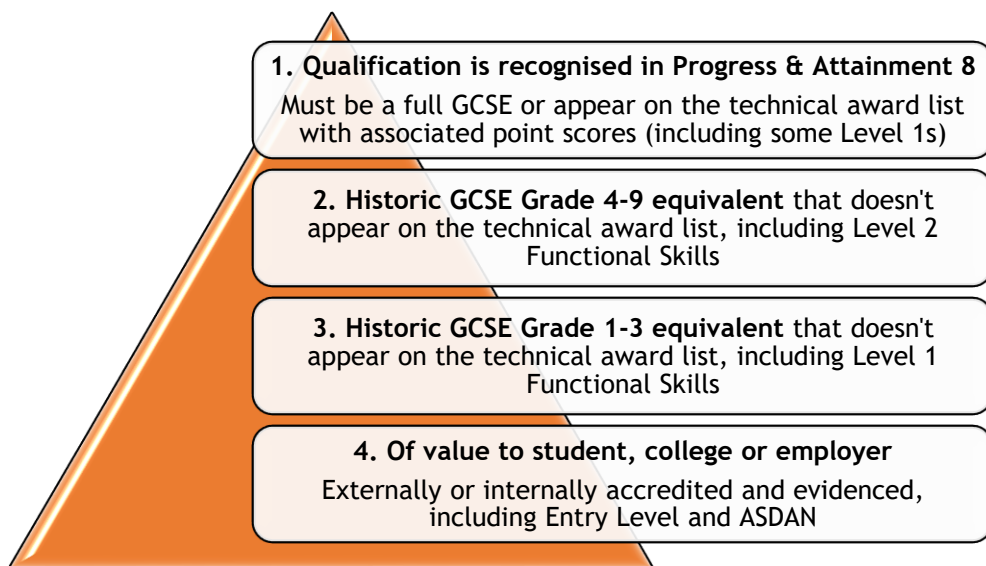
The maths bucket score is always doubled

If the pupil has a grade for both English Language and English Literature, the better score is doubled and placed in the English bucket; the lower grade can be used in one of the other buckets if needed

English	Maths	Ebacc			Others		

Pathway Pyramid

KLMS have devised a pyramid style of offer for which each faculty need to consider how they will cater to ensure pupils get the most accessible, engaging and rewarding curriculum offer during their KS4 Education. Please see the illustration below which explains the Pyramid Offer. It is expected that each faculty and Pathway Provider will consider the pyramid and in turn offer their choices of courses and programs.



KS4 Curriculum offer

A minimum of one course/qualification must be from Tier 1 per subject area;

For main pathways, there also needs to be at least one further qualification from Tier 1, 2 or 3

Tier 4

May be aimed at developing personal and social skills which should be linked to students' pathways.

Faculty / Pathway submission of offer

Please use the table below to input your proposed KS4 offer for your faculty based on the Pyramid system of KS4 offer. Please spend time discussing courses and provision with your faculty and line manager to help you discover and provide the best offer for your students.

Faculty / Pathway Name:	English	Year Group / Cohort	10/11
Faculty Stakeholders	Tom Gill	Document Author / Lead	Tom Gill

	Course / Offer 1	Course / Offer 2	Course / Offer 3
Qualification Name	AQA English Language	AQA English Literature	Functional Skills Level 1
Exam Board	AQA	AQA	Edexcel
Exam Code	8700	8702	
QAN	601/4292/3	601/4447/6	50087009
Attainment 8 bucket*	English	English	English
Pyramid Tier (1-4)**	Tier 1	Tier 1	Tier 3
Notes on Justification***	Full GCSE. Pupils capable of passing this exam should be entered for better career prospects. (Taken with Literature, better score is doubled)	Full GCSE. Pupils capable of passing this exam should be entered for better career prospects. (Taken with Language, better score is doubled)	Students will learn key reading, writing and speaking and listening skills linked to real life scenarios. Equivalent to GCSE grade 2.
Is this on the TECHNICAL AWARDS list ?	YES	YES	NO

	Course / Offer 4	Course / Offer 5	Course / Offer 6
Qualification Name	Functional Skills Entry Level 1, 2 & 3		
Exam Board	Edexcel		
Exam Code			
QAN	Entry 1: 603/4286/9, Entry Level 2: 603/4287/0, Entry Level 3: 603/4288/2		
Attainment 8 bucket*	English		
Pyramid Tier (1-4)**	Tier 3		
Notes on Justification***	The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life.		

* See Attainment 8 Notes above

** See Pyramid Notes Above

*** In addition to the priority level, including where/how/why a cohort is split on ability, if an accreditation is optional, etc

Is this on the TECHNICAL AWARDS list	NO		
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Notes and Feedback

Support guide for Guided Learning Hours

Use the guided learning hours to support your decision making and understanding of which courses can be delivered within the timescales. Or if any additional courses / units can be added	Pathway model	Guided Learning Hours over 1 academic year (39weeks)	Guided learning hours over 2 academic years
	TRI: (Based on 3 lessons a week: 2hr.15)	47hrs 45mins	95 hrs 30mins
	DUEL (Based on 6 lessons a week: 4hrs.30)	95hrs 30 mins	191 hrs
	SOLO (Based on 9 lessons a week: 6hrs.45)	143hrs 15 mins	286 hrs 30 mins

Linking Careers to the curriculum :

All teachers should link curriculum learning to Careers. Students need to supported to understand the application of learning through teachers contextuliseing within careers, future opportunities and the world of work.

What courses at post 16 do you anticipate your learners moving on to from your subject areas?		
1. A-Level English Language/Literature	3. Functional Skills Level 2	5.BTEC Performing Arts
2. A-Level Media Studies	4. A-Level Drama	6.

Industry links and Encounters

There are mandatory requirements for every faculty to offer Encounters with Employers and Employees under government guidelines, that will result in better understanding of the workplace and the potential career paths for students. This starts at Year 7 until they leave at year 11. Below are the areas that we have highlighted from the Gatsby Benchmarks that need to implemented with students by curriculum leads.

* See Attainment 8 Notes above

** See Pyramid Notes Above

*** In addition to the priority level, including where/how/why a cohort is split on ability, if an accreditation is optional, etc

If you require support with finding links to business or companies please speak to Richard or Sarie

Company name	Industry / curriculum area	Lead contact name / address	How are they suppting - proposed dates / terms
Leicester Mercury	Journalism	Leicestershire Live, c/o 3rd floor, City Gate, Tollhouse Hill, Nottingham NG1 5FS	Showing students how English is central to the success of quality print/online journalism. Autumn Term 1 - GCSE English Language
Curve Theatre	Performing Arts		Providing insight into the production of theatre performances and importance of spoken word/oracy. Autumn Term 1 - GCSE English Literature
Leicester Libraries	Publishing/Public Services	libraries@leicester.gov.uk	Giving students the opportunity to understand the relevance and importance of literature in society and communities and free access to it. Autumn Term 2 - English Literature
Nottingham Forest Football Club	Sports Journalism/Marketing and Communication	William D'Hooghe Will.D'Hooghe@nottinghamforest.co.uk	Showing students how English is central to the success of sports journalists or those working in communications at football clubs. Autumn Term 2 - GCSE English Language

Year group	Statuary Requirement	What will you do to achieve this in YOUR CURRICULUM
Year 7-8	Focus on students interest and motivations. Develop broad understanding of the world of work	
Year 9	Build aspirations and explore career opportunities including challenging stereotypes	
KS4	<p>Employee Encounters:</p> <p>Every student where possible should have ,multiple opportunities toi learn from Eamployers about work, employment and the skills that are valued in the work place. This can be through activities such as listening to speakers, enterprise, mentoring and employers visits and experiences.</p>	<p>Practical focus on making plans applications for post 16 learning Explicit links made at the beginning of the course – why do I need English Language to do what I want to do? (GCSE) Cover letter and CV writing (Functional Skills) Improving students’ writing style, considering audience,</p>

* See Attainment 8 Notes above

** See Pyramid Notes Above

*** In addition to the priority level, including where/how/why a cohort is split on ability, if an accreditation is optional, etc

		making links to student futures (GCSE) Deepening students skills of analysis and evaluation, making links to student futures (GCSE)
	Address what employers want and self- presentation Introduction to Labour Market Index	Persuade/explain/argue writing tasks (GCSE), oracy tasks (all qualifications), letter/e-mail writing specific to job advertisements (Functional Skills), forging links to student pathways (Functional Skills), reading for meaning (explicit/implicit, all qualifications), exploration of CORE behaviour principles through literature and application to student experiences (GCSE)
	Practical focus on making plans applications for post 16 learning	Cover letter writing/job applications (Functional Skills) Article writing specific to pathway (GCSE)