

Centre Academy East Anglia

School for Children with Special Needs
Where Confidence grows day by day



Key Stage 4 Programme of Study



COMMUNITY
ACCEPT
ENCOURAGE
ACHIEVE



Vision and Values

Our vision is underpinned by a shared set of values, which we endeavour to demonstrate every day

‘Everyone is a learner and every experience, a learning opportunity

We value	Intent	We Value	Intent
Respect	To promote tolerance and respect for individual differences, abilities, needs and beliefs. Be polite, listen and think of others.	Aspirations	Challenge ourselves to realise and exceed our potential and grow to take a full part in our family and local community. Believe in ourselves. Anything is possible.
Learning	Create, nurturing, challenging and empowering learning opportunities for children, staff, and parents.	Independence	Equip ourselves with the knowledge, skills independence, and resilience to face future challenges.
Achievement	Celebrate the achievements and successes of each individual.	Leadership	Secure the accountability of all through distributed leadership and governance, rigorous monitoring, and evaluation.
Communication	Ensure everyone has a voice and their contribution is valued.	Engagement	Enjoy and take part in all learning activities together.
Reflection	Improve future performance through the continuous evaluation of our practice.	Equality	Treat everyone fairly and respect differences.
Community	Foster positive working relationships with students, staff, parents, multi-agency professionals and the local community.	Happiness	Bring enjoyment and self-belief to all. We all achieve better when we enjoy learning in a positive, optimistic environment.
Well-being	Create a safe, caring environment in which everyone is healthy, happy, and ready to learn.	Teamwork	Achieve more by working together.

THE KS4 PROGRAMME & COURSES

This booklet is intended to give parents and students a basic introduction to the KS4 programme at Centre Academy East Anglia and to explain briefly the range of specific courses that are open to our students. We run a 3-year programme from year 9 to year 11. It is important to note that this booklet is not intended to take the place of discussions with the Head of School or individual teachers and tutors. Courses change, students have specific interests and different working styles, and all this may impact the choices that they make.

The KS4 curriculum at CAEA enables students to choose from a range of GCSE and ELC courses; the school will be adding to these as time goes on, but the initial list provides plenty of choice. Students will have the opportunity to take a full range of GCSE courses on offer, a full range of ELC courses, which will be supported by some more practical life skills lessons, or a hybrid of both GCSEs and ELCs. We aim to give as much flexibility as possible to meet the needs of your child. The courses on offer reflect our belief that it is right that young people should be able to study subjects in which they are interested and in which they are likely to succeed. Above all, we want their KS4 education to be relevant to their future.

There are, however, some core subjects that are required to be studied, English, Maths and Science.

Most of our students will study five GCSEs, although some subjects will obtain more than one GCSE, or equivalent. Your son or daughter will likely profit from discussion with you regarding course selection, and as you embark on such a discussion, it may be useful to bear in mind some important criteria upon which to base your decisions.

Special Needs

Research has shown that many students who have learning challenges are nevertheless able to achieve encouraging results providing that certain obligations are fulfilled on the part of the school and, of course, that the student works with appropriate purpose and maturity. Within this framework, the school undertakes to ensure that all students have the maximum assistance to which they are entitled. Thus, some children may need readers, others may need scribes and some of them may qualify for additional time for taking the appropriate examinations.

It is especially important for students and parents to understand that there is an additional option of great significance: length of time of study. Traditionally, KS4 study takes two years, and involves Year 10 and Year 11 students. However, we feel that the students at Centre Academy East Anglia benefit from starting their KS4 courses in Year 9. For students who face challenges with regard to reading and writing, that extra year can make a huge difference in their levels of preparedness and, indeed, maturity. For these reasons, it is important that strong communication takes place between the school, the student and the family.

Enjoyment

It is crucial that students choose subjects that they want to study and that they expect to enjoy. No-one looks forward to two or three years of study in a subject that they dislike. De-motivation from the start is a recipe for disappointment. At the same time, our students do need to understand that English, Maths and Science are fundamental to their future lives, for these subjects involve skills that are vital for success in virtually any environment.

Ability

All of us enjoy doing well and achieving what we consider to be our best. With this in mind and in your discussions with your son or daughter, aim for subjects in which your child will gain the maximum fulfilment.

Careers and Courses

Even at this stage, students should be aware that there are some careers and courses that require specific subjects. Teachers generally must have an English and Maths GCSE, for instance, and many courses require qualifications in English and Maths. If your son or daughter has a specific career in mind, please feel free to contact the school for whatever advice you may need.

Parents' Consultation Meetings

The Head of School and all KS4 teachers are pleased to meet with parents at any point to discuss aspects of the programme, as well as the progress that individual students are making.

Your son or daughter will study English, Maths and Science alongside their options. This will give them a broad and balanced programme that is tailored to their needs and their strengths. The GCSE subject choices are outlined in the following pages.

Non-Examination Subjects

All students study Personal Development, ICT, Careers and Games as part of their KS4 studies alongside the core subjects and their option choices. These subjects focus on personal development and the acquisition of individual learning and thinking skills, reflecting the 'Every Child Matters' outcomes. Students see themselves as developing individuals, profit from learning about their own and other peoples' feelings, and become aware of the views, needs and rights of others. The courses encourage students to become successful learners who make progress, who become confident individuals able to live safe and healthy lives and to think about their future and the options that are available to them.

Alongside your child's core studies they will be able to make some choices for which subjects to study. These are separated into two groups.

Option Group One

- History
- Geography
- Drama

Option Group Two

- Music
- Art
- Media

Students have the flexibility to study one, two or none of these subjects. Alongside the GCSE options there will be Life Skills lessons running for those that do not pick two options. These will offer the students to possible gain some stand-alone certificates and qualifications in areas such as Foreign Languages, Financial Literacy, Digital Literacy, Environmental Awareness, Public Speaking and Communication, First Aid, Gardening and Horticulture, and Arts and Crafts.

GCSE BOARD: Edexcel

Website: www.edexcel.com

Students will take 2 GCSEs, by taking English Language and English Literature.

At all times and in all situations the ability to communicate clearly and effectively is vital. This is why the study of English is given such importance both nationally and at Centre Academy East Anglia, where every student for whom English is his/her first language takes the English GCSE.

The ultimate goal of these English courses is crisp, clear and accurate communication. An appreciation of the techniques employed by writers, an ability to sort out fact from opinion, expressing opinions and analysing ideas: these are the attributes required to succeed.

Whatever A-Levels or perhaps further study for the High School Diploma or other choices for continuing education, English is an essential GCSE.

ELC BOARD: AQA

Website: www.aqa.org.uk

In ELC English students will draw upon a range of texts and engage with creative as well as real and relevant contexts. Students will have opportunities to develop reading and critical thinking skills that encourage enquiry into different topics and themes. During the course students will read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets, read and make comparisons between texts, explaining personal preferences where relevant locate and explain information or ideas from texts, write effectively and coherently using English, use grammar correctly and punctuate and spell accurately, acquire and develop an appropriate vocabulary in writing and spoken language listen to and understand spoken language and use spoken English effectively.

GCSE BOARD: OCR

Website: www.ocr.org.uk

The overall aim of Mathematics GCSE is:

- To develop a positive attitude to Mathematics
- To consolidate basic skills and to meet appropriately challenging work
- To think and communicate mathematically, precisely, logically and creatively
- To develop functional problem-solving skills so students can apply their mathematical knowledge in everyday life, as well as in other curriculum areas and in employment
- To appreciate the place and use of maths in society

The GCSE assessment consists of two tiers: Foundation and Higher.

The Foundation tier cannot be awarded a grade higher than 5. The Higher tier offers 9-4. The assessment consists of three papers, two calculator papers and the other a non-calculator paper.

ELC BOARD: AQA

Website: www.aqa.org.uk

ELC Maths covers the following topic areas: properties of number, the four operations, ratio, money, the calendar and time, measures, geometry, and statistics. The ELC curriculum aims to build students' confidence in maths.

The assessment is on demand so students can complete assignments when they're ready, helping to keep them motivated. Straightforward language is used in the assessments to allow students to focus on the maths and achieve the results they deserve.

GCSE BOARD: AQA

Specification: Science Synergy

Website: www.aqa.org.uk

The synergy syllabus is worth two GCSEs and is divided into two main sections, Life and Environmental Sciences and Physical Sciences, which contain connections between areas of biology, physics and chemistry that sit together as part of good science. Both sections include topics that draw together and apply key concepts.

By basing the study sections on observable criteria, the course becomes very relevant with a real “hands on” feel. The practical nature of the course also enables many different direct links to be made with other subject areas such as Geography, Mathematics, ICT and PSHE.

Students will sit four exams, equally weighted.

ELC BOARD: AQA

Website: www.aqa.org.uk

The specification comprises six components. Each component has two assessments: one externally set, and one internally set.

Biology

Component 1- Biology: The human body

Component 2 - Biology: Environment, evolution and inheritance

Chemistry

Component 3 - Chemistry: Elements, mixtures and compounds

Component 4 - Chemistry: Chemistry in our world

Physics

Component 5 - Physics: Energy, forces and the structure of matter

Component 6 - Physics: Electricity, magnetism and waves

GCSE BOARD: AQA

Website: www.aqa.org.uk

Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

The course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

GCSE BOARD: AQA

Website: www.aqa.org.uk

The History specification enables students to study history across three eras, three timescales and three geographical contexts.

Students are required to study:

One thematic study which enables students to understand change and continuity across a long sweep of history.

One period study which allows students to focus on a time span of 50 years allowing students to understand an unfolding narrative of substantial developments and issues. A study of an historic environment focuses on a particular site in its historical context and is linked to the period of study.

Two depth studies (one British and one European/wider world) enable students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it.

History provides an understanding of political mistakes and the consequences, gaining a better understanding of the current political climate. The importance of studying history is not just learning history but learning from history. Understanding past events and people and their significance gives students a better insight into the world around them.

GCSE BOARD: OCR**Specification: Cambridge Technicals**

Website: www.ocr.org.uk

The course will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education. The qualifications will encourage independence, creativity and awareness of the digital media sector.

The Cambridge Technicals will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

The 'hands on' approach that the course uses has strong relevance to the way young people use the technology required in creative media. It will underpin a highly valid approach to the assessment of their skills. The qualification design will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

GCSE BOARD: UAL

Website: www.arts.ac.uk

The UAL Level 1 in Art and Design course provides our students with a stimulating range of creative and exciting opportunities to explore their interests in Art and Design. There are a wide range of units that can be selected as part of the course covering a variety of different media and techniques. During the course students will develop knowledge, understanding and skills related to art, craft and design which may be expressed as fine art, graphic communication (packaging design, advertising) three-dimensional design and photography. The portfolio-based approach to assessment will also support the development of communication skills such as extended writing and drafting, critical skills of analysis, team working, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing tasks and processes and study skills such as research and time management.

For some students there may be the opportunity to follow the Level 2 UAL Art program. This enables students to develop their ability to actively engage in the processes of Art and Design. It will help them to build creative skills, to develop imaginative and intuitive ways of working and to develop a knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

GCSE BOARD: RSL

Website: www.rslawards.com

GCSE Music is a practical, creative syllabus that is broken down into three units: there is the ability to tailor some of the units based on students' preferences and interests.

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. The course offers students the chance to study a wide range of musical genres, with opportunities for practical learning. GCSE Music will broaden student minds and foster a love of all music that students of all abilities and backgrounds will enjoy.

GCSE BOARD: RSL

Website: www.rslawards.com

"I don't want to be an actor-what use is Drama to me?"

What is covered?

Drama is like your own psychologist allowing you to show how you're feeling, then reviewing the situation and seeing if you could respond in a different way. Drama gives you confidence; the ability to be able to stand up and say - this is who I am and what I'm capable of. It helps you to understand life from a different view, taking on different characters; emotions and problems. It trains you for the future when you may experience similar scenarios in your own life.

Drama is one of those subjects where students are thankful for the break from sitting at a desk with their heads in a textbook. No two lessons are ever the same. One minute you could be acting out a script from a play, the next you could be having lively discussions about a production you went to see with the rest of the class the night before. Drama brings people together and enhances their spiritual, moral, social and cultural intelligences.

Students will be required to display a high level of commitment to the subject and to each other.

Communication and confidence are key skills in any job, and drama is a key player in teaching you these. The course also provides a worthwhile introduction to a wide range of personal and organisational skills, which are valuable in the workplace. This subjects centres heavily around the acquisition of appropriate and sensitive social skills, a necessity for many of our students here at CAEA.



How to Find us



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