



Oasis Restore
Curriculum Outline
October 2023

Contents

Oasis Restore Curriculum (In Development).....	3
Curriculum Intent.....	3
What we will do:.....	5
How will we know we are succeeding?	5
Curriculum Principles	6
Underpinning Theory	6
Mapping skills and knowledge	8
Pedagogy, principles and OR lesson template (in development)	7
The OR Lesson Key Features.....	7
We are learner focused.....	9
We are learner led	10
We are learner demonstrated.....	11
We are learner connected	12
Curriculum Offer.....	13
Guided Learning Hours	16
Vocational Pathways offer at Oasis Restore	15
Curriculum for Life (4 pillars).....	18
Assessment and formulation (<i>see Appendix 13a</i>).....	18
Ongoing assessment.....	21
School day and running.....	22
Staff structure	23
Directed Time	23
School Calendar 2023/2024 (DRAFT).....	24

Oasis Restore Curriculum (In Development)

Curriculum Intent

Learning and enrichment is a mentality and a golden thread through everything we do. Attending school is not a separate part of that. We acknowledge that each child's experiences to bring them to Oasis Restore will be unique. Their experiences in education, trauma, context and culture will vary, as will their needs both known and emerging. Their experience leading to us, will however, be a traumatic and life changing one. Some will join us with their futures volatile and unknown, others with the awareness of their futures but on a journey to acceptance. This area of our work is to support children achieve, equip them to have hope, aspiration and a positive, even excited outlook to what their future could hold. Being in custody must not define their futures. We hope for children to understand themselves better and to know how to make steps forward to improve their outcome and have fun along the way.

Children will have varying needs and priorities necessary to prepare them for the next step of their journeys. We'll be supporting children with existing EHCP's, reading and comprehension difficulties, complex mental health and undiagnosed educational needs. The onward journey for our children will vary massively, returning to education, both mainstream and AP, into the adult estate, back into community, into employment, training or apprenticeship route. Our aim is to prepare children for their onward journey, no matter their starting point. This requires us to prioritise our education and enrichment offer in line with their individual need.

At Oasis Restore we have designed a curriculum to develop students personally, socially, and academically. The curriculum offer provides a strong core and vocational offer which meets the needs of each student who learns with us. Our students will have access to a wide range of opportunities which increases the likelihood of successful transitions out of Restore and into the rest of their lives. We aim to provide daily opportunities for discovery and achievement, underpinned by a curriculum delivered to their specific individual need. At Oasis Restore we recognise that each student's learning occurs both in the classroom and throughout all the interactions and experiences with fellow students and adults during vocational, enrichment, and **daily** life activities.

The holistic approach to development of the whole child at Restore:



Our curriculum is a *curriculum for life* which expands their social and cultural capital, improves self-esteem, enlightens, and gives the space required for self-reflection and personal development. Building student skills, confidence, and belief in their ability to

develop into self-aware and independent learners is enabled through the central role of discovery as it applies to each of the four domains of learning, movement, creation, and reflection.

The 4 Pillars of the Curriculum for Life:



Through the process of holistic assessment which is formulated with each student within their first 12 weeks at Restore, a clear picture of their needs, likes, dislikes and future aspirations is developed. A bespoke curriculum pathway and timetable is created, and in the multi-disciplinary team around the child, personalised resources to engage the student in their education and enrichment pathways will be intentionally created. This is to develop each child's ownership over their progress, in a dynamic process that is continuous and operates to design a programme and timetable around the priorities for each child, to ensure progress from their starting points, regardless of their length of stay.

As with everything we do at Restore, our curriculum pathway is structured around our three cornerstones, Relationships, Discovery, and Community. We conceptualise learning as an intrinsically therapeutic process. It has the potential to promote healing, hope, restoration, development, and integration. We are committed to making every interaction matter, creating every opportunity for learning. The curriculum is designed to bring the intrinsic strengths and talents out of every child by creating diverse and rich opportunities for self-, other- and wider discovery.

This idea of 'discovery' draws on the Hebrew concept of 'yada', meaning to see, to perceive, to understand, to know through experience, to have a relationship with. Yada cannot be gained by standing back from life. Instead, it requires active, ongoing, hands-on, life-to-life, intentional engagement. It is about far more than information and much more than theory. It demands relationship and experience – it can only be learnt through trial and error, love and laughter, success and disappointment, service and sacrifice, joy and pain. It is yada that gradually becomes wisdom. Our school culture provides pathways and daily encounters that create opportunities for our children and staff to apply and integrate practical knowledge, so that they learn as they 'do', enjoying the discovery of their developing capabilities.

What we will do:

Offer a curriculum which supports children regardless of starting point, in preparation for their onward journey.		
Assess children at the beginning, ongoing, and end of our time with us (reading ages etc)	Support every child's development of reading and literacy through a reading programme.	Complete detailed and relevant assessments, intervention, and planning
Regularly assess children's academic progress, when relevant to courses of work	Deliver high quality lessons and resources.	Accredit progress where appropriate.
Identify SEN needs and support.	Monitor and support progress in education.	Support children's attainment
Deliver high quality enrichment. Tailor daily activities, especially when not on term time, to enable the completion of vocational pathways.	Identify children's passions and expose them to new experiences and development of new interests.	Build meaningful/ purposeful engagement and positive participation making every contact count.

How will we know we are succeeding?

1. Children able to engage in the core curriculum.
2. Children able to engage in the vocational pathways.
3. Children engaging with their progress.
4. Children's progress from their respective starting points
5. Improved reading age
6. Improved comprehension, literacy, and numeracy competency
7. Engagement in activities (participation, recorded and accredited outcomes)
8. Reporting through EPIC
9. Reporting through Flourishing
10. Reporting through power BI
11. Self-assessment
12. Staff assessment
13. Access to health services (inc therapy)
14. Progress report
15. Improved writing
16. Improved numeracy
17. Attainment levels
18. Continuous knowledge acquisition
19. Qualifications (curriculum)
20. Qualification (vocational)
21. Qualification (accredited)
22. Children leave Restore onto Education/ Training/ Employment

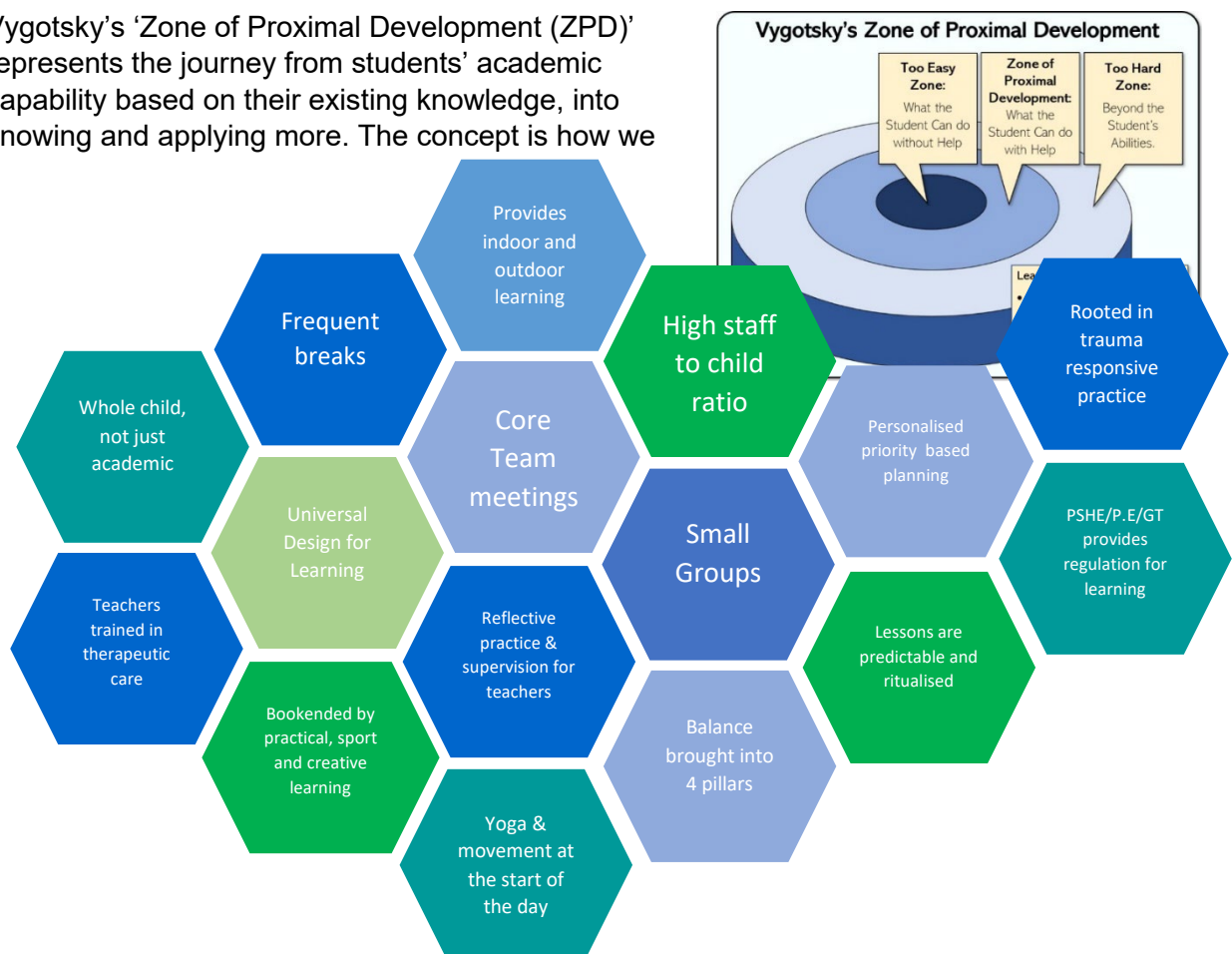
Curriculum Principles

Key highlights of the therapeutic education offer

Underpinning Theory

There are a variety of metacognitive pedagogies that underpin the Oasis Restore Curriculum. This is the starting point for planning intentionally engaging lessons for children, that take into consideration how the brain works and how we learn. This is a basic overview which will be in continuous development with Head of Departments, the SENDCo, teaching staff, the SaLT and the Ed Psych. When staff are in post, they will use these pedagogies to create schemes of learning and curriculum roadmaps that are knowledge rich and build on students' prior knowledge, create opportunities for new learning and development and regular opportunities for applying knowledge in a new context. Some of these are outlined below. The lesson template is developed on these pedagogies, with each key feature underpinned by research.

Vygotsky's 'Zone of Proximal Development (ZPD)' represents the journey from students' academic capability based on their existing knowledge, into knowing and applying more. The concept is how we

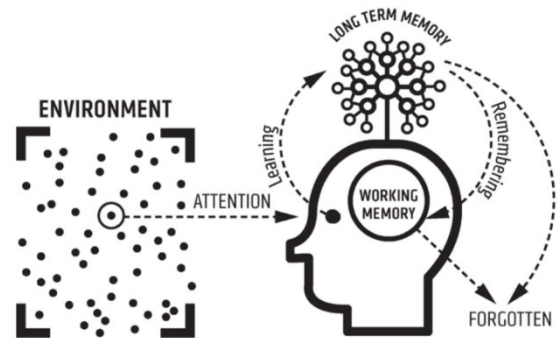


support children from the ZPD, where they can achieve unsupported into an area they cannot do without additional support and guidance. This requires a more knowledgeable other with the existing knowledge to model explicitly how to get there. Scaffolding and modelling are essential processes to enable children to make academic progress in which they can apply new knowledge to foreign scenarios. We should never ask learners to do that which they are unable to do, without providing the means to get there.

Learning is a holistic process, to embed new information we must hang this on a schema. This schema is developed throughout our lives and is how we group like information in our brains to ensure that we can embed this into our long-term memory. Your schema is a compilation of your learning, both social and academic. Piaget's theory of cognitive development saw schemas as mental structures alterable by new information. At Oasis

Restore, we acknowledge that learning does not happen in a vacuum, but instead it is lived both inside and outside of the classroom. Students will thrive when their learning is relevant to them, their experiences, their strengths and importantly, their interests.

Ebbinghaus Curve of Forgetting shows how learned information is lost over time unless we are intentionally revisiting and retrieving the information to embed it into our long-term memory. It is crucial that our environment in classrooms enables only the information we to support learning to be taken into the working memory and through intentional planning in individual lessons and schemes of learning, be practiced in order to embed it into the long-term memory, and therefore retrievable when being assessed. This will develop children self-esteem and support positive attitudes towards their own learning, as they have many opportunities to feel successful.



Pedagogy, principles and OR lesson template (in development)

At Oasis Restore, we expect all lessons to be outstanding, tailored and engaging for all students, regardless of their starting points. Through effective collaboration and integration between health and education, specialist input into lesson design and resources, we will meet the needs of our students.

Listen, learn it, prove it

The OR Lesson Key Features

1. Follow entry routine (include independent, silent reading)
2. Do Now Activity- teacher does register / Reflection document (last lesson & this lesson)
3. Learning outcome for the lesson with key success criteria to fulfil
4. Learning focused delivery of key information (what does learning look like to us?)
5. Differentiated resourcing to present information / information packs for students.
6. Information grid/ packs for each course unit or subject area
7. Low stakes quizzing
8. Clear modelling- I do, we do, you do.
9. Differentiated and engaging application tasks used to embed understanding through a range of scenarios.
10. Revisit success criteria through PLENARY
11. Tasks that develop numeracy, literacy, active listening, and participation
12. Key digital competency development embedded into delivery.

Thematic Curriculum

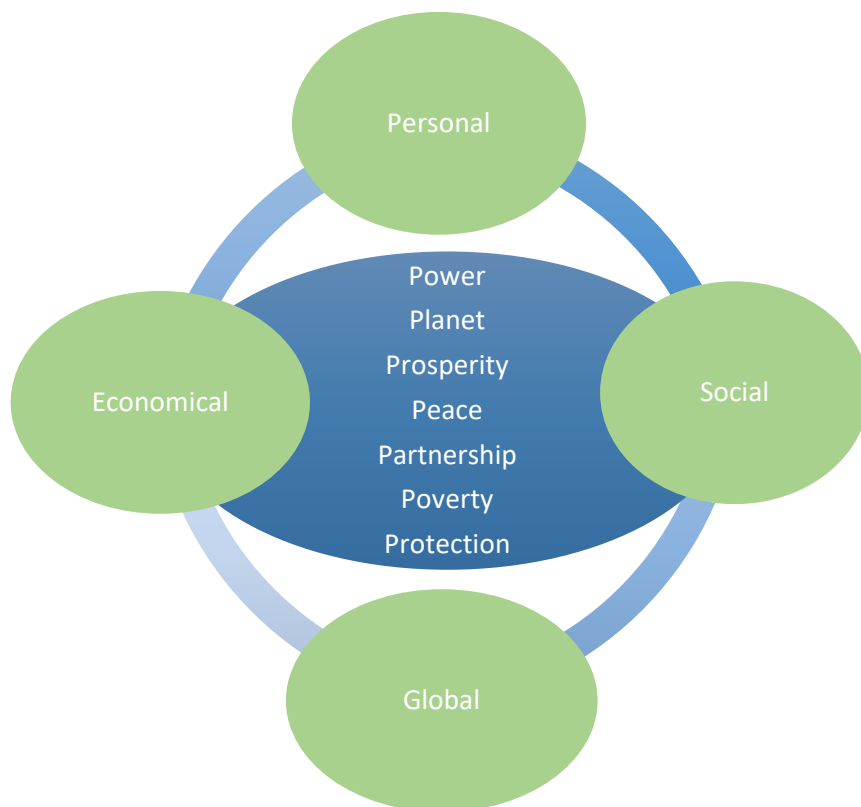
We have taken a thematic curriculum approach to accompany our personalised learning plan model and skills-based teaching framework. The thematic curriculum will provide termly anchoring themes, seven across the year, which can be viewed through four lenses. In education, Heads of Departments, teachers and enrichment leads will incorporate the theme, viewed through a chosen lens, into the delivery of their subject skill focus. In the wider home, House Managers and Restore Practitioners will have the flexibility to use the theme, through

any/multiple lenses, to anchor dinner discussion topics, articles shared on the flat online platforms, choices of fundraising projects, etc..

At Oasis Restore, *every experience is an opportunity to learn*, both within education and the wider home, and this thematic approach allows us to be truly integrated in our approach to children's personal development. We believe that *it takes a village* to raise a child, and want our children to see and feel that every adult across Restore sees their potential to become an active citizen, and actively supports them in this journey. We know that *no one size fits all*, and so this approach provides flexibility for staff and children to adapt and personalise their interpretations of each termly theme, with children taking an active role in shaping the direction of focus.

The themes will broaden the knowledge and interests of children; they will be aspirational in their level of challenge, yet accessible through real-world, personalised interpretations. The themes will be inspired by the United Nations' 17 sustainable development goals (SDGs), encouraging children to engage with issues that affect them as global citizens, and to consider ways to transform our world. Viewing the themes through four lenses (personal, social, global, economical), facilitates children exploring who they are, who they want to be and how they can actively make meaningful contributions towards these desired goals.

Our 7 themes, explored through the four lenses:



Mapping skills and knowledge

At Restore, we recognise that the skills and knowledge are interdependent, requiring each other's nurturing to ensure the child can progress on their journey. Our Oasis Restore curriculum has been designed with a range of anticipated needs of our children in mind, to facilitate skill and knowledge development in their time with us. It is likely that the students who come to Restore will have varied previous educational experiences, and gaps in their skill and knowledge development, so it is essential that our curriculum design makes learning

accessible for all. Students will be at Restore for a range of length of stay, so it is necessary for our curriculum to include a wide range of entry and exit points.

The Framework Principles underpin our curriculum design, which breaks down and sequences skill development across a range of areas within each subject. Students will have opportunities to develop skills across a range of skill areas regardless of their entry point and length of stay, ensuring they experience breadth as well as depth of study, and providing scope to discover strengths and areas of interest possibly not previously considered. Skills are broken-down into small, tangible steps which provide building blocks towards success in each subject, informed by the research on ZPD and schema awareness. Teachers can be flexible and bespoke in their approach to develop skills, providing personalised support in the form of scaffolds, revisiting areas as required in line with the Curve of Forgetting theory, and adapting the level of challenge as appropriate.

This skills-mapping provides the foundation of a curriculum for all which layers of the thematic approach and domain-specific knowledge (in some cases qualification-specific) can be attached to, as appropriate for each child’s point in their educational journey. This knowledge-rich element of curriculum ensures that children are supported to develop their deeper understanding of concepts, new vocabulary and application of skill in context.

We are learner focused

Choice, Voice and Personalisation

Learning should deepen a child’s understanding of themselves through a curriculum that is relevant, challenging, contextualised, and designed for each learners needs, strengths and expressed interests. This includes a focus on the following and how we will achieve this:

Academic needs, strengths, and interests	<ul style="list-style-type: none"> - Complete the restore passport with the student to identify their past experiences, future aspirations, and dreams. - Review available information of student’s prior attainment. - Engage in baseline testing and using this data to plan forward with the student - Regular formative assessments to be collected and personal feedback given to students
Physical and mental health	<ul style="list-style-type: none"> - Engage with health specialists- regular updates shared with all staff
Social and emotional learning	<ul style="list-style-type: none"> - Meet regularly formulation meetings to inform the strategy for the student’s development
Cognitive skills	<ul style="list-style-type: none"> - Use of assessment and baseline testing to inform teacher planning - Use of regular low stakes quizzing - Clear presentation of key information - Chunking information - Reducing cognitive overload through intentional planning - Persistent CPD around development of resources with cognitive science at the forefront
Identity and Culture	<ul style="list-style-type: none"> - Promote student identity through restore passport - Exposure of strengths, skills and accomplishments
Social and community context	<ul style="list-style-type: none"> - Staff will engage in cultural competence training and actively seek to learn more about the cultures of the students they teach

We are learner led

Control is a deep need experienced by all humans and when we feel out of control, we experience an uncomfortable tension with the authority. We want our students to be in control of their education to work harder and learn with ownership. To achieve this, our curriculum will expose the following:

What?	How?	Example
<p>Students can articulate their needs, strengths, and interests</p>	<p>Encourage and model verbalising needs, strengths and interests.</p> <p>Provide pre-designed reflection proforma or checklists (PLCs)</p> <p>Develop an open culture by publicly praising student contributions.</p> <p>Coach students how to ask for support and help</p> <p>Encourage students to independently solve problems by seeking help from peers/ using technology to find their answer</p> <p>Develop non-verbal strategies for students to ask for support.</p>	<ul style="list-style-type: none"> • Reflecting on work done each lesson- can be starter or plenary incorporated. • Guide students to identify what they did well, where they struggled and what support they may need following formative/summative in class assessment. • Students to ask a key question to develop their own understanding • Provide prompts on how to ask for help from the teacher • All students issued with coloured cards
<p>Students can work with staff to set their academic goals</p>	<p>Support students to set SMART aspirational short-term goals weekly to develop learning passport</p> <p>Support students to design their futures and milestone each step towards that including challenges and key behaviours required</p>	<ul style="list-style-type: none"> • Use of the restore passport to set weekly progress goals with teachers • Use of WOOP (Wish, Outcome, Obstacle, Plan) • Meet weekly with prebooked sessions to review targets and create a dialogue of their process to progress • Use of peer mentorship to review goals and progress plans and steps towards that
<p>Students can work with staff to design their own learning pathways and involvement in enrichment activities</p>	<p>Students communicate to staff the activities that can be done to meet their progress goals</p> <p>Allow students to design their own workspace</p>	<ul style="list-style-type: none"> • Method of feedback for students to submit their desired learning activities on a secure, personalised format to inform teacher planning. • Students can choose to work 1-1 with HLTA/ staff or in a group or in the quiet room • Indoor/outdoor lessons based on context and content

	<p>Encourage group work with allocated roles based on strength-based responsibilities</p> <p>Where possible, students should be able to choose their approach to learning a new concept</p>	
<p>Students assess, monitor, and reflect on their own progress</p>	<p>Support students to constantly reflect on their outcomes</p> <p>Ensure students have constant access to their own academic and non-academic data, needs and progress</p> <p>Embedded “GRIT” weekly where students are directed to read and engage with teacher feedback and identify areas of weakness to address. Teachers to provide fool proof method to complete this.</p> <p>Modelling as a key aspect of the Oasis Restore lesson to develop students through the ZPD</p>	<ul style="list-style-type: none"> • Teachers provide reflection time during the lesson/online for students to reflect on what they have learnt and what they still find challenging • Use the restore passport to report on progress data and necessary interventions • Students have learning folders with personalised teacher feedback identifying areas for development • Embed modelling in each lesson to show students how to tackle questions or complete a practical activity • Identify the effectiveness of own teaching method to students based on their understanding. Find alternative ways to embed key information • Regular progress meetings with teaching staff • Inform parents of academic and non-academic progress twice termly

We are learner demonstrated

Our overarching goal as an integrated school is to redefine progress and what that looks like. Under Ofsted guidance, there is no one correct way to show student progress and at OR, we have designed our curriculum to allow learners to progress at their own pace and to prioritise a competency-based approach as opposed to an academic outcome driven. By this, we aim to embed the importance of mastering a skill over simply showing up.

We will achieve this in the following ways:

<p>All students will enter programmes based on their learning needs and competencies informed by baseline testing</p>	<ul style="list-style-type: none"> • Use of baseline testing data to appropriately group students • Plan learning programme with students to understand how they want to learn • Regularly review activities and learning methods with the students to inform future planning • Create schemes of work which continuously build on existing knowledge and competency- skills based curriculum (mini lesson sequence)
---	--

	<ul style="list-style-type: none"> • Identify the short- and long-term progress markers within a unit of work (PLC) and share with students in their folders- regularly review • Assess students during the first part of any new learning to assimilate their starting points. Use this information to inform intentional planning
All students will regularly receive feedback on effort, progress, and mastering a new skill (see Assessment and Feedback Policy)	<ul style="list-style-type: none"> • High quality, progressive feedback provided verbally to every child during every lesson • Written feedback provided once weekly with the opportunity for the child to respond and seek further support. • Use of progressive language to set targets... in order to achieve___ you should_____ (provide strategy here) • Allow students to choose their own method of solving a problem or completing a task- provide a clear success criterion of what they should do, but unless imperative- do not tell them how • Embed opportunities for students to self-report on their own effort into the learning
All students can progress at their own pace	<ul style="list-style-type: none"> • All students to be provided with a personal learning checklist with the intended learning outcomes and how these can be achieved. • Students can support peers in mastery of new content/skill if they have proven to have mastered it themselves, instead of repeating work they have understood • Students are enabled to move through the content at their own pace through use of the PLC
Students can demonstrate their learning in a variety of ways	<ul style="list-style-type: none"> • Provide options when completing formative assessment for the presentation of work if possible (e.g essay, presentation etc) • Co-design success criterion with students and how to achieve/evidence this • Embed use of technology into lesson design
Students will be recognised for their progress in academic and non-academic targets	<ul style="list-style-type: none"> • Use of restore miles to praise student progress, effort, and attitude towards learning • Students will be aware of the milestones towards long term goals and celebrated for hitting those • Student folders will evidence progress made towards long term goal • Students will be praised for their personal journey • Awards ceremony twice termly to reward excellence.

We are learner connected:

All students collaborate with peers, family, educators, and others	<ul style="list-style-type: none"> • Design activities that promote family/carer participation and involvement • Invite parents/carers to visit, rewards ceremony etc • Work with parents and carers to ensure that the student has necessary learning tools at home • Students work collaboratively and effectively in teams
Students build trusting and meaningful relationships	<ul style="list-style-type: none"> • Students will be encouraged to share their reflections with their teachers daily • Reward ceremonies, daily and weekly public praise circulated by staff and communicated to students

	<ul style="list-style-type: none"> • Use of quiet rooms if students require 1-1 support/ further scaffolding • Responding positively to the needs of the child to include their interests in learning plan & choice of subjects • Promoting group work
Students can advance their opportunities through connections	<ul style="list-style-type: none"> • Learning includes the development of communication skills through interview preparation, focus on healthy means of communication, writing professional emails etc • Students will be able to write letters with staff support to family, friends, and victims • Integrate workplace habits into the classroom
Students can engage in real world experiences to develop their academic skills and knowledge	<ul style="list-style-type: none"> • Running and writing an Oasis Restore magazine/newspaper • Teachers to manage platform which showcases students work which can be shared with parents/carers • Students will be encouraged to be involved with experiences that represent the personal identities of our students- Christmas, EID - ETC • Student outreach to community/volunteering programmes • Careers day/seminars/talks • Students provided with direct links to apprenticeships, work opportunities or further education

Motivation

Motivation is defined as a desire, willingness or enthusiasm for doing something. It is the 'why', or purpose behind all behaviour and actions. The word is derived from the Latin verb 'movere', meaning, quite literally, motivation is what keeps us moving.

At Oasis Restore, we acknowledge that developing motivation is an essential part of each child's learning pathway. We aim to support children to develop intrinsic motivation for their learning, as well as their future transitions, careers and lives.

Whilst extrinsic motivation, including external rewards and sanctions, can prove to be successful in improving short term engagement, there is limited evidence to suggest that it boosts achievement, or would help to maintain effort over a longer period of time.

Conversely, harnessing intrinsic motivation, an internal desire led by curiosity, has a significant positive impact on a child's self-belief, self-value and wider achievements. Accordingly, our approach seeks to develop the child's intrinsic motivation.

Our learner focused, led, demonstrated and connected approach incorporates motivation-developing strategies, underpinned by the three main pedagogies. Application of Vygotsky's Zone of Proximal Development is integral to supporting students to experience success with an appropriate balance of challenge and support. Awareness of Piaget's schema theory, and an understanding that each student brings a bespoke set of prior experiences which impacts their capacity for intrinsic motivation, is essential for adults to be aware of. Self-esteem will further be developed through an increasing ability to retrieve knowledge from the long term memory, underpinned by Ebbinghaus' Curve of Forgetting and further cognitive science surrounding memory.

Cornerstone	Approach to developing motivation underpinning the curriculum outline	Example in practice
-------------	---	---------------------

Relationships	<p>The curriculum is personalised, drawing upon an understanding of the student's previous experiences.</p> <p>Students have a sense of autonomy, or ownership, over their own educational journey.</p> <p>Recognition of the student's efforts and successes by significant adults provides meaningful feedback and supports development of self-esteem.</p>	<p>In a Construction workshop, as appropriate, the adult gives the student choices and control over some aspects of the task, such as the route to achieve the outcome, what type of outcome to produce, who to collaborate with, and where to work in the workshop.</p>
Discovery	<p>Students are provided opportunities across a range of areas with prompts to encourage curiosity.</p> <p>When students internalise their own goals for engaging with tasks, they are more likely to persist.</p> <p>Experiencing success is a key part of continuing motivation, and so adults provide frequent opportunities for students to experience success via ZPD awareness, modelling and scaffolding.</p>	<p>In an English classroom, the adult provides content goals for reading (a purpose grounded in the attainment of knowledge), uses relevant background context to increase interest in gaining knowledge and models the behaviours of a curious reader who is rewarded with new knowledge about an interesting topic.</p>
Community	<p>Students experience joy via learning – through lesson content, delivery, relationships and success, with adults incorporating elements of play in its therapeutic, creative sense.</p> <p>A sense of connectedness, with others, with the task at hand, and with one's own journey, is experienced by students.</p> <p>Additional roles and responsibilities, including examples of excellence, create the sense that tasks, and they, are part of something bigger and with purpose.</p>	<p>In the Sports Hall during a Core PE lesson, the adult provides a mixture of ways to deliver theory content through a practical means. The adult incorporates a team culture, and refers to the goals of a specific student, encouraging other students to support them with their development.</p>

Curriculum Offer

Developing literacy, reading and numeracy skills are essential for all children to access a wider curriculum offer. All timetables will include a core curriculum offer of English and Mathematics, delivered to the needs of children, ranging from entry level to GCSE/ A-level. We believe that intervention should not exclude children from attending or participating in education, therefore where appropriate, 1-1 work with supporting access to the wider curriculum will take place in the lesson using the flexible rooms available and direct engagement with a HLTA and intentionally planned resources, in line with the lesson content. We want to get the most out of their time at Restore with the best outcome for each child, as a result, students will receive 45 minutes of English and Mathematics daily. They will also complete 2-3 hours daily on their vocational pathway. We have to be flexible with this time as it could be the difference between an accreditation required for employment or training and skills building for entry into further education.

All timetables also include a combination of Core PE, PSHE and Group Therapy in the middle of the day, to allow allocated space for movement and reflection.

Physical Education at Oasis Restore aligns with the guidelines set by the Department for Education (DfE), which emphasise the promotion of physical activity, mental well-being, and teamwork among our students. By incorporating Core PE lessons into our curriculum, we can ensure that students at Restore not only meet the DfE guidelines but also experience a holistic approach to their overall development and well-being of our students.

Oasis Restore aims to cultivate a nurturing community where individuals can discover their true potential through engaging discussions, thought-provoking lessons, and hands-on practice in PSHE. We prioritize building strong relationships within our community, empowering each other to heal and grow. We also prioritize the safety and well-being of every student, addressing any traumas they may have experienced. Through restorative practices and enquiry-based learning, we facilitate a sense of ownership and responsibility for personal growth and healing. Students actively participate in discussions, engage in meaningful lessons, and put their knowledge into practice to foster personal development. Ultimately, our goal is to create a supportive environment where students can discover their true selves, cultivate a sense of belonging, and apply their learnings in real-life situations within our restorative community.

All children will opt into two vocational pathways. During induction, children will have the capability to have taster sessions of the vocational pathways on offer, and then when integrating into a full timetable, be able to choose two pathways. Dependent on length of stay, they could progress through the levels in BTEC qualifications specified above, or T-Levels. Our aim to equip children also means developing their digital competency and therefore, use of IT will be a golden thread through the delivery of the curriculum. Some subjects we have predicted will be more popular than others, so we will be offering the following subjects with some available across both option blocks.

Option Block 1	Option Block 2
Sport Sport Construction Music Hair and Beauty/Barbering Media and Performance Carpentry and Joinery Hospitality and Catering	Sport Sport Construction Art and Design Carpentry and Joinery Hospitality and Catering Music Business Studies

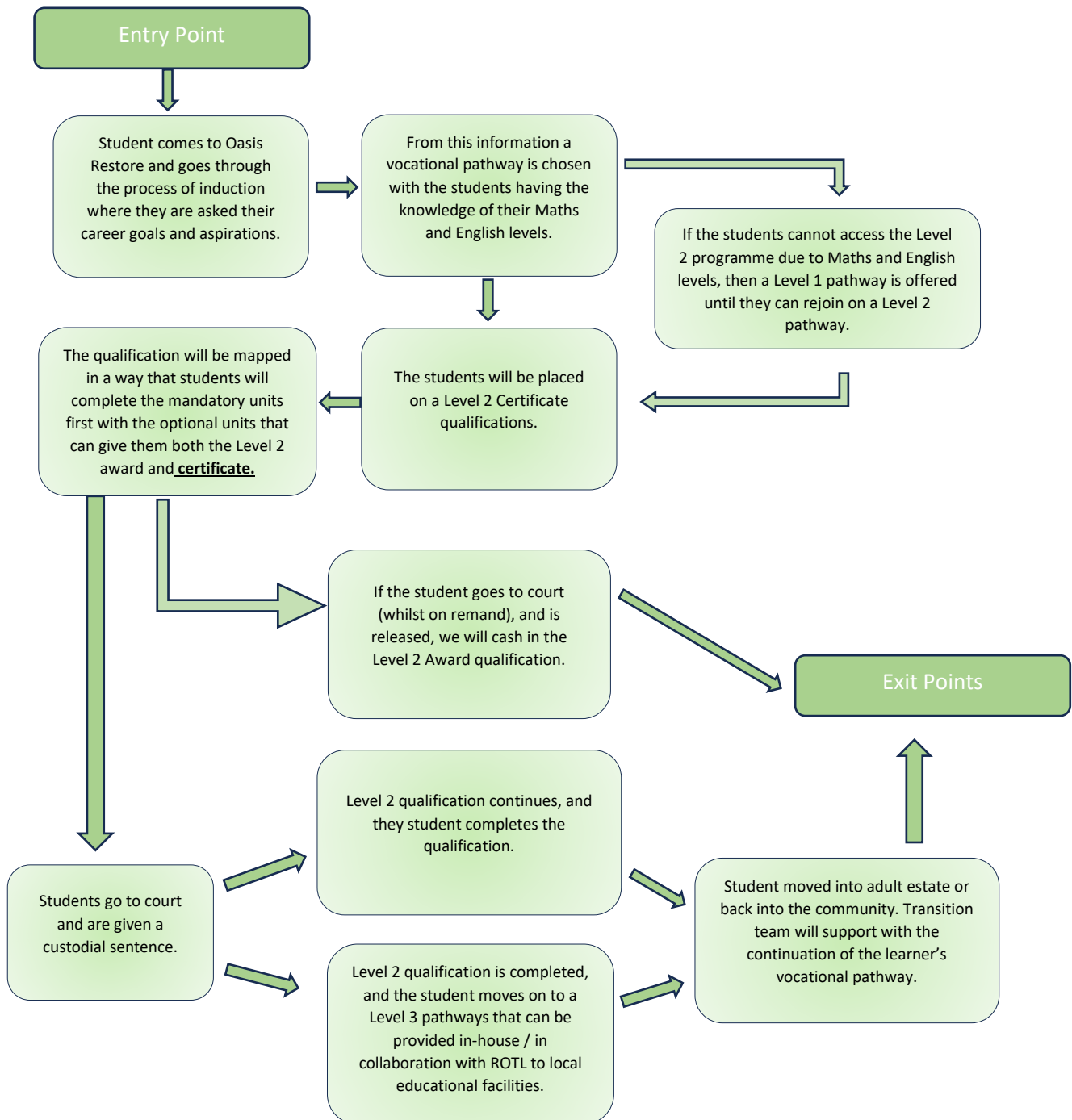
Vocational Pathways offer at Oasis Restore

Vocational education will be of importance to the children who will be staying with us. vocational learning provides invaluable opportunities for young people to develop their potential and expand what they know, understand, and can do; and to gain recognition for that learning which allows them to progress as they move to adulthood.

According to the Gatsby Benchmarks “Technical education offers young people a clear route from school into rewarding technician occupations, and progression to higher education for those who wish to study further before entering employment.” This is why it is important to offer a range of vocational pathways that will provide students with the skill set to continue their study once they leave Oasis Restore or go into a career that they will enjoy. As students arrive, they will be assessed placed on a vocational pathway of their choice. The flowchart

below will demonstrate the flexible, bespoke delivery of vocational education at Oasis Restore.

Figure 1: Process of Vocational Pathways and qualifications at Oasis Restore



Guided Learning Hours

Guided learning hours (GLH) are the number of hours students will be teacher facing. The table below outlines the national average number of hours for each qualification. BTEC are averages for GLH as every course requires a different number of GLH. In designing the timetable, it is important to consider the starting point of our students and the amount of time they are likely to be at Oasis Restore and engaging in meaningful learning and enrichment.

Notional Learning Hours (NLH) are the hours spent learning or completing work outside of the classroom. For BTEC courses, the average expected NLH is 30-50% of the GLH. This allows us to structure students time spent during mid-terms and the allocation of staff to support ongoing learning.

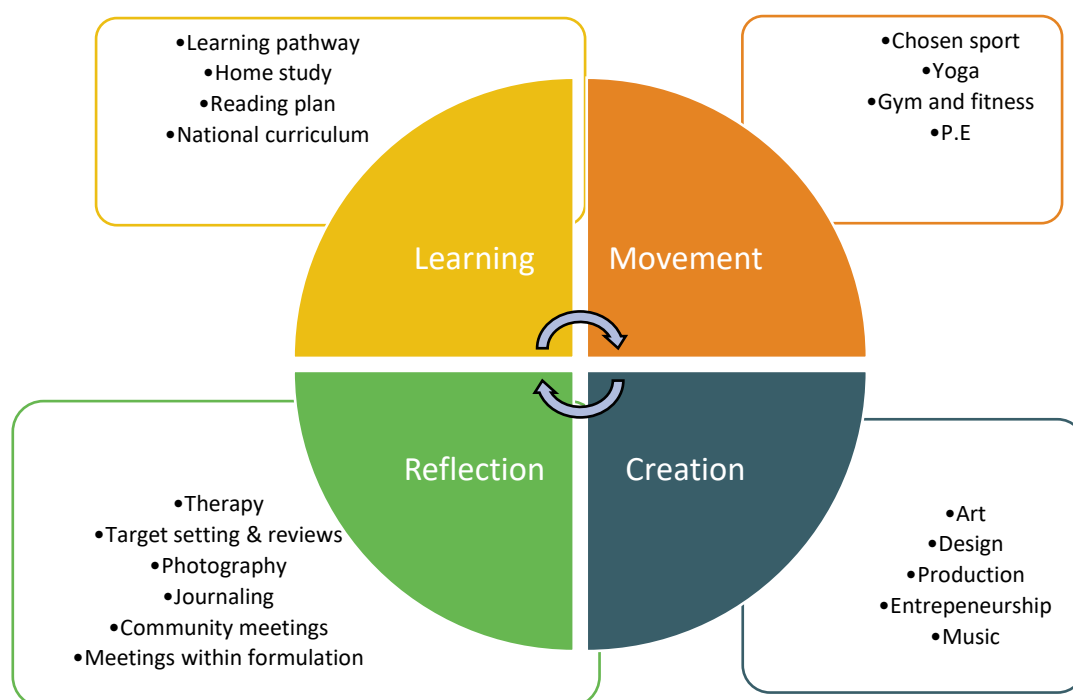
The table below is not an exhaustive list of qualifications. These will be developed when the Heads of Enrichment, Vocational Pathways, English and Mathematics are in post. Within the outline for the school day, I have left 1 day per week purposefully free. This does not mean children will only be in education 4 days per week, it is to allow days dedicated to ROTL/ professional development/flexible timetabling/ children being out of the classroom/ skills building etc. It is not set in stone and all figures can be reworked with a 5 day timetable. Time allocation includes 2-week mid-terms, every 6 weeks. It also includes a 10% error margin for fluidity in response to children's needs. This does not include the 12 week induction period, as there will be variation in the length of time on induction before engaging with a full timetable or learning pathway. These also do not include learning done outside of the classroom.

Qualification	Guided Learning Hours per subject		Minimum Weeks Required at Restore		Age Range
Functional Skills (City & Guilds)	55		1 GLH Daily	19	11-17
			2 GLH Daily	10	
GCSE	120		1 GLH Daily	44	11-17
			2 GLH Daily	20	
City & Guilds/BTEC (Level 1)	Award	60-90	13		14-17
	Certificate	90-180	29		
	Diploma	Up to 400	66		
	Barbering Certificate	280			
City & Guilds/BTEC (Level 2)	Award	60-120	19		14-17
	Certificate	120-270	44		
	Diploma	Up to 400	66		
	Barbering Certificate	236/360			
	Barbering Diploma	458			
City & Guilds/BTEC (Level 3)	Certificate	180	29		14-17
	Extended Certificate	360	62		
	Diploma	720	116		
Princes Trust					11-17
Duke of Edinburgh	Bronze	6 months	24		13/14

	Silver	6 – 12 months	24-48	15
	Gold	12 – 18 months	48-60	16
AQA Unit Awards	Variable and useful tool for collating smaller units into accredited qualifications.			
T-Levels	Direct links with workforce			

Curriculum for Life (4 pillars)

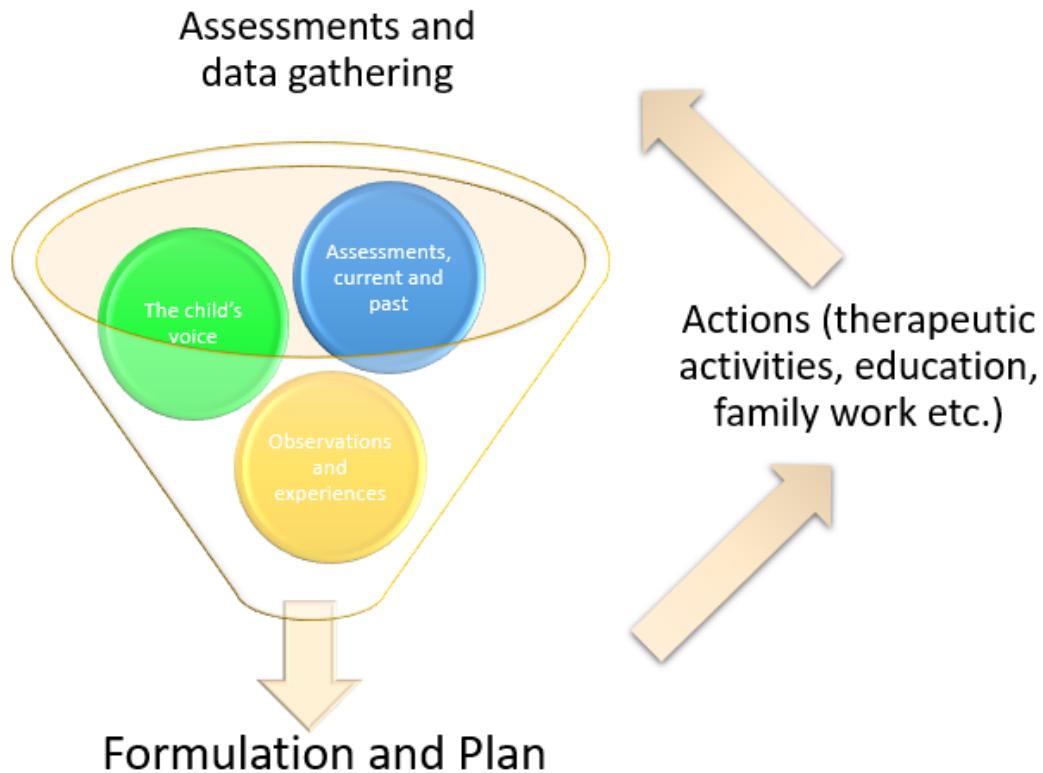
The curriculum offer is broken down into four key aspects of the holistic learning on offer at Oasis Restore. These aspects will support each student in helping to define what their bespoke timetable will include and open dialogue around how each of these aspects serves their purpose and goals set out while at Restore. The core offer delivers the body of knowledge and key skills that will support students to move successfully through their journey.



Assessment and formulation (see Appendix 13a)

Our assessment process follows the metaphor of a journey, acknowledging the child's process in coming to a new place and embarking on a process of change that leads to a destination for which they feel prepared and equipped. In literal terms this tracks the process of collecting information that follows progress and informs the Oasis Passport, which should document the child's achievements. The assessment process is linked to our outcome areas for children

The process described in the table below needs to be understood as a guide, rather than a prescription, as we understand that – beyond the statutory responsibilities for the CHAT – this will need to be undertaken at a pace and in a manner that suits each child and prioritises developing safety and relational connection.



Given that the primary aim of assessment is to generate useful information towards promoting positive outcomes, it is only useful in so far as it is responsive to the child's needs and capacities and enhances the relationships we are developing with the child, their family and network, and the care we offer.

The table below offers a broad range of possible baseline tests that will be conducted when children arrive at Oasis Restore. This is not an exhaustive list, the others are visible in Appendix 13a Assessment and Formulation. There will be some flexibility on testing, first taking into account the engagement of the child in this process, a conscience attitude towards not overloading or inhibiting the quality of the data collected, be needs based and an ongoing process. We expect assessments will take place over an extended period of time, as more undetected or undiagnosed needs emerge when the child starts to integrate into a the full offering at Oasis Restore.

Assessments used as part of educational diagnostic and baseline testing:

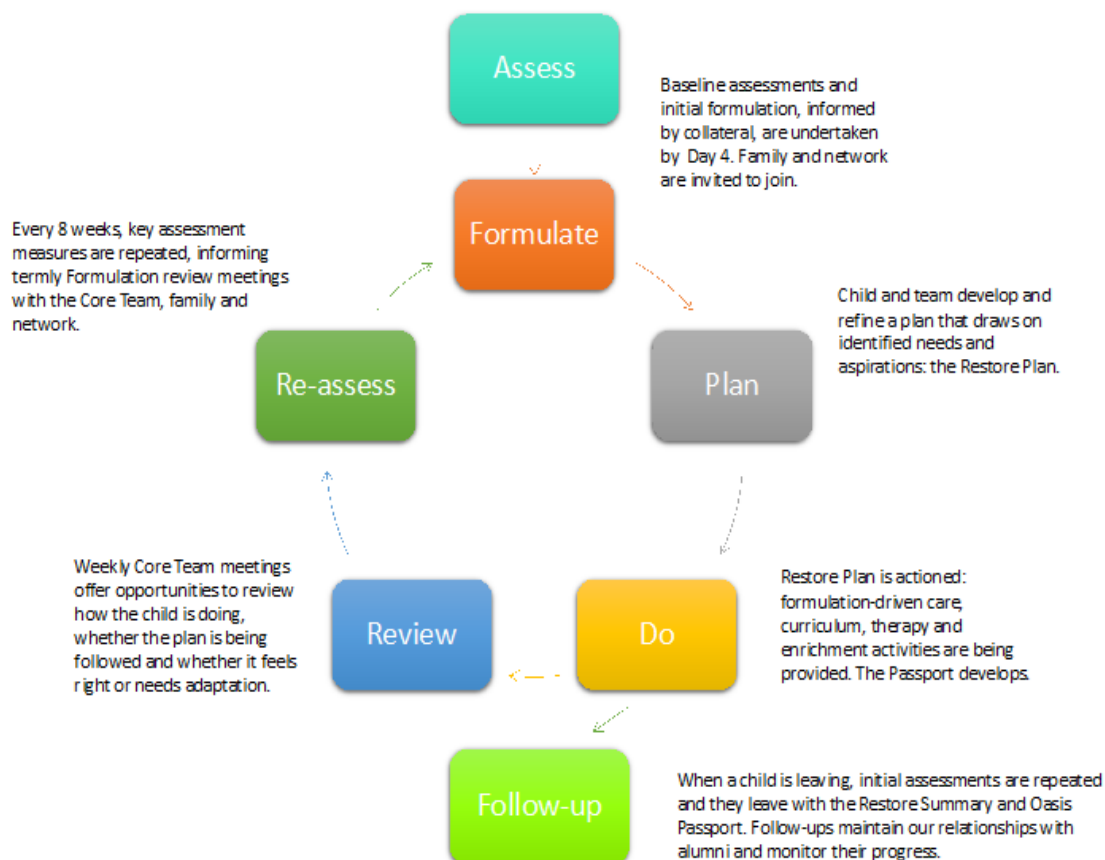
Measure	Scope	Who completes?	Who scores/inputs data?	How long does it take?	How often?
WRAT (Wide Range Achievement Test)	Reading skills Math skills Spelling and Comprehension	Child with SENCO	It scores itself. Any delivery staff can input data	35-40 minutes	On admission

Subject Aptitude Progress Tests	Capability in given subject area Gaps in learning Interventions	Subject leads or personal teachers for each subject with the child	Teacher	Variable < 30 minutes	On admission and ongoing
NGRT & NGST (The New Group Reading Test) LEXIA Rapid Assessment (EAL)	Reading skills against National Average Comprehension skills Interventions	Child with personal tutor, teacher or HLTA (SENCO team)	It scores itself. Any delivery staff can input data	45-50 minutes	On admission Every 6 - 8 weeks
PASS (Pupils Attitude to Self and School) [digital only]	Preparedness for Learning Perceived Learning Capability Self-worth Confidence in Learning Work Ethic Response to curriculum demands (school specific) Attitudes to attendance and teachers Feelings about school	Child with any member of Induction Team they feel safe with	It scores itself. Any delivery staff can input data	20 minutes	When fully inducted + 2-4 weeks Termly Redone on leaving
Adolescent Sensory Profile	Sensory processing in various domains	Occupational therapist or other trained professional	Occupational therapist or other trained professional	1 hour or more	On admission
Dyslexia Screening Test	Dyslexia	SENCO, Educational psychologist	SENCO, Educational psychologist	15-20 minutes	On admission
SaLT Assessments	Speech, language and communication difficulties	Speech and Language Therapist	SaLT	1-2 hours	On admission

Ongoing assessment

The purpose of ongoing academic assessment will be used to identify gaps in knowledge and understanding that teachers can promptly address these by adapting their lessons using a deep understanding of the related pedagogy. Formative assessment, including knowledge quizzing and checking for understanding of the key taught concepts, will take place in every lesson. Students will be given immediate feedback and formal reporting will not take place. Graded summative assessments will occur less frequently to assess cumulative understanding and vary by subject in the form of a written assignment or test. This information will be recorded on the school calendar.

The Restore approach to assessment involves carefully and compassionately gathering detailed and relevant information with and about a given child, in multiple forms, initially and over the period of their stay with us, and beyond, as far as possible. This includes both formal and informal information-gathering, via conversation, observation, psychometric testing, academic aptitude tests, educational tasks, collecting and synthesising reports from the past, and interviewing people who know the child well.

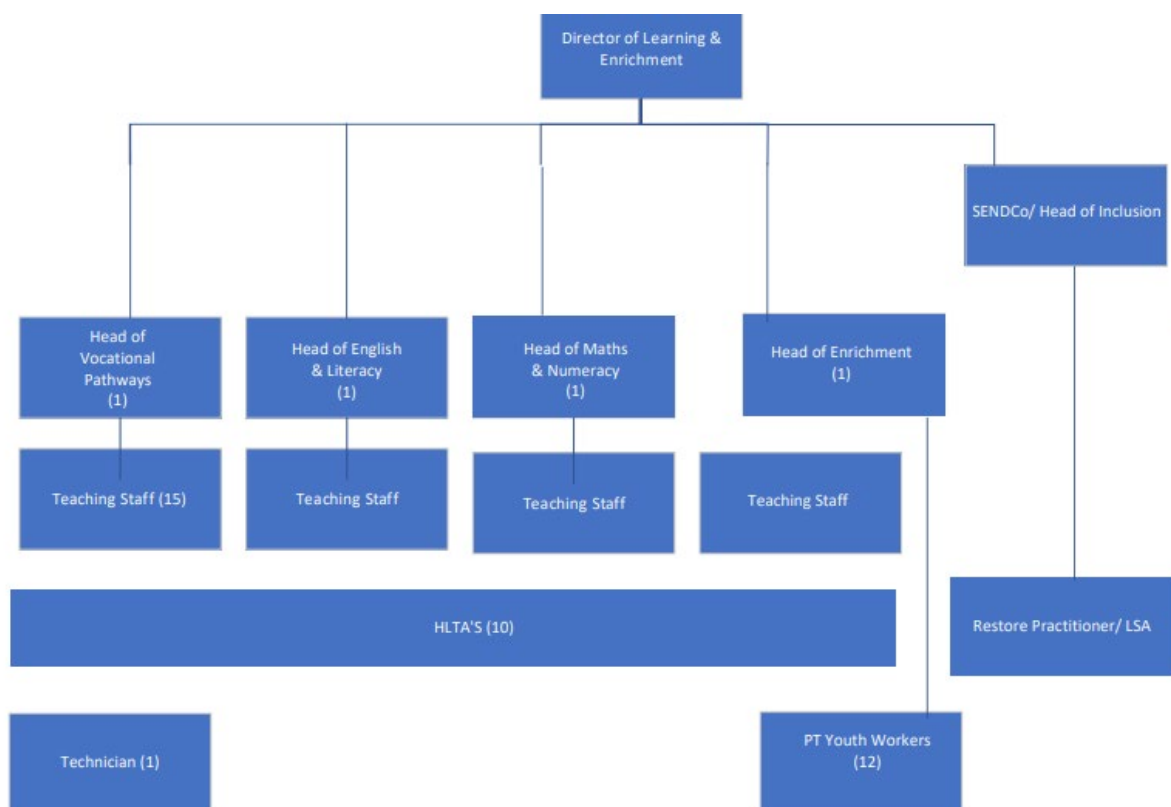


School day and running

	P1 9:00- 9:45 Transition 9:45- 9:50		P2 9:50- 10:35	Break 10:35-10:50	P3 10:50- 11:35 Transition 11:35-11:40	P4 11:40- 12:40	Lunch 12:40-1:40	Form time 1:40-1:50	P5&6 1:50- 3:20	
Monday	Community Meeting	9:45- Transition to Education	English or Maths		English or Maths	Group therapy/ PSHE/ P.E			Vocational Practical	
Tuesday	English or Maths		English or Maths		Vocational Theory	Group therapy/ PSHE/ P.E			Vocational Practical	
Wednesday	English or Maths		English or Maths		Vocational Theory	Group therapy/ PSHE/ P.E			Vocational Practical	
Thursday	English or Maths		English or Maths		Vocational Theory	Group therapy/ PSHE/ P.E			Vocational Practical	
Friday	English or Maths		English or Maths		Vocational Theory	Group therapy/ PSHE/ P.E			Vocational weekly roundup	Rewards Assembly (flexible finish)

Staff structure

The image below shows the staffing structure agreed for education staff. We are recruiting to both primary and secondary trained teaching staff with at least two years of classroom experience. This is intentional to have a range of skills available to meet the needs of children, including those arriving with low or minimal KS2 data and reading ages below expectations. Through a blend of staffing, we will promote phonologically aware practices throughout the delivery of the curriculum, as well as a strong focus on the development of skills gained at KS2, in order to access a KS3 and KS4 curriculum, in line with the national curriculum.



Directed Time


The staff allocated directed time shown in the table below shows the amount of GLH teaching staff and HLTA will be delivering across a week. The remaining percentage of time accounts for planning, preparation and assessment (PPA) time, attendance at community and core team meetings, departmental meetings, professional supervision and line management. Staff PPA time will be essential for ongoing liaising with the multidisciplinary team to embed strategies that enable engagement of children, with a deeper understanding.

Role	Lessons	%
	30	
HLTA	29	95%
Teacher	25	75%
Head of Department	20	67%
SENDCO and Head of Inclusion	6	20%
Director of Learning and Enrichment	5	17%


School Calendar 2023/2024 (DRAFT)

Term/Mid Term	To	From	Weeks	Term days (inc bank holidays)	Mid Term days (inc bank holidays)	Kent school holiday match
2023-24						
Autumn Term 1 (Teaching staff contract start date)	1/9/23	13/10/23	6 wks 1 day	31 days		
Mid Term 1	16/10/23	27/10/23	2 wks		10 days	Yes, 1 wk
Autumn Term 2	30/10/23	15/12/23	7 wks	35 days		
Mid Term 2	18/12/23	1/1/24	2 wks 1 day		11 days	Yes, 2 wks
Spring Term 1 (1 st cohort of students joining Oasis Restore)	2/1/24	22/3/24	12 wks	59 days	10 days to be taken in agreement with line manager	
Mid Term 3	25/3/24	5/4/24	2 wks		10 days	Yes, 1 wk
Spring Term 2	8/4/24	17/5/24	6 wks	30 days		
Mid Term 4	20/5/24	31/5/24	2 wks		10 days	Yes, 1 wk
Summer Term 1	3/6/24	12/7/24	6 wks	30 days		
Mid Term 5	15/7/24	02/08/24	3 wks		15 days	Yes, 2 wks
Summer Term 2	05/08/24	06/09/24	5 wks	25 days		
Mid Term 6	09/9/24	20/9/24	2 wks		10 days	No
Autumn Term 1	23/09/24	25/10/24	5 wks	25 days		
Mid Term 7	28/10/24	8/11/24	2 wks		10 days	Yes, 1 wk
Autumn Term 2	11/11/24	20/12/24	6 wks	30 days		
Mid Term 8	23/12/24	3/1/25	2 wks		10 days	Yes, 2 wks


Appendix 1 - Use of coloured self-identification cards draft (draft option)



I've got this



I've exhausted all other support (three before me)



I'm not sure what help I might need

Appendix 2 – Rationale Table for Vocational Pathway Qualifications

Barbering

<i>Course Provider</i>	<i>City and Guilds</i>		
	<p><i>Level 1 NVQ Certificate in Hairdressing and Barbering (6008-01)</i></p>	<p><i>Level 2 Technical Certificate in Barbering (6002-20)</i></p>	<p><i>Level 3 Advanced Technical Diploma in Barbering (450)</i></p>
<p><i>GLH and/or TQT</i></p>	<p><i>208/ 230</i></p>	<p><i>360/ 600</i></p>	<p><i>450/ 720</i></p>
<p><i>Qualifications required for delivery</i></p>	<p><i>Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:</i></p> <ul style="list-style-type: none"> <i>• be occupationally competent and/or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training. This occupational competence or knowledge must be at least one level above the training being delivered</i> <i>• have recent relevant experience in the specific area they will be assessing</i> <i>• have credible experience of providing training.</i> 	<p><i>Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:</i></p> <ul style="list-style-type: none"> <i>☐ be technically competent in the areas in which they are delivering</i> <i>☐ be able to deliver across the breadth and depth of the content of the qualification being taught</i> <i>☐ have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this</i> <i>☐ demonstrate continuing CPD.</i> 	<p><i>Employer involvement</i></p> <p><i>Employer involvement is essential to maximise the value of each learner’s experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval.</i></p> <p><i>Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:</i></p> <ul style="list-style-type: none"> <i>• be technically competent in the areas in which they are delivering</i> <i>• be able to deliver across the breadth and depth of the content of the qualification being taught</i> <i>• have recent relevant teaching and assessment experience in the specific area they will be teaching, or be</i>

			working towards this • demonstrate continuing CPD.
<i>Risks</i>			
<i>Next Steps</i>	<p><i>Learners may progress to employment as a salon assistant and/or to the following City & Guilds qualifications:</i></p> <p><i>Level 2 NVQ Diploma in Hairdressing</i></p> <p><i>Level 2 NVQ Diploma in Barbering</i></p>	<p><i>Achievement of this qualification demonstrates to an employer that you have the essential skills and knowledge of health & safety, customer service and also the necessary technical skills to be employed as a Barber.</i></p> <p><i>This qualification could lead to a job as a Barber working in one of the following establishments:</i></p> <ul style="list-style-type: none"> • Barber shop • Hairdressing salon • Hotel <p>You could progress into employment, to a Level 3 Technical Diploma qualification such as: • City & Guilds Level 3 Advanced Technical Diploma in Barbering. • City & Guilds Level 3 Advanced Technical Diploma in Hairdressing where you can enhance the skills and knowledge that you have gained at level two to progress into higher job roles and wider career choices.</p> <p>This qualification could also lead you to an apprenticeship in Barbering. There are a current Advanced Barbering</p>	<p><i>Achievement of this qualification demonstrates to an employer that the individual has the skills and knowledge of health & safety, customer service, and also has the necessary advanced cutting, shaving and styling skills necessary to be employed as a senior barber.</i></p> <p><i>This qualification could lead to a job as a Barber working in one of the following establishments:</i></p> <ul style="list-style-type: none"> • Barber shop • Cruise ship • Hotel salon/barber shop <p><i>The learner could progress into employment or to a Level 4 qualification in Advanced Techniques or Management, such as:</i></p> <p><i>Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector.</i></p> <p>Employer/Higher Education Institutions National Hairdressers Federation Lee Stafford Ltd. Hairdressing Council</p>

		Apprenticeships that you could progress onto such as; • Level 3 Apprenticeship in Barbering There is also a new and exciting apprenticeship currently being developed, so you could progress to be an Apprentice working in a salon as a Professional Barber	
<i>IQA Requirements</i>	The assessor must: • hold, or be working towards a valid assessors' qualification based on LSIS, formally LLCC, Learning and Development National Occupational Standards (2010) • have an in-depth technical knowledge of the qualification • complete a minimum of 30 CPD hours per annum (1 Sep-31 Aug).	<i>Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.</i>	Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.
<i>Why other qualifications were not chosen</i>	<i>Other Exam board had qualification that were too rigid and would be unsuitable for the students (For exams set exam dates). This posed a risk to students if they were not present on these dates. Other Qualifications did not provide a smooth transition into the adult estate. Whereas with City & Guilds, they might be able to continue with this qualification and complete in the adult estate or once they have returned to their community.</i>		

	<i>We also need to use qualifications that support the pedagogical principles of the curriculum, as lessons will be following Lev Vygotsky's ZPD the qualification needs to be able to assist teachers effectively.</i>
--	---

Construction – General and then can move into specialisms

<i>Course Provider</i>	City and Guilds
	Level 1 Level 1 Certificate in Construction Skills
<i>GLH and/or TQT</i>	150/150 We could use lower (GHL qualification)
<i>Qualifications required for delivery</i>	All staff who assess (tutor/deliver) these qualifications must: • have recent relevant experience in the specific area they will be teaching; • be technically competent in the area for which they are delivering training and/or have experience of providing training; • have a CV available demonstrating relevant experience and any qualifications held.
<i>Risks</i>	
<i>Next Steps</i>	Candidates may wish to progress to full VRQ Diplomas in a particular trade area.
<i>IQA Requirements</i>	All staff who quality assure these qualifications must: • have a good working knowledge and experience within the construction industry; • have an established strategy and documentary audit trail of internal quality assurance; • have a good working knowledge of quality assurance procedures; • have a CV available demonstrating relevant experience and any qualifications held.
<i>Why other qualifications were not chosen</i>	

Carpentry and Joinery

<i>Course Provider</i>	City and Guilds		
	Level 1 Diploma Carpentry and Joinery	Level 2 Diploma in site or bench carpentry (bench currently)	Level 3
<i>GLH and/or TQT</i>	368/390	345/500	457/510
<i>Qualifications required for delivery</i>	All staff who assess this qualification must Have recent relevant experience in the specific area they will be teaching. Be technically competent in the area for which they are delivering training and/or have experience of providing training and Have a CV available demonstrating relevant	Same and Level 1	Same as Level 2

	<i>experience and any qualifications held.</i>		
<i>Risks</i>		<i>High TQT</i>	
<i>Next Steps</i>	<i>Level 2 Diploma in site or bench carpentry</i>	<i>L2 Diploma in Wood Occupations L3 Diploma in Bench Joinery Bench Joiner in construction sector.</i>	<i>L3 Diploma in Wood Occupations Bench Joiner (also known as Architectural Joiner) within the construction industry. Higher Education qualifications such as Level 4/5 Foundation Degree programmes</i>
<i>IQA Requirements</i>	<i>Staff who quality assess must: -have a good working knowledge and experience within the construction industry - have an established strategy and documentary audit trail of internal quality assurances -have a good working knowledge of quality assurance. Have a CVS available demonstrating relevant experience and any qualifications held.</i>	<i>Same and Level 1</i>	<i>Same ad Level 2</i>
<i>Why other qualifications were not chosen</i>			

Painting and Decoration

<i>Course Provider</i>	<i>City and Guilds</i>	
	<i>Level 2 Technical Certificate in Painting and Decorating</i>	<i>Level 3</i>
<i>GLH and/or TQT</i>	<i>360 /600</i>	<i>450 /720</i>
<i>Qualifications required for delivery</i>	<i>Staff delivering these qualifications must be able to demonstrate that they meet the following requirements: · be technically competent in the areas in which they are delivering · be able to deliver across the breadth and depth of the content of the qualification being taught · have recent relevant teaching and assessment experience in the</i>	<i>Staff delivering these qualifications must be able to demonstrate that they meet the following requirements: · be technically competent in the areas in which they are delivering · be able to deliver across the breadth</i>

	specific area they will be teaching, or be working towards this · demonstrate continuing CPD.	and depth of the content of the qualification being taught · have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this · demonstrate continuing CPD.
<i>Risks</i>	<i>Large TQT and GLH</i>	<i>Large TQT and GLH</i>
<i>Next Steps</i>	<p><i>Work – Career</i> <i>a housebuilding company, a property development company, or working as part of a small business repairing and refurbishing buildings.</i></p> <p><i>Education</i> Level 3 Advanced Technical Diploma in Painting and Decorating apprenticeship in construction.</p>	<p>Advanced craftsperson in painting and decorating and supervisory role.</p> <p>It can lead to a construction apprenticeship programme or a Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating (Construction). On completion of the apprenticeship you will be competent as an advanced craft painter and decorator.</p> <p>Level 4 NVQ Diploma in Construction Site Supervision (Construction) Level 6 NVQ Diploma in Construction Site Management (Construction)</p>
<i>IQA Requirements</i>	Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.	IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.
<i>Why other qualifications were not chosen</i>		

Plastering

<i>Course Provider</i>	City and Guilds		
	<i>Level 1 Diploma in Plastering</i>	<i>Level 2 Diploma in Plastering</i>	<i>Level 3 Diploma in Plastering</i>

<i>GLH and/or TQT</i>	<i>407/420</i>	<i>521/530</i>	<i>473/510</i>
<i>Qualifications required for delivery</i>	All staff who assess (tutor/deliver) these qualifications must: <ul style="list-style-type: none"> • have recent relevant experience in the specific area they will be teaching; • be technically competent in the area for which they are delivering training and/or have experience of providing training; • have a CV available demonstrating relevant experience and any qualifications held. 		
<i>Risks</i>	<i>Large TQT and GLH</i>	<i>Large TQT and GLH</i>	<i>Large TQT and GLH</i>
<i>Next Steps</i>	• Level 2 Diploma in Plastering	<i>Employment</i> <i>L3 Diploma in Plastering.</i>	<i>Employment</i> <i>L3 NVQ in Plastering, Occupational Work Supervision, Site Supervision and Leadership and Management practices for the construction and built environment sector.</i>
<i>IQA Requirements</i>	All staff who quality assure these qualifications must: <ul style="list-style-type: none"> • have a good working knowledge and experience within the construction industry; • have an established strategy and documentary audit trail of internal quality assurance; • have a good working knowledge 		

	of quality assurance procedures; • have a CV available demonstrating relevant experience and any qualifications held.		
<i>Why other qualifications were not chosen</i>			

Bricklaying

<i>Course Provider</i>	<i>City and Guilds</i>		
	<i>Level 1 Diploma in Bricklaying</i>	<i>Level 2 Diploma in Bricklaying</i>	<i>Level 3 Diploma in Bricklaying</i>
<i>GLH and/or TQT</i>	<i>382/410</i>	<i>448 /490</i>	<i>532/570</i>
<i>Qualifications required for delivery</i>	All staff who assess (tutor/deliver) these qualifications must: • have recent relevant experience in the specific area they will be teaching; • be technically competent in the area for which they are delivering training and/or have experience of providing training; • have a CV available demonstrating relevant experience and any qualifications held.		
<i>Risks</i>	<i>Large TQT and GLH</i>	<i>Large TQT and GLH</i>	<i>Large TQT and GLH</i>
<i>Next Steps</i>	<i>L2 Diploma in Bricklaying</i>	<i>Employment</i> <i>Level 2 NVQ Diploma in Trowel</i>	<i>Employment</i> <i>Level 3</i>

		Occupations • Level 3 Diploma in Bricklaying	Level 2 NVQ Diploma in Trowel Occupations
<i>IQA Requirements</i>	All staff who quality assure these qualifications must: • have a good working knowledge and experience within the construction industry; • have an established strategy and documentary audit trail of internal quality assurance; • have a good working knowledge of quality assurance procedures; • have a CV available demonstrating relevant experience and any qualifications held.		
<i>Why other qualifications were not chosen</i>			

Hospitality and Catering

<i>Course Provider</i>	<i>City and Guilds</i>		
	<i>Level 1</i> NVQ Certificate in Food Preparation and Cooking	<i>Level 2</i> NVQ Diploma in Food Production & Cooking	<i>Level 3</i> Diploma in Professional Cookery (Preparation and Cooking)
<i>GLH and/or TQT</i>	147 /180	329/ 400	423 /560
<i>Qualifications required for delivery</i>	• be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered • have recent relevant	<i>Same as Level 1</i>	

	experience in the specific area they will be assessing • have credible experience of providing training		
<i>Risks</i>			
<i>Next Steps</i>	<p><i>Employment</i></p> <ul style="list-style-type: none"> • commis chef <p><i>Education</i></p> <p>City & Guilds Level 2 NVQ Diploma in Front of House Reception (7132-01) • City & Guilds Level 2 NVQ Diploma in Housekeeping (7132-02) • City & Guilds Level 2 NVQ Diploma in Food Service (7132-03) • City & Guilds Level 2 NVQ Diploma in Beverage Service (7132-04) • City & Guilds Level 2 NVQ Diploma in Food and Beverage Service (7132-05) • City & Guilds Level 2 NVQ Diploma in Food Production & Cooking (7132-06) • City & Guilds Level 2 NVQ Diploma in Professional Cookery (Preparation & Cooking) (7132-07) • City & Guilds Level 2 NVQ Diploma in Professional Cookery (7132-08) • City & Guilds Level 2 NVQ Diploma in Hospitality Services (7132-09) • City & Guilds Level 2 NVQ Diploma in Kitchen Services (7132-14)</p>	<p><i>Employment</i></p> <ul style="list-style-type: none"> • kitchen assistant, • school or general cook, • team member or • chef <p><i>Education</i></p> <p>City & Guilds Level 3 NVQ Diploma in Professional Cookery (7133) o (Preparation and Cooking) o (Patisserie and Confectionary) • City & Guilds Level 3 Diploma in Hospitality Supervision and Leadership (NVQ) (7250) • City & Guilds Level 3 Diploma in Advanced Professional Cookery (VRQ) (7100)</p>	<p><i>Employment</i></p> <p>Diploma in Professional Cookery (Preparation and Cooking)</p> <p><i>Education</i></p> <p>Level 3 Diploma in Hospitality Supervision and Leadership (NVQ) (7250).</p>
<i>IQA Requirements</i>	Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications, or meet the relevant experience requirements outlined above. For more information on A/V units	<i>Same as Level 1</i>	<i>Same as Level 2</i>

	requirements please refer to the People1st Assessment Strategy (Appendix 2). – HoV can do this with qualification		
Why other qualifications were not chosen			

Media

Course Provider			
	<p><i>Level 1 – OCN London</i></p> <p><i>Award in Creative and Digital Media</i></p> <p>https://www.ocnlondon.org.uk/qualifications/our-qualifications/create-ind-design/L1-Award-Creative-Digital-Media</p>	<p><i>Level 2</i></p> <p><i>GCSE Media Studies</i></p> <p>https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/specification-at-a-glance</p>	<p><i>Level 3</i></p> <p><i>A Level in MEDIA STUDIES</i></p> <p>Educas - link</p>
GLH and/or TQT	154	120	360
Qualifications required for delivery	Need to register as a centre to find this information.	Teacher of Media	Teacher of Media
Risks			
Next Steps	Level 2	Level 3	Journalism, Marketing and advertising and University.
IQA Requirements		External Exams Moderation	External Exams Moderation
Why other qualifications were not chosen	GLH and TQT of other qualifications are too long		

Music

Course Provider	NCFE		
	<p><i>Level 1</i></p> <p><i>Award in Music Technology</i></p>	<p><i>Level 2</i></p> <p><i>Certificate in Music Technology</i></p>	<p><i>Level 3</i></p> <p>Need to find suitable L3 qualification.</p>
GLH and/or TQT	90 /90	100/130	
Qualifications required for delivery	Staff involved in the Assessment and Internal Quality Assurance of this	Same as Level 1	Same ad Level 2

	qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.		
<i>Risks</i>			
<i>Next Steps</i>	Level 2 Certificate in Music Technology • Level 2 Certificate in Radio • Level 1 Certificate in Performance Skills using Music • Level 2 Certificate in Performance Skills using Music	• NCFE Level 3 Applied General Certificate in Music Technology	
<i>IQA Requirements</i>	Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.	<i>Same as Level 1</i>	Same as Level 2
<i>Why other qualifications were not chosen</i>	<i>City and Guild does not offer music also btec has rigid exam dates and this may not suit our students. We need to used qualifications that support the pedagogical principles of the curriculum, as lessons will be follows Lev Vygotsky's ZPD the qualification need to be able to assist teachers in effectively</i>		

Business Studies

<i>Course Provider</i>	<i>City and Guilds</i>		
	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>

	Award/Certificate in Business and Administration (4418)	NVQ Award /Certificate/ Diploma in Business and Administration	
<i>GLH and/or TQT</i>	<i>Award - 70 /70 Certificate - 113 /130</i>		
<i>Qualifications required for delivery</i>	Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should: <ul style="list-style-type: none"> · be technically competent in the area[s] for which they are delivering training. This knowledge must be above the level as the training being delivered · have recent relevant experience in the specific area they will be assessing · have credible experience of providing training. Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments. 	<i>Cannot look at specific qualifications without log in. Information is generic.</i>	
<i>Risks</i>			
<i>Next Steps</i>	<i>Employment</i> Level 2 Certificate/Diploma in Business and Administration (4413) · Level 2 NVQ in Business and Administration (4413) · Level 2 Apprenticeship in Business and Administration (9009)		
<i>IQA Requirements</i>	While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.	Assessors and internal verifiers a) Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications or b) A trainer, supervisor or	

		<p>manager, employed by an organisation must either:</p> <ol style="list-style-type: none"> 1. hold or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications or 2. seek guidance and approval from City & Guilds to demonstrate that the 12 City & Guilds Level 2 NVQ Award/Certificate/Diploma in Business and Administration (4428-02/92) • organisation has appropriate processes in place to facilitate assessment, moderation or verification functions • trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based. 	
Why other qualifications were not chosen			

P.E and Sport – limited options for these courses

Course Provider	Pearson Edexcel		
	<p><i>Level 1</i> BTEC Level 1 Introductory in Sport</p>	<p><i>Level 2</i> BTEC Level 1/2 First Award in Sport</p>	<p><i>Level 3</i> Level 3 National Certificate in Sport-</p>
GLH and/or TQT	<p>Award- 70 GLH/ 75 TQT</p> <p>Certificate- 180GHL/190TQT</p> <p>Diploma- 360GHL/390TQT</p>	<p>120 GLH</p> <p>160 TQT</p>	<p>Level 3 National Certificate in Sport- 180 GLH 240 TQT</p>
Qualifications required	<ul style="list-style-type: none"> • No set requirements 	<ul style="list-style-type: none"> • No set requirements however subject knowledge should be at 	<ul style="list-style-type: none"> • No set requirements however

<i>for delivery</i>	<p>needed for tutors.</p> <ul style="list-style-type: none"> Recommended that centres assess the overall skills and knowledge of the teaching team. 	<p>the same level or higher than what is being delivered/assessed.</p>	<p>subject knowledge should be at the same level or higher than what is being delivered/assessed</p>
<i>Risks</i>	<ul style="list-style-type: none"> Completion of the course does not lead to direct employment. In order to progress onto level 2 BTEC sport course, learners may need to complete either the certificate or diploma. 	<ul style="list-style-type: none"> Final certification of the course is in 2026 and last registration December 2024- would need to have contingency course for when this ends. Course has one externally assessed exam- could be difficult to complete depending on literacy/ability levels and does not provide alternative assessment method. 	<ul style="list-style-type: none"> Final certification for the course is in 2026- would need to have a contingency course in place. GLH and TQT requirements are extremely high for the diploma option of the course- could be a risk in terms of length of stay. Externally assessed units are only available twice a year. GCSE grades are usually an entry requirement.
<i>Next Steps</i>	<ul style="list-style-type: none"> Progress onto BTEC Level 2 First in Sport Apprenticeship in Activity Leadership 	<ul style="list-style-type: none"> Can progress onto an apprenticeship in a variety of areas within sport. Qualification allows learners to progress onto Level 3 BTEC sport courses. 	<ul style="list-style-type: none"> Qualification carries UCAS points which can lead to study at

			<p>university within a range of different areas within sport.</p> <ul style="list-style-type: none"> • Can progress onto level 4 sports industry specific qualifications. • Can lead to employment related to coaching, fitness instructing and other areas within the sports sector.
<i>IQA Requirements</i>	<ul style="list-style-type: none"> • Must be an approved centre- steps needed to become this. • Centre must have a lead internal verifier. • Must have qualified internal verifiers. • Assessors set/use assignments to assess learners to national standards. • Regular standardisation meetings/activities need to be led by the lead IV. • Samples of learner's work need to be available as 	<ul style="list-style-type: none"> • Must be an approved centre- steps needed to become this. • Centre must have a lead internal verifier. • Must have qualified internal verifiers. • Assessors set/use assignments to assess learners to national standards. • Regular standardisation meetings/activities need to be led by the lead IV. Samples of learner's work need to be available as requested by external verifier. 	<ul style="list-style-type: none"> • Must be an approved centre- steps needed to become this. • Centre must have a lead internal verifier. • Must have qualified internal verifiers. • Assessors set/use assignments to assess learners to national standards. • Regular standardisation meetings/a ctivities

	requested by external verifier.		need to be led by the lead IV. Samples of learner's work need to be available as requested by external verifier.
<i>Why other qualifications were not chosen</i>	<ul style="list-style-type: none"> • Other level 1 qualifications do not have the option for award/certificate/diploma. • Other sport qualifications were too rigid in terms of exam/assessment dates. • Other qualifications were too industry specific and did not provide a broad range of areas to study within the sport industry. • Some courses require learners to complete all units in order to receive a qualification. • Some courses require too much external employer involvement. • Some units may be difficult to assess due to needing specific facilities/resources. • Courses were too knowledge focuses as opposed to skill focused. • Course was too long for that level of qualification. • Some courses had higher entry/prior knowledge requirements. 		

Art and Design

<i>Course Provider</i>	<i>NCFE</i>		
	<i>Level 1</i> Certificate in Art and Design QN: 601/0677/3	<i>Level 2</i> Certificate In Art And Design	<i>Level 3</i> Certificate In Creative Craft (Art And Design)
<i>GLH and/or TQT</i>	130/130	150/240	170/230
<i>Qualifications required for delivery</i>	have a sufficient number of appropriately qualified/experienced Assessors to assess the number of learners they intend to register • have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners • ensure that all staff involved in assessment and internal quality assurance are provided with	<i>Same as level 1</i>	Same as level 2

	<p>appropriate training and undertake meaningful and relevant continuing professional development • implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment • provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.</p>		
<i>Risks</i>			
<i>Next Steps</i>	<p><i>Employment</i> junior roles in animation • ceramics design • community arts • fashion • fine art • glass • graphic design • product design • jewellery • make-up • textile design • web design.</p> <p><i>Education</i> • Level 2 Certificate in Art and Design • Level 2 Certificate in Creative Studies: Art and Design • Level 2 Certificate in Creative Studies: Graphic Design • Level 2 Certificate in Creative Studies: Interactive Media • Level 2 Award in Creative Craft using Art and Design.</p>	<p><i>Employment</i></p> <p><i>Education</i> Level 3 qualifications in Art and Design • Level 3 Certificate in Creative Craft • Level 3 Certificate in Interactive Media • Level 2 Diploma in Photography • Level 3 Certificate in Photography.</p>	<p><i>Employment</i></p> <p><i>Education</i> Further Level 3 qualification or University.</p>
<i>IQA Requirements</i>	<p>Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational</p>		

	<p>knowledge and/or occupational competence at the same level as or higher than the units being assessed and internally quality assured. This may be gained through experience and/or qualifications. Examples of relevant qualifications:</p> <ul style="list-style-type: none"> • Degree in art and design subjects • A Level/GCSE in Art and Design • BTEC National Certificate/Diploma in Design or Fine Art. 		
<i>Why other qualifications were not chosen</i>			

Performance

<i>Course Provider</i>			
<i>GLH and/or TQT</i>			
<i>Qualifications required for delivery</i>			
<i>Risks</i>			
<i>Next Steps</i>			
<i>IQA Requirements</i>			
<i>Why other qualifications were not chosen</i>			