

CLAYTON HALL ACADEMY

Faculty and Department Curriculum and Assessment Handbook

Name of Faculty/Department: 21st Century Technology/Health and Social Care

Our Curriculum Intent

The Technology team aim to develop resilient, independent and confident students who have practical and evaluative skills and analytical knowledge in our wide range of vocational subjects.

Students are encouraged to foster globally responsible attitudes through investigating materials, technological developments and an understanding of sustainability on a local, national and international level.

All our subjects include an understanding of how the world works and going forward to anticipate jobs that have not yet even been created. Technology is an ever-expanding discipline that has problem solving at its core, is academic as well as practical, involves learning through doing and we hope above all, enjoyable.

Gold Standard Teaching and Learning in Health and Social Care

Goal Orientated (Planning for Progress)

- Data driven Seating plans (highlighting DP, HAPs, MAPs, LAP, SEN)
- Students will engage in a Starter Task in every lesson (this can be a written or an oracy task).
- Differentiated Blooms, learning objectives displayed clearly.
- Students understand the Big Picture, what they are learning and why: links to prior learning made clear.
- Clearly identified links to Personal Development (RIC).
- Highly effective questioning to identify and address misconceptions.
- Formative and Summative Assessment to diagnose and inform next steps.
- Model excellence and how to achieve it.
- Revisit and 'low stakes' testing e.g. Starter and Plenary quizzes to make connections and support recall.

Open dialogue (Feedback for improvement)

- High quality feedback is given in response to specific pieces of work.
- Progress tracked on student's assessment maps.
- Regular formative assessment will be varied and impactful e.g. framed as a question as opposed to a comment.
- Live marking is encouraged to manage workload and teachers are encouraged to have 'purple pen in hand' when they are intervening with students during the lesson.
- Literacy corrections in line with stickers.
- Student response to feedback (DIRT) using green pen.
- Self and peer-assessment used to develop independence.

Learning Environment

- Positive Learning Environment created by mutually respectful relationships (staff/pupil + pupil/pupil).
- Adults consistently model the values of the school and support curriculum intent.
- Engaged, enthused and independent learners- Lighting Fires Curriculum.

- Reward effort and resilience by providing opportunities for students to speculate, investigate, and make mistakes.
- Consistent application of the Consequence and Achievement system.
- Students show pride in their learning through the presentation of their work:
 - o Neat organised books/folders with Assessment maps and Target stickers
 - o Date and title underlined with a ruler- classwork and home study clearly identified
 - o Support should be provided for students who miss lessons, either through Teams or via email.

Differentiation for Challenge and support

- Use of data and student information to plan for individual needs. (Prior Attainment, FFT 20/5 Target data, SEND)
- Differentiated learning outcomes (these can be verbalised or displayed in the classroom)
- Stretch and challenge- upholding high expectations for HAPs (Over 50% of our cohort)
- Targeted questioning- include all students and make students think, using open and follow up questions to expand understanding. No hands up.
- Improve oracy in the classroom; students respond to questions or contributions in full sentences (talk for writing).
- Additional intervention for disadvantaged, Vulnerable, VIP, with a particular focus on Narrowing the Word Gap.

Long Term Curriculum and Assessment Plan – Key Stage 4

Year 9

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Main life stages PIES Physical development across life stages Intellectual development across life stages Emotional development across life stages	In-class questions Homework – to check understanding/exam style questions Quality of note-taking Activities – group or individual	Health and Social Care is not taught at KS3 so much of the early study is new learning for the students. Preparing for Assignment 1a and written exam in year 11
Autumn 2	Social development across life stages Physical factors that affect development – genetic inheritance and disease/illness Lifestyle choices Social and cultural factors Social isolation Economic factors	In-class questions Homework – to check understanding/exam style questions Quality of note-taking	Building on understanding development across life stages Preparing for Assignment 1a and written exam
Spring 1	Life events, circumstances and changes Dealing with life events Adapting to change	In-class questions Homework – to check understanding/exam style questions Quality of note-taking	Building on knowledge and understanding of factors and life stages Preparing for Assignment 1B and written exam
Spring 2	Types of support – formal, informal, voluntary Local sources of support	In-class questions Homework – to check understanding/exam style questions Quality of note-taking Database of local support	Building on knowledge and understanding of life events, factors and support Preparing for Assignment 1B and written exam
Summer 1	Assignment 1A- Understanding how life affects our growth and development	Marked to BTEC grading criteria for assignments	Showing understanding and knowledge of How life affects our growth and development Preparing for Assignment 1B and written exam
Summer 2	Assignment 1A – Understanding how life affects our growth and development	Marked to CA grading PPE based on whole of Component 1 (using previous specification exam papers)	Showing understanding and knowledge of how life affects our growth and development Preparing for Assignment 1B and written exam

Year 10

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Assignment 1B - Coping with life	BTEC Assignment marking criteria	Showing knowledge and understanding of Component 1
Autumn 2	Primary, Secondary and Tertiary Care Health professionals' roles Services for specific groups Informal social care Independent research on Barriers to Care – using differentiated booklets – ability to organise, note take more independently, preparation for further education	In-class questions Homework – to check understanding/exam style questions Quality of note-taking Quality and depth of research – produced in booklet and notes In-class questions	Building on knowledge and understanding of component 1 Preparing for Assignment 2A and written exam
Spring 1	Independent research on Care Values – using differentiated booklets – ability to organise, note take more independently, preparation for further education	Quality and depth of research – produced in booklet and notes In-class questions	Building on knowledge and understanding of Component 1 and Health and social Care settings Preparing for Assignment 2A and written exam
Spring 2	Assignment 2A: Care services and barriers to accessing them	BTEC Assignment marking criteria	Showing knowledge and understanding of Care services and barriers in accessing them Preparing for Assignment 2B and written exam
Summer 1	Start Assignment 2B: How do I care?	BTEC Assignment marking criteria	Showing knowledge and understanding of component 2 Preparing for Assignment 2B and written exam
Summer 2	Complete Assignment 2B:	BTEC Assignment marking criteria PPE- based on passed papers	Showing Knowledge and understanding of component 2 Preparing for written exam

Year 11

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Preparation for Y11 exam – component 3 Health and Wellbeing Assessing health and wellbeing	Note-taking In-class questions Exam style questions	Building on understanding of previous 2 components Preparing for written exam
Autumn 2	Preparation for Y11 exam – component 3 Health and Wellbeing: Above plus Designing a health and wellbeing improvement plan	Practical examinations – BP, pulse rate, peak flow, BMI – reading and interpreting charts and data Exam style practice questions	Building on Knowledge and understanding of Health and well being Preparing for written exam
Spring 1	Exam technique – how to answer each type of question	Actual BTEC exam end Jan/beginning Feb	Building on knowledge and understanding of whole course Preparing for written exam
Spring 2	Completing assignments for those who are behind – working to BTEC criteria	BTEC Assignment marking criteria	Building on understanding of component 1&2 Preparing for completion of all coursework
Summer 1		Re-sit BTEC exam for those who need it	

Key Stage 4 Examination Overview

Exam Board Details: BTEC (Pearson Edexcel) Level 1 / 2 Tech Award in Health and Social Care

4 x Assignments (controlled assessments)

1 x Synoptic exam 2 hours

What resources could I buy or borrow that will help my child?

Revise BTEC H&SC Revision Guide ISBN: 978-1-292-24561-4

What are the key websites or Apps that my child could use?

NHS Online; course specification

What can I do to encourage my child to take a further interest in Health and Social Care?

Talk to anyone (friends/family) who work in H&SC.

Watch programmes such as Casualty or documentaries on health.

Work experience

Volunteer in care home

What after school or other extracurricular activities are available in Health and Social Care and when are they?

Support Monday after school