**Reflections and Action Points**

Overall, this has been another successful year for our KS4 learners. On the whole, our cohort were working towards lower levels than the previous year, but our flexible curriculum continued to meet the needs of all our learners by offering Functional Skills exams through Pearson Edexcel at Entry 1 through to L1. We continued delivering our ASDAN qualification in Personal and Social Development and all learners in Year 11 have graduated with either an award or certificate between E1-E3.

Alongside ASDAN and Pearson, we continued to offer WJEC units within our vocational lessons, which meant learners were able to leave Gosden with a variety of recognised qualifications: this will aid them in their next steps.

Continuing on from the previous year, English and maths exams were sat in the order of year groups, with Year 11 sitting their first exams in April followed by Year 10 in May. We found this structure worked well and was at the advantage of our learners. Moving forward, we will continue with this format. Furthermore, this structure allowed plenty of time for resits (one learner sat the exam three times) and it also allowed time for teaching input towards the next level. We find this to be invaluable for our Year 11 cohort, as it enables them to feel confident within those subject areas Post 16 and it better prepares our Year 10 cohort for the next year. We also believe this puts our Year 10 learners in a better position to achieve the next level within their next academic year. More importantly, this time allows teaching input to have flexibility, for example, we are able to introduce fictional writing (something that isn’t on our exam specification). Fictional writing is typically favoured by learners as it gives them the opportunity to express themselves through words and experiment with their writing styles. We find this to be particularly motivating for our learners, therefore a great way to end the year.

Once again, we offered an array of levels for our students. This year, we had learners working towards Entry 1 through to Level 1. In addition to the curriculum offered by our teaching staff, we also offered Surrey Online Learning for two of our pupils this year. One learner found this to be very beneficial. Following a handful of years out of mainstream education, this learner was very capable but had gaps in her learning. Surrey Online Learning was able to bridge this gap for her and the combination of online and in person teaching has better prepared her for those next steps at college, where she will go on to complete GCSEs. We believe our curriculum continues to offer that flexibility and meet the needs of all our learners.

Previously, we have acknowledged that exams can be tricky for our Entry 1 level learners. This year, we screened those pupils to ensure is was realistic and achievable for those sitting the exams. This resulted in our best Entry 1 results to date. Although only four learners were entered for maths and two for English, all of those learners were successful in their exams journey. As we continue to grow our curriculum, we believe it is important that those learners who are not sitting the exams are still working towards a meaningful outcome and sense of achievement. Therefore, next academic year we will be introducing WJEC for our Pre Entry learners in English and maths. Instead of an end of year exam, learners will complete coursework throughout the year, within their classroom setting. Whilst this enables us to reduce the anxiety and pressure for our Pre Entry Learners, the new structure will still ensure their learning journey feels just as valued.

After introducing Steps 4 Life this academic year, we have been able to capture data for all of our learners (regardless of level). We have found this database to be a success as the ‘steps’ are parallel to the criteria set by the exam boards, which means we can accurately capture that data outside of the exams. This enables us to show learner progression throughout the two years, which we capture through our ‘Progression Trackers.’ Feedback from Post 16 provisions have stated that these documents are a useful tool for them to place the learners at the right levels.

We are pleased with the continuation of our second year delivering the ASDAN qualification and believe it continues to give a sense of purpose for our learners in core aspects of our curriculum such as PSHE, Careers and Community Action. All learners submitted met criteria and were successful within this qualification. Our external moderation report is very positive and they are confident in our delivery: *‘all evidence supplied was explicit, with all tasks written in appropriate language for the levels and understood by the learners. A good developmental approach was used to produce the required evidence against the Standards with Guidance.*

We are still reassured that WJEC’s entry pathway qualifications are vital for our niche vocational courses, such as Plant Care and Animal Care, and we will also be reintroducing them for other vocational offers, such as Catering and Hospitality. The Steps 4 Life framework captured the progression of students on other vocational courses such as ‘Out and About’ who are working at entry 1 and below and would struggle with the written elements within the WJEC coursework. We will continue with our Blue and Green pathways for our learners, which ensures they are taking the right path based on their abilities.

We have continued to grow our working relationship with our stakeholders, such as The Forge, The Hideaway and Peer Productions, as well as developing our community links further by visiting County Care, Frimhurst Enterprises and attending Brooklands Careers fair.

In addition to the vast range of qualifications we have offered learners this academic year, we also introduced careers week throughout the whole school. As part of this week, we held a Careers Fair for all Secondary learners. Employers were a mixture of Gosden Alumni, current Gosden employees as well as employers from our Year 11 work experience. Our KS4 cohort supported these employers throughout the event, which enabled our learners to share the wonderful work they had completed on work experience, build on their confidence and social skills and teach their younger peers about the world of work.

Overall, we continue to be proud of the curriculum we are offering in KS4 and believe we are meeting the needs of each individual learner. Next year, we are excited to expand our WJEC offer for our Pre Entry learners within English and maths. We know that we offer an adaptable curriculum and are looking forward to continuing with this.

**ASDAN Personal and Social Development Qualification**

|  |  |
| --- | --- |
| **Covering PSHE, RSE, Careers, Morals and Community Action** | |
| **Entry 1** | **4** |
| **Entry 2** | **3** |
| **Entry 3** | **3** |

**Vocational Options**

|  |  |
| --- | --- |
| **Introduction to Plant Care** | |
| **Entry** | **3** |
| **Introduction to Animal Care** | |
| **Entry** | **3** |
| **DT- Certificate (4 units completed)** | |
| **Entry** | **4** |
| **L1 Explore Bronze Arts Award** | |
| **Level 1** | **3** |
| **I Can Lead- Sports Leadership** | |
| **Entry** | **4** |

|  |  |
| --- | --- |
| **Functional Skills Maths** | |
| Entry 1 | 4 |
| Entry 2 | 5 |
| Entry 3 | 2 |
| Level 1 | 1 |
| **Functional Skills English** | |
| Entry 1 | 2 |
| Entry 2 | 6 |
| Entry 3 | 3 |

**Qualification Equivalence Table**

|  |  |  |
| --- | --- | --- |
| National Curriculum Steps | National Qualifications Framework (NQF) | GSCEs |
| P Levels – 1a | Pre- Entry & Entry 1 – Blue Pathway | Pre GSCE |
| 2c- 3c | Entry 2 – Blue Pathway | Pre GSCE |
| 3c-4c | Entry 3 – Green Pathway | Pre GSCE |
| 4-6 | Level 1 – Green Pathway | 1-3 GCSE grade |
| 6-8 | Level 2 | 4 + GCSE grade |

|  |  |
| --- | --- |
| DESTINATION DATA – Year 11 Summer 2024 | |
| FE College | Post 16 Specialist Provision |
| 2 | 7 |
| Surrey Choices | |
| 1 | |

Destination Data Reflections.

We have seen an increase this year in a number of our pupils heading to their nearest LAN Sixth Form. We are noticing that more of our learners are needing to continue with LAN provision Post 16 before taking that next step to college. All learners have active support from their parents/carers, which is essential in supporting their transition.

Furthermore, we continue to receive positive feedback from our Gosden Graduates and their families in regards to Surrey Choices successfully supporting them in developing their self-confidence, independence and social skills and is an effective stepping stone into college. We will be introducing a new Gosden Graduate this year, who successfully completed this pathway.

We continue to ensure our learners and their families are supported in considering all of the post 16 options available, taking into account their individual needs and the point at which they are at in their own learning journey. It is essential to us that they continue to thrive and grow as learners in order to reach their full potential. Our Aspirations Advisor keeps links with our families after they have left Gosden, so that we can track them on their next steps as our Gosden Graduates.

**KS4 PROGRESSION TRACKERS** - RECORD, TRACK AND CELEBRATE LEARNERS PROGRESS AND ATTAINMENT

Each learner in KS4 has a Progression Tracker. This allows learners, teachers and parents/carers to track the progress a learner is making in terms of their exams and qualifications. It also gives vital information such as exam concessions that a learner would benefit from. The Progression Tracker is updated termly throughout KS4. Once the learner has completed Year 11, this document is handed over to the Post 16 provision, to allow their next steps to continue working on their levels, exams and informs them on how best to support the learner. Below is an example of a Progression Tracker:

**Progression Tracker**

An example of a green pathway learner:

|  |  |  |
| --- | --- | --- |
| Name: | Year  11 | Green Pathway Learner |

|  |  |
| --- | --- |
| **Numeracy**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6BD00D63.tmp | Achieved:  L1                      L2    Working towards:  GCSE (next steps and wishes to complete even though she has passed L2) |
| **Literacy**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C3E9D069.tmp | Achieved: L1 (in Year 11)    Working towards: L2/GCSE (next steps) |
| **Vocational Courses**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EBB997C5.tmpC:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6251B75F.tmpC:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\3641631B.tmp | Achieved:  WJEC – L1 Basic Food Preparation and Cooking                E3 Science Today: Health and Safety                E3 Working As Part of a Group                L1 Community Action               “I Can Lead” Sports Award |
| **ASDAN**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6BC986E1.tmp C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4CD44C97.tmp | Achieved:  **E3 ASDAN Personal and Social Development Diploma**  E3 Community Action  E3 Preparation for Work  E3 Dealing with Problems in Daily Life  E3 Healthy Living  E3 Working as Part of a Group  E3 Safety in the Home and Community  E3 Making the Most of Leisure Time  E3 Managing Social Relationships |

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| --- |
| **Certificates I have achieved so far:** |
| E3 English Functional Skills  L1 English Functional Skills  L1 Maths Functional Skills  L2 Maths Functional Skills  E3 ASDAN Personal and Social Development Diploma  WJEC – L1 Basic Food Preparation and Cooking                E3 Science Today: Health and Safety                E3 Working As Part of a Group                L1 Community Action    “I Can Lead” Sports Award |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **B-Squared Data**   - Steps 4 Life | | | | | | | |
| **Mid- year 10**  **Feb 2023** | | **End-year**  **June 2023** | | **Mid- year 11**  **Feb 2024** | | **End of Year 11**  **May/June 2024** | |
| Reading | 6%E2 | Reading | 88%E2 | Reading | 74% E3 | Reading | 3% L1 |
| Writing | 0% E1 | Writing | 65%E2 | Writing | 50% E3 | Writing | 78% E3 |
| Sp & List | 4%E2 | Sp & List | 26%E3 | Sp & List | 52% E3 | Sp & List | 3% L1 |
| Number | 5%E1 | Maths | 45%E2 | Maths | 38% E3 | Maths | 2% L1 |

|  |  |
| --- | --- |
| **My Learning Tips** | **Work Experience** |
| I need to use my Zones of Regulation, especially during exam times but I love to learn! | Coffee Shop – Barista |
| **Additional Notes** including exam arrangements | **My Post 16 Destination** |
| I benefit from small numbers and extra time. | College  (named) |

An example of a blue pathway learner:

**Progression Tracker**

|  |  |  |
| --- | --- | --- |
| Name: | Year 11 | Blue Pathway Learner |

|  |  |
| --- | --- |
| **Numeracy**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2AED6C84.tmp | Achieved:    Working towards:  E1 |
| **Literacy**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\42B57932.tmp | Achieved:  E1 in Year 10    Working towards: E2 (may take 2 years as he struggles with the writing aspect) |
| **Vocational Courses**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5A62909E.tmpC:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EBB3A65C.tmp C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\42646010.tmp | Achieved: AQA units at GASP Motor Pro  Arts Award |
| **ASDAN**  C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D19B48CA.tmp C:\Users\sphillips\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\3FF50B68.tmp | Achieved:  **E2 ASDAN Personal and Social Development Award**  E2 Community Action  E2 Preparation for Work  E2 Dealing with Problems in Daily Life  E2 Healthy Living |

|  |
| --- |
| **Certificates I have achieved so far:** |
| E1 English Functional Skills  Discovery Arts Award (Year11)  WJEC: (Year10)  E2 Food Preparation, Cooking and Serving  E2 Health and Safety  E2 Community Action  E2 Planning a journey  E2 ASDAN Personal and Social Development |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **B-Squared Data- Steps 4 Life** | | | | | | | |
| **Mid- year 10**  **Feb 2023** | | **End-year**  **June 2023** | | **Mid-Year 11**  **Feb 2024** | | **End of Year 11**  **May/June 2024** | |
| Reading | 40% Step 7 | Reading | 1%E1 | Reading | 27% E1 | Reading | 31% E1 |
| Writing | 42% Step 5 | Writing | 42%Step 5 | Writing | 48% Step 6 | Writing | 60% Step 6 |
| Sp & List | 42% Step 7 | Sp & List | 51% Step 7 | Sp & List | 58% Step 7 | Sp & List | 64% Step 7 |
| Number | 17% Step 6 | Maths | 17%Step 6 | Maths | 30% Step 6 | Maths | 46% Step 6 |

|  |  |
| --- | --- |
| **My Learning Tips** | **Work Experience** |
| I can get very anxious. When I am anxious, I can get a bit silly. Counting to 10 and colouring helps me to calm down. | Garden Centre |
| **Additional Notes** including exam arrangements | **My Post 16 Destination** |
| Small Room  Reader  Extra time  Word processor for English | LAN School  (named) |