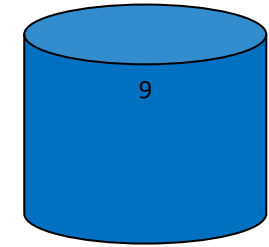
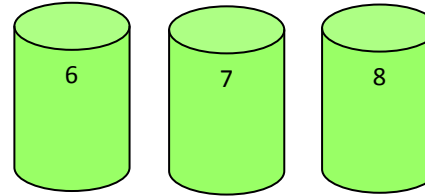
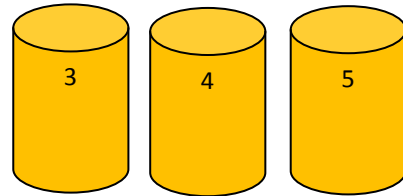
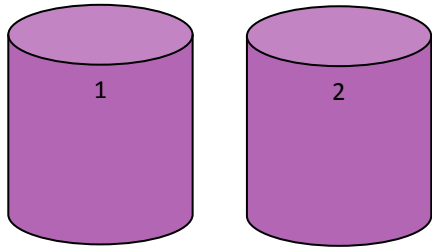


# Marland Personalised Curriculum Structure 2015-17 (Version 25.09.15)

(Marland Special School SEN Adaptation of Progress 8)



**Progress 8:**  
**English** (Double weighted)      **Maths** (Double weighted)

**Progress 8: EBacc Qualifications**  
 Sciences, Computer Science, Geography,  
 History and Languages

**Progress 8: Open Group**  
**Remaining EBacc & other approved Quals**  
 (GCSEs & Academic, Arts or Vocational Qualifications)

**Marland Personalised Curriculum**  
**Enhancement Group**  
**ADDED VALUE additional Qualifications**  
 Non-approved Vocational and/or Skills Based  
 Qualifications

**Marland Personalised Curriculum**  
**English**      **Maths**

**Marland Personalised Curriculum**  
 Sciences, Computer Science, Geography,  
 History and Languages

**Marland Personalised Curriculum**  
 Approved GCSEs & Academic, Arts or Vocational  
 Qualifications

GCSE English  
 GCSE English Literature  
 Functional Skills English: E3, Levels 1 & 2

GCSE Maths  
 Edexcel Certificate in Maths  
 Functional Skills Maths: E3, Levels 1 & 2

GCSE Geography  
 GCSE History  
 GCSE Religious Education  
 BTEC Principles of Applied Science:  
 Levels 1 / 2

GCSE Art  
 GCSE Media Studies  
 GCSE Astronomy  
 BTEC Art & Design: Level 1  
 BTEC Construction: Level 1  
 BTEC Engineering: Level 1  
 BTEC Land Based Studies: Level 1  
 Functional Skills ICT: E3, Levels 1 & 2  
 European Computer Driving Licence  
 ITQ Information Technology Qualification:  
 Levels 1 & 2

BTEC Work Skills: Level 1  
 BTEC Home Cooking Skills: Level 1 & 2  
 BTEC Gen. Cookery in Hospitality: Level 1  
 BTEC Sport & Active Leisure: Level 1  
 BTEC Personal & Social Development: Level 1  
 Edexcel Safe Road Skills & Attitudes: Level 1  
 Motorcycle Compulsory Basic Training (CBT)  
 Duke of Edinburgh Award (DoE): Bronze  
 Emergency First Aid at Work (6 Hrs)  
 Level 2 Food Hygiene for Catering  
 AQA Unit Awards (Personalised to Need)

# Marland School Position Statement

## 'Life after Levels'

September 2015

Sir Michael Wilshaw, Chief Inspector of Schools, has stated that Ofsted will not endorse any particular approach of assessing progress without referencing it to National Curriculum Levels but the expectation is that schools will be able to show what their students know through some form of valid continuous assessment. Also that now schools have the freedom to choose the way they assess their students' progress, they need to decide what works best for them.

We have researched extensively, drawing knowledge from a range of sources both nationally via the web and locally through collaboration with a wide range of our cross phase networking partners (Special Schools: SHAD & SENTient and Mainstream Learning Community / Academic Board Schools). Based on this research it is clear that there is no consistent model being applied across the board, either nationally, regionally or locally within Devon. We have therefore decided that a mixed approach be deployed during this transition period to best meet the special educational needs of our own students, all of whom either have a statement of SEN or a Education Health Care Plan for BESD / SEMH needs, the majority being severe and many having complex additional special needs.

This mixed approach consists of:

- Working in collaboration with our 10 SENTient Special School partners to construct a 'Progression Scale' which extends the existing 'P' Scale from P1-P8 taking it up to P32. This scale then assimilates the outgoing NC Levels (including a-c sub levels) with 'Point Scores', GCSE grades (outgoing and incoming) and certain other key 'Qualification values' (Functional Skills, BTEC: QCF & NQF). The aim of this being to retain some continuity with the old levelling methodology whilst at the same time transitioning to other ways of measuring progress and benchmarking against others to moderate progress judgements under the parameters of the latest National Curriculum.
- In addition, this SENTient collaboration group are also working towards drafting 'Progress Descriptors' based on the new National Curriculum for all subject areas to be used alongside this transitional levelling system. This is currently at a relatively early stage with descriptors drafted for the lower levels and is an ongoing process. At Marland we are currently looking to trial this approach at KS2 in English alongside the 'SENTient Progression Scale' where feasible. If successful, this can then be rolled out over the coming months / years as this Year 5/6 cohort progress through to KS3&4.

### Marland Curriculum Leadership Team Aims:

1. To monitor and review this fledgling transitional approach towards assessing progression on a 2 weekly basis.
2. To ensure that it is effective, efficient at all times.
3. To fully involve students in the assessment of their individual progress in each subject whilst meeting their special needs at all times.
4. To monitor the national scene to ensure that Marland's & SENTient's approach remains in line with national guidance and legislation.