

Academic Year September 2023-2024



Alderman Knight Post 16 Centre



Information Booklet

Post 16 Ethos and Vision Statement

It is our aim to ensure that our students will be provided with a curriculum that builds on their current knowledge, skills and understanding as well as their strengths and interests. The curriculum will ensure progression and include opportunities to further develop essential life skills, vocational skills, academic learning and personal qualities that will help them towards employability and independence at a level suited to their needs.

Entry Criteria

Post 16 students aged 16 – 19 years

The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:

- Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger's syndrome, and complex needs including anxieties, emotional, social and mental health needs, and:
- Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grade 4 and above (previously A* - D grades)
- Require a specialist setting to access a further education curriculum

The Local Authority will assess children and young people on a case-by-case basis against the criteria as given. It is recognised that children and young people often have needs that cross over different areas and their needs can change over time. Therefore, these areas give an overview of the range of needs that could be catered for within this specialist setting.

Post 16 Centre

The length of time students will stay at Alderman Knight Post 16 is dependent on their individual needs. Students will have a personalised pathway that enables them to move on at the most appropriate point. Some may simply need a bridging year before moving to a local provider college. Others will study in the Post 16 for two or three years and may not access another further education setting at all. They may enter employment directly from Alderman Knight Post 16.



Key to success is that the curriculum will give them the opportunity to plan and review their own skills and achievements, working with staff and other agencies as necessary to ensure their needs are addressed and that they are supported to develop in a holistic way.

In order to do this, the curriculum provision will:

- Provide educational learning opportunities from Monday to Friday in line with the school's academic year calendar
- Enable all students to be involved in planning and developing their own curriculum offer designed around their needs that will include a wide range of opportunities.
- Provide a range of accreditations for all students that demonstrate genuine, meaningful progress. The model offered is similar to the main school's current model of curriculum pathways. Young people follow a pathway underpinned by life skills with a focus on communication and interaction as well as academic and vocational learning at an appropriate level.
- Include a specific and very clear focus on extending the independent living skills of all students. This is achieved through a Life Skills Challenge Pathway. This pathway will include units on money management, independent travel, keeping themselves safe and healthy, and developing a social life outside school as well as modules linked to their EHCP outcomes.
- Develop the work skills of students to improve their ability to secure paid employment or support their local community through voluntary work. This may include regular opportunities to work within the community.
- Develop ability and confidence in communicating and interacting with peers who do not have additional needs. The Post 16 Centre offer will provide curricular and extra-curricular opportunities with the students from Tewkesbury School to improve social interaction and develop friendships.
- Prepare students for the next stage in their transition to adulthood.

General Information

TERM DATES

Term dates will be exactly the same as the rest of Alderman Knight School. A copy of the term dates are available on the school website: www.aldermanknight.gloucs.sch.uk

INSET dates will be the same as the rest of Alderman Knight School and will also be included in the copy of the term dates that are made available via the website.

TIMINGS OF THE DAY

The start of the day at Post 16 begins at 8:50am. Students are welcome to arrive to the Post 16 building from 8:45am each day. The day finishes at 3pm.

Students will enter and exit the building through the Post 16 main entrance. Students are given access fobs on their lanyards to open the main doors to the building.

Time	Lesson
08:50 – 09:00	Tutor Briefing
09:00 – 09:45	Lesson 1
09:45 – 10:30	Lesson 2
10:30 – 10:50	Break
10:50 – 11:35	Lesson 3
11:35 – 12:20	Lesson 4
12:20 – 13:10	Lunch
13:10 – 13:50	Lesson 5
13:50 – 14:30	Lesson 6
14:30 – 15:00	Tutor Time

TIMETABLES

The Post 16 curriculum will be based on a two-week timetable in most cases, with 6 lessons per day.

Students who are enrolled on a course at Tewkesbury School will be given individual timetables which may differ to the above timings to accommodate those lessons. Bespoke timetables are explained to students to ensure they understand their schedules in these instances.

Dress Code

Students attending Post 16 will be expected to be smart in their appearance and follow a Business Dress Code. This mirrors the expectations of the smart and tidy appearance necessary in working life and allows our students to become role models to other members of Alderman Knight School.

A dress code for Work Experience will be dependent on the placement and discussed on an individual basis.

Post 16 Dress Code

- White, blue or grey smart or collared shirt (rather than polo or T-shirt)
- Charcoal grey trousers or skirt (no jeans, tracksuit style trousers or shorts)
- V necked grey jumper or cardigan (no sweatshirt or hoodies/zoodies)
- Smart black shoes (no trainers, flip-flops or backless sandals)
- Optional tie (students may opt to wear a suitable, Post 16 appropriate tie)
- No hats or beanies should be worn in the Post 16 building.



Jewellery

Students should limit the amount of jewellery that they wear. Students may:

- Wear one small stud earring or small sleeper earring in each ear.
- Wear a watch (we ask that smartwatches are avoided if possible, but should be silenced if worn)

We respectfully ask that students do not wear any visible facial piercing or have multiple ear piercings. Please note that there may be occasions where it will be necessary for students to remove all earrings and watches for health and safety reasons.

Hair

We respectfully ask that hair is also considered into our business dress code. Hair should not be shaved below a grade 1 and no patterns should be shaved into the hair or eyebrows. Hair colouring is only allowed if it appears natural; no unnatural colours please. Hair extensions are not allowed.

Make up

Any make up worn must be modest and discrete. Lipstick, false eyelashes and acrylic nails are not allowed.

PE Kit

There is no set PE Kit for Post 16. Students can wear their own clothes that are suitable for exercise and appropriate for Post 16.

There may be some occasions where uniform is not required, such as educational trips or charity days. These will be announced on an ad hoc basis. Students should ensure that they continue to be respectfully dressed with no offensive or inappropriate items of clothing worn.

Behaviour Expectations

The following 'Rules for Success' are a brief summary of what is expected of students at Alderman Knight School in both classes and around the school. They are clearly displayed in all classrooms and have been written in a way that will hopefully make them more accessible and memorable to the students.

At the start of the academic year, all students and form tutors will sign a learning agreement that outlines the expectations of students and staff in Post 16 relating to their Conduct, Study and Attendance. All incidents of absence, missed deadlines and failure to meet the expectations of Post 16 study will be pursued by the teaching staff, tutor and Post 16 Manager where appropriate.

The expectation at Post 16 is that you take responsibility for your learning and the learning of others.

Rules for Success	
Attendance	We aim for all our students to achieve 100% attendance, and will challenge those who fall below our minimum target of 93% attendance.
Uniform	Correctly following the post 16 dress code at all times.
Attitude	Arrive on time for your lesson, follow instructions straight away and complete work to the best of your ability.
Equipment / Environment	Look after school property, be responsible for equipment that you use. Recycle whenever you can, follow the rules in different areas.
Respect	Give everyone respect, show respect to others in class discussions.
ICT	Responsible and appropriate ICT use at all times including use of school email.
Deadlines	Hand in excellent work on time, speak to your tutor if you have any concerns over achieving a deadline.
Study Time	Use this time for meaningful work towards your qualifications.
Engagement	Every session counts, take an active part in all opportunities offered to you

In Post 16 students have responsibility for their learning and the learning of others. Post 16 staff will make students aware of the consequences of their actions and use real-life scenarios to get them ready for their next steps. It is the student's responsibility to make good positive choices and learn from situations. Any student causing concern will start a 5-stage sanction system to ensure high standards in Post 16.

Attendance Policy

We expect all students will:

- Attend school regularly (Above 93%)
- Attend school punctually
- Attend school appropriately prepared for the day, dressed in Post-16 school uniform and with any additional equipment or clothing required for the day
- Discuss any problems that deter them from attending school promptly with their form tutor or the Post-16 Manager

We expect all parents and carers who have day to day responsibility for the young person will:

- Ensure regular school attendance and be aware of their legal responsibilities
- Ensure that their young person arrives at school punctually and prepared for the school day
- Ensure that they contact the Attendance Officer via Weduc or telephone whenever the young person is unable to attend school. Contact the Attendance Officer by 9 am on the first day of the absence and each morning thereafter
- Contact the Attendance Officer promptly whenever any problems occur that may keep the young person away from school

The school attendance target is 93% (Reasonable adjustments and consideration for reasons will be taken into account), the impact on learning of a lower attendance rate can be seen below.

Attendance Rate	School Days Missed
98% attendance means	4 school days missed
95% attendance means	10 school days missed
93% attendance means	12 school days missed
90% attendance means	19 school days missed
80% attendance means	38 school days missed

Post 16 Visual Tour

We are very lucky to have our lovely Post 16 building here at Alderman Knight Post 16 Centre. It is open and spacious with lots of rooms and big classrooms that we can't wait to teach you in. Here are a few images of some of the main areas of the building.



MAIN ENTRANCE



This is the main entrance to the Post 16 building. This is where you will come in the morning and where you will leave to go home.

Students can leave with their taxis or parents at the end of the day. Students are also able to make their own way home, for example by walking or using the local bus services if they are able to do so. The nearest bus stop is a short walk from the Post 16 building and is situated on Ashchurch Road outside Tewkesbury School. Please let us know if there are any changes to your travel arrangements so that Post 16 staff can support and supervise where necessary.

COMMON AREA



This is our Post 16 common area and is the first place you'll come into when you enter the building.

This area is used during your break times and lunch times to socialise. It is filled with places to sit if you would prefer to do some group studying, or for eating your lunch.

There is access to the Post 16 offices from this area as well as access to the Post 16 kitchen area, where students are free to make their own hot drinks and lunches using the facilities provided.

Some study sessions take place here.



MAIN CORRIDOR



The main corridor in the Post 16 Centre runs the entire length of the building.

Along this corridor you will access all of the teaching rooms in Post 16, as well as the meeting room, group study room, gym, toilet and washroom facilities.

Next to the common area, there are also individual lockers that can be allocated to students to store their belongings during their day in Post 16. These are distributed at the beginning of each academic year.



TEACHING ROOMS – T1



The first teaching room along the corridor is T1.

T1 is an open and light learning space with an interactive whiteboard and plenty of desk space.

At the front of the teaching room is the teacher's lectern.

There is also an external door that leads to an outside area.



TEACHING ROOMS – T2 AND T3

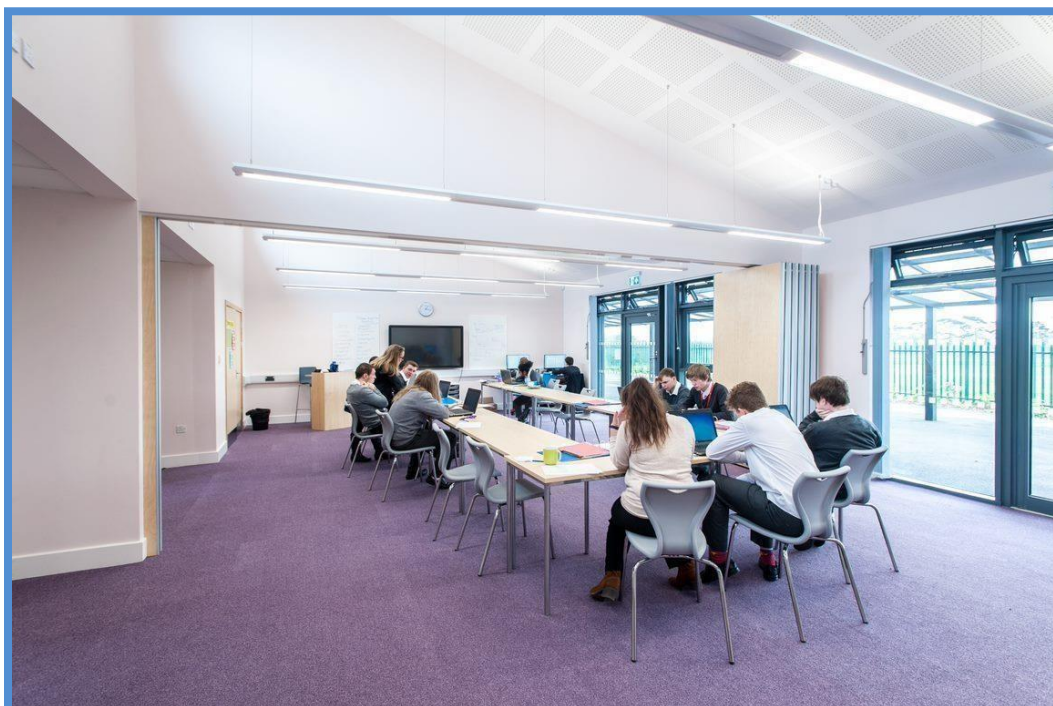


T2 and T3 are our other two teaching spaces. These rooms are special however, as the partition wall can be opened to reveal one large teaching space.

Here, we can comfortably fit our Post 16 students for wider group activities and visiting speakers.

Both rooms have external doors to outdoor areas as well as interactive whiteboards and teaching lecterns for your teachers.

T3 also has a small kitchenette space with a sink and cupboard storage.

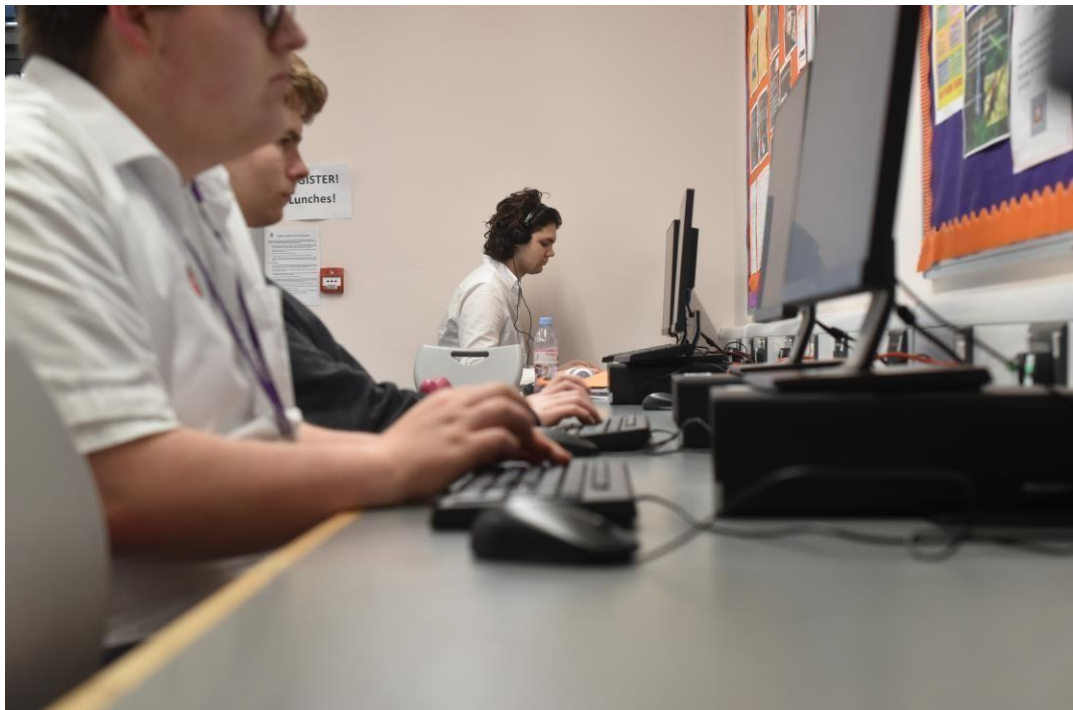


TEACHING ROOMS – ICT SUITE



At the furthest end of the corridor you will find our ICT suite.

This is another single teaching room that is open and light, providing the perfect space for your ICT lessons.



NON-TEACHING ROOMS – MEETING ROOM



Post 16 also has its own meeting room. This space is used to house important meetings, such as Education and Health Care Plan reviews, as well as 1-to-1 tutorials with students and tutors.

Students are able to use this space to have group study sessions.

NON-TEACHING ROOMS – GYM



We are very lucky to also have our own gym in Post 16.

This room is equipped with plenty of exercise equipment. You will need to have an induction session with a member of staff before you can safely use this equipment.

OUTDOOR SPACES



There is also a large area of outdoor space that Post 16 students can use and enjoy.

Access to the shared Alderman Knight garden can be found in the common area.

Each teaching room also has an external door that leads out into the outdoor spaces underneath a large canopy for those rainy days.

In spring and summer, we enjoy spending some time maintaining our flowerbeds and border plants or playing table tennis on one of the three tables.



The Curriculum

At Alderman Knight Post 16 Centre we are committed to providing the very best education we can for all our students. Due to the wide range of individual needs, we understand that a 'one size fits all' curriculum model is not necessarily appropriate. As a result, we try to provide a curriculum that is as flexible and personalised as possible. We do this by offering a wide range of subjects, experiences and externally accredited courses. All students are provided with a meaningful and relevant set of learning experiences which together provide an engaging curriculum enabling both participation and achievement for all our pupils whilst preparing them for the future.

During their time at Alderman Knight Post-16 Centre, it is intended that all students will extend their learning in the following areas:

- English, Maths, Computing and Information Technology,
- Vocational and subject learning – specific options linked to individual strengths and interests.
- Preparation For Adulthood skills including food hygiene and cooking, use of public transport and money management,
- Personal and social development including a continued focus on developing communication and interactions skills,
- Opportunities to extend the experience of the local community, and
- Work-related learning and employability skills.

Most of the academic learning will be timetabled over 3 days, reserving two days for work experience, work-related learning sessions and other independent learning opportunities including study, PSHE and Preparation For Adulthood. During the academic year, students will be studying a range of accreditations through a personalised mix of subjects at a suitable level which may include:

- English
- Maths
- Computer Science
- Sports Leadership
- Geography
- Media Studies
- Employability
- PSHE
- Science
- History
- Hospitality & Catering
- Art
- Level 2 Essential Skills

Please note that all students will study for accreditations that are at an appropriate level. The accredited courses being offered to students have been based on need and interest. The majority are two-year courses. The courses will enable academic progression as well as a broadening of knowledge, skills and understanding.

English

English comprises of three main areas: reading, writing and spoken language. In order to develop students' skills within these areas, they engage with a range of texts including pre- and post-twentieth century fiction, non-fiction and poetry.



Throughout Post 16 students will explore nineteenth century prose, modern prose, plays, non-fiction texts and poetry. For those students re-sitting English we will target the gaps in your knowledge to support you to make progress. For those sitting GCSE English for the first time, we will support you throughout the entire syllabus.

Students will develop their ability to:

- Identify implicit and explicit information and ideas within texts
- Identify and consider the effects of language and structural features within texts
- Incorporate their own examples of language and structural features within their creative writing
- Write for a range of audiences and purposes
- Explain and justify their opinions
- Create and deliver presentations to an audience
- Give extended verbal responses to questions and feedback

Students will develop these skills through:

- Reading a range of fiction and non-fiction texts
- Written work



Maths

In Post16 we target the areas you have found difficult in the past so you can hopefully achieve your GCSE qualification

Electricity Bill	
New reading	65248 units
Old reading	64897 units
Price per unit 36p	

This is part of Ryan's electricity bill. Work out how much Ryan has to pay for his electricity.

Number

You will develop your understanding of place value. You will be learning to use the $<$ $>$ signs to compare integers, decimals, fractions and negative numbers.

You will become familiar with the order we do calculations (BIDMAS).

You will develop your confidence with the four operations $+$, $-$, \times , \div

At GCSE, you will learn to write in Standard Form.

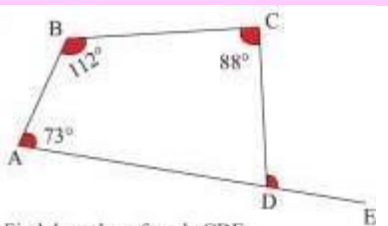
Proportional Reasoning

You will calculate a fraction and decimal of an amount and apply this to real-life situations.

You will be introduced to the concept of ratio.

At GCSE, you will look at 'best value' and work with recipes.

Brianna makes cakes for a tea shop. She uses $\frac{2}{3}$ kg of sugar for each cake. Brianna buys the sugar in 5 kg bags. How much cakes can Brianna make with the sugar from one 5 kg bag?



Find the value of angle CDE. You must give all your reasons.

Geometry

You will work with perimeter, area and volume of various shapes.

You will learn about different mathematical transformations.

You will be learning about angles and bearings.

At GCSE, you may be introduced to Pythagoras and Trigonometry.

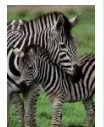
Algebra

Algebra is introduced with the GCSE qualification.

You will learn the rules we use to write algebraically. You will learn to solve equations and to substitute numbers into expressions.

You will learn to plot algebraic graphs and how sequences work.

A young zebra weighs $(5a + 7b)$ kg. During the following week it loses $(a + b)$ kg of its weight. In the week after that it gains $(2a + 3b)$ kg in weight. Write down an expression for what the zebra now weighs.



86 children go on a watersports holiday. One morning each child will waterski, windsurf or dive.
11 out of the 40 girls go diving.
Half of the 28 children who waterski are boys.
21 boys windsurf.
How many children go diving in total?



Statistics

You will learn to construct and interpret different statistical charts. You will learn to work with the three averages and the range.

At GCSE, you will start working with sets of grouped data.

You will also learn about correlation and scatter graphs.

Probability

Probability is introduced with the GCSE qualification.

You will about the language of chance and explore the probability of different events happening.

Nicky spins the spinner. What is the probability that Nicky gets :

- a) Red
- b) Blue or Red
- c) Green
- d) Anything but blue.



Science

In Post 16 you have the option to do complete the GCSE Science course you did not complete in KS4

Biology



Biology is the study of life. This means learning about different types of cells and how they work together in amazing ways to make the tissues, organs and organ systems that keep organisms alive. This involves studying how the body responds to stimuli to keep itself alive by keeping everything in balance and avoiding dangers. This leads onto how organisms interact with each other and their environment, how genes are passed, and the theory of evolution.

Course Delivery

In Biology you will learn through

- modelling things like the digestive system.
- practical work like using microscopes to view cells.
- using computers to research topics.
- Videos, animations, simulations and presentations.



Physics



Physics is the study of how the universe works. This means learning about how energy is transferred to make things work using electricity, forces, waves and heat. This involves investigating electric circuits, exploring how the different types of force interact and how the various types of waves can be reflected and refracted. What is studied ranges from particles smaller than atoms in radioactivity to the size of the universe in the Big Bang Theory.

Course Delivery

In Physics you will learn through

- doing practicals such as making electric circuits, making wave machines (photo), and using data loggers to measure speed.
- Modelling things like circuits using M&M's
- Videos, simulations, animations and presentations.

Working Scientifically.

Across all areas of science, we will be studying the 'scientific method.' Here you will learn how to design your own experiments so that you get results that will be able to give you evidence to answer a question. You will also learn how to present your results and explain what they mean, along with how you could improve your experiment.

Courses Offered

GCSE Separate Biology or Physics. Both are full GCSE courses, they are both assessed with two final exams at the end of Year 13. Both require good literacy and numeracy skills.

Geography

This is an exciting course that provides opportunities to explore the human and natural environment. This course will help you to make sense of the world around you. It's hands-on, relevant, and fun. We will learn about both the natural and human world, developing important key skills and knowledge.

The qualification gives a prominent position to fieldwork and other geographical skills whilst ensuring they are embedded within teaching and learning.

We will learn about the world at different scales developing awareness of global, social and cultural themes that are relevant to our lives. This course will involve the study of human and physical Geography that makes up our country, as well as learning about our impact on the global environment. The physical component of the course will look at the formation of the wonderful landforms associated with our coasts and rivers, identifying why they are so important. Human Geography will look at how the UK is interconnected with other countries and places as well as the changing nature of our population in towns, cities and the countryside. Physical and Human Geography will also be studied to extend students' awareness of our planet within a global context. A very important component of this course will be a detailed study of the impact of people on our environments including rainforests, and the impact of climate change on our world.



Interviewing local residents in Tewkesbury



Fieldwork study in the river Swilgate

Course delivery

The course is taught over a two-year period, including two field work activity days; a visit to Tewkesbury Nature reserve to explore water quality and the natural characteristics of the river Swilgate, and detailed field work exploring the impact of flooding on the lives of people in Tewkesbury. Assessment of the course is via three GCSE papers. The course will be taught using a variety of different methodologies including:

- Paper 1: Living in the UK - with an emphasis on landscapes and the people of the UK.
- Paper 2: Ecosystems of the planet and people of the planet.
- Paper 3: Geographical Skills with a field work assessment.

Why choose Geography?

Geography is the perfect subject to develop and assess a wide range of transferable skills for employment or further study. This course encourages us to explore the world in which we live and to look at the natural and human environment. This course will provide lots of opportunities to develop essential study skills and think critically about our human and natural environment. It will help you make sense of the world around you.

Courses on offer

OCR GCSE Geography A (J383)

GCSE Computer Science

Overview

GCSE Computer Science helps you think about how technology is created. This GCSE gives you an excellent opportunity to investigate how computers work, & to develop computer programming & problem-solving skills Pupils will be required to analyse problems in computational terms through practical experience, including designing, writing and debugging programs. This is a challenging subject and there is a lot of theory to learn.

This subject is for you if...

- You have an interest in computers and programming
- You like solving problems and finding errors
- You enjoy coding
- You are self-motivated and learning and reading about computers as a hobby



What will you be doing?

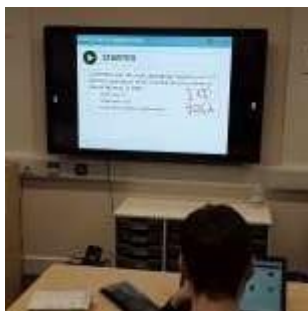
Internal computer components—Understanding how data moves around a computer, including dissecting a computer and reassembling it.

Cyber security—Learning how to protect data when storing and transmitting data across a network, and using Hacking Simulators to develop skills

Data representation—Learning how computers represent data, including researching images and games to understand how they are represented on screen.

Effect of digital technology on society—Thinking of waste and the global effects of Computer use, discovering the ethical efforts being used to recycle components.

Programming—Using Python to learn the fundamentals of programming, leading to the creation of a text based role playing game.



Creative Media Production



Creative Media Production is ideal for you if you would like to develop creative skills and learn more about the creative media sector. The skills developed through an education in creative media are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including film, television, games, web and app development, and publishing. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what hasn't changed is that media products still have the power to enthrall, intrigue and affect audiences. Collectively, the creative sector in the UK contributed nearly £112 billion to the economy in 2019, and have grown by 7.4% since 2017, a growth 5 times that of the overall UK economy.

Course Delivery

Everyone taking this qualification will study three component units, covering the following areas:

- Component 1: Exploring media products content by investigating different media products, such as audio/moving image, print and interactive design, considering their style, design, audience and context.
- Component 2: Developing digital media production skills exploring and developing creative media production processes and practices by generating ideas, and planning production and postproduction processes.
- Component 3: Create a media product in response to a brief media by applying digital on skills and techniques to develop a response to a client brief.

Assessment is by internally set research and practical projects and does not require any examinations.

Potential Courses Offered

BTEC Level 2 Tech Award in Creative Media Production.

This course offers a practical introduction to life and work in the media sector. The qualification is the same size and level as a GCSE.

This qualification will offer you the opportunity to build the range of knowledge, understanding and practical skills you need to progress to further learning, and will also give you an engaging and stimulating introduction to the world of creative media. You will explore some of the key areas within the creative sector, learning how to address the needs of clients and create media work that meets creative project briefs.

Sports Leadership

Overview

Whilst studying Sports leadership you will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community.

This subject is for you if:

- You enjoy leading and helping out.
- You are a role model to younger people.
- You have a keen interest in sport.
- You are creative with your ideas.
- You want to improve your confidence in speaking in front of other people.



What might you learn about?

Unit 1: Leadership Skills and Behaviours

Unit 2: Planning, assisting and evaluating physical activity sessions

Unit 3: Assist in planning and leading a sports/physical activity event

Unit 4: Lead sport/physical activity sessions in your community

6 Learning Challenges:

- 1) Valuing Learning Challenge – Engaging with learning and your community
- 2) Skills for Progression Challenge – The personal skills you need to progress
- 3) Believe in Yourself Challenge – Building confidence to succeed
- 4) Safety First Challenge – Leading activities safely
- 5) Adapting Activities Challenge – Developing activities for a changing environment
- 6) Virtual Leading Challenge – Using technology for leading activities



What is the practical element?

- You will be required to be a participant for your peers, giving them feedback on their session on what went well and what is required to improve.
- You will be required to demonstrate and lead activities in small groups and individually.
- You will undergo practical challenges to develop your communication, teamwork and problem solving skills.

What course would you study and what would this involve?

Community Sports Leadership Level 2

Completing all tasks in your leaderships workbook. There is a mixture of theory and practical activities.



Religious Education



Alderman Knight School follows the Gloucestershire Agreed Syllabus for Religious Education (2017-2022), as far as practicable and the minimum requirement of provision across Year 12-13, is ten hours of core RE which we provide through two whole RE Days.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The RE Day visits, workshops and activities aim to help deliver the aims of RE and build religious literacy, empathy and skills for dialogue and communication in the wider world. There is always time for plenty of questions and discussion!

An example of some of the RE day themes are shown below

Post 16 Religious Education Days		
Previous Years		
	Climate Change Workshop visiting speakers	The Three Abrahamic Faiths AKS Big RE Day: Whole school Workshops
	Philosophy & Ethics Workshops visiting Humanists and Buddhists	Tewkesbury Abbey visit Sacred Space
	'A Christmas Carol' revisited looking at the themes of selfishness, regret, forgiveness, repentance & salvation	Coventry Cathedral visit Reconciliation
2022-2023	The Holocaust cross curricular Art Workshop -Amelia Ireland Ambassador from The Holocaust Educational Trust + Holocaust Survivor speaker	Buddhism workshop Buddhist Centre visit Hereford

PSHE

Personal social, health and economic (PSHE) education including Relationship and Sex Education (RSE) in Post 16 is a 2-year rolling program that is centred around the four Preparation for Adulthood areas:

- Friends, relationships and community;
- Health;
- Employment, and;
- Independent living.

YEAR 1

Term 1	Term 2	Term 3
Respectful relationships including friendships	Online and media	Healthy eating
Families	Internet safety and harms	Being safe
Mental wellbeing		

YEAR 2

Term 1	Term 2	Term 3
Physical health and fitness	Intimate relationships including sexual health	Basic first aid
Drugs, alcohol and tobacco	Health and prevention, and changing adolescent body	
The Law		



Employability

This qualification is designed to help students develop the skills needed to become successful employees. Students will have taught lessons plus the opportunity to attend a work experience placement one day a week when ready.

There are a number of core units and additional units available at each level. Level 2 core units include:

- Maintaining work and Good Practice standards
- Career exploration
- Applying for a job
- Exploring job opportunities
- Learning through work experience
- Enterprise skills

Examples of additional units include:

- Customer service
- Tackling problems
- Team working
- Health and safety in the work-place

This course forms part of our Work Experience provision



Timetables

All students are given a timetable at the beginning of each year.

The majority of the academic learning will be timetabled over 3 days, reserving 2 days for work experience, work-related learning sessions and other independent learning opportunities including study, PSHE and Preparation for Adulthood.

Alderman Knight School and Post 16 Centre have a two-week timetable (Week A and Week B).

Below is an example of what your timetable may look like for a week whilst studying at Alderman Knight Post 16 Centre.

A	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Tutor Briefing</i>					
1	English T1 Miss C	English T1 Miss C	Maths T2 Miss B	Employability/ work experience (internal or external)	Study
2	Maths T2 Miss B				Work-Related Learning
<i>Break</i>					
3	Employability T2 Mrs B	Option e.g. History, Media	Computing and IT ICT Suite Mr D	Employability/ work experience (internal or external)	PSHE
4					
<i>Lunch</i>					
5	Option e.g. History, Media	Study	Option e.g. History, Media Etc	Employability/ work experience (internal or external)	Socialisation / Communication & Interaction
6		Option e.g. History, Media Etc			
<i>Tutor Time</i>					

Students who are enrolled in courses at Tewkesbury School may have a slightly different timetable to accommodate those additional lessons. This may also alter the timings of the lessons and the structure of the day. These are discussed on an individual basis with the student.

Homework Policy

Introduction:

At Alderman Knight School we work with parents and carers to support learning at home. We understand the difficulties some students will have completing work at home and as a result, we have developed a flexible homework approach in collaboration with parents and carers. The School recognises that homework may take many forms and may include reading, written work, observations, research and practice of other skills as appropriate.

Practices and procedures

In Key Stage 5, students can expect one piece of homework which should take about 45 minutes to complete per subject each week. Students may also be given a theme to investigate in their study time as additional reading in preparation for future lessons. There are times, particularly for exam students, when we set homework especially as they approach exams. We might use revision sheets, workbooks, and websites such as Bitesize in Maths, English and Science, Seneca Learning, My Maths or Purple Mash. Alderman Knight School has purchased subscriptions to a number of online resources to aid the development of literacy and numeracy skills. Links to these resources are located on the Alderman Knight School website. These resources can be accessed from home and are used routinely for homework.

Logins for each of these online resources will be sent out in the Autumn Term. If you need logins sent home again, please contact your student's tutor.

Alderman Knight School holds sessions for parents and carers to come into school to find out more about how students are taught, how they can support at home as well as how to use homework-based resources. Information on these sessions will be sent home with students and posted on the school website.

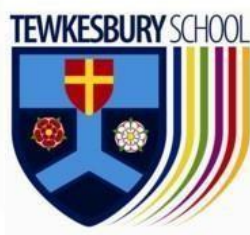
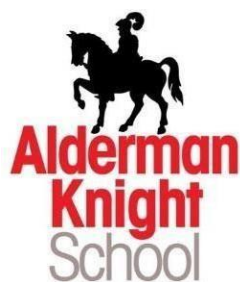
The role of the Subject Leader/Tutors – Monitoring homework set by class teachers

It is expected that the Post 16 Manager and tutors will check to see that the teachers are regularly setting, marking and providing feedback to students and parents/carers. The senior leadership team (SLT) will ask subject leaders at different points throughout the year for samples of homework from the different teachers within their departments. This type of homework scrutiny will be used as a means of ensuring that homework is of the highest standard at Alderman Knight so it continues to inform the teaching and learning of our students.

Role of Parents/Carers

The School views the support of parents/carers as very important to the effective use of homework. All parents will be acquainted with the School's homework policy. If you find the homework inappropriate for your young person, if they lack interest, if it becomes a battleground or if you are concerned that homework is given inconsistently please talk with the personal tutor in the first instance.

Links with Tewkesbury School



We facilitate links with Tewkesbury School as much as possible. Confidence in the environment is achieved at the student's own pace and with support, leading to independent use for many.

Linking with Tewkesbury School helps provide opportunities to socialise and bridge the gap between a specialist setting and a mainstream setting. Friendships are encouraged and supported whilst remaining student-led. This extends friendship groups and develops the confidence of our students. Previously, students from both settings worked collaboratively to produce a piece of artwork for the new Post-16 building, as well as students from Tewkesbury School joined Post-16 students to welcome Holocaust survivor Ernst Simon during our RE Day.

Additionally, through our links with Tewkesbury School, we are able to facilitate additional subject areas such as GCSE Sociology, or further education accreditations such as A Levels, depending on necessary entry accreditations. We also aim to provide opportunities for our students to broaden their experience and increase their confidence in the wider community with these links.



Extra-Curricular

LEISURE FACILITIES

In addition to our Post 16 gym, we also have a range of activities that students enjoy taking part in the Post 16 building. We are lucky to have 3 full-sized table tennis tables, as well as table football and a pool table for students to engage in friendly competition and develop their socialisation skills. The ever-popular Post 16 Tournament Days are also scheduled to provide some structured competition in a range of activities, including Boccia, rowing, chess and Jenga.



ENTERPRISE AND FUNDRAISING

Post 16 students have been involved in a number of fundraising and enterprise activities. They have previously adopted the Teenage Cancer Trust and Dementia UK as their charities and a variety of successful fundraising activities have been organised to raise money for the charities.

Our Post 16 students have previously set up and managed the school Tuck Shop with everyone taking an active part on a rotational basis. The Tuck Shop was operated like a small business with all financial and stocking decisions made by the students. We try to provide the opportunity to explore how businesses work, with students being supported to identify how to budget, calculate profit and listen to their customers.

Work Experience

Understanding the world of work is a vital part of preparation for adulthood, so we have a regular day on our timetable for employer encounters, employability skills and work experience.

Work experience provides students with the opportunity to look at job roles they may wish to follow in the future. It provides students with a realistic 'on the job' experience which cannot be achieved within Post 16. The placements take the format of one day a week and are reviewed at regular intervals.

Students are also provided with opportunities to visit local businesses to view and discuss the range of jobs available within a business structure



Students have undertaken work placements in local catering establishments, residential care homes, IT establishments, a veterinary practice, museums and libraries, florists, supermarkets, local Primary Schools, activity centres, and in the construction industry. These opportunities have been sourced according to individual pathways. We are also able to internally provide a variety of options for students who are not yet ready to undertake work experience in a commercial environment. These may include positions as a teaching assistant or assistant to the school librarian or caretaker.

We work closely with a range of agencies, colleges and training providers to ensure students go on to a positive destination after they leave us.

Transition

Transition Support

Transitions can be scary at times, but at Alderman Knight Post 16 Centre we are on hand to support our students through any transition they may face.

We offer a wide variety of transition support within our Post 16 Centre. Students will have careers guidance interviews and the Transition Manager attends all EHCP reviews and works closely with our students to discuss their options.

Post 16 have close links with FE colleges, training providers and a range of voluntary sector providers to help students move to their next destination.

They might attend the National Apprenticeship Show and the Birmingham Skills Show to raise their aspirations and get ideas. Students will gain information about their options and are encouraged to achieve them.

Transition is also supported throughout the structure of taught lessons in Employability and PSHE, preparing our students for when their time comes to transition beyond our doors. Work experience placements can be explored around career ambitions and ideas to further support the transition into further education, apprenticeships or employment.



Destinations

Our students have gone on to enrol in courses and programs of study in other further educational provisions, applied to join apprenticeships, or voluntary work placements and part-time employment.

We are so proud of our students, both past and present, and we endeavour to catch up with our students even once they have left us to see how they are getting on.

2021 LEAVERS

In 2021, 8 of our students left Alderman Knight Post 16 Centre after completing their courses with us over several years.

We are so proud to say that 6 of our leavers continued full-time education in a variety of placements:

- One leaver enrolled on a BTEC Diploma Computing course at Gloucestershire College,
- One leaver enrolled onto a BTEC Diploma course in Agriculture at Hartpury College,
- One leaver enrolled onto a supported internship at Stroud College,
- One leaver enrolled onto a BTEC Diploma course in Animal Care at Cirencester College,
- One leaver enrolled onto a BTEC Diploma course in Childhood Development at Lemington Spa College,
- One leaver enrolled onto a Preparation for Work course at Heart of Worcester College,

We are equally proud to hear that 1 leaver has gained employment with a local hotel and one leaver is self-employed.

2022 LEAVERS

- One leaver is enrolled onto a Degree course in Religion, Philosophy and Ethics at the University of Gloucestershire,
- One leaver is enrolled on a bridging course to move to a BTEC Diploma course in Sport at Hartpury College,
- One leaver is enrolled in a BTEC Diploma Arts and Media course at Gloucestershire College,
- One leaver is going onto an Apprenticeship in Hospitality

2023 LEAVERS

- Two leavers have enrolled onto BTEC Diploma courses at Gloucestershire College to study Fashion Design and Arts & Media.
- Two leavers have enrolled onto a Supported Internship course at Star College Greensteps.
- Two leavers are working with GCC Works for Me Scheme to find paid employment.

Student's Voice

We understand that the voice of our students should be one of the loudest. One of the best ways that you can make your decisions and get ready to join our Post 16 Centre is to hear from the other young people who have studied with us. Here is a small selection of some of the things that our students think about Alderman Knight Post 16 Centre.

"I really enjoyed my time in Post 16 at Alderman Knight because of all the help and support that I received. I was taught many different skills that are now helping me on my new course at Gloucestershire College. I particularly enjoyed work experience as doing this gave me a lot more confidence."

"I'd recommend Post 16 because it is quiet and is a nice calming environment"

"The lessons and people are very interesting."

"Post 16 is a great place to just be yourself. You get to meet and hang out with lots of lovely people and teachers. You learn a lot and get set up for the big world."

"The staff treat you with respect and like adults."

"Post 16 is one of the best places to be. It is so quiet and the people are very lovely. Your voice is heard and you get to make an input in important decisions. The atmosphere is so mellow and the students are so nice and supportive. The lessons are so relaxing and if you're struggling then you can go to any staff and they will listen to you. If you're looking for a place to go after year 11, go to Post 16!"

FAQs

We understand that you may have some questions that you would like to ask us about what life at Alderman Knight Post 16 Centre is like. Here, we have provided some quick answers to some frequently asked questions from our students.

BREAKS AND LUNCHES

Where will we eat? Can we have hot dinners?

You can bring in packed lunches or have a school dinner. In the Post 16 Centre, students eat in the common area.

What kind of activities can you do during break and lunch times?

Ultimately, the choice is yours! Staff are around during breaks and lunchtimes to support you, but our students often like to spend the time catching up with their friends, playing games of pool or table tennis, or using the opportunity to do a bit of extra studying. You are not allowed to leave the Post 16 building during your breaks and lunch times.

ASSEMBLIES

Do we still go to assemblies?

You will attend some special assemblies such as those at the end of the term.

Do we have a leavers assembly when we leave Post 16?

Yes! We celebrate your success and wish you good luck in your destination

TUTOR AND REGISTRATION

Will we have a form tutor and registration time?

Yes, you will have registration time and a Tutor.

MENTORING

Will we still have mentoring?

You will receive support from the Post 16 Staff whenever you feel you need to talk to somebody. We are all here to help and support you whenever you need it.

INDEPENDENT STUDY TIME

Can we go off-site if we don't have a lesson? Can we skip lessons as people do in college?

No, You are expected to attend all lessons and study periods to keep up to date with coursework requirements.

ABSENCE

If I am ill, do I have to now call the school, not our parents?

The school will expect your parents to contact us directly via the main school office.

DRIVING

When we learn to drive can we drive to school?

This is to be discussed with you on an individual basis when this becomes a possibility. No decisions will be taken at this stage.

PHONES AND VALUABLES

Are we allowed to bring in our phones and other electronics to Post 16?

At Post 16, we do allow students to have their phones and other electronics. However, it is an expectation that you should store these away during lesson times and **do not** use them during lessons. You are permitted to listen to music through headphones with permission, but earphones and headphones should **not** be worn during your tutor or lesson times.

Contact



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