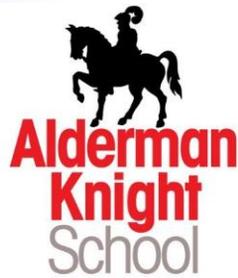


Academic Year September 2023-2024



Alderman Knight Post 16 Centre



Information Booklet

Post 16 Ethos and Vision Statement

It is our aim to ensure that as far as possible 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 3 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 – 13:00	Lunch
13:00 – 13:45	Lesson 5
13:45 – 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 smart watches 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



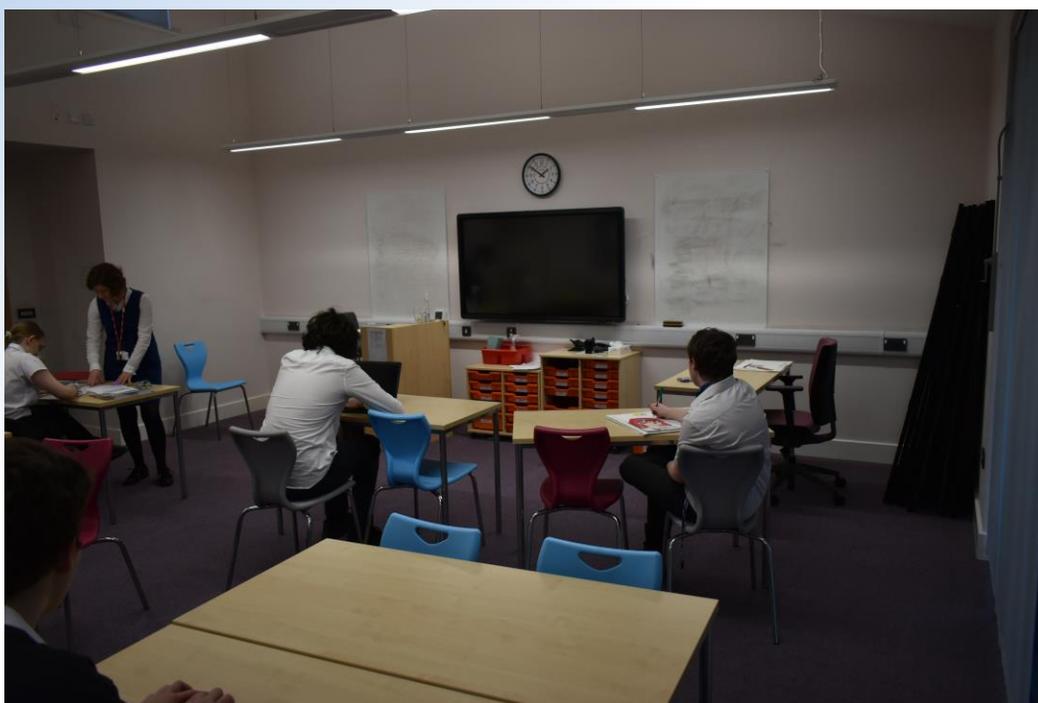
The main corridor in the Post 16 Centre runs the entire length of the building.

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.

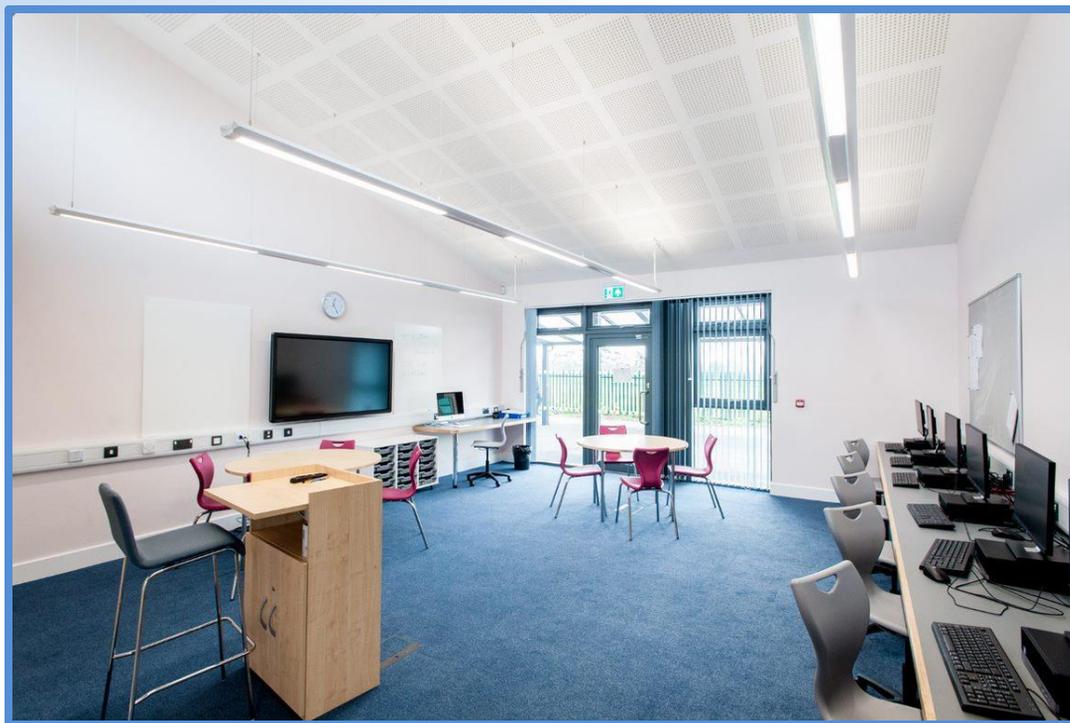
Here, we can comfortably fit our Post 16 students for wider group activities and visiting speakers.

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.

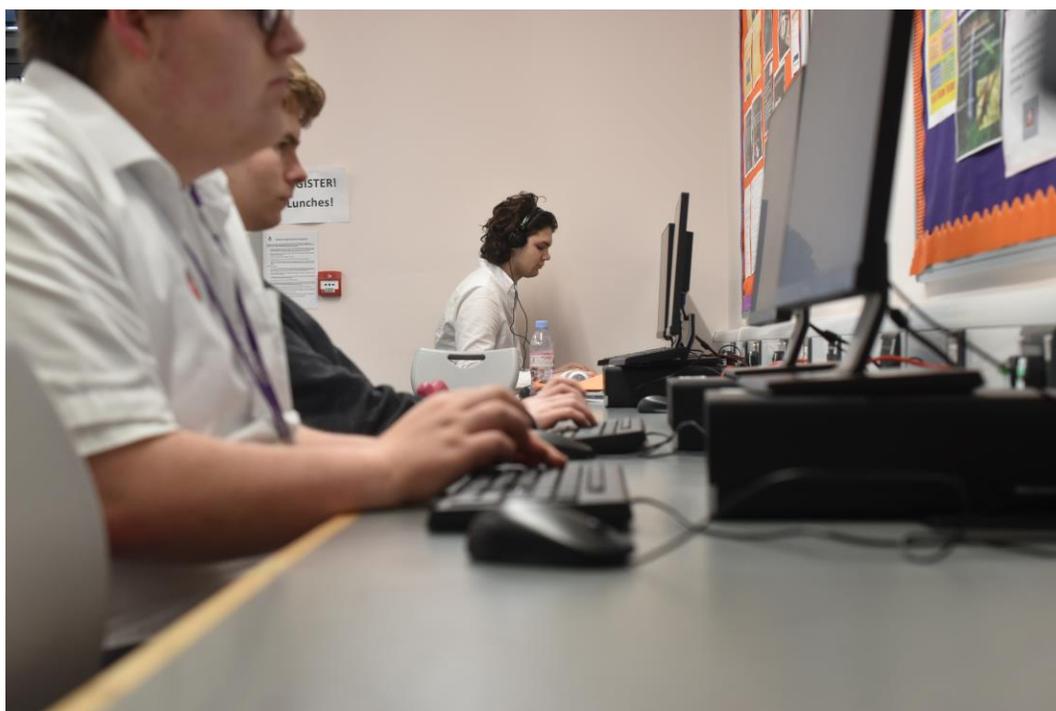


TEACHING ROOMS – ICT SUITE



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 such as Media Studies, Health and Social Care, Hospitality and Catering and History,
- Life skills and independent living skills including food 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 try a variety of sporting activities and leisure activities including 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
- Math
- Computing and Information Technology
- Art, Craft and Design
- Sports Leadership
- Hospitality and Catering
- Geography
- Media Studies
- Employability
- PSHE
- History
- Science

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.

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				PSHE
<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/ PSD/ Independent Study
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.

English

Pathways	GCSE
Overview of subject	<p>This GCSE English Language course is designed to develop skills required to read, understand and analyse a wide range of fiction and non-fiction texts covering the 19th, 20th and 21st century time periods. In addition to this, learners are encouraged to create a range of fiction and non-fiction clearly, coherently and accurately using a range of vocabulary and sentence structures.</p>
Exam board, qualification title and level	AQA GCSE English Language (Grades 1-9)
Qualification overview	<p>The English GCSE qualification cover:</p> <ul style="list-style-type: none">· Component 1 - Paper 1: Explorations in Creative Reading and Writing (50%)· Component 2 - Paper 2: Writer's Viewpoints and Perspectives (50%)· Component 3: Speaking, Listening and Communication
Assessment	<p>Paper 1 is a written exam, externally assessed and is focused on one unseen fiction text from either the 19th, 20th or 21st century. Section A consists of four reading questions that are designed to take students on an assessment journey through lower tariff tasks to more extended responses. Section B consists of two fictional writing tasks, only one to be completed.</p> <p>Paper 2 is also a written exam, externally assessed and focuses on two non-fiction texts from the 19th and 21st century. Section A consists of four reading questions that are designed to take students on an assessment journey through lower tariff tasks to more extended responses, including comparison. Section B consists of one writing task to create a non-fiction text.</p> <p>The speaking, listening and communication component is a presentation delivered to an audience. Students must answer questions asked by their audience at the end of their presentation; this must be recorded and submitted as part of the assessment.</p>

Maths

Pathways	GCSE
Overview of subject	<p>Pearson Edexcel GCSE (9-1) in Mathematics are to enable students to:</p> <ul style="list-style-type: none">• Develop fluent knowledge, skills and understanding of mathematical methods and concepts• Acquire, select and apply mathematical techniques to solve problems• Reason mathematically, make deductions and inferences, and draw conclusions• Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
Exam board, qualification title and level	Pearson Edexcel GCSE Mathematics
Qualification overview	<p>The GCSE (9-1) qualification consists of three equally-weighted written examination papers at either the Foundation tier or the Higher tier. All three papers must be at the same tier of level and must be completed in the same assessment series.</p>
Assessment	<p>All assessments are externally marked exams.</p> <p>At the end of Year 13, students will have 3 exams all 1 hour and 30 minutes in length if they take the GCSE.</p>

Employability

	ASDAN
Overview of subject	This qualification is designed to help students develop the skills needed to become successful employees. Students will have 2 taught lessons in addition to 1 day work experience placement if appropriate.
Exam board, qualification title and level	<p style="text-align: center;">ASDAN Employability</p> <p style="text-align: center;">Level 2 (4-6, Grade B GCSE equivalent)</p> <p style="text-align: center;">Level 1 (1-3, G-D GCSE Equivalent)</p>
Qualification overview	<p>There are a number of core units and additional units available at each level. Level 1 and 2 core units include:</p> <ul style="list-style-type: none"> • Maintaining work and Good Practice standards • Career exploration • Applying for a job • Exploring job opportunities • Learning through work experience • Enterprise skills <p style="padding-left: 40px;">Examples of additional units include:</p> <ul style="list-style-type: none"> • Customer service • Tackling problems • Team working • Health and safety in the work-place <p>This course forms part of our Work Experience provision, with one day's work placement a week contributing to the lesson content in Employability.</p>
Assessment	<p>100% Portfolio with external moderation.</p> <p>On completion of the course, students will present an organised portfolio which contains evidence of at least one example of working at the level set for each assessment unit as well as the completed challenges sufficient to achieve the required number of credits.</p>

Life Skills Challenge

	ASDAN
Overview of subject	<p>Life Skills Challenges are closely linked to EHCP outcomes and provide a personalised curriculum focusing on Life Skills. Challenges have been mapped to the four Preparing for Adulthood pathways of :</p> <ul style="list-style-type: none">• Friends, relationships and community• Good health• Independent living and housing• Employment <p>In addition to these challenges also cover vocational subject-specific areas. Students and tutors will select appropriate units which have an allocated number of learning hours and can be carried out at a range of accreditation levels from Level 1 to Level 2. More information is available on the Life Skills Challenge website- www.lifeskillschallenge.org.uk</p>
Exam board, qualification title and level	<p>ASDAN Life Skills Challenge</p> <p>Level 1 - 2</p>
Qualification overview	<p>Each student will have a taught tutorial during the week to discuss which units would be beneficial to study. During these regular tutorials student progress towards their individual challenges will be discussed, monitored and evaluated. Students will have the opportunity to work towards these challenges each week. Examples of specific challenges may include:</p> <ul style="list-style-type: none">• Communicating with others at work• Participating in local sporting activities• Plan and undertake a journey in the community• Safeguarding: Social Networking• Cleaning the home• Cooking on a budget
Assessment	<p>Assessment is carried out by the student's tutor and usually includes student observations, video and photographic evidence and/or pupil work. Students will collate a portfolio of evidence which will support their transition into Adulthood. There are no terminal examinations for this programme.</p>

Art, Craft and Design

	GCSE
Overview of subject	<p>Art lessons take place in a light and spacious art room. The Art and Design course is flexible and stimulates creativity by offering a high degree of choice, allowing different approaches to be followed by each pupil. Students are supported to explore a range of new materials, mediums and techniques to create their artwork and responding to a range of topics, prompts and briefs. Students are taught how to research, generate ideas and continue along their creative pathways to produce a final art piece.</p>
Exam board, qualification title and level	<p>AQA GCSE (1-9) Art, Craft and Design</p>
Qualification overview	<p>All courses are designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination, with increasing sophistication and ambition as the accreditations progress.</p> <p>Students show this through their responses to a range of visual and written stimuli. Students must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study.</p>
Assessment	<p>GCSE courses are made up of two components:</p> <p>Main Portfolio (60%)</p> <p>This is Non-Exam Assessment (NEA) that is made up of a collection of teacher-led projects that respond to a variety of prompts and briefs to explore areas of art, craft and design within individual projects. Students must explore a variety of areas of art, craft and design including a minimum of 2 of the following disciplines; fine art, photography, 3D design, textiles and graphic communication.</p> <p>Externally set task (40%)</p> <p>This is a task that is externally set by AQA. Students must select a prompt from a list provided by the exam board and create a sustained project, leading up to a final art piece that should be completed during a 10-hour supervised time-period under exam conditions.</p> <p>Both components are assessed internally by the Art teacher and then moderated externally by an AQA Moderator.</p>

Computer Science

Pathways	Computer Science GCSE (9-1)
Overview of subject	<p>GCSE Computer science is designed to enable students to further their understanding the core concepts of computational thinking. If you enjoy problem solving and learning about how computers work, then this subject is for.</p> <p>Students will typically learn about the architecture of a computer and understand how data is processed within it. They will also learn about how to program using Python programming language</p>
Exam board, qualification title and level	OCR GCSE Computer Science (J277)
Qualification overview	<p>OCR's GCSE (9–1) in Computer Science will encourage students to:</p> <ul style="list-style-type: none">• understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation• analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs• think creatively, innovatively, analytically, logically and critically• understand the components that make up digital systems, and how they communicate with one another and with other systems• understand the impacts of digital technology to the individual and to wider society• apply mathematical skills relevant to Computer Science
Assessment	<p>Assessment consists of two papers, one focusing on computer systems and one with a focus on programming, computational thinking, and algorithms. Both papers have identical weighting and mark allocations</p>

Geography

	GCSE
Overview of subject	If you are interested in the planet and the environment then Geography may be for you. Geography helps you to make sense of the world around you. It's hands-on, relevant, and fun. We will learn natural and human world developing key skills and knowledge that are really important including learning about the natural world and the human environment.
Exam board, qualification title and level	OCR : GCSE Geography
Qualification overview	OCR's GCSE (9–1) in Geography A (Geographical Themes) is a great new course that focuses on developing knowledge of the world and the environment and processes. 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 part of the course will look at the formation of the wonderful landforms associated with our coasts and rivers, identifying why they are so important and how they are formed. 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 part 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.
Assessment	All assessment is exam based around three exam papers and a fieldwork assessment.

History

	GCSE
Overview of subject	<p>If you are keen to learn about the past, History may be the subject for you. The study of History is a window into the events and the people of the past. History builds a personal understanding; of the present day, how we arrived here and how we will continue to develop in the future. You will learn valuable transferrable skills and good habits of thinking about why something may be so, given the circumstances.</p>
Exam board, qualification title and level	OCR : GCSE History B project
Qualification overview	<p>OCR's GCSE (9–1) History B (SHP) is an exciting new History course that will fire learners' enthusiasm for studying History. This course encourages learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. In the first year, this course will include a study of Crime and Punishment 1250-present - looking at crimes and criminals as well as superstitions and methods of punishment.</p> <p>We will then move onto a detailed study of the Norman Conquest and the impact that this invasion had on the people of the Britain.</p> <p>Finally, we will finish with a detailed study of Kenilworth Castle and the key events and periods associated with its history. During the second year we will look at the making of America, 1789-1900, including a study of the formation of America, the Slave trade and its terrible legacy, and the impact and legacy of the 'Indian wars'. We will finish with a study of the Aztecs and the Spanish Conquest, 1519- 1535, looking at their fascinating yet brutal society.</p>
Assessment	<p>All assessment is exam based around three exam papers.</p>

Sports Leadership

	LEVEL 1
Overview of subject	<p>Lessons comprise both practical and theory elements. This allows all students to apply theoretical knowledge learnt into a practical situation.</p> <p>The syllabus is designed to develop generic leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the learner</p>
Exam board, qualification title and level	<p>Sports Leaders UK Level 1 Level 1 Award in Sports Leadership</p> <p>Level 2 may also be offered to some students depending on availability.</p>
Qualification overview	<p>The Award in Sports Leadership consists of two units of work</p> <p>Unit 1 Developing leadership skills</p> <ul style="list-style-type: none">· Know the skills and behaviours needed to lead others· Know how leadership skills and behaviours can be used in a range of situations· Be able to develop own leadership skills· Understand the roles and responsibilities of a sports leader <p>Unit 2 Plan assist in leading and review a sports/ physical activity session.</p> <ul style="list-style-type: none">· Know how to plan appropriate physical activity· Be able to assist in leading a appropriate sports / physical activity· Be able to review their role in leading of sport/ physical activity
Assessment	<p>60% Practical 40% Theory work internally moderated within school</p>

Science

	GCSE
Overview of subject	Students will study a science course covering aspects of Biology. They also develop their practical skills, learning how to use what they have found out in their lessons to plan and carry out experiments.
Exam board, qualification title and level	AQA GCSE Biology
Qualification overview	<p>This course is a full GCSE qualification within the science of Biology – it is taught within 2 main units in preparation for the 2 exams that the students have to sit and pass to complete the course. Unit titles are:</p> <ol style="list-style-type: none">1. Cell Biology2. Organisation3. Infection and response4. Bioenergetics5. Homeostasis and Response6. Inheritance, Variation and Evolution7. Ecology8. Key Ideas
Assessment	100% exam based with two written exams each lasting for 1 hour 45 minutes. <u>Paper 1</u> – Topics 1 – 4: Cell biology; Organisation; Infection and response; and Bioenergetics. <u>Paper 2</u> - Topics 5 – 8: Homeostasis and response; Inheritance, variation and evolution; and Ecology. Questions include multiple choice, structured, closed short answer and open response.

Hospitality and Catering

WJEC Vocational Award Level 1/2 H&C

<p>Overview of subject</p>	<p>The WJEC Vocational Award in Hospitality and Catering has been designed to support learners who would like to learn about this vocational sector and the potential it can offer them for their careers or further study.</p> <p>This course aims to develop student's knowledge and understanding related to a range of hospitality and catering providers including how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, students will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.</p>
<p>Exam board, qualification title and level</p>	<p>WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)</p>
<p>Qualification overview</p>	<p>The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips students with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes. In school these two units are taught intertwined throughout the two years.</p> <p>WJEC Vocational Awards in Hospitality and Catering consists of two units:</p> <ul style="list-style-type: none"> • Hospitality and Catering Industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector, • Hospitality and Catering in Action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs. <p>Both units have also been designed to provide students with an understanding of how the learning is relevant to the sector.</p>
<p>Assessment</p>	<p>There are two mandatory units for this qualification:</p> <ul style="list-style-type: none"> • Unit 1 The Hospitality & Catering Industry (40% of overall grade) External assessment - Written Examination – 1hr 20mi nutes • Unit 2 Hospitality and Catering in Action (60% of overall grade) Non-examination assessment: internally assessed, externally moderated

Media Studies

	GCSE
Overview of subject	<p>GCSE Media Studies is an interactive, engaging course covering all aspects of media including language, representations, industries and audiences, giving an overall and in-depth understanding of how media represents the world.</p> <p>New topics offer a broad overview of the subject as well as a more detailed study of relevant and contemporary content. Due to the high content of technical language, this course would be suitable for students who have an aptitude for and enjoy English.</p>
Exam board, qualification title and level	EDUQAS GCSE Media Studies (Grades 1-9)
Qualification overview	<p>Component 1: Exploring the Media (40%)</p> <p>Component 2: Understanding Media Forms and Products (30%)</p> <p>Component 3: Creating a Media Product (30%)</p>
Assessment	<p>Component 1 - Written exam: 1 hour 30 minutes</p> <p>Section A: Exploring Media Language and Representation - This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. Students will use media language to provide analysis on the representation of race, gender, and social issues.</p> <p>Section B: Exploring Media Industries and Audiences - This section assesses two of the following media forms: film, newspapers, radio, video games. Students will explore the functionality of the various industries and how they appeal to specific target audiences.</p> <p>Component 2 - Written exam: 1 hour 30 minutes.</p> <p>Section A: Television- This section involves an in-depth study of a specific television programme. Students will apply their knowledge on media language, representation, media industries, audiences, and/or media contexts to answer two extended questions.</p> <p>Section B: Music (Music Videos and Online Media) - This section involves an in-depth study of two specific musical artists. Students will apply their knowledge on media language, representation, media industries, audiences, and/or media contexts to answer two extended questions.</p> <p>Component 3 - Coursework: Independently create a magazine cover and double-page insert in response to a brief set by EDUQAS. Students will need to apply knowledge of media language and representation.</p>

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:

1. Friends, relationships and community;
2. Health;
3. Employment, and;
4. 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		

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!

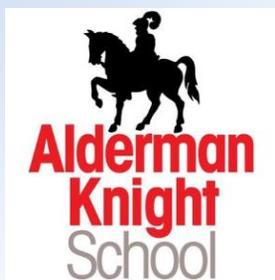
A summary of RE days held and planned are given below.

Post 16 Religious Education Days

Previous Years

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

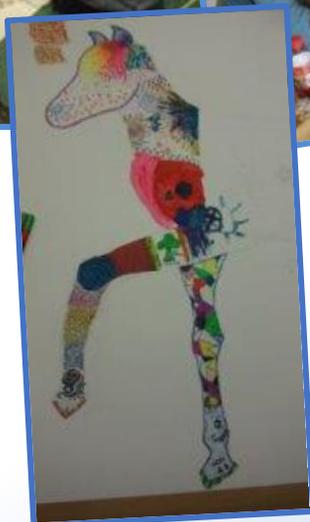
Links with Tewkesbury School



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 frequently 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 is 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 enroll 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 learner is going onto an Apprenticeship in Hospitality

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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