

Intent

Oswaldtwistle School offer a variety of vocational BTEC courses. BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development is not only beneficial for students who may want to pursue a career in the childcare industry, but it may also be beneficial to them in their personal lives, when interacting with younger siblings and other relatives or with their own children in the future.

To gain a BTEC First Award in Children's Play, Learning and Development, students will have to study 3 units. The grades range from Level 2 Pass to Level 2 Distinction. Learners who do not achieve at Level 2 may be graded at Level 1.

The three units that the BTEC Children's Play, Learning and Development students will be studying this year are:

- Unit 1 - Patterns of Child Development
- Unit 2 – Promoting Children's Development through Play
- Unit 3 – The Principles of Early Years Practice.

Units 1 will be assessed externally with an exam. Units 2 & 3 will be assessed internally via assignment-based assessments.

Students will study Unit 1 during the first term as this unit will introduce the learner to the different ages and stages of development that they will need understanding of before they can move on to discovering different ways of promoting children's development through play and the required support needed from the adult during these different stages.

In this unit:

Students will develop their knowledge and understanding of child development. They will learn about five different areas of development – physical, cognitive, communication and language, emotional and social – and how these areas are linked.

By the end of this unit, learners will be able to:

- Understand growth and development in children
- Understand the characteristics of children's development from birth up to eight years
- Understand how adults in early years settings can support children's development.

Another Option available for students interested in Childcare that join us later on in the academic year, who may not have enough time to fit in the required hours for the BTEC First Award, is the BTEC Level 1 Introductory Award in Caring for Children. To gain a BTEC Level 1 Introductory Award in Caring for Children, students will have to complete and pass 2 units. The two units that the BTEC Caring for Children students will be study are:

- CfC12 – Children's Learning through Everyday Experiences
- Unit A2 – Developing a Personal Progression Plan

Students will also be given the opportunity to carry out work experience in one or more of the sectors that they have chosen to study. This will give them the opportunity to put the knowledge and skills gained throughout the course into practice.

After studying these units, in either the Children's Play, Learning & Development or Caring for Children pathway, the students will have the knowledge, skills and confidence to relate what they have learnt in practice.

Throughout the term, students will be revisiting the topics that they have previously covered to embed learning and key words. Educational trips will take place throughout the school terms, such as visiting childcare provisions where they will be able to identify and recognise the knowledge and skills that they have gained over the course.

Students will develop their literacy and numeracy skills throughout the units, either through retrieval of past learning, such as linking play activities to numeracy development or via links to the wider curriculum, such as carrying out extended writing tasks. Students are encouraged to use and revisit the keywords given in each unit, throughout the whole year, so that they are confident in defining the meaning and context to help to expand their vocabulary in the subject field.

Careers lessons are embedded into the yearly curriculum and through full school careers 'drop down days', as well as students having the opportunity to carry out some work experience in the final term of the year.

Cultural Capital is included in lessons in a variety of ways, including regular discussions on equality and diversity, and as a team, we are working with other subject leads to create and use cross curricular links.

Implementation

The learners will study through group work, independent study/research and lecture-type lessons. The assessment assignments will be carried out throughout the term, re-visiting previous work on a regular basis to embed the learning.

A variety of practical activities and educational visits/trips will be included in order to help the students relate to the unit content. A wide range of techniques, including presentations, group work, case studies and video clips will be used throughout the course. Practical experience may be used if appropriate. Scaffolds will be used for more difficult tasks, including modelling, que cards and checklists, as stated in Rosenshine's Principle of Instruction, to assist learning.

Students will be given a starter activity at the beginning of each session, to help them to settle into the class. This starter will either be an independent activity, revisiting previous work to embed learning, or based on an individual target, or a group activity to introduce a new topic or re-cap on previous learning (R1, R2, R10). According to Rosenshine's Principles of Instruction, the effort involved in recalling recently-learned material embeds it in long-term memory and the more this happens, the easier it is to connect new material to such prior knowledge. Regular revisits of previous work are important as Ebbinghaus Forgetting Curve hypothesizes the decline of memory retention in time and without revisiting to embed learning, students' will not gain the breadth of knowledge needed to further their education in this subject.

Students are given time to work on their assessments throughout the term, with a mix of taught-based lessons and independent study. Taught based lessons will include questioning and checking of student understanding (R3 & R6). New material will be presented in small steps (R2) with scaffolds provided for difficult tasks (R8). During independent study, students are given the time to rephrase, elaborate and summarise new material in order to store it in their long-term memory (R5). Students will be given time to work independently on assignments in class, with a teacher available for

support and sometimes students will be encouraged to complete some work as homework to help prepare them for independent study in further education (R9).

Lessons are sequenced in a way that revisits prior learning regularly so that students can expand their knowledge and understanding and embed the learning which will help them to progress with their independent learning. By spacing and interleaving throughout the course, students are kept more engaged with the introduction of wider topics, whilst embedding the knowledge of previous learning. According to Rosenshine's Principles of Instruction, being taught in small steps, followed by practice, helps to obtain a high success rate. Students will possibly be given the opportunity to carry out some work experience in the subject field to put their knowledge into practice.

The 'I can' statements are revisited and updated regularly at the end of lessons so that students can track their progress. Students are also given regular feedback, either verbally or written in their books. Students show they are understanding feedback by carrying out 'Purple Pen' activities on a regular basis.

Students are given time to work on their assessments throughout the term, with a mix of taught-based lessons and independent study. Students will sometimes be encouraged to complete some work as homework to help prepare them for independent study in further education. Revision classes will run in the lead up to the exam to help the students to discover different ways of revising so that they can find what works best for them when doing independent revision.

The student's internal assessments will be collated in a portfolio-based format.

Students studying at level 2 will be expected to carry out some independent study in addition to the taught hours in lessons. The level 2 course will include both assignment-based assessments and an end of year exam.

Impact

Students will know they have been successful as they will receive a BTEC Level 2 First Award in Children's Play, Learning & Development with either a Pass, Merit or Distinction (students that do not meet the criteria to gain the Level 2 qualification, may still pass the course with a Level 1) or a Level 1 Introductory Award in Caring for Children at the end of the school year, dependant on which pathway they followed.

Throughout the year, there will be numerous assessments, including regular re-visits to the 'I can...' statements so that students can see their progression and embed learning.

Data Captures are used termly to track if students are below target or on target. Intervention may be used for students who are working below target level to help them to get back on track.

Students will have an increased level of confidence in the subject areas and will have the ability to work more independently. By using a variety of taught lessons, group work and independent study, students will develop broader and deeper skills sets to help them progress further in the subject field.

On completion of this year's course, students may want to continue studying in their chosen sector. They could also use this qualification, along with other qualifications, to continue their studies at college level or to begin a career in childcare through an apprenticeship.

Students who study the BTEC Firsts Level 2 course will gain the knowledge, understanding and skills to progress to other level 2 vocational qualifications, level 3 vocational qualifications, such as the

BTEC Nationals in Children’s Play, Learning and Development, related academic qualifications or an apprenticeship within the early years and health and social sectors.

Level 2 students who achieve the qualification at a level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.