

Intent

Oswaldtwistle School offer a variety of vocational BTEC courses. BTEC Caring for Children 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 Level 1 Introductory Award in Caring for Children, students will have to complete and pass 2 units. Students may be given the option to study a further 2 units to top-up their level 1 award to a Level 1 Introductory certificate. Although these are both Level 1 qualifications, the certificate is evidence that the student has gained a more breadth of knowledge in the subject.

The two units that the BTEC Caring for Children students will be studying this year are:

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

To gain the Level 1 Introductory Certificate, students will also study the following units:

- Unit A1 – Being Organised
- CfC10 – Providing a Children’s Creative Activity
- CfC5 – Providing an Activity to Support Children’s Emotional and Social Needs.

Students will study Unit 12 during the first term as this unit will introduce the learner to the skills required to promote young children’s play and learning in their home.

In this unit:

Students will develop their knowledge and skills to support children’s learning through everyday experiences. They will also develop their skills in presenting information.

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

- Recognises opportunities to support children’s learning through everyday experiences.
- Present information to support children’s learning through everyday experiences.

Another Option for students choosing to study BTEC courses at Oswaldtwistle School is the BTEC Level 1 Introductory Award in Vocational Studies. This course is a fantastic option for students who may be unsure of what sector they would like to study and possibly pursue a career in.

To gain the BTEC Level 1 Introductory Award in Vocational Studies, students will have to complete and pass 3 units. These units include:

- Unit A2 – Developing a Personal Progression Plan
- 2 Sector Units from different sectors. (for example, Unit cfc12 from the Caring for Children Sector plus Unit HT5 from the Hospitality Sector)

To gain the Level 1 Introductory Certificate in Vocational Studies, students will have to complete a further 2 units. These units include:

- Unit A1 – Being Organised
- 1 more Sector Unit from a different sector to the previous 2 sector units.

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 Caring for Children pathway or the Vocational Studies 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 Everyday 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.

As a progression from the BTEC Level 1 Introductory courses, or for those who are not being challenged by the level 1 options, students will now also be offered the opportunity to study BTEC Firsts Children's Play, Learning & Development at a Level 2.

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, cue 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.

The student's 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 Level 1 Introductory Award/Certificate in either Caring for Children or Vocational Studies, at the end of the school year.

Students who are studying the Level 2 course will know they have been successful as they will receive a Level 2 Pass, Merit or Distinction at the end of the school year. Students that do not meet the criteria to gain the Level 2 qualification, may still pass the course with a Level 1.

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.

Students who chose to complete the Level 1 Introductory Vocational Studies will have more insight to the different sectors that interest them, which will help them to choose their further education/career path.

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.