

## 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 Award in Caring for Children, learners will have to complete and pass 2 units. Year 10 students will have the option to study a further 2 units in Year 11 to top-up their level 1 award to a level 1 certificate.

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

- Unit 12 – Children’s Learning through Everyday Experiences
- Unit 11 – Valuing Children as Individuals

To gain the Level 1 Certificate, students will also be studying the units below in the following year if they choose to continue with this subject:

- Unit 7 – Communication Skills for Children
- Unit 19 – Books, Stories, Poems and Rhymes for Children.

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:

- Learners will learn about the everyday experiences and routines in the home, which can be used to promote children’s learning.
- Learners will identify experiences, understand what learning is taking place and consider how they can extend the experience to encourage development.
- Learners will look at the role of the adult when children are involved in these experiences and how they can use everyday experiences and routines to enhance the child’s learning.
- Learners will gain an understanding of how they can help young children and identify the appropriate level of learning and extension required.
- The importance of talking to children will be explored.
- Learners will understand how to use language to extend, recall, reinforce and introduce new words to the child’s vocabulary
- Learners must remember that, whatever experience is used, the child will be safe and not harmed in any way.

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

- Understand what children learn from everyday experiences.
- Know the role of the adult when children are involved in everyday experiences.
- Know how to help a child aged 0-3 years learn through an everyday experience.

Following on from this unit, during term 2, learners will be able to expand the knowledge and skills gained in term 1 whilst studying Unit 12.

This unit will:

- Give the learners an understanding of the importance of valuing them as individuals.

- Explore how children are valued as individuals, the importance of valuing children and the effects on children of not being valued by adults who care for them.
- Help learners to understand how to communicate with children of different ages in ways that make them feel valued.
- Explore adult behaviour which values children.
- Explore confidentiality issues and the importance of maintaining confidentiality.

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

- Understand the importance of valuing children.
- Know how to value children.
- Understand how to support the child's right to confidentiality.

After studying both of these units, the learners will have the knowledge, skills and confidence to relate what they have learnt in practice.

For the final term of the year, learners will be revisiting the 2 units that they have covered in terms 1 & 2 to embed learning. They will visit childcare provisions to identify and recognise the knowledge and skills that they have gained over the course. Learners will possibly be given the opportunity to undertake work experience in a childcare setting, to put the knowledge and skills gained into practice.

Learners 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. Learners 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 will be included in order to help the learners 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.

Learners are given time to work on their assessments throughout the term, with a mix of taught-based lessons and independent study. Learners will sometimes be encouraged to complete some work as homework to help prepare them for independent study in further education.

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

### Impact

Learners will know they have been successful as they will receive a Level 1 Award at the end of the year. Throughout the year, there will be numerous assessments, including regular re-visits to the 'I can...' statements so that learners 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.

Learners 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, learners may want to continue with a further 2 units to top-up their level 1 award to a level 1 certificate. 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.