

## Curriculum

KS4 - BTEC Level 1 & Level 2 Award in Public Services. This course is equivalent to one GCSE. The course follows and reflects the expectations as laid out in the specification from Pearson Edexcel. BTEC's are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work related context. The curriculum is focussed on and underpinned by developing learners to take responsibility for their own learning and develop skills that are essential for the modern day workplace.

## Literacy and Numeracy

Literacy is a crucial part of the Public Service BTEC course. Learners are introduced to key vocabulary each lesson, which helps build their understanding of the subject. The coursework is based on the learners researching their own career paths and they need to be able to read, interpret and design their own work in a professional and practical manner. They have to learn how to write in an analytical and evaluative manner, to read research and be critical, oracy and communication. The course has numerous occasions for extended writing in coursework and exams practise. Learners are encouraged to read the news at the end of lessons to help keep them informed of what is happening within their country and local community as well as world wide.

Numeracy is covered in unit 5 - health, fitness & lifestyle of public Services where students have to measure their own sporting fitness and look at any changes in their results and compare them to results needed within public service job roles. Numeracy is also used with time keeping, self study and deadlines.

## Feedback

Public Services is assessed using verbal, written and graded feedback. Feedback is given at regular intervals to support all students in progressing in their coursework and allowing them to reflect on their progress and make decisions about how best to adapt and extend their own learning. Learners are assessed at the start of their 2 year course to provide a baseline estimation of their knowledge, skills and understanding of the subject. This informs the expectations for flight paths into GCSE assessment in KS4. Regular feedback is given in written and verbal feedback in the short term to support student progress. All BTEC coursework is assessed at different dates across the two years, as soon as the work is completed and handed in.

# Public Service at PHS

## SEN/Interventions

All Public Service lessons follow a format which is clear in terms of expectations for student work and behaviour. Students are supported in their progress and development through a range of strategies:

- Knowledge organisers (currently being developed not yet in place)
- Key vocabulary (displayed and referenced in visual resources and used in verbal discussion)
- Resources - bespoke resources created for whole class, small groups and individuals to support with learning.
- Support - TA support is guided and in discussion with the teacher, TAs support students to access the curriculum by adapting the learning and using resources as needed.
- Responding to feedback - constant dialogue of feedback both written and verbal allow students and staff to make adaptations to the learning based on misconceptions or need of further support.
- Chunking, big tasks are broken down into stages to support effective learning.
- Scaffolding - programme of work builds in difficulty and bases new work on prior learning allowing students to recall and reflect on prior knowledge and skills.
- Sequencing - curriculum planning supports practice and refinement
- Writing frames and sentence starters - use but in development for a holistic approach, bespoke guides used for each unit and section of course work.
- More able students are given opportunities to stretch and challenge their learning, through the range of units and in assessment tasks.
- Starter activities - used to engage and settled learners, all linked to exam unit to help them learn vocabulary and engage in discussions.
- Small group/ individual interventions: Used particularly for when a group or learner needs to revisit prior learning or develop an area of skills further
- Adaptive teaching and use of a range of resources and strategies to support
- Attendance tracking to identify gaps in learning.
- TA support one to one as needed and when directed.
- Individual interventions
  - Teacher/TA support 1:1 - some students have time working on their course work
  - Fall back to level 1, if work becomes too much, or no time to catch up ( booklet currently being designed to support students on reduced timetable or not in school).

## Moderation

Internal moderation happens after each unit is complete, for every unit of work, for at least 75% of each class, for each year group. Internal moderation/standardisation of BTEC work prior to external moderation process through the examining board in April.

## Rationale

The public service qualification is designed to inspire and enthuse the learners to consider a career in the public service sector. It gives the learners an opportunity to gain a broad knowledge and understanding of, and develop the necessary skills to work in public services and the wider working world. The course is designed to support all learners to progress on to a more specialised vocational subject at level 3 or give them an opportunity to begin an apprenticeship. It also gives the learners the opportunity to enter employment within a wide range of junior job roles across the public services.

Learners are encouraged to take responsibility for their own learning and achievement, taking into account the industry standards for their behaviour and performance.

At the end of this course the aim is that all learners will leave with an understanding and the necessary skills to help them in their future careers. The main skills they will cover are; Team work, focusing on working with others collaboratively toward common goals and how to adapt their approach to suit different situations; Reflective learners, assessing themselves and others and setting goals to help them develop personally and in their work; Independent enquirers, planning and carrying out research to answer questions and resolve problems; Creative Thinkers, learning to question their own and others assumptions and opinions, to help extend their own thinking; Self Managers, working towards goals, managing risks and seeking advice and support when needed; Effective Participators, discuss issues of concern, seek resolution and propose practical ways to move themselves and their learning forward. The course has a large written element which will help the learners develop their communication skills both verbally and written.

## Staffing

RF - Teacher KS4  
DH - Internal Moderator

## Subject enrichment/Cultural Capital

Visits to careers Fair to gain insight to what is expected and what paperwork is helpful when looking for work. Career talks with Police or Fire and rescue service.

Trips to local assault course Boonies, Bewl Water and Sea Point Canoeing Centre, to highlight physical side of some public service careers.

