

# ASDAN AND AQA UNIT AWARDS CURRICULUM STRATEGY

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# Introduction



# ASDAN at Forest Moor

SEMH schools specialise in providing education and support to pupils with social, emotional, and mental health difficulties. These students require a different approach to learning as traditional approaches can trigger their SEMH needs further. Therefore, it is crucial to use suitable programmes that cater to the needs of these students. The ASDAN (Award Scheme Development and Accreditation Network) program and AQA Unit award are such programmes that can be crucial in supporting social, emotional, and mental health school learners.

The ASDAN and AQA Unit award programmes are an internationally recognized flexible education program that accredits and supports the development of young people's skills. The program's unique approach ensures that there is a focus on experiential learning, where skills such as leadership, teamwork, and communication are developed through practical activities. The ASDAN and AQA Unit award programmes are designed to help students develop life skills, gain confidence, and prepare for employment, further education or training.

ASDAN and AQA Unit awards offer a range of courses that SEMH schools can use to support student's emotional, social, and mental development. For example, the Personal Success program focuses on encouraging self-awareness, self-esteem, resilience, and helping young people build positive relationships. Pupils develop skills such as problem-solving and decision-making, which can help them better manage their emotions and cope with challenges.

For many SEMH pupils, traditional academic routes such as GCSEs, BTECs or A levels may not be a suitable option. ASDAN and AQA Unit awards offer an alternative pathway for these students to gain recognition for their achievements. Indeed, the program's unique style of learning and support helps these pupils gain confidence in their abilities while building practical skills that are invaluable in daily life.

The ASDAN and AQA Unit award programmes is also crucial in helping SEMH schools with goal setting and tracking student progress. Many SEMH pupils struggle to thrive in traditional educational environments due to a range of specific issues. Therefore, it is vital to have a program that allows for customized learning that focuses on the student's specific needs. The ASDAN and AQA Unit award programmes modular structure allows both educators and learners to track progress and identify areas that need developing or additional support.

Another aspect of the ASDAN and AQA Unit award programmes that makes them invaluable in SEMH schools is the flexibility it offers. The program can be tailored to suit various learning styles and abilities, and students can work at their own pace. This is beneficial for pupils who may require additional support or have unique barriers to learning.

In conclusion, the ASDAN and AQA Unit award programmes are an essential tool for SEMH schools to support their students' social, emotional, and mental health development. The approach of the program aligns with the needs of SEMH pupils, allowing them to acquire practical skills and knowledge that could benefit them throughout their lives. Additionally, ASDAN and AQA Unit award courses offer alternative pathways for pupils to develop practical skills and achieve recognition for their achievements. Finally, the program's flexibility and modular structure make it highly customizable, catering to various learning styles and abilities. Truly, ASDAN and AQA Unit award are a vital resource that can support SEMH schools' efforts to create positive and life-transforming education experiences for pupils.



# Curriculum Overview

Secondary Phase  
(KS3)

The AQA Unit Award Scheme provides pre-entry level certification for younger learners or an introduction to a particular topic, right through to skills for work and Functional Skills level certificates for older learners looking to carve a path to further qualifications or work.

Unit Award Scheme candidates are rewarded with a certificate each time they successfully complete a unit of learning, as evidence of their skills, knowledge and experience. The scheme aims to boost confidence, increase engagement and improve motivation, helping learners of all abilities to make progress on their lifelong-learning journey.

Educators select units they want to work towards from the AQA library.

There are thousands of units to choose from. The units set out clearly what learning outcomes need to be achieved and the evidence required to achieve it. The teacher is free to deliver this content in the most appropriate way for their learners: there are no set specifications, schemes of work or resources, learners simply need to evidence that they have met the learning outcomes. Claims for certificates can be made all year round and learners can be added to the scheme at any time.

# Qualification Overview

Secondary Phase  
(KS4)

ASDAN provides an essential qualification pathway for students that can run along side GCSEs. Whilst supporting pupils academic development to better prepare them for a wide range of qualifications through their malleability.

ASDAN provides programmes and qualifications for learners with special educational needs and disabilities (SEND). Our courses have been developed for learners with a wide range of learning needs and abilities and provide meaningful outcomes through a person-centred approach that prepares learners for adult life.

ASDAN qualifications support learners' aspirations from being able to live as independently as possible through to developing the skills to gain employment. They are approved and regulated in England (Ofqual) and are supported by high quality resources.

Our ASDAN programmes and qualifications help centres meet many Ofsted requirements, including:

- developing self-confidence, self-awareness and understanding of how to be a successful learner
- gaining employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training
- understanding how to keep themselves safe from risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that learners are well prepared to respect others and contribute to wider society



# TEACHING AND LEARNING STRATEGY

1

## Establishing starting points

Pupils, with the support of staff, choose appropriate qualifications that align with their possible career pathway.

2

## I do

The intended learning objectives and remember to's (success criteria) is shared to enable students to know what curriculum content is being taught. WAGOLLs may be used to demonstrate learning objectives and remember to's.

3

## We do

We model the learning to our students as modelling can support the structure of new knowledge and concepts, reducing misconceptions. New material is broken down into accessible chunks.

**Curriculum provision at Forest Moor supports pupils in new content and being able to apply this in different contexts.**

6

## Assessment and Retrieval Practice

All work undergoes to an internal or external verification process in order to ensure that work meets the required standard for the qualification.

5

## Academic Intervention

Student's will receive additional support in areas where they may be struggling with required level of work in order to help them best succeed.

4

## You Do

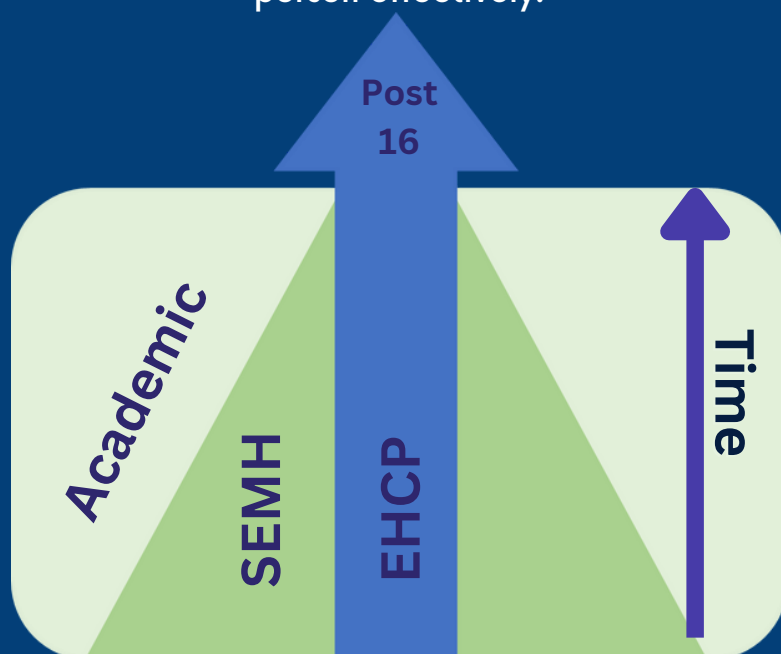
Questioning and formative assessment informs teaching staff whether pupils are ready to independently use newly acquired knowledge and skills. Scaffolding and modelling may be used to establish confidence, however students should be given minimal support at this stage.

# Curriculum Personalisation

The curriculum at Forest Moor aims to allow for the flexibility and personalisation of any young person in any key stage as we look to respond to each of their individualised needs. All curriculum areas aim to support every student's SEMH needs by providing them with opportunities to develop their 'Threads of SEMH development' through highly engaging, creative and knowledge-rich lessons. Through this framework, we provide a broad, balanced and personalised curriculum that supports every child's SEMH and academic development; whether that be through traditional or vocational lessons. In turn, the moral, spiritual, cultural, psychological and physical development are all a key facet of learning which is embedded in the ethos of our curriculum chronosystem.

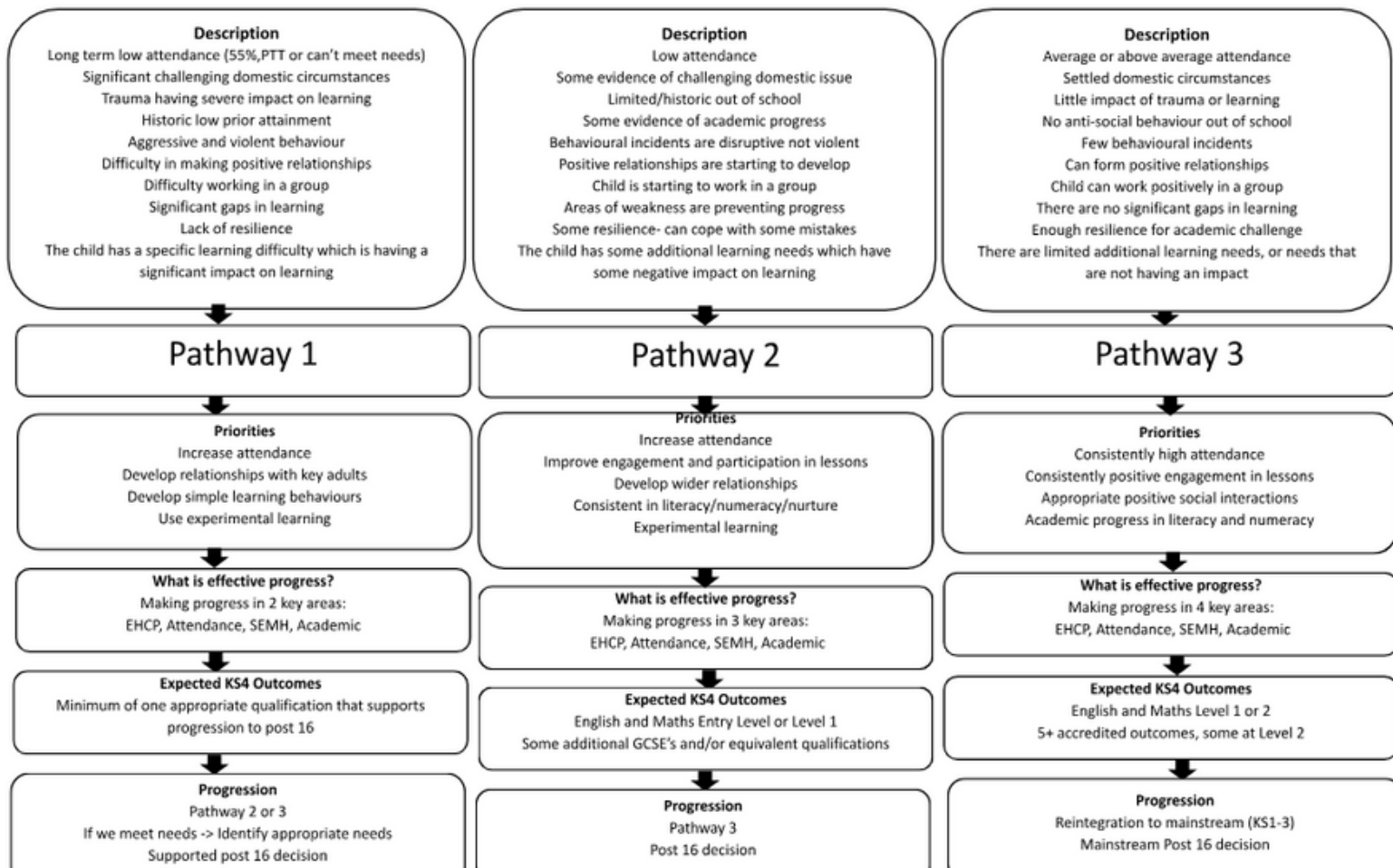
We use key information about students' needs identified in their EHCP to develop personalised targets. In addition, each child has SEMH targets which focus on their EHCP and threads of development as well as academic targets for English (reading and writing) and Maths. The three SEMH targets which are set in alignment with the explore curriculum supports the development of their Threads of SEMH Development and their EHCP targets through a variety of experiences and class-based tasks.

As alluded to earlier, the curriculum chronosystem is a basis for learning which helps personalise planning. At the core of everything we do is the development of their EHCP and SEMH targets. As we develop those, our young people are more likely to be able to access more academic learning whether this be on or off-site. This helps us Pathway each young person effectively.



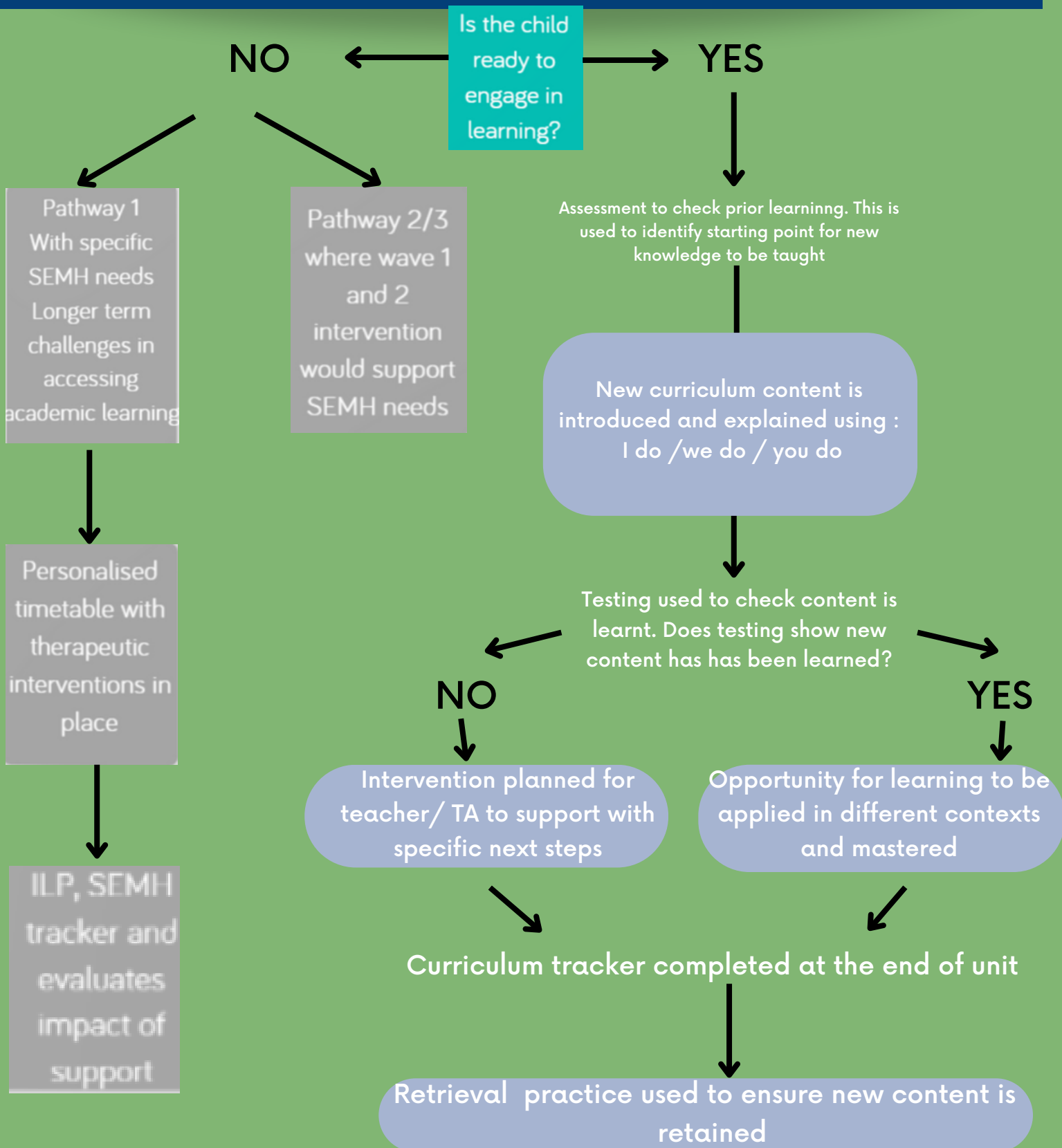
# Planning for Personalisation

Staff should use the following diagram to make a professional judgement about which pathway is best fit for a student. A student does not need to tick all the descriptions to fall into a particular pathway.





# Planning for Personalisation



# Assessment Framework

The aim for assessment at Forest Moor is to support the SEMH and EHCP targets alongside the academic development in order to improve the life chances of everyone in our care. In order to do this, a range of formative assessments which help support the summative judgements in English, Maths and SEMH development are continually completed alongside a robust Quality Assurance plan and low stakes testing.

The structures for assessment are then used to inform planning and progress. A central curriculum tracker is used to monitor progress in English, Maths and SEMH Development, and teachers update this regularly as young people work through skills in order to achieve personal successes. Similar to English and Maths, SEMH and foundation and vocational subjects mastery is something to be achieved. This is measure qualitatively and quantitatively in order to show the best possible progress for our young people and to support their EHCP and SEMH development. Mastery is the application of one topic/skill in another setting or space. Therefore, the development of SEMH and progress examined can attribute to the academic progress shown through our assessment system. Throughout the ASDAN and AQA assessed courses, course work supported through the lessons are used to assess and monitor progress towards low stakes qualifications and opportunities for success. Unit Awards are completed in KS3 and KS4 While, ASDAN awards and supplementary BTEC qualifications are there to further develop their vocational attainment and experiences through our enriching curriculum. This way children are able to access courses which may be of interest for their future. Thus, improving their life chances through the curriculum offer.