



# Key Stage 4 Information Booklet

Positive Behaviour  
Growing Up Maturing  
Literacy Social Etiquette Teamwork Manners  
Realise Potential Coping Skills  
Last Chance To Gain Knowledge  
Individual Needs Explore Future Options  
Attitudes Skills  
Life Skills  
Independence Realism  
Experience Learning In Other Environments  
Life High Expectations Numeracy Decision Making Experience Working With Others Respect  
Challenging Responsibility Core Subjects  
Interaction With Others  
Confidence Preparing For The Future  
Fulfil Potential

## **An introduction to Key Stage 4**

Key Stage 4 refers to years 10 and 11. It is an exciting time in a student's school career, as it marks the beginning of the journey to gaining qualifications and skills, which will get them ready for the next stage in their lives, whether it is further training or employment.

Our Key Stage 4 provision is committed to providing a positive environment for students to thrive in, alongside a curriculum designed to help them develop independent skills and mature ready for transition to further education or employment by:

- Practising social and communication skills.
- Maximising potential to become independent with travel training and college experience.
- Understanding the wider community through work experience opportunities and volunteering
- Becoming independent thinkers who make their own decisions and form their own opinions through class discussion.
- Gaining accreditation in a wide variety of subjects at the level suited to the individual.

As you are now the oldest students in the school we have high expectations of you.

We expect you to:

- Be Respectful
- Take responsibility
- Help each other
- Respect personal space
- Practice good manners

These expectations help remind people how to make Brent Knoll School a pleasant place to be and will be the types of expectations that future educational placements or employers will expect.

## **The curriculum at Key Stage 4**

The majority of Key Stage 4 students follow a 2 year programme designed to give them a smooth transition to the next stage of their education or employment. Most of these courses lead to national qualifications and success in them opens up opportunities after the end of Year 11.

Some of you will be aware that the way in which GCSEs are graded has changed. The Government has introduced these changes in order to make GCSEs more rigorous. Consequently, the GCSE specifications have more content and much of it is challenging with greater demands in literacy and numeracy.

The National Curriculum subjects form the foundation of the curriculum with an overarching emphasis on the development of practical and life skills for independence and future employment, personalised for individuals or groups of students. Throughout the curriculum students will also be taught to:

- Communicate confidently across different settings.
- Generalise essential skills learnt in school out in the community.
- Develop emotional resilience to recognise and respond appropriately to their own and others' emotions.

## **Overview of Levels and Qualifications in Key Stage 4**

Brent Knoll students have their learning accredited through Prince's Trust qualifications in Personal Development and Employability Skills, alongside following the exam specification for a range of subjects at Entry Level Certificate (1,2 or 3), Functional Skills (Level 1 or 2) and GCSE's

All pupils attending Brent Knoll have complex social, communication and interaction difficulties

which includes autism. This means that they are generally working well below the national expectations. We as a school make important decisions around choosing the right courses for each individual student based on the assessment data at the end of year 9 and our knowledge of the student. These decisions are not taken lightly and are made in the best interests of the individual. So whilst a student may be able to access the course content of higher qualifications, the assessment arrangements (number of exams, literacy and numeracy demands) and associated anxiety often mean that this is not a viable option.

The time allocated to each subject is shown in the table below:

Subject	Number of lessons per week	
	Year 10	Year 11
English	4	4
Maths	4	4
Science	2	2
Humanities	2	2
Creative Media and Performance Arts	6 (2 x lessons for DT, Art and music)	Food studies/Music 6 DT/Art 6
Computing	2	2
Food Studies	2	Part of option block above
Prince's Trust	1	3
PSE	3	3
PE	2	2

#### **Additional opportunities in Key Stage 4**

Alongside the national curriculum subjects, our students (based on individual learning styles and abilities) will also have access to some of the following opportunities that will promote independence and social communication and interaction skills as well as preparing the young people for when they leave Brent Knoll School.

- World of work day
- Work Experience both in year 10 (2 weeks) and year 11 (1 week)
- Sex and Relationships Education
- Duke of Edinburgh Award Scheme
- Independence skills including travel training
- Horticulture
- Vocational skills
- Trinity Arts Award
- Links with local FE colleges
- Prince's Trust Award Scheme
- Local Intervention Fire Education (LIFE) programme
- Transition events at local post-16 providers
- Week long outdoor activity based residential

#### **Leaving Brent Knoll School**

It can be quite a worrying time for some students and parents/carers, as the children move from the security of a school they have been at for a long period of time, to a larger college with many new faces and expectations, and the possibility of independent travel.

At Brent Knoll we try to make this transition as smooth as possible, by arranging visits to local post-16 providers and attending careers events around the borough. An external provider is also invited to come into school and give students independent advice, support and guidance around

transition, including training around interview technique, types of courses on offer, as well as helping with raising self-esteem and confidence.

We also ensure that all students have had the opportunity to take part in work experience. This means they have spent time in a real workplace, worked alongside employees and learnt about the tasks involved in a particular job or business. It gives them the opportunity to see how work differs from school, seeing exactly what employers look for in job applicants, and strengthens their employability skills.

The Annual Review process of the Education and Health Care Plan, allows the young person and the adults supporting them, to think carefully about long term aspirations and goals, with a view to what post-16 provision will be best to meet the needs of the young person.

### **How you as parents/carers can help:**

Your child's tutor (Ms Wylie for 11K, Ms Neville for 11B, Mr Monte for 10K and Ms Vann for 10B) will be supporting the transition process and arranging some visits to local post-16 placements.

1. The first step is finding the right course.  
Below are some links to further education providers that the majority of last year's leavers applied to, and subsequently were offered places at.

Look at the websites and the range of courses

<b>Name of college</b>	<b>Email address</b>
Shooters Hill Campus	<a href="http://www.shootershill.ac.uk/">http://www.shootershill.ac.uk/</a>
LeSoCo (Lewisham and Southwark College)	<a href="https://www.lesoco.ac.uk/">https://www.lesoco.ac.uk/</a>
Croydon College	<a href="http://www.croydon.ac.uk/#">http://www.croydon.ac.uk/#</a>
Capel Manor College	<a href="http://www.capel.ac.uk/">http://www.capel.ac.uk/</a>
LSEC (Bromley College)	<a href="http://www.bromley.ac.uk/">http://www.bromley.ac.uk/</a>

2. It is worth planning a visit to the colleges to get a feel for the surroundings, the journey involved and meet some of the course leaders to decide if you will be happy there.
3. Once a place has been secured or a place has been offered, we as a school can support the transition through tutors and mentors visiting the college with your son/daughter.