



The intent and design of the curriculum



Introductions – Scott Faulkner



## Key areas

- How does the college's overarching intent inform the breadth of its curriculum offer ?
- How do teachers establish a clear intent for their curriculum ?
- How do teachers plan and sequence the curriculum to develop knowledge, understanding and skills over time ?
- How does the curriculum intent and design support the personal development of young people ?
- How was curriculum intent and design explored by Ofsted during inspection ?

***What do you feel your school / college does very well in relation to this workshop's focus?***

***What do you feel your school / college could improve in relation to this workshop's focus?***

***Is there anything specific that you're particularly keen to find out more about?***



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# Introductory Reflections





How does the college's overarching intent inform the breadth of it's curriculum offer ?



*Why do you offer the courses that you do ?*

*How do you know that these are the right courses for students?*

**Add your response**

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5 Minutes

Discussion

*Local Needs and forecasts*

*IAG and identification of pathways  
applicable to our students –  
discussion in regards to common  
pathways*

*Breadth of curriculum for all learners*

*How will students be able to  
progress further in the subject ?*



Doncaster Local Plan  
2015-2035



Adopted September 2021



Doncaster  
Council

Adopted September 2021



Doncaster  
Council



# CAREER PATHWAYS

This table is designed only to provide an overview of careers guidance. Students should use this resource to start to consider which pathway they may be interested in. Pathway choices may change throughout a student's time at college. Please note, individual university entry requirements vary. Please visit university websites for specific degree entry requirements. **\*Always check individual career requirements and criteria \*\*National Averages** (Source: LMI for All, Nov 2018)



## COMPUTING & ENGINEERING

### SKILLS/QUALITIES

- Problem solving
- Communication
- Decision making
- Logical and analytical skills
- Attention to detail
- Teamwork
- Organisational skills

### NCD COURSES THAT RELATE WELL TO INDIVIDUAL PATHWAYS\*

- BTEC Applied Science
- BTEC IT
- A-Level Physics
- A-Level Maths
- A-Level Computer Science
- (A-Level Chemistry for Chemical Engineering)

### ENRICHMENT THAT LINKS WELL

- STEM Club
- Maths Challenge
- Physics Taskmaster

### POTENTIAL DEGREE SUBJECTS / HIGHER LEVEL APPRENTICESHIPS

- Computer Science
- Mechanical Engineering
- Cyber Security
- Electrical Engineering
- Mathematics

### POSSIBLE CAREER PATHS

- Software Developer
- Mechanical Engineer
- Design & Development Engineers
- Engineering Technician

National Average  
Future Growth  
**+5.1%**



## HEALTHCARE

### SKILLS/QUALITIES

- Communication
- Teamwork
- Empathy
- Numeracy and literacy
- Good timekeeping and organisational skills
- A positive attitude towards working with people who need care and support

### NCD COURSES THAT RELATE WELL TO INDIVIDUAL PATHWAYS\*

- BTEC Applied Science
- WJEC Medical Science
- BTEC Health & Social Care
- BTEC Applied Psychology
- A-Level Biology
- A-Level Sociology
- A-Level Psychology
- A-Level PE (for Physiotherapy)

### ENRICHMENT THAT LINKS WELL

- NHS Values
- Physiotherapy
- First Aid
- Work Experience
- Job Club

### POTENTIAL DEGREE SUBJECTS / HIGHER LEVEL APPRENTICESHIPS

- Midwifery
- Psychology
- Nursing
- Physiotherapy
- Paramedic Science

### POSSIBLE CAREER PATHS

- Midwife
- Adult Nurse
- Physiotherapist
- Operating Department Practitioner (ODP)

National Average  
Future Growth  
**+8.7%**



## MEDICAL SCIENCE

### SKILLS/QUALITIES

- Problem solving
- Analytical skills
- Attention to detail
- Communication
- Teamwork
- Organisational skills

### NCD COURSES THAT RELATE WELL TO INDIVIDUAL PATHWAYS\*

- BTEC Applied Science (not suitable for highly competitive courses, such as Medicine)
- BTEC Medical Science (suitable for some Biomedical Science courses)
- A-Level Biology
- A-Level Chemistry

### ENRICHMENT THAT LINKS WELL

- MDV group
- Philosophy Club
- Crest Award

### POTENTIAL DEGREE SUBJECTS / HIGHER LEVEL APPRENTICESHIPS

- Medicine
- Dental Hygiene and Therapy
- Veterinary Science/ Medicine
- Pharmacy
- Optometry

### POSSIBLE CAREER PATHS

- Doctor
- Pharmacist
- Optometrist
- Dentist
- Veterinarian

National Average  
Future Growth  
**+8.7%**

# A-LEVEL REQUIREMENTS

| A-LEVEL            | EXAM BOARD | ENTRY REQUIREMENT   | MINIMUM AVERAGE GCSE POINT SCORE |
|--------------------|------------|---|----------------------------------|
| Accounting         | AQA        | Grade 4 English Language and Grade 6 Maths  | 4.5                              |
| Fine Art           | EDUQAS     | Grade 6 Creative Subject and Grade 4 in English Language. If a creative subject has not been studied, a portfolio will be required. | n/a                              |
| Biology            | AQA        | Grade 5 English Language, Grade 6 Maths and Grade 6 Biology or Grade 6-6 Combined Science   | 5.6 (or a 7 in Maths)            |
| Business           | AQA        | Grade 4 English Language and Grade 5 Maths  | 4.5                              |
| Chemistry          | AQA        | Grade 5 English Language, Grade 6 Maths and Grade 6 Chemistry or Grade 6-6 Combined Science   | 5.6 (or a 7 in Maths)            |
| Computer Science   | OCR        | Grade 4 English Language, Grade 6 Maths and Grade 6 Computer Science  | 5.6                              |
| Economics          | AQA        | Grade 5 English Language and Grade 6 Maths  | 5.0                              |
| English Language   | AQA        | Grade 5 English Language  | 4.5                              |
| English Lang & Lit | EDEXCEL    | Grade 5 English Language and Grade 5 English Literature   | 4.5                              |
| English Literature | EDEXCEL    | Grade 5 English Language and Grade 5 English Literature   | 4.5                              |
| French             | AQA        | Grade 6 English Language and Grade 6 French   | 5.6 (or 7 in French)             |
| Geography          | AQA        | Grade 5 English Language, Grade 6 Geography and a Grade 4 in Maths  | 5.0                              |

# APPLIED GENERAL REQUIREMENTS

| COURSE  | TYPE | A-LEVEL EQUIV. | ENTRY REQUIREMENTS  | MINIMUM GCSE POINT SCORE |
|---|------|----------------|---|--------------------------|
| Business Extended Certificate                                       | BTEC | 1              | Grade 4 in English Language and Grade 4 Maths   | 3.5                      |
| Criminology Diploma   | WJEC | 1              | Grade 5 in English Language   | 4.5                      |
| Creative Digital Media Production (BTEC Extended Certificate) MEDIA | BTEC | 1              | Grade 4 in English Language   | 3.5                      |
| Digital Design and Commercial Photography                           | UAL  | 1              | Grade 4 in English Language and Grade 4 or Merit in a visual arts subject (if studied). If a creative subject has not been studied, a portfolio will be required. | n/a                      |
| Digital Games Production GAMES DESIGN                               | BTEC | 1              | Grade 4 in English Language   | 3.5                      |
| Health and Social Care Extended Certificate                         | BTEC | 1              | Grade 4 English Language  | 3.5                      |
| Health and Social Care Diploma                                      | BTEC | 2              | Grade 4 English Language  | 3.5                      |
| Health and Social Care Extended Diploma                             | BTEC | 3              | Grade 4 in English Language and Grade 4-4 Science   | 3.5                      |
| IT (Cambridge Technical Introductory Diploma)                       | OCR  | 1              | Grade 4 English Language  | 3.5                      |
| Law (Applied) Extended Certificate                                  | BTEC | 1              | Grade 4 English Language  | 3.5                      |
| Music Extended Certificate  | BTEC | 1              | Grade 4 in English Language and a Grade 4 (or merit) in Music (if studied). (plus audition)   | 3.5                      |





How do teachers establish a clear intent for their curriculum ?



*Identification of local needs and the future job market*

*Match up of skills to similar subject areas. Specialist areas*

*Awareness of intent with all learners very early on and pathways*

*How did teachers and middle leaders demonstrate and prepare?*

**A-LEVEL**

# BUSINESS

**WHAT ARE LESSONS LIKE IN THIS SUBJECT?**

In Business lessons you will examine the everyday decisions made by businesses through case studies of a variety of firms, from the large well-known multinationals, to small local independent ones. We use a combination of individual, paired and group work to develop your analysis and evaluation skills, through tasks such as responding to exam questions, building and delivering presentations, financial calculations, business games, simulations and role-play case studies. We will have trips to local businesses to see the application of theory in practice in real life, as well as to develop employability skills.

We have teaching classrooms and IT suites for use in lessons, and we will use Microsoft Teams as a library for all teaching resources as well as setting and collecting independent work.





**SUBJECT INTENT:**

Key contemporary developments in the labour market such as digital technology, big data and the impact of globalisation are considered within the business curriculum. Opportunities to interact with industry are firmly embedded in the curriculum and students have regular opportunities to apply key employability skills in both the classroom and in the wider work-related opportunities that being a business student offers.

**WHAT WILL I STUDY??**

- Business as a whole, including ownership, stakeholders and aims of the business
- Key functional areas - HR, Marketing, Operations and Finance
- Business in the context of the external environment and the competition in the market
- Analysing key performance indicators in finance, marketing and HR
- The impact of threats in the business environment and the extents to which different businesses are affected
- Investment appraisal
- Innovation in business in product and process
- Managing change
- Business operations in international markets

**ENTRY**

Grade 4 English Language and Grade 5 Maths with a GCSE minimum point score of 4.5

"A-LEVEL BUSINESS HAS HELPED ME DEVELOP ESSENTIAL TRANSFERABLE SKILLS WHICH I CAN TAKE WITH ME TO UNIVERSITY AND BEYOND. THE COURSE IS INFORMATIVE AND ENJOYABLE, AND THE STAFF AT NEW COLLEGE ARE VERY ENGAGING AND SUPPORTIVE."

**JESS CLARK-ALLAN**  
The Hayfield School



# Doncaster Inclusive Growth Strategy 2018 - 2021

[https://issuu.com/doncastercouncil/docs/doncaster\\_inclusive\\_growth\\_strategy](https://issuu.com/doncastercouncil/docs/doncaster_inclusive_growth_strategy)

- Recognises 6 key drivers for growth within Doncaster with Education and skills one of the key ones
- Low proportion of students within Doncaster partaking in level 3 qualifications
- Level 4 qualifications are below the national average with 23.6% compared to UK average of 38.6%
- Productivity is low within Doncaster with average output per hour being £23.31 per employee as opposed to £29.85 in the rest of the UK
- Educational attainment is below national average
- Jobs in finance, management and judiciary are below national average
- Jobs density is lower in Doncaster with 0.74 jobs per person in the Doncaster area as opposed to 0.85 in the rest of the UK
- Doncaster has been identified as a social mobility cold spot
- Low levels of Enterprise with 28 enterprises per 1000 of the population, as opposed to UK average of 42
- Need to develop Northern powerhouse and Sheffield City region development

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## Level: Economics

| Intent   | Implementation  | Impact  |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
|--|---|---------|------|---------|------|----|---|----|---|-------|----|---------|------|----|---|---|---|---|--------------|---|------|-----|---------------|---------------|------|---|--------|---------------|------------------|---|------|-----------------------------|-------------|-------|--------------|---|------|---|---------------|---|------|---|--------|---|------------------|---|
| <p>Economics affects people on a daily basis, from the choice of products that we buy, the prices we pay for goods, and the way in which we trade and interact with other countries. Our Economics curriculum enables students to think critically about the world around them and the decisions made by policymakers, helping to develop both their analytical and evaluative skills. The course enables students to develop their ability to make informed judgements and to communicate their findings effectively. Students will gain a greater insight into the economic changes seen in the area in which they live over the past 50 years, including the collapse of the industry and its impacts on the local area and how employment opportunities have changed since. Economics is seen on a daily basis by students without often realising it, once they start studying, they begin to review their own choices and opportunities.</p> <p>P.O.S: Students cover both Micro and Macro fundamental principles in Year 12, these are developed further into year 13 with the more complex issues such as Labour markets. These are then also combined together in Year 13 on the synoptic elements</p> <p>Minimum enrolment: English Language 5, Maths 6, Average 5</p> | <p>Recent CPD: Stretch and Challenge whole college training, Recent EXAM standardisation meetings with AQA for summer marking, TUTOR 2 U Grade Booster workshop, SF Marks for Exam board</p> <p>Year 12</p> <table><tr><th>Total</th><th>Ds</th><th>G and A</th><th>SEND</th></tr><tr><td>51</td><td>4</td><td>21</td><td>3</td></tr></table> <p>Year 13</p> <table><tr><th>Total</th><th>Ds</th><th>G and A</th><th>SEND</th></tr><tr><td>25</td><td>2</td><td>9</td><td>2</td></tr></table> | Total   | Ds   | G and A | SEND | 51 | 4 | 21 | 3 | Total | Ds | G and A | SEND | 25 | 2 | 9 | 2 | <p>Summer 2019:</p> <table><tr><th>Overall ALPS</th><td>2</td></tr><tr><th>SEND</th><td>n/a</td></tr><tr><th>Disadvantaged</th><td>5 (1 student)</td></tr><tr><th>Male</th><td>2</td></tr><tr><th>Female</th><td>5 (1 student)</td></tr><tr><th>Most Able (6.7+)</th><td>2</td></tr><tr><th>L3VA</th><td>0.53 (low 0.13, upper 0.94)</td></tr><tr><th>High Grades</th><td>62.5%</td></tr></table> <p>CAG 2020:</p> <table><tr><th>Overall ALPS</th><td>2</td></tr><tr><th>SEND</th><td>5</td></tr><tr><th>Disadvantaged</th><td>1</td></tr><tr><th>Male</th><td>2</td></tr><tr><th>Female</th><td>2</td></tr><tr><th>Most Able (6.7+)</th><td>2</td></tr></table> <p><b>Destinations 2019:</b> 96% of the students went on to University, 65% of these applications were to Russell Group, 57% of these applications were Economics related.<br/>Total 24, HE – 23, Russ – 14, Eco – 13, <del>Okav</del> 7 of 1 (Russell)</p> <p><b>Destinations 2020:</b> 80% of the students went on to study for University (currently 3 unknown). There was a higher amount of males attending university with 86% and 67% for females. 100% for SEND, currently disadvantaged is 50% with the other currently unknown. 37% of the cohort went on to study at a Russell group university (33% of the cohort were 6.6+). 38% of those who went to university ended up studying Economics</p> | Overall ALPS | 2 | SEND | n/a | Disadvantaged | 5 (1 student) | Male | 2 | Female | 5 (1 student) | Most Able (6.7+) | 2 | L3VA | 0.53 (low 0.13, upper 0.94) | High Grades | 62.5% | Overall ALPS | 2 | SEND | 5 | Disadvantaged | 1 | Male | 2 | Female | 2 | Most Able (6.7+) | 2 |
| Total  | Ds  | G and A | SEND |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| 51   | 4   | 21      | 3    |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Total  | Ds  | G and A | SEND |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| 25   | 2   | 9       | 2    |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Overall ALPS   | 2   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| SEND   | n/a   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Disadvantaged  | 5 (1 student)   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Male   | 2   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Female   | 5 (1 student)   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Most Able (6.7+)   | 2   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| L3VA   | 0.53 (low 0.13, upper 0.94)   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| High Grades  | 62.5%   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Overall ALPS   | 2   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| SEND   | 5   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Disadvantaged  | 1   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Male   | 2   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Female   | 2   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |
| Most Able (6.7+)   | 2   |         |      |         |      |    |   |    |   |       |    |         |      |    |   |   |   |   |              |   |      |     |               |               |      |   |        |               |                  |   |      |                             |             |       |              |   |      |   |               |   |      |   |        |   |                  |   |

### Personal development

**Recent Visits:** Mini Factory, Cadbury World, Hull University Brexit debate

**Extra-Curricular Activities:** BASE Accounting, Student Investor, Tycoon Competition, Royal Economics society essay competition

**Enrichment Opportunities:** Bank of England guest speaker, Tutor 2 U Workshops, Government Economic Apprenticeship service

### Key Targets and Progress

Maintain ALPS 2

Close Gap between Male and Female Performance

Close Gap between disadvantaged and non-disadvantaged

Close Gap between high-achieving and low-achieving

Close Gap between white and female performance

WJECAL 2022

Key targets and progress





## SUBJECT INTENT:

Key contemporary developments in the labour market such as digital technology, big data and the impact of globalisation are considered within the business curriculum. Opportunities to interact with industry are firmly embedded in the curriculum and students have regular opportunities to apply key employability skills in both the classroom and in the wider work-related opportunities that being a business student offers.

student offers:

the wider work-related opportunities that being a business student offers, apply key employability skills in both the classroom and in the wider work-related opportunities that being a business student offers.



How do teachers plan and sequence the curriculum to develop knowledge, understanding and skills over time ?



*Collaboration and trust*

*Developing the big picture*

*Integrating metacognition to develop learners over time*

*Assessment that focuses on skills development over time*

*Developing academic literacy*

| A Level, WJEC, Applied General RQF with exams <span>newcollaborative</span>           |         |                |   |  |  |                    |
|---|---------|----------------|---|--|--|--------------------|
| Programme of Study – Year 1 Y12 (2020-21)   |         |                |   |  |  |                    |
| Week  | Date    | Folder Section | Current Topic<br><small>The main topic you will cover this week.</small>      | Retrieval Topic(s)<br><small>Your teachers will give you additional tasks or mini-assessments in lessons to support long-term learning of earlier topics</small> | DIL<br>Current<br>Preview<br>Retrieval<br><small>Your teachers will ask DIL to support the learning of current topics, future content and the long-term learning of earlier topics</small> | Formal Assessment  |
| 0   |         |                |   |  |  |                    |
| 1   | 7/9     | 1.1            | Introduction to the course AQA in Economics and Economics as a social science |  |  |                    |
| 2   | 14/9    | 1.1            | The Basic Economic Problem  | Recap skills AQA 10-335  | C – MC Basic Problem, P – PPP Model, R – key terms documents   | Initial assessment |
| 3   | 21/9    | 1.1            | PPP's and Introduction to Markets   |  | C – PPP, P – Demand and Supply, R – one page profile basic economic problem  |                    |
| 4   | 28/9    | 1.3            | Demand and Supply   | The basic economic problem recap   | C – Demand and Supply, P – Markets and Equilibrium, R – One page profile PPP   | Cedar ADD 1A       |
| 5   | 5/10    | 1.3            | Market Equilibrium  | What determines level of demand and supply   | C – Excess D and S, P – Elasticities I, R – PPP and Opportunity cost Q   |                    |
| 6   | 12/10   | 1.3            | Elasticities  | Discuss Basic Economic Problem   | C – Elasticities revision doc, P – Interrelationship examples, R – Big idea Economic Problem   |                    |
| 7   | 19/10   | 1.3            | Elasticities and Interrelationship between markets                            | Overview of term so far MC   | C – Elasticities overview, P – Behavioural Economics, R – Scenario Assignment More 1   | Cedar 1 ADD Date   |
| Half-term Holiday: Monday 26 <sup>th</sup> October to Friday 30 <sup>th</sup> October |         |                |   |  |  |                    |
| 8   | 21/11   | 1.2            | Behavioural Economics   | Overview of term so far MC   | C – Behavioural in real world, P – Organ Donation register, R – One page review questions  |                    |
| 9   | 28/11   | 1.2            | Behavioural Economics   | Overview of  | C – Essay Question Behavioural, P – Elasticities, R – One page profile PED and YED   |                    |
| 10  | 14/11   | 1.8            | Market Failure – Externalities  | Elasticities PED, YED and determinants   | C – Draw externality diagrams, P example of Public and Non Public Goods, R – One page interrelationships   |                    |
| 11  | 22/11   | 1.8            | Public and Private Goods (Inequality I)                                       | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 12  | 29/11   | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 13  | 6/12    | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 14  | 13/12   | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 15  | 20/12   | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 16  | 27/12   | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 17  | 3/1/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 18  | 10/1/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 19  | 17/1/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 20  | 24/1/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 21  | 31/1/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 22  | 7/2/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 23  | 14/2/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 24  | 21/2/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 25  | 28/2/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 26  | 5/3/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 27  | 12/3/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 28  | 19/3/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 29  | 26/3/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 30  | 2/4/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 31  | 9/4/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 32  | 16/4/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 33  | 23/4/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 34  | 30/4/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 35  | 7/5/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 36  | 14/5/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 37  | 21/5/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 38  | 28/5/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 39  | 4/6/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 40  | 11/6/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 41  | 18/6/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 42  | 25/6/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 43  | 2/7/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 44  | 9/7/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 45  | 16/7/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 46  | 23/7/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 47  | 30/7/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 48  | 6/8/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 49  | 13/8/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 50  | 20/8/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 51  | 27/8/21 | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |
| 52  | 3/9/21  | 1.9            | Market Failure – Externalities  | Interrelationships between markets   | C – MC Externalities, P – Lorenz curve R – One page profile behavioural economics  |                    |

*How does planning within your own schools/colleges enable students to become more independent learners over time ?*

**Add your response**

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Discussion



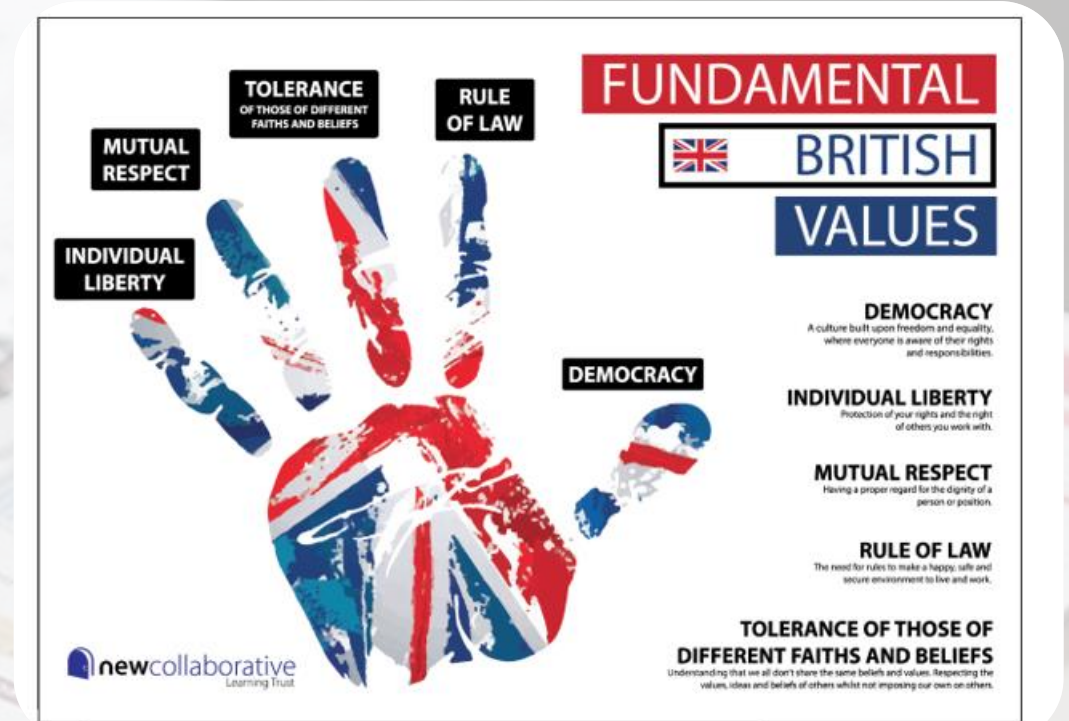


How does the curriculum intent and design support the personal development of young people ?

# Personal Development at New College Doncaster

## *Tutorial Programme*

- Optic Skills
- FBV
- Excellence Academy
- Life Skills



Integrating Personal Development throughout the curriculum



**ORGANISATION**

**PROBLEM SOLVING**

**TEAMWORKING**

**INITIATIVE**

**COMMUNICATION**

**The 5 key transferable employability skills**

**OPTIC**  
'EYE ON THE FUTURE'

**ORGANISATION**

**PROBLEM SOLVING**

**TEAMWORKING**

**INITIATIVE**

**COMMUNICATION**

**The 5 key transferable employability skills**

**Physical Education**

**ORGANISATION**

- Managing your time effectively linked to your studies i.e tests, assignment deadlines, developing a plan that you can relate and stick to.
- Organising group events linked to units such as Unit 23 Organising Sports Events, Unit 5 Sports coaching and Unit 22 Rules and regulations with peer and teacher feedback.
- You need to be organised to complete work for a set deadline and DIL that will increase your time management skills that will link in to your future job.

**PROBLEM SOLVING**

Dealing with complaints effectively, looking at backgrounds of workforce and research tasks as well as analysing and showing effective examples linked to leading a sports sessions, sports performance and analysis and effective evaluation of coaching, performance linked to SPORT, PHYSICAL ACTIVITY AND PHYSICAL EDUCATION.

**TEAMWORKING**

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Volunteering</li> <li>Joining a team</li> <li>Sports leadership</li> <li>Group assignments</li> </ul> | <ul style="list-style-type: none"> <li>Buddy systems</li> <li>Work experience</li> <li>Enrichment sport</li> <li>Lesson planning and delivery.</li> </ul> |
|--|---|

**INITIATIVE**

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Dependable</li> <li>Open to learning new skills</li> <li>Easy to get along with and works well in a team</li> </ul> | <ul style="list-style-type: none"> <li>Approaching others to gain work experience</li> <li>Attending courses to aid your development.</li> </ul> |
|--|--|

**COMMUNICATION**

Assignments and report writing as well as Interview and leadership skills as part of your current studies. Blogging and group tasks as well as physically getting involved in practical team sports and fitness classes. Group presentations or leading a sports sessions to peers.


Name:

Subject:



...in the curriculum



|  | Opportunities in the course to explore and discuss |
|--|--|
| INDIVIDUAL LIBERTY   |  |
| MUTUAL RESPECT   |  |
| TOLERANCE<br>of those of different<br>faiths and beliefs   |  |
| RULE<br>OF LAW   |  |
| DEMOCRACY  |  |
| EQUALITY & DIVERSITY<br><br><small>Working to end discrimination against all people in the world, we are about integrating and including everyone enough to allow justice and provision to all.</small> |  |

|   |  |
|---|--|
| <br>ECONOMICS & BUSINESS |  |
| DEVELOPMENT   |  |



# Personal Development at New College Doncaster

## *Subject Enrichment – Two year enrichment plans*

3 interactions per year

- *Universities*
- *Apprenticeships*
- *Employee Encounters*
- *Trips and Visits*
- *Guest Speakers*
- *Competitions*

*Aligned with curriculum delivery*  
*Reviewed by Ofsted*

| Subject Enrichment 2 Year Plan:<br>Economics |                                     |                         |  |   |   |  |
|--|-------------------------------------|-------------------------|--|---|---|--|
|  | Enrichment Activities - Progression |                         |  | Enrichment Activities - Enhanced subject                        |   |  |
|  | HE provider                         | Apprenticeship Provider | Employer/ Business                               | Trip/Visit  | Visiting Speaker  | Competitions and Projects  |
| Y12 - Autumn                                 | University of Leeds - 15th December |                         |  | Mini Factory - review capital intensive approaches (delayed)    |   | <b>Stock Investor Competition</b> - Students to trade £100,000 virtually through i/s. <b>A</b> |
| Y12 - Spring                                 |                                     |                         | Government Apprenticeship Programme w/c 14TH Dec |   | Bank of England (Combines with Business) Role of B of E w/c 22ND March provisional and  |  |
| Y12 - Summer                                 |                                     |                         |  |   |   |  |
| Y13 - Autumn                                 | University of Leeds - 15th December |                         | Government Apprenticeship Programme w/c 14TH Dec | Cadbury World Visit - Review manufacturing processes. (delayed) |   | <b>Stock Investor Competition</b> - Students to trade £100,000 virtually through i/s. <b>A</b> |
| Y13 - Spring                                 |                                     |                         |  |   | Bank of England talk (Careers in Economics and Monetary Policy) - A talk with students in regards to monetary policy actioned by the Bank of England and its impact. A section will also include discussion of career routes associated with Economics w/c 22ND March |  |
| Y13 - Summer                                 |                                     |                         |  | <b>Tutor 2 U Grade Booster workshop</b> - A Level only          |   |  |

Integrating Personal Development throughout the curriculum

# Personal Development at New College Doncaster

## Extra Curricular programme

- Health and Wellbeing
- Life skills and experiences
- Clubs and Societies
- Super Curricula

Ofsted Review

# Integrating Personal Development throughout the curriculum

### #THATSENRICHMENT

For the 2021/22 academic year we are offering 75 extra curricular activities. These activities are a great way to meet new friends, develop essential life long skills as well as being fun. Sessions can range from a half a term to a whole year. Keep an eye out for more activities throughout the year, if you would like to suggest your own activity to run please contact Scott Faulkner or Sharon West



To find out more about our activities scan below



**SIGN UP HERE**

#### AUTUMN 1 SEPTEMBER ONWARD

- Amnesty International - Catharine McCullagh
- Battle of the Bands - Andrew Norburn
- Business Enterprise - Rachelle Bagshaw and Business team
- Chess Club - Simon Pain
- Chat Chat Lunch - Kimberley Goodwin
- Christian Union - Suzie Holloway
- Coffee Club - Helen Bell & Gill Parkin
- College Choir - Andrew Norburn
- College Magazine - (lead across the trust) Andy Hill
- Couch to 5k / Running Group - Sarah Routledge / Scott Faulkner
- Community Agricultural Group - Alex Sorby
- Creative Writing - Amanda Walker
- Dance club - Gemma McArthur
- Digital Resources Workshop - Sara Thomas
- Driving theory: preparation for the test (to repeat in Spring 1)
- Leanne Carter
- Duke of Edinburgh - Dean Watson
- Fitness club - Ross McSeveney
- Forestry school - Sanya Houghton
- Fundraising Group - Student Exec
- German - Must be to GCSE standard - Suzie Holloway
- Hand knitting - Kieran Gibson
- Healthy minds - Ruth Dean & Jo Fisher
- Italian for beginners - Suzie Holloway
- Jazz and Wind Instruments - Andrew Norburn
- LGBTQ+ society - Sharon West
- Meeting society - Louise Sparshatt
- Multilinguals - Jo West
- NCD Pool league - Nigel Hopkinson
- Personal Statement workshops - (Y13 this term) Debbie Briggs
- Premier league fantasy football - Matt Sugars
- Recreational Sports: Badminton - Andy Hill / Sports
- Recreational Sports: Football - Johnny Woodcock / Sports Leaders
- Recreational Sports: Netball - Johnny Woodcock / Sports Leaders
- Recreational Sports: Rugby - Johnny Woodcock / Sports Leaders
- Relaxation techniques & Yoga to overcome anxiety - Laura Burn
- Singing for everyone - Andrew Norburn
- Small Instrumental group - Andrew Norburn
- Sports ambassadors - Chris Davies
- Sports Leadership Awards - Sports team
- Talented Athlete Programme - Dean Watson
- The Dream, Green, Eco team - Hayley Macfield
- Volunteering - Sharon West
- World Challenge - Shigh Rose

The dates listed are for guidance only, program launch dates may change. Up-to-date activities can be found on Microsoft Teams -> College Announcements

#### AUTUMN 2 AFTER OCTOBER HALF-TERM

- BASE Accounting - Hannah Hammond
- Basic meals for Uni - Bev O'Sullivan / Alexandra Cavae
- Biological Sciences Club - Ruth Tyler
- Games Design - Character Fundamentals - Mike Jones
- Going beyond the curriculum: Medical Science - Alex Sorby
- Going beyond the curriculum: Computer Science - Mark Robertson
- Going Beyond the Curriculum: English - Carl Boyle
- Going Beyond the Curriculum: Sociology - Debbie Briggs
- Missing Maps - Jeanette Shipley
- NHS Values (will repeat again) - Hannah Marsden
- Physics Challenge - Physics Olympiad - Abi Marchant
- Police Investigation - from crime to court Leana Taylor
- Student Investor - Scott Faulkner
- Visual Arts - Portfolio Boosters - VA team

#### SPRING 1 AFTER CHRISTMAS

- B.Friend - Jade Figgott
- Going beyond the curriculum: Accounting - Hannah Hammond
- Going beyond the curriculum: Business Studies - Rachelle Bagshaw
- Going beyond the curriculum: Economics - Sue Kelall
- Going beyond the curriculum: History - Nicola Cox
- Inside the mind of a serial killer - Rajda Dogan
- Psychology Film Club - Rebecca Prescott-Mall
- Reading Group - Sara Thomas
- Recreational Sport: Indoor Cricket - Matt Sugars
- Recreational Sport: Dodgeball - Sports Leaders
- Recreational Sport: Volleyball - Sports Leaders
- Research Skills (Essential for EPQ) - Jeanette Shipley
- 5 Mathematical Curiosities - Brandon Fletcher

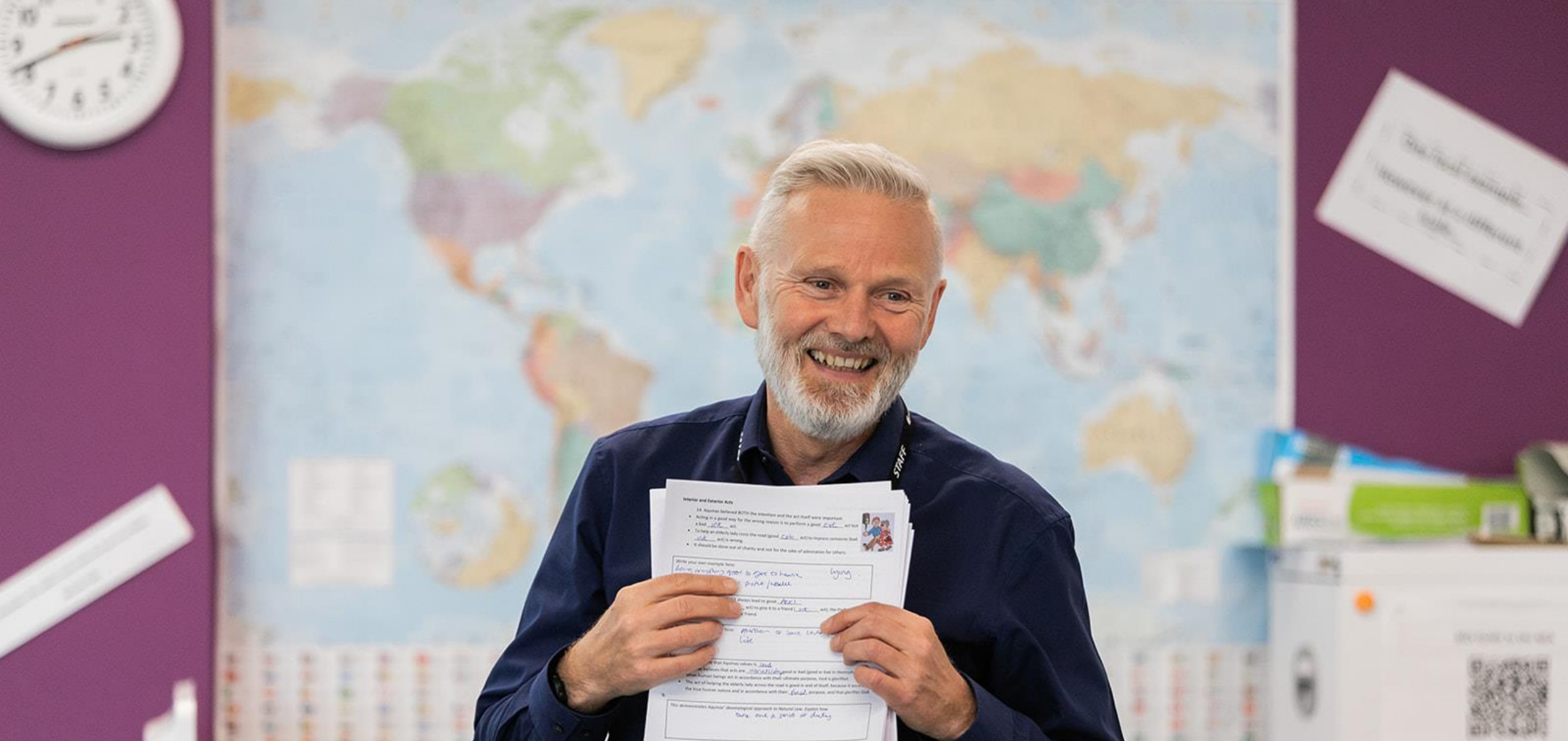
#### SPRING 2 AFTER FEBRUARY HALF-TERM

- Aspirational Careers - (specific roles to follow) - Angela Dixon
- Money management for university - Hannah Hammond
- Visual Arts - Creative Freelancing and Business 101 - VA team

#### SUMMER 1 AFTER EASTER

- Personal Statement writing (Y12) - Debbie Briggs
- Recreational Sport: rounders - Sports leaders
- Recreational Sport: Soft ball - Sports leaders
- Recreational Sport: Ultimate Frisbee - sports leaders
- Visual Arts: Degree and further options for creative subjects - Visual Arts Team





How was curriculum intent and design explored by Ofsted during inspection ?

## **Deep Dive areas** (*Maths, English, Psychology, Criminology, Games Design and Business Studies*)

- *Lessons*
- *Student focus groups*
- *Discussions with middle leaders*
- *Folder Checks*
- *Inspector discussed design and sequencing with teacher, why were students on this particular piece ? – including expected skills*
- *Spoke with students in regards to their previous knowledge and their awareness of what comes next? Particularly keen on preview tasks*
- *Discussed with Head of School for English to establish why single and combined options were offered. Also discussed staff workload.*
- *Asked for a sample to check on development of students work overtime, with focus on exam wrappers and how these informed future planning.*





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**Code 2333 9569**

*Can you identify some key priorities / strategies / systems that you could introduce or develop further within your own school or college?*

**Plenary Reflection**



Thank You