

Health and Social Care at Casterton

Purpose of Study

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care from September 2022, Qualification Number: 603/7047/6 is for learners who want to acquire technical knowledge and technical skills through vocational contexts as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Aims

Assessment objectives

Component 1:

- A Understand human growth and development across life stages and the factors that affect it
- B Investigate how individuals deal with life events.

Human Lifespan and Development gives students the opportunity to study how people grow and develop over the course of their lives, from infancy to old age. Students will also look at the factors that may affect growth and development throughout the lifespan, such as life changing events like marriage or death of a partner. They will explore how individuals cope with these changes, as well as investigate the types of support available to help them.

Component 2:

- A Understand the different types of health and social care services and barriers to accessing them
- B Understand the skills, attributes and values required to give care.

Health and Social Care Services students will investigate common services as well as those for specific needs, and consider how they may work together to meet individual's needs. Students will examine the barriers to individuals accessing services and how they may be overcome. They will explore the skills, attributes and values that are required in health and social care, and their importance in making sure that the people who use these services get the care they need

Component 3:

AO1 Knowledge of health and wellbeing

AO2 Understanding of health and wellbeing

AO3 Apply knowledge and understanding of health and wellbeing

AO4 Make connections between aspects of health and wellbeing

Health and Wellbeing explores the factors that can have a positive or negative influence on an individual's health and wellbeing. Students will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. They will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, students will explore the difficulties an individual may face when trying to make these changes.

Hours of Study (1 lesson = 1 hour)

Year (total in year group)	Hours per two week cycle	Hours per year (40 weeks)	Number of students
10 (210)	5	100	37
11 (180)	5	100	33

Timetabling and Setting Notes

Health and Social Care is optional subject and it is grouped by mixed ability.

There are two groups of HSC in y11 and 2 groups of HSC in y10.

Students in both year groups are registered for the New Tech Award specification from first teaching from September 2022.

Programmes of Study

Terms	Year 10 New Tech Award from 2022 Year 1
1	Component 1 – Human Lifespan development LAA (Delivery)
2	Component 1 – Human Lifespan development LAA and LAB (Delivery)
3	Component 1 – Human Lifespan development LAB Delivery PSA Pearson Set Assessment window for Component 1
4	PSA Pearson Set Assessment window for Component 1
5	Component 2 Health and Social Care services LAA delivery
6	Component 2 Health and Social Care services LAA delivery

Terms	Y11 New Tech Award from 2022 Year 2
1	Component 2 Health and Social Care services delivery
2	Component 2 Health and Social Care services PSA task
3	Component 3 Health and Wellbeing delivery and exam prep
4	Component 3 Health and Wellbeing delivery and exam prep
5	Component 3 Exam
6	

Powerful Core Knowledge

How we identify powerful core subject knowledge

The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. BTEC assessment structure is also designed so that students can build on what they learn, and develop their assignment skills, as they move through the course.

How we sequence topics to create a logical, coherent, narrative.

The BTEC Tech Award suite is an introduction to vocational learning. At the start of the learning period for this qualification, learners will be introduced to vocational contexts for their learning, often for the first time, and they will then build up a detailed appreciation of the sector and some of the technical skills required to succeed. This requires an extended period of learning and formative assessment that supports learners in understanding the context, developing skills and aptitudes. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

Retention

How we secure mastery (long term retention) of powerful core knowledge

We follow the school approach of learn, practice, test (LPT)
Each component is accompanied by a knowledge organiser with the powerful core knowledge and vocabulary included.
As the component is taught, we build in low stakes testing in the form of starter, case studies relevant to the topics taught and targeted questioning by the teacher.
At the end of each learning aim within the component, students complete practice task which is marked using PSA marking grid. At the end of each component students complete Pearson set task, which is marked internally but then send off to external moderation.
For each component new assignments are released twice a year through the secure area of Pearson website. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; centres must ensure that they are using the current series' assignment to assess their learners. Centres must use these assignments for summative assessments and the assignments must be completed under supervised conditions.

Vocabulary and Spelling

How we secure mastery of specialist academic vocabulary (T3 words)

The specialist academic vocabulary for each topic (tier 3 words) is given in knowledge organisers and unit content.
Key words are explained at the start of each topic.
Students that do not understand or use the terms correctly are required to learn them again and construct sentences that use them correctly.

Teachers emphasise the importance of specialist vocabulary to writing and communicating like a health and social care professional.
Core knowledge tests require students to explain specialist vocabulary.

How we secure mastery of vocabulary comprehension (T3 words in context)

Examples are given of how taught/required vocabulary can be used in actual sentences/ case studies.

How we secure mastery of spelling (T3 words)

If learner work has consistently poor spelling, grammar or language below the standard expected at the level of the qualification, marking should be delayed before the first submission until the learner has resubmitted work considered to be up to standard.

PSA

How we define writing like a health and social care professional

The way in which the learner has provided evidence against the tasks will indicate the level they are working at. Non-exam internally-assessed components are assessed using a mark-based scale. Centres report marks which will be submitted for moderation. The externally-assessed component is marked externally by Pearson. All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component. The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH.

How we teach assignment/academic writing in Health and Social Care

We place an emphasis on the most common command words used in health and social care writing, such as identify, describe, explain, assess, justify, rationale, evaluate and discuss and teach students what they mean in the context of the subject.

Teachers often use Sample assessment materials to model the correct style of writing, jointly constructing paragraphs through discussion with students.

In the practice tasks, they receive marks for format, terminology and accuracy as well as knowledge and understanding. For Pearson set task purposes all unit content needs to be taught, where relevant, to provide learners with the breadth and depth to their studies. There is no formula for how much content needs to be assessed. The amount of content the learner will need to refer to will depend on the specific requirements of the actual task and the requirements of the assessment criteria and associated assessment guidance which can sometimes prescribe which areas of the unit content needs to be assessed.

However, if learner work has consistently poor spelling, grammar or language below the standard expected at the level of the qualification, marking should be delayed before the first submission until the learner has resubmitted work considered to be up to standard. This should be within a given timeframe not considered to provide an unfair advantage to the learner.

Independent Learning (Prep)

Regularity

Year	Frequency	Hours per week or term	Main form or types
10	1x fortnight	3 hours per 6 week term.	Case studies Research towards assignments Wider reading. New Tech Award booklet set tasks
11	1x fortnight	3 hours per 6 week term.	Case studies Research towards assignments Wider reading. Revision for exam – past papers

Assessment

How we assess progress at KS4

Progress is assessed by the following

Exams
Pearson Set Tasks
Prep

BTEC grading is used to calculate current working grades (CWG) and projected performance grades (PPG).

Teaching and Learning

How we teach to the top

Explanations are targeted at the top 20% of the class while resources are provided to ensure that others receive the scaffolding they need to reach that level. Targeted questioning is used to check the understanding of current middle and lower ability students and whole class feedback includes reminders of basic knowledge, concepts and vocabulary. **Vocabulary used consists of subject specific words and is used in context of real life case studies and situation students would come across once working in the sector.** This means we usually take a 'no hands' approach to questioning to avoid currently more able students giving a false impression of the general level of understanding of the class.

The mastery approach means no student is left behind and our expectation is that all 'students can', including those with SEND and disadvantage students. Adaptations to resources and bespoke further assistance is provided for SEND students where necessary.

We also celebrate intellectual curiosity, never talk down our own knowledge nor make a virtue of our ignorance. We never use terms like 'gifted and talented', instead attributing progress to effort and deliberate practice and we never stigmatise achievement by using words like nerd, boffin or swot.

How we ensure topics are introduced with direct instruction

The components focus on:

- the development of applied knowledge and understanding of human growth and development across life stages and the factors that affect this, and how individuals deal with life events
- the development of applied knowledge and understanding of different types of health and social care services and barriers to accessing them, and the skills, attributes and values required to give care.

Cultural Capital

How we develop cultural capital

- Guest speakers
- Visits to nursery and care homes
- Work experience at nursery
- Pregnancy suits experience
- Visit to Lincoln University to participate in Health and Social Care workshops once a year
- Step into NHS competition
- Nursery and Care home projects

SEND

At Casterton College, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a High-quality and ambitious education regardless of need or disability. Every teacher at Casterton College is a teacher of SEND. We believe that all students should be equally valued in college and strive to provide an environment where all students can flourish and feel safe.

Through our high quality planning, teaching and provision we:

- Ensure that all children have access to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Use a needs-driven SEND model, which supports individuals based on their presentation of need rather than relying on labels or diagnoses.

In the classroom a child with SEND may will:

- Receive a level of challenge suitable for their ability and needs.
- Have reasonable adjustments in place to help overcome their barriers to learning.
- Experience lessons which contain appropriate scaffolding and task modelling.

Additional Notes

Staffing

Head of Department	M Ward
Deputy Head (where appropriate)	N/A
Teaching Staff (specialism where appropriate)	K Bryjova
Senior Link	N. Rawes