

Health and Social Care Plan – KS5

KEY STAGE 5

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1. How do you ensure consistent delivery of the subject across all classes and Key Stages?

- Applying Rosenshine's principles in all lesson planning and delivery.
- All lessons have the same format following "I, We, You".
- Use subject CPD time to focus on how key skills and content should be successfully delivered.
- Deliberate practice in departmental CPD.
- Key Child developmental terms and definitions used consistently across classes.
- Monitoring consistency through learning walks.
- Regular marking standardisation to ensure marking is consistent across staff.

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

- Teachers carefully consider positioning of key students in the room and use the Arbor seating plans to highlight this.
- Time dedicated on training days for staff to review Pupil Passports and talk to staff in department who have previously taught these students to establish strategies which have worked previously.
- Use mini whiteboards to check for understanding so all students can be involved without fear of being singled out.
- Individual help-sheets / or additional information provided as needed.
- Use of live modelling and scaffolded sheets/activities when needed to help engage all students.
- All resources are uploaded onto teams for students to use.

3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?

- All new topics begin by using retrieval to assess previous knowledge that it is pinned on.
- Homework tasks support to embed key words and content for this subject area.
- Lesson starters regularly contain knowledge retrieval tasks which are planned.
- Regular assessments throughout each topic area to ensure regular revisiting of key material.
- All resources are uploaded onto teams for students to use.

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	September – November	December – March	March - June
13	Unit 5: Meeting Individual Care & Support Needs Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs. Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges.	Unit 5: Meeting Individual Care & Support Needs Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. UNIT 5 INTERNAL ASSESSMENT DEADLINE – February Unit 14: Physiological Disorders and their care Learning Aim, A: Investigate the causes and effects of physiological disorders	Unit 14: Physiological Disorders and their care Learning Aim B: Examine the investigation and diagnosis of physiological disorders. Learning Aim C: Examine treatment and support for service users with physiological disorders. Learning Aim D: Develop a treatment plan for service users with physiological disorders to meet their needs.
	November Mock Exam N/A – internal assessments/portfolio only	March Mock Exam N/A – internal assessments/portfolio only	ACTUAL A LEVEL EXAMINATION UNIT 14 INTERNAL ASSESSMENT DEADLINE – end of May