



AQA Unit Award Policy

Related Documents: Curriculum Policy, Safeguarding Policy, What We Do & How We Do It Policy, RSE Policy, ASDAN Policy

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OUR VISION

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another

Policy owner	WhiteTrees School	Last review	October 2025
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Date Created	July 2020	Next review	October 2026
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Introduction

White Trees Independent School is an inclusive school which strives to provide a first-class education that encourages pupils to think independently and to develop their full intellectual, creative, and physical potential. Its success is the result of the recognition of the unique worth and importance of each child. The school makes provision for children and young people in Key Stage 3 to Key Stage 4 inclusively. The school will provide an environment in which all its members feel safe, valued, and respected. Every pupil will be encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership.

The school will celebrate achievement and promote pupils' achievement through praise whenever appropriate. Behaviour that undermines the happy environment that is such a hallmark of school life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted. By knowing every pupil socially, emotionally and academically, we can employ strategies and practices giving the opportunity for each pupil to flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future and to become confident, accomplished and ambitious young adults. At White Trees Independent School we support each one of our pupils and no effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school. Our detailed knowledge of every pupils' social, emotional and mental health/wellbeing enables us to monitor their progress very attentively and help them cope successfully with the educational and personal challenges of schooling. Our school offers a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

Values

Our school curriculum is underpinned by the values of Excellence, Respect, Courage and Perseverance that we hold dear at White Trees Independent School. The curriculum is how the school achieves its objective of educating Pupils in the knowledge, skills and understanding that they need to lead fulfilling lives, underpinned by these values. The curriculum seeks to promote the reputation of as

a school that prepares pupils for further education and life-long involvement in learning, contributing confidently to an ethnically pluralistic society.

- We value the way in which all Pupils are unique, and our curriculum promotes respect for the views of each individual Pupil, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the pupils at WhiteTrees Independent School
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

Pupil Profile

Our school provides for those with Social, Emotional and Mental Health difficulties (SEMH), as well as other needs or diagnoses, including but not limited to, ADHD, ADD, ASC, PDA. Most of our pupils are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however, most of our pupils will range between 11 and 18 years of age. Most of our pupils will have an Education Health Care Plan. Others may be undergoing assessment. Emphasis in the school is thus on the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. Many of the pupils who arrive at White Trees Independent school are disengaged and have significant gaps in their education due to prolonged periods of absence and multiple educational placement breakdowns. They present several barriers to learning which are reflected in weak literacy and numeracy skills, poor organisation, low aspirations, inability to tackle things independently, low self-esteem and limited cultural and life experiences. All this has a direct bearing on our curriculum design.

To meet the needs of our pupils the curriculum at White Trees Independent School is delivered through a thematic approach which views learning and teaching in a holistic way, encompassing a wide range of different subjects. Providing a purpose and relevance to learning which in turn promotes positive attitudes in pupils, as they are more engaged, motivated, and successful. This approach is run through the use of focus themed weeks, which happen three times throughout the year and align with the curriculum. It often involves practical investigations and contributes to pupil's social as well as academic development. This is supported by some discrete

subject teaching and successfully reinforces learning in core subjects such as Maths and English, enabling pupils to consolidate and apply the skills they have gained and to understand their wider relevance and usefulness.

In our school the most important role of teaching is to promote inclusivity and to raise pupils' achievements. For us, teaching includes intent (planning a sequence of lessons and adaptations), the implementation of lessons and reflections of the impact teaching is having through lesson reviews, as well as marking, assessment, and feedback. It also includes support and intervention strategies. In assessing the quality of teaching in our school we take into account the evidence of pupils' learning, achievements, and progress over time – all of which are tracked using Evidence for Learning. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress, and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time.
- enabling pupils to develop skills in reading, writing, communication and mathematics.
- enthusing, engaging, and motivating pupils to learn.
- using assessment and feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress
- enabling pupils to apply intellectual, physical, or creative efforts and develop the skills to learn for themselves and setting high expectations
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time, and drawing on good subject knowledge and expertise to encourage pupils to make good progress
- managing instances of poor or disruptive behaviour.

White Trees Independent School is a school whose success is founded on the recognition of the unique worth and importance of each pupil. This ensures that no pupil is anonymous or unsupported. Individual attention along with small class sizes and 1:1 teaching where appropriate promotes confident learning and academic progress. It is integral to our purpose and incumbent on us to enable a nurturing approach to pupils which supports the personal, social, and academic development of each of them. The close relationship between teachers, pupils and parents/ carers/guardians ensures that pupils' strengths are built upon and needs for their individual development addressed.

Children with Additional & Special Needs & Disabilities (SEND): The Curriculum & the Work of the Teaching & Learning Personnel

Our curriculum is designed to provide access and opportunity for all. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents/guardians/carers have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher liaises with the SENCO, providing details of this need and in most instances is able to provide resources and educational opportunities that meet the child's needs within the teaching group. If a pupil's need is more severe, consideration is given to involving appropriate external agencies and special support teachers. Where a pupil has an EHCP, the SENCO liaises with the child's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review.

Pupils with an Educational Healthcare Plan (EHCP)- Also refer to our Special Educational Needs & Disabilities Policy

Should a Pupil be in receipt of an EHCP, we will provide an education that meets their needs as specified by their EHCP.

AQA Unit Award Scheme

1. Unit Selection - Intent

- Educators select units they want to teach from the extensive library and these must be
- Units approved by the assistant SENCO.

Monitoring Process

Assistant SENCO will:

- Review AQA Unit Enrolment across site
- Facilitate Staff Training and support in appropriate unit selection

2. Implementation

- Educators guide pupils through the Outcomes to achieve the unit award over a series of lessons
- Evidence of each of the following aspects of learning must be clearly identified.

- Planning
 - Drafting
 - Feedback
 - Final Product/Piece of Work
 - Review and Reflection
- Evidence must include a range of formats including pupils own handwritten pieces, photographs and typed work where appropriate
 - Evidence of educators marking must be clear

Monitoring Process

Assistant SENCO will:

- Regularly check in with educators and observe teaching of AQA units via observation schedule
- Facilitate Staff Training and support in appropriate unit selection
- check the folder per class per site which holds the evidence for all AQA unit awards to ensure all paperwork is evident and in place

3. Submission

- Educators must collate all evidence required to demonstrate pupils have achieved all outcomes in a printed bundle
- Educators will fill in the AQA Unit Award Cover Sheet
- The Cover Sheet and Evidence of Achievement will be supplied to the Assistant SENCO
- the completed folder then is to be sent over to the Head Office for the exams officer to claim for certification, this is to be done on a 6 weekly basis.

4. Moderation and Certification - Impact

- Assistant SENCO Collects completed Cover Sheet and Evidence of Achievement
- Assistant SENCO examines using the moderation checklists provided
- Assistant SENCO confirms all the requirements have been fulfilled by completing and signing the cover sheet
- Exams Officer receives Completed Cover sheets and Evidence of Achievement
- Exams Officer claims certificates
- Assistant SENCO Distributes certificates

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