

---

# Foster Carer Training

---

## Key Stage 4 Information

---

- Understanding the options and qualifications
  - Things to consider
  - Developments
- 

Virtual School Kent

---

October 2014

---

# Understanding the Options

Choosing options at post 14 needs to be completed in collaboration with the young person, the educational provider, Foster Carers, Social Workers and sometimes VSK.

## Things to consider:

- The learning style of the young person
- Is the young person academic or vocational
- The young person's current academic level and expected outcomes
- What does the young person enjoy studying
- Future plans – specific qualifications needed for further qualifications post 16

## Aiming for:

- Achieving 5 A\*-C grades including English and Maths (Vocational BTEC Level 2 with Merits/Distinctions)
- All young people must be studying English and Maths as part of their options
- Then a mixture of the sciences, computing, languages and other options

## Academic v Vocational:

- Some young people prefer vocational study – more practical, hands-on, coursework based qualifications
- Some educational providers will allow a young person to study academic and vocational subjects at the same time
- This will always depend on levels, options and interests
- BTEC Vocational qualifications equal to mainly 1 GCSE now
- English Baccalaureate (EBacc) – a measure of English, Maths, Sciences, History/Geography and languages

## General:

- Offer needs to include 2 hours of 'PE' – not necessarily gaining a qualification but must be undertaking – can be in dance
- Certain courses are not automatic entry routes into career paths
- Suggest keeping options broad as will specialise post 16
- No longer lots of re-sits!
- Impact on Children in Care

## Pupil Premium:

From 2014, VSK are now responsible for administering the Pupil Premium funds for Children in Care. This is on a needs basis per child where the schools will have to apply to VSK clearly outlining the support required and how the impact of the support will be measured. The Locality Assistant Head's will monitor the progress with the schools through their Tracking and Monitoring visits and through the Personal Education Plan meetings.

## Changes to qualifications:

The changes to qualifications for those in KS4 (and KS5) have developed with the need for:

- More challenging subject content and a greater focus on academic rigour
- End of modularity
- Focus on key skills – literacy and numeracy and how students can be best prepared for further study
- Reduction in use of tiered exams
- Key objectives....to address disadvantage and close the learning gap....

## Progress 8:

From 2016, schools will have a new performance measure, replacing the current measure of those achieving 5 A\*-C grades including English and Maths – this will be called ‘Progress 8’:

- First results published in 2017
- Focusing on the students’ progress from Key Stage 2 results to Key Stage 4 results, not on raw attainment
- Outcome will be a ‘value added’ grade
- Based on student performance in their 8 subjects studied at Key Stage 4 comprising of:
  - English
  - Maths
  - 3 EBacc subjects (Science, Computer Science, Geography, History, Languages)
  - ‘Open’ group – up to 3 other subjects (GCSEs or other qualifications e.g. BTECs)

## Main change to GCSE qualification:

First taught		First exam	
Sept 2014	Yr 10 pupils – New English	Jun 2016	New GCSE English
Sept 2015	New GCSE Maths	Jun 2017	New GCSE Maths
Sept 2016	New Science, Geography, History, Languages	Jun 2018	New Science, Geography, History, Languages

- Aims to have more challenging qualifications with more focus on academic skills
- English – more focus on spelling, grammar and punctuation – syllabus being taught now
- Maths – syllabus still being worked on
- Grading will change to numbers instead of letters (1-9 with 9 being the highest) – still being discussed as to whether this will be introduced
- As of 2015, anyone that has already achieved a D grade in GCSE, must re-sit the GCSE, not other equivalents e.g. Functional Skills (impact on those undertaking an Apprenticeship due to the teaching approach)

	QUALIFICATIONS	GENERAL ENTRY REQUIREMENTS
ENTRY LEVEL	<ul style="list-style-type: none"> <li>• Foundation Learning</li> <li>• Skills for Life</li> <li>• English &amp; Maths</li> </ul>	<ul style="list-style-type: none"> <li>• None, usually an interview/assessment with the teaching department</li> </ul>
LEVEL 1	<ul style="list-style-type: none"> <li>• Foundation Learning</li> <li>• Progression Curriculum</li> <li>• BTEC awards, certificates and diplomas</li> <li>• Functional Skills</li> <li>• OCR Nationals</li> <li>• NVQs</li> </ul>	<ul style="list-style-type: none"> <li>• GCSEs or equivalent at grades E/G or above</li> </ul>
LEVEL 2	<ul style="list-style-type: none"> <li>• Apprenticeship</li> <li>• GCSEs graded A*-C</li> <li>• NVQs</li> <li>• Key Skills</li> <li>• Skills for Life</li> <li>• BTEC awards, certificates and diplomas</li> <li>• Functional Skills</li> </ul>	<ul style="list-style-type: none"> <li>• GCSEs or equivalent at grades C/D or above</li> <li>• Level 1 Diploma (at Merit/Distinction profile)</li> </ul>
LEVEL 3	<ul style="list-style-type: none"> <li>• AS/A-Levels</li> <li>• 90 Credit /Extended Diploma</li> <li>• Access to Higher Education</li> <li>• Advanced Apprenticeships</li> <li>• Advanced Extension Awards</li> <li>• International Baccalaureate</li> <li>• Key Skills</li> <li>• NVQs</li> <li>• Advanced and Progression Diploma</li> <li>• BTEC awards, certificates and diplomas</li> <li>• BTEC Nationals</li> <li>• OCR Nationals</li> </ul>	<ul style="list-style-type: none"> <li>• Five GCSEs (or equivalent) at grades C or above – usually including English and Maths</li> <li>• Level 2 Diploma (at Merit/Distinction profile)</li> </ul>
LEVEL 4	<ul style="list-style-type: none"> <li>• Higher National Certificate</li> <li>• Higher Apprenticeship</li> <li>• Key Skills</li> <li>• Certificates of higher education</li> <li>• NVQs</li> <li>• BTEC Professional Diplomas, Certificates and Awards</li> </ul>	<ul style="list-style-type: none"> <li>• One A Level or equivalent at grade C or above</li> <li>• Level 3 qualification</li> <li>• Minimum of 80 UCAS points</li> </ul>
LEVEL 5	<ul style="list-style-type: none"> <li>• Foundation Degree</li> <li>• Higher National Certificate/Diploma</li> <li>• Other higher diplomas</li> <li>• NVQs</li> <li>• BTEC Professional Diplomas, Certificates and Awards</li> </ul>	<ul style="list-style-type: none"> <li>• One A Level or equivalent at grade C or above</li> <li>• Level 3 qualification</li> <li>• Level 3 Diploma/Certificate</li> <li>• Access to Higher Education</li> <li>• Minimum of 80 UCAS points</li> </ul>
LEVEL 6	<ul style="list-style-type: none"> <li>• Degree</li> <li>• National Diploma in Professional Production Skills</li> <li>• BTEC Advanced Professional Diplomas, Certificates and Awards</li> <li>• Graduate Certificates and Diplomas</li> </ul>	<ul style="list-style-type: none"> <li>• Two/three A Levels at grade C or above</li> <li>• Level 3 qualification</li> <li>• Minimum of 160 UCAS points</li> </ul>
LEVEL 7	<ul style="list-style-type: none"> <li>• Masters</li> </ul>	<ul style="list-style-type: none"> <li>• 2:1 Degree minimum</li> </ul>
LEVEL 8	<ul style="list-style-type: none"> <li>• Doctorate</li> </ul>	<ul style="list-style-type: none"> <li>• 2:1 Degree</li> <li>• Masters</li> </ul>