



# Leading Our Own Learning Subject Overview

‘Preparing our students to be successful in the modern world’

Mrs Poncia



# Leading our Own Learning (LooL)



## Aims:

The purpose of LooL

Curriculum structure and qualifications at XPD

Choosing a LooL option

The logistics of LooL

What next...



# The purpose of LooL



LooL is an important part of our curriculum at XP and forms part of our expeditionary curriculum.

LooL allows students to think about, prepare and take qualifications or in pathways that will help them to become who they want to be later in life or to pursue passions and interest they have in different subjects.

LooL sessions also include career and further education advice.

‘LooL sessions support students to access different pathways to academic, career and life readiness at XP.’



# Curriculum Structure at XP



At XP trust we structure the vast majority of our curriculum through learning expeditions.

These expeditions connect with the world through immersion experiences, working on fieldwork and with experts and by creating authentic products.

At KS4, study 9 core GCSEs that are best-fit to our learning expeditions.

These are English Language, English Literature, Mathematics, Science (Double Award), History, Statistics, Spanish/Ethics & a chosen Art.

The core GCSEs cover the English Baccalaureate with the addition of Art/Creative Studies. They are also 'gateway' qualifications, meaning that students will be able to study any subject post 16.



# Leading our own Learning



In addition to 9 core GCSEs, students also have the option to:

- ❑ study another qualification (GCSE/Btec/EPQ) (taught by specialist staff)
- ❑ study a language of choice for interest or to gain a qualification (self-study/support from specialist staff)
- ❑ to engage with a subject they have a passion for (not leading to a qualification) (support from specialist staff)
- ❑ take part in Silver DofE, leading to a qualification (supported by specialist staff)
- ❑ to further develop skills in maths and English (taught by supported staff)

(\* not all LooL options will lead to a qualification)

(\* our LooL offer is determined by our staff expertise and specialisms)



# Choosing a LooL option:

Students will be able to select from the following options:

- Btec Award in Sport
- Btec Health and Social Care
- Textiles
- Music Appreciation
- Higher or Extended Project Qualification
- Languages
- Silver DofE Award
- Pushing for 4 Maths/English
- Pushing for 7+ Maths/English



# Choosing a LooL option:

Students have already experienced taster sessions for each of the options so they might already have an idea about what they would like to study.

Now will be the opportunity to find out more about the options students are interested in.

Staff are available for students and parents to speak to to find our further informations about:

- the expectations of the option
- the content of the option (including exam specs)
- the structure of the option
- how the option will be taught or supported
- careers that the option could lead to
- examples of work which you might complete
- opportunities to work with specialists
- what support is offered by staff (is the option taught by a specialist or supported)



# What happens next:

After this evening, we ask that students discuss with parents and carers their preferred options for LooL.

The presentation slides will be shared so that you can revisit the information shared.

A Google form will be shared for students to complete, stating their option. Please ensure that the form is completed by Monday 10th June.

Responses will be collated and then groupings organised.

Further conversations might take place between Crew Leaders and parents to confirm the choice made is suitable for the student (HoWLs, attendance, academic progress).

Students will join their LooL sessions on Thursday 4th July for the rest of this term.

## LooL in the timetable...

Each week, students will have two hours timetabled for LooL.

In addition to this, the expectation is that students completed a further hour of extended study during the week.





# What is Pushing for 4 English and Maths?



Pushing for 4 English and Math is for students who have the potential to achieve a grade 4 or 5 at GCSE but are currently struggling to achieve this.

These sessions aim to bridge gaps in knowledge of the key texts areas as well as building understanding of and the key skills to approach exam questions in English Language and English Literature and Maths.

In Maths, these sessions will focus on number skills to ensure students are able to problem solve with directed number, fractions, decimals and percentages as well as knowing key exam terminology.



# What is Pushing for 7+ English and Maths?



Pushing for 7+ English and Maths is a bespoke LOOL programme for students who are capable of achieving a grade 7 or higher at GCSE but are struggling to secure this in mock exams and assessments.

These sessions focus on looking at higher level concepts and exemplars to upskill students. They will work intensively on exam technique including essay writing, analysing poetry, making more nuanced links to contexts and themes and increasing vocabulary.

They are also coached through the creative writing processes looking at embedding higher level descriptions in narrative writing and utilising appropriate tone and a range of persuasive techniques in transactional tasks.

In Maths, the goal will be to progress towards additional mathematics proficiency with a larger focus on problem solving with algebra, geometry and exact form.



# Where to head...



Health and Social Care	A04	Miss O'Grady
BTEC Sports	A05	Mr Fawley
Textiles	A09	Miss Jones
Music Appreciation	Lorax	Dave Evans (Mr Morrison)
Higher or Extended Project Qualification	A06	Miss Cross
Silver DofE	A08	Mr Morrison / Mrs Watson
LooL Languages Option	A03	Miss Barton



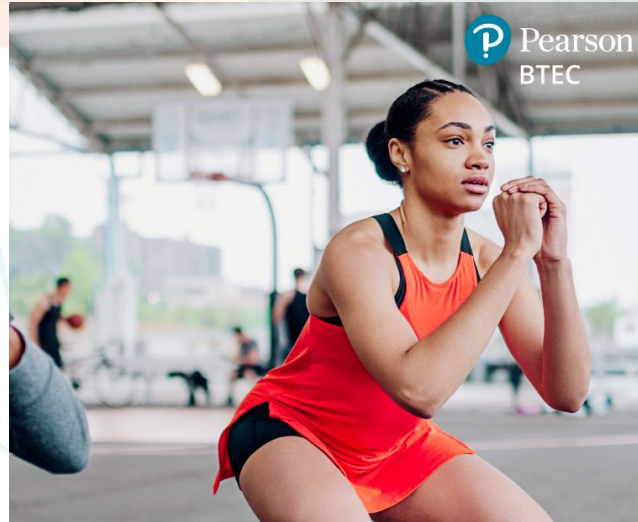


# Physical Education Team

Miss O'Grady - BTEC Health and Social Care  
Mr Fawley - BTEC Award in Sports



# BTEC Award in Sport



# About the course



Pearson BTEC Level 1/Level 2 Tech Award in Sport		
Component number	Component title	How assessed
1	Preparing Participants to Take Part in Sport and Physical Activity	Internal
2	Taking Part and Improving Other Participants Sporting Performance	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	External Synoptic

- Components 1 and 2 will see learners assessed on both their practical and theoretical application through controlled assessment periods.
- Component 3 is a 1.5 hour exam worth 60 marks.



# Careers

## What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Sport(2016) or a BTEC National in Sport and Exercise Science (2016), which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.



# Careers

Cont.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment via apprenticeships or further study at Level 3.
- Study at Level 2 post-16 through a technical qualification, such as the Pearson BTEC Level 2 Technical Diploma in Sport and Activity Leaders. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the sport sector.





# Qualifications

**Qualification level results: the minimum uniform marks required for each grade**

Qualification Grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 300	270	240	210	180	150	120	90

The grading system used with the equivalent GCSE score is:

Level 2 Distinction\* - 8.5 points

Level 2 Distinction - 7 points

Level 2 Merit - 5.5 points

Level 2 Pass - 4 points

Level 1 Pass - 1.75 points



# How will the course be taught?



- Controlled assessments under exam conditions. November- Dec & Jan- May
- Lesson will be taught practically and in a classroom setting.
- Students will be given extended study to support learning.
- Opportunities to complete a level 1/ 2 leadership award
- Visits to live matches and University visits



# BTEC Health & Social Care



# About the course



Pearson BTEC Level 1/Level 2 Tech Award in Health a		
Component number	Component title	How assessed
1	Human Lifespan Development	Internal
2	Health and Social Care Services and Values	Internal
3	Health and Wellbeing	External Synoptic



# Health & Social Care



## Human Growth Development -

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

## Health and Social Care Services and Values

- Understand the different types of health and social care services and barriers to accessing them
- Demonstrate care values and review own practice

## Health and Wellbeing

- Factors that affect health and wellbeing
- Interpreting health indicators
- Person-centred health and wellbeing improvement plans



# Careers



## What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.



Cont.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve
- study of health and social care post-16 through the study of a Technical Certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the health or social care sector.

Some learners may wish to build on an interest in human growth and development but take it in a different direction (at either Level 2 or Level 3) by studying for qualifications in Early Years education.



# Grading Criteria



## Calculation of qualification grade table

Grade	Points threshold
Level 1 Pass	30
Level 1 Merit	44
Level 1 Distinction	58
Level 2 Pass	72
Level 2 Merit	95
Level 2 Distinction	105
Level 2 Distinction*	114

The grading system used with the equivalent GCSE score is:

Level 2 Distinction\* - 8.5 points

Level 2 Distinction - 7 points

Level 2 Merit - 5.5 points

Level 2 Pass - 4 points

Level 1 Pass - 1.75 points





# How it will be taught?

- Theory sessions in a classroom
- Independent study.
- Potential practical sessions.
- Fieldwork



# TEXTILES



Miss Jones



# Why Textiles?

Textiles is ideal for students who enjoy practical work such as drawing and designing and physically making things.

While some written and critical and analytical skills are required, the emphasis of the course is on practical work.

Throughout the course students will be expected to draw, take their own photographs, create design work, experiment with samples in a range of media, research designers, artists and design movements, develop ideas to final pieces, and present their work.



# NCFE

## Level 2 Certificate in Creative Craft TEXTILES 601/3232/2/TXT



You will be expected to show high level skills and processes, as well as a developed portfolio to express your creative journey.

You will carry out 'mini projects'. that are designed to explore a range of materials, tools and processes, while building your skills.



## Aims and objectives of this qualification

This qualification aims to:

- extend and further develop learners' skills
- extend learners' knowledge and understanding of the creative craft process
- provide recognition for enterprise skills and attributes
- investigate creative enterprise and employment opportunities in the creative sector
- extend learners' understanding of health and safety issues provide the opportunity for further development
- provide a basis for progression onto further study.

The objectives of this qualification are to help learners to:

- use raw materials, tools and equipment in a safe and competent manner
- develop analytical and research skills
- evaluate own work, develop ideas and learning through the craft process
- develop an understanding of health and safety considerations in the craft environment.

## Mandatory Units

Use Materials, Tools and Equipment to Develop Craft Techniques (M/506/2674)

Investigate Creative Enterprise and Employment Opportunities (K/506/2673)

Develop Craft Ideas (H/506/2672 )

Create, Present and Evaluate Final Textiles Item (F/506/2680)



### **Use Materials, Tools and Equipment to Develop Craft Techniques (M/506/2674)**

You will explore different materials and develop an understanding of the visual and tactile qualities of them. You will develop your techniques for manipulation of different craft materials and develop the use of tools needed whilst ensuring that you observe the health and safety aspects of the materials, tools and techniques used.

### **Investigate Creative Enterprise and Employment Opportunities (K/506/2673)**

You will research enterprises in textiles and understand what makes them successful. You'll also explore employment opportunities, identify your own strengths and areas for development and devise an action plan to meet your career aspirations.

### **Develop Craft Ideas (H/506/2672 )**

You will research and compare sources and contexts to inspire your ideas for craft. You will have the opportunity to present your ideas to others to gain feedback on which to adapt or improve your idea. You will develop your ideas by researching, debating and adapting before selecting and justifying your final choice.

### **Create, Present and Evaluate Final Textiles Item (F/506/2680)**

You will plan, produce and evaluate your own textiles craft work. You will prepare the tools, materials and equipment required to produce your craft piece whilst maintaining a safe working environment. You will have the opportunity to display your finished piece in an appropriate way or setting for others to see. You will also evaluate the whole creative process and record any issues/challenges you faced and any areas for improvement.



# What will I be doing?

Hand embroidery



Screen printing



Silk painting



Free machine embroidery



Batik



Quilting



Tie Dye

Fabric manipulation



Fabric painting



Dyeing fabric





### Sewing Machine practice!!

On these sketches I tested different stitches on the machine, there were many options to choose from such as zig-zag and straight stitches.

We will use these stitches in our future projects.

We also learnt how to set up and thread a sewing machine, it looks a little bit scary but it becomes easy. Here are some of the threads/stitch test I did.

How to thread a sewing machine:

- place the thread on the spool pin.
- Wind the bobbin with the bobbin winder.
- Wrap the thread around the thread guide on the top of the sewing machine.
- Pull the thread from the guide and through and then around the tension discs.
- Loop the thread, leave up towards the second thread guide to create a "U" shape.



Make sure to have the pins out before sewing to avoid a broken needle!

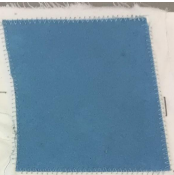
### APPLIQUE

What is applique?

Table technique of stitching a piece of fabric onto another.

For my sample, I machine stitched onto white fabric, this was challenging trying to get the stitches attached to the fabric in a straight line!

Example →



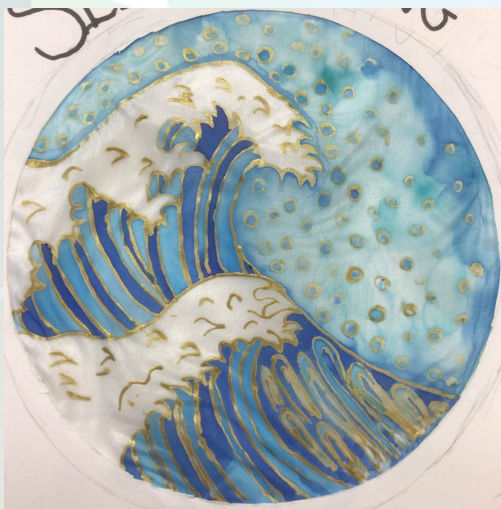
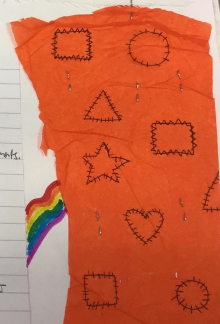
To keep the fabric secure on the white fabric you do a basting stitch to keep it temporarily in place.

### ★STEP BY STEP APPLIQUE★

- ★ Trace your image/template. ★ Cut it out (with fabric scissors). ★ Place your cut out image on a piece of fabric of your choice. ★ Stitch your applique image/cutout into the fabric (optional to baste/pin before hand). ★ Add any embellishments.

### ★TIPS!!★

- ★ Tack stitch before you machine sew, only use pins for machine stitching if you are experienced.
- ★ Use a blanket stitch if you want to hand sew (optional).



### Fabric dyeing!!

I used things such as watercolour, dye and ink.

#### Methods of dyeing

- Batik
- Tie-dye
- Silk painting
- Dyeing fabric in ink/dye
- Screen printing
- Fabric crayons/direct application
- Food Pens
- Other natural/Experiment.

#### Soaking

- sover upon + dyes
- Mix dyes on newspapers.
- Wash up after you're done.

Some other ways to dye/customise fabrics is Dylon 3D paint or dyes or almost anything you'd like. This can be used for 3D embellishments. For my sample above I used fabric pens to colour and create my design on top.

I dyed these with pen ink, brush and watercolour as an experiment to see how the different mediums would react with the fabric and each other.



# This is a good subject to choose if you are interested in careers in...

- Fabric design
- Freelance design
- Styling
- Teaching
- Textile Design



- Surface design
- Wallpaper design
- Visual Merchandising
- Artist
- Illustrator
- Graphic design





# Music Appreciation



Mr Evans



Music appreciation is about engaging in music and performance opportunities. This will include being part of a rock band which will play at events including our 2025 Arts Festival. NB This is not a statutory qualification option for this block.

All students taking this option will be given provided with a group Peripatetic taught session per week as part of the extended provision for music appreciation.

Students will get opportunities to work with organisations and music professionals across Doncaster to develop their skills and engage in performance activities.





This option would support students who are interested in continuing their music interests at post 16 and beyond. This will also support any students wishing to transition into a course in music production and or performance related careers.



# Higher or Extended Project Qualification



“Students entering for Level 2 Project Qualifications are typically high-attaining. The mean (average) GCSE score for students in 2019 was 5.73. For students who took the AQA Level 2 Project Qualification, the mean GCSE score was 7.11.” [AQA](#)

Miss Cross



**“Does money buy you happiness - What are the essential ingredients of living a happy life?”** – a student researched a variety of disciplines, e.g. philosophy, economics, psychology, and undertook primary research into current attitudes to money and happiness.



Is one coding language superior to another?



Should every school have access to a Forest School?

This LooL option is for students who have a personal interest that isn't met by another GCSE qualification. The projects can be on almost anything. Here are some examples! Titles / questions usually evolve during the research journey.

To what extent does women's unpaid labour prop up the UK economy?

Is obesity a modern phenomenon?

Why does China have several dialects, but only one alphabet?

Should CEOs have a salary limit?

How does tourism affect a country's culture?



# Level 2 Higher Project Qualification

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a **presentation** to a non specialist audience
- provide evidence of all stages of project development and production for assessment.
- The outcome for the Level 2 project is a **2,000-word written report.**

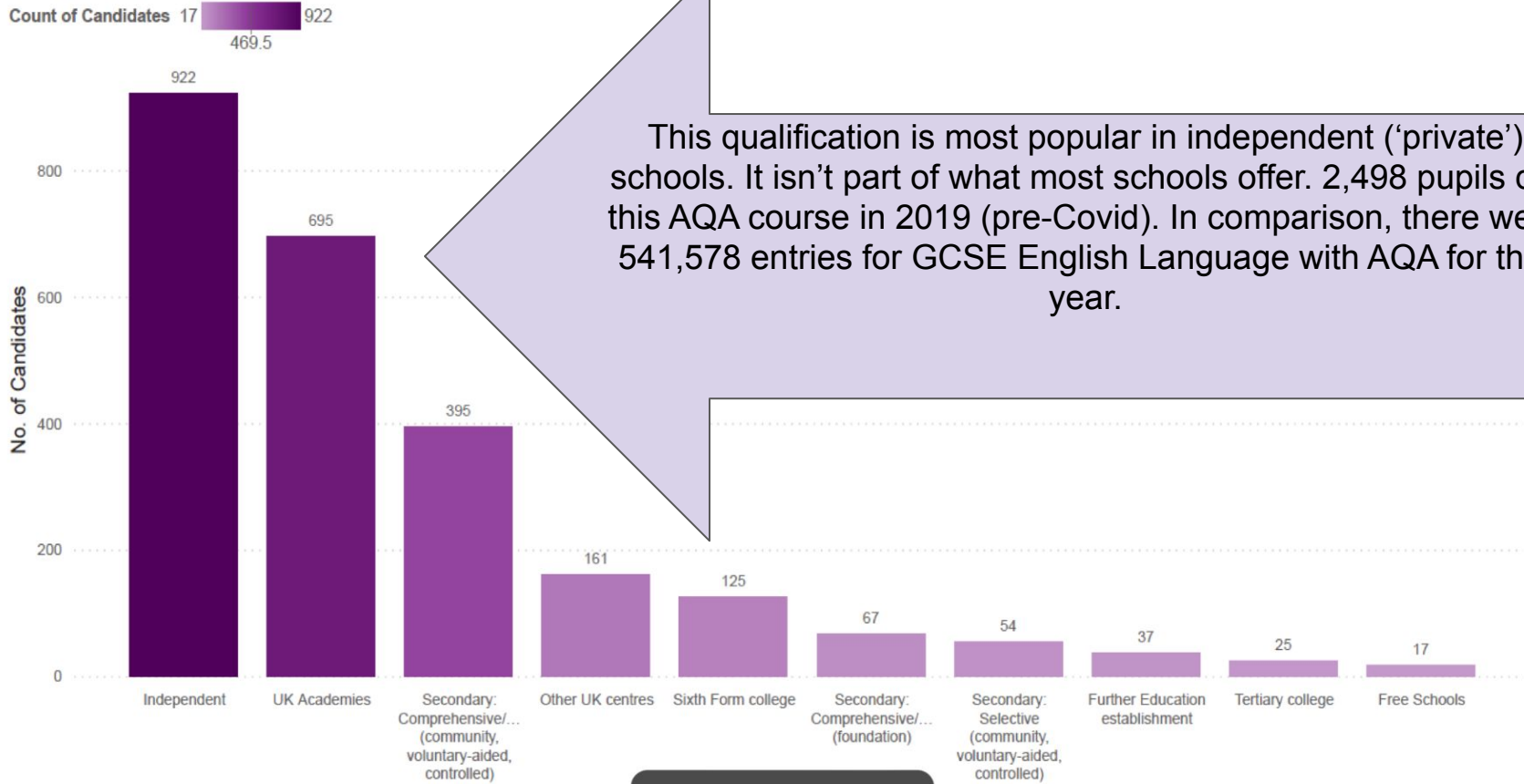
This is a great way to explore your personal interests or research a future career path. **It is equivalent to half a GCSE.**





Entries for Level 2 Project Qualifications come from a wide range of centres, but particularly from independent centres and academies, who both account for around one third of AQA's entries:

L2 Project Qualification candidates broken down by Centre Type in 2019



This qualification is most popular in independent ('private') schools. It isn't part of what most schools offer. 2,498 pupils did this AQA course in 2019 (pre-Covid). In comparison, there were 541,578 entries for GCSE English Language with AQA for that year.

# Level 3 **Extended** Project Qualification

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a **presentation** to a non specialist audience
- provide evidence of all stages of project development and production for assessment.
- The Level 3 EPQ outcome is a **5,000-word written report** or artefact and written report.



This qualification is recognised by some universities as the **equivalent to half an A Level**. It isn't an 'easy' option!

## Time Required

The exam board (AQA) recommend 30 guided learning hours for the taught skills element, maximising time for independent learning. This is approximately **a quarter of the overall time for the Extended Project Qualification (EPQ) and half the time for the Level 2 Higher Project Qualification.**



This LooL option requires you to be Leaders of Your Own Learning. You need to do most of the work on your own, outside of school. Think about who will be able to help you.



# LooL Languages Option Self-Study



# LooL Languages Option: Self-Study



All students are able to choose a language as a self-study option if they wish.

Students who already speak another language are able to sit GCSE exams in that language.

**AQA:** French, German, Spanish, Italian, Polish, Bengali, Urdu, Modern Hebrew, Chinese (Mandarin), Panjabi

**Edexcel:** French, German, Spanish, Chinese (Mandarin / Cantonese), Italian, Russian, Arabic, Greek, Japanese, Urdu, Portuguese, Gujarati, Biblical Hebrew, Persian, Turkish

## Skills assessed at GCSE (times are for AQA)

**Listening** - worth 25%  
Foundation: 35 mins  
Higher: 45 mins

**Speaking** - worth 25%  
15 minutes preparation  
Foundation: 7-9 mins  
Higher: 10-12 mins

**Reading** - worth 25%  
Foundation: 45 mins  
Higher: 1 hour

**Writing** - worth 25%  
Foundation: 1 hour 10 mins  
Higher: 1 hour 15 mins

**Questions?** [nbarton@xpschool.org](mailto:nbarton@xpschool.org)

# LooL Languages Option: Self-Study



All students are able to choose a language as a self-study option if they wish.

Students who already speak another language are able to sit GCSE exams in that language.

## **Expectations of students**

- This is a self-guided option. Students must be prepared to motivate themselves and work independently.
- Students who already speak and write another language confidently may sit exams only if they wish - but they will still need to put in the time for past papers and revision.

## **What we can offer / facilitate**

- Exam entry and admin
- Source / provision of past papers
- Support should you need it - exam guidance, mock exams, extra sessions after school as and when they are needed
- Recommendations for study materials and revision resources

# Silver Duke of Edinburgh Award



# What is the DofE?

- A life-changing experience.
- A fun time with like minded peers.
- An opportunity to discover new interests and talents.
- A tool to develop essential skills for life and work.
- A recognised mark of achievement; respected by employers.

The DofE is many things to many people, supporting generations to successfully navigate adult life.





# Timescales

It will take you at least 6 months for Silver if you've already achieved your Bronze

- [Volunteering section](#): 6 months
- [Physical](#) and [Skills](#) sections: One section for 6 months and the other section for 3 months
- [Expedition](#) section: 3 days/2 nights

See links for further information.



# Expectations and Info

- Independent with a guided element to the award (Expedition Section)
- The DofE endeavours to keep costs down so the current Welcome Pack, which includes the participation fee, is £28.00, plus additional School Cost transport and staffing cost. Approx to be confirmed per participant, depending on uptake. We plan to offset by fundraising for each DofE centre ie XPE fundraise for XP and visa versa and school contributions but want to outline the cost implications of this choice.
- Everyone receives a DofE Card to get discounts on things like kit and expeditions don't need to be expensive - You will have this from your Bronze Award.
- Skills, Physical & Volunteering - You will what activities you want to do and decide your goals.
- You must identify an Assessor who can testify your participation for volunteering, skills and physical sections. - see below slide for more information.
- Expedition Section: Expedition Supervisor will be a staff member at school. Your Assessor must be accredited and can not be your Expedition Supervisor.



# What Does an Assessor Need to Do?

At a minimum, an Assessor needs to:

All Assessors must be knowledgeable and experienced in a participant's chosen activity so they can offer appropriate guidance. Assessors must also understand the requirements of the Award section they are verifying but they do not need to complete specific Award training.

- Help participants set SMART goals
- Be available to check-in and provide ongoing support to the participant.
- Submit a short report on the progress a participant has made once the required number of weeks are complete
- They can not be related to the participant.



# Expedition Section

The aim of the Expedition section:

To inspire young people to develop initiative and a spirit of adventure and discovery by planning, training for and completing an adventurous self-sufficient journey as part of a team. Participants choose where and how they want to do their expedition.

- Duration: 3 days/2 nights - 7 hours of planned activity each day.
- All participants must complete the required training and a practice expedition (minimum 2 days, 2 nights) - They will be assessed for competency before expedition.
- Expedition Supervisor Role: To monitor and support participants in achieving their award goals.



**For further information or  
guidance please contact subject  
teacher or Crew Leaders**

