

Child Development at Litcham School



INTENT

1. To deliver the Cambridge Nationals Level 1/2 Child Development course.
2. To deliver a knowledge driven spiral Child Development course, where knowledge and skills are taught and revisited.
3. To deliver a broad and engaging Child Development course, which includes sociology, psychology and biology.
4. To promote high expectations and aspirations and a secure understanding of physical, intellectual and social development of a child. Students will be prepared to be active citizens after leaving school.
5. To enhance the whole-school curriculum and the open element of the EBacc.

IMPLEMENTATION

Curriculum Delivery

- Child Development is taught in Key Stage 4, starting at the beginning of Year 10 for a two-year GCSE. It is taught by a Physical Education specialist, who has a thorough knowledge of the course content, challenges and practicalities involved in delivering the subject.
- Child Development is delivered across 5 one hour lessons per fortnight. It is given equal amount of teaching time as all other Key Stage 4 option subjects.
- The delivery of lessons is split between classroom taught, student-led research and practical activities.
- Students are taught in mixed ability option groups, as with other Key Stage 4 option subjects.
- The Child Development course draws upon knowledge and skills from many other subject areas that students have studied leading up to GCSE, particularly Science. Clear links are made between the course and where knowledge has been learned from other subjects. This knowledge is consolidated and embedded in the Child Development context.
- There are many visits from health professionals throughout the course to enrich the experience the students have, e.g. midwives and childcare providers. Students are also given opportunities to observe and interact with children of different ages in order to enhance their knowledge and understanding.

Teaching and Learning

Throughout the two-year course, students have a mixture of theory, independent research-led and practical work involving a number of different health professionals, so that knowledge continues to be taught and developed. Since the Child Development course often covers quite difficult topics (such as specialised diagnostic tests and the risks involved of having some of these tests), an atmosphere of collaborative learning, discussion and metacognitive dialogue is generated in lessons.

Child Development is currently involved in an inter-subject Lesson Study with History, Computer Studies and Maths, where teachers are using Metacognitive strategies in order to develop students' problem solving skills and improve outcomes for students.

Extra-Curricular

A number of health professionals are invited in to School throughout the 2 years, to enrich the experience of the roles involved surrounding Child Development. We are also planning to organise a trip to a local childcare provider so that students can better understand the different roles played in a childcare setting and be given the opportunity to observe children at varying stages of development.

IMPACT

Revision workbooks and online systems are used for homework and knowledge and understanding is clear using the black and blue pen system. Students have end of unit tests at the end of each topic. To prepare for this, students have a revision lesson where they will consolidate their learning using mindmaps and quizzes. The marks for each class are recorded in a centralised spreadsheet and progress is monitored by the class teacher, as well as recorded in the students' exercise books. Students are also assessed formally at the end of year 10, Year 11 Mock in November and at the end of year 11 spring term. Findings are reported to students and parents/guardians through Insight, reports and Parents' Evenings. Strategies for students at risk of underachieving include additional work from the online resources, additional questioning and support in lessons, invitation to smaller group revision or more scaffolding. Parental contact to home is made through phone calls, as well as sending postcards home to congratulate an improvement in an assessment, improvement in attitude to learning and consistent high levels in assessment and classwork. The GCSE course includes Coursework tasks, which form 50% of the overall grade.