

EDEXCEL Entry Level Functional Skills						
Subject	Entry 1		Entry 2		Entry 3	
	Pupils Entered	Results Claimed	Pupils Entered	Results Claimed	Pupils Entered	Results Claimed
English	16	10	4	6	1	4
Mathematics	12	10	8	3	1	1
ICT	11	7	11	14	0	1

EDEXCEL Personal and Social Development Entry Level 2	
Pupils Entered	Results Claimed
16	15

EDEXCEL Entry Level 2 Skills for Independence and Work	
Pupils Entered	Results Claimed
16	15

EDEXCEL Entry Level 1 Personal Progress			
Subject	Pupils Entered	Results Claimed	
Personal Progress Award	7	7	
Personal Progress Certificate	6	6	
Personal Progress Diploma	0	0	

## Functional Skills

Due to the previous year's school closures and need for Centre Assessed Grades (CAG), April 2021 saw the first cohort of Milestone pupils taking the new reformed exams in Entry Level Maths and English. These are delivered through the exam body Pearson, with exams being scheduled for May and June 2021.

There have been changes to both content and assessment structure from the previous qualifications, with more emphasis on the underpinning knowledge and skills that learners need. For English, this includes a focus on spelling, punctuation, and grammar, without the aid of dictionaries or spell checks. At Entry levels, there are detailed reading and spelling expectations based on the structured teaching of phonics. For maths, the content draws upon the underpinning knowledge and skills needed to solve mathematical problems, both with and without a calculator.

The Centre took the decision to conduct the exams despite the forced school closures in January –March 2021. The rationale behind this decision was to allow the pupils to gain experience of sitting exams before they moved onto Post 16 settings and allow them to obtain rewards for their hard work and academic achievements.

Pupils with no previous results in Functional Skills, are initially entered at Entry Level 1, pupils who gained a pass certificate last year, were entered at the next level if appropriate. Pupils can progress from Entry Level 1 to Entry Level 3.

A thorough External Verification process was undertaken by Pearson, with the Centre's policies and procedures being reviewed for compliance with examination regulations. This process involved the Head of Centre, Lead Internal Verifier, Exams Officer and Quality Nominee. The feedback from Pearson was very positive, and all the centre assessed grades were accepted and the centre passed for certification.

### **English Reform**

A total of 21 pupils were entered for FS English, with all, except 1, gaining a pass certificate at varying levels. The cohort were a mix of Year 10 and 11 pupils.

Entry Level 1 – Of the 16 pupils entered, all except 1, gained the necessary marks to pass this level, with a number moving onto Entry Level 2

Entry Level 2 – all pupils entered passed at this level, with 3 moving on to Entry Level 3

Entry Level 3 – all pupils entered at this level gained pass marks, including the learner who was deferred from last year.

One of the pupils was withdrawn due to their needs.

### **Maths Reform**

Entry Level 1 – of the 12 learners entered, 10 gained the necessary marks to pass this level and 5 progressing to the next level.

Entry Level 2 – Due to the changes in the content and complexity of this level, fewer pupils than in previous years passed this level.

Entry Level 3 – The 1 learner who was deferred from last year, met the required standard across both papers to pass this level.

## ICT Legacy

Entry Level 1 – 11 learners were entered, with 7 passing at this level and a number progressing to the next level.

Entry Level 2 – all learners reached the required pass rate at this level, with 1 progressing to Entry Level 3

Entry Level 3 – The learners gained sufficient marks to meet the requirements of this level.

## Accreditation

### Entry Level 2 Skills for Independence and Work and Personal and Social Development Awards

Pupils participate in these Foundation Learning programmes over a two-year period in Year 10 and 11. The pupils cover a range of topics within units related to the overall Award and must achieve a set amount of credits to achieve the required standard. 15 out of the 16 pupils entered were successful in achieving the required standard.

1 pupil did not return to school due to the ongoing COVID restrictions and was, therefore, withdrawn from the course.

### Entry Level 1 Personal Progress (Award/Certificate/Diploma)

13 learners were entered at varying levels within the Personal Progress programme, with all of them met the required standards for an Award or Certificate.

External Standardisation was conducted on the above courses, with learner work and Centre process and policies being reviewed for compliance. Samples of learner work, Centre marking, tracking, feedback, and processes were requested by two separate external Pearson verifiers. The two reports were positive, and the Centre was passed to claim certification for all the learners work.

## Exam and Accreditation Review

The Centre delivered Life Skills Challenges to all our KS3 and KS4 learners. The activities complimented our curriculum topics as well as focusing on developing life skills in preparation for adulthood.

All pupils who were able to regularly attend school and were not affected by COVID restrictions, passed their units and achieved between 2-6 challengers last year.

## Moving forward

To meet the challenges of the changing environment of life in and beyond school, the Centre will move away from its traditional raft of accreditation programmes and offer a pre-vocational/vocational focussed programme portfolio. These are designed to help learners acquire the personal, social and employability skills they will need to progress to independent living, further study, or employment.

These will be offered to Year 10 and 11 pupils with coursework being assessed over a one- or two-year period.

The Centre will review the relevance and impact of the Functional Skills exams for future learners.