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Learning4Life-GY

Curriculum Policy

Introduction

At Learning4life-GY a broad, responsive and balanced Curriculum is offered to suit the needs of the varying groups and ages in which we work with. The programmes of study on offer are carefully chosen to suit the needs of every learner. We continuously consider the individualised needs of our learners and focus our Curriculum upon their goals, targets and future aspirations in any Curriculum planning. Our teachers are highly qualified and experienced in motivating, supporting and guiding our learners so as to encourage the raising of aspirations and ability to achieve.

For our 16-19 year old learners, a Curriculum that is aligned with the Functional Skills curriculum in Math, English and ICT is delivered. Learning4life-GY place an increased emphasis on the development of English language skills through the delivery of bespoke ESOL qualifications in Speaking and Listening, Reading and Writing. Such an approach is undertaken to support 16-19 year olds whose first language is not English to engage with education successfully. To compliment, a vocational curriculum is offered that supports successful integration into life and the Community within the UK, with Skills for Independent life; personal confidence and self-awareness and health and wellbeing as a focus.

For our 14-16 year old learners, a Curriculum that is aligned with the Key Stage 4 national curriculum is offered. Learners will undertake Functional Skills qualifications in Math, ICT and in some instances English. However, the main aim of the 14-16 year old programme is the development of English language skills through the delivery of ESOL qualifications in Speaking and Listening, Reading and Writing. To compliment, learners will engage with Key Stage 4 science lessons; Personal, Social and Health education and for those over the age of 15 years will have the opportunity to gain Entry Level 3 or Level 1 NOCN vocational qualifications.

For our 16-24 year old learners with SEND a highly individualised Curriculum is offered and delivered in a bespoke manner in enabling the needs of each to be carefully considered. Each learner will undertake a qualification in NOCN's Skills for Independent Life; which accounts for the spiky profile of learners with SEND and enhances knowledge and skills in accessing the community; becoming independent; developing literacy and numeracy skills. All Curriculums written are in alignment with, and focused upon successful achievement of the outcomes inherent within EHCPs so that every educational experience is unique in its engagement and delivery.

Our Curriculum Aims

The ultimate aim of Learning4life-GY is to ensure that our curriculum offer is ever responsive to the needs of the most marginalised and hardest to reach of learners within North East Lincolnshire. As such, our Curriculum offer is subject to change and adaptation in order to meet those needs. At present our focus is upon the needs of those individuals whose first language is not English; or those for whom a bespoke and individualised offer of education is required to support development for learners with SEND's. More specifically however, the aims of our Curriculum are as follows:

- To support the effective positive progress of our learners so as to enable them to achieve in further or higher education, employment or independent life

- To effectively promote lifelong learning through the creation of and participation in an enjoyable learning experience
- To promote the effective development of skills in literacy, numeracy and ICT in all aspects of the Curriculum and all subjects and experiences undertaken in the learning environment.
- To enable learners to be creative, to 'think outside of the box' and to engage in independent decision making
- To develop a curriculum that is well sequenced so that long term knowledge and skills are developed and that building on new learning and developing of complex skills is the focus
- To enable all learners to have equality of opportunity to achieve, through well differentiated teaching, learning and assessment that meets the needs of all learners
- To develop responsive curriculum offers that support the effective engagement and motivation of learners so that they are able to achieve, regardless of their starting points
- To promote the effective development of skills in personal development; health and wellbeing and the Fundamental British values.

Key Skills to support learning

Within Learning4life-GY we believe that there are fundamental skills that require supportive development so as to enable our learners to achieve and succeed. Such skills are embedded within our Curriculum offer and explicitly focused upon during our tutorial programme and PSHE curriculum. All lessons therefore focus upon the development of these skills. Learner progress in such skills are tracked on a daily basis within our Learning Support Logs; on a weekly basis through our Teacher Progress trackers and termly in formalised Reviews of Progress. Such key skills include:

- Effective communication (verbal and non-verbal)
- The application of mathematical knowledge, concepts and procedures
- Problem solving
- Collaborative working and the development of friendships
- An understanding of equality and diversity
- Application of ICT skills
- Skills for independence

Our ESOL Curriculum

Our ESOL Curriculum is delivered from Entry Level 1 to Entry Level 3 using the NOCN Certificate in ESOL Skills for Life qualification. As such, our learners will engage in three specific units:

- Speaking and Listening
- Reading
- Writing

Throughout the qualification, spelling, punctuation and grammar is explicitly focused upon so as to provide suitable challenge and be responsive to the needs of different learners. The ESOL Curriculum is engaged with by both 14-16 year old learners and 16-19 year old learners for whom English is their second language.

Our English Functional Skill Curriculum

Our English Functional Skill curriculum is delivered from Entry Level 1 to Level 2 using the NOCN Functional Skills in English qualification. As such, our learners will engage in three specific areas:

- Speaking, listening and communication
- Reading
- Writing

English is a core subject and it is recognised that the skills in speaking listening, reading and writing are interdependent and integral to learning. The English Functional Skill curriculum is generally used to enable positive progression from ESOL qualifications as a means of enabling learners to successfully achieve in Further or Higher Education, Employment or Life.

Our Math Functional Skill Curriculum

Our Math Functional Skills curriculum is delivered from Entry Level 1 to Level 2 using the NOCN Functional Skills in Math qualification. As such, our learner will engage in the following topics:

- Whole Number
- Fractions, decimals and percentages
- Common measures
- Shape and space
- Data and statistical measures

The aim of our Math curriculum is to provide learners with the Mathematical skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. It is also our focus to enable learners to find and present mathematical information in ways that make them effective and involved as citizens, to operate confidently and to convey their ideas and opinions clearly. As such we will support learner's progression and achievement by identifying, recording and tracking individual E & D issues; providing adapted learning resources and support materials when necessary and selecting topics, when appropriate, that give the opportunity to cover E & D issues.

- Encourage learners to demonstrate their mathematical skills in a range of contexts and for various purposes.
- Develop and recognise the ability of learners to apply and transfer skills in ways that are appropriate to their situation.
- Non-qualification activity, mathematics relates to framework for placement

Our ICT Curriculum

Our ICT Functional Skills curriculum is delivered from Entry Level 1 to Level 2 using the NOCN Functional Skills in ICT qualification. As such, our learner will engage in the following topics in using ICT with a variety of mobile devices to:

- Follow and understand the need for safety and security practices
- Manage information storage
- Select and use appropriate sources of information that matches given requirements
- Enter, enter, develop and format information to suit its meaning and purpose, including text and tables, images, numbers, graphs and records

- Bring together information to achieve a purpose
- Select and use ICT to communicate

As such our aim is to provide learners with the ICT skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. In doing so we will enable learners to find and present information in ways that make them effective and involved as citizens, to operate confidently and to convey their ideas and opinions clearly.

Our Science Curriculum

Our science curriculum is only delivered to our 14-16 year old learners and as such focuses upon the Key Stage 4 Science curriculum. Within our science lessons the following topics are delivered:

- Food and hygiene.
- Energy production:
- Evolution
- Energy and forces
- Human Biology
- Space
- Skeletal system
- Nutrition and digestion
- Human Growth and Development
- Reproduction
- Health
- Inventions

Three NOCN Entry Level 3 Skills for Employment, Training and Personal Development units will be undertaken as part of this session: food, drink and cooking (L/505/3660); human growth and development (R/505/3675) and Exploring health (D/506/7904) alongside elements within Topic lessons. This subject is an unaccredited subject.

Our 'Topic' Curriculum

Throughout both our 14-16 year old and 16-19 year old Curriculums there are bespoke vocationally focused sessions throughout the week. Learners will undertake a topic per term or half term (depending on their timetable commitments). Topics to be delivered are as follows:

- Skills for Independent Life
- Cooking
- Sport and Leisure
- Creative Crafts
- Skills for Work
- Enterprise

Learners are able to achieve units towards an Award or Certificate at either Entry Level 3 or Level 1 in NOCN Skills for Employment, Training and Personal Development within this Curriculum.

Our Personal, Social and Health Education (PSHE) Curriculum

Personal, social and health education develops learner knowledge, skills and understanding of moral, social, cultural, physical and psychological development. As such, the curriculum aims to prepare learners for the opportunities and experiences for which they will engage with in Further, Higher Education, Employment or Adult Life. As such the following will be delivered:

- Spiritual and moral experiences
- Cultural difference in the UK
- Respect and Diversity
- Citizenship
- Health lifestyles (sexual health, alcohol, drug use, diet, exercise)
- Politics and the law
- Financial and environmental issues
- Contemporary issues
- Mental health and wellbeing

For our 16-19 year old learners the PSHE curriculum is delivered within their tutorial sessions; for our 14-16 year old learners there are specific PSHE timetabled lessons. Within both, there is the opportunity to achieve accredited units at Entry Level 3 or Level 1 that will contribute towards their achievement of an Award or Certificate in NOCN Skills for Employment, Training and Personal Development.

Monitoring and Review

It is the responsibility of the Directors of Learning4life-GY to monitor and support development of the effective implementation of the Curriculum. As such, a quality calendar of stringent audits is undertaken, feedback provided in a timely manner and any actions arising monitored and development supported through a supervision process. Such an approach to auditing of lesson plans, schemes of work, progress trackers, learning support logs, reviews and assessment enables high quality teaching, learning and assessment to occur.

The monitoring of learner progress through Learning Support logs; Teacher progress trackers and Reviews is thorough in ensuring not only a strategic oversight of progress, but responsive interventions to be implemented where progress is not as expected. At Learning4life-GY we monitor and review at learner, group and company level so as to ensure that any learners who are failing to meet their targets are highlighted as a cause for concern and bespoke interventions can be implemented.