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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 adequately qualified and experienced in motivating, supporting and guiding our learners so as to encourage the raising of aspirations and ability to achieve. All of our curriculums are grounded in our Whole School Curriculum intent which reinforces and clarifies our school values of Ready, Respectful and Safe.

16-19 year olds:

For our English speaking 16-19 year old learners, a curriculum that is entrenched in the development of independent skills and skills for employability alongside the development of Functional Skills in Math, English and ICT is delivered. Learners engage here in one of the following pathways:

- GCSE Pathway (include English language, Maths, History and Psychology GCSEs)
- Career Pathway (Level 1 Employability qualification)
- Health and Social Care (Level 1 or 2 Health and Social Care qualification)
- Level 3 Creative Arts and Digital Technologies

16-19 year olds with EAL:

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 SMSC based 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.

14-16 year olds with an EHCP:

For our English speaking 14-16 year old pupils, a Curriculum that is aligned with the Key Stage 3 and 4 national curriculum is offered. Learners will undertake Functional Skills qualifications in Math and English and where applicable GCSE (in English language and Maths). In addition, learners will engage with Key Stage 3 and 4 Science lessons; PSHE, Humanities and PE. Pupils with an EHCP have a curriculum agreed within the plan, which may include Independent Skills Qualifications and GCSEs in English and Maths.

14-16 year olds with EAL:

For our 14-16 year old learners with English as an additional language, the main aim of the programme is the development of English language skills through the delivery of ESOL qualifications in Speaking and Listening, Reading and Writing (regardless of whether the learner is full time with Learning4life-GY or on a bespoke part time timetable in collaboration with mainstream provision)

14-24 year olds with complex SEND:

For our 16-24 year old learners with complex SEND, a highly individualised Curriculum is offered and delivered in a bespoke manner in enabling the needs of each to be carefully considered. The curriculum here is based on the 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 Whole School Curriculum Intent:

At Learning4life-gy we ensure that our curriculum offer is ever responsive to the needs of our learners. As such, our Curriculum offer is subject to change and adaptation in order to meet those needs. At present our school has two areas of focus; those individuals whose first language is not English; and those who have an EHCP with primary needs of SEMH, ASD and ADHD.

Our ultimate aim is to provide high quality, individualised and culturally inclusive ‘Stepping-Stone’ education to the most deprived, disadvantaged, and marginalised groups in North-East Lincolnshire. Learning4life-GY aims to promote, encourage and model behaviours that will enable learners to be successful in their personal and working lives based on the three core values that underpin all activity at Learning4life-GY: Ready, Respectful, Safe.

	Ready	Respectful	Safe
This is what its like to be....	<ul style="list-style-type: none"> • We are ready to learn. • We arrive at school on time. • We have our equipment ready. • We show that we are listening. • We are committed our programme and demonstrate this through our work in class and in assignments. • We are ready and open to learning in all learning environments. • We demonstrate commitment by trying our best, engaging with learning and working together. • We develop our skills, knowledge and attitudes so that we can become successful citizens. 	<ul style="list-style-type: none"> • We listen when others speak • We respect the property of our peers and the school • We expect all students to show respect to one another and to all around them. • We will automatically show respect to others whether we know them or not. • We will not treat others dismissively or rudely. • We will respect other’s opinions even if we do not agree with them and will appropriately challenge any opinions that are prejudiced or discriminate. 	<ul style="list-style-type: none"> • We will move around the school in a safe manner • We will follow instructions to keep ourselves safe • We will use equipment safely. • We have the right to feel happy, safe and cared for. • We will behave in a mature and sensible way. • We will seek help from trusted adults if we think that someone else is not feeling safe, happy and cared for.

<p>This is what it looks like in our school....</p>	<ul style="list-style-type: none"> • The school will develop learner confidence, independence and a positive attitude to learning. • The school will provide innovative, inspirational and challenging opportunities to learn that encourage learners to become lifelong learners and be the best they can be. • The school curriculum will be accessible to all and ensure that each of our learners will know more, remember more and understand more about how to play a positive and successful role within our society 	<ul style="list-style-type: none"> • The school will develop caring, considerate, well-rounded individuals who are polite and respectful. • The school will provide opportunities for all learners to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society. • The school will provide a community where all individuals are treated with respect and have their views and opinions treated with respect. • The school will provide learners with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many moral, social and cultural issues that are part of growing up within this. 	<ul style="list-style-type: none"> • The school will provide a safe environment so that learners can be ambitious for themselves and others. • The school will develop learners who are well behaved and resilient. • The school will provide a culture that contributes equally towards pastoral development of our learners. • Our approaches will be grounded in collaborative working, diversity and in the development of a sense of community.
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Key Skills to support learning

Within Learning4lfe-GY we believe that there are fundamental skills that require supportive development so as to enable our learners to achieve and succeed. The focused development of such skills is embedded within our Curriculum offer and throughout all subject areas. All lessons therefore focus upon the development of these functional and social, moral, spiritual and cultural skills. Learner progress in such skills is tracked on a daily basis within our Learning Support Logs (in relation to SMSC and SEMH targets); on a weekly

basis through our Teacher 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
- Effective English reading, writing and speaking and listening
- Application of ICT, digital and internet safety skills
- Skills for independence
- Skills for employability

Our ESOL Curriculum

Our ESOL Curriculum is delivered from Entry Level 1 to Level 2 using the NOCN Certificate in ESOL Skills for Life qualification. As such, our learners will engage in three specific awards:

- 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 ESOL Curriculum intent is as follows:

To deliver a balanced programme of second language acquisition consisting of receptive (reading and listening) as well as productive (writing and speaking) skills.

Although the NOCN criteria form the overall basis for students' language development, they are not regarded as exhaustive. ESOL students' needs may differ in some areas. Thus, the approach is flexible, when necessary, going beyond the NOCN criteria to enable students to develop their skills effectively. The material is progressively presented. The English language should form a strong foundation for ESOL students to achieve goals in other areas of academic achievement (e.g. maths, science). Consequently, all four skills (reading, writing, speaking and listening) are taught thoroughly to help ESOL students to progress into employment or further education providing them with comprehensive language programme of study. Progress is monitored using unit tests and mock exam preparation material so that students can get acquainted with the requirements of the awarding body

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 English Functional Skills Curriculum intent is as follows:

At Learning4life-GY learners enter the English curriculum at various stages that are not necessarily in alignment with the National Curriculum. Regardless, English language and Functional Skills are held in high esteem across the whole school and approaches to embedding of English skills are undertaken at every opportunity. The Functional Skills approach to English is focused upon throughout the curriculum so as to enable learners to develop the skills required to progress successfully into employment, training or further education. At Learning4life-Gy a high-quality English education will enable learners to develop their ability to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. English enables learners to understand the rules of spelling, punctuation and grammar, and to construct writing successfully. The curriculum is intended to develop reading, writing and speaking, listening and communication skills thoroughly.

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.

Our Maths Functional Skills curriculum intent is as follows:

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.

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.

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 Science Curriculum

Our science curriculum is only delivered to our 14-16 year old learners and as such focuses upon the Key Stage3/ 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

Our Science curriculum intent is as follows:

The school's vision is modelled in the Science curriculum, where we believe in inclusive education for all. We believe that all of our students deserve a curriculum that meets their differing needs and enables them to fulfil their unique potential. We want our students to be successful members of our community and to maximise their life opportunities. It is the intention of our curriculum to enable this.

Our curriculum principles are to:

Adapt our curriculum to meet the unique needs of all of our learners.
Stretch and challenge all learners, taking into account different starting points.
Develop effective literacy and communication skills – therefore creating learners who are confident and competent readers, writers and speakers.
Embed a range of wider opportunities and experiences for all, to ensure our learners have an educational experience that is rich and varied.
As a result, the Science curriculum will:
Inspire learners to become confident, resilient scientists who develop a love of learning science.
Provide a stimulating environment that integrates discovery and exploration into learning and which takes into account individual needs, strengths and starting points.
Develop successful learners who are able to apply scientific knowledge and understanding correctly to both familiar and unfamiliar contexts in the world.
Enable learners to understand how science fits into society and thereby encourage them to make a positive contribution to their local and wider community.
Enable learners to use a range of mathematical skills that can be applied to the world in which they live.
Enable learners to critically evaluate and refine methodologies, and judge the validity of scientific conclusions that are presented to them in the media.
Enable learners to critically analyse qualitative and quantitative data to draw their own logical, well-evidenced conclusions.
To enable learners to use their knowledge and understanding of science to further their science education beyond I EARNING4LIFE-gy and/or to further their career.
All sessions are underpinned by the concept of “How Science Works” in the real world, encouraging students to discuss future solutions to scientific challenges that face us today.

Our Employability 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 2 to Level 2 in NOCN Skills for Employment, Training and Personal Development within this Curriculum.

Our Employability curriculum intent is as follows:

These qualifications will provide learners with an opportunity to:

- Gain knowledge and understanding of transferable vocational skills such as problem solving or time management.
- Gain an overview of key skills and knowledge relevant to their chosen sector in work experience or simulated work settings.
- Progress onto a higher level NOCN qualification in Skills for Employment, Training and Personal Development or another training programme such as an Apprenticeship.

The NOCN Level 1 Award and Certificate in Skills for Employment, Training and Personal Development are designed to provide an introduction to working in a variety of sectors. The qualifications also contain units to address learners' needs in Literacy and Numeracy as well as Personal Development areas. Learners will gain an overview of key skills and areas of knowledge in order to inform further study and/or employment choices.

The NOCN Level 2 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development are designed to provide an introduction to working in the following sectors: Personal Development, Vocational Support, Literacy and Numeracy, as well as more generic employability skills designed to build confidence for the workplace. The qualifications also contain units to address learners' needs in Literacy and Numeracy as well as Personal Development areas such as Emotional Intelligence or Computer Basics. Learners will gain an overview of key skills and areas of knowledge in order to inform further study and/or employment choices in the sectors named above.

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 all learners there are specific PSHE timetabled lessons. Within which, 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.

Our PSHE Curriculum intent is as follows:

The intent of the PSHE curriculum is to deliver learning that is accessible to all and to ensure that each of our learners will know more, remember more and understand more about how to play a positive and successful role within our society. Our aim is to provide learners with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are a part of growing up within this. We aim to provide our learners with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. In alignment, our learners are encouraged to develop their sense of self-worth by playing positive roles in contributing to life at Learning4life-GY and the wider community. Beyond our documented curriculum, it is hoped that the school's values of Ready, Respectful and Safe provide a culture that contributes equally towards the pastoral development of our learners. Therefore, our approaches to teaching and learning place great emphasis on collaboration, diversity and community. The impact of such is measured in learner participation in extra-curricular activities, learner voice surveys and successful engagement with work experience. The Programme aligns with the PSHE Association Programme of Study with 3 core topics:

Core theme 1: Health and wellbeing

Core theme 2: Relationships

Core theme 3: Living in the wider world.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout this Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences. As student's progress through the key stages, this balance shifts towards teaching related to young people's current experiences. It is essential to provide a comprehensive PSHE education programme in key stage 5; this ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives. The learning opportunities at key stage 5 assume that students have already covered those in key stage 4. However, students entering key stage 5 from different feeder schools may bring a range of experience and understanding, so it may be appropriate to also draw on learning opportunities in key stage 4 when planning your curriculum. It is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace. This key

stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

Our Physical Education (PE) Curriculum intent is as follows:

The intent of the PE curriculum is to deliver learning that is accessible to all and to ensure that each of our learners will know more, remember more and understand more about how to live a healthy life style. While understanding the effects exercise and health has on their social, mental and physical wellbeing. Our aim is to provide learners with a knowledge of different sports that are accessible for all levels of fitness and ability. This will enable them to incorporate healthy lifestyle choices into their everyday lives as they become independent young adults. We aim to provide our learners with opportunities to develop on positive engagement with others, this will be done through all practical sport sessions having a team work element in them. In alignment, our learners are encouraged to develop their sense of self-worth by playing positive roles in contributing to life at Learning4life-GY and the wider community. Beyond our documented curriculum, it is hoped that the school's values of Ready, Respectful and Safe provide a culture that contributes equally towards the pastoral development of our learners. Therefore, our approaches to teaching and learning place great emphasis on collaboration, diversity and community. The impact of such is measured in learner participation in extra-curricular activities, learner voice surveys and successful engagement with work experience. The programme of study that all learns will complete over two years comprises of 4 core topics :

Core theme 1: Healthy Lifestyle.

Core theme 2: Anatomy and Physiology.

Core theme 3: Acquisition of skills and goal setting.

Core theme 4: Importance of participating in sport and exposure to different sport.
(Practical)

The overall aim for all learners at the end of key stage 4 is to have knowledge and understanding of how to maintain a healthy lifestyle outside of education. Through out key stage four students will gain the understanding of why it important to maintain an active lifestyle and how they can adapt physical activities into their daily lives. They will also gain knowledge on making health food choices and understand the benefits of a healthy lifestyle. Students will have also developed on their communication, tolerance and team work skills through weekly practical sessions. These skills will aid in their ability to work with others in any career path they take in the future.

Monitoring and Review

It is the responsibility of the Principal 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.