



Curriculum Policy

Curriculum Intent

Roadmap/framework/aims

Our curriculum offer is based upon the key tenets of aspiration and empowerment. It has been crafted to meet the needs of the wide range of learners that access our organisation. This diverse group of learners are based in communities experiencing multi-layered challenges and disadvantage.

We are committed to applying the four basic pillars advocated by UNESCO, namely

- ❖ Learning to know**
- ❖ Learning to do**
- ❖ Learning to live**
- ❖ Learning to be**

- All learners are prepared with the relevant qualifications and experiences needed to make a positive transition to the next stage of their education, training or employment.
- The curriculum promotes the development of knowledge, skills and behaviours which help learners to live rewarding and fulfilled lives.
- The curriculum is coherently planned and sequenced towards secure knowledge, skills and behaviour for future learning and employment.
- The curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with SEND, high needs or adverse childhood/community experiences to develop knowledge, skills and personal attributes to succeed in life.
- As a values-driven organisation we ensure the promotion of inclusivity, equality and diversity.
- The curriculum inspires all learners to develop their full potential and become productive members of society.
- The curriculum provides opportunities for formal and informal learning experiences which promote inclusion, equity, develop character and increase cultural capital.
- The curriculum offer reflects the needs of learners, employers and the local, regional and national context. Cognisance is paid to the LCRCA Local Skills Improvement Plan.

The main vocational pathway is;

Health, Sport & Well-Being.

The specialisms included within this pathway help to address labour gaps and provide a talent pipeline for employment in growth sectors and meet current local employer needs.

It is recognised that curriculum development is an ongoing process requiring robust reflection to assess whether the needs of all relevant stakeholders are being met and through that process during the last twelve months we have shaped our curriculum accordingly.

Curriculum Implementation

How to secure & realise our intentions

In order to secure positive outcomes for all learners there needs to be a consistent and concerted approach to delivery.

- Tutors all have excellent knowledge of their subject with relevant industry based experience.
- The curriculum is sequenced so that new knowledge and skills build on what learners know/can do...always working towards explicit end points.
- Staff enable learners to understand new knowledge and develop new skills by presenting information clearly.
- Learning involves changes to long term memory so the curriculum needs continual rehearsal rather than cognitive overload.
- Our pedagogical practice is informed by knowledge-based research. Direct teaching also includes retrieval and discussion time to consolidate learning.
- Staff ensure that learners embed key knowledge and concepts to their long-term memory. They encourage learners to apply these fluently and consistently.
- A key focus is placed upon applying knowledge to practical real-world Industry focused contexts.
- Learning bases are bespoke and offer qualitative educational environments.
- Blended learning opportunities are in place to meet learner needs (group, individual and virtual modes)
- Staff-learner ratios are good.
- Tutors monitor learner progress on a regular basis. They use assessment effectively to check that learners have understood concepts and correct misunderstandings.
- Learner reviews are challenging and progress is recorded accurately.
- Managers monitor the quality of learners' work and progress effectively.
- The mastery of functional literacy, numeracy and digital skills are prioritised to maximise learner opportunities for future education and employment.
- Learner views and feedback inform staff planning.

- Learners are helped to understand effective safeguarding, health & safety and personal safety procedures.
- Spiritual, moral, social and cultural dimensions are integrated into all programmes of study (these include British values).
- All programmes develop knowledge, skills and behaviour relevant to specific vocational sectors and tutors link these competencies to essential life skills and the 8 Gatsby benchmarks.
- There is a relational and affirming approach to all learning experiences, in this way learners feel supported and develop confidence, self-esteem and self-efficacy.

Curriculum Impact

**How we assess what knowledge, skills and behaviours have
been gained against expectations?**

We evaluate the following using quantitative & qualitative techniques;

- Ability of staff to deliver a well-developed, well-taught curriculum which secures positive outcomes for learners (short, medium & long-term plans, learner voice, learning walks and lesson observations).
- Tutors can clearly explain the rationale for their content and skills covered in the programme of study. They are able to explain how AVCT's curriculum intent is translated into implementation.
- Learners can articulate their new knowledge, skills and behaviours. They can connect ideas and concepts.
- Attainment levels, learner progress and retention rates are good.
- Assessment processes capture what new knowledge, skills and behaviours have been developed with all learning contributing towards an identified end point.
- Intervention strategies are recorded and contribute to continuous progress.

- The curriculum ensures that learners are prepared for the next stage of their education, training or employment.
- Disadvantaged/SEND/EAL/high needs/low prior attaining learners acquire the knowledge, skills and motivation they need to succeed to the next stage.
- All learners acknowledge that their confidence, self-esteem and self-efficacy have improved as a result of engaging in their programme of study. (Learner voice outcomes and individual case studies),
- Impact is positive when we can evidence that learners have been inspired to achieve aspirational goals. Destination data reflects upward trajectory and progress.

| | Intent | Implementation | Impact |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | What you want learners to know and be able to do. | How you teach your intended curriculum | The extent to which learners have learned what you intended them to learn, and how you know this |
| Examples | <p>A long-term plan (such as a curriculum map), showing the knowledge and skills you want learners to gain at each stage, and by the end of their time at AVCT.</p> <p>Your rationale for why you've made these choices.</p> | <p>Teaching methods</p> <p>Learning resources</p> <p>Sequencing and structure</p> <p>Assessment</p> <p>Intervention strategies</p> | <p>Assessment outcomes</p> <p>Learner destinations (e.g. higher level qualification, H.E or employment)</p> <p>Conversations with learners that demonstrate they know, can do, and remember more than they did before.</p> |