

**Outcomes
First
Group.**

**ACORN EDUCATION
AND CARE**

Post-16 Curriculum Policy

Buzz Learning

Introduction

Buzz's curriculum comprises all learning and other experiences that we plan for our learners. Learners have a range of needs that can change over time and in order to best support them the curriculum is highly personalised and continuously reviewed and developed.

The curriculum is all the planned activities that we as a Post-16 provider ("college") organise in order to promote learning, personal growth and development. It also includes the 'hidden curriculum', or what the learners learn from the way they are treated, what they observe, and expectations around behaviour. We aim to teach learners to develop the knowledge, skills and attitudes to achieve their full potential as positive, responsible adults.

Values

At Buzz we strive to make our learners passionate for learning and make their learning as fun, meaningful and as relevant as possible. We offer learners a good education in a safe, calm, creative, inclusive and stimulating environment. Every learner is valued as an individual and we aim to nurture well-rounded, respectful and confident learners who develop skills for life-long learning.

Staff nurture learners on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our college community, the wider local community and world. We take our responsibility to prepare learners for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our college.

Our curriculum promotes respect for the views of each individual learner, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

Buzz's values permeate all areas of college life and are reflected by our ethos: *Be All You Can!*

Curriculum intent

Buzz is clear in its mission of achieving the very best for every learner. We have considered its context to develop a curriculum which shows a progression of knowledge and skills appropriate to individual learners' abilities within the context of their destinations and potential career routes. All learners have access to a broad and balanced curriculum which reflects learners' ages, ability and support needs.

The curriculum is designed to stretch, challenge and meet the learning needs of all learners and provide them with rich and stimulating cultural capital experiences, which lay the foundations for future learning, employment and life. It provides opportunities to develop academic functional skills from Pre-Entry Level to Level 3 as well as having a strong focus on personal development opportunities.

Learners study the full curriculum and are supported to achieve to their optimum both within classroom teaching and through additional targeted support and intervention (See learners' Individual Learning Plans).

Learning is planned and adapted to enable learners to broaden, deepen and accelerate their understanding and development of skills and knowledge. Learners are challenged to think in depth and widen their learning across the curriculum. Regular formative assessments identify learners/ groups of learners for differentiated activities. Extra support and interventions are provided for learners as necessary and in line with Buzz's SEND policy. Buzz's curriculum is inclusive and aims to promote a growth mind set in all our learners in line with Buzz's ethos: *Be All You Can!*

Curriculum Implementation

Teachers create a positive learning environment where learners are engaged and focused. Lessons are wellorganised and stimulating and provide appropriate scaffolding to support, challenge and extend learners' learning.

Robust schemes of work and lesson plans allow managers and teachers to map the sequence of learning clearly showing differentiation, support direction, vocabulary development and the resources required. Teachers, support staff and managers meet regularly to ensure continuity of provision and moderation interms of expectations and outcomes for all learners in the college.

Effective CPD and support from managers ensure that all teachers and support staff have good subject knowledge. The curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of our learners – all of whom all have SEND - developing their knowledge, skills and abilities to apply their prior knowledge with increasing fluency and independence.

All lessons have a clear and focused learning objective with precise steps to success which are shared with learners at the start of lessons, reinforced throughout and used as an assessment tool at the end of the lesson. Systematic checking of understanding and clear feedback ensures that learners make and know how to make progress.

Assessment is used well to enable learners to widen their knowledge and skills, make good progress, and consolidate and embed their learning. Staff use assessment to inform and plan teaching and to check understanding recognise through, e.g., practice tests. As well as enabling learners to undertake formal assessments, staff are encouraged to use their professional skills and knowledge to make assessments. Assessment is used succinctly and well by all staff to check understanding, helping learners' understanding and informing areas for development.

In order to provide all learners with relevant and appropriate work at each stage, staff set suitable learning challenges, respond effectively to learners' diverse needs and endeavour to overcome potential barriers to learning.

Staff encourage learners to be active, independent learners with confidence in and enjoyment of reading. The teaching of reading is designed to ensure appropriate opportunities exist for learners to read widely and often with fluency and comprehension appropriate to their abilities. Reading is well-planned and whole organisation approaches are effective during guided/ reciprocal reading in lessons and Reading Clubs.

The learning environment within the college is managed well with good visual displays and good learning resources. Materials are appropriate, inspiring, and relevant. Links to employment and wider social and moral issues are referenced regularly. Teaching and support staff are well-qualified and model good practice in their own use of speaking, listening, writing and reading of English using vocabulary to support the development of these skills for our learners.

All learners are expected to achieve an appropriate accreditation and the curriculum is designed and sequenced to support this. The range provides of levels from Pre-Entry to Level 3 provides ambitious opportunities, and the content develops functional numeracy and literacy, including speaking and listening to a level appropriate for each learner, whilst developing independence and social skills. Support staff plan and are trained to support the delivery of the subjects.

Learners are supported to achieve their optimum in a range of settings: within the classroom, learning at employers' sites, through additional targeted support and intervention (see individual learning plans) and outdoor learning.

The curriculum also incorporates the *Skills Builder Framework*© so that our learners are supported with their broader learning and careers plan. The Skills Builder Framework provides

age-appropriate expectations around essential skills and the principles for building these into college life.

Teaching incorporates age-appropriate activities to help all learners develop these universal skills. Teaching and learning activities are integrated across the curriculum but especially into our Personal and Social Development (PSD) curriculum and outdoor learning activities.

Learners enjoy access to a pleasant outdoor learning space and access to the local leisure centre. Outdoor learning not only build learners' core strength, stamina, balance, flexibility, coordination and muscle strength but also boost positive mental attitudes.

Curriculum impact

The curriculum provides learners with opportunities to develop their spiritual, moral, cultural, mental and physical wellbeing, and prepares them for life as independent young adults. Preferred destinations are taken into account in the design of each learner's programme of study in the college, and we are committed to equipping each learner with the skills, knowledge and qualifications to secure and maintain their next steps on leaving the college. Raising aspirations, confidence and fostering a love of reading is an important part of this. Preparing our learners for the opportunities, responsibilities and experiences of adult life is paramount so that they may become actively involved in their community, contributing to society financially where possible, and living as independently as possible.

Curriculum framework

Our framework is based on person-centred planning as we believe that this model enables learners to experience a broad and balanced curriculum, while also contributing to the development of robust Education Health and Care Plans and continued support for our learners after college.

The college offers 4 programmes and these are detailed in Buzz's Prospectus and on Buzz's website.

Learners also have access to other accredited learning in, for example, maths and English and vocational qualifications, where this aids securing preferred and realistic destinations.

Buzz actively promotes the Fundamental British values and ensures that there is political balance in teaching and other activities. We aim to ensure that learners know the difference between right and wrong, respect the civil and criminal law of England, and understand the consequences of their own and others' actions. We also aim to enable learners to:

- become confident and positive contributors to their local community and to society more widely and to become effective users of public services and facilities according to their level of ability and maturity;
- gain insights into their own cultures, and into those of society more widely and to encourage tolerance for others;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (i.e., age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).
- Spiritual, moral, social and cultural development of learners also includes learning in Relationship and Sex Education (RSE).

Remote education

On occasion, learners may need to learn remotely and in these instances the college strives to ensure that learners are not disadvantaged in any way. This is supported through the provision of IT equipment and resources, access to classes in real time via MS Teams and 1:1 support either online or face to face.

Practical work is key in all lessons and is used to inspire and engage learners. A key emphasis is on hands-on activities to enable learners to learn and develop practical skills that will be useful to them in their adult lives. Outdoor learning and projects are also used to encourage learners to utilise and explore further what has been learnt in lessons.

Educational trips

These are linked to subjects and promote cultural capital. They include, for example,

- day visits to the theatre, places of worship, careers fairs and other places of interest
- participation in the Duke of Edinburgh's Bronze Award or Certificate of Achievement.
- access to the 16-19 tuition fund to support any gaps in education achievement and mental wellbeing as a result of the Covid19 pandemic.

1:1 mentoring and support meetings with learners and led by specialist staff take place when needed, to support personal wellbeing, e.g., mental health, body image and inappropriate behaviours etc.

Careers education, information, advice and guidance (CEIAG)

A key focus of our curriculum is preparing learners for adult life, including a successful transition from childhood into adulthood. We believe it is extremely important for learners to be supported in thinking about adult life at an early age and the college's approach to this is described in Buzz's Careers Strategy.

Risk assessment

Whilst planning for the curriculum, teachers and managers give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. Further guidance is detailed in Buzz's Risk Assessment Policy.