

Y's Up

**Independent
School**

Curriculum Policy

2013/14

Y's Up Project Curriculum Policy

“Our key aim is to help children and young people live happier, more fulfilled and successful lives, by working with them and partners to improve inclusion and cohesion across Bradford by addressing underlying issues and causes”.

The City of Bradford YMCA 5 year strategic plan 2009-2014.

Rationale:

Y's Up as part of the Bradford YMCA, firmly reflects the vision, aims and ethos of the wider YMCA organisation and strives to embed this into the planning, development and delivery of teaching, learning and support it offers vulnerable young people excluded, or at risk of exclusion from mainstream education. All key stage 3 and 4 learners on the Y's Up programme are offered a curriculum entitlement that is inclusive, stimulating, relevant and differentiated to their particular needs, attainment levels and situation. The curriculum comprises both a 'core' and 'enrichment' element with correlated strands.

The core curriculum focuses on Maths, English, REspect and ICT. The core curriculum is also being progressively shaped by the arrival of the Foundation Learning Tier and Functional skills framework including a Maths, English and ICT assessment tool that determines individual learner levels and shapes realistic accredited opportunities. Learners have the chance to gain accreditation qualifications in these core subjects ranging for Entry level (pre-GCSE) to Level 2 (GCSE grade C and above equivalent). Occasionally, other professionals, training providers and local schools or colleges will work with us in partnership to enhance the Y's Up learners' curriculum offer. At Y's Up we also seriously consider the learners prior educational experiences, with many of our learners exhibiting behavioural, emotional and social difficulties (BESD) and being disengaged from mainstream educational provision.

Our curriculum and time tables are carefully planned and developed to minimise disengagement and maximise equality of opportunity, achievement, and positive behaviour and enjoyment through formal and informal learning and experience. The planning of curriculum and schemes of work are correlated to the overall Qualifications and Curriculum Development Agency (QCDA) framework for key stages 2-4 as well as the Adult Numeracy and Literacy framework. The student timetable, schemes of work and curriculum planning is produced and reviewed termly in respect to termly changes to our learner cohort including the promotion of meeting the individual learning and development needs of each new and existing student.

KS3 and KS4 pupils not permanently excluded from mainstream school or awaiting a reintegration mainstream place, integrate into the Y's Up core and enrichment curriculum whereby the curriculum is the basis for raising standards and engagement, but the achievement of high standards is not an end in itself. The curriculum enables pupils to acquire learning that they apply consistently to achieve personal effectiveness and confidences in the areas of reading, writing, speaking, number, ICT and the personal and social development skills needed for living in and contributing to the challenges of a diverse and challenging 21st Century society.

However, It is commonplace for a number of pupils to complete the majority of their formal education, once referred to the Y's Up provision. Reasons for this vary but, in the main, are because of an irreversible breakdown in the relationship between pupil and mainstream schooling and/or central PRU and the learner preference for a highly supportive, safe and smaller learning group environment. In both key stages, each young person receives an individualised programme of study, although all receive the core entitlement of Maths, English, ICT, Science as well as PSHE and sports and fitness. Appropriate external work experience is provided following consultation with our link Education Bradford work experience adviser.

There are also options to study Edexcel, NOCN, Arts Award, ASDAN and Duke of Edinburgh qualifications and accredited awards and units in Maths and English, creative arts, sports and fitness, drugs education and personal and social development. Full-time Students receive 25 hours provision per week. However, dependent upon learners' specific needs, part-time provision is available and can be flexible in accordance with each young person's particular circumstance. In addition, the Y's Up Key stage 4 curriculum offers a structured careers education programme as well as dedicated named support from a Bradford Personal Advisor. The ultimate aim is that upon exit in year 11, every learner successfully takes up further education, full employment or a training apprenticeship. Voluntary work is also encouraged for those learners who express a desire to become involved in YMCA youth work, teaching and mentoring, once having successfully graduated in year 11.

The key aim of this policy is to:

- Promote reflective practice and review the content and delivery of the Y's Up curriculum on an annual basis to enhance engagement and learning.
- Provide a focus for continuous development leading to whole project improvement and learner achievement outcomes.
- Established a shared vision for the curriculum - with partnership consultation - including: parents, carers and key referring schools and agencies which support vulnerable groups, thereby ensuring coherent provision and a smooth learner reintegration back into mainstream and/or transition into further education, training and the workplace.

Y's Up Curriculum Entitlement

Y's Up provides a core and enrichment curriculum which:

- Provides access for pupils to a varied and balanced set of courses, qualifications and learning experiences according to their needs and interests, regardless of prior learning experiences and any barriers to learning;
- Promotes personal, moral, social and cultural development, as well as academic and physical development;
- Offers opportunities to acquire and develop key functional skills to equip learners for current roles (i.e. communication, numeracy, literacy, problem-solving, study skills etc) and maximize future opportunity;
- Presents all learners with opportunities to develop skills and knowledge in the areas of: scientific enquiry, ICT, humanities, sports and fitness education and creative arts and careers education.
- Ensures that all KS3 and KS4 learners are able to achieve as at least one accredited award in each subject area (numeracy and literacy) in order to officially recognise and celebrate individual achievement;
- Ensures that in KS4 accredited learning opportunities are maximized (Edexcel, ASDAN, NOCN, Arts Award and Duke of Edinburgh) and that learners of varying abilities have access to such courses with differentiated levels of accredited achievement opportunity;
- Prepares learners for the opportunities, responsibilities and challenges of further education, training and adult life in the 21st century.

Meeting the needs of the Learner

The Y's Up provision provides:

- a range of strategies, assessment and teaching methods to identify and meet individual pupils' needs;
- Staff training in the key areas of lesson planning, assessment, teaching, learning and resources as well as professional teaching observations linking to the YMCA quality framework standards and staff CPD.
- learning environments which are safe, flexible, visually stimulating and accommodate a range of learning opportunities;
- access to high-quality resources and interactive teaching tools to meet pupils' varied and preferred learning styles;
- positive, creative and consistent approaches to value and celebrate individual worth, progression and achievement;
- qualified trainers, teachers and professional partnership staff with relevant training and experience and continuous professional development opportunities to continuously improve our curriculum offer.
- Planning and curriculum training days to ensure that pupils experience continuity in their education.

We expect that:

- All teaching staff use an appropriate and varied range of learning and teaching strategies to ensure that all engage with and benefit from, the learning provision;
- teaching and support staff take account of prior learning and assessment outcomes when planning and delivering learning activities;
- all learning opportunities are planned appropriately in terms of content, activities, experience and environment;
- all staff implement appropriate PACT behaviour strategies to ensure that pupils' behaviour does not disrupt their own, or others' learning and therefore enables learners to reach their full potential.
- Learners contribute to the shaping, development and content of the curriculum by participating in learner reviews, focus group meetings and feedback questionnaires and surveys.

The Y's Up provision aims to provide students with a coherent curriculum. Curriculum strands have been developed and regular reviews of teaching and learning methods and schemes of work that reflect progressive learning experiences. The intention is to provide clear learning objectives linked to individuals' needs and abilities. There are also extra-curricular enrichment activities on offer which enable students to gain wider experiences and qualifications including: environmental science, sports and fitness sessions, dance and movement, drugs awareness, creative arts.

Y's Up curriculum strand areas:

Summarised below are both the core and enrichment curriculum area strands on offer at the Y's Up provision for the academic year 2010-11:

➤ **Literacy strand:**

Pupils at both KS3 and KS4 engage with and complete the Attack or Advanced Attack study program which is an individualized structured English course that enhances skills and competences in core spelling, word recognition, phonic awareness, sentence structure and punctuation. Following diagnostic English assessment at the point of entry, learners will also follow an individualised English programme linked to the BKSB framework with an emphasis on functional skills, research, speaking and listening skills and writing to persuade are offered. In addition, reading, film and documentary clubs that cross examine different media formats and challenge learners to gain skills in debate, research and listening/observing for understanding are offered. Learners can also access the handwriting club to improve written letter and word formation and style and ICT resources and packages to conduct research and present written work. All progress and study correlates to the opportunities for all learners to achieve accredited qualifications and success through the Edexcel Functional Skills exam tests.

➤ **Numeracy strand:**

At both Key Stages 3 and 4, pupils follow a structured taught maths program each week as well as an individual numeracy plan. Following diagnostic maths assessment at the point of entry, learners will also follow an individualised maths programme linked to the BKSB framework with an emphasis on functional maths skills individualised numeracy learning plan and access to 1:1 study support if necessary. Both numeracy learning opportunities are determined and shaped by each learners' initial and diagnostic BSKB numeracy assessment outcomes to allow for differentiation and SMART numeracy targets to be set. Learners in Key stage 3 and 4 cover the core numeracy areas of:

- Number including: fractions, decimals and percentages.
- Shape and space and measure including: common measures, angles and 2D and 3D shapes.
- Handling data including: data and probability and statistics.

In addition, Key Stage 4 learners have the opportunity to be supported with GCSE school coursework and revision if requested by their referring school or agency.

At Key Stage 3 and 4 there are a number of accredited pathways that pupils can take leading to nationally recognised qualifications in:

- GCSE Mathematics – foundation or higher level – Key Stage 4 (link school study support and skills only).
- Edexcel Functional Skills Tests at Entry Level, Level 1 and Level 2
- Youthtrain Level 1 numeracy units.

Teachers are encouraged to use a variety of approaches and make use of creative ICT numeracy packages such as 'BKSB', and '*BBC Bitesize*' as well as interactive whiteboard technologies to enhance engagement and increase understanding and learning. Where possible, links should be made between mathematics and the functioning world and between different subjects across the curriculum including: science, DT and art.

➤ **Scientific strand (including environmental & sports science)**

Y's Up learners are taught a structured, varied and challenging science curriculum that includes elements of physics, biology and chemistry as well as sports and environmental science. During their time with us they have the opportunity to apply practical skills, experience science creatively and to gain scientific knowledge and understanding in the following areas of study:-

- Physics – circuits; magnetism; forces
- Chemistry – periodic table of elements; practical experiments
- Biology – habitats; human body; organs; skeletal functions
- Sports science – sports physiology, psychology and performance
- Environmental science – planting and harvesting foods; outdoor survival skills and recycling

The environmental science elements are led and delivered by both Bradford Environmental Educational Services (BEES) based at the YMCA as well as the Bradford based WASPS project, and involve outdoor project work in the YMCA garden, at the Orchard and nature walks and challenges in Judy Woods and other suitable natural areas around the district.

Through scientific enquiry, research, observation and completing experiments, students consider how evidence about the solar system had been collected and interpreted. Learners are also encouraged to create and design scientific models to explain scientific phenomena and to aid presenting and interpreting data. The water rocket project and atom structures are excellent examples of stimulating practical opportunities for learners to 'experience' science and apply their knowledge and understanding. In addition, learners are encouraged to use ICT packages and interactive technologies as learning and research tools.

Design & Technology strand (including ICT and Arts Award)

The ICT strands main aim is to help learners develop ICT skills that will genuinely aid them in the future, whether in terms of going on to further education, training or the workplace. We attempt to expand on the learners existing ICT knowledge and skills base in a way that gives them a sense of practical purpose and the confidence the use, interpret and present data and information. All learners are encouraged to develop their skills with the main ICT packages including: word processing, spreadsheets, presentation software and databases as a starting point.

In addition, we also introduce learners to aspects of ICT that they may not have experienced in the past. In conjunction with the museums and BCB radio station partnership links, learners have opportunities to experience creative use ICT technologies including photograph manipulation, graphics design and film, sound and radio production.

Design technology opportunities are available for learners via our YMCA workshop and Café base as well as the projects completed through the Bradford museums Arts Award programme. The Arts Award programme is a unique opportunity for learners to gain accreditation, work with artists and professionals from the art industry, visit museums and cultural spaces and produce their own exhibits. Learners apply skills of measurement, creativity, practical building skills and communication to express themselves through art and design, or cooking and baking in real working environments.

Sports and Fitness strand:

Y's Up offers a wide-ranging sports and fitness programme designed to develop the learners self confidence, communication, coordination, sports skills abilities and general health and well-being. Learners are encouraged to participate in new and exciting sports and fitness challenges as well as a range of team sports. These include:

- Tennis
- Football
- Cricket
- Swimming
- Hockey
- Self defence
- Dodgeball
- Gym Fitness (Culture Fusion facilities include a gym and climbing wall)

The skills they learn via participation can be used to tackle the problems and challenges they meet in everyday life, e.g. problem-solving, teamwork, communication skills, self esteem, health issues and barriers to learning.

All students access additional aspects of the sports and fitness curriculum through sporting fixtures and workshops run in conjunction with other educational establishments and these include football, tag-rugby, swimming and hockey. Y's Up has it's own football team the 'Y's Up All Stars' who have had tournament success as winners of the Bradford District PRU (MORE4U) champions in 2009 and quarter finalists in 2010. This team is managed and trained by a professional FA coach.

Learners identified as at risk of disengagement or anti-social behaviour over the summer holiday period have the opportunity to take part in outdoor education experiences for either a half of full day. The Y's Up Summer Intervention Programme (in partnership with Bradford Council Integrated Youth Service) includes: Climbing, Orienteering, Karting, Archery and Sailing and culminates with a residential camping experience.

Accreditation in sports and fitness can be offered through the Duke of Edinburgh Award Scheme, the ASDAN Sports and Fitness Award programme or the NOCN level 1 award in Sport, offered to Y's Up learners in both KS3 and KS4. These qualifications are recognized by colleges and trainers regionally and nationally.

P.S.H.E Strand (including spiritual and cultural development)

P.S.H.E in Key stages 3 and 4 is taught in themed units of work and supported by a number of quality partnerships including, BYDP, our link school nurse and link police officer, MORE4U district PRU, 'Off The Record' counselling services and the YMCA 'In –Control' Programme. It also directly correlates to the wider Every Child Matters (ECM) agenda.

Themes of work and units covered in PSHE on the Y's Up programme include:

- Drugs Education
- Healthy eating
- Sex and Relationship Education*
- Healthy Lifestyles
- Personal Hygiene
- Emotional Wellbeing
- Prejudice
- Bullying
- Anger Management
- Personal finance and the future

** It is a Bradford YMCA procedure that sex and relationship education resources and material is approved by the YMCA safeguarding Officer prior to being embedded into PSHE curriculum.*

The curriculum is designed to meet the individual and sometimes challenging and complex needs of the pupils. It reflects the key issues marked out in the Every Child Matters framework and directly feeds into to aims and ethos of the Bradford YMCA, emphasising well-being, inclusion and cohesion. Visitors and guest speakers as well as practical hands on activities are used to enhance the curriculum wherever possible. Issues related to social and emotional aspects of learning (SEAL) are also embedded in to the PSHE curriculum strand. Our link nurse and wider district PRU men's health team provide workshops linking to personal hygiene, men's health, sexual health and positive mental health.

Implementation, Monitoring and Reviewing of Curriculum Policy

Implementation

Schemes of Work are produced termly – led by the Y's Deputy Head but involving all staff, volunteers and placements and taking into account:

- Self Assessment and quarterly monitoring information (see monitoring and review below)
- Assessment and needs of learners on programme (including any anticipated needs of new referrals)
- Feedback and input from referrers – including Education Bradford and Schools
- New or enhanced learning sessions arising from staff training and development or development of new partnerships.
- Ongoing input, engagement and feedback from Learners

Session plans and resources are then prepared according the planned schemes of work. All session plans are approved by either the Y's Up Deputy Head or Key Stage Co-ordinators, sessions that include sexual health subjects are approved by Named Safeguarding Officer.

Each Learner has an individual file which will include the following:

- Referral information
- Details of assessments and test results
- Their targets
- Weekly recorded reviews
- Copies of their weekly reports to parents/carers
- Details of any incidents/behaviour issues and contracts

Daily briefings with staff, volunteers and placements take place

Home visits would be undertaken for any learner about whom there were serious concerns/incidents

Weekly staff meetings with fixed agendas take place

Recorded staff supervisions take place at least once per term – any areas highlighted during observations of teaching and learning would be discussed as part of this as well as any other training needs.

Annual Work Review process takes place and staff agree Personal Performance Plans to show how they are going to contribute to the performance of Y's Up.

Monitoring and Reviewing

As part of our Quality Framework, quarterly monitoring activity takes place, recorded within Y's Up Project Handbook, which includes a number of areas that would help us to determine how well the curriculum is working:

- Performance against KPI's including attendance/achievement information
- Review of feedback information – from parents, partners and learners including compliments, suggestions, complaints, learner focus group feedback
- Observations of Teaching and Learning feedback
- Review of delivery against Development Plan actions

As part of our Quality Framework, an annual self assessment takes place, which includes a review against all the quarterly monitoring information, plus our annual service user questionnaire and feedback and input from staff and volunteers delivering programme, partners and referrers, parents and learners.

This policy will be reviewed and updated as part of the annual self assessment process.

Review date: July 2014



Chair 15th October 2013.