

## THE CURRICULUM

For many decades Bosco has been the salvation of successive generations of young people who did not fit into the constraints of the educational model of schools and big colleges. We nurture and support through individualised programmes that help young people to realise their potential. This is something that we cannot lose but over recent years we have seen a gradual shift in both the demand and supply for the type and level of courses that we offer. We need to adapt our model to meet the needs of the current and future generations.

*This document aims to describe what we do to improve the life chances of young people (INTENT). It describes our delivery model (IMPLEMENTATION) and how we measure the IMPACT of our work.*

### INTENT

Don Bosco was a priest, founder of the Salesian Order and educational pioneer who was one of the very first to recognize the importance of vocational learning and the impact that it can have on young people's life chances. Whilst written over 200 years ago his thoughts in "The preventive system in the education of the young" capture the essence of our approach to teaching and learning.

Our learners have often had very varied and negative life and learning experiences. We recognise that "one size cannot fit all" and that the needs of our client group are best met through an individualized learning programme.

Our curriculum model is based on the Salesian principles of belonging, learning together, celebrating together and finding meaning and purpose. It has been designed with the intent of developing the skills and attitudes necessary to gain and sustain employment.

<p><b>Belonging</b></p> <p>A strong sense of community permeates through everything we do at Bosco. Young people are valued as individuals and encouraged to value and respect all other members of our community. A well-developed interview and induction process ensures that from their very first day students know that they belong and that we are working together to ensure their future success.</p>	<p><b>Learning Together</b></p> <p>Our teachers listen and learn from our students and use what they learn to inform their teaching. Teachers use effective and positive assessment to encourage discussion and to help all students achieve their goals. We ensure that all of our young people set themselves clear goals and understand the contribution that they can make to society. This builds from our initial assessment and individualised curriculum design.</p>
<p><b>Celebrating Together</b></p> <p>We meet regularly to celebrate student successes and challenge our young people to reflect on life and their lives. Our Bosco Celebration Days are, apart from being hugely enjoyable, an opportunity to celebrate the achievements of all of our students. Regular reviews are used to celebrate success to date and offer challenge moving forward.</p>	<p><b>Finding Meaning and Purpose</b></p> <p>We ensure that all our young people set themselves clear goals and understand the contribution that they can make to society. Our Personal Development Programme is key to achieving this objective. Regular sessions help develop an understanding of the skills needed to succeed in the workplace. This builds from our initial assessment and individualised curriculum.</p>

From these principles we have built an inclusive vocational curriculum that is personalised to the needs of each individual student. Learning is through a combination of projects, focused delivery

and guidance and support. We need to ensure that our curriculum evolves to meet the changing demands of our client groups, employers and national change.

## IMPLEMENTATION

Each new student will discuss their learning pathway with a member of the senior management team and agree to what needs to be learned to get to where they want to be. This is supported by a full diagnosis of their current functional skills level through the “BKSB” initial assessment system. Where a student has previously achieved a grade 1-3 in either GCSE English or maths then their level of study will be determined by this grade

Termly reviews will ensure that there remains a good alignment between student learning pathway and their personal goals. The outcome of each review is shared with parents or carers.

### Post 16 Learning at Bosco

Bosco is a vocational college and our intent is to get all students ready for the world of work. Most students will follow a study programme.

Young people who have additional needs can be enrolled onto our study programme or onto our Supported Internship Programme. This involves being based in a work environment and learning through practical work-based activities.

For those students who are new to this country we offer a specialist English course that will help them develop the language skills they will need to access the curriculum here or at another college. All students take part in our extensive Enrichment Programme.

Examination boards are moving away from offering level 1 qualifications, the government is emphasising the need for progression through to higher level qualifications (three and above) and employers are expecting more highly qualified entrants to the workplace. Many young people are however still joining us with few or no formal qualifications, complex social and emotional needs or diagnosed learning difficulties. Others join with full level 1 or level 2 profiles. We need to ensure that we offer entry points for all the above groups with strong progression routes to sustained employment.

There are key issues that need to be addressed as we move forward. Bosco is and will always be a “roll on, roll off” college. This allows students to start and finish their courses at different points throughout the year. Roll on is straight forward, roll off less so as more and more courses are requiring external assessments at fixed points during the year.

Regardless of national strategies we still have a significant number of students who join us requiring a level 1 course, the majority need provision at level 2 and 3. We will continue to complete full diagnostic assessments and take fully into account previous attainment when creating a student’s learning programme. Level one and two courses will be treated as stepping stones to level 3 or as a route into appropriate and sustainable employment.

## COURSES:

### Supported Internship

Students with more complex needs are supported into the world of work through an extended work placement in either one of our business activities or in a partner organisation.

### Diamond – A Stepping Stone to a Brighter Future

This is a flexible programme that aims to enable students to achieve a full Level 2 qualification. Many of our students join us from Year 11 with a very mixed profile of qualifications ranging from ungraded to level 2 in the core and extended curriculum.

Before starting the course all students complete a full academic assessment which is used to inform the design of their course.

When a student joins us with few or no recognised qualifications (below a full Level 1 profile) it is normally because secondary schooling has failed them and they have disengaged from learning. Mostly they have identified additional educational or behavioral needs which may have been recognized through an Education Health and Care Plan.

The starting point for these young people is a predominantly non regulated access to learning course that will last up to 12 weeks and is designed to reintroduce the young person to learning. This will typically include a vocational core, functional English and maths, essential digital skills, and personal development.

Once they successfully complete this course they normally progress to a fully regulated Level 1 or 2 course.

#### Level 1 Vocational:

- Customer service
- Employability

#### Level 2 Vocational:

- Business
- Child Care
- Digital Media
- Information Technology
- Health and Social Care
- Sport

#### Functional Skills and Personal Development:

- Level 1 or 2 English and Maths
- Level 1 Essential Digital Skills
- Personal Development (Including employability skills)
- Work Experience

## Level 3 Courses

Our Level three programme has been designed to bridge the gap between level 2 and a full (3 A level) level 3 course. Students will choose a vocational core with the aim of completing a certificate within the first two terms. Those students who complete the certificate will progress to completing the extended certificate by the end of the year. Students who progress more slowly will complete the certificate by the end of the year. The successful completion of year one will allow students the choice of extending their qualification to a full diploma or choosing another extended certificate. Either approach should equip the student with a full level 3 qualification and the gateway to HE or a higher level apprenticeship.

- Business
- Digital Media
- Information Technology
- Health and Social Care
- Sport

Functional Skills as necessary

Essential digital skills

## Pathways

At Bosco we have four learning pathways that offer opportunities for students of all abilities and aspirations, each starts and end at different stages of the learning journey:

### Business

Learners with more complex needs can access our Supported Internship programme that helps them to develop the skills needed for the workplace. We also offer a L2 qualification as part of our Diamond Programme and a full L3 qualification.

Options:

- Customer Service E1 and L1
- Business L2
- Business L3

### Education Health and Care

Within this pathway you can specialise in either Childcare or Adult Social Care. Whilst very different in content it is possible to change between specialism as you progress through the levels.

Options:

- L2 Childcare
- L3 Child Care

- L2 Health and Social Care
- L3 Health and Social Care

### Digital

Students can choose either to study IT and gain expertise in systems design and cybersecurity or Digital Media to develop creative skills.

- L2 IT
- L3 IT
- L2 Digital Media
- L3 Digital Media

### Sport

This pathway offers young people the opportunity to explore careers in sport and physical training.

Options:

- Sport L2
- Sport L3

### Enrichment Programme

Our enrichment programme is designed to equip students with the softer skills needed for employment including communication, problem solving, creativity, teamwork and leadership.

Personal Development runs throughout the year and will develop themes around:

- British Values
- Global Issues
- Health and personal wellness
- Finance
- Employability

### Work Experience

All students will complete at least two weeks of work experience. Childcare students will be expected to complete work placements in the Bosco Nursery on a regular basis. Sport students are given the opportunity of placements within our Football Academy. All students can train as baristas and then sign up for paid shifts in our mobile coffee shop.

### Mindfulness

During the year we will programme a series of “Mindfulness” sessions that allow the students to relax and reflect on their lives through practical activities such as candle making, woodwork, gardening, painting and make up skills. We will also arrange trips to cultural, scientific and historical places of interest.

At the end of each half term we hold an activity and celebration day.

## Careers Education Information, Advice and Guidance (CEIAG)

CEIAG is integrated into our curriculum model and is fully described in the policy document.

### Assessment

Assessment can be broadly defined as serving two purposes:

To make judgements about a student's understanding of a subject that have studied. This is known as Summative assessment and can take a variety of forms. (Examinations, coursework, portfolio etc)

To guide and support students on their learning journey through feedback. (Formative assessment) Our approach to summative assessment is described in the separate policy: "Assessment and Verification"

This policy describes how we expect our teachers to offer feedback to all students as an integral part of their teaching.

### Baseline Assessment

All potential new students will attend an initial interview where a senior member of staff will discuss with the student and their parent(s) their aspirations and their learning needs. They will also be asked to bring evidence of prior learning.

This will be recorded on their ILP form. If the senior manager feels that the college can meet the needs of the student, then they will be asked to sit a series of diagnostic tests to establish their current levels in English and maths. The college currently uses the computer based BKSB system. All students are expected to complete an online employability portfolio using the Xello careers software system. During their first weeks at Bosco all students will complete the diagnostics sections of Xello which explores their personality and learning styles and encourages them to complete a skills audit.

These assessments along with any additional evidence (eg EHCP, medical reports) will be used to create an individualised programme for each student. All of this information will be stored in an electronic student folder and a student file containing all of the relevant information will be created in the BromCom Information management system.

This information will be shared with subject teachers who are expected to complete a subject specific initial assessment and use this to create a learning plan for tracking student progress.

Subject teachers must create a work folder that contains all subject specific initial assessments, a learning plan and completed work as the student progresses through the course.

All folders should contain sufficient evidence to show progress in that subject if internally or externally reviewed.

### Our expectations of Bosco Teachers

We expect all teachers to have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

We also expect them to ensure that their teaching and interactions with students always models our Salesian ethos.

### Formative Assessment (Responsive teaching)

We want our students to become independent learners who know what they are good at and understand the areas that they need to improve. Teachers can develop this understanding through high quality feedback. This is commonly known as “formative assessment” or “assessment for learning”. Dylan Wiliam, a pioneer in this area, stated: “The big mistake that Paul (Black) and I made was calling this stuff “assessment” ...because when you use the word assessment, people think about tests and exams.” He later stated that he should have called this “responsive teaching” a label that is far more useful, and something that resonates with Salesian principles.

### Feedback

In order to be responsive teachers we need to ensure that all students receive effective feedback that helps them to improve and refine their work. Feedback can take a variety of forms but research has defined 7 characteristics of good feedback:

Characteristic	Description
Goal Referenced	Does your student know exactly what you are talking about? Have you based your comments on their initial assessment or current level of working?
Transparent	Does your student understand what you are saying?
Actionable	Does your student understand what to do to improve their work?
User friendly	Is your language appropriate?
Timely	How big is the time gap between the student doing the work and you feeding back?
Ongoing	Feedback needs to be an ongoing part of the process and not something that happens in given slots.
Consistent	Are you making the same judgements over time and across students?

Feedback from teachers should be both written and verbal. It should also be encouraged through peer and self-review.

### Marking

Marking is not editing or proof reading but should be a diagnostic tool that allows students to improve their own work.

It should:

- Give advice and guidance rather than grades
- Provide challenge and learning opportunities rather than just giving the “right” answer.
- Be high quality rather than achieve blanket coverage. Teachers should however check and record that students have completed all tasks set.(Tracking)
- Encourage dialogue between tutors, students and their peers.

### Tracking

All students should know where they are on their learning journey for each of the subjects that they study. A subject based initial assessment should inform them and us what they need to learn and this should be mapped out when they start learning. A record of this should be regularly updated and assessable in the relevant folders in Microsoft Teams.

### IMPACT

Our intention is to equip all of our students with the skills and knowledge to be as economically independent as possible throughout adulthood. For most students this equates to sustained and meaningful full employment.

Where a student has different or complex needs then it is about being able to make a positive contribution to society. In all cases we expect to have a positive impact on their lives.

We monitor progress through our monthly reviews, folder reviews, and through learning observations (both internal and external). Please see the “Quality Assurance Cycle” that is updated annually.

As students near the end of their course they are supported onto a suitable progression route, either through further learning or into the world of work. All students are asked for their feedback on their learning journey and this is recorded in their Moving on Plan.

### Monthly Reviews

Monthly reviews are designed to give students an overview of their progress and set targets for the coming month. Subject teachers complete the relevant section for their subject and then a member of the senior management team will complete the reverse of the form. Once complete and signed off a copy will be stored in the student folder and one sent home to the student’s parents or guardians.

### Monitoring by Senior Management Team

Senior management team members with the support of trustees will carry out regular monitoring activities to ensure consistency across the college. This will include:

- Regular learning walks that will focus on a variety of themes throughout the year.



- Termly folder and tracking checks.
- Completion of overview section of the monthly review

