

<b>The Bosco Centre</b>	
<b>Policy:</b>	<b>Curriculum Model</b>
<b>Applies to:</b>	<b>College</b>
<b>Reviewed:</b>	<b>June 2021</b>
<b>Next Review:</b>	<b>June 2022</b>

### Policy Aims

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. It describes

### 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>
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### Celebrating Together

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.

### Finding Meaning and Purpose

We ensure that all of 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 work place. This builds from our initial assessment and individualised curriculum.

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 and focused delivery.

## IMPLEMENTATION

### Equality, Diversity, and Inclusion

Each new student will personally 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.

Our Career’s advisor will meet regularly with all learners to ensure that there remains a good alignment between their learning pathway and their personal goals.

Progress along the pathway is assessed through our monthly reviews. The outcome of each review is shared with parents or carers.

## Post 16 Learning at Bosco College

Bosco is a vocational college and our intent is to get you ready for the world of work. Most students will follow our study programme that we call the Diamond 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 are expected to take part in our extensive Enrichment programme

## Study Programme

This course lasts for up to a year. During this time our students will study:

- A core aim that will lead to a substantial qualification (Vocational)
- English and maths if the student has not achieved a grade C or above at GCSE.
- Other examined qualifications (ICT)
- Employability Enrichment and pastoral hours (Personal Development, British values work experience and advice and guidance)

Students who successfully complete one level can progress to the next in the following year.

At Bosco we offer three types of study programmes:

- Pathway to Learning
- Part time
- Full time

### *Pathways to Learning*

Our Pathway to Learning Course has been designed for those young people who are looking to return to learning after previously failing to engage with college or sixth form. The course duration is 149 hours over a period of six to twelve weeks depending on the needs and barriers being experienced by the learner. The course is non accredited but should lead to a full or part time study programme.

### *Part Time Learning*

In some circumstance a young person may find it difficult to study full time. Exceptionally we will offer part time learning programme to meet the needs of individuals as long as their overall commitments meet the requirement of participating in learning until their 18<sup>th</sup> birthday.

### *Full Time Learning*

Full time students at Bosco are expected to complete at least 540 guided learning hours during an academic year.

### **Supported Internship**

Students on our Supported Internship Programme will be based in a work place such as a hotel or our café Boscoffee. The students will learn all of the skills necessary to be able to work in a similar environment when they leave Bosco. They will also spend one day a week at Bosco improving their functional skills.

### **ESOL provision**

The London Borough of Southwark has commissioned Bosco to deliver an ESOL course for young people who are new arrivals to the country and cannot speak English well enough to access the mainstream secondary curriculum. The emphasis of this course is on developing language skills, but also includes a range of other subjects that are fully integrated into the delivery model.

As the student's command of the English Language improves the students will be placed into mainstream college provision depending on their needs and interests

### **Enrichment Programme**

Our enrichment programme is designed to equip students with the softer skills needed for employment and citizenship including communication, problem solving, creativity, teamwork and leadership. Central to our whole curriculum and enrichment programme is the development of our young people's social, moral, spiritual and cultural (SMSC) understanding. Appendix 1 includes the full Ofsted definition of SMSC. WE are currently developing an Employability and Citizenship Passport that will capture the development of these skills and understanding.

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

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

In the Spring term we will run "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.

In the Summer term we have developed an extended enterprise activity where all students plan, and implement our Summer Fair. Proceeds from the fair are used to improve student leisure facilities at the college.

At the end of each half term we hold an activity and celebration day that is jointly planned with the Bosco Student Council.

All students are offered one to one careers advice and guidance sessions and are supported to build an online employability portfolio.

### 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 particular learning needs. This will be recorded on an 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.

The ILP and BKSB assessment will be used to create an individualised timetable for the student. All of this information will be stored in a student folder in the office and entered into PICs, our management information 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 response to students models our Salesian ethos at all times.

## 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 assessible in folders, on the classroom wall and as part of the monthly review.

### 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.

During the course we monitor progress through our monthly reviews, folder reviews, and through learning observations (both internal and external).

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 sheet
- Student review meetings

Additionally, regular external reviews will be carried out termly by our standards improvement partner.

## Appendix 1 Spiritual, Moral, Social and Cultural Development. Ofsted's definition.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

Ofsted puts SMSC 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.