

The Bosco Centre	
Policy:	Teaching and Learning Policy
Applies to:	College, Nursery and Youth Clubs
Reviewed:	October 2019
Next Review:	October 2020

#### This document aims:

- To provide a curriculum which inspires and challenges all our learners and enables them to become:
- **Successful learners** who participate, enjoy, and make progress in their learning
- **Confident, employable individuals** who live safe, healthy, and fulfilling lives
- **Responsible citizens** who make a positive contribution to their community
- **Qualified responsible employable young people** who can take direction of their own lives, earn their own living, and achieve economic well-being

#### Statement of Intent

The curriculum should foster all round development of the young person, through the teaching of: English, Mathematics, Scientific Technology, Art and Creative studies, Education and Social care, Physical Education and Fitness, Social, Moral and Spiritual education. These subjects are embedded in its essential Vocational Training Programme (preparation for apprenticeships, jobs, and further vocational training) and ensures the participation, achievement, and enjoyment of each individual.

#### Implementation

##### Teaching and learning

The learners follow their timetable of chosen subjects in line with their career objectives, but all encompass English, Maths, ICT, Spiritual, Moral, Social and Cultural Education, Independent Advice and Guidance in both personal and career matters. All subjects taught have schemes of work which are living documents and change/develop over time, in accordance with updates in educational thinking, learner's experience and interests, and personal experiences of tutor – these are updated annually.

##### Enrichment

Bosco College understands that learning also happens outside traditional structured classroom learning, and can be organized in different ways. Our curriculum includes opportunities for projects of different types – artistic, social, vocational, preparation for publicity events, job fairs, etc. These are often interlinked with subjects being studied. This offers great enrichment and gives added opportunities for development in confidence, responsibility and reliability. We offer a personal development programme, and also bring in external agencies to offer another dimension to some of the issues affecting our young people today. These subjects are treated in a broad and balanced way and encourage personal reflection. The "Reflection Time" in the morning gives opportunities of a spiritual, moral and social kind bringing forward diversity in opinion, belief, ways of thinking but always with a balanced perspective, encouraging learners to think positively, value each other and themselves, and look for the good in situations.

### **Equality, Diversity, Inclusion and positive action**

We provide a person centered programme for our learners, who have had very varied and often negative life experiences. Each one personally discusses their progression pathway with a “wise” mentor and agrees to what needs to be learned to get where they want to be. This is continued throughout their learning cycle, with independent personal, social and carers advice and guidance, given through suitably qualified personnel.

Those learners with Special High Needs (SEN statements / 139A, etc.) receive special 1/1 support, small group support, according to their individual needs and guidelines for their educational and social needs. We offer support to all our learners, ensuring small classes, so that all have a good chance of progression. Above and beyond this, we offer support for those who need 1/1 teaching in order to give them the positive action necessary to achieve their potential.

Inclusion: We work with our parents, carers and other significant adults in the education of the learners and we encourage liaising with them in matters attaining the young person’s progress.

### **Quality assurance**

The curriculum is in line with the government educational initiatives (study programmes, traineeships, apprenticeships, and the Qualification Curriculum Authority (QCA).

### **Additional learning support**

The Bosco Centre is particularly committed to the education and training of young people who have for multiple reasons been unable/unwilling to access mainstream education and training institutions.

Literacy and numeracy are fundamental to the Foundation Level Course but are also carried through all levels of the NVQ structure for our learners, being geared individually to the learner’s needs. Learners with special needs and/or learning difficulties are given 1/1 support and tuition to enable them to gain their English and Maths qualifications.

Monthly reviews for learners should show the extra support in literacy/numeracy and social support. They should be signed by both learner and tutor/assessor.

Literacy and numeracy support needs result from – ADHD, Dyslexia, Autism, Asperges, Dyspraxia, Mental Health, emotional traumas, language and communication difficulties, rejection of learning in school and many more problems around focusing, concentrating, fear of learning, delayed development, etc.

### **Social needs**

Apart from the learning support required, the typical Bosco learner has additional social support needs which can be difficult to quantify, but some would be:

- Personal inappropriate behavior towards peer and adults
- Confrontational attitude
- Poor self-esteem

- Lack of confidence
- More than average fear of failure
- Anger management and poor self-control
- Drug and alcohol misuse
- Peer pressure
- Coping and living with family problems – drugs, violence, mental health
- Being a carer for parent/family member
- Living in a hostel accommodation
- Care leaves
- Other personal and social issues such as criminal justice system
- Mental health problems
- Poor educational expectations from family and peers
- Physical disabilities
- Behavioral issues, amongst other problems

All of these create barriers to the young person's learning and progress and must always be addressed throughout the learning period.

### **Positive action and support**

Positive action and support is shown through a holistic support plan which takes in the many needs of the young person

### **Initial Assessment for additional learning and support needs**

1. In the initial assessment through BKS assessment, ICT assessment, short written assessment, along with the GCSE results or non-results, the level of the learner's attainment is gauged in numeracy, literacy, ICT and general potential.
2. An in-depth interview follows the assessments, and possible reasons for level of attainment are looked at. Circumstances around the young person's life and lifestyle are shared between the young person and the skilled advisor, so that the impact of this upon achievement can be gauged by the advisor

### **The additional learning support identification**

3. This is documented in the Individual Learning Plan form, in a way acceptable to the learner (otherwise noted privately between learner and advisor)

### **The support plan for High Needs / Apprentices**

4. From the identification, an Additional Support Plan, incorporating the learning and support needs is formed, which is later incorporated into the Individual Learning Plan
5. The Learning Plan with the Additional Support plan is copied to the learner and their tutor assessor, so that both are aware of the support to be given and the outcomes expected from the support
6. Relevant elements of the additional identification of support needed, along with additional support plan which relates to the learners needs, will be highlighted from the general templates and incorporated as part of the ILP

### **The review of additional learning and support**

7. The reviews will show the journey of the learner and will pay equal attention to the additional support along with the qualifications making up the apprenticeship.

Through ongoing support, reviewed informally on a monthly basis and reviewed 3 monthly to monitor progression, success or otherwise, we journey with the learner on their pathway, looking to support and challenge them throughout.

We are sure that by the positive action learning support plan, carried out robustly, the learner will be able to compare alongside other young people who have been successful in the school institution, and gain their apprenticeship/advanced apprenticeship, developing good employability skills and being effective as good citizens.

Types of support offered to all our learners

- Smaller class sizes
- Additional time spent beyond standard guided learning hours
- Extra out of hours support from tutors
- Frequent regular reviews, with clear target setting and achievable milestones with Principal's input added to that of the tutors/assessors
- Emotional support around having a place to "belong"
- Out of hours learning to socialize
- Personal development activities
- Open door policy
- Daily motivational "reflective" time

*The Health and Safety at Work Act 1974 has been used as a basis for the formulation of this policy.*

#### **Responsibilities**

##### **The Trustee Body**