

Curriculum intent Overview

Mission Statement Craftworks

All students are able to form trusting relationships, participate in learning through college, work experience and community activities, to gain the knowledge, skills, qualifications and confidence to take their next steps in life.

Vision of Craftworks College part of The Brogdale CIC Group

We believe that everyone can make a contribution to society, no matter what their ability or background. Each person is of value. We aim to provide a practical learning experience enhancing skills, providing knowledge and qualifications, and equipping students with a positive next step into adulthood.

Context

Craftworks College, part of The Brogdale CIC Group, believes that all children and young people have the right to a full life whatever their race, religion, ability and background. That it is our responsibility to keep them safe, provide good education and opportunities to enable them to thrive. That all children and young people are entitled to be treated with respect and valued for who they are and what they can do. That it is our responsibility to equip them for their next steps into adult life, providing them with knowledge, skills and opportunities to make positive social connections to become, where possible, independent, contributing to the local economy and working towards their personal aspirations.

We understand that a young person's development is more than educational qualifications, that they will be seeking to understand themselves and others, shaping their attitude and behaviours, forming their values, whilst working through the natural physical and emotional development that takes place in adolescence. We aim to support each individual to become the best version of themselves, where they feel valued, equipped and confident to enter adulthood.

Many of our students join the college having experienced a difficult time in education. This could be due to a disability, educationally or otherwise, a childhood trauma, poor mental health or a variety of other reasons. Because of this, Craftworks College recognises that our students frequently have a negative attitude towards education therefore before any meaningful education can start, we need to build a strong, trusting relationship with the student and, most likely, the parents/carers too.

Values

Our values and ethos underpin all aspects of college life. We look to understand and work with each individual, viewing them as a whole person rather than their diagnosis and empowering them to make their own choices. We focus on the positive and create a culture of social inclusion, choice and shared respect whilst promoting responsibility. We support students in setting goals for themselves and encourage families to be partners in this process to encourage self-learning.

Structure

The college is structured to allow students to have small classes with local work experience opportunities to support them in participating in community life. We have 6 sites across the Swale and Ashford districts to help reduce travel times for students and build social connections in their local communities.

We understand that to create a positive learning space we need to have:

- An inspiring physical environment that is safe, resourced and able to deliver the courses to industry standards
- An appropriate emotional environment where students feel and are safe, valued, respected and heard. Where staff take time to understand the student and build rapport with them so that trusting relationships are built
- There is the appropriate level of stimulus to motivate learning whereby the student has stretching targets that are specific to their needs. Where the student is challenged to achieve their potential and supported to do so maintaining positive wellbeing.

Curriculum - rationale for intent, each subject area at start of the year

The Craftworks Curriculum can be defined as the complete package of learning experiences, opportunities and activities. This encompasses:

- The **academic** content, the skills and knowledge taught in English, Maths, Vocational Subjects and Personal Development Programme.
- The support given through tailored '**Pathways**' that provide the level of learning and support to a student to ensure their starting points and needs so that they are taken into account, providing interventions, therapists and bespoke stepped programmes to enable access to learning and clear targets to support their next steps.
- Our **values led** strategy promoting Emotional Literacy and Restorative practices, building emotional resilience, confidence to explore new things and participate in lifelong learning
- Our **Personal Development** programme that promotes independent living skills, positive communication and social skills, safeguarding, giving students the opportunities to explore British Values...., building aspirations for progression whether to further education, volunteering, independent living or work.
- Our **Enrichment** programme supporting students to make social connections, raise awareness of community opportunities, make links to local services and explore talents and interests
- Our **work experience** programme providing clear steps from internal to external work experience equipping students with the skills to prepare for work in the local economy, making links to local employers
- A clear and consistent **timetable** outlining opportunities for students to access all key academic and social learning
- The use of current research and methodologies that support our strategies for **teaching, learning and assessing**.

We provide an ambitious curriculum for all our students providing the knowledge and skills that reflect the needs of the students, employers, and the local, regional and national economy. We follow a project-based curriculum, our vocational courses are implemented through comprehensive project-based work that immersively embeds English, ICT, mathematics and personal development into everyday activities building confidence for students, applying their skills in a practical way, working as part of a team, and making learning fun. Students can advance through qualification levels and continue gaining independence in knowledge and skills with more and more complexity. Our Pathways link to the Waves Model of Intervention, that supports personal development and wellbeing. We continually review our curriculum through student voice, observation, feedback and data to raise teaching standards and improve student outcomes.

The Academic - English, Maths, Vocational Subjects and Personal Development Programme. All work is baselined, students self-assess their learning and development, work collaboratively with tutors to set and review targets to support their long term goals. Lessons are sequenced, learning

chunked, knowledge and skills taught through practical projects that link to the world of work. Knowledge and skills are embedded through application in various scenarios, with feedback given to encourage, stretch, signpost and reward both in formative and summative assessment.

Pathways – Universal, Targeted and Specialist

All students are assessed across all areas of college to understand their development needs. Students can be on different pathways across subject, wellbeing support and progressions. The Pathways are fluid with the ability for a student to move up and down within them for periods of focused support.

- Universal: describes quality inclusive teaching which takes into account the learning needs of all the students in the classroom. This includes providing adapted work and creating an inclusive learning environment.
- Targeted: describes specific, additional and time-limited interventions provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. Targeted interventions are often for a group of students with similar needs. All students who have EHCps are on targeted or specialist pathways.
- Specialist: describes targeted provision for a minority of students where it is necessary to provide highly tailored intervention to accelerate progress or enable students to achieve their potential. This may include specialist interventions.

For our Maths and English qualifications the students follow one of these three pathways depending on their prior learning, initial/ diagnostic assessment and mock assessment results.

Universal - students follow the full English and maths curriculum and work towards achieving the Functional Skills qualification at the appropriate level above their personal learner record (PLR). There sometimes may be some work required first if no learning has taken place for a long time. Therefore, completion of the initial / diagnostic assessment using Skills Forward helps with the baselining process. All students on the universal pathway sit the first mock assessment window for English and maths to determine how far they are away from achieving the qualification. Once students achieve 70%+ in their mock assessments they will be entered for the summative assessment during the first assessment window. Where students achieve 51-70% in the mock assessments in the first assessment window they will work towards further learning based on the Pearson Results Plus analysis with a view to sit the summative assessments at the end of the first year.

Students who are exempt from Level 2 Functional Skills as they have already achieved this work towards improving their spiky profile in the areas they still need support and work towards completion of mock GCSE papers. This is known as our bridging programme.

For Vocational subjects students work towards their full vocational qualification.

Students who have positive emotional health and wellbeing are considered universal

Students who are preparing for their next steps in progressions are considered universal, they are often in external work experience placements, may have a part time job or be considering further education options.

Targeted - The students prior learning, initial assessment results and mock assessment results will shape the students targeted approach. The component target/s for English and maths are agreed with the young person so that they are aware of what they are focused on to improve an agreed area of learning. Students on this pathway who achieve (31-50%) in mocks will sit another mock assessment at the end of the academic year to establish progress made to

date. Students on the targeted programme are likely to achieve over a two-year period. However, should students make exceptional progress and request an earlier mock assessment they will be given this opportunity.

For Vocational subjects students who can achieve a qualification however based on their initial assessments and support needs it is considered that they take this qualification over a two year period working on set units across each academic year to achieve their qualification.

Students who have an Education and Health Care plan are considered to be targeted as their EHCp will state the particular support and interventions they need to thrive.

Students who are planning their next steps in progression are considered targeted. They may be in an internal work experience placement and working towards an external one.

Specialist / RARPA - Recognising and Recording Progress and Achievement - Students who are working at a lower level or are on the re-engagement programme follow a similar process to the other pathways. Students undertake initial and diagnostic assessments, are baselined and complete a mock assessment where appropriate. Following the results from the mock assessment (0-30%) students either work towards the NCFE Essential Skills qualification, components or the RARPA programme over a two to three year period where they are working towards a qualification. Students who are on a specialist Vocational pathway may be working towards a qualification and have a bespoke RARPA programme. They may be a student who is on the Reengagement Programme and working towards accessing a full curriculum offer with on site learning. They may be receiving support in the community to access first steps towards learning.

Students who are on internal work experience or are working towards internal work experience are on a specialist pathway. They are seeking to Visualise what their next steps post college are. They may be students who consider independent living, another SPI provider or college or volunteering.

Craftworks College has a Values led approach to supporting students through promoting Emotional Literacy and Restorative practices. All students have check ins and check out time in their college timetable to support their building an emotional vocabulary and giving permission for them to talk about their feelings, thoughts and behaviours. This supports them to be emotionally literate and building emotional resilience and the confidence to explore new things and participate in lifelong learning. We understand that being a young adult means that students are still learning to regulate their emotional responses and that this can result in behaviour incidents. Craftworks College promotes a restorative approach, encouraging students to build the skills of empathy, honesty, forgiveness and self-responsibility. When an incident occurs we provide supportive restorative meetings to seek to understand and restore the relationships that have been impacted and address concerns. This builds the much needed life skills needed in all relationships whether personal or work.

Personal Development programme

As a special educational needs college we recognise that working to develop the personal and social understanding of students will support the wider development of the students journey to adulthood. Our Personal Development programme is thus specifically timetabled and programmed to incorporate key skills for adulthood. Students will benefit from 3 half hour sessions a week that develop their knowledge of self, community and independence. The programme promotes independent living skills, positive communication and social skills, safeguarding, giving students the opportunities to explore British Values,, building aspirations for progression whether to further

education, volunteering, independent living or work. Each subject area continues to link work that they deliver to the personal development programme to support embedding learning and skills.

The **Enrichment** programme supports students to broaden their horizons. They are offered opportunities to participate in trips to the cinema, beach, museums, they have visitors come to speak to them about local community opportunities, links to local services and enable them to explore talents and interests. There are set times during the academic year for trips and set times in the timetable to support students to build social connections, raise awareness of community opportunities. Our Enrichment opportunities are supported by our sister companies Vibe Community Ltd whose youth workers organise and oversee fun trips and leisure opportunities and Brogdale CIC who staff provide social enrichment opportunities and links to community speakers.

Our **work experience** programme has been specifically devised to enable access for all students to a work experience. We recognise that some employers find it challenging to put in place measures to support students who have high needs. We have thus created our own internal work experience mini businesses under BOM Branching Out Market. Through Brogdale CIC we provide skilled work coaches who provide team building, enterprise and job skills coaching. These opportunities provide practical learning to understand the expectation for work, personal attributes, interpersonal skills, attitudes and behaviours and skills. BOM prepares student for work in the local economy, making links to local employers and enables them to take the next steps to external work experience. We have a large bank of 55 employers who are able to offer work experience to our students. Each employer is vetted, supported and students are monitored to ensure they are safely progressing through the experience.

The College **timetable** provides a clear consistent programme of learning throughout each day and the week. This provides the safe and certain structure for our students to learn within. The timetable provides for the whole student development. Check in enables students to share with each other and staff, provides the break between what has happened at home and coming into college, resetting the day. It enables the students current needs to be understood and the day adjusted when needed. Interventions provide the support for specific students to build skills and access learning. It provides the whole group with opportunities to develop their emotional vocabulary, social skills and independence. Lessons have clear aims, students' targets are incorporated into the learning and opportunities for further stretch and development are sought. Lessons always provide cross curricular links and signposting to the world of work. Students are encouraged to take responsibility for their learning and work as a team. Lesson plenaries are conducted to recall learning and celebrate achievement or targets. Breaks are supervised and opportunities for social times are encouraged through board games, puzzles etc. Check outs provide opportunities for students to reflect on their learning and achievements and to hear the voice of students through their feedback. Check out also encourages independence skills through putting equipment away and tidying.

Craftworks College takes the view that all staff need to continuously reflect on their practice, take part in professional development and be open to new developments that support **teaching and assessing**. The college has a lead tutor responsible for the teacher development and methodologies applied. There is an observation team that monitors teaching and provides feedback to improve practice with external consultants to support this process. By having clear policies and procedures the teaching team are able to support a consistent delivery of the curriculum in an effective and robust manner.