49 – Curriculum Policy

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Committee responsible for policy:
Board of Governors

Geraldine Kelly — Chair of the
Board of Governors

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Curriculum Policy
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1. Introduction

The Ridge Employability College (TREC) believes in providing an exciting ambitious curriculum that can be used to empower learners in support of their aspirations and goals for the future.

We are committed to developing the academic, life and social skills of all our learners in preparation for adulthood.
Leaners should be able to lead safe, happy and purposeful lives, contributing economically and socially to society.
TREC's aim is to deliver innovative and successful approaches to learning, through high quality Study Programmes which encourage young adults aged 16 to 25 to thrive.
Learners who enrol at TREC all have an Education Health & Care Plan (EHCP). Learners prior learning is evaluated to inform the personalised study programme and are taught in mixed ability groups throughout the curriculum.
The curriculum offer is reviewed annually and evolves according to the needs of our learners needs with the support of our external links to the local labour market.
Our curriculum promotes collaboration, cooperation and understanding between members of our community, and utilises the community to enrich the curriculum.
We respect each learner for who they are and treat everyone with respect, fairness and honesty.
We value learners' families and work in partnership to enrich the curriculum. Parents/carers are informed about the curriculum via the website, 'Text 2 Parents' system, newsletters and by direct contact from our Head of College.
TREC's vision and ethos is reflected through the curriculum, and provides:

- A broad and balanced curriculum that is aimed at creating an educational and work-based experience that is focussed upon, and therefore prepares learners for, adulthood.
- The curriculum offer conforms to national government expectations, catering for a broad range of abilities. This is achieved by providing an employability and functional skills-based curriculum that more than adequately prepares our learners for adult life.
- Aspirational outcomes for all learners.
- An inclusive environment in which learners feel safe, confident, happy and make outstanding progress both academically and socially.
- Strong partnerships with families and stakeholders, sustaining the caring and friendly learning environment in which learners make outstanding progress.

2. Curriculum aims and objectives

TREC provides all learners with an opportunity to review their starting points in education when they enrol at TREC. The review provides everyone where appropriate the opportunity to extend their qualifications in Core Subjects eg Math & English regardless of their age.
Young people who have encountered barriers to learning are encouraged to explore opportunities with TREC. The curriculum can be adapted to consider Education Health & Care Plan Outcomes where learning in a place of education is still the preferred choice of the young person.
In principal learners who enrol at TREC age 16-19 years old will follow a study programme that supports an extension to their prior learning/attainment while studying core subjects. This is fully supported by access to practical leaning opportunities to develop skills linked to becoming work ready.
Learners who enrol in TRECs Post 19 Study Programme will follow a 'Work Ready' approach to learning and engagement in the local communities. The Programme focuses on building independence and growing skills that will support them into their adult life.
When appropriate and aligned with Learners aspirations they will engage with local employers and community groups to further their understanding of the world of work as they make ready to leave TREC into potential voluntary/ paid employment and the world of adulthood.
The aims of our college curriculum are:

- To enable all learners to understand the skills and attributes needed to be a successful learner.
- To promote a positive attitude towards learning, so that learners enjoy coming to college, and acquire a solid basis for lifelong learning.
- To ensure core subjects are delivered to a level that enables learners to thrive in all curriculum areas.
- To enable learners to be active and take responsibility for their own health.
- To teach and encourage learners to understand Britain's cultural heritage.
- To enable learners to be positive citizens in society and to feel that they can make a difference.
- To fulfil all requirements of The Department of Education Study Programme principles.
- To enable and encourage learners to ask questions and take supported risks.
- To ensure learners become as independent as possible.
- To listen to learners' aspirations for their future.
- To provide opportunities within our local communities that support young people in their adult lives.
- To facilitate a positive outcome from the learner's journey in education.

3 Organisation and Planning

3.1 Careers Programme

The Careers Programme at TREC is delivered both discretely and embedded through each subject area of the Curriculum.
The aims for all leaners are to maximise their understanding of the world of work, working through the national guidelines known as the Gatsby Benchmarks to support the development of skills, independence and preparation for their next steps.
Learners will meet with our Level 6 Independent Careers Advisor for CEIAG (Careers Education, Information, Advice and Guidance) each term to discuss their careers aspirations, what they see their future looks like and possibilities in the Local Labour Market.
Leaners will meet termly to engage in a review of their personalised 'Careers programme' with the Careers Manager and consider how their study programme and exposure to the Local Labour Markets support their aspirations.
Working Wednesday sessions are arranged. Guest speakers who represent local employers and community groups are invited to come into college and speak to learners about their role in the

world of work. This engagement with the local labour market is evaluated to inform learners aspirations.
Visits to local employers and the world of work expose learners to new concepts and ideas to inform their practice.
Learners focus on the creation and updating of a Curriculum Vitae that forms part of a learner's preparation for interviews.
Training platforms are practical work based experiences that support the development of skills and offer exposure to the real world of work. Opportunities are generated to experience applying health & safety, food hygiene, first aid and are the foundations of knowledge that link to work related opportunities
Development towards transitioning skills is demonstrated by linking prior learning from the study programme into supporting the learners adult life, external work placements, Supported Internship and Apprenticeships.

Training Platforms

Grow-Ridge - Hillcrest Allotments – Horticulture
St. Laurance's Community Café – Hospitality and Catering
Ebor Café – Hospitality and Catering
Bev-Ridge – Hospitality and Catering
Sew-Ridge – needlework/vinyl printing/crotchet/design
Hairlines – Hair and Beauty
Paws and Ponies – Equestrian and canine care
Pegasus – Equestrian Diploma

3.2 Horticulture curriculum

For learners who are interested in nature and preserving the environment, the Ridge offers horticulture sessions in the community.
Learners are encouraged to develop a wide range of skills from across the curriculum in support of this training platform. These range from Health & Safety, Functional Skills, following instructions and identifying the different seasons. Practical skills are also secured including using tools safely.
Staff support learners in their understanding of roles in industry and gain knowledge of where their fruit, vegetables and flowers come from.
Learners gain satisfaction from developing an area into one they and other people can enjoy. They are encouraged to use the produce they have grown to support the community and other aspects of the college curriculum such as Hospitality & Catering.
The college will support learners in securing qualifications to ensure there is a good understanding of first aid and health and safety around the sites and qualifications specific to the training platform.

3.3 Hospitality and Catering

The college supports many aspects of learning that underpins the skills identified in the hospitality and catering industry. Learners are given the opportunity to explore the roles in this business sector and to expand their knowledge and understanding of what is required in what can be a busy and demanding industry.
For learners who express an interest in this subject the college ensures that as a minimum a basic knowledge of health & safety around a commercial kitchen is secured.

The college offers access to 3 sites to develop the skills in the hospitality and catering sector.
Ebor Café is based on the college site. It is run as a working café that offers a varying menu to learners, staff and visitors on site. Learners participate in designing the menu, shopping, preparing, cooking and serving lunches.
St. Lawrance's is a pop-up café which serves community groups. Learners plan and prepare meals and engage in social activities.
Learners must demonstrate the ability to maintain a safe working environment. Those who progress in this area also have the opportunity to work at **'Bev-Ridge',** our café that is open to the general public and based in the local community.
The work that is undertaken in all settings embeds functional skills such as use of money, speaking and listening and developing customer service skills. From experience many of our learners thrive in a real-life working environment.
There is the opportunity for learners to access qualifications that will support the skills they acquire in this area,

Food Hygiene
Allergy Awareness
Everyday Food and drink preparation
Kitchen Hygiene
Select and use cooking equipment
First aid

This is not a complete list of the qualifications we offer. Study programmes are tailored to the individual learner.

Other areas of the curriculum are developed annually to reflect learners aspirations to support development of skills linked to the world of work.

The Arts/Sew-Ridge Curriculum
Hairlines Curriculum
Paws & Ponies Curriculum

3.4 Kings Trust curriculum

The Kings Trust is a charity in the United Kingdom founded in 1976 by King Charles III when he was the Prince of Wales to help vulnerable young people get their lives on track.
It supports 11 to 30-year-olds who are unemployed and those struggling at school and at risk of exclusion. Although this does not apply to our learners necessarily the Trust also supports vulnerable people in our communities.
At the Ridge we look to assess learners who would benefit from working as part of a team where the programme would boost their confidence and help them to gain new skills. There are so many opportunities available for us to consider when securing the support of the Princes Trust as there a number of components of the programme that could be beneficial to our learners.
The programme is renowned for allowing learners to make friends easily when they embrace a once-in-a-lifetime community project to transform their neighborhoods with like-minded people.
We offer the Princes Trust 'Achieve' qualifications at Entry level 3. This qualification offers a vast range of units and allows learners to build their 'cultural capital'.
Some of these units are:
Managing money, which includes the benefits of having a bank or building society account, understanding a payslip: pay and deductions, tax, national insurance and pensions. Learners investigate what these deductions are used for in society, and learn the basic principles behind a pension scheme.
A budgeting section allows learners to discuss and identify the advantages and disadvantages of borrowing money, such as interest and the impact this can have on a personal budget. This unit can

give them the confidence to manage their own money and know the importance of paying bills and paying them on time.
Learners are encouraged to compare prices and explore the benefits of certain deals eg. Multi buy and meal deals.
This unit helps to promote independence and confidence, as well as developing employability skills.
Participating in exercise encourages learners to explore the benefits of regular exercise which leads to a healthy lifestyle and a healthy body.
Learners will identify local facilities in order to participate in exercise, and will discuss how to exercise safely including warming up and cooling down.
The unit covers the importance of a healthy, fit body and mind. This can contribute to enhanced employability options by increasing stamina and wellbeing.
Learners will discover how playing team sports can help to develop confidence in building relationships and enhance their self-esteem.

3.5 Duke of Edinburgh curriculum
The Ridge Employability College is an approved Duke of Edinburgh centre.
The Duke of Edinburgh (D of E) programme can have a huge impact on all young people. The award is fully inclusive to learners (candidates) with special educational needs and disabilities (SEND). It gives our learners the opportunity to push personal boundaries and gain new skills.
Learners participating in the D of E sessions gain valuable skills including resilience, problem solving and the building of self-confidence. The skills gained during these sessions support employability links by giving learners a sense of achievement, pride, good team working skills and excellent self-discipline. All of these play a vital role in the work place. Gaining the D of E qualification will also enhance the learner's CV as the award is highly respected and recognised by employers.
The college delivers D of E at bronze, silver and gold level.
The D of E team consists of experienced, qualified staff who are confident in delivering all aspects of the qualification. There are four sections within the D of E qualification, to secure the award they include;
Skills – Learners will be supported to identify a new skill for each award. They will be encouraged to learn and practise the skill identified.
Physical – Learners will participate in a range of activities to improve their overall fitness.
Volunteering – Learners will participate in volunteering activities which are chosen in consultation with staff.
Expedition – Learners will be supported in preparing and participating in camping expeditions, completing different challenges along the way.
A learner's success in the completion of the awards are celebrated annually. In the event learners are successful at securing the Gold award this will involve a celebration with their family in either London or Edinburgh where the award is presented by a representative of the Royal family.

3.6 Travel Training curriculum
The Ridge Travel Training programme is delivered by qualified and skilled members of staff. The programme has been developed and is adapted to ensure it is suitable for all learners to access.
It provides the opportunity for young people to build their confidence and skills. This can lead to greater opportunities in communities, expanding social networks, building self-esteem and helps to remove barriers to mobility.
This empowers the learners to access employment opportunities and travel independently and safely around their networks.

The travel training programme is underpinned with recognised qualifications to support the learner's knowledge around road safety, problem solving, safer strangers, planning a journey and modes of transport.
The programme is delivered in consultation with learners, parents and carers. It runs alongside other aspects of the curriculum where staff continue assessing learners on their skills whilst out in the community. These skills include the use of effective communication, use of a mobile phone, problem solving, analytical skills and their growing independence.

3.7 Life Skills curriculum

Life skills prepare individuals to adapt and deal effectively with the demands and challenges of life. We aim to encourage our learners to become more independent and socially active, building their self-confidence.

At the Ridge Employability College, and in settings across the community, learners are given opportunities to develop skills for life in the following key areas:

Health & Wellbeing
Personal hygiene
Skills for living independently eg cooking
Sexual health
Lifestyle, shopping
Household activities (using a washing machine, ironing, cleaning, cooking meals and kitchen hygiene)
Sport and Fitness
Travelling Safely in the community
Social interaction/Communication

These skills are supported by a range of vocational qualifications and external awards including,
Princes Trust Award Entry 3
Using Employability Skills. (NOCN) Entry Level 1 – 3
Food Hygiene
First Aid
Travelling Safely in the Community
This is not a complete list, qualifications/awards are tailored to individual learners' needs.

3.8 Core curriculum

There is the opportunity for learners to access qualifications that will support the skills they acquire in this area,
Math
English
PSHE
ICT/Essential Digital Skills(EDS)
Sport
Careers
The Core subjects are supported by Functional skills examinations. There are opportunities to demonstrate the use of Core skills in practical settings, that demonstrate preparation for adulthood. TREC delivers qualifications to learners from Pre-Entry upwards.
There is a statutory requirement for learners aged 16 – 19 to study Math English & ICT/EDS at an appropriate level to them.
All learners participate in a diagnostic assessment when joining the TREC and the results from this along with prior achievements will help identify the level each learner is working at to support their ongoing learning. Learners who demonstrate an aptitude to progressing their learning regardless of age will be included in these core subjects as part of their personalized study programme.

All subjects are delivered practically in classroom settings and in the community with a focus on links to the real world.
Delivering English and maths in the community and in a classroom setting means learning takes place in a practical and meaningful way that can be applied to everyday tasks. Skills can be developed that can be used in settings such as shopping, eating out, using money and developing the concept of time in real situations. These are important skills and play a vital role in helping learners to become independent members of society. These skills are valued by employers and are a platform for building further employability skills within a workforce.

3.9 PSHE curriculum

PSHE (Personal, social and health education) aims to give learners the knowledge, skills and understanding to lead confident, healthy and independent lives. Learners are encouraged to develop skills such as resilience, self-esteem, risk management, team working in the context of health and wellbeing and living in the wider world.
Learners are supported in how to discuss a range of topics that include relationships, emotions, personal safety, online safety, sexual and mental health issues. This can lead to signposting to professionals who can offer advice and support. Learners explore and learn about respect for different faiths and religions. This can lead to a better understanding and tolerance of people from all walks of life.
The skills learners gain during these sessions support employability links by giving learners a coping mechanism to confidently and independently deal with issues. Learners are encouraged to build and maintain healthy working relationships with their colleagues and friends.
We value the spiritual and moral development of each learner, as well as their intellectual and physical growth.

3.10 Sports curriculum

Evidence demonstrates that regular, fun physical activities and structured exercise significantly improves overall health and wellbeing. Our fully inclusive team sports also enable learners to acquire and develop leadership and organisational skills.
Sport sessions are delivered in the community. Learners have the opportunity to participate in a range of supported sport and physical activities. These include circuit training, volleyball and dodgeball. We work with qualified coaches to provide cricket and football.
Sport and physical education play a major role in supporting those learners who choose to take part in Duke of Edinburgh. This is recognised by employers as an award that celebrates learners' contribution towards building self-esteem and teamwork.

4. Monitoring arrangements

This policy is reviewed bi-annually by SLT. At every review, it is approved by The Board of Governors.

5. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Coronavirus addendum to our Health and Safety Policy
- Data protection policy and privacy notices
- Internet and portable device acceptable use policy
- Online safety policy

Appendix 1

Remote Access to the Curriculum

Learning when not attending college sites.

6.1. Aims

This remote learning policy for learners and staff aims to:

- Ensure consistency in the approach to remote learning for learners who aren't in college to ensure opportunities to continue learning are available.
- Set out expectations for all members of the college community with regards to remote learning
- Provide appropriate guidelines for data protection

6.2. Roles and responsibilities

6.2.1 Teachers

When providing remote learning, teachers must be available during their usual working hours.
If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
When providing remote learning, teachers are responsible for:

- Setting work
  - For each learner in their hub -
  - To be sufficient to cover the delivery hours
  - Work should be set prior to the day of delivery
  - Work should be uploaded to the Hub's Teams portal
  - Work should exactly mirror the work set for learners who are attending college sites.
- Providing feedback on work
  - Completed work will be returned on theTeams portal
  - Feedback can be shared through Teams and on hard copy work
  - Feedback will be in line with the marking policy
- Keeping in touch with learners who aren't in college and their parents / carers
  - Learners are expected to attend on Teams or Zoom each college day where a learner does not attend, staff will contact parent/carer during the session.
  - Staff will answer queries from parents/carers by email or phone where possible, and in any event within the day.
  - Complaints or concerns shared by parents and learners – staff to forward on CPOMs
  - Any behavioural issues should be reported using CPOMs
- Attending virtual meetings with learners, parents and carers
  - When attending virtual meetings, staff & learners should dress as they would in college and the environment prepared to for learning.

6.2.2 Mentors/support staff

When assisting with remote learning, Mentors and support staff must be available during their usual working hours.
If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
When assisting with remote learning, teaching assistants are responsible for:

- Supporting learners who are not in college with learning remotely –