

# My Life Learning Curriculum Policy

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### 1. Introduction

The aim of My Life Learning is to provide an excellent service to individuals with learning disabilities, supporting the meaningful transformation of their lives and the achievement of their aspirations. To achieve this aim, pupils are supported in their learning so that they can make good progress from their individual starting point. Ongoing assessment is vital to ensure that progress is sustained and work is differentiated at the appropriate level for each pupil. Assessment methods are both formative and summative and are an opportunity for both pupils and teachers to evaluate the learning that has taken place and plan next steps.

### 2. Purpose

The purpose of this policy is to state clearly the college’s approach to planning and organising the college curriculum as it works to meet the specific needs of the learners with particular regard to the development of vocational, communication, language and social skills. It aims to support staff in the college as well as other stakeholders by detailing the curriculum framework, aims, organisation of learning programmes and the evaluation of its impact on the learner.

### 3. Policy – Intent and Implementation

The curriculum at My Life Learning is based on the concept of Planning for Adulthood ([PfA](#)), enabling all learners to achieve their goals and progress to the maximum possible level of independence and activity in their communities, and in employment. Planning for Adulthood focuses on four strands:

- Employment
- Friends, Relationships & Community
- Independent Living
- Good Health

The My Life Learning Curriculum aims to;

- ‘work to ensure that young people with SEND achieve paid employment, independent living, housing options, good health, friendships, relationships and community inclusion.’ (PfA)
- Offer equity and parity of experience (including entitlement) for all learners with learning difficulties and/or disabilities with their peers without learning difficulties and/or disabilities

- Deliver person-centred learning, based on the principles of Inclusive Learning, whereby learning has purpose, positive outcomes and meets learner aspiration, and in which the environment matches learners' requirements
- Create challenging, quality programmes for all, regardless of the complexity of a learner's learning difficulty and/or disability
- Support progression to employment/further training for learners who aspire to work

At My Life Learning we teach learners who have moderate and/or severe learning difficulties. Our learners' needs stem from a range of diverse conditions including Autistic Spectrum Condition (ASC), Downs' Syndrome, communication difficulties and social and emotional difficulties. Learners are assessed at working between the range of Entry 1 to Level 2.

The curriculum therefore needs to reflect the priorities for young adults with these learning needs, giving opportunities to develop skills and understanding that support them in achieving their ambitions in learning, living and supported work.

My Life Learning aims to provide courses that meet the needs of learners as identified in initial, baseline and formative assessment through the core strands (Vocational including Work Experience and Placement, English and Maths – taught in discrete sessions and embedded throughout, Life Skills and Person Centred Planning) and to provide learners with opportunities to follow/ develop interests through specialist strands (Duke of Edinburgh, Creative Studies, Media Studies or Health and Well-being).

Learners are given the opportunity to develop life skills that support the development of appropriate communication strategies, increased confidence and independence, along with relevant life skills to support their transition to adulthood and if appropriate, future supported employment opportunities. Learners are supported to develop their expressive language and communication and engage in appropriate social interaction in a wide range of individualised learning activities, as well as everyday college learning, including daily living skills, work experience, animal care, horticulture, creative studies and fitness.

Tutors, support staff and external therapists tailor strategies to meet the specific needs of each learner. Strategies used across the college include the use of visual/tactile information including schedules, practical learning activities and repetition. All learning is supported by individual communication strategies including sign, symbol supported English (Widgit), object of reference and differentiated English and Maths as defined by the learner's cognition.

In order to deliver this programme My Life Learning works in partnership with local employers (Supported Work Experience Placements) and community partners.

Learners at My Life Learning will have the opportunity to gain accredited awards that complement their primary learning goals where appropriate.

### **Assessment**

Assessment is carried out throughout the course for each learner, to make learning more effective so that learners recognise achievements and plan their next steps.

Initial assessments are completed with learners at the beginning of their course to establish baselines and inform targets. Targets are set for the course that reflects priorities identified through assessment and the destination beyond full time education and are created in conjunction with the individual's Education, Health and Care Plan. These targets form the Individual Learning Plan (ILP).

During lessons, teachers will engage in the following activities which support assessment:

- Share Learning Objectives with students in language the students can understand. Make a distinction between objectives and outcomes.
- Set high expectations
- Provide clear success criteria at an individual level
- Provide modelling/exemplars to show what is expected
- Provide opportunities for self-assessment and peer assessment where appropriate
- Provide opportunities for pupils to reflect on their own learning using appropriate communication methods at an appropriate level.
- Provide next steps feedback, verbally, on marked work (as appropriate \*) and in instructions to support staff, so that they are clear about how to move a pupil forward in their learning
- Evidence, monitor and record achievement on individual learning plans
- Display work and celebrate small steps achievement.
- Use starter activities and plenaries to check understanding and bridge learning within and between lessons.

NB: Where pupils have needed assistance to complete a piece of work, the work should show clearly the level of assistance that has been provided so that assessment judgements are accurate.

\*Every effort is to be made to mark work to allow learners to assess their own progress however this is at discretion of the Teacher. Some learners will struggle with their work being marked and teachers need to be sensitive to that fact and feedback by an alternative method. I.e. for some learners this could be visually or modelled.

Learners' progress against targets is recorded across the learners' programme within every session they attend by the Learning Support Assistant and overviewed by teachers and managers. Individualised subject based targets are tracked from within the subject and are recorded against by teachers with oversight from the management team.

The ILP will be reviewed holistically and the outcomes will be recorded. The review will focus on:

- The progress made by the child
- Effectiveness of the Education Health & Care Plan
- Updated information
- Views of the parent and child and MDT
- Further action

Person Centred Progress Reviews ensure that learners' progress is captured and celebrated annually, with key people within the organisation and from within relevant external agencies. Priorities for learning and transference of skills are discussed with a strong transition focus throughout the course.

### **Qualifications**

We offer the opportunity for learners to work towards accredited qualifications at the assessed level for each young person. We are a registered centre for both [AIM](#) and [Ascentis](#) awarding bodies.

Our qualifications span a wide range of achievement, including the ability to apply basic skills, knowledge and understanding to a range of familiar experiences, literacy, numeracy and ICT, independent living and work skills.

#### **4. Roles and Responsibilities**

It is the responsibility of the Chief Executive Officer/Head of Learning to:

- Ensure the policy is followed throughout My Life Learning.

It is the responsibility of the Education Management Team to:

- Ensuring that quality assessment is an ongoing process. Learning Walks, formal lesson observations and Continuing Professional Development (CPD) opportunities are part of this process.
- Ensuring that summative assessments are completed appropriately.
- Maintaining the tracking sheets and Individualised Learning Record ([ILR](#)) Database and reporting to the appropriate member of the senior management team
- Co-ordinate and distribute reports to relevant stakeholders including parents/carers and local authorities as required.

It is the responsibility of the Teachers to:

- Ensure that lessons are planned in such a way as to include Assessment for Learning and Assessment of Learning in accordance with the College policy.
- Ensure that summative assessments are completed holistically
- Ensure that planning is individualised so that progress targets can be met
- Ensure that support staff fully understand their role in using assessment information to support pupils' learning
- Ensure that pupils requiring additional support to work towards targets are provided with appropriate interventions
- Ensure accurate quality reports for parents/carers and local authorities and any other interim reports that may be required.

It is the responsibility of **all** members of My Life Learning staff to:

- Familiarise themselves with this policy.
- Implement and adhere to this policy.

#### **5. Monitoring and Evaluation – Impact**

- Learner achievement data
  - Collation of ILP & EHCP achievement rates through Long-Term Goals ('Destination Goals' -Course Duration) broken into Medium-Term Goals ('Course Goals' – Annual) and Short-Term Goals (Session Goals, Termly) for [RARPA](#) based learning.
  - Achievement of accredited courses.
- Progress reports
- Individual records of progress and diaries

#### **6. Further Resources**

<https://www.preparingforadulthood.org.uk/>  
<https://natspec.org.uk/study-programmes/rarpa/>



<https://www.aim-group.org.uk/>

<https://www.ascentis.co.uk/>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/ilr-guides-and-templates-for-2019-to-2020>