

SWRAC Educational Vision

At SWRAC, we will:

- **put the young person at the heart of their education**, making the education fit the person rather than trying to make the person fit into a one-size-fits-all system;
- care for our young people as individuals within a supportive way
- have the highest expectations of all our young people across all areas of their education and development but be flexible in our approach;
- challenge and support our young people to be confident in recognising their own and each other's strengths and talents across the curriculum;
- acknowledge that learning can be difficult and reassure our young people that making mistakes is part of the process of learning;
- encourage students to be responsible citizens, independent explorers, team players, problem solvers, creative thinkers and reflective learners, be respectful to each other, respectful of our environment.

- Develop learners to be prepared for the next stage in life, whatever that may be.

Introduction

At SWRAC we believe that education should provide the essential tools for lifelong learning and prepare our young people for the opportunities, responsibilities and experiences of later life. To achieve this, we have delivered a curriculum with the Prepare for Adulthood aims (PFA) at the heart of it that: *promotes British Values, spiritual, moral, cultural, social, emotional and physical development and is inclusive for all.*

We believe that learning should be a positive and relevant experience and that, what we teach and how we teach it, should allow young people to developing their self-confidence and independence skills.

This policy is a statement of aims, principles and strategies for high quality teaching and learning at SWRAC.

Aims and Objectives

We believe that learning can be best facilitated in:

a welcoming, stimulating and happy environment which is friendly, caring and well-disciplined, in which every young person is encouraged to achieve and be motivated to succeed. SWRAC's curriculum is intended to provide breadth, balance and choice while at the same time promoting learning and personal development.

The following aims form the basis of our SWRAC Curriculum:

- to deliver a progressive, engaging curriculum which promotes the enjoyment of learning for a purpose and caters for the individual needs of all our learners, providing equality of access and the opportunity for all to learn and make progress;
- to encourage a commitment to learning and achieving;
- to enable all our young people to develop and apply independent skills for learning across all areas, inside and outside the classroom;
- to foster the creative development of all our young people by providing opportunities for curiosity, open-mindedness, resilience, flexibility, risk-taking and perseverance;
- to make young people aware of the importance of a healthy lifestyle and provide opportunities for them to develop sporting skills and talents;
- to develop young people's self-respect; respect of the ideas, attitudes, values and feelings of others and respect of our world, enabling them to build successful relationships as responsible citizens who can make a positive difference;

Curriculum Content

The curriculum is based around learning in relation to the PFA aims of employment, independent living, good health, friends, relationships and community. The spiritual, moral,

social and cultural growth and development of our young people, and development of their personal, emotional, physical and economic well-being is fully embedded into all of SWRAC's educational programmes. The curriculum actively encourages our learners to respect the fundamental British values of democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The curriculum content is designed to enable students to learn the skills and attributes necessary to be independent and function within today's society.

Effective Learning

We recognise the need to implement a wide range of strategies to make learning possible. These include:

- independent work;
- paired work;
- group work;
- whole-class work;
- asking and answering questions using a variety of questioning techniques;
- research;
- investigation;
- problem-solving;
- designing and making;
- role-play;
- oral presentations;
- debate;
- physical activity;
- use of ICT across the curriculum;
- learning outside the classroom;
- inviting visitors into centres;
- visits.

Assessment for Learning to Promote Effective Learning

We believe that young people learn best when they:

- feel safe and secure in a positive learning environment where there is a clear structure to their role in assessing their own learning and where their opinions are valued;
- understand what they are learning and what is expected of them;
- are involved actively in what they are learning and know where to find help if they need it;

- are given effective feedback about the quality of their work and what they can do to develop further;
- are encouraged to take responsibility for the progress they make as learners who are able to work effectively independently and with others.

We aim to encourage young people to take responsibility for their own learning, reviewing and reflecting upon what and how they have learned. Young people assess their own learning and that of their peers informally, often through discussion. They respond to targets set by their tutors.

Effective Teaching

At SWRAC, tutors endeavour to provide a variety of high-quality learning experiences for our young people, to enable progress to be made and promote a lifelong love of learning.

Tutors:

- focus on providing positive learning experiences for all their young people by knowing their young people well;
- carefully plan, prepare and deliver well-paced lessons with clear objectives, building upon young people's prior learning and experiences;
- differentiate effectively using a range of techniques - for example: setting; support of teaching assistants; through questioning; by task; provision of resources; by outcome; through open-ended challenges and investigations etc.;
- use a range of good quality classroom resources effectively;
- offer effective feedback about the quality of work and what can be done to develop further;
- allow opportunities for young people to review and reflect upon their learning;
- know their subject(s) well and keep up-to-date with developments in the subjects they teach through their continued professional development;
- act as positive role models for their young people.

Assessment and Recording

Assessment is an integral part of teaching and learning – the term 'assessment' comes from the Latin 'assidere' which means 'to sit beside'. Assessment is an ongoing process that encompasses many informal and formal activities designed to monitor and provide evidence of individual attainment, track progress and drive improvement and development.

Assessment is carried out in many ways (the list below is not exhaustive):

- teacher observation
- questioning and discussion

- marking of young people's work (not always in exercise books!)
- self-assessment
- peer assessment
- standardised tests

SWRAC uses a combination of electronic databases to manage the tracking of individual progress and to report to parents. Tutors and Internal Quality Assurers (IQA) record assessment judgements on to the databases in all areas of the curriculum.

Roles and Responsibilities

Responsibility for the design, delivery, quality and currency of the curriculum lies with-

- Managing Director
- Head of Learning
- Quality Manager
- Centre Managers