

Millie College

Curriculum Policy

This document is relevant to:
Our Teachers/Assessors and Tutors
Our Internal Quality Assurers
Board of Governors
All learning support – Co-Tutors/Learning Mentors and Education support assistants

Our Curriculum Intent:

At Livability MILLIE College we are committed to offering all students a rich and varied curriculum that provides activities that are purposeful, rewarding and stimulating. The central aim of our curriculum is to enable our learners to nurture and develop the necessary lifelong skills needed to live a purposeful and fulfilling life into adulthood. We recognise each student as an individual and our curriculum is designed to provide a bespoke, personalised approach towards their learning. We celebrate and welcome differences and we aim to promote a sense of purpose and self-worth for all of our students through our wellbeing framework and through our enterprises.

At Millie College, we believe that learning should be fun for all of our students. Aligned with our enterprise curriculum, we aim to provide direct first-hand learning experiences that are enjoyable and enable our students to recognise the impact of their work. We intend that our vocational activities enable our students to develop their interpersonal skills, their self-advocacy, their resilience and their creative thinking skills. We aim to involve our students throughout their learning journey and to engage them with reflecting on their personal achievements and recognising the impact of their learning.

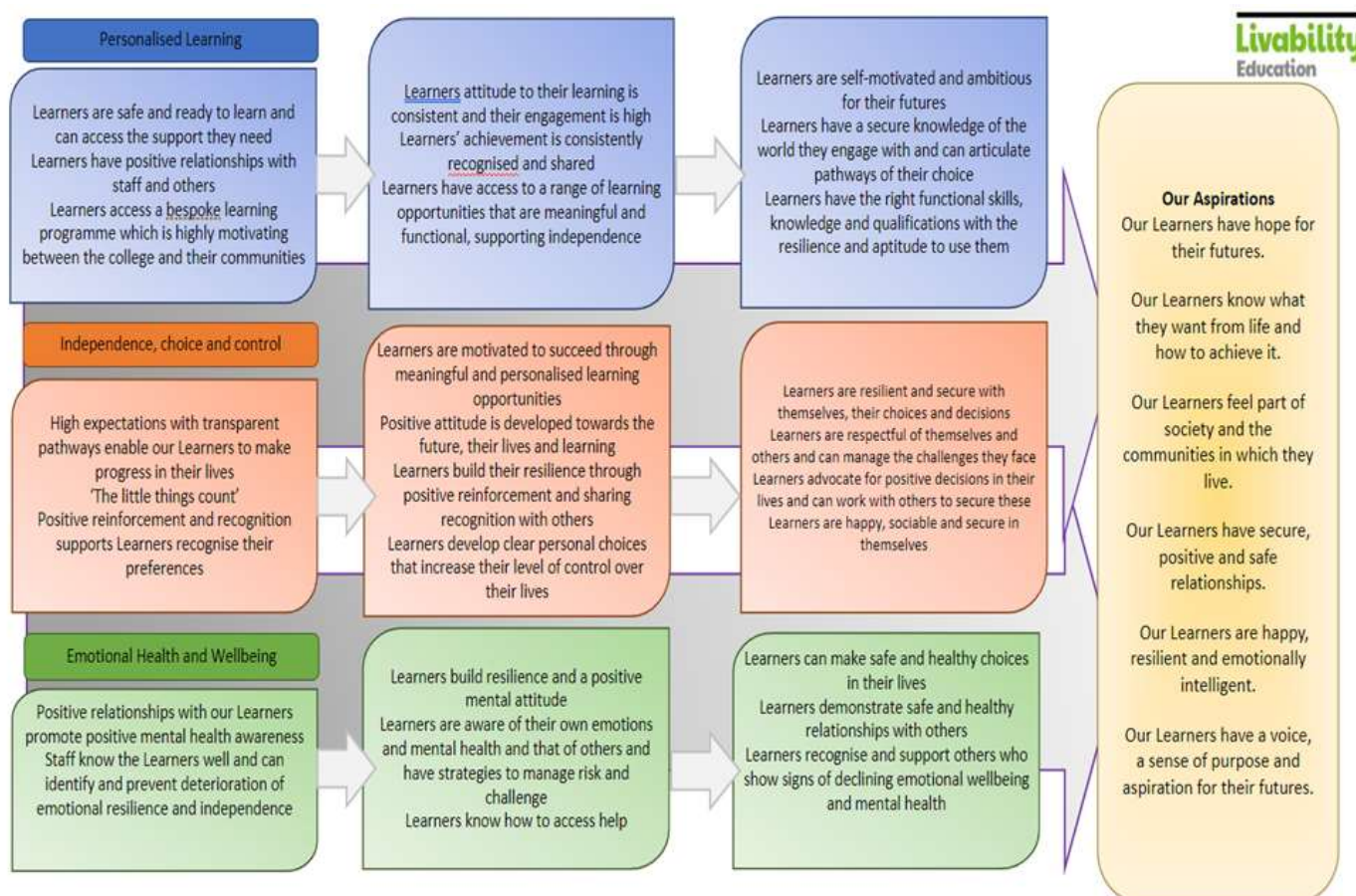
Our Curriculum Aspirations:

Highlighted within our curriculum intent model (Below). We have the following aspirations for our learners:

- To have high hopes for their futures.
- To know what they want from life and how to achieve it.
- To feel part of society and the communities in which they live.

- To have secure, positive and safe relationships.
- To be happy, resilient and emotionally intelligent.
- To have a voice and a sense of purpose and aspiration for their futures.

The Millie College Curriculum Intent Model



Curriculum aims:

At Millie College we recognise that learning can be dynamic and experiential and there are opportunities to nurture and develop our student's skills and understanding through all tasks within the college day. Our curriculum is designed to enable us bring out the best of our students, ensuring that they maximise their potential as they enter adulthood. As well as our aspirations we have the following aims -

- To promote a learning culture where students are eager and enthusiastic to do their best.
- To develop our student's essential skills for life.
- Provide a clear pathway for our students, enabling them to apply skills in the workplace. This is following skill acquisition, rehearsal and functional application.

- Enable our students to recognise the impact of their learning directly through applying skills towards work related/practical situations and challenges.
- To develop our student's confidence and resilience in a multitude of different situations in their local community.
- To develop our student's ability to problem solve and promote independent thinking.
- To promote investigative learning and the student's sense of enquiry.
- To develop our student's appreciation of working together with others.
- To develop our student's personal sense of wellbeing and self-worth.
- To develop our student's self-advocacy and confidence to make personal decisions.
- To promote creative thinking and enable our learners to explore and apply their creativity.
- To enable individuals to become confident when communicating with others using their bespoke communication methods and tools/devices that are relevant to them.
- Support our students with learning how to be adaptable and to develop their resilience.
- To develop our student's tolerance, respect and their appreciation of the feelings and capabilities of others in an unbiased way.
- To promote fundamental British values.
- Support our students spiritual, moral, social and cultural development.
- Ensure equal access to learning for every student, with high expectations for every individual and appropriate levels of challenge and support.
- Apply 'Just enough support', to promote independent thinking and personal development.
- Provide enterprise links to enable our students to apply their skills in real settings.
- Triangulate our approach to assessment to ensure of a dynamic approach to learning and to support continued development.
- Develop the necessary skills needed to take ownership of the vocational tasks that are embedded into the MILLIE College 'Enterprise' curriculum: Animal care, Horticulture, Catering and Nature Walks.
- Support our students with maintaining and developing their physical fitness and physiological needs through physical activity.
- Support our students with developing skills for applying the basic principles of health, hygiene and safety.
- To develop our student's confidence to carry out their daily needs with minimal support.

Curriculum Implementation

At Millie College, long term Curriculum plans have been devised that ensure access to a broad range of content at an appropriate level for each individual learner and within age-appropriate contexts. Our curriculum intent is underpinned by the suite of qualifications offered by NOCN and from our Curriculum Model.

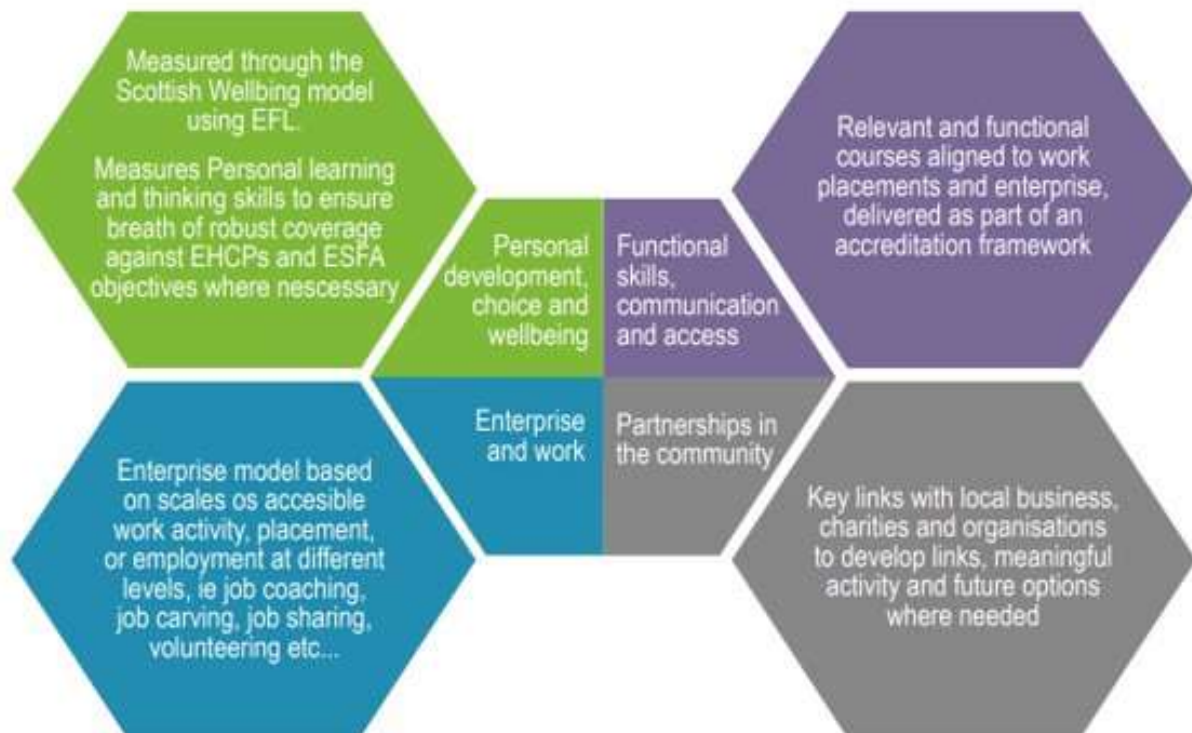
Our Approach

Our skills-based curriculum of enterprise activities is delivered over three years or more if relevant to the individual. Our offer has student choice at the centre. Students will have the opportunity to work towards a successful transition into employment, their next placement or towards community volunteering by focusing on our four key areas:

- Personal development and wellbeing
- Functional life skills
- Community links
- Enterprise and the world of work

Our College Model

The college model below demonstrates how the four strands of the Curriculum are implemented at Millie College:



Curriculum strands:

Personal Development, Choice and Wellbeing

Within our college model, wellbeing is a key feature of our curriculum. This is implemented through daily sessions focussed on personal development and through wellbeing opportunities being embedded throughout our enterprise tasks and activities. Our students will be trained in understanding how to use the Zones of regulation to support with recognition of feelings and an understanding of how to support their own self – regulation. The students will also receive regular opportunities to practise mindfulness techniques and to reflect on their learning journey and personal development. Robust assessment frameworks will be used to support with measuring personal development and recorded using Evidence for Learning. This is detailed within our wellbeing policy.

Enterprise

There are four main enterprises that our curriculum is built around. These are: Horticulture, Catering, Nature walks and tours and Animal care. These strands will enable our students to build their confidence with applying lifelong skills to vocational tasks given their acquired skills meaning and purpose. This strand will aim to be supportive in building job opportunities for our students with local businesses including placements and employment. This is covered in detail within our Enterprise policy

Functional Skills, Communication and access

Embedded within our curriculum are opportunities for functional skills development. This is aimed at all learning activities and applied within our planning and our delivery by our skilled Tutors, Co – Tutors, Learning mentors and Education Support Assistant's. Targets and objectives are personalised and linked to each student's EHCP and applied towards our vocational tasks and skill rehearsals. Embedded within our curriculum, our tutors will also aim to plan in daily opportunities for students to develop their problem-solving skills.

Built into the Millie College timetable are daily functional skills lessons. The students will work towards developing the skills necessary to obtain the NOCN Functional skills qualifications alongside working towards building necessary lifelong functional skills. Themes will be planned for each term ensuring breadth of coverage and students will receive opportunities to practise their skill rehearsal to differing, relevant tasks to support with generalisation.

Community links

Fostering links with the local community through recreational activities, support groups and local organisations. The students will have regular opportunities to practise their enterprise/vocational/lifeskills towards meaningful tasks that engage them with their local community.

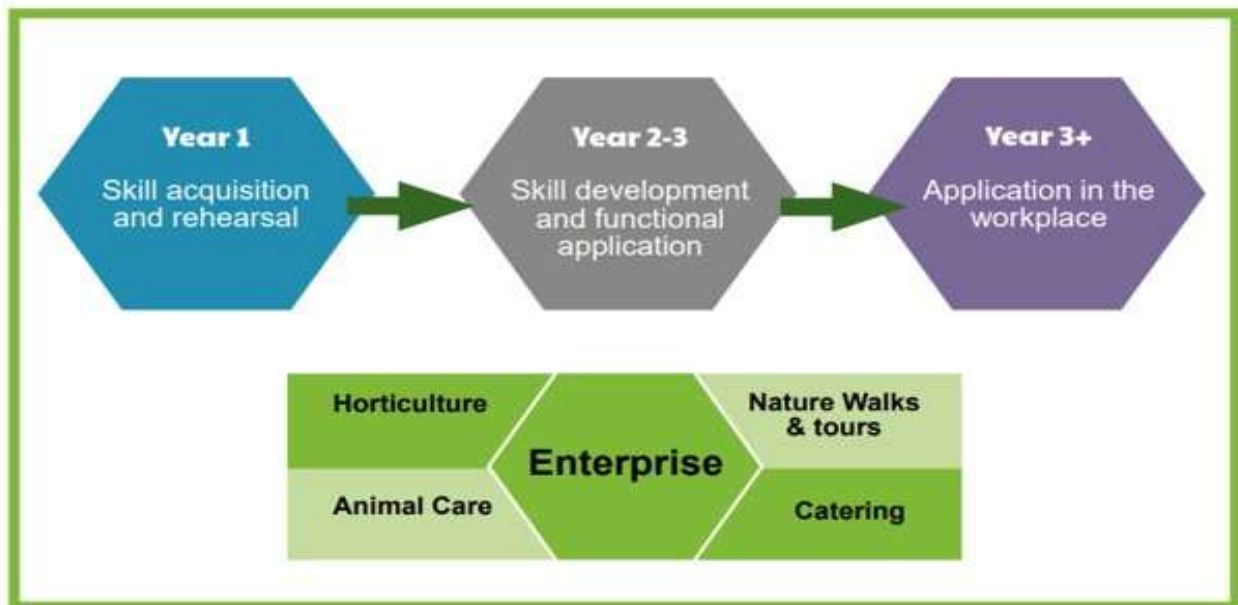
Learning structure

Our 3-4+ programmes are supported by the robust accreditation provided by NOCN and enable a pathway to lifelong learning through the college and then onto the Flourish 25+ programme if relevant for the individual.

The programme blends learning, eco-therapies and access to a range of enterprise activities as either a community volunteer, supported internship, apprenticeship or as a trainee.

Progression over time

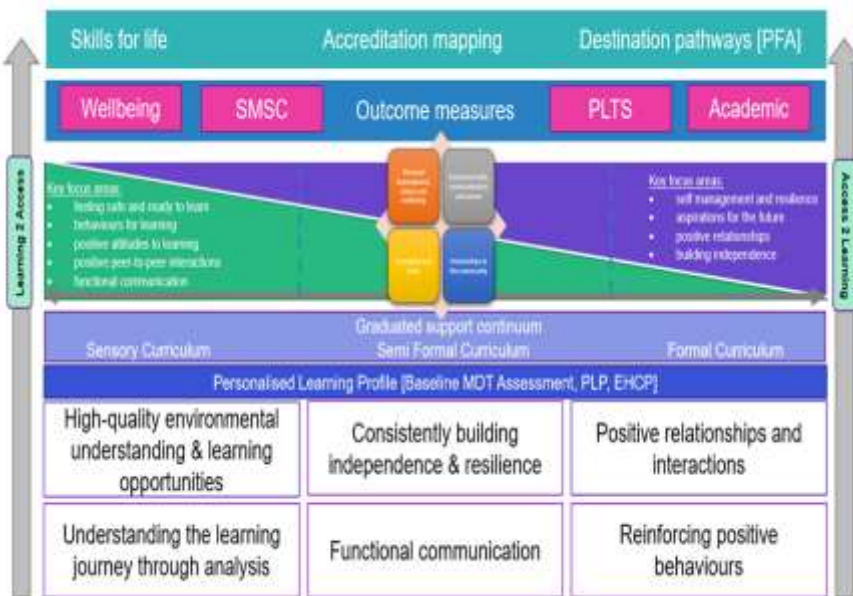
Using our unique 350-acre outdoor site, our curriculum is supported by our four key enterprise strands. These are; Horticulture, Animal care, Catering and Nature walks and Tours. Our 3-4 year programme of learning is person centred in its approach and is structured to enable a direct pathway into enterprise and the World of work through our community links and vocations. We aim for tasks and objectives to be structured towards the individual and adapted to be inclusive and appropriate for their level of learning. Student development is supported by our progression route from year 1 to year 3. The focus of the first academic year is skill acquisition and rehearsal. The focus of year 2 is skill development and functional application. The focus of year 3 onwards is skill application in the workplace. This is demonstrated in the diagram below:



Implementation

Curriculum Delivery Model

The following model demonstrates our curriculum delivery model, built on our key features, and supporting a graduated support continuum. The focus of this model is to move from Learning 2 Access, with high levels of support and intervention, to a more independent Access 2 Learning, where intervention is less and learners are enabled to access their learning with increasing independence. This leads to our range of outcomes, all which have specific frameworks that are monitored throughout the programme using Evidence for Learning.



Curriculum breadth and subject implementation

We recognise the importance of having wide breadth to our curriculum and the opportunity to embed a multitude of learning disciplines across all lessons of the courses that we deliver. The table below shows how subject areas are implemented and embedded within our curriculum offer:

Literacy	Numeracy	Science	ICT	Physical Activity	Creativity	Lifeskills	PSHE
NOCN Functional skills Qualifications	NOCN Functional Skills Qualifications	Detailed learning about Flora – Fauna of Holton Lee.	Daily reflections – Blog	Outdoor Gym	Pottery	Ownership of daily tasks – routines.	Personal Safety
Individualised long term PLP targets	Individualised PLP targets	Leading tours to public (applying understanding)	Support with Millie college Social Media content.	Orienteering	Arts and Crafts	Catering – Meal preparation	RSE Sessions and workshops.
Embedded into enterprise tasks (Eg. Reading instructions, Writing for different purposes – Promotion- Embedded into tutor planning with relevance to the task.	Embedded into enterprise activities – tutor planning (eg. budgeting, working with money, working within time constraints). Daily problem solving tasks initiated by the tutor.	Site conservation Links with RSPB/Nature monitoring. Forest schools	Photography. Making Podcasts.	Bike rides Daily wellbeing/Yoga sessions	Branding and website designing (Retail outlet)	Responsibility for learning space. Independent Living programme	E Safety workshops and embedded into online tasks. Celebrating others – promotion of team working during curriculum activities.
Daily reflections/Blogging/Writing creatively	Financial capability skills development.	Foraging/Outside cooking Monitoring and recognising seasonal changes	Branding tasks. Podcasting.	Wellbeing walks Occupational therapy/Physiotherapy/Clay work erapy individualised targets Fitness sessions Target sports	Painting and screen painting. Model making	Occupational Therapy targets Daily Independent jobs list Horticulture	Religious festivals recognised and celebrated. Self Awareness/reflection/ Celebration of achievements
			Access to the NOCN Hub – Suite of interactive challenges. Podcasting. Soundscaping.			Budgeting – Managing money	Thought of the week

Learn about Environmental challenges and solutions.	Marketing.	Pyrography	Employability skills	Practise relevant wellbeing techniques
Vegetable Harvesting	Access to emails linked to enterprise – learn appropriate responses and content.	Animation	Personal safety	
Horticulture	Learn E-Safety		Making the most of leisure time	
Bug hotels.	Self assessment tools.		Building confidence in the community via community links.	
	Online Retail			

Qualifications

To support our curriculum intent and our implementation, our students work towards the ‘Skills for Enterprise and Personal Development’ accredited framework provided by NOCN. These courses are constructed and implemented at Millie College to be personalised towards the learner's level and their preferred areas of interest. A progression route is applied by students initially working towards a certificate (18 credits) and then towards a Diploma (37 credits). Each individual will carry out the course to their appropriate their learning level (Entry Level to Level 3) and the tutors at Millie college structure and adapt tasks to be individualised towards each student, enabling learning at appropriate pace and allowing for the progression and the development of knowledge and skills.

Curriculum Map

The table below demonstrates how our curriculum is mapped across Millie college:

Curriculum overview	Curriculum area	Programme area	NOCN qualification link
Personal development	Wellbeing, independence and resilience	Personal Progress	Personal Progress
		Economic Wellbeing & Financial Capability	
Functional skills for life	Maths, English and IT skills	Independent Living	Maths and English Awards
	Life skills programme	Social skills programme	Essential Digital Skills Functional Literacy Functional Numeracy Digital Basics and computing Essential Digital Skills
Community Links	Horticulture	Allotment maintenance	SETPD
		Ground maintenance	
		Plant care and sales	
	Animal care and husbandry	Animal care – small animals	SETPD
		Horse grooming and large animal care	
		Stable management and care Equine therapies AAA / AAT	
Food technology	Catering Food skills and hygiene	SETPD	
Arts and Crafts	Painting, screen printing Clay work	SETPD	
Enterprise and Work	Skills for employment, training and PD	Model making, pyrography	SETPD
		Preparing for Further Learning or Employment	
		Using Employability Skills	
		Holton Lee Cafe	
		Holton Lee online retail, site-based retail – plants, vegetables, flowers, Creative Crafts Site maintenance, continuum of enterprise activities, supported internships, apprenticeships and traineeships	



Implementing Education Health and Care Plan Objectives:

We work closely with our local authorities and their relevant professionals and our students' parents/carers to support the development and progression towards their long-term objectives from their Education Health and Care Plan's. Each student is baseline assessed by their tutors during their first term at Millie College. This ensures of the robust construction of SMART long term and short-term targets. We aim to engage our students in this process to develop their self-advocacy, enable them to become reflective thinkers and to support the recognition of their achievements and the impact of their work. Students are also actively encouraged to be involved in the mapping of their targets to support their reflections and to recognise the next steps on their learning journey.

Daily Implementation

The daily learning structure is highlighted in the diagram below:



Our timetable is focussed towards enabling our students to immerse fully into their vocational challenges. These will align to daily targets that they set for themselves with the support of their tutor. These will be further aligned to the challenges set/course descriptors from the NOCN SETPD course, Functional Skills courses and towards their targets. At the end of every college day the students work on their personal reflections of the skills/tasks that they have been working towards. This enables them opportunities to recognise their progression and personal achievements and will support them in recognising next steps.

Monitoring the Quality of Education

The Principle and Curriculum Lead at Millie College carry out a wide range of triangulation activities as part of our quality improvement cycle. This covers data, observations, and scrutiny as well as student voice.

This will ensure the following:

Quality of all lessons with all teachers

Moderation of the College's own judgements and training of senior managers, tutors/Co-Tutors and Learning Mentors.

Quality extended activities.

Meetings held by staff to review progress.

Discussions with students on their feelings about the experiences that they are receiving and what have they learnt – what are they going to do next?

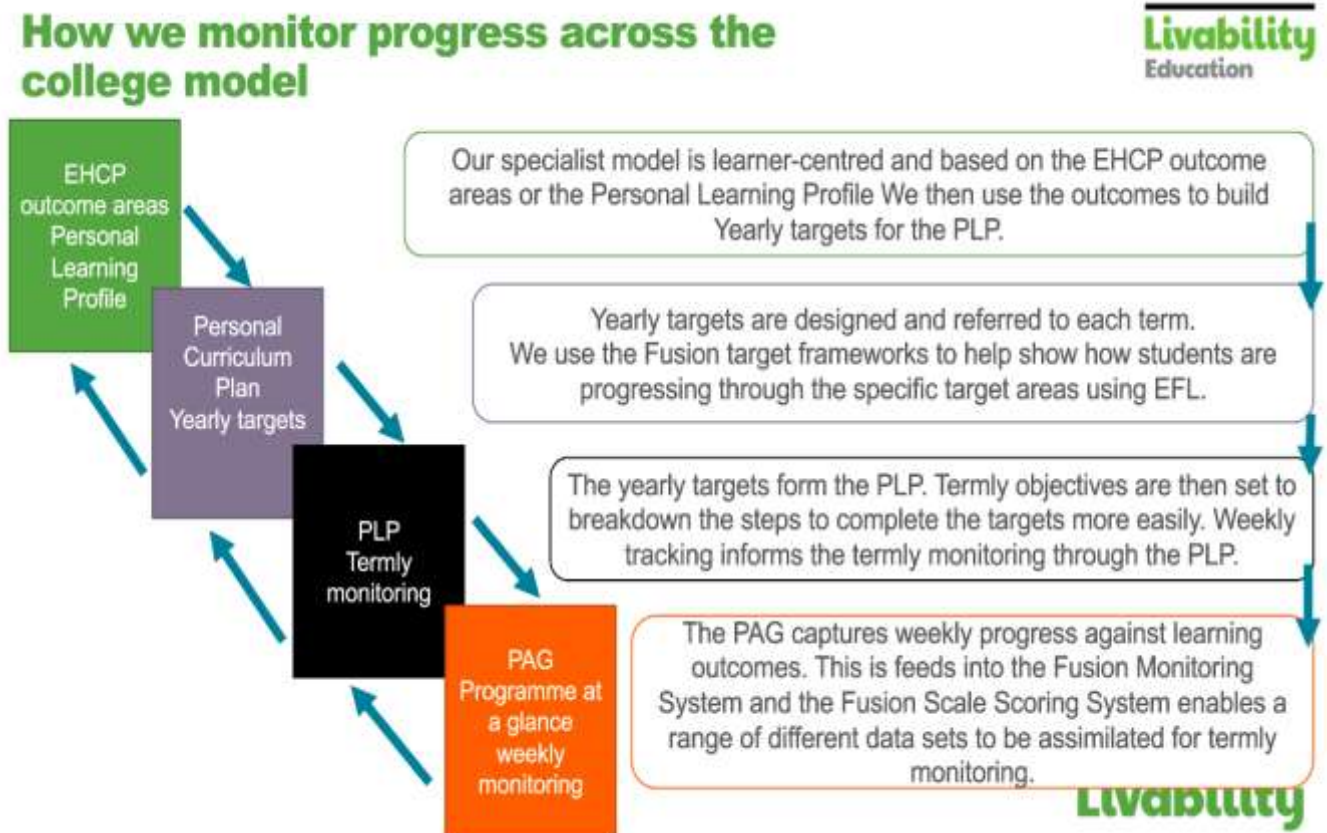
Provision for any parents/carers or other stakeholders to be able to share their views.

Please refer to the Quality Improvement policy and procedure for more information.

Monitoring individual learner progress:

At Millie College we recognise the importance of robust assessment frameworks and methods to support our understanding on the impact of learning for every individual. We take a triangulated approach to our assessment to enable a dynamic, graduated approach to our students learning.

This diagram shows how we monitor progress:



Methods for recognising impact – How we recognise learning for each individual

- Use of Evidence for learning to capture evidence, record and systemically measure progress.
- Students' progress towards their accredited courses.
- Successful transitions to enterprises, work, next placements and volunteering initiatives.
- Professional observations of completion of tasks/objectives from our team of tutors/co-tutors/learning mentors and Education Support Assistants.
- Time scale of seeing impact – change in long term memory
- Deliberate practise of skills, goals
- Annual review meetings discussing/sharing individual progress against long term objectives.
- Comparative judgements – compare student's skills over time
- Lesson observations – does pedagogical style match our expectations – assessment of student engagement – challenging/relevant person-centred targets?

Linked Policies:

Exams policy for MILLIE College

Reasonable adjustments and access policy

Quality Improvement Policy

Teaching and learning policy

Millie College Enterprise Policy

Millie College Wellbeing Policy

Policy review monitoring and evaluation

We are aware of the need to review the Curriculum policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the college.

It is formally evaluated annually by the SLT and Subject Leaders and developed by the teaching team as required.

Approved by:	Aaron Gregory	Date: 26/08/2022
Last reviewed on:	26/08/2022	
Next review due by:	October 2022	