**Manchester Vocational and Learning Academy**

**Curriculum Plan 2024-2025**

**Mission Statement**

Manchester Vocational and Learning Academy (MVLA) recognises that each child is an individual. We provide a nurturing, safe and stimulating environment for our learners, to achieve their full potential - educationally, socially and emotionally.

**Vision**

At MVLA our students will learn to develop their self-esteem and become confident individuals. We will create and provide various opportunities for pupils to achieve their goals. Pupils will be able to access an inclusive curriculum, so that they can develop and progress socially, emotionally and academically. We aim to work in partnership with schools, parents/ carers and other professionals. It is our intention that as many students will return to mainstream schooling as possible and that this will be achieved as quickly as possible.

The MVLA Curriculum Plan is designed to provide effective learning opportunities for all pupils by setting suitable learning challenges and responding to diverse learning needs. It is a holistic approach, which aims to overcome potential barriers to learning. It recognises the spiritual, moral and cultural factors which significantly affect pupils’ ability to learn and to achieve. The essential aim is that pupils are supported in their personal, social and academic development in order that they can access and benefit from learning opportunities provided and be prepared for the world outside formal education. To that end, Personal and Social Development are at the core of the educational provision at MVLA.

**MVLAs aim is to:**

* To engage pupils and raise their self-esteem.
* To enable all pupils to have a positive experience of education.
* To provide a broad range of curricular opportunities that cater for the interests, aptitudes and particular needs of pupils and ensure progression in learning.
* To establish appropriate, coherent links across the curriculum and across both key stages.
* To ensure that as many students as possible return to a mainstream school placement, as rapidly as possible
* To ensure the curriculum meets the Aims of MVLA, transition and future opportunities.

**Implementation:**

* Providing a broad and balanced curriculum, underpinned by personal development opportunities, with content appropriate to meet diverse learning needs and statutory requirements.
* Maximising student achievement in all subjects regardless of gender, race, background and ability by developing schemes of work which engage, motivate and challenge.
* Providing bespoke personalised support for each student to facilitate curriculum access and meet specific requirements.
* Enabling each pupil to raise self-esteem and experience success in learning by the setting of suitable learning challenges.
* Developing the relevant skills to become independent learners and effective members of society in order to reintegrate successfully into mainstream, special schools or college placements.
* Developing an awareness in the students of how they learn and that these skills can be applied in all subject areas.
* Creating an ethos in which the quality of teaching and learning is continually evaluated and improved.

MVLA provides education for pupils out of mainstream education aged 11 -16. In order to be effective and successful in achieving our aims and targets, there has to be a flexible approach to curriculum delivery. Account is taken of gaps in pupils’ learning resulting from missed or interrupted schooling and of the difficulties related to emotional or behavioural problems. Age related programmes of study are not always appropriate. For individual pupils to make progress it is sometimes necessary to select work from an earlier stage or later key stage. The aim is for pupils to achieve as high a standard as possible. The curriculum is delivered through well-structured, efficiently planned lessons which are appropriately placed to suit individual needs.

Tuition is delivered individually or in small groups. Group tuition is full time and provision is made for 19 hours and 35 minutes for all pupils key stage 3 and 4. Groups can be made up of pupils from different years and work is carefully planned to ensure that each one is working at an appropriate level. Our learners also have many opportunities to learn about important public services including, for example, the armed forces, the emergency services, the voting system, the welfare system, how to get the most from the services available in our communities and a wide range of other services they will need to be familiar with, now and when they leave school.

Students at Manchester Vocational and Learning Academy typically access the following provision although timings vary slightly on a student-by-student basis depending on year group and need. A typical student timetable includes the following

|  |  |
| --- | --- |
| **Subject** | **Number of lessons** |
| English (Language and Literature) | 4 |
| Mathematics | 4 |
| Science | 4 |
| Statistics | 2 |
| History | 1 |
| Citizenship/PSHE | 3 |
| Art/ creative learning | 1 |
| Physical Education | 1 |
| Daily discussions (tutor time) | 5 x 15 minute sessions |

Lessons are 55 minutes each. Total teaching time is 19 hours and 35 minutes per week.

In addition, pupils are able to access a range of extra-curricular activities to supplement the core timetable if they wish to do so. These sessions take place either at lunchtime or after school. Teaching staff in core subjects are available for an hour a day after school to deliver additional support sessions or revision sessions if required.

Variations to the typical structure that is set out above can be seen by looking at the school timetable which details provision accessed by individual groups.

Religious studies are seen to be an integral part of multiple subjects and as such is incorporated into the PSHE, thematic learning and British Values sessions.

Pupils are entitled to a full-time education and so are not put on part-time timetables, unless there are exceptional circumstances which demonstrate that there is a need for this. In the rare instances where this is the case, a plan will be drawn up and implemented to ensure that the student is supported to access a full-time timetable as soon as possible.

In some circumstances, to support an effective transition back to their referring school, a pupil will be put on a phased return. This will involve gradually increasing the number of days that they are in their referring school over a number of weeks. Arrangement for this will vary – for example a decision might be made that they return to school on days where they are taking options subjects that MVLA are not able to offer.

**Plans for Individual Subjects**

Each subject offered by MVLA has an individual scheme of work, which highlights the key content that pupils will be taught and the order that this is taught in. These schemes of learning have been carefully planned to ensure that all pupils access the subject content that they need to do well and that learning builds on their prior knowledge. Teaching staff carry our regular formative and summative assessments to help them identify and address any gaps.

**Qualifications**

MVLA is a registered exams centre and pupils who remain with us in Year 11 will take GCSEs if they have the ability to do so. We offer GCSEs in:

* English Language
* English Literature
* Mathematics
* Biology
* Statistics
* Citizenship

This offers pupils six GCSEs which will enable them to progress to the sixth form colleges in the area.

In addition to the GCSEs listed above, from 2024 pupils will also be able to access History GCSE if they participate in after school sessions to enable them to cover the content.

Where the intention is that pupils will return to their referring school, but are part way through a GCSE options subject, we ask for the referring school to provide materials to ensure that the pupil does not fall behind their peers. Some schools offer online sessions and we facilitate these.

**CEAIG**

CEAIG is seen as an important part of engaging students in learning and given learning a focus and sense of purpose. A variety of different approaches are taken to ensure that students leave school with intended destinations and bespoke careers plans.

The school works with Careers Connect and external providers to offer a wide range of opportunities. In addition, the services of an independent careers advisor are commissioned. This ensures that Key Stage 3 and 4 students access support relevant to their stage of education.

The Headteacher is monitoring the development of CEAIG through the use of a rolling audit, based around the Gatsby Benchmarks.

**Effective use of resources to meet MVLAs Aims**

In order for the aims of this Curriculum Plan to be fully met resourcing needs to be used effectively. This includes:

* The employment of teachers and support staff with qualifications and experience to meet its needs, deliver the curriculum.
* The ongoing development of accommodation and resources allow the curriculum to be effectively taught.
* Effective CPD for staff to continue to build on their skills – this will be provided both in house and through external providers and partnerships with local schools.
* Development of partnerships with schools and educational organisations to develop good practice.
* Developing the effective use of technology to support students’ learning.

MVLA’s Management Committee undertakes to use human, physical and financial resources effectively and efficiently.

**Impact**

Staff meetings will be held in order to monitor, evaluate and further develop current schemes of work. Monitoring and evaluation are an important part of the cycle to ensure that the aims of the Curriculum Plan are met.

Evaluation will be made against a variety of measurable success criteria including:

* Examination results
* Attendance figures
* Successful reintegration or progression of pupils
* Ongoing quality assurance processes carried out and recorded by the Headteacher
* Monitoring of the implementation of recommendations made by the Headteacher to individual staff members
* The development of baseline and ongoing assessment which allows progress to be measured
* The development of bespoke support and success criteria for each student taught
* Examination results, assessment records and records demonstrating progress made in personal and attitudinal aspects of a student’s development