

City Gateway

Curriculum Policy

Reviewed by (name)	Date	Next review needed
Mark Pike	July 2022	July 2023

This policy will be reviewed on an annual basis

Contents

1. Curriculum aims.....	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Organisation and planning	4
6. Monitoring arrangements	6
7. Links with other policies	6

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a traineeship programme to meet the needs of all learners, that has flexibility to be adaptive and responsive to the differing needs of our learners, and where practicable, allows for personalisation.
- Provide opportunities to our disadvantaged young people to improve their social capital through interactive networking opportunities with corporate employers.
- Provide opportunities for learners to obtain up to level 2 in functional skills maths and or English.
- Provide opportunities for learners to obtain, when necessary, an accredited qualification in Digital skills.
- Support learners to develop behaviours and attitudes appropriate for increasing future success in life.
- Promote a positive attitude towards learning and economic potential.
- Ensure equal access to learning for all learners, with high expectations for every learner and appropriate levels of challenge and support.
- Provide meaningful employer engagement experiences that contribute to the development of work-related skills and behaviours, enhancing progression outcomes.
- Provide a broad range of enrichment activities and workshops that promotes personal development and contributes to learners developing independence and a good citizen.
- Create a range of progression routes to apprenticeship, employment, or further education upon completion of the traineeship.
- Create a supportive experience, that is informed and influenced by current practice in relation to adverse childhood experiences.

2. Legislation and guidance

The curriculum and this policy reflect the requirements for specific content to cover aspects such as:

- British Values
- RSHE appropriate to our setting and learners
- Safeguarding and PREVENT

These can be found in the [Equality Act 2010](#), [Keeping Children Safe in Education 2022](#)

3. Roles and responsibilities

3.1 The board of Trustees

The board will monitor the effectiveness of this policy and hold the CEO to account for its implementation.

The board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- City Gateway is complying with its funding agreement for traineeships and is offering the component parts to meet its obligation to the Department for Education and the ESFA.
- Proper provision is made for learners with different abilities and needs, including learners with an EHCP.
- City Gateway implements the relevant statutory assessment arrangements for all qualifications, including EPA for learners undertaking an apprenticeship.
- It participates actively through its network to add value to the curriculum.

3.2 Chief Executive Officer

The CEO delegates responsibility to the Head of Education and Inclusion for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum have aims and objectives which reflect the aims of City Gateway and indicate how the needs of individual learners will be met.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the board.
- The board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

- The governing board is advised on City Gateway targets in order to make informed decisions.
- Proper provision is in place for learners with different abilities and needs.

3.3 Teaching staff

Teaching staff will carry out the requirements of this policy by:

- Maintaining up to date CPD to ensure their technical practice remains current.
- Participating in CPD that develops greater understanding and skills to be able to continue to meet the needs of learners who have faced / continue to face multiple barriers of disadvantage.
- Comply with the requirements of JCQ and awarding bodies.
- Adopt a Trauma Informed Approach to their practice.

Other staff will ensure that the curriculum is implemented in accordance with this policy.

4. Organisation and planning

City Gateway offers its traineeship programme in four different strands so as it is responsive to the level of need of pending learners.

This model consists of:

- 4-week fast track- employer ready, but need support with interview and application only
- 4-week employability focus, for those with maths and English but have unclear career aims
- 12 weeks for learners operating above level 1 in maths and / or English
- 20 weeks for learners operating below level 1 in Maths and / or English

Learners who already hold maths and English at a level 2 will only access short course opportunities. Those where maths and English are required attend a longer programme dependent on their initial assessment scores. This has been changed from the previous academic year to better meet the needs of our learners, and to enable them to access progression opportunities more quickly.

The traineeship programme has been updated to include specific digital skills as a result of employer feedback following learner placements, i.e. providing skills in the use of Microsoft packages e.g. spreadsheets.

In determining learners' readiness to enter the workplace City Gateway has implemented a three phase process that builds learners potential to access the workplace either as a traineeship placement or with the potential to access an apprenticeship or work.

Work Readiness

Stage 1	Stage 2	Stage 3
SWOT	Cover letter	LinkedIn
CV	Application	Interview
Skills assessment	Email etiquette	Presentation
Code of Conduct	Telephone skills	Employer partner
Attendance	Lived experiences	
Punctuality		
Professional email		

The employability aspect is strengthened by the direct involvement of corporate employers and / or specialist bespoke partners. Involvement of these key stakeholders is to ensure the curriculum content keeps pace with the changing needs of employers and the world of work, e.g through the provision of LinkedIn master classes, and competency-based interview practise. This is strengthened further with one to one mentoring, and interview practise with specialist employers who recruit on behalf of others.

City Gateway identifies unique partner opportunities where there is a distinct advantage that would benefit our young learners e.g Digital Nomads who can provide a unique and remote opportunity to develop key digital skills required by all employment sectors. This enables our learners to be considered for freelance opportunities. This also helps alleviate the need to always attend the workplace which, for some of our learners, can prove problematic due to high levels of anxiety, caring responsibilities, or poverty.

The role of guest speaker(s) is in response to confronting the paradigms our young learners hold based on previous negative experiences of education, and / or the social and economic disadvantage they face. It is essential to be effective in confronting and influencing such paradigms, with people who can demonstrate lived experiences.

City Gateway shall continue to develop its partnership with the local Counter Terrorism Policing Unit and linked departments i.e. territorial Support unit, to contextualised this aspect of provision and to respond to emerging local issues e.g. knife crime and how to be safe on the streets. The appointment of a PREVENT lead internally will ensure curriculum addresses this adequately and reflects British Values, taking guidance from the Regional FE & HE Prevent Coordinator.

City Gateway has partnered with London Metropolitan University to provide placements for degree students undertaking their Diploma in Social Work. This provides our learners access to a professional, who is able to provide extra support to address some of the complex social barriers faced, and to act as an advocate for them where statutory services have failed. It is intended to expand this to create up to 3 posts for 2022/23 to meet the demand of learners, and to forge links with other Health Professionals and partners to provide specialist input to topics that fall under RSHE.

City Gateway has qualified IAG practitioners who act as coaches to our learners focused on pastoral support progression opportunities unsustainable outcomes.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- City Gateway review progress and performance through the regular production of the KPI and Impact reports.
- The Quality an Impact Committee reviews the quality improvement plan quarterly.
- The full board of trustees receive the KPI pack and any recommendations from the Quality and Impact Committee.
- Learner surveys are conducted termly and informs on learner experience.

This policy will be reviewed by the Quality and Impact Committee quarterly. At every review, the policy will be shared with the full board.

7. Links with other policies

This policy links to the following policies and procedures:

1. Safeguarding Child Protection and Vulnerable Adults Policy
2. PREVENT and Radicalization Policy