

Martec training

Curriculum Policy

INTRODUCTION

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development and a range of extra-curricular activities that the training centre organises in order to enrich the experience of the learners.

It also includes what learners acquire, from the way they are treated and their expected behaviour,

We aim to teach learners how to develop into responsible people, while increasing their knowledge and skills, so that they achieve their full potential.

VALUES

The curriculum is the means by which Martec Education and Training achieves its objective of providing the knowledge, skills and understanding that learners need in order to lead fulfilling lives.

We value the way in which all learners are unique, and our curriculum ensures that programmes are tailored to meet the individual needs of learners.

We respect each learner in our Education and Training Centre, for who they are, and we treat them with fairness and honesty and provide equal opportunities for all.

AIMS AND OBJECTIVES

At Martec we aim to promote a positive attitude towards learning and to offer all learners the opportunity to develop the skills that are required to help them progress onto employment and or further education. We aim to enable learners to be positive citizens in society, to have high self-esteem and to be able to live and work co-operatively with others and to develop the skills and knowledge required by employers.

We strive to build positive links with the parents/guardians of each learner keeping them informed about their progression.

ORGANISATION AND PLANNING

All learners will undergo an Initial Assessment and Induction Programme at the end of which each learner will have an Individual Learning Plan.

The courses on offer are a combination of : Motor Vehicle Technology, Engineering, Business Administration, Customer Service, Retail Operations, Warehousing & Distribution as well as other vocational courses. These courses are supplemented by Workskills, Functional and Key skills. All these awards are enhanced by Martec training's Direct Certification Status with: City & Guilds, The Institute of the Motor Industry (IMI) and Edexcel.

Subjects covered within Workskills, Key and Functional are IT, communication skills, practical skills, team work, problem solving, self-presentation and career planning.

In our curriculum we plan to help learners develop literacy, numeracy and ICT skills. All areas contribute to a learner's progress in these skills and are, therefore, embedded in all lessons and activities.

At Martec we believe that all pupils are entitled to the very best education that we can provide. This means that within the resources and time which are available to us, staff strive to ensure each young person has access to a curriculum which is rich, varied, challenging and inspiring, and the conditions in which each individual can fulfill his or her potential to the highest possible standard in every respect of their lives and, as such, we provide:

- Full time supervised education for young people, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- Subject matter appropriate for ages and aptitudes of young people, including those with additional needs. Each learning experience has a detailed lesson plan as well as schemes of work.
- Young people with the opportunity to acquire skills in speaking and listening, literacy and numeracy. This is underpinned across our curriculum
- Where a young person has a specific educational need, education which fulfils its requirements
- Personal, Social, Health and Economic education which reflects the school's aims and ethos
- Appropriate careers guidance for young people
- A timetabled programme of activities which is appropriate to a young person's individual needs
- The opportunity for all of our young people to learn and make progress
- Adequate preparation of young people for the opportunities, responsibilities and experiences of adult life.

These requirements are met in the curriculum we offer. Further evidence is provided in each subject's scheme of work. Access to learning opportunities are delivered both cross-curricular and through subject-specific areas, including Functional English, Mathematics and ICT.

In particular, the following areas of experience are woven into the school curriculum:

Linguistic

This area is concerned with developing communication skills and increasing our young peoples' command of language through listening, speaking, reading and writing

These skills are developed within the programme using the medium of group and one-to-one discussion sessions. Communication skills form a large part of our curriculum and participation by all learners on the programme is actively encouraged. All forms of communication are covered, including speaking and listening, written work and reading skills. Over the initial assessment period the learners are assessed in all disciplines, an Individual Learning Plan for each learner is then produced and matched to the core curriculum. Activities can include role play, scenarios and real world tasks such as interviews and work experience. At set points throughout the learning programme the learners are re-assessed to monitor progression. Speaking and listening is the most widespread form of communication and the development of these skills helps the learner's progress, in both confidence and effectiveness when completing tasks.

Mathematical

This area helps young people to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways including practical activity exploration and discussion. Additional aspects of mathematics are delivered via aspects of our motor vehicle qualifications.

All mathematical activities are linked to the adult numeracy core curriculum and include functional mathematics. The learners on programme range from entry level to level two and beyond, according to ability. The context in which they are taught can vary; difference learning styles or requirements demand different support and approaches. Within all the courses and qualifications we offer to the learners we incorporate functional skills, this approach matches "real" situations to mathematical problems, this is then linked to basic skills class work or in some cases one-to-one tuition.

Scientific

This area is concerned with increasing knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry. Aspects of science are delivered through motor vehicles, PSHE and Economics and our access to environmental science via our allotment learning programme, whereby our young people gain experience in observing, forming hypotheses, conducting experiments

and recording their findings. Additionally we deliver aspects of science through our links with RAF Cosford, where our young people have the opportunity to explore

Within the Edexcel and IMI qualifications, units are chosen to address different areas of the curriculum. Science plays a large part in both the construction and workings of certain components of a motor vehicle. Subjects such as friction, lubrication and vehicle design are all covered and explained in terms the learners can relate to, working with different materials or metals are covered in both the IMI and the Edexcel produce a product unit. With the

development of our allotment and within the functional skills, i.e. English, Mathematics and ICT programme Horticultural Science is delivered..

Technological

Young people are given experiences in developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products they also evaluate processes and products. Lessons in Information and Communication Technology are embedded across the curriculum, and our young people have the opportunity to complete level one and two ICT functional skills as appropriate to their ability.

In today's world modern motor vehicles are far more reliant on technology; within the IMI qualification learners are given the opportunity to look at new approaches and methods of working. The modern mechanic / technician are now far more conversant with the use of ICT. Technical aspects of the motor vehicle and its components are discussed, and the hardware and software demonstrated, the opportunity to use equipment and develop an understanding of complicated subjects is addressed both in-house and on work experience.

Personal, Social, Health, Economic and Citizenship Education

Access to these areas of the curriculum is through our skills for working life, work skills and our discreet PSHE and Citizenship programme. We utilize a multitude of agencies designed to work with young people on such areas as drugs education, including alcohol, solvents and cigarettes, and we pride ourselves on developing our young people's experiences of equality and diversity. Additionally, we have links with a number of national banking groups who provide bespoke educational delivery packages to our young people. As part of our citizenship programme we also visit and register young people at the local library.

Aesthetic and Creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects delivered across all subject areas, but some make a particularly strong contribution, including the work we complete on our allotment programme and our links with the Donna Louise Trust whereby our young people produce, for sale, holly wreaths for members of the public with all proceeds donated to charity.

Our curriculum encompasses all of the planned activities that we organise in order to promote learning and personal growth and development. This includes the range of extra-curricular activities that the school organises in order to enrich the experience of the young people. It also includes the 'hidden curriculum', or what the young people learn from the way they are treated and are expected to behave.

As such, we aim:

- To teach young people how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can achieve their true potential.

- To make the school a warm, welcoming, friendly place, creating an atmosphere of security, stability and trust; where co-operation is encouraged and everyone in the school, regardless of position race, gender or creed will feel valued and confidence that their contributions are respected.
- To foster a love of learning and young people feel that the learning experiences in which they are involved are important, carefully planned, relevant to their needs and abilities and give them the opportunity to grow towards autonomy at their own individual pace.
- To ensure that responsibility is developed and self-discipline expected.
- To ensure young people are praised for their effort and successes, encouraged where they encounter difficulties and treated in a fair and consistent way
- To ensure that realistic goals are set, helping pupils to acquire the skills, knowledge, attitudes and values which will enable them to understand the world and their responsibilities in its future.
- To ensure that all the young people can gain strength from belonging to our school and the understanding that this extends to their parents, guardians and to our wider community.
- To ensure that staff work for continuity and progression through a structured curriculum and by effective liaison within the school and the local authority flexible learning service.

The school believes that in order to deliver such a programme, it must recruit and retain staff of the highest caliber and ensure that they are given adequate training, time, resources and recognition for the work that they do.

The school appreciates that staff have particular strengths and to provide them with opportunities to share their expertise and experience with colleagues. Similarly, it is acknowledged that staff will need help and support in their roles, covering the whole curriculum and embracing a variety of strategies.

The School seeks to maintain a strong team spirit that will sustain co-operative professional development and a process of on-going review. It Endeavour's to build on the achievements, recognizing the professional responsibility to adapt to changing circumstances and to rise to new challenges.

MONITORING AND REVIEW

The organization, as part of their quarterly review and self-assessment process will monitor each subject area.

Managers are responsible for the day to day organization of the curriculum. The Head of Centre and Managers monitor the lesson plans through Observation of Teaching and Learning.

The Principal and Managers will be responsible for monitoring the way in which resources are used, stored and managed.