



Learning policy and curriculum framework

Contents of this policy	
1	Purpose of the policy
2	Our vision for learning
3	Curriculum framework
4	Supporting parents/carers
5	Monitoring progress
Links to other policies: SEND policy, Behaviour policy, Employee expectations and disciplinary policy, Equality and diversity policy, Acceptable use of ICT	

1. Purpose of the policy

As an alternative provider working in conjunction with schools and other organisations, we have a clear commitment to developing the potential of the young people we work with. Learning comes in many forms and this policy outlines how Ignite Life supports learning through one to one mentoring and group bases activities.

2. Our vision for learning

<i>Learning through Ignite</i>							
THIS IS WHAT BEING SMART IS ALL ABOUT							
Social awareness	✓	Creating	✓	Learning	✓	Thinking	✓
Positive decision making	✓	Understanding	✓	Teamwork	✓	Connecting with others	✓
Relationship skills	✓	Applying	✓	Coping with problems	✓	Taking control of actions	✓
Self-awareness	✓	Analysing	✓	Use of ICT	✓	Working within a structure	✓
Motivation	✓	Evaluating	✓	Use of English	✓	Becoming Independent	✓



Empathy	✓	Remembering	✓	Use of Maths	✓	Actions which help others	✓
BE SMART!							

Some of our young people are currently not accessing education and our initial aim is to engage them in the process and routine of mentoring. Others require positive mentoring activities to target their health and wellbeing and sometimes to provide relaxation and fun as part of a wider plan. We see the development of a range of skills as underpinning the motivation and resilience of young people. By focusing on these we aim to build confidence which is transferable to learning in other settings.

We believe in:

- **Key Skills** for their versatility and application to the real world.
- **Blooms learning objectives** to demonstrate to young people that they are capable of high level thinking
- **Social and Emotional skills** to enable individuals to interact effectively with the wider world and to get the best out of themselves
- **The Thrive approach** for the structured support to move young people forward developmentally; no matter what has been holding them back in the past.

3. Curriculum framework-

Mentors work towards goals which are set by providers and using the approach which is jointly agreed. For some CYPs the focus may be on physical wellbeing or improving mental health; where activities alone will provide evidence that progress is being made.

We encourage all our young people to 'own' their goals and to play a part in the process of moving towards them.

Offsite learning is 1:1 with the aim of engaging and motivating the young person to gain confidence in learning

Ignite journals

We encourage all our young people to keep an Ignite journal. This can be used in a number of ways:

- as a personal journal or diary to record thoughts, feelings and reflections
- as the main place for evidence to be kept of the activities completed during sessions- allowing the mentor to comment on progress and milestones



- as the evidence base for ASDAN courses that the young person may be working on
- as a celebration of the mentoring activities and achievements

ASDAN courses

We are able to deliver and accredit a range of ASDAN short courses. Our usual approach is through Activities and Peer tutoring. However for bespoke work we are able to support young people with specific interests to complete short courses in:

<i>Activities and Peer Tutoring</i>	<i>Sports and Fitness</i>	<i>Adventure and Residential</i>	<i>Disability and Sports Awareness</i>	<i>Football</i>
<i>Animal Care</i>	<i>Environmental</i>	<i>Expressive</i>	<i>FoodWise</i>	<i>Personal Finance</i>
<i>Sex and Relationships Education</i>	<i>RSA Opening Minds</i>	<i>English</i>	<i>Mathematics</i>	<i>Science</i>
<i>Geography</i>	<i>Languages</i>	<i>History</i>	<i>Computing,</i>	<i>Construction</i>
<i>Hair and Beauty</i>	<i>Hospitality</i>	<i>Land-based Sector</i>	<i>Manufacturing</i>	<i>Uniformed Services</i>
<i>Careers and Experiencing Work</i>	<i>Enterprise</i>	<i>Leadership</i>	<i>Volunteering</i>	

The courses can be organised to take from 10-60 hours to complete

SWEET+ BTEC

SWEET+ is a personal development course which can be delivered at L1 and L2 both as a short course award and as full course certificate through Pearson education. For young people who are with Ignite long-term this is a realistic qualification to work towards. Individual mentors are monitored by training assessors. Portfolios of work are externally verified by portal training. This qualification can be delivered both on and off-site.

Small group programmes

Learning through Ignite principles support our group provision. We continue to deliver learning through ASDAN short courses and journal/portfolio work. We are developing bespoke packages to fit individual learners and small group provision in the following areas:

- Graffiti Art
- Olympic weightlifting
- Cookery and catering
- Gardening
- Uniformed Services preparation



- Basic Construction skills
- Outdoor Activities
- Film Making
- Bush craft
- Bicycle repair and maintenance
- Strong, Confident girls
- Boxing skills

4. Supporting parents/carers

The flexibility that Ignite Life has in the way we work allows us to also support parent learning. This can be creative and bespoke but could involve:

- Mentoring of parents to build their confidence and resilience-use for built around the activities we use with CYPs
- Developing their learning and awareness of issues which will be effecting CYPs, such as attachment, anxiety, peer pressure, health; and exploring practical ways to manage them.
- Helping to co-construct plans with them and the CYP for improving routines and approaches within the home
- Group learning for vulnerable parents without the stigma attached top 'parenting courses'

5. Monitoring progress

Many of our providers specify broad goals for our work with the young people they refer. They also provide milestones which will enable us all to see progress is being made.

When a provider requests a more specific focus, our *Learning Through Ignite skills* can be tracked and evaluated (alongside the goals and criteria of our providers or on their own).

This will depend upon the needs of the young person and the stage they are at in terms of:

- Thrive
- Engagement with learning
- Engagement with professionals
- Emotional health and wellbeing (eg anxiety, depression,)
- Recent history and events
- Desired outcomes suggested by professionals working with them
- The length of the referral and their time with Ignite

Commissioning organisations may ask us to target specific skills for development; or aim to develop a range of skills. Ignite Life can produce an end of programme report which assesses progress towards these goals. One of our lead team will be able to liaise with any



provider to establish the required approach to monitoring progress for the young people they refer.

Date of policy: October 2019

Next review: October 2020