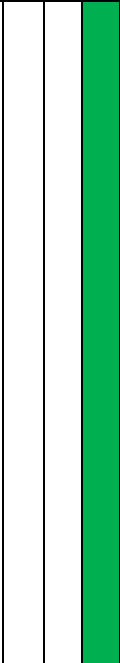
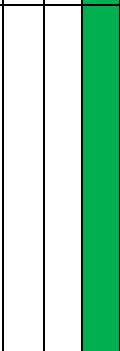


EIF Area: Quality of Education

Ref	DfE FE Handbook Descriptor	Rating	SAF	QIP
Intent				
233.1	Leaders and managers have created a curriculum that develops the <u>knowledge, skills and behaviours that prepare students for their next stage in education, training or employment.</u> In this way, it can <u>powerfully address social disadvantage.</u>		<p>Broad range of subjects are planned and delivered as primarily <u>knowledge or skills based.</u></p> <p>Curriculum is community based, students practice <u>behavioural expectations</u> in sustainable and appropriate contexts.</p> <p><u>Destination targets</u> inform termly targets as stepping stones towards future education, training or employment.</p> <p>Careers input to the curriculum gives students real world experiences and expectations of <u>future employment</u> and develops employer relationships towards paid supported employment post College.</p> <p>The curriculum focusses on independence and employment, this <u>addresses the large gap</u> between neurodivergent and neurotypical employment statistics in the UK.</p> <p>The College serves a predominantly lower socio-economic community with relatively high unemployment rates – our focus on <u>supported employment as an outcome addresses this disadvantage.</u></p> <p>Speak Up! subject <u>addresses potential cultural stigma</u> attached to being autistic.</p>	
233.2	It is clear what the <u>curriculum is preparing learners for.</u> It is also clear <u>what learners will need to be able to know and do at the end of their learning or training programmes.</u>		<p>The course is called <u>‘Preparation for Adulthood’</u> making it clear what we are working towards.</p> <p>Admissions and application literature states the <u>intended outcomes of the course</u> – paid supported employment.</p> <p>Three-year curriculum map cycle.</p> <p><u>Destination targets</u> are collaboratively written with all stakeholders with a clear focus on where students want to be after college.</p> <p><u>Future timetables</u> make a clear plan for students time post College.</p>	<p>Summative CV –</p> <p>Introduce work placement trackers – tracking skills and tasks being accomplished at work creating a portfolio of skills gained over time.</p>

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233.3	It is clear <u>what learners will need to be able to know and do at the end of their learning or training programmes.</u>		<p><u>Destination targets</u> create a clear route map of stepping stones (termly targets) for students to be able to know and do in order to reach their personalised outcomes at the end of the course.</p>	
233.4	Leaders, managers and teachers have <u>planned and sequenced the curriculum</u> so that learners can <u>build on previous teaching and learning and develop the new knowledge and skills they need.</u>		<p><u>Three year curriculum map cycle</u> – topics are arranged as a spiral curriculum where fundamental skills and knowledge are revisited in a variety of contexts.</p> <p><u>Baseline assessments</u> identify individual targets which are then tracked through each term (subject specific)</p> <p><u>1:1 sessions</u> - address any students who require bespoke training or increase their knowledge in a certain area (Food Hygiene Level 1 Certificate, barista skills, independence skills, travel training, personal training,).</p> <p><u>Work experience pre-enrolment:</u> the consultation and application process gathers information on prior achievements, areas of interest and support needs.</p> <p><u>Learning objectives</u> – knowledge based courses have sequential learning objective which build on prior/acquired learning.</p> <p><u>Work placement trackers</u> – skills and tasks tracked for progression and accumulation.</p>	Rename the curriculum cycle to more clearly describe the spiral nature of the topics (cycle 1,2,3)
233.5	The curriculum offers learners the knowledge and skills that <u>reflect the needs of the local, regional and national context.</u>		<p><u>Offering an employment and community focussed programme</u> for neurodivergent adults in Tower Hamlets, addresses the local, regional and national context of bridging the gap between unemployment figures for neurodivergent people and addressing neurodivergent underrepresentation in the community and society.</p> <p><u>Careers programme</u> is in line with national discussions (BASE)</p> <p><u>Green sector jobs</u> - careers programme focusses on the local and national initiative.</p>	Labour market information: To increase our knowledge of data on local employment needs within our ward of Tower Hamlets breaking down the disparity for example; between Bow and Canary Wharf.

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			<p>The College serves a predominantly lower socio-economic community with relatively high unemployment rates – our focus on <u>supported employment as an outcome addresses this disadvantage.</u></p> <p><u>Prevent Duty:</u> key concepts are embedded throughout the curriculum (digital safety, identity) as well as standalone, explicit workshops on the topic.</p> <p><u>Local context - cultural celebrations:</u> Cooking, stay up late, Eid parties/days off.</p> <p><u>National context</u> – careers programme has an appropriate level of hospitality placements on offer to students considering the large number of vacancies in that sector.</p>	
233.6	<p>The curriculum intent takes into account <u>the needs of learners, employers, and the local, regional and national economy</u>, as necessary.</p>		<p><u>Employers forum:</u> creating a wider discussion around supported employment and barriers to inclusive employment in Tower Hamlets. Careers team conduct <u>six weekly reviews for all work placements</u> gaining feedback from learners, employers and Job Coaches.</p> <p><u>Vocational Profile</u> identifies the wants, needs, skills, areas for development and aspirations of each individual student around work. Subject profiles.</p> <p><u>Curriculum Policy:</u> states the overarching <u>intent of the programme.</u> Individual subject profiles then breakdown the individual <u>intent of each subject.</u></p> <p><u>Local Offer:</u> and signposts students towards relevant and appropriate destinations and services that they can access within their local community.</p> <p><u>Overall curriculum design:</u> created as a bespoke curriculum for neurodivergent adults in Tower Hamlets.</p>	<p>Speak to Fiona (LA Careers advisor), BASE and Andy Lusk, Project Search nationally, to join regional meetings.</p>
233.7	<p>Curriculum planning <u>takes account</u> of delays and gaps that arise as a result of <u>the pandemic.</u></p>		<p><u>Enrichment:</u> Sessions focussed on wellbeing. Students have access to Therapy services (Art therapy)</p> <p><u>Local Offer:</u> addresses gaps in knowledge and access to services within the local community</p> <p><u>Deep pre-assessment pre-enrolment</u> of knowledge, skills and needs with termly baselines of skills. Annual baseline of English and Maths.</p>	

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			<p><u>Change to curriculum</u> to increase the amount of digital skills to equip students for a <u>post pandemic remote work platform</u>. A push for more digital skills work placements giving students more opportunities to work remotely.</p> <p><u>Health & Safety</u>: self-care subject addresses new hygiene standards post pandemic.</p>	
233.8	<p>The curriculum ensures that all learners benefit from <u>high academic, technical and vocational ambitions</u>.</p>		<p>Our <u>primary goal</u> is to support students towards a <u>clear pathway towards supported employment</u>.</p> <p><u>Vocational Profiles</u>: all student complete their personalised vocational profiles. All students take part in external work placements. Identifies the wants, needs, skills, areas for development and aspirations of each individual student around work.</p> <p>Subject profiles.</p> <p><u>Skills based courses</u>: a vast majority of subjects are skills based courses leading to vocational areas of employment – cooking, horticulture, enterprise, digital world.</p> <p><u>1:1 sessions</u> - address any students who require bespoke training or increase their knowledge in a certain area (Food Hygiene Level 1 Certificate, barista skills, independence skills, travel training, personal training,).</p>	
233.9	<p>This curriculum is <u>ambitious for disadvantaged learners</u> or those with <u>SEND</u>, including those who have <u>high needs</u>, and should <u>meet those needs</u>.</p>			
234	<p>The curriculum <u>sets out the aims of a programme of education and training</u>. It also <u>sets out the structure</u></p>			

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	for those aims to be implemented, including the <u>knowledge, skills and behaviours to be gained at each stage</u> . The curriculum enables the <u>evaluation of learners' knowledge and understanding</u> against those expectations.				
Implementation					
239.1	<u>Teachers have expert knowledge of the subjects that they teach</u> . If they do not, they are supported to <u>address gaps</u> so that learners are not disadvantaged by ineffective teaching.			Level 5 for instructors	
239.2	Teachers enable learners to <u>understand key concepts, presenting information</u> clearly and <u>promoting discussion</u> .			TLR3 to accelerate <u>student voice</u> implemented to focus resources to developing this area. <u>Promote discussion</u> – prevent workshops, politics & culture, speak up!, Keeping Safe, student council. <u>Carousel learning</u> – small group, short burst practical based structure to most lessons. <u>Learning Walks</u> – themed learning walks focussing on checking understanding and feedback. <u>Students streamed by SCERST levels</u> – enabling teachers to present key concepts and present information clearly and promote discussions between students with similar communication levels – not by year group.	Students to vote on key terminology on how we describe and label the college and the learner experience. To keep checking key concepts during learning walks and lesson observations.

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			Extensive set of <u>best practice lesson templates and fringe vocabulary</u> showing good practice on how to present curriculum and communication information.	
239.3	Teachers <u>check learners' understanding</u> effectively, and identify and correct misunderstandings.			As above
239.4	Teachers ensure that learners <u>embed key concepts in their long-term memory</u> and apply them fluently and consistently.		Linking their experiences to the future timetable. Local offer links to the knowledge and skills for accessing to local services. Progress review meetings	
239.5	Leaders and teachers have designed and they deliver the subject curriculum in a way that allows learners to <u>transfer key knowledge to long-term memory</u> .			
239.6	The curriculum is <u>sequenced</u> so that new <u>knowledge and skills build</u> on what learners know and can do and learners can work towards <u>defined end points</u> .			
239.7	Teachers <u>use assessment to check learners'</u>		Added	Teachers, instructors and leads to keep the model of baseline assessments, both ofr English and

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	<u>understanding</u> in order to inform teaching.				maths and for individualised skills per subject. Summative assessment added to all termly planners.
239.8	Teachers <u>use assessment to help learners to embed and use knowledge fluently</u> , to develop their understanding, and to <u>gain, extend and improve their skills and not simply memorise disconnected facts</u> .			Cross-curricular professional development themes Collaborative planning sessions	
240	<u>Effective assessment</u> assists teachers to produce <u>clear and achievable next steps</u> for learners.			Next steps comments on all work, T3s, EFL	
Impact					
245.1	The curriculum is <u>well-constructed, well-taught</u> , leading to learners learning more and so <u>achieving good results</u> . There is no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests or assessments.			Proportionate approach to accreditations Robust QA cycle, with regular external moderation of the quality of teaching. Personalised assessments – Food hygiene level 1, manual handling training.	
245.2	Disadvantaged learners and <u>learners with SEND</u>				

	acquire the knowledge and skills they need to succeed in life.				
245.3	Whilst they only represent a sample of what learners have learned, <u>end-point assessments and examinations</u> are useful indicators of learners' outcomes. This can be balanced with first-hand assessment of learners' work.			English and maths – Open Awards FES, FMS, DS targets embedded in all planners. Weekly progress review meetings LOTS at the end of each lesson. WESTs	
245.4	All <u>learning builds towards an end point</u> . Learners are being <u>prepared for their next stage of education, training or employment</u> at each stage of their learning.			Destination targets informing all termly targets. Vocational Profiles – work experience/placement journey to match. End points are flexible and constantly reviewed.	
245.5	Learners are ready for the <u>next stage</u> and are going to <u>appropriate, high- quality destination</u>			Students are prepared for high quality destinations – challenges engaging key stakeholders regarding sustainability.	Employment engagement officer to continue checking destination sustainability with leavers.

EIF Area: Behaviour and Attitudes

Ref	DfE FE Handbook Descriptor	Rating	SAF	QIP
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254.1	There is a <u>calm and orderly environment</u> in all areas of the organisation, including community-based learning and work placements.			<p>Classes transition in corridors and stairwells one class at a time.</p> <p>Leadership team have responded to data showing an increase of incidents during break and lunch by creating lunch clubs and activities on offer each day.</p> <p>Assigned staff to specific areas of the lunch and break area to increase coverage and supervision.</p> <p>Created work experience opportunities during lunch and break for students who can present distressed behaviour.</p>	<p>Continue to review data each month at safeguarding meeting.</p> <p>Introduce weekly meeting with DSL and Teacher with TLR3 for reviewing behaviour systems and showing progress over time.</p>
254.2	There are <u>clear expectations for behaviour</u> across all aspects of College life, including at work.				Code of conduct – student voice
254.3	There is a <u>strong focus on attendance and punctuality to learning and work settings</u> to minimise disruption, and so that learners gain valuable employability skills.			Home visits	
254.4	Learners are <u>motivated</u> and have a <u>positive attitude to learning</u>			<p>Overall attendance for the year = 88.6%</p> <p>Individual cases for concern re: low attendance is triggered by a below 90%.</p> <p>Monthly safeguarding meeting where attendance is on the agenda.</p>	<p>Continue collaboration with local authority around raising attendance and raising low attendance.</p> <p>To further enhance our programme of training for parents. Termly events where staff offer hybrid training with a new focus on transitions, accessing local services, Access to Work, and relationships with the Local Authority.</p>

					End product for each subject – events linked to each subject for parents to attend.
254.5	There is a <u>positive and respectful culture</u> in which <u>staff know and care about learners</u> .				
254.6	<u>Learners feel safe</u> because staff and learners <u>do not accept bullying</u> , harassment or discrimination or peer-on-peer abuse – <u>online or offline</u> . Staff <u>deal with any issues quickly</u> , consistently and effectively.				Consistency with behaviour trackers.

EIF Area: Personal Development

Ref	DfE FE Handbook Descriptor	Rating	Key Sources of Evidence	Actions (who)
College has taken effective action in:				
266.1	<u>developing responsible, respectful and active citizens</u> who are able to play their part and know how to become involved in public life			
266.2	developing and deepening learners' understanding of the fundamental <u>British values</u>			
266.3	<u>promoting equality of opportunity</u> so that all learners can thrive together, understanding that <u>difference is a positive</u> , not a negative, and that individual characteristics make people unique			
266.4	promoting an <u>inclusive environment</u> that meets the needs of all learners, irrespective of age,			

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	disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy.				
266.5	developing <u>learners' character</u> , giving them the qualities they need to flourish in our society				
266.6	developing learners' <u>confidence, resilience and knowledge</u> so that they can keep themselves <u>mentally healthy</u>				Mental health first aider
266.7	developing learners' <u>understanding of how to keep physically healthy</u> and maintain an active lifestyle				
266.8	developing an <u>age-appropriate understanding of healthy relationships</u> through appropriate relationship and sex education				
266.9	providing an <u>effective careers programme</u> that offers <u>advice, experience and contact with employers</u> to encourage learners to aspire, make good choices and <u>understand what they need to do</u> in order to reach and succeed in their <u>chosen career</u>				
266.10	supporting <u>readiness for the next phase of education, training or employment</u> so that learners can make the <u>transition to the next stage successfully</u> .			<p>Liaising with LA for services after graduation Local Offer – subject Parent engagement with adult social services.</p>	<p>To continue our work with transitions in collaboration with LA.</p> <p>Future Timetables event held at college where staff increase the opportunities for families to connect with possible future timetable services and preferences.</p>

					Creation of a summative CV which collates all of the key achievements from the student's work placement timetable.
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EIF Area: Leadership and Management

Ref	DfE FE Handbook Descriptor	Rating			SAF	QIP
		1	2	3		
272.1	Leaders' have <u>high expectations of all learners</u> . This is embodied in <u>day-to-day interactions with and support for learners</u> .					
272.2	Leaders <u>focus their attention on the education and training they provide</u> , leading to better outcomes for learners and continued and sustainable improvement.					
272.3	<u>Staff CPD is aligned with the curriculum</u> , helping to develop teachers' <u>subject expertise and pedagogical knowledge</u> over time, so that they deliver high-quality education and training.					
272.4	Leaders ensure that <u>learners benefit from effective teaching and high expectations</u> in classrooms, online, in workshops, at work or with subcontractors.				Instructors complete level 5 Co teaching model in the timetable External OFSTED consultant for QA Feedback from learning walks and lesson observations shared during SGP. Students learn how to be safe and effective when online during Digital World	Accessible student friendly poster to all classrooms. Add 'online safety' to the health and safety slide in all sessions PowerPoints. Safeguarding, Health & Safety and Prevent

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			<p>sessions as , with enhanced services using daily reports from classroom.cloud.</p> <p>Workshops: Prevent professionals, PFA Theatre, local service user Employer workshops Tower Hamlets, Hackney, Newham MIND</p>	<p>‘Online Safety Week’ added to the College calendar at the beginning of the academic year.</p>
272.5	<p><u>Leaders engage with learners, parents, their community and employers to plan and support the education and training that learners get and to meet the skills needs of the economy.</u></p>			
272.6	<p><u>Leaders consider the workload and well-being of their staff, while also developing and strengthening the quality of the workforce</u></p>		<p>Self-directed hours for staff Pilates Non-salary benefits</p>	
272.7	<p><u>Leaders’ and managers’ have high ambitions are for all learners, including those who are difficult to engage</u></p>			
272.8	<p><u>Leaders and those responsible for governance understand their respective roles and carry these out to enhance the effectiveness of the College.</u></p>			
Sub Judgement – Skills Needs				
307.1	<p><u>Leaders and managers engage very effectively with employers and other relevant stakeholders to understand the skills needs of the local, regional and national economy, and plan their curriculum accordingly</u></p>			

307.2	Leaders and managers <u>involve employers and other relevant stakeholders</u> very effectively in the <u>design and implementation of the curriculum</u> to prepare students for <u>future education, employment or work.</u>				<p>Employers forum Six weekly review meeting Share students EHCP targets with employers. Work trackers track work tasks and skills – this are written in collaboration with employers. Identify gaps/vacancies in the hospitality industry post Brexit and this is reflected in our 1:1 work experience in College. Work with the 10 academy where the employer sets tasks for students to complete in College and get paid (making resources for autistic people). National trends – green jobs, hospitality</p>	See 233.5 for the same action.
307.4	leaders and managers ensure that <u>the curriculum is planned and taught effectively</u> , so that learners and apprentices <u>learn the skills they need.</u>					

EIF Area: Leadership and Management - Safeguarding

Ref	DfE FE Handbook Descriptor	Rating			SAF	QIP
The College has effective arrangements to:						
277.1	always <u>act in the best interests of Students</u> to protect them <u>online and offline</u> , including when they are receiving <u>remote education</u>					Filtering and monitoring systems
277.2	identify Students who may need <u>early help</u> , and who are at <u>risk of harm</u> or have been harmed. This can include, but is not limited to, <u>neglect</u> ,					

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	<u>abuse</u> (including by their peers), <u>grooming</u> or exploitation, sexual abuse and online harm			
277.3	secure the <u>help that Students need</u> and, if required, <u>refer concerns</u> in a timely way to those who have the <u>expertise</u> to help			
277.4	manage <u>safe recruitment</u> and <u>allegations</u> about adults who may be a risk to children and vulnerable adults			
277.5	ensure that all staff <u>maintain an attitude of 'it could happen here'</u> where safeguarding is concerned		<p>Weekly safeguarding briefing with all staff. Termly safeguarding training with all staff. All staff cover safeguarding training as part of their induction. All staff completed annual government Prevent training Safeguarding team completed Prevent Referral training. Good ratio of DSLs to the size of the College.</p>	<p>Ensure that knowledge of the safeguarding leaflet for visitors is circulated to all staff and everyone is aware.</p> <p>Continue training to staff about clarifying the relationship between and distinctions of safeguarding V HR and the importance of reporting ANY inappropriate behaviour.</p>