

East Riding of Yorkshire 14 - 19 Strategy for Learning



Putting the Learner First





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Foreword

The East Riding of Yorkshire 14-19 Strategy for Learning is the culmination of a process started in 2002 with the report of independent consultants, Mouchel, into 14-19 provision in the East Riding of Yorkshire.

The 2003 inspection of the Local Authority identified the need for urgent action to work with partners to agree a strategy; we have also been involved in the North Bank Strategic Area Review and this Strategy therefore reflects wide, lengthy and thorough consultation.

The rapidly developing context at national and local level reinforces the need for an agreed strategy and will clearly affect our activity for the foreseeable future. We need to enable local providers to meet the needs of learners, the community and the economy.

Issues include:-

- Implementation of the Strategic Area Review across the North Bank;
- Impact of Hull's programme for Building Schools for the Future and Academies on our own 14-19 provision;
- Impact of Government initiatives such as the Youth Green Paper and the Every Child Matters Agenda;
- National and local reorganisation of the Learning and Skills Council as part of the Agenda for Change;
- Continuing demographic processes – reduction in young people entering Post 16 education, training and employment – growing difficulty in recruiting teachers/lecturers for Post 16 provision;
- Continuing expectations from DfES, the Local Authority and partners that standards at GCSE, A level and GNVQ will continue to improve;
- Development of strong vocational pathways to meet skill needs within the local economy.

Implementation of this Strategy will focus on collaborative working within the six established local collaborative partnerships comprising of Schools, Colleges, Work-Based Learning Providers and stakeholders which includes those providers outside our boundaries.

Through these arrangements learners are placed at the forefront of service delivery and through collaborative partnership arrangements address the needs of learners.

Core activities will be the strengthening of Information, Advice and Guidance and support for young people, and the development of strong collaborative arrangements at local partnership level. Key outcomes must be: ensuring the Learner Entitlement is available to every individual learner; improved standards of vocational and academic qualifications at 16 and 19; a continued reduction in those Not Engaged in Employment, Education and Training (NEETs); ample opportunity for young people to be involved in planning the provision made for them.

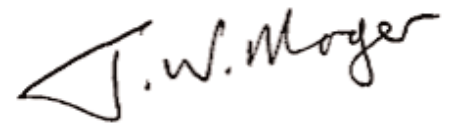
This strategy reflects a substantial input of sustained professional engagement by schools, colleges, learning providers and the East Riding 14-19 Officer Group comprising of Terry Phillips and Alan Challis (LSC), David Stork and Shirley Mason (East Riding of Yorkshire Council), Peter Hardman and Vince Barrett (Connexions Humber) and Sara Harrop and Emma Bean (East Riding of Yorkshire Learning Partnership). It is essential for us all to value the strategy by continued engagement in collaborative activity described in the East Riding Operation Plan.



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Mission and Vision

1. The Mission

All young people in the East Riding of Yorkshire will have equality of access to high quality learning meeting individual needs, raising aspirations and resulting in learning throughout life.

2. The Vision

By 2010 young people in the East Riding of Yorkshire will be equipped to maximise their potential with the skills, knowledge and attitudes to lead enriched and fulfilling lives, making a positive contribution to society, the economy and their own wellbeing.

The vision will result in:

Young people who:

- are motivated, inspired, self confident and self managed learners;
- are knowledgeable about possible learning/career pathways supported by coherent and consistent Information, Advice and Guidance;
- are safe, healthy, engaged and empowered citizens and are aware of their own and others cultures;
- enjoy and exploit opportunities to be creative, in all aspects of learning;
- make a positive contribution to the economy.

Learning providers who:

- work collaboratively and flexibly, avoiding duplication of provision and unhelpful competition;
- collectively provide a wide range of relevant accredited learning opportunities with access for all pupils;
- use a range of teaching styles to match learning needs;
- develop a degree of commonality of approach to teaching and learning that will enable learners to move both between and across the learning providers;
- provide high quality, creative and inspirational learning experiences;
- actively encourage parity of esteem across academic and vocational learning;
- have ownership of the local issues, share information, resources and work together to seek resolution to problems;
- provide learning opportunities that reflect needs of the labour market;
- contribute to the provision of accurate and up to date careers information and ensure access to impartial advice and guidance.

Mission and Vision continued

Parents/Carers who:

- are willing to engage in lifelong learning;
- participate in family learning;
- are involved in promoting and supporting learning;
- are pro-active in raising aspirations and expectations;
- through consultation, play an active part in the 14-19 education phase;
- recognise the value of creative and cultural experiences.

Employers and trade unions who:

- recognise the importance of learning, training and skills to productivity and business;
- are involved in promoting and supporting learning;
- are involved in the planning and where appropriate, the delivery of education and training opportunities, reflecting the skills needed by the economy;
- recognise the importance of learning and training to improve the wellbeing of the workforce;
- recognise the importance of cultural and creative experiences in workforce development.

The vision will be brought about by the collaborative activity of all stakeholders.



3. Outcomes of the East Riding of Yorkshire 14-19 Strategy for Learning

The East Riding of Yorkshire 14-19 Strategy for Learning will result in:

- Increased Achievement* throughout the 14-19 phase - baselines, milestones and 3 year / 5 year levels are linked to Local Authority (LA), Local Learning and Skills Council (LLSC) and provider plans;
- Increased and widened participation at all levels and all ages with reduction in "NEETs" and "Not Knowns" - all linked to baselines, milestones and 3 year / 5 year levels LA, LLSC, Connexions and provider plans;
- Improved progression rates within and beyond the 14-19 phase, across, between and within curriculum areas and between levels - baselines, milestones and 3 year / 5 year levels are linked to LA, LLSC, Connexions and Aimhigher plans;
- Improved quality leading to improved success rates, inspection grades and added value measures, resulting in increased achievement and raised levels of retention;
- High quality learning experiences through the full implementation of the East Riding Learner Entitlement - Baseline performance measures developed which enable an assessment of the extent to which the East Riding Learner Entitlement is in place which links to the needs of learners and the local economy;
- High levels of customer satisfaction from young people and stakeholders.

The Performance Measures in Section 7 should enable an assessment of the level of achievement of these outcomes.

*Achievement is defined as the full range and breath of recognised learning outcomes, whether locally or nationally accredited, recognising both distance travelled and destination reached.

Delivering the Vision

4. Delivering the Vision

4.1 An entitlement to learning in the East Riding of Yorkshire:

These are the values we will apply when delivering a coherent phase of learning for 14-19 year olds.

4.2 Principles of the East Riding of Yorkshire Learner Entitlements:

Every 14-19 year old in the East Riding of Yorkshire, regardless of where they live, their special needs, their ability, race, colour, sexual orientation or religion and in whichever place they learn, are entitled to:

- A curriculum which is accessible, inclusive and meets both learner needs and those of the local community and local economy;
- A flexible high quality curriculum which stimulates creativity and includes academic and vocational options, work-related and work-based learning opportunities, key skills and skills for life development, and Personal, Social, Health and Citizenship Education (PSHCE) at both Key Stages;
- Learning programmes which raise and broaden aspirations and motivate to continue to learn;
- A healthy environment which is conducive to learning;
- High quality Information, Advice and Guidance which is comprehensive and impartial;
- Clear progression routes up to and beyond the age of 19 which are flexible and appropriate for all abilities;
- Qualifications which allow learners to progress at a pace suited to their needs and which are valued by the community;
- Involvement of young people in the planning and evaluation of their own provision;
- Effective teaching and training which take account of individual learning styles and supports young people through the learning experience;
- Individual learner support which reflects and is responsive to needs.



Strategic Management Structure

5. Strategic Management Structure

This is the management structure to enable the vision to be achieved:

The strategic leadership and management of the East Riding 14-19 Strategy for Learning will be undertaken through a four tier structure:

1. East Riding of Yorkshire 14-19 Executive Group: This group will comprise the Chief Officers of the East Riding of Yorkshire Council, LSC Humberside and Connexions Humber. It will direct and co-ordinate 14-19 provision across the East Riding of Yorkshire and commission thematic groups as required.
2. East Riding of Yorkshire 14-19 Officer Group: This group will comprise of operational managers from the East Riding of Yorkshire Council, LSC Humberside, Connexions Humber and the East Riding Learning Partnership with assistance from specialised task groups. It will advise the Executive Group on the direction and co-ordination of 14-19 provision and implement actions required by the 14-19 Executive Group.
3. Six Local Area Partnerships (LAPs) comprising all local stakeholders: LAPs will implement the 14-19 Strategy through the East Riding of Yorkshire Operational Plan and local area plans, under the direction of the Executive and Officer Groups and advised by the 14-19 Advisory Group.
4. Leadership and management systems in each learning provider throughout the East Riding of Yorkshire which pays due regard to the 14-19 strategy in its philosophy and structure.

This structure is complemented by the East Riding Learning Partnership and 14-19 Advisory Group. It will be appropriate for the functions of the four tier executive structure to be carried out in collaboration with this group.

- The East Riding 14-19 Advisory Group (a sub group of the East Riding Learning Partnership) comprising all partners with an involvement in the delivery of 14-19 learning, including a representative from each of the six local area partnerships.

Each individual learning provider will be represented within the management structure

For these groups to work most effectively a communications strategy will be implemented.

Key Processes

6. Key Processes

All stakeholders will work together to:

- Raise aspiration and improve motivation - by providing a range of activities to inspire learners to achieve highly, participate throughout the 14-19 phase and continue learning into higher education and employment. This also includes the re-engagement of non-learners and the improving of self-esteem;
- Further develop and implement leadership and management arrangements - as described in section 5 and annex 2, to deliver the East Riding of Yorkshire 14-19 Strategy for Learning and the East Riding Learner Entitlement;
- Develop the curriculum - by implementing a 14-19 curriculum entitlement for learners in the East Riding of Yorkshire, based on broad curriculum pathways, offering a mix of general and specialist accredited courses for all pupils and developing a first-class and cost effective learning infrastructure, including an e-learning network, where learning providers work together to identify and respond to the needs of young people;
- Provide Information, Advice and Guidance - by researching and enabling the provision of timely, high quality, independent and impartial Information, Advice and Guidance for all 14-19 learners in the East Riding of Yorkshire through the development of a well structured Learning Plan throughout the 14-19 phase of each individual young person;
- Develop quality - through a coherent system of quality assurance that promotes the continuous improvement in teaching and learning where best practice is identified and adopted and where robust systems for the monitoring of progress and the evaluation of impact are developed.



Performance Indicators

7. Performance Indicators

Derived from "Every Child Matters: Inspection of Children's Services: Key Judgements and Evidence" (DfES and Joint Inspectorates, December 2004).

Those indicators marked ^ are not included in the Joint Area Review (JAR) Key Judgements and Evidence, but are locally derived.

Performance Data:

Schools:

- Percentage achieving 5 A* - C (including English/Mathematics from 2008);
- Percentage achieving 1 A* - G;
- Performance data grouped by specific groups: ethnicity/special needs/looked after children/education otherwise etc;
- Average points scores (by boys/girls/all pupils);
- Capped average points scores (by boys/girls/all pupils);
- Value-added measures from KS2 to GCSE/GNVQ;
- Value-added measures from KS3 to GCSE/GNVQ;
- Percentage of schools not attaining floor targets;
- The proportion of Year 11 pupils who complete Y11 attaining a national accredited award in ICT.

Schools with Sixth Forms:

- Average points scores of pupils entered for GCE/VCE AS/A2;
- Achievement data by Level;
- Average points scores per GCE/VCE, AS/ A2 entry;
- Value-added data for Level 3 graded qualifications.

FE Institutions/specialist colleges/work-based learning providers:

- Achievement data by Level;
- Success rate by Level;
- Value-added data for Level 3 graded qualifications.

Youth Service:

- Percentage of young people accessing the Youth Service achieving an accreditation.

Performance Indicators continued

Participation and retention data:

Schools:

- Authorised and unauthorised absence in secondary schools;
- Exclusion data in secondary schools: permanent and fixed-term as a percentage of pupils relative to total number of pupils in the secondary phase;
- Percentage of young people aged 13-19 reached by publicly funded youth services;
- ^Percentage of young people accessing off-site courses of a vocational or otherwise specialist nature.

FE Institutions/specialist colleges/work-based learning providers:

- Retention data by Level;
- Distance travelled for non-graded qualifications at Levels 1, 2 and 3;
- NVQ success-rate for all work-based learners living in the area and aged under 19 at the start of their programme;
- Increase the availability and take-up of Apprenticeships at Levels 2 and 3;
- Detailed analysis in a number of ways of the number and percentage of young people aged 16-19 who are Not Engaged in Employment, Education or Training (NEET);
- Numbers and percentages of young people leaving engaged in Employment, Education or Training (EET) to become NEET;
- Percentage of young offenders, teenage mothers, and drug and substance abusers in EET.

Progression data:

- Number and percentage of young people leaving NEET and progressing into:
 - Education;
 - Employment;
 - Training activity not known;
 - Left cohort;
- ^Destination data of 16 year olds;
- ^Percentage of 16 year olds progressing into Level 3 courses;
- ^Percentage of young people progressing into HE/Level 4 courses.

Entitlement delivery data:

- ^Quality of judgements obtained in external inspection processes (Including OFSTED Section 10, ALI et al), in:
 - ^Curriculum provision overall;
 - ^Individual curriculum areas;
 - ^Information Advice and Guidance services;
- ^Learner satisfaction data in respect of the above;
- ^Curriculum mapping data.



Monitoring and Evaluation

8. Arrangements for Monitoring and Evaluation

The East Riding 14-19 Executive Group oversees the implementation of the East Riding of Yorkshire 14-19 Strategy for Learning and receives progress reports from the East Riding 14-19 Officer Group, to an agreed timetable, on the development of the critical initiatives identified.

The overall strategy is reviewed on an annual basis and updated as appropriate, for example, in response to the recommendations arising from local and national developments including the Strategic Area Review and Inspections.

Management and assessment of performance will be based on regularly updated, accurate and shared data. To assist this data sharing protocols will be developed. A common data set will be maintained. Data will be used to inform local planning processes.

The review process will include an opportunity for learners to express their opinion on the success of the implementation of the East Riding 14-19 Strategy for Learning.

This strategy acts as a route planner to provide the values and principles to guide those involved in the delivery of services to East Riding 14-19 year olds.

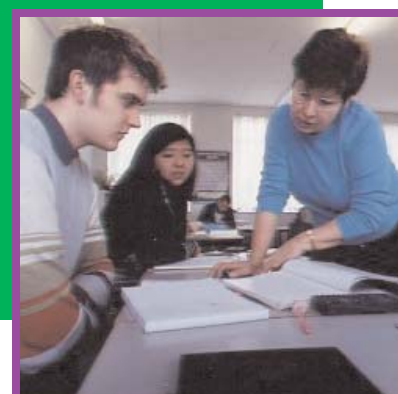
The East Riding 14-19 Strategy for Learning is seen as an integral part of the wider raising achievement agenda operating across learning providers in the East Riding of Yorkshire and it is intended to work alongside and in support of other major strategies.

Glossary of Terms

| | |
|-------------|--|
| AS/A2 | Advanced/Advanced Studies |
| ALI | Adult Learning Inspectorate |
| ALPs | Alternative Learning Programmes |
| CPD | Continuous Professional Development |
| DfES | Department for Education and Skills |
| DLC | Digital Learning Community |
| EBLO | Education Business Link Organisation |
| E2E | Entry to Employment |
| EET | Engaged in Education or Training |
| FE | Further Education |
| GCE/VCE | General Certificate of Education/Vocational Certificate of Education |
| GCSE | General Certificate in Secondary Education |
| GNVQ | General National Vocational Qualification |
| HE/L4 | Higher Education/Level 4 |
| IAG | Information, Advice and Guidance |
| ICT | Information and Communication Technology |
| JAR | Joint Area Review |
| KS2 | Key Stage 2 |
| KS3 | Key Stage 3 |
| L1, 2 and 3 | Level 1, 2 and 3 |
| LAP | Local Area Partnership |
| LA | Local Authority |
| LLSC | Local Learning and Skills Council |
| NEET | Not Engaged in Education or Training |
| NVQ | National Vocational Qualification |
| OFSTED | Office for Standards in Education |
| P4P | Partnerships for Progression |
| PSHCE | Personal Social Health Citizenship Education |
| PE | Physical Education |
| RE | Religious Education |
| SPOC | Student Perception of Courses |
| VFM | Value for Money |
| Y 9,10, 11 | Year 9, 10, 11 |



East Riding of Yorkshire 14 - 19 Learner Entitlement Statement



Principles of the Entitlement

1. Principles of the Learner Entitlements

Every 14-19 year old in the East Riding of Yorkshire, regardless of where they live, their special needs, their ability, race, colour, sexual orientation or religion and in whichever place they learn, are entitled to:

- A curriculum which is accessible, inclusive and meets both learner needs and those of the local community and local economy;
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- Individual learner support which reflects and is responsive to needs.

Towards a definition of Entitlement: Curriculum

2. Towards a definition of Entitlement

2.1. A curriculum which is accessible, inclusive and meets both their needs and those of the local community:

As the largest unitary authority in England at c.950 sq. miles, the East Riding of Yorkshire presents significant problems in ensuring equality of access to learning for all those who aspire to it. The providers and funding agencies within the East Riding of Yorkshire must collaborate to ensure that these problems do not provide a disincentive to aspiration, and that future generations of learners may identify at local level the pathways which are appropriate to them, whilst recognising that "travel to learn" is a precursor to "travel to work" for many East Riding of Yorkshire residents.

Successive research projects in the East Riding of Yorkshire have concluded that the organisation of provision in defined areas is the most effective way of meeting these needs. The East Riding of Yorkshire is therefore divided into 6 "Local Area Partnerships" (LAP). The membership of these partnerships will reflect the needs of all 14-19 year olds in the identified area, by bringing together all those who offer education and training. Partnerships will therefore be able to plan provision strategically.

To fulfil the principles of the 14-19 agenda and to support strategic planning, LAPs should seek labour market intelligence and learner destination data as well as involve local employers in order to match the skills needs of the local economy to the provision available, and take steps to align these where a mismatch is identified. This process will be further supported by the use of outcome and value-added data, in order to test the appropriateness of programmes on offer for different groups of learners. Data provided by the Strategic Area Review will be available to LAPs.

The "Entitlement Curriculum" offered to learners will not be provided by any one learning provider, even though a single provider may offer a given learner all that he or she may need; it will be the sum of the curriculum offer of providers in the local area, augmented as necessary by collaboration with other local areas for given aspects of provision. Where a local area lacks providers to meet particular learners' needs, the LAP will need to ensure that appropriate provision is brokered through a variety of means.

These may include:

- Electronic media using the East Riding Digital Learning Community (DLC) or video-conferencing, both with supported self-study. The DLC provides an umbrella which offers the possibility of curriculum access for learners of all ages in all parts of the East Riding of Yorkshire; this may include off-site learning;
- Benefiting from the network of specialised colleges and CoVEs;
- Importing provision from a distant provider who will offer courses in the locality;
- Exploring flexible time-tabling options, including:
 - twilight sessions and home-based learning;
 - Sharing teaching staff between institutions;
 - Using opportunities provided by remodelling the workforce to provide tuition using other adults and professionals, particularly for work-related or work-based learning.
- Planning for staffing models which are curriculum-led, and related to the strategic plan for the area;
- Transporting learners between institutions.

Towards a definition of Entitlement: Curriculum continued

2.2. A flexible curriculum which includes academic and vocational options, work-related and work-based learning opportunities, key skills and basic skills development, and PSHCE at both Key Stages:

Local Area Partnerships may use the following curriculum descriptions to assess their existing provision.

All LAPs should aspire to providing the curriculum models described for their learners in order to ensure parity of access across all areas of the East Riding of Yorkshire. Learner and community needs and aspirations are central to the planning process. The LA, LLSC and Connexions Service, as both funding bodies and the organisations responsible for strategic planning, expect that each LAP will produce a Local Area Curriculum Plan which contains the elements described below. This plan should be drawn up by the summer of each academic year, in order to comply with academic year funding models to be introduced in September 2006.

In planning their provision, institutions will wish to take cognisance of the proposals in the 14-19 White Paper (February 2005), which point towards a flexible model of the curriculum centred on learner choice and key skills. This curriculum will be fully implemented by September 2015. Planning, particularly for staffing requirements, should therefore work towards meeting the potentially very different needs of learners at the beginning of the next decade.

The 14-16 Curriculum in LA maintained institutions contains the following compulsory elements:

- The National Curriculum, i.e. English, Mathematics, Science, PE, RE, ICT;
- PSHCE (including Sex Education);
- Work-related learning;
- Enterprise Education;
- An entitlement to study a minimum of one Arts subject, a Humanity, a Modern Foreign Language and a Technology-based subject leading to an approved qualification. (Option choices must be organised in such a way as to allow all learners access to all these elements, even if they do not take up the option).

The post-16 Curriculum in LA maintained institutions contains the following compulsory element:

- Access to Religious Education.

At both Key Stages, PSHCE programmes will include careers education. Separate provision should be made, however for careers advice and guidance, which will be provided in collaboration with the Connexions Service (See below).



Towards a definition of Entitlement: Curriculum continued

2.3. Further to these elements, which are compulsory in every school, LAPs will design a common curriculum across all Pre and Post 16 providers across their area, and if using electronic delivery, for some learners beyond their immediate area. Some elements of this curriculum will be available in only one institution; others may be present as a result of the institution's specialism. There should however be:

- Post 16 Key Skills development, including the wider key skills. The local area plan should describe whether Key Skills will be delivered as a discreet units of study in individual institutions or as integral part of other programmes. It should also indicate where the qualification in Key Skills are available and at which level;
- A programme of skills for life development accessible to all learners of whatever age;
- The opportunity to study at L3 any subject offered at L2 Pre 16. This should include both vocational and academic options, including access to an appropriate apprenticeship opportunities
- The availability within the LAP of opportunities to study L1 and L2 options Post 16 and for 14-16 year old students to study at L3. (Both these offers may involve asynchronous groupings of learners);
- The availability within the LAP of at least 2 Modern Foreign Languages to a minimum of L2, in accordance with the National Languages Strategy;
- The availability within the LAP of at least 2 Humanities subjects to a minimum of L2;
- The availability within the LAP of at least 2 Creative Arts subjects to a minimum of L2;
- The availability within the LAP of at least 2 Design and Technology subjects to a minimum of L2;
- The availability within the LAP of Alternative Learning Programmes (ALPs) for students for whom Entry Level is more appropriate, leading where possible to approved Section 96 qualifications.
- Appropriate access to work-based learning for students requiring qualifications such as Apprenticeships from age 14 onwards;
- A 14-16 programme which includes options leading to an approved Section 96 qualification derived from the Increased Flexibility 14-16 programme, and which is planned strategically at local area level. Future funding models for this programme will be dependent upon local strategic planning of provision;
- A programme of enhancement activities and complementary studies;
- With effect from September 2008, all learners will have access to the proposed "Diploma" qualification.

Towards a definition of Entitlement: Curriculum continued

2.4. The actual subjects offered in the curriculum at a local level will be chosen according to local need, using the following criteria:

- Demand: this may be both historically determined or arise from the needs of a particular cohort or individual;
- Viability: courses offered should present Value For Money (VFM). This may be determined by taking into consideration criteria other than numbers however, and VFM may be defined differently according to location, and local cost, including transport, if needed. A course which has numbers below those considered economically viable (12-15 students), may be rendered viable by combining students from across the LAP into a single course, or because the loss of students who may have undertaken the course might have a wider economic impact on the institutions concerned. Equally some minority courses offering excellent teaching and outcomes may well merit retention for that reason alone. Learner interests will need to enter into the discussion where lack of financial viability may result in the unavailability of a certain course in a given area and brokerage of an arrangement with another area will be necessary;
- Quality of teaching and learning will be subject to an on-going process of quality assurance: the LAP may decide that provision which does not offer consistently satisfactory performance should be discontinued and the subject offered only in those institutions where provision is deemed at least satisfactory. The decision as to the closure of provision will be made following a process of quality assurance involving both the Senior Management of the learning provider and external verification from specialised advisers or inspectors;
- The needs of the local economy: using the data described above, LAPs should identify curriculum areas essential to developing the skills required by the local workforce, and ensure that these are catered for within the LAP curriculum plan;
- The needs of the individual: the curriculum offered must take account of the fact that many individuals aspire to careers which take them beyond the boundaries of their local area. The curriculum must therefore provide an appropriate range of options which allows for progression to Higher Education and employment other than in the learner's immediate surroundings.



Towards a definition of Entitlement: Learning Environment

3. An environment which is conducive to learning:

The learning environment may be described in three ways:

- Physical
- Virtual
- Emotional

Institutions should offer all learners the opportunity to experience at least two different physical environments, one of which should be different from the conventional learning environment, as laid down in non-statutory guidance for the introduction of work-related learning.

In addition, the physical environment should:

- Offer sufficient space for comfortable working;
- Be supportive of the learning process through its layout and use of display;
- Offer adequate resources for, and be conducive to, the development of independent learning;
- Offer dedicated access to ICT;
- Be accessible to all learners;
- Pay due attention to the requirements of health and safety legislation pertinent to the organisation delivering the learning.

The virtual environment should:

- Offer opportunities for remote on-line teaching in real time;
- Offer adequate resources to allow supported self-study in those curriculum areas remotely delivered;
- Offer on-line teaching and learning resources for use both by teachers and learners;
- Allow remote access in all parts of the East Riding of Yorkshire;
- Be accessible to all learners;
- Pay due regard to health and safety issues surrounding prolonged use of ICT equipment unsupervised.

The emotional environment should:

- Allow all learners to learn in an ethos which takes account of their individual learning styles;
- Expect behaviour from all teachers and learners which shows respect for the right to learn of all participants;
- Expect appropriate pedagogical practice and interaction between teacher and learners which leads to an ethos whereby the learner feels secure and able to take risks.

Towards a definition of Entitlement: Aspiration and Motivation

4. Learning programmes which raise and broaden their aspirations and motivate them to continue to learn:

Successive research projects have suggested that lack of expectations and aspirations are endemic within the learners of the East Riding of Yorkshire. There are pockets within the East Riding of Yorkshire where this is particularly prevalent. In order to raise aspirations the local area curriculum should:

- Use existing disapplication regulations for Science until 2006 to ensure that the curriculum offer to learners matches their individual needs and aspirations, and encourages work-related learning;
- Provide alternative programmes and accreditation within the LAP, for example applied GCSEs as alternatives to standard subjects, vocational languages as opposed to GCSE;
- Work closely with the Connexions Service, Children's Services, Social Services, the Pupil Referral Service, Pupil Referral Units and Special Schools to ensure that Careers Advice and Guidance identifies appropriate aspirational routes for all learners;
- Ensure that Post 16 foundation programmes at Entry Level and L1 are appropriate to need and lead to further progression either to Entry to Employment (E2E) and L2 in schools, colleges and work-based learning providers.
- Facilitate the involvement of the business world through Education Business Link Organisations (EBLO) and the involvement of local employers and other adults as mentors;
- Provide opportunities for learners in the preceding Key Stage to experience tasters of future learning experiences;
- Liaise with the Aimhigher/P4P project;
- Provide opportunities for gifted and talented learners locally and possibly from across the East Riding of Yorkshire to take part in extra-curricular projects (for example Modern Foreign Languages "Impact" project for 15 year-olds);
- Use the DLC to provide opportunities for access to material otherwise unavailable to learners; and to deliver "masterclasses";
- Facilitate electronic access to learning resources by using local broadband connections for example the People's Network and local primary schools.



Towards a definition of Entitlement: Information, Advice and Guidance

5. High quality Information, Advice and Guidance which is comprehensive and impartial:

The importance of appropriate Information, Advice and Guidance at each stage of the learner's career is an essential element in ensuring not only appropriate progression, but also appropriate aspiration. There is a clear distinction between careers education (which is the responsibility of the school or college) and Information, Advice and Guidance, (which principally is the responsibility of specialised Connexions Personal Advisers). Both elements need to be present in the entitlement curriculum. This applies particularly at points of transition, i.e. learners aged 14,16 and 19.

Members of staff offering careers education and/or advice and guidance should have an up to date knowledge of local and national labour market information in order to be able to deliver advice of the quality required. It is the responsibility of each institution to ensure that its staff have access to the appropriate training events and labour market data.

It is a statutory requirement that information provided to learners at age 16 prior to making Post 16 choices is:

- Comprehensive in so far as learners are made aware of the totality of options open to them, not only those in their current institution;
- Impartial in so far as the information is given without bias towards any institution, and is presented in the interests of the learner, not of the institution.

Each LAP must be kept aware of post 16 progression information being disseminated in each of its learning providers. From 2007, there will be a requirement to produce an agreed prospectus for each area. Where there are concerns regarding impartiality, range of information or quality of provision, then these concerns must be passed to Connexions Humber who will address issues raised through the local curriculum consultant.

Towards a definition of Entitlement: Progression for All

6. Clear progression routes up to and beyond 19 which are appropriate for all abilities;

There are three principal pathways for learners from age 14: vocational, academic and work-based, though individual programmes may have elements of all. All three pathways should be represented within the LAP curriculum model, with appropriate points of cross over and integration and sufficient flexibility for learners to move between pathways, or to pick up elements from different pathways as their self-perception evolves and their career intentions become clearer. This decision-making will be supported by advice and guidance. This does, however, reinforce the notion that a learning provider may meet the learner's needs only in part, and that collaborative planning between learning providers will be needed to ensure that the learner does indeed have flexibility of choice at each stage.

Mechanisms should be in place to facilitate progression, and these should include:

- A curriculum design which ensures the availability of appropriate follow-on courses within the LAP;
- Systematic sharing of data between providers;
- Transition support for learners;
- An induction programme into each new learning environment;
- Arrangements for progression in Key Skills development;
- Individual action planning;
- Collaboration with HE, over, for example, progression to foundation degrees.



Towards a definition of Entitlement: Qualifications Appropriate to Needs

7. Qualifications which allow them to progress at a pace suited to their needs and which are valued by the community:

From September 2004, the DfES has introduced a new method of calculating performance at Post 16. This involves accrediting all qualifications listed under Section 96 of the Education Act with points which contribute towards the learning providers average points score. This includes for the first time Entry Level qualifications. As long as a student is working towards a Section 96 qualification, therefore, the points will contribute to the School's overall performance.

Students in Key Stage 4 (14-16) will be working usually towards a qualification at L2, i.e. the equivalent of A* - C Grade passes at GCSE. The outcomes at this level from each institution contributes approximately 70% towards the targets for the East Riding of Yorkshire at L2 for post 19. A significant number of L2 qualifications are therefore obtained after the age of 16. If L2 targets are to be met, a more systematic local curriculum offer of L2 qualifications is needed, which maps out provision at L2 particularly among work-based learning providers and employers. In planning the local area curriculum, these providers should be included.

Students do not progress at the same rate. Significant numbers of learners, particularly those with learning difficulties or with difficult family circumstances such as teenage mothers, often underachieve relative to their age group. They may reach Entry Level at 16, but could progress to L1 or L2 by age 17 or 18. Similarly gifted and talented pupils particularly those with a specific aptitude, may progress at a rate in excess of that of their peers and the curriculum must avoid demotivating these students by holding them back. The local curriculum must make provision for learners who are not in step with their age group by allowing sufficient flexibility for students who do not learn at the same pace as their peers.

Towards a definition of Entitlement: Planning and Evaluation

8. Involvement in the planning and evaluation of their own provision:

Students can be involved in the planning and evaluation of provision in the following ways:

At programme level:

- By the provider undertaking an initial review of learner needs, and formulating an initial action plan with each learner;
- By the systematic sharing of specifications and action plans between learners and teachers
- By systematic review of individual action plans;
- By the use of "Student Perception of Courses" (SPOC) surveys;
- By the use of student questionnaires as provided by OFSTED;
- By the use of systematic mentoring.

At institutional level:

- By providing option information early in the planning cycle;
- By consultation, for example through student councils;
- By the use of student questionnaires, as provided by OFSTED;
- By analysis of student feedback at departmental level to support continuous improvement.

At LAP level:

- Feedback from local "Learner Forums";
- Responses to the "Say Something" web-site;
- Responses to the "Riding Around" survey;
- Responses to the "Youth Engagement" programme;
- Youth Assembly;
- Members of UK Youth Parliament.



Towards a definition of Entitlement: Teaching and Learning

9. Effective teaching and training which take account of their individual learning styles and supports them through the learning experience:

The style of teaching used is as much a part of the curriculum as the content and provision. Several Government documents and strategies on teaching and learning describe the characteristics of teaching and learning in detail.

All learners are entitled to quality of teaching which meets the criteria laid down by OFSTED and the Adult Learning Inspectorate (ALI) in their respective inspection Frameworks. Where necessary, teaching personnel should receive training to manage learners from different backgrounds (for example college personnel working with Pre 16 learners).

It is the Government's stated aim through its workforce reform programme that teaching and learning should be increasingly personalised. The teaching and learning styles employed in programmes should therefore reflect the individual learning styles of the learners, and should reflect best practice in current pedagogical thinking, including "effective Teaching and Learning" programmes, and the practice developing through national strategies. Disseminating and sharing of good practice across sectors is a principal function of LAPs, as is the development of shared CPD programmes.

It is the responsibility of each institution and provider to ensure that its teaching and training personnel are appropriately trained and qualified, and that their teaching meets the appropriate criteria. This is best achieved by robust systems for self-evaluation, supported by learner involvement through questionnaires (such as the ones provided by OFSTED for Section 10 inspections) or "Student Perception of Courses" (SPOC) surveys.

These systems should include:

- Systematic analysis of learner performance against local and national benchmarks;
- Monitoring of teaching and learning through direct observation by senior managers;
- Monitoring of the performance of services external to the institution (for example Connexions) both by the institution itself and by the management of those services;
- Involvement of external monitoring for example from LA Advisory Services where appropriate and in line with the Code of Practice;
- Monitoring by the LEA and LSC of the outcomes of OFSTED and ALI inspections.

Towards a definition of Entitlement: Learner Support

10. Individual learner support which matches their needs:

One intended outcome of the North Bank Strategic Area Review (StAR) is that every learner will have a "parent" institution which will be responsible for that learner's pastoral care. It is the responsibility of each institution, therefore, to include in its curriculum model appropriate tutorial arrangements and adequate numbers of competent tutors to manage these individual needs. Within the spirit of the National Agreement on workload, this should include:

- creation and maintenance of appropriate data-sets in support of the monitoring process;
 - monitoring of attendance, and early identification of trends and attendance patterns;
 - monitoring of performance on programmes, including reliability and problems with completing assignments;
 - regular mentoring, with suggestions for follow-up actions in the case of problems;
 - liaison with advice and guidance personnel to ensure appropriate progression routes are identified;
 - appropriate mechanisms to address individual special needs of whatever sort;
 - opportunities for learners to receive confidential and impartial advice and guidance about personal as well as academic matters.
- i. Including University of Hull 1998 and 2000 and Mouchel Consulting 2002
 - ii. Beverley, East Riding North (Driffield/Bridlington) East Riding South (Cottingham/ Hessle/ S.Hunsley/ Wolfreton), Goole/Howden/Snaith, Holderness Community College (Hornsea/ S.Holderness/ Withernsea), Wolds (Market Weighton/Pocklington)
 - iii. Mouchel Report (2002), "Adult Skills in the East Riding" (2004)



East Riding 14-19 Operational Plan

ANNEX 3

The East Riding 14-19 Operational Plan will be attached to the back cover of the East Riding 14-19 Strategy for Learning

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