



14 - 19

Learner Entitlement

in South Gloucestershire



Introduction

Young people in South Gloucestershire have identified what they need in order to be successful in their learning from the age of 14 to 19. They have very strong views and want to be actively involved in decisions that affect their learning and their future.

Learners want opportunities to be available to everyone regardless of background or individual need. The South Gloucestershire Learner Entitlement is the result of listening to and working with them.

The feedback from young people has been incorporated into three themes which are:

- **A Quality Learning Experience**
- **Quality Information, Advice, Guidance and Support**
- **A Quality Learning Environment**

All of us involved in 14-19 are aiming to meet young people's aspirations for their futures through quality learning. We have a clear commitment to authentic and democratic student voice as a process for change and innovation in our learning communities.

Therese Gillespie



Therese Gillespie, Director of Children and Young People

What follows is the Entitlement for young people learning in South Gloucestershire

This document can be used to inform and guide discussions in Student Councils, Youth Forums, Governors meetings, Networks and other situations where 14-19 issues are discussed and developed.

Contents

1. A Quality Learning Experience	3
2. Quality Information, Advice, Guidance and Support	5
3. A Quality Learning Environment	7
4. What am I expected to do in return?	9
5. Delivering the Learner Entitlement : Priorities for Action	11



“Young people want it to be known it was fun to be involved. We didn’t sit around in silence - we had a chance to share our thoughts.”

Becci Carroll, Year 11



A Quality Learning Experience

I can expect

Choice

- a broad range of choice of subjects
- opportunities to develop my social and life skills
- enrichment activities including sport, music, external visits
- a broad range of vocational programmes regardless of my ability
- access to information about the curriculum for myself and my parents/carers

Work related learning/skills for work opportunities

- the opportunity to study subjects related to future career interests
- subjects and learning programmes to have clear connections and relevance to work and my future
- more opportunities to engage in work related activities including work experience, with outside professionals teaching part of the relevant courses

Learning styles that suit me

- lessons to be taught using a variety of activities and teaching styles to suit my learning needs
- to be given learning opportunities which involve active learning including interactive and practical content
- to be taught by enthusiastic, committed staff who have specialist knowledge

.... opportunities to have my voice heard and to influence decisions that affect my life.

and my parents/carers will be

- kept informed of my attendance, behaviour and progress
- invited to discuss my progress and choices at events including Parents Evening where discussion is open and all are involved
- advised and invited to share in the celebration of my achievements

.... so that they can help me succeed.



Quotes:

“I want to enjoy learning and be able to get the best education I can get”

“Lessons delivered by skilled and professional staff who make sure we understand”

“I would like a larger choice of subjects, also related to work placements, even if it means travelling to other schools”

“I like getting to do stuff and not just being told about it”

“I would like to be able to have lessons where I can learn in the way that I find best”

“I think more practical subjects are overlooked throughout secondary school – so perhaps the option to take part in workshops in things like bricklaying and other physical things”

“I think that the teachers should be specialist in what they teach and how they teach”

“I need to get taught basic life and social skills”



Quality Information, Advice, Guidance and Support

I can expect

To make my own choices

- my learning programme to include opportunities to develop the skills I need to help me make informed choices about my future.

Information

- impartial and up-to-date information about future options to be available at all times to me and my parents/carers when needed and in formats that suit my learning needs.

Individual help and guidance

- impartial help and guidance when and where I need it
- knowing who can help me and how I can meet them when I need them
- knowing the help I get is confidential when I want it to be

A quality careers education programme

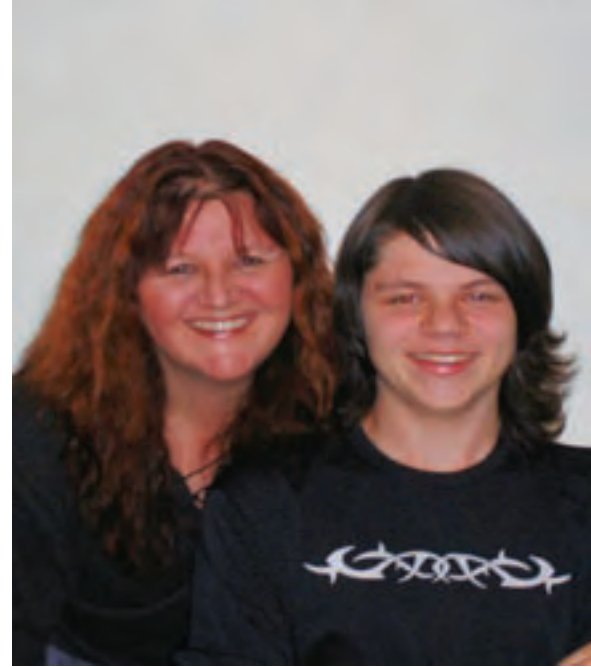
- Careers education from Year 7 that will meet my needs

.... opportunities to have my voice heard and to influence decisions that affect my life.

and my parents/carers will be

- kept informed of where they can access information and advice about future opportunities for me

.... so that they can help me succeed.



Quotes:

"I want appropriate support and opportunities to make the right choices, to know how I am doing and to contribute to decisions which could affect my future"

"When I leave school, I have a variety of things I want to do, I would like some resources that will help me make the right choice"

"We should be able to get career help anytime you want it"

"Having IAG support early as and when I need it"

"Making choices would be easier by meeting people that do the jobs"

"We should have more experience for future life, like job days"

"We should have guidance before we pick our GCSEs"

"We need other people to speak to if you are finding the work hard"



A Quality Learning Environment

I can expect

Learning resources

- the equipment and resources I need to help me learn in specific subject areas
- more flexible use of resources and facilities, for example classrooms and libraries

A creative, enjoyable environment

- opportunities to make a difference by having my voice heard, so that issues can be identified and solutions agreed
- staff to work with all young people so that together we can develop ways of providing positive behaviour in and outside the classroom

An environment that is:

- clean, healthy and safe, colourful and engaging

Transport

- my transport needs to be considered when my learning programme is being developed

and my parents/carers will be

- Assured that Health and Safety checks will be undertaken where necessary
- Provided with more information on services and activities available in my school and local area

.... so that they can help me succeed.



Quotes:

“I need a learning programme that’s best for me, taught in a safe and comfortable environment“

“I want to be a valued member of my learning organisation and to be encouraged to reach my full potential inside school and in my community”

“It is the people in the schools that help learning”

“Respect between pupils / teachers – more friendly. I would like a school where everyone is treated equally by students and staff”

“I would like to have good facilities with things that aren’t broken or damaged”

“There should be greater access to learning outside the classroom”

“I would like to see more of an opportunity for pupils’ voices to be heard”

“I would like rooms purely for study with access to lots of resources which are untimetabled and always available”

All of this Learner Entitlement must be delivered to a high standard.



What am I expected to do in return?

My Learner Entitlement: In return for the things I can expect as a learner, I also have responsibilities:

I need to....

- Think carefully about my future - *from this thinking, develop a plan for my future*
- Be able to do what I want to do by choosing the right courses - *with support from others*
- Find out how I learn the quickest and what suits my learning style - *with help from my teachers and others*
- Make a strong and positive contribution in class to the subjects I am learning - *remember my goal is to achieve at the highest level I can manage*
- Ask for help when I need it - *without feeling embarrassed*
- Hand my work in on time - *so teachers and support workers have a chance to give me feedback at the right time*
- Do my best to have a good attendance record - *so I do not miss out on learning opportunities*
- Help and support other learners - *don't hold them back by my behaviour or attitude*
- Do the best I can to stop others preventing me from learning successfully - *with back up from staff*
- Treat everyone as I want to be treated - *everyone deserves respect*

This is your learner entitlement

- Respect my learning environment - *look after my school and help make it a safe, clean and enjoyable place to learn*
- (If I am employed and going to college)
Meet learning requirements set by my employer, training provider and college, attend regularly and keep my employer informed about my progress
- Keep my parents/carers informed of what I am doing - *they need to know about my progress, good or bad.*





Delivering the Learner Entitlement

Priorities for Action

- *Develop an effective communications strategy with young people for the Learner Entitlement*
- *Meet learners needs by continuing to develop quality provision*
- *Ensure young people have the opportunity to access learning that meets their needs*
- *Support all learners in the life and career choices they are making*
- *Identify and allocate resources to support the delivery of the Learner Entitlement*

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