



Curriculum Policy

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New Collaborative Learning Trust - Curriculum

Our curriculum offer has been predicated on our unique Trust vision to increase social mobility and ensure that all students make outstanding progress regardless of starting point and background. It has been informed by the geographical location of our individual colleges, with our central aim being to meet the needs and aspirations of students in these geographical areas. We see the curriculum as the broad mix of all the experiences gained by our students through our interwoven **Academic** and **Personal Development** Curriculum. This is delivered through academic subject lessons, pastoral tutor time, trips and visits, world of work opportunities through meaningful engagement and a wide range of other enrichment experiences.

Curriculum Intent

The intention behind our curriculum is to prepare students for life beyond college, allowing our students to flourish personally, socially and academically. This is achieved by providing a broad and balanced curriculum that is ambitious for all, with particular attention on SEND, CIC, disadvantaged and gifted and able students. A wide range of Level 3 academic qualifications that include A levels and Applied Generals are available to enable students to pursue their interests, gain outstanding outcomes and achieve their future aspirations

The main features include:

- Evidence based pedagogy to plan, structure and sequence delivery of the curriculum.
- Programmes of study/pathways which meet the needs of students across the ability spectrum and enable all to thrive and achieve outstanding outcomes.
- Regular review of pathways to ensure local and national skills shortages are met.
- Widen participation in enrichment and work-related experiences ensuring that exposure to work provides meaningful encounters.
- Opportunities and embedded employability skills which enable students to make informed decisions about their futures, be those at university, on a degree/higher apprenticeship or through employment (university visits, external speakers and one-to-one support).
- Challenge for the more able through EPQ, Excellence Academy and Oxbridge activities.
- Targeted support for disadvantaged students that includes developing confidence, skills, resilience and cultural capital.
- Develop students through an enrichment programme and Personal Development Curriculum embedded across college.
- Developing resilience, confidence and inclusivity.
- Staying safe and healthy.

Curriculum Implementation

Our curriculum intent is successfully translated into practice through teachers who have expert knowledge in structuring and sequencing learning to allow knowledge to be stored in the long-term memory.

This is evidenced through:

- Challenging and engaging lessons delivered through sequenced and structured programmes of study: providing students with the 'bigger picture' and the ability to develop metacognitive skills.
- Teaching for Learning policy: encouraging pedagogical practices that allow for deep learning, retention, application and practice.
- Tutorials – one to one and group sessions focussing on a wide range of social and progression related issues.
- Enrichment offer – a wide range of opportunities to develop cultural capital and leadership skills.
- Assessment and Feedback Policy: including regular formative and summative assessments with interventions designed to improve curriculum access for all students.
- Mind the Gap: analysis of any gaps between groups of students – gender, disadvantaged, SEND and prior attainment.
- Careers guidance in line with Gatsby Benchmarks to ensure appropriate information and advice is given.
- Robust Quality Assurance and meeting schedule between teaching staff, progress tutors, Head of Schools, SLT and Trust Directors to retain sharp focus on broad and curriculum area specific intentions.

Curriculum Impact

Curriculum impact is demonstrated through the acquisition of knowledge as well as the readiness of our students for their next stage.

It is evidenced in the following ways:

- Student outcomes – analysed at course, college and Trust level including value added data.
- Pathways evidence and destination data for our learners.
- Learning walks and lesson observations.
- Meeting minutes.
- College and individual course attendance and retention.
- Extra-curricular engagement.
- Progress tracking – gender, disadvantaged, SEND and prior attainment.
- Thriving and active Student Executive.
- Young adults who understand their value and the value of others.
- Excellent careers, information, advice and guidance.
- Embedding a rich knowledge-based curriculum.
- Ambitious and challenging curriculum.
- Learner voice.
- Student and parent feedback.
- Students ready to be active citizens in their communities and understand the world around them, including Fundamental British Values.

GCSE Maths and English

Students who have not achieved a GCSE grade 4 in English Language or maths will be required to work towards the achievement of these qualifications. This is a condition of funding and supports the Trust culture of high aspiration and achievement. These qualifications are critical for employment and social mobility.

Wherever relevant, teachers will seek opportunities to develop students' literacy and/or numeracy through the teaching of the subject.

ICT for Learning

Information learning technology (ILT) is a powerful tool for adding value in all aspects of learning. The aim of the Trust is to integrate a wide and creative use of ILT into lessons that compliments the learning, as well as fully support student learning and achievement outside of the classroom. The Trust will actively encourage the development of ILT skills in all its students, including e-safety.

Provision for SEND and Learning Support

The needs of students with Special Educational Needs and Disabilities (SEND) will be recognised and analysed pre-enrolment so that support can begin before they arrive. Progress Tutors are specially selected to work with these students and a programme of study is tailored to the needs of the student. The impact of this can be measured using data based on the key performance indicators contained within the Six Dimensions of Performance analysis by Nick Allen, Peter Symonds Sixth Form College.

Individual support for students with SEND will be personalised to meet specific needs. The Special Educational Needs Co-ordinator (SENDCo) will oversee a process consisting of four stages with each student identified as having SEND; assessment and identification, implementation of appropriate support, review and intervention, and pre-progression. For most high needs students this process will begin prior to enrolment as their individual needs are discussed. In the case of students with EHC Plans this process could start as early as year 9, starting with an initial review meeting and subsequent annual review meetings. The SENDCo and the Study Support Tutors will collaborate with all appropriate persons to ensure the level of need and support for each student is thoroughly assessed, implemented and reviewed. Depending on the needs of the student, this may mean a continual dialogue with the school, parents, health and care workers, and any other relevant professionals.

The SENDCo will work with the site team to ensure wherever possible that all modifications to the site for access are in place prior to the student commencing learning. Study support tutors will receive appropriate training to ensure that they can effectively support students with their individual needs and teaching staff will be provided with appropriate information if a student requires special consideration or support to aid their learning. Collaboration between Study support tutors, teaching staff and Progress Tutors, will be key to ensuring learning and pastoral support work is co-ordinated for the best interests for the student. The SENDCo will also work with

the Exams Officer to ensure all evidence is collated for Exam Access Arrangements, in line with JCQ regulations. The Senior Leadership Team will support the SENDCo to ensure the timely return of evidence from teachers.

Once appropriate support is implemented, the SENDCo and the Study Support Tutors will use college assessment data to review the progress of all students with SEND across college and support packages will be adapted accordingly. Students with EHC plans and will receive an annual review meeting where parents/carers and all relevant professionals will be invited to review the student's progress towards achieving their outcomes and identify any new learning needs. In addition, all high needs students will have a personalised Termly Support Plan identifying their needs and strategies to support learning. These plans will be reviewed termly with input from teachers and progress tutors.

In addition to the careers guidance and information available to all students, SEND students in particular will have discussions both formally and informally with support staff about their progression and aspirations. This additional guidance will make sure SEN students are aware of the support they can access once they progress into adult life.

The SENDCo will liaise with the Work Experience Co-ordinator to ensure any learning needs are identified prior to placements commencing and ensure any support needs are identified and implemented.

Provision for Gifted and Able students – The Excellence Academy

Students included in our Excellence Academy participate in a range of activities run by specialist staff to help them make progression choices appropriate to their ability and aspirations. If students decide to apply to a prestigious university such as Oxford or Cambridge, they will have access to an individual guidance programme in our Oxbridge super-curricular group to prepare them for the more demanding interview and selection process. Similarly, if they wish to apply for a higher competitive course such as Medicine and Veterinary Science, they will be given specific, individual advice, guidance and information. Students will be encouraged to attend many university visits, including our Oxford and Cambridge Residential Programme. As well as helping them with preparation they will be encouraged to participate in activities to help them fulfil their academic potential such as our trips and visits to student conferences, universities and cultural events. In addition to the specific support for students wishing to apply to Oxford and Cambridge, students applying to other Russell Group Universities are also given specific and bespoke guidance within dedicated tutorial groups to support their applications.

The Excellence Academy programme for the Gifted and Able students will include:

- Debates and discussions on current affairs.
- University visits.
- Support for UCAS one-to-one, individualised application and personal statement writing.
- Workshops on how to be a high achieving student.
- Interview preparation and training.
- Work experience placements.

- Extended Project Qualification.
- Presentations and mentoring from previous Gifted and Able students.
- MOOC (Massive Open Online Courses) support.
- In the pre-progression stage, students will work with tutors and a range of progression and IAG experts on planning to achieve their progression goals. This phase includes university application, job application, applications to further training and study and support with the additional elements of progression such as budgeting and living independently.

Provision for EAL (English as an Additional Language)

EAL students who meet the college admission criteria but for whom their fluency is graded at C (developing competency) or below based on the DFE fluency guidelines, will be provided with language development opportunities during their non-contact time.

Study Support staff will support them at College through one-to-ones, termly review meetings and literacy support. The College will follow all JCQ guidance on applying for access arrangements (i.e. a bilingual dictionary) for students 'whose first language is not English, Irish or Welsh; and reflect the candidate's normal way of working within the centre' (JCQ Guidelines for Access Arrangements and Reasonable Adjustments, P.71, 5.18). The arrangements are not available for English Language or MFL exams.

Students and their families are also offered a translator for any face to face meetings with staff, including parents' evenings and contract meetings at all stages.

Provision for Children In Care (CIC)

The Trust's approach to supporting the achievements of Children In Care and Care Leavers will focus on:

Pre enrolment

- The member of staff that leads on CIC will work closely with the local authority CIC/Care Leavers Team to establish a good working relationship and attend any meetings and/or reviews as requested.
- Prospective students are welcome to request a tour of the College prior to enrolment.
- Support can be offered with the application of the 16-19 bursary (if they have not already done this).
- A Progress Tutor will be appointed when the student enrolls.
- Travel queries will be answered.

On-Course

- The member of staff that leads on CIC will work closely with the local authority CIC/Care Leavers Team to review each student to discuss achievement and progression plans. This is also an opportunity to identify any concerns and put supportive measures in place as required.
- The college will work closely with the carer/NOK of the student to establish good relationships and make them aware of the student's progress in college.

- Information and support regarding Employability, Further Education or Higher Education will be given, including any financial applications that need to be completed.
- Achievement and attainment will be monitored, and necessary supportive measures will be put in place as required.

End of Course

- The local authority Leaving Care Team will provide support with the transition to Higher Education, Further Education or Employment.
- Destination information will be recorded.