



Curriculum Policy

Responsibility of:
Date of Approval:
Review Cycle:

Assistant Principal - Data and Curriculum
19th September 2018
Annually

Principles on which the curriculum is based

The curriculum will be organised through a broad range of study programmes each designed to be responsive to the needs and interests of young people, meet local and national skills needs and support the Government's wider priorities for educational attainment. Study Programmes will comprise either academic (A level) or applied general (BTEC) pathways to progression. They will include a core qualification, work experience and non-qualification activities. Students without GCSE grade 4 in English and/or maths must continue to study it.

The A level Study Programme will offer a large number of A level subjects which we will endeavour to allow students to study in any combination, as much as possible, provided that this combination supports clearly-defined progression goals. The study of 4 A level subjects will be open for gifted and able students where this is in their best interest, however, the norm will be study of three subjects. The vocational study programme will also offer a wide range of level 3 BTEC subjects, predominantly subsidiary diploma qualifications, and extended diplomas where there is sufficient demand. Each of these BTEC subjects reflects an area of skills needed either locally, nationally or both. Employment opportunities and labour market growth correspond to qualifications in Design, Creative Media, Business and Childcare, Health and Social care, IT and Law.

The curriculum includes impartial careers guidance in line with Gatsby benchmarks.

The Level 2 study programmes allows students to gain the skills needed to progress to Level 3, employment or an apprenticeship.

All students must be on a minimum of 540 planned learning hours to qualify as a full-time student.

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.

Wherever relevant, teachers will seek opportunities to develop students' literacy and/or numeracy through the teaching of the subject, and will be expected to demonstrate this on teaching schemes, lesson plans and in observed lessons. Students with specific difficulties and needs will be supported by the Study Support team.

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 Special Educational Needs (SEN) students will be recognised and analysed pre-enrolment so that wrap-around care 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 SEN will match specific needs. The Special Educational Needs Co-ordinator (SENCo) will oversee a process consisting of four stages with each SEN student; assessment, 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 SENCo 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 appropriate persons.

The SENCo will work with the site team to ensure 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 to the best interests for the student. The SENCO will also work with the Exams Officer to ensure all evidence is collated for Exam Access Arrangements, in line with JCQ regulations.

Once appropriate support is implemented, the SENCo and the Study Support Tutors will use monthly assessment data to review the progress of all LLDD students across college modifications to existing support will be made if necessary. Students with EHC plans will receive an Annual Review Meeting with all appropriate persons to check their progress and to make sure they are meeting their goals.

In addition to the careers guidance and information available to all students, SEN 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

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 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 invited on lots of 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.

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
- 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.

Provision for LAC (Looked after Children)

The College's approach to supporting the achievements of Looked after Children and Care Leavers will focus on:

Pre enrolment

- A College Link Tutor will work closely with the local authority Leaving Care Team to establish a solid working relationship and attend any important events.
- Prospective students will be offered 1-1 guided tours of the College prior to enrolment and supported in their application for a 16-19 bursary (if they have not already done so).
- A Progress Tutor will be appointed prior to enrolment and this tutor will then be continuous throughout the student's time at college.
- Support with any travel queries will also be given.

On-Course

- The College Link Tutor will meet with an education worker from the authority Leaving Care Team each half term to review all LAC students at college and identify any concerns, and also make sure progression plans are put in place.
- The College will work closely with foster parents, children's homes etc. to establish solid relationships and to make them aware of student's progress in college.
- Specific support for applications to Employment, Further Education or Higher Education, in liaison with a member of the Wakefield Leaving Care Team, will be given.
- Students will be given support with any financial applications that need to be completed, such as student finance.
- Achievement and attainment will be monitored and tracked at regular intervals and if necessary supportive measures will be put in place as required.

End of Course

- Students will be made aware that support from the local authority Leaving Care Team will still be provided to help with transition to Higher Education, Further Education or Employment.
- Destination information will be recorded to analyse where students have progressed to.

Entry Requirements – A level

For students enrolling on a programme of three A level courses all of the following are **required**:

- 1) achieved at least grade 4 in GCSE English;
- 2) met the course specific entry requirements, and minimum average GCSE point score set out in the Admissions Policy, for each of their courses;

Minimum Entry Requirements – Level 3 BTEC Programmes of Study

For students enrolling on a programme of three Level 3 BTEC courses all of the following are **required**:

- 1) achieved at least grade 4 in GCSE English
- 2) achieved at least 3.0 average GCSE points score
- 3) met the course specific entry requirements set out in the Admissions Policy, if applicable

This applies to students enrolling onto three BTEC subsidiary diploma courses (each equivalent to 1 A Level) and to students enrolling onto a single BTEC extended diploma course (equivalent to 3 A Levels).

In exceptional circumstances, for example where a student has shown particular aptitude for subjects related to preferred BTEC courses, but has narrowly missed the grade 4 English (having achieved at least grade 3), the college may at its discretion enrol a student onto a BTEC programme, with the addition of a GCSE English resit enrolment. For example, a student wishing to enrol onto a performing arts BTEC or visual arts BTEC who has achieved grades 5 or 4 in performing arts or visual arts subjects at GCSE, but has narrowly missed grade 4 in GCSE English.

A student will not be permitted to enrol onto a Level 3 programme of study if they have failed to achieve grade 4 in **both** GCSE English and maths. They will be advised to enrol on our Level 2 programme.

Minimum Entry Requirements – Mixed A level and BTEC Programmes of Study

Whilst it is recommended that students generally complete either a wholly A level or a wholly BTEC programme of study, in some circumstances a 2:1 split can be appropriate.

A student wishing to enrol on **two A level courses in addition to a single BTEC course** is **required** to meet the entry requirements set out previously for A Level Programmes of Study, plus any course specific entry requirements for the single BTEC course.

For a student wishing to enrol on **two BTEC courses in addition to a single A level** course all of the following are **required**:

- achieved at least grade 4 in GCSE English
- met any course specific entry requirements as described in the Admissions Policy for any of the courses to be studied.

Further details about entry criteria and admissions can be found in the college's admissions policy.

Minimum Entry Requirements – Level 2 Programmes

To study at level 2 students should have achieved a good range of GCSEs or equivalent mainly at grades 3 and 2. They must have achieved grade 3 in English Language.

Work Experience

We believe all students should have the opportunity to benefit from work experience to help inform career choices, develop relevant occupational skills and help to instil the attitudes and behaviours expected at work.

Work experience forms an integral part of our students study programmes. In some vocational courses it will be undertaken as part of a block placement during the course. For other students it may be undertaken during the summer term. The work experience co-ordinator will support students in establishing links to local employers and ensure that any health and safety checks are conducted so that students are safe and supported during their placements.

Enrichment

We believe that there is more to the sixth form experience than just studying for exams and that students should have plenty of opportunities to access a wide range of activities to enrich the academic curriculum and at the same time develop new skills and interests.

In the competitive higher education and employment market, successful students are often the ones who have gained a broad experience and demonstrate they have made the most of their time at sixth form college. We offer:

- Competitive sports e.g. football, rugby, cricket, hockey
- Recreational sports e.g. 5-a-side, swimming
- Certified awards e.g. Duke of Edinburgh, CSLA
- General enrichment e.g. World Challenge, Debating Society

A full list of activities can be found on our website. Some of these activities take place during timetabled blocks other activities take place during lunchtime and after the College day ends.

