



Inspiring Optimistic Learners

## Curriculum Policy (including Groupings)

<b>Approved/Reviewed:</b> September 2018	<b>Next review due:</b> September 2019
<b>Governing Body Committee:</b> CSC	<b>CLT contact:</b> Jeremy Plumb
<b>Policy adopted by the Governing Body on:</b>	

**The points covered in this policy reflect the UNCRC and our commitment to it – we understand the Articles affecting children’s’ rights in respect of the Curriculum we provide are:**

- Article 3 – Everything we do is in the best interests of every child
- Article 4 – We respect and protect the rights of every child
- Article 8 – We preserve the identity of every child
- Article 12 – We respect the views of every child and take them seriously
- Article 13 – We ensure that every child has the right to say what they think and express how they feel
- Article 14 – We ensure that every child has the right to think and believe what they want and to practice their religion without discrimination
- Article 16 – We respect the privacy of every child
- Article 27 – Wherever possible we meet the physical, mental and emotional needs of our students through their education
- Article 28 – We understand our responsibility to provide a wide and varied education reflecting all aspects of learning
- Article 29 – We understand our responsibility to encourage every child to develop their personalities, talents and abilities through their education
- Article 31 – We respect and ensure that every child has the right to relax, play and join in a wide range of cultural and artistic activities

## **Curriculum Policy**

Torpoint Community College aims to provide an education of the highest quality for all its students. The curriculum is broad and balanced and meets all the statutory requirements. Our mission is ‘to inspire optimistic learners’. A rich learning experience is offered through the curriculum that develops literacy, numeracy, computing and a range of skills for the future lives of the students.

Our curriculum is organised so that all students are able to access learning opportunities that foster Torpoint Community College as a learning community that enhances the quality of students’ lives, their expectations and their aspirations both now and in the future.

### **I. Student Entitlement**

Torpoint Community College recognises that every student is entitled to a curriculum that is characterised by breadth, balance, coherence, relevance, differentiation and progression. Underpinning the curriculum is the belief that every student should have a curriculum that is personalised to their needs.

We believe that students are entitled to a curriculum that:

- Promotes spiritual, moral, cultural, social and physical development;
- Promotes the development of Literacy and Numeracy skills;
- Is rigorous, creative and engaging;
- Motivates, challenges and raises aspirations;
- Recognises and celebrates achievement;
- Promotes independent learning and encourages lifelong learning;

- Meets the requirements of the National Curriculum, the needs of the students and the community;
- Is enriched by and influenced by the communities in which we live and by the wider community.

## **2. Curriculum Organisation**

In order to create a coherent transition from Year 6 to 7, curriculum experiences begin at Key Stage 2. There is an exciting range of curriculum opportunities offered for children through subjects.

Key Stage 3 is 3 years in duration and all students have access to the National Curriculum. Teaching and Learning is organised according to student need.

Key Stage 4 begins in year 10, although many of the core subjects start Key Stage 4 in the latter part of year 9. All students follow a core curriculum of Maths, English, Science (Examined), Computing, PE, PSHE (non-examined). There are opportunities for students to select from a range of GCSE and non GCSE courses including BTECs and ASDAN for a small number of students. All courses followed in Key Stage 4 are accredited with the exception of PSHE, Computing and PE (However, students can decide to select PE as an option). All students have access to Sex and Relationships education, although parents may withdraw their children from these lessons following a formal request to the Headteacher.

At Key Stage 5, students have the opportunity to study A2 Levels, Vocational and Work Related Learning opportunities. All students are expected to leave the 6<sup>th</sup> Form with a level 2 qualification in Mathematics and English. GCSE resits are provided for any student without a Level 2 qualification in Mathematics or English.

The curriculum encourages the development of personal learning and thinking skills which are the responsibility of every curriculum area and every teacher. Students also have a period of “study Skills” and private study as part of the Computing/PSHE rotation.

A wide range of extra-curricular activities are available that both extend and enrich the curriculum and enable all students to play a full and active role in the life of Torpoint Community College. In addition, Activities Week entitles all students to participate in a wide range of activities beyond the College and Community. Students also extend and enrich their learning through collapsed teaching days when relevant. In year 10 students undertake at least 5 days of work experience.

## **3. Curriculum Access and Delivery**

All students have equality of access to the curriculum regardless of gender, ethnicity, or disability. Appropriate progression is available for all students from their particular Key Stage, course or pathway including progression to Further Education, Higher Education, Training or employment. Differentiation, enrichment and support are available for all students to ensure that the learning needs of all students are met. Appropriate assessment, reporting and recording arrangements are designed to support student progress of all students. Timetables and curriculum can be creatively modified for specific learning needs of students.

#### **4. Curriculum Monitoring and Evaluation**

The curriculum is evaluated annually to ensure that it continues to meet the needs of students. The standards reached by all students are also monitored so that priorities for further development can be agreed. The success of the curriculum will be monitored and evaluated against a range of measures including:

- Examination results and analysis;
- MSER;
- Performance Appraisal Objectives;
- Progress data at KS3;
- Benchmarking against national standards;
- Recruitment and Retention at Key Stages 4 and 5;
- Lesson Observations;
- Work sampling;
- Annual timetable and curriculum review;
- Comparison with local and national priorities at Key Stages 4 and 5;
- Evaluation from external agencies;
- LA Advisor feedback;
- SIP feedback;
- Governor feedback;
- OFSTED reports;
- Parental feedback.

5. Curriculum Policy Timetable 2018 2019 **remove the table below**

Curriculum policy timetable 2018 2019

Band 7: a 50 80	English 10 30 Dr <sub>2</sub> E <sub>3</sub> 10 20 Dr <sub>2</sub> E <sub>3</sub> 10	Maths 9 30 M <sub>3</sub> 9 30 M <sub>3</sub> 9 30 M <sub>3</sub> 9 30 M <sub>3</sub> 9 20 M <sub>3</sub> 9	Science 8 30 Sc <sub>3</sub> 8 30 Sc <sub>3</sub> 8 30 Sc <sub>3</sub> 8 30 Sc <sub>3</sub> 8 20 Sc <sub>3</sub> 8	Ebac + Other Subjects 15 34 A <sub>2</sub> Cp <sub>2</sub> Gh <sub>3</sub> Mu <sub>2</sub> Pp <sub>2</sub> Sp <sub>4</sub> 15 34 A <sub>2</sub> Cp <sub>2</sub> Gh <sub>3</sub> Mu <sub>2</sub> Pp <sub>2</sub> Sp <sub>4</sub> 15 12 A <sub>2</sub> Cp <sub>2</sub> Gh <sub>3</sub> Mu <sub>2</sub> Pp <sub>2</sub> Sp <sub>4</sub> 15	Technology 4 20 Dt <sub>4</sub> 4 20 Dt <sub>4</sub> 4 20 Dt <sub>4</sub> 4 20 Dt <sub>4</sub> 4	PE 4 27 Pe <sub>4</sub> 4 27 Pe <sub>4</sub> 4 26 Pe <sub>4</sub> 4			
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Dr J. Plumb

Acting Headteacher

September 2018

## **GROUPINGS**

### **PURPOSE**

On entry and during a student's progress through Torpoint Community College the grouping arrangements for each year group in each subject will be built around the needs of each cohort and consistent with the aims of the College. The overall aim of groupings is to “Inspire Optimistic learners”.

### **GENERAL GUIDELINES**

#### **Year 7**

On entry to College all students will be allocated to a mixed ability, mixed gender and mixed age tutor group, these are called vertical tutor groups and each is attached to one of four houses. Students will stay attached to this tutor group and house until the end of Year 9. In Year 10, students are placed in tutor groups with Year 10 & 11 students only in preparation for examinations. Particular attention will be given to ensure students' learning/behaviour difficulties are spread evenly across the groups. Groups will be reviewed regularly and students moved if necessary to ensure their progress and that of others. Information from primary feeder schools is used in grouping students initially.

1. In core subjects, English, Maths and Science students are placed in broad bands based on their prior attainment. As each of these subjects are blocked, where for example, all English lessons are on at the same time, at half term in the autumn term groups are adjusted and setted on ability. Drama groups are the same as English groups.
2. The Year group will be divided into halves, A and B. Students are placed in mixed ability groups for foundation subjects (Art, Computing, Ethics, Geography, History, Music, PSHE Spanish, and French)
3. Students are re-organised into smaller groups in Technology, but the principles of mixed ability and mixed gender will remain. Design Technology or Art is taught as part of a rotation.
4. In PE students are taught in single sex mixed ability groups.
5. Progress grouping will take account of:
  - a) Primary school reports.
  - b) KS2 achievement and attainment.
  - c) Cognitive Ability Tests.
  - d) Teacher assessments.
  - e) Any other information that is made available.

## **Year 8**

1. In core subjects, English, Maths and Science students are placed in broad bands based on their prior attainment. As each of these subjects are blocked, where for example, all English lessons are on at the same time, at half term in the autumn term groups are adjusted and setted on ability. Drama groups are the same as English groups.
2. The Year group will be divided into halves, A and B. Students are placed in mixed ability groups for foundation subjects (Computing, Ethics, Geography, History, Music, PSHE and Spanish)
3. Students are re-organised into smaller groups in Technology, but the principles of mixed ability and mixed gender will remain. Design Technology or Art is taught as part of a rotation.
4. In PE students are taught in single sex mixed ability groups.
5. Progress grouping will take account of:
  - a) Primary school reports.
  - b) KS2 achievement and attainment.
  - c) Cognitive Ability Tests.
  - d) Teacher assessments.
  - e) Any other information that is made available.

## **Year 9**

1. In core subjects, English, Maths and Science students are placed in broad bands based on their prior attainment. As each of these subjects are blocked, where for example, all English lessons are on at the same time, at half term in the autumn term groups are adjusted and setted on ability. Drama groups are the same as English groups.
2. The Year group will be divided into halves, A and B. Students are placed in mixed ability groups for foundation subjects (Computing, Ethics, Geography, History, Music, PSHE and French)
3. Students are re-organised into smaller groups in Technology, but the principles of mixed ability and mixed gender will remain. Design Technology or Art is taught as part of a rotation.
4. In PE students are taught in single sex mixed ability groups.
5. Progress grouping will take account of:
  - a) Primary school reports.
  - b) KS2 achievement and attainment.
  - c) Cognitive Ability Tests.
  - d) Teacher assessments.
  - e) Any other information that is made available.

## **Year 10 and 11**

In core subjects, English, Maths and Science students are placed in sets based on their prior, current and expected progress. The sets are adjusted from student progress in year 9 and as a result of their option choices, for example Separate Science or Combined Science As each of these subjects are blocked, where for example, all English lessons are on at the same time, students can be moved sets depending upon their progress students have the opportunity to select four option choices. Option groups are generally mixed ability; however, students are consulted to the appropriateness of a course based on their ability and future aspirations and careers. A small number of students may have an alternative curriculum that is built around specific needs (for example ASDAN).

All students follow PE, PSHE and Private Study in year 10 and 11, these are not examined.

For further details please see the grouping documents on the College website.

<http://www.torpoint.cornwall.sch.uk/groupings>