



Inspiring Optimistic Learners

## Curriculum Policy (including Groupings)

<b>Approved/Reviewed:</b> September 2020	<b>Next review due:</b> September 2021
<b>Governing Body Committee:</b> CSC	<b>CLT contact:</b> Jeremy Plumb
<b>Policy adopted by the Governing Body on:</b> 11 <sup>th</sup> November 2020	

**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. Every subject area at the College has a “STEAM” model of curriculum progression that reflects the whole College ethos of “deep sequenced learning”

We believe that students are entitled to a curriculum that:

- Knowledge is taught to be learned not encountered
- Is vertical sequenced
- Has a priority of both declarative and procedural knowledge
- Promotes spiritual, moral, cultural, social and physical development;
- Promotes the development of Literacy and Numeracy skills and vocabulary is mapped in every subject;
- 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 (KS3) 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 (KS4) 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 mathematics, English, science (Examined), computing, PE, PSHE and religious studies (non-examined). There are opportunities for students to select from a range of GCSE and non GCSE courses including BTECs. All courses followed in Key Stage 4 are accredited with the exception of PSHE, computing, religious studies and PE (However, students can decide to select PE and religious studies as an option which is examined). All students have access to sex and relationships education. From September 2020 children will no longer be able to be withdrawn students from relationships, sex and health education.

At Key Stage 5 (KS5), 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, religious studies and PSHE rotation at KS4.

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, “Health and Wellbeing 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. However as a result of COVID-19 and the pandemic both the health and wellbeing week and work experience have been suspended for the academic year 2020 2021. There is also a reduced number of extra-curricular activities in the academic year 2020 2021.

## **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 (PDD);
- 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 2020 2021

Band 7: a 72	80 English 9 24 E <sub>a</sub> 9	* Maths 8 24 M <sub>8</sub> 8	* Science 8 24 Sc <sub>8</sub> 8	? Ebac + Other Subjects 17 -1A 24 Cp <sub>1</sub> Dr <sub>2</sub> Gh <sub>3</sub> Li <sub>1</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 17 -2A 24 Cp <sub>1</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Li <sub>1</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 17 -3A 24 Cp <sub>1</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Li <sub>1</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 17	* Technology 4 18 A <sub>4</sub> 4 18 A <sub>4</sub> 4 18 Dt <sub>4</sub> 4 18 Dt <sub>4</sub> 4	* PE 4 24 Pe <sub>4</sub> 4 24 Pe <sub>4</sub> 4 24 Pe <sub>4</sub> 4	* BLANKING 30 144 Periods <sub>30</sub> 30			
Band 7: b 72	80 English 9 24 E <sub>a</sub> 9	* Maths 8 24 M <sub>8</sub> 8	* Science 8 24 Sc <sub>8</sub> 8	? Ebac + Other Subjects 17 -1B 24 Cp <sub>1</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Li <sub>1</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 17 -2B 24 Cp <sub>1</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Li <sub>1</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 17 -3B 24 Cp <sub>1</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Li <sub>1</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 17	* Technology 4 18 A <sub>4</sub> 4 18 A <sub>4</sub> 4 18 Dt <sub>4</sub> 4 18 Dt <sub>4</sub> 4	* PE 4 24 Pe <sub>4</sub> 4 24 Pe <sub>4</sub> 4 24 Pe <sub>4</sub> 4	* BLANKING 30 144 Periods <sub>30</sub> 30			
Band 8: a 75	80 English 8 25 E <sub>8</sub> 8	* Maths 8 25 M <sub>8</sub> 8	* Science 8 25 Sc <sub>8</sub> 8	? Ebac + Other Subjects 19 -1A 25 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 19 -2A 25 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 19 -3A 25 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 19	* Technology 3 19 Dt <sub>3</sub> 3 19 Dt <sub>3</sub> 3 19 Dt <sub>3</sub> 3 18 Dt <sub>3</sub> 3	* PE 4 25 Pe <sub>4</sub> 4 25 Pe <sub>4</sub> 4 25 Pe <sub>4</sub> 4	* BLANKING 30 150 Periods <sub>30</sub> 30			
Band 8: b 75	80 English 8 25 E <sub>8</sub> 8	* Maths 8 25 M <sub>8</sub> 8	* Science 8 25 Sc <sub>8</sub> 8	? Ebac + Other Subjects 19 -1B 25 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 19 -2B 25 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 19 -3B 25 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>2</sub> F <sub>2</sub> Gh <sub>3</sub> Mu <sub>2</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>5</sub> 19	* Technology 3 19 Dt <sub>3</sub> 3 19 Dt <sub>3</sub> 3 19 Dt <sub>3</sub> 3 18 Dt <sub>3</sub> 3	* PE 4 25 Pe <sub>4</sub> 4 25 Pe <sub>4</sub> 4 25 Pe <sub>4</sub> 4	* BLANKING 30 150 Periods <sub>30</sub> 30			
Band 9: a 90	80 English 8 30 E <sub>8</sub> 8	* Maths 8 30 M <sub>8</sub> 8	* Science 8 30 Sc <sub>8</sub> 8	? Ebac + Other Subjects 19 -1A 30 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>1</sub> G <sub>3</sub> H <sub>3</sub> Mu <sub>1</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>4</sub> 19 -2A 30 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>1</sub> G <sub>3</sub> H <sub>3</sub> Mu <sub>1</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>4</sub> 19 -3A 30 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>1</sub> G <sub>3</sub> H <sub>3</sub> Mu <sub>1</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>4</sub> 19	* Technology 4 23 Dt <sub>4</sub> 4 23 Dt <sub>4</sub> 4 22 Dt <sub>4</sub> 4 22 Dt <sub>4</sub> 4	* PE 3 30 Pe <sub>3</sub> 3 30 Pe <sub>3</sub> 3 30 Pe <sub>3</sub> 3	* BLANKING 30 150 Periods <sub>30</sub> 30			
Band 9: b 60	80 English 8 30 E <sub>8</sub> 8	* Maths 8 30 M <sub>8</sub> 8	* Science 8 30 Sc <sub>8</sub> 8	? Ebac + Other Subjects 19 -1B 30 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>1</sub> F <sub>4</sub> G <sub>3</sub> H <sub>3</sub> Mu <sub>1</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>4</sub> 19 -2B 30 A <sub>2</sub> Cp <sub>2</sub> Dr <sub>1</sub> F <sub>4</sub> G <sub>3</sub> H <sub>3</sub> Mu <sub>1</sub> Pp <sub>2</sub> R <sub>1</sub> Sp <sub>4</sub> 19	* Technology 4 20 Dt <sub>4</sub> 4 20 Dt <sub>4</sub> 4 20 Dt <sub>4</sub> 4	* PE 3 30 Pe <sub>3</sub> 3 30 Pe <sub>3</sub> 3	* BLANKING 30 150 Periods <sub>30</sub> 30			
Band 10: s 120	80 English 8 24 E <sub>8</sub> 8	* Maths 8 24 M <sub>8</sub> 8	* Science 10 24 B <sub>2</sub> C <sub>2</sub> P <sub>2</sub> 10	A Opt A 5 24 A <sub>5</sub> 5 24 B <sub>1</sub> C <sub>1</sub> F <sub>1</sub> 5 24 F <sub>1</sub> 5 24 F <sub>2</sub> 5 24 Sp <sub>5</sub> 5	B Opt B 5 20 Dt <sub>5</sub> 5 20 Dt <sub>5</sub> 5 20 F <sub>1</sub> 5 20 H <sub>5</sub> 5 20 Mu <sub>5</sub> 5 20 Sp <sub>5</sub> 5	C Opt C 5 20 A <sub>5</sub> 5 20 Cp <sub>5</sub> 5 20 Dr <sub>5</sub> 5 20 G <sub>5</sub> 5 20 Pe <sub>5</sub> 5 20 Ps <sub>5</sub> 5	D Opt D 5 20 G <sub>5</sub> 5 20 G <sub>5</sub> 5 20 H <sub>5</sub> 5 20 H <sub>5</sub> 5 20 C <sub>2</sub> P <sub>2</sub> 5 20 Ps <sub>5</sub> 5	* PE 3 30 Pe <sub>3</sub> 3 30 Pe <sub>3</sub> 3 30 Pe <sub>3</sub> 3	* PSHE 1 30 Pp <sub>1</sub> 1 30 Pp <sub>1</sub> 1 30 Pp <sub>1</sub> 1 30 Pp <sub>1</sub> 1	* BLANKING 30 120 Periods <sub>30</sub> 30
Band 11: s 115	80 English 8 23 E <sub>8</sub> 8	* Maths 8 23 M <sub>8</sub> 8	* Science 10 23 B <sub>2</sub> C <sub>2</sub> P <sub>2</sub> 10	A Opt A 5 23 A <sub>5</sub> 5 23 Dt <sub>5</sub> 5 23 F <sub>1</sub> 5 23 F <sub>2</sub> 5 23 C <sub>2</sub> P <sub>2</sub> 5	B Opt B 5 20 Dt <sub>5</sub> 5 19 Dt <sub>5</sub> 5 19 F <sub>1</sub> 5 19 F <sub>2</sub> 5 19 H <sub>5</sub> 5 19 Mu <sub>5</sub> 5	C Opt C 5 20 A <sub>5</sub> 5 19 Cp <sub>5</sub> 5 19 Dr <sub>5</sub> 5 19 G <sub>5</sub> 5 19 Pe <sub>5</sub> 5 19 Ps <sub>5</sub> 5	D Opt D 5 23 C <sub>2</sub> P <sub>2</sub> 5 23 G <sub>5</sub> 5 23 G <sub>5</sub> 5 23 H <sub>5</sub> 5 23 H <sub>5</sub> 5	* PE 3 29 Pe <sub>3</sub> 3 29 Pe <sub>3</sub> 3 29 Pe <sub>3</sub> 3 28 Pe <sub>3</sub> 3	* PSHE 1 29 Pp <sub>1</sub> 1 29 Pp <sub>1</sub> 1 29 Pp <sub>1</sub> 1 28 Pp <sub>1</sub> 1	* BLANKING 30 115 Periods <sub>30</sub> 30
Band 12: a 40	129 Source 12:a 40 SP:a 62	A Option A 10 14 B <sub>7</sub> 7 13 E <sub>7</sub> 7 13 G <sub>7</sub> 7	B Option B 11 14 C <sub>7</sub> 7 13 Et <sub>7</sub> 7 13 Me <sub>7</sub> 7	C Option C 14 10 Pe <sub>7</sub> 7 10 Ad <sub>7</sub> 7 10 M <sub>7</sub> 7 10 Sp <sub>7</sub> 7	D Option D 10 10 Pe <sub>5</sub> 5 10 H <sub>7</sub> 7 10 P <sub>7</sub> 7 10 Py <sub>7</sub> 7	? Retake English 1 EN 40 E <sub>1</sub> 1	? Retake Maths 1 MA 40 M <sub>1</sub> 1	* BLANKING 20 40 Periods <sub>20</sub> 20		
Band 13: a 34	145 Source 13:a 34 SP:b 56	A Option A 12 12 B <sub>8</sub> 8 11 H <sub>8</sub> 8 11 Sc <sub>8</sub> 8	B Option B 18 12 C <sub>8</sub> 8 11 Et <sub>8</sub> 8 11 Me <sub>8</sub> 5	C Option C 18 9 Pe <sub>6</sub> 6 9 Ad <sub>8</sub> 8 8 E <sub>8</sub> 8 8 M <sub>8</sub> 8	D Option D 17 9 Pe <sub>6</sub> 6 9 G <sub>8</sub> 8 9 P <sub>5</sub> 5 8 Py <sub>8</sub> 8	? EPQ 4 EP1 34 Ep <sub>4</sub> 4	* BLANKING 20 34 Periods <sub>20</sub> 20			

Dr J. Plumb Headteacher

September 2020

Torpoint Community College – Curriculum Policy (incl groupings) – September 2020

Page 5 of 9

## **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 set 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 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 set 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 French 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 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 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 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>

## The Curriculum at Torpoint Community College (14.05.2019)

College <b>Vision</b>	<b>Inspiring Optimistic Learners</b> ” and the College curriculum is the “key driver” of the College vision.
College <b>Values</b>	<b>Respect, Prepare and Focus</b>

The curriculum is at the heart of the College vision and values. The intent is to provide a progressive curriculum that enables students and staff to build on their knowledge and understanding, resulting in a “deep sequenced learning experience” for all.

Deep learning, at Torpoint Community College, is defined as “an alteration in long-term memory”. Deep learning is also:

- Recognising the importance of teaching domain specific knowledge and creating knowledge schemas in the long term memory of students, allowing them to learn like experts rather than novices
- Valuing the teaching of declarative and procedural knowledge
- Fostering knowledge dependent skills such as critical thinking, problem solving and creativity
- Acknowledging the importance to facilitate automaticity of core skills (for example times tables, verbs and tenses)

The intent, implementation and impact of the curriculum at Torpoint Community College can be shown as the following “structure and narrative”:

<b>The Curriculum framework</b>				
<b>S</b>	<b>T</b>	<b>E</b>	<b>A</b>	<b>M</b>
Science Geography Psychology	Technology and Design	English History Media MFL	Art Drama Music PE	Mathematics Computing
Ethics, Belief and Culture – is taught through History				
PSHE and Careers (including Work Experience)				
The Tutor Programme, Rights Respecting Schools and Enrichment (including Activities Week)				
Literacy and Numeracy				
<b>S</b>	<b>T</b>	<b>E</b>	<b>A</b>	<b>M</b>

### **KS3**

The curriculum is built around “STEAM” during a 3 year KS3 framework. The intent is that students build on their knowledge and understanding from KS2 and further scaffold their “long term memory” during this period to fully prepare for their KS4 option choices. The knowledge and content learnt at KS2 is revisited and contextual knowledge that facilitates success at KS4 is embedded with the aim of consolidating, extending and challenging individual learning.

## **KS4**

The curriculum narrative contains a 2 year KS4 framework in which students are able to select a range of subjects in addition to English, Mathematics and Science (combined or separate) to further build on their knowledge and understanding, enabling each student acquires a “deep body of knowledge” for their next stage of education.

## **KS5**

The curriculum culminates with a 2 year KS5 framework in which students are able to select subjects to deepen their knowledge and understanding for their chosen next stage.

### **What type of young people do we want to develop from the College curriculum?**

Torpoint Community College provides learners with a broad curriculum with the intention to provide students with the knowledge and understanding to become “Inspired Optimistic Life-Long Learners”.

The knowledge and skills achieved by students will equip them for their chosen lives ahead. The College is committed to the CPD of staff as it is recognised that learning is a life-long experience and journey.

### **The curriculum intent and design**

Each part of the curriculum, the subjects, has a planned intent, implementation and impact through a sequenced scaffolding structure, where every subject is integral to ensuring a high quality curriculum provision; learning is designed with: clear intentions; a scaffolded structure for implementation and a strong vision for impact over time. The approach to designing learning is based on the principle that skills and knowledge are “sticky”, providing a deep learning experience for students.

The term STEAM can be used to describe the curriculum in terms of knowledge, learning and remembering. For example, from a scientific spin, the atoms of steam are moving rapidly, colliding and reacting, providing a visual model of deep learning. STEAM can also be thought of in terms of a “STEAM ship” – a vessel moving forward cutting through water.

At Torpoint Community College the curriculum is not confused with assessment and qualifications. The curriculum is not narrowed, but a broad range of subjects are taught and offered to all students. There is vast curriculum knowledge and expertise at the College and teachers are committed to consistently developing their pedagogical expertise. Students have the opportunity to apply to the UTC and the Creative Arts College in Plymouth for a more specific and narrowed curriculum of their choice.

The curriculum at Torpoint Community College provides students with stability in education, through bold leadership, ethical leadership and community leadership. Curriculum gaming has no part to play in the curriculum framework at this College.

The distinction of the curriculum at Torpoint Community College is that a broad curriculum is offered, including a 3 year KS3 framework to ensure students are not starved of the National Curriculum before making choices for their future.

Dr Jeremy Plumb  
Headteacher

