



Curriculum Policy (including Groupings)

Approved/Reviewed: Sep 2022	Next review due: Sep 2023
Governing Body Committee: CSC	CLT contact: Jeremy Plumb
Policy adopted by the Governing Body on:	

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
01	Page 3 Curriculum Policy	J.Plumb	Change to wording	17/11/21
02	Page 3 Student Entitlement	J. Plumb	Change to wording and additional point added	17/11/21
03	Page 4 Curriculum Organisation	J. Plumb	Added in national curriculum change to COVID information	17/11/21
04	Page 8, 9 and 10	J. Plumb	Change to house and subject information	17/11/21
05	Page 13-15	J. Plumb	Amendments to Our Curriculum	17/11/21
06	Curriculum model for 2022 2023	J. Plumb	Curriculum model and groupings updated	15/09/22
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The points covered in this policy reflect the UNCRRC 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 provides an education of the highest quality for all its students. The curriculum is broad and balanced and meets all the statutory requirements, following the National Curriculum.

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” over a 7 year narrative.

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
- Includes information and examples of careers
- 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 through the KS2/3 transition programme. This involves an onsite transition day where there is an exciting range of curriculum opportunities offered for children through subjects. The College has also offered a summer school for Year 6 during the summer holidays for the last 2 years.

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/Cambridge Nationals. 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, computing and religious studies as an option which is examined). All students have access to sex and relationships education. From September 2020 children were no longer be able to be withdrawn students from relationships, sex and health education. In addition to the curriculum following the National Curriculum there is a robust and informative “Tutor Programme” where reading is a focus.

At Key Stage 5 (KS5), students have the opportunity to study A Levels, Vocational and Work Related Learning opportunities. All students are expected to leave the 6th 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 “Wellbeing” 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. Year 10 conduct work experience during the week.

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;
- 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 2022 2023

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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 and mixed gender aged specific tutor group. 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.
2. The Year group will be divided into halves, A and B. Students are placed in mixed ability groups for foundation subjects (Art, Drama, Religious Studies, Geography, History, Music, Wellbeing (PSHE), Spanish and French). There is also a reading library lesson.
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 together with Computing and Forest school.
4. In PE students are taught in single sex mixed ability groups and mixed gender groups.
5. Progress grouping will take account of:
 - a) Primary school reports.
 - b) KS2 achievement and attainment.
 - c) Teacher assessments.
 - d) Any other information that is made available.

Year 8

6. In English 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. The year group is divided into two halves A and B for Maths and a similar setting procedure is followed as above.
7. The Year group will be divided into halves, A and B. Students are placed in mixed ability groups for foundation subjects (Art, Drama, Religious Studies, Geography, History, Music, Wellbeing (PSHE), Spanish and French). There is also a reading library lesson.

8. 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 together with Computing and Forest school.
9. In PE students are taught in single sex mixed ability groups and mixed gender groups.
10. Progress grouping will take account of:
 - a) Primary school reports.
 - b) KS2 achievement and attainment.
 - c) Teacher assessments.
 - d) 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. English and science 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. Mathematics is divided into block A and B.
2. The Year group will be divided into halves, A and B. Students are placed in mixed ability groups for foundation subjects (Art, Computing, Religious Studies, Drama, Geography, History, Music, Wellbeing (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 or Art is taught as part of a rotation.
4. In PE students are taught in single sex mixed ability groups and mixed gender groups.
5. Progress grouping will take account of:
 - a) Primary school reports.
 - b) KS2 achievement and attainment.
 - c) Teacher assessments.
 - d) 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.

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

Our Curriculum

Torpoint Community College

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.

College Vision

Inspiring Optimistic Learners- the College curriculum is the “key driver” of the College vision.

College Values

Respect, Prepare and Focus

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



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 of facilitating 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”:

The Curriculum framework				
S	T	E	A	M
Science Geography Psychology	Technology and Design	English History Media MFL Religious Studies	Art Drama Music PE	Mathematics Computing
The Tutor Programme and Reading*				
PSHE and Careers (including Work Experience)				
The Tutor Programme, Rights Respecting Schools and Enrichment (including Health and Wellbeing week)				

Our Curriculum

Torpoint Community College

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.

A seven year narrative

 **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 to acquire 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.

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:



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, driving forward, encountering new environments.



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 Scott medical and healthcare College 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 and off rolling 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.

***Reading**

Three tutor times per week will be dedicated to shared reading (two for year 11). This represents our dedication to not only improving students' reading ability, but also creating a culture that values reading and puts it at the heart of our work.

The aims of the tutor reading programme are:

- to ensure that all students in the College read regularly, using shared reading to increase time spent reading for pleasure
- ensure that the majority of adults in the College are modelling reading.
- To normalise reading within our school culture.

The model will involve tutors reading aloud to students and leading discussion as we believe this is the best way to enthuse our students about reading and ensure they can all enjoy it.