



Teaching, Learning and Curriculum Policy

Reviewed: September 2025	Next review due: September 2026
Governing Body Committee: CSC	CLT contact: Cheryl Lockett / Jeremy Plumb
Policy adopted by the Governing Body on: 14th October 2025	

Our Teaching and Learning policy is built upon four principles: classroom management – curriculum planning – instruction – assessment

These four aspects allow us to share a common approach across all staff that is clear and concrete. To learn effectively, students require:

1. a calm and quiet environment in which they can focus and think hard without distractions;
2. a well-planned curriculum that sequentially builds knowledge and understanding. Teachers needs to think carefully about what children need to know and what knowledge allows for deep understanding of the subject;
3. effective instruction that eliminates misconceptions and embeds understanding over time;
4. clear feedback that not only helps them know what to improve, but the specific steps that will bring about improvement.

Significant documents that relate to this policy:

[TCC curriculum](#)

[Teacher Handbook](#)

[Quality Assurance Handbook](#)

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
01	Page 2	CLO	This is covered more thoroughly in the behaviour policy	25/7/23
02	Throughout	CLO	Removal of word aspect – not needed	25/7/23
03	Page 5	CLO	This is covered more thoroughly in the assessment policy	25/7/23
04	Page 6	CLO	This is covered more thoroughly in the literacy policy	25/7/23
05	Page 7	CLO	This is covered more thoroughly in the homework policy	25/7/23
06	Page 8	CLO	This is covered more thoroughly in the CPD policy	25/7/23
07	Combined Teaching and Learning Policy with Curriculum Policy	Donna Douglas		10/07/24
08	Curriculum	JPL	Updated curriculum model for 2025 2026	29/09/25
09				

10				
----	--	--	--	--

Curriculum and planning

All subject areas are expected to:

- Plan and implement a thoughtfully sequenced curriculum that follows [the whole College ethos](#).
- Carefully consider when/ how content is introduced/ consolidated/ revisited to ensure retention over time.
- Ensure there are high expectations for all; students may have alternative programmes to suit their specific needs, but also have opportunities to access the same rich content as their peers.
- Have clearly mapped the vocabulary that is important to the subject discipline.

Subject Leads are responsible for:

Producing medium/ long term plans that map out the curriculum and the essential knowledge that is to be learned, including vocabulary.

Keeping up to date about good practice within their subject area. E.g. reading Ofsted reports/ EEF research that shares ideas from a range of schools.

Sharing plans with teachers who deliver the subject, ensuring they are clear about what is to be taught and when.

Sharing resources and materials with their team, supporting them to deliver the intended curriculum content effectively.

Providing training/ support to teachers to ensure they understand what they are expected to deliver and the most effective ways to deliver it (PCK).

Monitoring the implementation of the curriculum across all teachers.

Discussing the curriculum with their CLT link and monitoring implementation.

Reviewing the curriculum annually and improving as appropriate.

Teachers are responsible for

Planning lessons that cover the curricula intent set out by their CLoL.

Designing lessons in which young people's previous learning is revisited and built upon through purposeful application of knowledge to different situations.

Supporting with the creation of lesson materials/ resources that lead to successful curriculum implementation across the department.

Sharing resources/ ideas/ techniques/ approaches that support curriculum implementation.

Planning how to support the learning of students with specific needs. When planning work for children with special educational needs (SEND), give due regard to information and targets contained in the children's Individual Education Plans (IEPs).

Planning how to deploy other adults within the classroom, ensuring they are very clear about their role and how they should help students learn during the lessons.

Planning and preparing explanations that are clear and precise, using examples and non-examples

Preparing resources and materials that support learning and reduce the split attention effect.

Instruction

Teachers are the experts, but we have shared set of pedagogical principles all teachers are expected to observe. We believe that teachers should have an explicit repertoire of well-crafted explanations, examples and tasks for each topic they teach. Teachers should collaborate and share knowledge and resources within teams so that all teachers have access to great materials. Subject areas invest time in identifying and planning for students' likely misconceptions and plan lessons to explicitly address them even before they arise (e.g. through the use of non-examples). Time is used meaningfully with students expecting to work from the first until the last minute of lesson.

All teachers are required to:

- Refer to the TCC [Teacher Handbook](#).
 - Deliver well-prepared lessons that take into consideration the needs of learners.
 - Begin lessons with short, low-stakes retrieval tasks.
 - Consider the limitations of working memory and limit the amount of material students receive at one time.
 - Give clear and detailed explanations and instructions.
 - Provide lots of examples.
 - Ask a lot of questions, using different approaches to ensure all students are required to engage, and allowing thinking time.
 - Allow turn and talk time before asking students to feedback responses. Keep timings tight.
 - Use modelled and worked examples to show students how an expert thinks and achieves success.
 - Provide students with lots of opportunities to practice applying knowledge and understanding in a range of contexts.
 - Guide and support students in the early stages of practice.
 - Ask students to explain what they have learned.
 - Ask students to share their work with the class: this could be by reading out the work or under a visualiser. Ask other students to explain how/ why the work is successful.
 - Ask students to peer review their work and then ask students if anyone thinks their partner's work is so good that they would like to share it. Create a culture in which sharing work is safe and positive.
 - Adopt a "teach to the top" mindset and think about how all students can access the learning. There should never be a 'dumbed down diet' for some. Differentiation does not mean doing different work or learning less; it means providing students with the scaffolding/ support they need.
- **Students need to be attentive in order to learn. Sometimes this means sitting silently and listening.**
 - **Teachers are the experts in the room and children learn best when guided by the teacher.**
 - **Students need to be reminded how to demonstrate respect with concrete examples (e.g. sit up straight)**
 - **Students need to complete independent practice in silence so that they can think hard without distractions.**
 - **Students are often expected to answer questions in full sentences using appropriate vocabulary for the subject.**

Cover

Cover is not about keeping children occupied- it is about providing meaningful work that sustains and consolidates learning when their teachers are absent. For planned absences, there is an expectation teachers set cover work for their classes unless there are exceptional circumstances why they cannot. For unplanned absences e.g. sickness or family related commitments, the priority is the health and wellbeing of staff so there is no obligation to set cover work. However, teachers may do so if they so wish. Cover work is to be emailed/given to the CLoL/FLoL no later than 8:00 am on the day of absence (not the cover supervisors). In the event cover work is not provided, it is the responsibility of the subject lead to set cover. If the subject lead is absent, responsibility will fall to either the second in department or the subject line manager.

It is important that students complete meaningful tasks that further their learning. However, in the case of short-term absence, teachers setting cover must keep in mind the fact that whoever delivers the lesson is unlikely to be a subject specialist and they are unlikely to have any planning or preparation time. Points to consider when setting cover work:

- It is generally not appropriate to set the next lesson in the sequence to be delivered as cover. Instead, students should be set work that consolidates previous learning so that the teacher can teach new content when they return.
- Teachers must avoid setting sensitive topics as cover work; this is because the adult covering the lesson will not have an opportunity to ensure they are fully cognisant of the complexities of the content and it potentially puts staff in a difficult position.
- Cover must be sufficient to cover the full lesson time and usually include a variety of activities to work through.
- All teachers are required to keep an up-to-date seating plan in the teaching room (just first name and first letter of surname).

The Cover Supervisors have their timetable for the day set by RTU by 8:30 every morning; any additional requests for them to support with extra tasks/cover through the day must be processed through their LM/ RTU – not directly to the Cover Supervisors.

Cover set must follow the guidelines below:

- It does not require students to access a computer (unless ICT facilities have already been booked).
- Cover work must not require students to use their mobile phones.
- It does not require access to the T drive or the internet unless you know that the lesson will be covered internally.
- There are clear instructions of what students should do and what resources will be required (including number of copies of any sheets)
- The work to be completed is made explicit – i.e. if students are working from a textbook, which pages they should refer to etc.
- It is clearly stated where students should complete the work/ where it should be stored.
- Resources must be printed and given to the person covering the lesson – not sent electronically to cover supervisors - they do not get an opportunity to print anything.

Internal resource bank

To support students to have meaningful learning, and to ensure that teachers do not have to set work when they are unwell, all subjects are asked to create an internal resource bank. When setting cover, teachers/ CLoLs etc may choose to set work from this internal resource bank. This will likely look different in every subject- the key point is that teacher absence has been prepared for in advance and good quality materials are easily accessible to the teacher/ CLoL.

Planned absence:

If teachers know in advance that they will be absent from College (for meetings/ inset etc), they are expected to set cover work that allows students to continue with the planned curriculum. There is a proforma that all teachers are asked to use for this purpose.

All subjects are required to create a bank of Do Now tasks that allow the person covering the lesson an opportunity to set up. Every year group requires a Do Now task sheet for every subject for every term.

Role of CLT

- Work closely with CLoLs they line manage to develop an understanding of the subject discipline and what students need to learn.
- Meet regularly with CLoLs, asking questions that help to create constructive dialogue around teaching and learning.
- Observe teachers teach and offer specific feedback to help them to develop their practice.
- Complete regular lesson visits to support teachers to insist upon the standards that allow learning to flourish.

Role of governors

To monitor the Headteacher and CLT in the deployment of College resources and how they are allocated effectively to support teaching and learning strategies, thus raising student attainment. In addition, to monitor the Headteacher and CLT in how College buildings and premises are maintained and developed to support teaching and learning.

Curriculum

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, wellbeing 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.

1. 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 where:

- 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.

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, wellbeing (PSHE) and religious studies (non-examined). There are opportunities for students to select from a range of GCSE and non GCSE courses including Cambridge Nationals. All courses followed in Key Stage 4 are accredited with the exception of wellbeing (PSHE), computing, religious studies and PE (However, students can decide to select PE and computing as an option which is examined). All students have access to sex and relationships education. From September 2020 children were no longer

able to be withdrawn 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 wellbeing (PSHE) rotation at KS4. There is a robust focus on careers throughout KS3, 4 and 5, with a range of activities and events.

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 or Day” 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 and county 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.

Band 7: a 65	50 ? Ebac + Other Subjects 19 -1A 22 A ₂ C ₂ Dr ₁ G ₃ H ₂ Pp ₂ R ₂ Rg ₁ Sp ₅ 19 -2A 22 A ₂ C ₂ Dr ₁ G ₃ H ₂ Pp ₂ R ₂ Rg ₁ Sp ₅ 19 -3A 21 A ₂ C ₂ Dr ₁ F ₅ G ₃ H ₂ Pp ₂ R ₂ Rg ₁ 19	* DT/Comp 3 17 Dt ₃ 3 16 Dt ₃ 3 16 Dt ₃ 3 16 Cp ₃ 3	* English 8 22 E ₈ 8 22 E ₈ 8 22 E ₈ 8 22 E ₈ 8 22 E ₈ 8	* Maths 8 22 M ₈ 8 22 M ₈ 8 22 M ₈ 8 22 M ₈ 8 22 M ₈ 8	* PE 4 22 Pe ₄ 4 22 Pe ₄ 4 21 Pe ₄ 4	* Science 8 22 Sc ₈ 8 22 Sc ₈ 8 22 Sc ₈ 8 22 Sc ₈ 8 22 Sc ₈ 8			
Band 7: b 45	50 ? Ebac + Other Subjects 19 -1B 23 A ₂ C ₂ Dr ₁ G ₃ H ₂ Pp ₂ R ₂ Rg ₁ Sp ₅ 19 -2B 22 A ₂ C ₂ Dr ₁ F ₅ G ₃ H ₂ Pp ₂ R ₂ Rg ₁ 19	* DT/Comp 3 15 Dt ₃ 3 15 Dt ₃ 3 15 Cp ₃ 3			* PE 4 15 Pe ₄ 4 15 Pe ₄ 4 15 Pe ₄ 4				
Band 8: a 78	50 ? Ebac + Other Subjects 19 -1A 26 A ₂ C ₂ Dr ₁ G ₃ H ₂ Pp ₂ R ₁ Sp ₆ 19 -2A 26 A ₂ C ₂ Dr ₁ G ₃ H ₂ Pp ₂ R ₁ Sp ₆ 19 -3A 26 A ₂ C ₂ Dr ₁ F ₅ G ₃ H ₂ Pp ₂ R ₁ 19	* DT/Comp 3 20 Dt ₃ 3 20 Dt ₃ 3 19 Dt ₃ 3 19 Cp ₃ 3	* English 8 24 E ₈ 8 24 E ₈ 8 24 E ₈ 8 24 E ₈ 8 24 E ₈ 8	* Maths 8 24 M ₈ 8 24 M ₈ 8 24 M ₈ 8 24 M ₈ 8 24 M ₈ 8	* PE 4 26 Pe ₄ 4 26 Pe ₄ 4 26 Pe ₄ 4	* Science 8 24 Sc ₈ 8 24 Sc ₈ 8 24 Sc ₈ 8 24 Sc ₈ 8 24 Sc ₈ 8			
Band 8: b 42	50 ? Ebac + Other Subjects 19 -1B 21 A ₂ C ₂ Dr ₁ G ₃ H ₂ Pp ₂ R ₁ Sp ₆ 19 -2B 21 A ₂ C ₂ Dr ₁ F ₅ G ₃ H ₂ Pp ₂ R ₁ 19	* DT/Comp 3 14 Dt ₃ 3 14 Dt ₃ 3 14 Cp ₃ 3			* PE 4 14 Pe ₄ 4 14 Pe ₄ 4 14 Pe ₄ 4				
Band 9: a 68	50 ? Ebac + Other Subjects 19 -1A 23 A ₂ Cp ₂ Dr ₁ G ₃ H ₂ Pp ₂ R ₁ Sp ₅ 19 -2A 23 A ₂ Cp ₂ Dr ₁ G ₃ H ₂ Pp ₂ R ₁ Sp ₅ 19 -3A 22 A ₂ Cp ₂ Dr ₁ F ₅ G ₃ H ₂ Pp ₂ R ₁ 19	* Technology 4 17 Dt ₄ 4 17 Dt ₄ 4 17 Dt ₄ 4 17 Dt ₄ 4	* English 8 27 E ₈ 8 27 E ₈ 8 27 E ₈ 8 27 E ₈ 8 27 E ₈ 8	* Maths 8 27 M ₈ 8 27 M ₈ 8 27 M ₈ 8 27 M ₈ 8 27 M ₈ 8	* Science 7 27 Sc ₇ 7 27 Sc ₇ 7 27 Sc ₇ 7 27 Sc ₇ 7 27 Sc ₇ 7	* PE 4 23 Pe ₄ 4 23 Pe ₄ 4 22 Pe ₄ 4			
Band 9: b 67	50 ? Ebac + Other Subjects 19 -1B 23 A ₂ Cp ₂ Dr ₁ G ₃ H ₂ Pp ₂ R ₁ Sp ₅ 19 -2B 22 A ₂ Cp ₂ Dr ₁ G ₃ H ₂ Pp ₂ R ₁ Sp ₅ 19 -3B 22 A ₂ Cp ₂ Dr ₁ F ₅ G ₃ H ₂ Pp ₂ R ₁ 19	* Technology 4 17 Dt ₄ 4 17 Dt ₄ 4 17 Dt ₄ 4 16 Dt ₄ 4				* PE 4 23 Pe ₄ 4 22 Pe ₄ 4 22 Pe ₄ 4			
Band 10: 152	50 ? PE 3 -1 31 Pe ₃ 3 -2 31 Pe ₃ 3 -3 30 Pe ₃ 3 -4 30 Pe ₃ 3 -5 30 Pe ₃ 3	* PSHE 1 31 Pp ₁ 1 31 Pp ₁ 1 30 Pp ₁ 1 30 Pp ₁ 1 30 Pp ₁ 1	* English 8 26 E ₈ 8 26 E ₈ 8 25 E ₈ 8 25 E ₈ 8 25 E ₈ 8 25 E ₈ 8	* Maths 8 26 M ₈ 8 26 M ₈ 8 25 M ₈ 8 25 M ₈ 8 25 M ₈ 8 25 M ₈ 8	A Opt A 5 19 A ₅ 5 19 Cp ₅ 5 19 Df ₅ 5 19 Fr ₅ 5 19 Pp ₅ 5 19 Pp ₅ 5 19 Me ₅ 5 19 Pe ₅ 5	B Opt B 5 22 A ₅ 5 22 Cp ₅ 5 22 Df ₅ 5 22 Df ₅ 5 22 Fr ₅ 5 22 Fr ₅ 5 21 Me ₅ 5 21 C ₂ P ₃ 5	C Opt C 5 19 G ₅ 5 19 G ₅ 5 19 H ₅ 5 19 H ₅ 5 19 H ₅ 5 19 B ₂ P ₃ 5 19 Sp ₅ 5 19 B ₂ C ₃ 5 19 S ₂ 5	D Opt D 5 22 F ₅ 5 22 G ₅ 5 22 H ₅ 5 22 H ₅ 5 22 H ₅ 5 22 Sp ₅ 5 21 S ₂ 5 21 G ₅ 5	* Science 26 B ₂ C ₃ F 5 26 B ₂ C ₃ F 5 25 Sc ₁₀ 5 25 B ₂ C ₃ F 5 25 Sc ₁₀ 5 25 Sc ₁₀ 5
Band 11: 140	* English 8 24 E ₈ 8 24 E ₈ 8 23 E ₈ 8 23 E ₈ 8 23 E ₈ 8	* Maths 8 24 M ₈ 8 24 M ₈ 8 23 M ₈ 8 23 M ₈ 8 23 M ₈ 8	* Science 10 24 B ₂ C ₃ P ₂ 10 24 B ₂ C ₃ P ₂ 10 23 Sc ₁₀ 10 23 Sc ₁₀ 10 23 Sc ₁₀ 10	A Opt A 5 20 A ₅ 5 20 Cp ₅ 5 20 Df ₅ 5 20 Df ₅ 5 20 Fr ₅ 5 20 Pp ₅ 5 20 Me ₅ 5 20 C ₂ P ₃ 5	B Opt B 5 20 A ₅ 5 20 Cp ₅ 5 20 Df ₅ 5 20 Df ₅ 5 20 Fr ₅ 5 20 Me ₅ 5 20 C ₂ P ₃ 5	C Opt C 5 20 G ₅ 5 20 G ₅ 5 20 H ₅ 5 20 H ₅ 5 20 B ₂ P ₃ 5 20 Sp ₅ 5 20 S ₂ 5	D Opt D 5 24 F ₅ 5 24 G ₅ 5 23 H ₅ 5 23 H ₅ 5 23 Sp ₅ 5 23 S ₂ 5	* PE 3 -1 28 Pe ₃ 3 -2 28 Pe ₃ 3 -3 28 Pe ₃ 3 -4 28 Pe ₃ 3 -5 28 Pe ₃ 3	* PSHE 1 -1 28 Pp ₁ 1 -2 28 Pp ₁ 1 -3 28 Pp ₁ 1 -4 28 Pp ₁ 1 -5 28 Pp ₁ 1
Band 12: 38	71 A Option A 15 13 Ad ₃ 9 13 B ₃ 9 12 Et ₃ 9	B Option B 12 19 C ₃ 9 19 H ₃ 9	C Option C 13 13 E ₃ 9 13 P ₃ 9 12 Sp ₃ 6	D Option D 11 19 M ₃ 9 19 Py ₃ 9	* Enrichment 2 38 +e ₂ 2	Q EPQ 4 38 Ep ₄ 4	M Retake Maths 7 RTK 38 M ₇ 7	E Retake English 7 EN 38 E ₇ 7	
Band 13: 26	57 A Option A 16 7 Ad ₃ 9 7 B ₃ 9 6 Et ₃ 9 6 G ₃ 9	B Option B 10 9 C ₃ 9 9 H ₃ 9 8 Pe ₃ 9	C Option C 15 9 E ₃ 9 9 P ₃ 9 8 Pe ₃ 9	D Option D 14 9 Df ₃ 9 9 M ₃ 9 8 Py ₃ 9	* Enrichment 2 26 +e ₂ 2				

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).
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).
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 set 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, wellbeing (PSHE), Computing, Religious Studies and Private Study in year 10 and 11, these are not examined.

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

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, and Enrichment (including Health and Wellbeing week)				
Literacy and Numeracy				

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:

At Torpoint Community College, the vast curriculum is developing the medical and



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 the water, driving forward, encountering new environments.



The there is d the Scott

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.