

# High Tunstall College of Science



**Inspire | Support | Achieve**

## Curriculum Policy

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Responsibility for Review	-	Assistant Headteacher (Curriculum)

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## Statement of intent

High Tunstall College of Science recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared college vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of students. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extracurricular activities that we organise to enrich students' experiences of their lives and education.

Through this policy, the college aims to:

- Put students at the centre of all curriculum decisions, putting their needs above those of the college.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all students for the next stage of their education and for life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of students.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.
- Involve the stakeholders, including parents, in curriculum development.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2022) 'Working together to improve attendance'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

This policy operates in conjunction with the following college policies:

- CEIAG Policy
- Equal Opportunities Policy (Students)
- Independence Standards Policy
- Relationships, Sex and Health Education Policy
- SEND Policy

## 2. Curriculum Intent

'INSPIRE, SUPPORT, ACHIEVE'

The High Tunstall College of Science curriculum is at the centre of our purpose and our core values of Inspire, Support and Achieve are reflected in its design and delivery. Our curriculum is built upon knowledge and skills gained from the primary phase in education and draws on student's experiences to prepare them for their adult and working life.

It is our belief that this vision is enacted in the way teachers develop the curriculum and in the lived daily experiences of young people in our classrooms. We have interpreted the term 'curriculum' in its broadest sense to include a young person's intellectual, social, moral and emotional development, and the preparation for opportunities, responsibilities and experiences of later life.

We want a curriculum that supports our students in developing an appetite to know more and the capacity to learn. Our curriculum seeks to link and make compromises between four broad educational justifications of the importance of educating young people, these are: preparation for work, preparation for adulthood and global citizenship, personal empowerment and Cultural awareness.

An overarching factor of our success in delivering a curriculum that meets the needs of all, are the 10 promises identified in the 'Tunstall Ticket'.

## **What the curriculum is designed to do**

Our curriculum is designed with students' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer students opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure students enjoy learning and feel prepared for life after college. We also intend to offer students new and exciting experiences through extra-curricular activities that are designed to build readiness, respectfulness, an awareness of safety, resilience, confidence and self-esteem.

## **How we intend to deliver the curriculum**

Below, we have outlined through the use of seven key curriculum principles how we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular.

- **Classroom-based learning:** we encourage teachers to plan to teach the 'Golden Nuggets' of their core curricular areas and use different learning resources to teach core content. We have built in 'Catch Up' support sessions across the teaching load of all faculties which are carefully planned out and timetabled for students who require additional support.
- **Extra-curricular activities:** we provide a variety of extra-curricular activities for students that enhance their learning experience. The activities we offer can be found on our website here <https://htcs.org.uk/extra-curricular-clubs/>.

A full list of subjects available to students in each year can be found in Appendix 1.

## **How we involve stakeholders in curriculum planning and delivery**

Our college values the input of its students, parents and the local community with regards to the planning and delivery of the curriculum. We believe students receive a well-rounded education if everyone is involved in shaping it. This is why we send students and parents questionnaires on a termly basis.

One of our key principles involves employer engagement and we actively seek opportunities for our students to experience the world of work in all of its different guises.

## **How the curriculum benefits students' learning and personal development**

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, students will benefit in the ways outlined in section 4.

### **3. Curriculum Principles**

We have developed seven whole college principles of curriculum design bespoke to our college context. Therefore, our curriculum model is based around the following pillars:

- **Balanced:** Strives to make explicit connections between classroom content and the rapidly changing world. We actively encourage employer engagement and partnerships to ensure meaningful progression and fulfilment for all and the creation of a 'future proofed' workforce that will benefit the regional economy. Our broad curriculum prepares students for future opportunities where qualifications are only one factor within the range of attributes necessary for success.
- **Focused:** Seeks to keep the curriculum manageable by identifying and teaching the most important knowledge at predetermined stages; these big ideas or key concepts within subjects are our 'Golden Nuggets' and they ensure that our curriculum is progressive and vertically integrated so that our students truly 'get better' in each subject.
- **Applicable:** Endeavour to create a curriculum rich in cultural capital and situational interest where broad and meaningful experiences are connected within each subject discipline to ensure students are inspired and supported to achieve. We understand our locale and have carefully selected qualifications and topic areas relevant to our setting.
- **Challenging:** Supporting our students in to the world with an appetite to know more and the capacity to learn. Imbuing rigors of creativity, critical thinking, collaboration, and problem solving within discrete subject disciplines.
- **Language Based:** Recognising the importance of vocabulary in ensuring our students know more, can do more, can communicate more and remember more and have taken active steps to support its development across the curriculum. We accept vocabulary size is crucial for academic success.
- **Appropriate:** Aiming for all students, including our most gifted, disadvantaged and SEND students, to build their knowledge and understanding by ensuring the curriculum matches their current ability and knowledge.
- **Coherent:** Carefully designing our curriculum so that knowledge gained does not sit as isolated information but rather as carefully identified schemata across subject disciplines.

### **4. Curriculum Rationale**

Our curriculum principles have been designed around the educational philosophies of experts such as Mary Myatt and Dylan William. These well researched ideologies enable us to effectively serve the needs of our students as well as being true to four broad educational justifications of why we educate young people. We have carefully designed our curriculum around three areas of foci which are the intent,

implementation and impact so that we can carefully consider what is being taught to our students and why. The context of our local community and the needs of our students is the driving force behind many of our curriculum decisions alongside ensuring our young people are introduced to the 'best that has been thought and said'. Our curriculum development is ongoing and subject to continuous updating and rigorous quality control.

We believe in creating a curriculum rich in cultural capital where broad and meaningful experiences are mapped out within each subject discipline to ensure students are inspired and supported to achieve.

We do not support a narrowing of curriculum and have remained true to a traditional curriculum structure, thus ensuring the correct components are given time to embed in student long term memory ready to perform more complex tasks as the curriculum progresses. We clearly communicate our expectations on the acquisition of non-negotiable knowledge and skills at pre-determined stages and phases to ensure that our curriculum is progressive and truly rooted in the knowledge our students gain.

We recognise the importance of vocabulary in ensuring our students know more, can do more and remember more and have taken active steps to support its development across the curriculum. We aim to ensure all students, including our most gifted, disadvantaged and SEND students build their knowledge and understanding and we accept vocabulary size is crucial for academic success. Our curriculum is carefully designed so that knowledge gained does not sit as isolated information in students' brains but rather our aim is for it to be connected as carefully identified schemata across subject disciplines and we encourage our staff to work collectively to ensure that the right components are embedded in long term memory.

We understand our locale and have carefully selected the suite of level 2 qualifications on offer to our students to ensure meaningful progression for them and the creation of a future workforce that will benefit the regional economy.

## **5. Curriculum Aims**

Our curriculum aims to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in teaching and learning.
- Prepare all students for a successful adult and working life in a 21st century global society.
- First achieve and then exceed national standards in achievement, attainment

and progression.

- Be committed to excellence and continuous improvement.
- Ensure academic routes are accessible to all, but to place equal value on vocational routes where appropriate
- Nurture the talents of all and celebrate success.
- Work with Partner Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Create a curriculum where all students are inspired and supported to achieve

Our curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities at the College.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Include the following principles: Balanced, Focused, Applicable, Challenging, Language Based, Appropriate and Coherent.
- Ensure continuity and progression within the college and between phases of education, increasing students' choice during their college career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races beliefs and ways of life.
- Help students understand the world in which they live.
- Ensure that the curriculum incorporates, and is improved and extended by HTCS's STEM identity
- Involve careers and progression advice
- Build on their cultural capital
- Be expertly sequenced to identify prior and future learning opportunities (schema)
- Maintain a key stage 4 curriculum which meets the needs of students, parents and wider society.
- Benefit other secondary and primary colleges in the area.



## **6. Roles and responsibilities**

The Governing Body is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, faculty leaders and teachers with regards to student progress and attainment.
- Contributing towards decisions made about the curriculum.
- Formulating a curriculum committee who assists the college with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The Headteacher and AHT-Curriculum and Timetabling is responsible for:

- Monitoring and leading the devising of long- and medium-term plans for the curriculum in collaboration with faculty leaders, teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing body on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the college and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Updating and maintaining this policy.

Faculty leaders are responsible for:

- The overall provision of the curriculum at the college.
- Developing a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the college's aims and policies.
- Managing staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the college's schemes of work.

- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring student progress within the faculty and reporting on this to the Headteacher/SLT links.
- Providing efficient resource management for their faculty area.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for students in need so that everyone can have full access to the curriculum.
- Ensuring Learning Journeys are updated and fit for purpose and clearly define Golden Nuggets and key vocabulary for each unit of work.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising lesson plans that are reflective of the college's curriculum.
- Ensuring Learning Journeys are used for all units of work and are referred to extensively.
- Implementing the curriculum in creative ways, including the implementation of college wide initiatives implemented by the T&L team, appealing to different learning types and keeping students engaged in content.
- Creating plans for the curriculum with fellow colleagues and reporting these plans to the headteacher/SLT link.
- Collaborating with the Headteacher and the SENDCO and her team to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCO and her wider team to ensure those in need receive additional support in lessons.
- Ensuring academically more able students are given additional, more challenging work to celebrate their talents.
- Celebrating all students' academic achievements.
- Reporting progress of students with SEND to the SENDCO and their faculty leader and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all students and reporting on this when required.
- Working to close the attainment gap between academically more and less able students.

The SENDCO is responsible for:

- Collaborating with college staff to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring students receive the additional help they need.
- Liaising with external agencies where necessary to ensure students who require additional support receive it.

## 7. Organisation and planning

The college's curriculum will be delivered over 190 days and equally throughout the college week.

Each college day will be split into am and pm sessions and students will receive at least one break and one lunch.

In collaboration with faculty leaders, teachers and other members of the SLT, the following plans will be devised:

- **Long-term plans (Curriculum Portraits)** that deal with the major areas and strands of the national curriculum to be covered across all key stages and provide year by year plans
- **Medium-term plans** that deal with the activities within units of work that are set out termly.
- **Learning Journeys** that are concerned with individual lessons or sessions on a shorter-term basis.

Where possible, teachers will look for links between areas of learning that will support one another and allow students to reinforce their skills from one subject within another.

Lessons will use a range of techniques to appeal to different learning types.

Teachers will plan lessons which are challenging for all students and ensure that there are provisions in place for more academically able students.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed once curriculum planning has commenced.

Students who are identified as needing additional support will receive it, e.g., those with SEND – this will include dedicated time with TAs and access to specialist resources and equipment where required. Inclusion Assistants will be deployed within lessons strategically so that they can assist with students who require additional help but are also able to minimise disruptions where necessary.

Students with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Classrooms will be organised so that students have full access to resources and equipment – they will be provided with a rich and varied learning environment.

## **8. Curriculum content**

The college will have due regard to the national curriculum at all times throughout the academic year.

The college will ensure every student has access to the following core subjects:

- English
- Mathematics
- Science
- PSHE
- Relationships and sex education (RSE)

The college will ensure students also have access to the following foundation subjects at Key Stage 3:

- Art and design
- Citizenship
- Computing
- Design and technology
- Languages
- Geography
- History
- Music
- PE

Students will choose their subjects for their GCSEs at KS4 in the first half of Year 9.

Students will be informed that if they do not achieve a grade 4 or higher in GCSE mathematics and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 programme of study. For a full breakdown of the curriculum offer found at the college please see appendix 1 at the end of this document.

Further information regarding curriculum content can be viewed on our website here: <https://htcs.org.uk/faculty-curriculum/>.

## **9. PSHE**

As part of the curriculum, the college will make provision for PSHE where everyday topics, such as raising awareness of different cultures or anti-bullying, can be addressed.

Our PSHE education programme acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence.

It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. The delivery of PSHE involves a blended approach of one-hour timetabled curriculum time and planned tutor materials.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

## **10. Careers education**

The college will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Education, Information, Advice and Guidance Policy. Our year 10 students have careers built into the curriculum and are taught key careers advice for one hour per fortnight. The college also has a robust work experience programme for our year 10 students.

The college will ensure that every student is exposed to the world of work every year that they attend the college in line with the college's Tunstall Ticket obligations and there is a careers page on Microsoft Teams where information is posted on a regular basis.

All students by the end of their time at High Tunstall will have experienced one meaningful 1:1 session with our Careers Coach.

The college will engage with and ensure students have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, inviting visiting speakers, with whom students can relate to. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transition skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Visits to local tertiary education providers
- Employer delivered employability workshops.
- Business games and enterprise competitions.
- Subject area specific days, e.g. STEM days

## **11. Reporting and assessment**

ILO's will be challenging and assess students' knowledge and understanding of concepts covered within lessons.

ILOs will be set in accordance with the College's Homework Policy.

The college's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.

Individual student performance and progress is regularly monitored and reviewed. Informal assessments will be recorded and reported back to the Headteacher, students and students' parents.

Students will also complete national assessments. The results of these assessments will be reported back to the Headteacher, students and their parents.

Evaluations and assessments feed back into future or modified curriculum plans.

Assessment of students with EAL will take into account the students' age, length of time in the UK, previous education and ability in other languages.

Special measures will be given to students who require them, e.g. students with SEND, students who are ill, or students who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the college's expectations.

## **12. Equal opportunities**

There are nine protected characteristics within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Care is taken within all schemes or work to ensure that all students have access to the curriculum content.

The college's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

When planning and implementing the curriculum, the college will have due regard to the Equal Opportunities Policy (Students) at all times.

### **13. Supporting students with SEND**

“Every child brings a unique pattern of strengths and areas of need to our community and the college aims to fulfil the potential of all students.”

At High Tunstall, we believe that all students should be provided with the opportunities to leave as well-rounded individuals and therefore we have a curriculum that is designed to give all students opportunities to progress across a broad subject-based offer.

For students with Special Educational Needs and/or Additional needs, we do not support a narrowing of the curriculum and have remained true to a traditional curriculum structure.

Quality first teaching is at the core of ensuring students with additional needs receive a quality curriculum. ‘Knowing every child’ is key to our community at High Tunstall and is fundamental to understanding special education needs and additional needs.

All students are provided with the opportunities to access the broad and balanced curriculum, through the principles of ‘Inspire, Support and Achieve,’ however measures are taken to support students with additional needs to ensure they are able to continue to learn in this way.

Steps are taken to prevent students with additional needs from being treated less favourably than other students. We will ensure the facilities are provided to help students to access the college and ensure the curriculum is not narrowed. We will do this by:

- Ensuring all students have access to and are inspired through a broad and balanced curriculum and take measures to adapt the curriculum to allow students to participate in the full life of the college where appropriate. Students have the opportunity to participate in all subject areas along with extracurricular activities being available to all.
- Class teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that they take all measure to support and meet the needs of their students. This includes the implementation of specific strategies such as coloured overlays and resources to support students with dyslexia, movement breaks for students with sensory needs and ADHD, adaptable physical equipment such as tables in classrooms to support wheelchair users.
- Specially trained support staff can adapt the teachers planning to support the needs of students where necessary.

- Specific resources and strategies are used to support students individually and in groups, this includes the use of technologies such as reading pens and laptops.
- Planning and teaching is adapted on a daily basis to meet students learning needs. Teaching staff work closely with pastoral and inclusion staff to ensure teaching is sensitive to students' needs.
- All students on the SEND register have a Student Overview Sheet which is provided to all staff. This is a one-page profile detailing any specific difficulties a student may have and specific strategies to overcome their barriers to learning.
- Inclusion Assistant support is allocated into lessons where possible to promote learning and inclusion of students with additional needs.
- All students identified as having a SEND need has an allocated Inclusion Assistant Mentor who meets with each student on a weekly basis and ensures student voice is heard and shared with staff when required.
- Students who are identified as needing additional support will receive it, this will include dedicated time with Inclusion Assistants and access to specialist resources and equipment where required
- Inclusions Assistants will be deployed within lessons strategically so that they can assist with students who require additional help but are also able to minimise disruptions where necessary.
- Students with EAL will be given the opportunity to develop their English ability throughout lessons where necessary. We have a dedicated EAL member of staff to facilitate this.
- Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- Classrooms will be organised so that students have full access to resources and equipment – they will be provided with a rich and varied learning environment.

## **14. Extracurricular activities**

The college offers students a wide range of extracurricular trips and activities to enhance their academic learning and personal development.

Extracurricular trips and activities occur outside college hours and can include overnight stays both in the UK and abroad.

All students are able to participate in the activities and trips available. Wherever there is an instance where a student cannot participate, the trip or activity may be adapted so that the student can take part.

The details of all extra-curricular clubs can be viewed on our website here: <https://htcs.org.uk/extra-curricular-clubs/>.

All extracurricular activities and trips will be planned and executed in accordance with the college's Educational Visits Policy.



## **15. Monitoring and review**

This policy is reviewed annually by the AHT-Curriculum and Timetabling, the Headteacher and the Governing Body.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is July 2024.

## Appendix 1

Teaching groups, class sizes and grouping by ability

In Year 7 students will be divided into two equally weighted bands to enable timetabling to take place. The number of groups in each section will be the same, currently 5, but be determined by the number of students joining the College. The principle is that average class sizes will be between 25 and 30 students. In KS3 we have a varied approach to setting students; groups are set according to their ability in the following faculty areas: Discovery, Communications, Mathematics and Sport Science. In Creativity, MFL, World Affairs and Technology Faculties settings are mixed ability. Class sizes will vary in subjects that are set in order to provide appropriate levels of support. In KS4 the Core subjects are set into ability groups, and this is also the case in options subjects where more than one group exists within an option block. Where this is not the case students are taught in mixed ability groups in option subjects.

Key stage 3

Years 7, 8 & 9

The College remains committed to a 3-year KS3 in order to provide students with a broad and balanced curriculum so that they and their parents are able to make informed Options Choices decisions. The broad nature of the curriculum also ensures that students are developing a wide range of skills that are in line with the contents of this policy.

Currently KS3 students have the following number of 1-hour periods per subject per week:

Year 7:

Subject	Periods
English	4
Maths	4
Science	3
Physical education	2
Technology	1
Art	1
Computer Science	1
French	2
Music	1
CPE	1
Geography	2
History	1.5
Drama	1
PSHE	0.5

Year 8:

Subject	Periods
English	4
Maths	4
Science	3
Physical education	2
Technology	1
Art	1
Computer Science	1
French	2
Music	1
CPE	1
Geography	1.5
History	2
Drama	1
PSHE	0.5

Year 9:

Subject	Periods
English	4
Maths	4
Science	3
Physical education	2
Technology	1.5
Art	1
Computer Science	1
French	2
Music	1
CPE	1
Geography	1.5
History	1.5
Drama	1
PSHE	0.5

## **Key Stage 4**

At Key Stage 4 students will receive a core curriculum of English Language and Literature, Mathematics, Dual Award Science and Core PE. In addition to this, students will opt for up to 4 options subjects. Options subjects are reviewed annually based upon subject performance, uptake and staffing.

### **Year 10:**

<b>Subject</b>	<b>Periods</b>
Maths	4
English	4
Physical education	2
Science	4.5
Options Subjects x4	2.5
Careers	0.5

### **Year 11:**

<b>Subject</b>	<b>Periods</b>
Maths	4
English	4
Physical education	2
Science	5
Options Subjects x4	2.5