# CURRICULUM POLICY

# FEBRUARY 2021

Reviewed by SMT:    24th February 2021
Next review:        Spring 2023 by SMT
                    then Spring 2024 by SMT, Q&C then Governing Body

## 1. INTRODUCTION AND SCOPE

1.1 This policy covers all 16-18 and post-19 Employability full-time students. It provides the overarching framework for the core activity of teaching and learning in college. The policy also provides the structure for student 'study programmes' and the basis for advice and guidance on the provision and student experience at Collyer's.

## 2. LEGISLATIVE FRAMEWORK

2.1 The Curriculum Policy is based on Department for Education advice and guidance relating to Study Programmes and on Education and Skills Funding Agency (ESFA) funding and eligibility criteria. The most recent guidance is the '16-19 study programmes: guidance (2020 to 2021 academic year)' (July 2020). Evidence is also taken from Ofsted's evaluation and comments on study programmes and quality provision for 16-18 year olds in full-time education.

## 3. AIMS

3.1 The Collyer's curriculum is designed to provide a total college experience that enables every student to achieve the relevant balance of **subjects, skills, values and breadth**. The college aims to enable students to move beyond their current range of skills and abilities by providing them with a challenging all-round education to help each student to become a more independent person, with the skills and values that enable them to manage their responsibilities as a young adult and to make a positive contribution to the communities in which they live and work. Achievement in examined subjects is enhanced by the requirement on students to complete a relevant study programme in line with the objectives outlined below.

3.2 As a provider of full time sixth form education, all Collyer's students will spend three or sometimes four timetable blocks of time on their main learning and any complementary learning. Typically the remaining blocks are available for planned study, private study and for enrichment activities, which may include the Extended Project Qualification (EPQ), work related learning or work experience and membership of teams, clubs and societies, designed to broaden their experience. The wider curriculum also includes tutorial and related guidance and the total college experience enables students to develop employability and other skills to aid progression and personal development. Reduced programmes will not be considered.

3.3 We seek to ensure that each student receives the following:
- A broad and balanced general education, which may include elements of specialist study.
- The opportunity to develop relevant skills and educated attitudes for study, work, life and citizenship.
- Activities and courses which develop the whole person and their values and which demonstrate learning, involvement and commitment to the wider community.
- Relevant recreational, sporting and cultural activities for personal enrichment.
- Relevant qualifications for their progression to employment, apprenticeships, Higher Education or training.

## 4. OBJECTIVES

4.1 General Education and Specialist Study
At enrolment students are guided to consider breadth as well as specialisation. Prior attainment, education and career goals are the basis for detailed enrolment guidance for each student. Study Programmes are designed to meet student interests, skills and their aspirations. Breadth is possible by the provision of a range of qualification courses and the provision of tutorial activities and enrichment, including recreational, sporting and cultural activities. All programmes emphasise the development of English and mathematics skills.

4.2 Skills and Complementary Learning
Skills and complementary non-qualification studies should provide further guided learning hours per year. Learning skills include workshop time, EPQ work and other study. In addition, general skills are also developed through the tutorial and guidance programme, including induction, special events (the HE fair and HE evenings for example) and the use of the subject, tutorial and other SharePoint sites. Life skills include the tutorial programme and enrichment activities designed to develop student confidence and maturity. In addition work experience or work readiness can take many forms including, for example; work tasters, industry placements, participation in social action projects, a work placement, Challenge of Management and the 'Next Steps' event, alongside traditional work experience opportunities. Other activities such as sports teams and visits or other enrichment, the Safe Drive Stay Alive event for example, add to the skill base for each student.

4.3 Values and Community Involvement
This area contributes to a student's complementary learning. There are many activities that form part of the community programme such as; the Richard Collyer Union (RCU), societies, charity work, attendance and participation at Founders events, the College Christmas Concert, volunteering at Open Evening(s), JubyLee Bakes or assisting in college functions and representing the college in competitions. The college seeks through its curriculum to ensure that equality and diversity is promoted. Individuals get a better understanding and appreciation of others and are made aware of Collyer's values as well as how to be safe and respect others.

4.4 Personal Enrichment
Student's complementary learning, as well as the informal curriculum, will take diverse forms, and will reflect the individual student's interests and needs. Whilst the college recognises the importance of students undertaking activities for their own intrinsic merit, recognition of these activities through the employability section of MyProgress, for example, offers each student an account of their efforts and encourages active participation. College sports, drama, performance, media, liberal arts, and creative enrichment activities all contribute to this aspect of learning.

4.5 High Quality Teaching and Learning Opportunities
Quality teaching and high expectations of all students underpin the work of the college. The range of qualifications on offer reflects the diverse nature of students needs at both advanced (Level 3) and intermediate (Level 2) level and is as comprehensive as possible for a college of approximately 2100 students.

4.6 Literacy and Numeracy
In line with current governmental guidance, any student who has not achieved a GCSE at grade 4 in English Language or Maths is required to undertake timetabled lessons and resit the subject. Students who achieved a 2 or lower in Maths will usually be offered Functional Skills Maths Level 2 instead. A numeracy and literacy policy provides guidance for developing relevant skills in all aspects of the curriculum offer.

4.7 Special Educational Needs and/or Disabilities
The needs of students with special educational needs and/or disabilities (SEND) can vary widely but the college's curriculum policy still applies. Students follow a programme that stretches them, prepares them for adulthood and supports their progression into work or further study. For students with SEND who have a learning difficultly assessment (LDA) or an Education, Health and Care Plan (EHCP) an appropriate study programme can apply up to the age of 25.

4.8 Transfer Arrangements (internal)
In order for students to continue with subjects/courses in Year 2, students taking A Levels need to achieve at least a Grade E in their Transfer Examinations. Students taking Vocational Level

3 qualifications need to achieve Pass grades and those on Vocational Level 2 need to achieve a Merit grade. All students need to have a good attendance record, at least 'Good' for Effort in their first year Progress Reviews and a recommendation from their Head of House.

## 5. RESPONSIBILITIES

5.1 The senior management team of the college will ensure that the policy is integrated with admissions advice and guidance and that the quality of teaching and learning leads to a student's experience related to the policy aims and objectives.

5.2 Curriculum design, structure and policy implementation will be the responsibility of the Vice Principal (Curriculum), Directors of Faculty and the Director of Information Services.

5.3 The tutor, Heads of House and Director of Student Engagement will monitor student progress and advise students and parents about the appropriate study programme once a student has enrolled.

5.4 Complaints about the implementation of the policy will be referred either to the relevant tutorial or academic manager.

## 6. MONITORING

6.1 Directors and Assistant Directors of Faculty will monitor the day-to-day delivery of the Curriculum Policy. Oversight and co-ordination of the implementation takes place via scheduled Curriculum Directorate and Curriculum Committee meetings. Directors of Faculty and Heads of Subject also meet at least once a term, according to the schedule of meetings on the college calendar, to ensure effective monitoring and review of the curriculum. The Curriculum Directorate, Curriculum Committee and the Heads of Subject also provide the link to the college's quality assurance and improvement procedures.

6.2 Tutors monitor the progress of students on a weekly basis with twice-yearly review days and parents evenings. The tutor is also available for students to raise any questions they have about their programme of study and the experience that they are having at college.

6.3 Academic progress is monitored by subject teachers and Heads of Subject who work closely with all students to ensure that the curriculum and their learning meets their needs, skills, interests and progression intentions.

6.4 Student voice about the curriculum is reflected in the monitoring mentioned above and via, for example; student evaluations, course review panels and the RCU.

6.5 The college's quality assurance procedures review the effectiveness of the curriculum on a regular basis and liaise with the Admissions Team, partner schools and external organisations provide regular checks on the suitability of the curriculum offer and curriculum policy.

## 7. RELATED POLICIES

- Admissions Policy
- Code of Conduct (Student)
- Collyer's Mission and Values
- Complaints Policy
- Equality and Diversity Policy
- Examinations and Assessment Policy and Procedures
- Quality Assurance Policy
- Safeguarding and Child Protection Policy

- Social Media Policy
- Student Bullying and Harassment Policy
- Student Disciplinary Policy
- Student Voice Policy
- Supporting Learners