



COLLYER'S
Founded in 1532

CURRICULUM POLICY

MARCH 2023

Reviewed by SMT: 19th April 2023
Next review: Spring 2024 by SMT then Q&C

1. INTRODUCTION AND SCOPE

- 1.1 This policy covers all 16-19 students. A subsidiary policy covers Adult Education and Skills 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 'Funding guidance for young people (16-19) 2023 to 2024 rates and formula' (2023 to 2024 academic year) (updated March 2023). Evidence is also taken from Ofsted's evaluation and comments on study programmes and quality provision for 16-19 year olds in full-time education as defined by the Ofsted Inspection Framework (updated July 2022) and Further Education and Skills Inspection Handbook (updated September 2022).

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 development, values, breadth and personal development**. The college aims to enable students to move beyond their current range of skills and abilities by providing them with a challenging and rounded 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 (4 hours and 20 minutes per block) on their main learning. Additionally, students are required to complete 4 hours of Pro-Study per week: highly relevant and useful work that is set by each subject to aid students' revision, practice of skills and broadening of subject knowledge. Pro-Study work is in addition to regular homework and coursework set by each subject. Two of the four hours of weekly Pro-Study are registered and supervised in one of the colleges library spaces. All subjects provide workshop support for students throughout the year as either open access or targeted sessions. Where a student is requested by a teacher to attend a workshop session, the expectation is that the student attends. All students are also expected to complete a minimum of 12 hours of registered enrichment activities per year. Students can select from over 100 enrichment activities including membership of sports teams, clubs and societies on a first come first served basis at three points during the academic year. Students may also elect to complete subsidiary courses in addition to their main study programme from the summer term of their 1A year – please see the 'Subjects Available and Entry Requirements' document for an up-to-date list of available subsidiary courses. All Transition and 1A students are required to complete a minimum of 3 days of work experience during their summer term. Students can also access a wide range of progression related events covering higher education and direct entry to the workplace alongside open access to careers support delivered by the college's specialist careers department. All 1A students will complete 10 hours of targeted progression sessions during their summer term. The wider curriculum also includes 1 hour per week of 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.
 - 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 enrichment activities for personal development.
 - 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, aspirations, and prior achievement. Breadth is possible by the provision of a range of qualification courses including Level 2 BTEC, GCSE retakes in English Language and Maths, A-Levels, AS-Level or equivalent, Level 3 BTEC and Diplomas, and T-Levels, 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 Entry requirements for programmes of study

Students wishing to study a 3 x A-Level programme must hold prior achievement at GCSE of at least a 5 on average from a minimum of 5 GCSEs. In addition to this requirement some A-Level courses have higher entry tariffs/criteria for specific prior achievement at GCSE (please see 'Subjects Available and Entry Requirements' for further details). Students holding a GCSE average of between 4 and 5 will be advised at enrolment to follow a mixed programme of Level 3 study comprising A-Levels alongside Level 3 BTEC and Level 3 Diplomas to provide a 3 x A-Level equivalent study programme. Students holding a GCSE average of between 4 and 5, or above may also chose to study a T-Level course which comprises their whole study programmes i.e. 3 x A-Level equivalent. Students holding a GCSE average of below a 4 will be advised at enrolment to follow a Transition year with the intention of progressing to a two-year Level 3 programme on successful completion of their Transition year. The Transition programme comprises of retakes of GCSE English Language and Maths, alongside a Level 2 BTEC equivalent to one GCSE and 4 hours and 20 minutes per week of studentship and work readiness. Transition students wishing to progress to a T-Level course following their Transition year will be advised on the most suitable Level 2 BTEC qualification to take as part of their Transition year.

4.3 Skills development and Complementary Learning

Skills and complementary non-qualification studies should provide further guided learning hours per year. Learning skills include workshop time, Pro-Study, enrichment, the tutorial programme and optional subsidiary qualification courses. 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' events, alongside 3 days of work experience for all Transition and 1A students during their summer term. Other activities such as sports teams and visits or other enrichment events, and 1A summer Progression sessions add to the skill base for each student.

The opportunities and activities detailed in the previous paragraph, alongside our broad academic/vocational curriculum ensure that students have the opportunity to engage with relevant employers and develop skills to address local, regional (as defined by the Sussex Chamber of Commerce Local Skills Improvement Plan) and national skills needs and to meet the 'Skills for Jobs for Lifelong Learning for Opportunity and Growth' and 'Ofsted Inspection Framework'.

4.4 Values and Community Involvement

This area contributes to a student's complementary learning. There are over 100 enrichment activities that form part of the enrichment programme covering four key areas: community, health, future, and explore. Enrichment activities include the Richard Collyer Union (RCU), societies, charity work, attendance and participation at Founders events, the College Christmas Concert, volunteering at Open Evening(s), 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.

4.5 Personal Development

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 Collyer's 360 section of MyProgress, and offers each student an account of their efforts and encourages active participation employing a points based and medal awards system that students may comment upon in Higher Education, apprenticeship or employment applications to demonstrate their involvement in broader college life and their own personal development. College sports, drama, performance, media, liberal arts, membership of societies, and creative enrichment activities all contribute to this aspect of learning.

4.6 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 2200 students.

4.7 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 relevant GCSE until a grade 4 or above is achieved (see DfE document '16 to 19 funding: Maths and English condition of funding' (updated January 2023). A numeracy and literacy policy provides guidance for developing relevant skills in all aspects of the curriculum offer.

4.8 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 difficulty assessment (LDA) or an Education, Health and Care Plan (EHCP) an appropriate study programme can apply up to the age of 25.

4.9 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 in the summer term of their 1A year. Where a student does not achieve a pass in their A-Level Transfer exams, they will be given the opportunity to retake before the end of the summer term. If an A-Level student declines the retake opportunity or fails to achieve a pass in their retake exam, they will be

advised on a subsidiary qualification to complete during their second year of study. All students are required to follow a full study programme during their time at Collyer's. Students taking Vocational Level 3 qualifications need to achieve Pass grades and those on Vocational Level 2 need to achieve a Merit grade for progression to their second year of study or first year of Level 3 study respectively. Due to the combination of exam and coursework of Level 3 vocational courses, these students do not sit an internal summer Transfer exam, instead a judgment on their progress is determined using exam board provided grade calculators that aggregate public exam and coursework performance. 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 for progression to their second year of Level 3 study or first year of Level 3 study if completing their Transition year.

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, Director of Student Engagement, Director of Student Support and Vice Principal: Curriculum and Vice Principal: Pastoral will monitor student progress and advise students and parents about the appropriate study programme once a student has enrolled. Students will receive formal Progress Review grades reflecting academic/vocational progress and studentship skills for each of their qualification courses four times during their first year and three times during their second year. Progress Review grades are reviewed by the tutor and student, and where necessary the relevant Head of House where more substantial intervention is required.
- 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 AND DOCUMENTS

- Admissions Policy
- Adult Education and Skills Subsidiary Skills Policy
- Appeals Procedure (Non Staff)
- 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 Behaviour Policy
- Student Voice Policy
- Subjects Available and Entry Requirements (updated annually)
- Supporting Learners