



COLLYER'S
Founded in 1532

CURRICULUM POLICY

FEBRUARY 2024

Reviewed by SMT: 21st February 2024
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1. INTRODUCTION AND SCOPE

This policy covers all 16-19 students. A suite of policies and procedures covers Adult Education and Skills students. This policy 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

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 July 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 2023) and Further Education and Skills Inspection Handbook (updated January 2024).

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. Only in circumstances where students have very substantial learning, health or personal needs, would a reduced programme of study be considered – the threshold for mitigating circumstances that would permit a reduced programme is intentionally set very high as students require 3 x A-Level or equivalent for competitiveness in today's world. Additionally, students are required to complete 4 hours and 20 minutes 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. 2 hours and 10 minutes 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 2A Level 3 students follow a programme of structured revision from the February half term through to study leave in May in each of their subjects. All students are also expected to complete a minimum of 12 hours of registered enrichment activities per year. Students can select from over 130 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 student are required to complete a minimum of 3 days of work experience during their summer term. Students are also required to 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 and skills 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 of study is promoted via the provision of a range of qualification courses including Level 2 BTECs, GCSE retakes in English Language and Maths, A-Levels, AS-Levels or equivalent, Level 3 BTECs 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 alongside specific employment sector skills and the broader soft skills required for success in today's world.

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/or Maths, alongside Level 2 BTEC(s) equivalent to one GCSE and development of studentship and work readiness skills. 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(s) to take as part of their Transition year.

4.3 Skills development and Complementary Learning

Skills and complementary non-qualification studies 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 (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 3 days of work

experience for all Transition and 1A students during their summer term. All 1A students are expected to attend at least one of the three faculty careers festivals held during the second half the 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 can 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 130 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 gain a fuller 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 2400 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 February 2024)). 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. The expectation is that all students resit a failed Transfer Exam. If an A-Level 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. If a student should fail 2 or more of their Transfer Exams, progression to their 2A year would not be possible. In such cases a 1A restart following an alternative study programme may be appropriate where attendance, behaviour and studentship are satisfactory. 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 judgement 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 / 2 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 regarding 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 and Educational KPIs 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 Policies suite
- 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