

## Tavistock College Curriculum Policy

### Principles of the Curriculum

The curriculum of a school is the planned learning experiences and interactions that take place as part of a school's educational responsibility for students. Through our curriculum students will not only develop academic acumen, but thrive in a world full of uncertainty and challenge. This will rely upon the passion provided by subject specialists, an outstanding transition process at different stages and an appropriate and inspirations IAG process predicated upon the future needs of the community locally, nationally and internationally.

At Tavistock College our curriculum is built upon the following principles:

1. Progression for all students on a 7 year journey through the college. We want all students to leave the college ready for the workplace, further or higher education. With this endpoint in mind, students will have individual advice and guidance on how to achieve their potential and desired career, and their curriculum personalised to their needs.
2. Personalisation of each student's curriculum so that they are able to study appropriate academic or vocational qualifications.
3. Challenge such that all students feel stretched and have a curriculum which is appropriate to their ability
4. The teaching in the curriculum is taught by experts in their subject
5. The golden threads of British and Co-operative Values which underpin everything that we do.

The curriculum is informed by the Co-operative Values that underpin our college ethos. These are:

- **Self-help**  
Encouraging all within the organisation to help each other, by working together to gain mutual benefits. Helping people to help themselves.
- **Self-responsibility**  
To take responsibility for, and answer to, our actions
- **Democracy**  
To give our stakeholders a say in the way we run our school
- **Equality**  
Equal rights and benefits according to their contribution
- **Equity**  
Being fair and unbiased
- **Solidarity**  
Supporting each other and those in other co-operatives.

These provide a framework for everything that happens at the college including any decisions that are made around the curriculum. The British Values are also prevalent throughout the college curriculum. Students are given opportunities to explore democracy, rule of law, how government works, freedom, faiths and acceptance of other cultures throughout all subjects not just in social learning. Students' social, moral, spiritual and cultural education is key in all areas and our tutor program helps to develop these skills. We pride ourselves on developing the whole student, not just student attainment.

## **Curriculum Content**

The curriculum at KS3 and 4 follows the National Curriculum but is also enhanced by vocational qualifications at KS4 to enable students to not only progress down academic pathways, but also into pathways which do not end up at university. This is echoed at KS5 where students are given the opportunity to not just study traditional academic qualifications but qualifications which are more occupational in nature. Students are advised carefully on what subjects they should study with their academic profile and career ambitions in mind.

The curriculum is broad and balanced, yet also stretches students of all abilities. We base the learning in the classroom on the mastery curriculum. Subjects plan their curriculum on what a student who has mastered their subject would be like when they leave the college at age 18, and then work backwards towards year 7. This enables students to have a clear progression through the college and ensures that students are stretched and they achieve their potential. Where there are barriers to learning in place for students, strategies to remove them are put in place swiftly and effectively by the SEND department by sharing high quality teaching and learning in the classroom. We are an inclusive school and no child will be left behind.

All students at KS3 and 4 have structured lessons in sex and relationship education (SRE) and religious education (RE) and at KS5 this is delivered through tutor lessons and collapsed days. All students at KS3 and 4 have 2 hours a week of PE and at KS5 students take part in an enrichment and academy program for their physical activity. This makes us compliant with the statutory curriculum.

## **How the curriculum is made up**

After a curriculum review it was decided to move to a 3 year Key Stage 4, starting in September 2017. The rationale for change was to give the students an extra option in KS4 so that students could access more foundation subjects and therefore give them a broader curriculum offer. This means that now students will have a 2 year KS3. There is a 2 week timetable in place which students have 5 1 hour lessons a day.

### **Year 7**

Students have 8 hours of English, 8 hours of mathematics, 6 hours of science, 5 hours of a modern foreign language (French, Spanish or Japanese), 4 hours of design technology (on rotation with students studying computing, resistant materials, food technology and textiles at some point each year), 4 hours of PE, 3 hours of social learning, 2 hours of history, 2 hours of geography, 1 hour of dance, 1 hour of drama, 2 hours of music, 2 hours of co-operatives studies and 2 hours of art and design a fortnight.

## Year 8

Students have 8 hours of English, 8 hours of mathematics, 6 hours of science, 4 hours of a modern foreign language (French, Spanish or Japanese), 4 hours of design technology (on rotation with students studying computing, resistant materials, food technology and textiles at some point each year), 4 hours of PE, 4 hours of social learning, 3 hours of history, 3 hours of geography, 1 hour of dance, 1 hour of drama, 2 hours of music and 2 hours of art and design a fortnight.

## Year 9

The new 3 year KS4 curriculum will start in September 2017. It is slightly different in year 9 to 10 and 11. In year 9 they study 8 hours of English, 8 hours of mathematics, 9 hours of science, 4 lessons of ethics and beliefs (this encompasses RE and social studies), 5 lessons of PE and 4 4 hour option blocks. In years 10 and 11 students study 12 hours a fortnight in science but one fewer in mathematics, ethics and beliefs and PE. The options that students can study are set out below. Students must study at least one subject from the compulsory subject list.

## Years 10 and 11

We are currently phasing out this curriculum model so that we can have a 3 year KS4. Currently students study 8 hours of English, 8 hours of mathematics, 12 hours of triple science, 3 hours of ethics and beliefs, 4 hours of PE and then 3 5 hour option blocks. From these options students have to study at least one subject from the compulsory subject list.

## KS4 Options

We currently offer:

GCSE Computing
GCSE French
GCSE Spanish
GCSE Geography
GCSE History
GCSE Japanese
GCSE Art & Design
GCSE Business
GCSE Child Development & Care
BTEC Construction (2 Options)
BTEC Creative Media
BTEC Dance
GCSE Design and Technology
GCSE Drama
GCSE Food Preparation & Nutrition
GCSE Media Studies
GCSE Music
BTEC Music
GCSE PE
GCSE Photography

Compulsory subjects

GCSE Psychology
BTEC Public Services
GCSE Sociology
GCSE Textiles Design

KS5

Students have a wide range of subjects to choose from. Each subject has 10 hours a fortnight, although some of this may be guided coursework time, and double award subjects have 20 hours. We offer both vocational and academic subjects. In addition to the level 3 subjects we offer we also offer an enrichment program so that students can take part in sports academies as well as retake classes for GCSE Mathematics and English.

### **Literacy and Numeracy across the Curriculum**

All faculties are responsible for the teaching of literacy and numeracy in their subject areas and all teachers are teachers of literacy and numeracy. Students are taught how to organise their writing in such a way that it makes grammatical sense and conveys their ideas accurately to the chosen audience. Pupils are also taught how to listen to each other's points of view and offer constructive criticism where required. 'Little Helper' is used in class to support students in independence with literacy.

Numeracy is taught in conjunction with sound mathematical principals which encourage students to use the correct mathematical technique rather than using tricks. Students should be taught how to use their calculators effectively in lessons. 'Super Numan' is used in class to support students in independence with numeracy.

### **Social, Moral, Spiritual and Cultural Education**

SMSC plays a part in all lessons. Using the Co-operative Values in lessons ensures that students understand and empathise with each other. These skills help students to make decisions which do not undermine the College and promote outstanding moral values. The College not only promotes these healthy values in formal lessons, but this makes up a key part of the tutor program and the way in which students interact with each other at social time.