Tavistock College

Curriculum Policy

2020-21

Contents

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. It's aim is to help develop young people who are active and ethical citizens, and who build a sustainable and resilient society. 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.

Intent

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

1. **Progression** for all students on a 7 year journey through the academy. All students will leave the academy ready to continue a journey of lifelong learning in the workplace, further or higher education.
2. **Personalisation** of each student's curriculum so that they are able to study appropriate academic and vocational subjects
3. **Challenge** such that all students feel stretched and have a curriculum which is appropriate to their ambitions.
4. The teaching in the curriculum is taught by **subject experts** and has challenge by building students' **knowledge, social capital** and **cultural capital**

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

- **Self-help**
  Encouraging all within the organisation to develop independence and interdependence to enable everyone gain mutual benefit.
- **Self-responsibility**
  To take responsibility for, and answer to, our actions. To consider the consequences on self and others for our behaviours.
- **Democracy**
  To give all our stakeholders a say in the way we run our school. Everyone should feel confident to use their voice responsibly.
- **Equality**
  To provide equal rights and benefits and to expect high levels of responsibility for these by everyone in the school.
- **Equity**
  Ensure all our behaviours, actions and intentions are fair and unbiased.
- **Solidarity**
  Supporting each other and those in other cooperatives ensuring no one is left behind.

These provide a framework for everything that happens at the academy including any decisions that are made around the curriculum. Students are given opportunities to explore democracy, rule of law, how government works, freedom, faiths and acceptance of other cultures throughout all subjects and in depth in social learning. Students' social, moral,

spiritual and cultural education is key in all areas and our tutor programme helps to develop these skills. We pride ourselves on developing the citizens of the future and do not just provide a curriculum based on student attainment.

Implementation

Our curriculum subject offer provides broad and balanced curriculum. It is right that students study a variety of subjects so they have a wide knowledge base in order to improve their life opportunities. We run a 3 year key stage 4. We believe that a 3 year key stage 4 is right for our students because:

- It enables students to study a broad and balanced curriculum by taking 4 options.
- The arts and technology are not marginalised and students are able to build on their cultural capital.
- By starting earlier, students are able to study subjects in sufficient depth to ensure total understanding and enjoyment of topics.
- The curriculum is not rushed and students are able to study everything in the specification

We allow all students to study the Ebacc, however our high prior attaining students are all signposted towards it to ensure sufficient challenge. By encouraging all students to take the Ebacc, we are encouraging students to study across all areas, and not limiting the offer.

Our subjects are broadly based on the National Curriculum. This gives subjects a good start point but they can then tailor it to students' needs. We live in an area where the ethnicity is predominantly white British. We make sure that students are taught about other cultures as well as visits to more multicultural areas of the UK to give students those experiences. The curriculum is also enhanced by vocational qualifications at KS4 to enable students to study subjects that will enhance technical workplace pathways. This is echoed at KS5 where students are given the opportunity to not just study traditional academic qualifications but qualifications which are more vocational in nature. Students are advised carefully on what subjects they should study with their academic profile and career ambitions in mind.

Careers education is the responsibility of all teachers and tutors at Tavistock College. Careers education is delivered within the PSHE curriculum by specialist Social Studies staff and via the Tutor Programme by all Tutors as directed by the Careers Leader at appropriate points throughout the academic year. The structured programme includes focused events such as an Enterprise Day and various work experience periods.

Students are entitled to CEIAG which meets the professional standards of practice and which is student centred, impartial and confidential. It is integrated into students' experience of the whole curriculum and is based on a partnership with students and their parents/carers. The programme is expected to raise aspirations, challenge stereotyping and promote equality and diversity.

Careers Education and Guidance is an important component of the 11-19 Curriculum and at Tavistock College, we fully support the statutory requirement for a programme of careers education in Year 7-13. We use the Gatsby Benchmarks as a model of good practice and regular assess and evaluate our provision against this and the Careers Development Institute Framework.

Curriculum Content

The curriculum is broad and balanced, yet also stretches students of all abilities. Subjects plan their curriculum on what a student who has mastered their subject would be like when they leave the academy at age 18, and they then track this back towards year 7. This enables students to have a clear progression through the academy 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 aim that no child will be left behind.

All students at KS3 and 4 have structured lessons in relationship and sex education (RSE) 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

The rationale for a 3 year KS4 is 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. However, we recognise that all students need a deep curriculum, therefore, all students in year 9 study history, geography, a language and the arts. This is to ensure that students have sufficient cultural capital and knowledge to achieve at KS4 by completing the KS3 National Curriculum. There is a 2 week timetable in place which students have 5 1 hour lessons a day.

Year 7

Students in year 7 follow 1 of 2 different pathways. The more able students study 2 languages whereas the other students will study 1 language of their choice, digital literacy and an extra hour of performing arts. 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) with more able students studying 7, 4 hours of technology (on rotation with students studying computing, design technology, food technology and textiles at some point each year), 4 hours of PE, 3 hours of social learning, 3 hours of history, 3 hours of geography, 3 hours of performing arts (2 for dual linguists) and 2 hours of art and design a fortnight.

Year 8

Students follow the language pathway from 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) 7 for dual linguists, 4 hours of technology (on rotation with students studying computing, design technology, 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, 3 hours of performing arts (2 for dual linguists) and 2 hours of art and design a fortnight (1 for dual linguists).

Year 9

The curriculum in year 9 is different to 10 and 11. In year 9 they study 8 hours of English, 7 hours of mathematics, 9 hours of science, 1 lesson of ethics and beliefs (this encompasses RE and social studies), 4 lessons of PE and 4 4 hour option blocks. Students also study a

lesson of history, geography, a language and the arts. 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
BTEC Creative Media
BTEC Dance
GCSE Design and Technology
GCSE Drama
L2 Hospitality and Catering
BTEC Music
GCSE PE
GCSE Photography
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. Students are also taught how to listen to each other's points of view and offer constructive criticism where required.

Numeracy is taught in conjunction with sound mathematical principles 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.

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 Academy and promote outstanding moral values. The Academy 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.

Schemes of Learning

A scheme of learning is essential to a subject's curriculum. It sets out what knowledge students need to know and also to support high quality of student learning. There should be a justification for the order in which objectives are taught. It should be thought out and build on prior learning and broaden students understanding and knowledge of a subject. There is no reason for all schemes of learning in the school to be on the same proforma or be identical. However, there should be consistency in what they contain. They should all have:

- A rationale on the front for the order that you teach things from KS5 to 3 and your curriculum vision. This will show the intent, implementation and impact of the curriculum in their subject.
- Learning objectives planned out in to a rough lesson progression
- End point tasks, based on high expectations
- Opportunities for scaffolding
- Suggested homework
- Resources

Impact

All students will make exceptional progress with their learning. The impact of the school's curriculum is based on the use of end point tasks. Students know what they are working towards as teachers are sharing roadmaps outlining the curriculum objectives and then using the end point tasks to assess their learning. Teachers are then able to individualise feedback for students and help to develop any misconceptions.

We collect data on students 3 times a year to assess what progress students are making. At KS3 we compare students to their end of KS4 targets and report on how on track they are. This enables us to keep parents informed on their progress without assigning any grades or

levels to students. At KS4 and 5 we report a current grade and a future predicted grade. These grades are based on assessments and their end point tasks. Heads of faculty then quality assure these data and make sure that they are accurate.

These data are then analysed looking at disadvantaged students, gender, SEND, prior attainment (with a particular focus on high prior attaining students) and any other specific micro cohorts of students which have been identified as a concern. This analysis is vital so that students are not left behind and plans can be made to support different cohorts and inform the CPD of teachers in the school. We can then assess whether or not the CPD has had an impact by looking at the progress made by students at subsequent data collection points. The use of these data also means that we can tailor the curriculum and options for individual students. Some students will need to have a curriculum which is based on vocational learning and studying fewer subjects. By using our assessment data, prior attainment and SEND we can make these decisions and ensure that all students have a challenging, yet supportive curriculum.

English

Intent

We firmly believe that an excellent English curriculum should broaden students' horizons; intellectually, emotionally, and culturally. Our intention is that, through the study of well-chosen, diverse and powerful literary texts, our students will develop into kind, informed, and open-minded citizens. As such, the English curriculum has been developed in order for students to engage with a range of challenging texts, concepts and language throughout KS3, 4 and 5; the accumulation of which will equip our students with the cultural capital, emotional intelligence, and vocabulary to succeed beyond Tavistock College.

Implementation

Our curriculum has been designed by considering the knowledge we want students to have acquired by the end of KS5 and ensuring that throughout years 7-11 we are building towards this both in terms of knowledge and difficulty. All English units are assessed using an end point task, which students work towards throughout the unit of study. These end point tasks/assessments are essay-style pieces of writing; assessing both the skills that have been developed through that unit and the knowledge that has been built.

As well as our curriculum design, our delivery also has a strong focus on knowledge, with emphasis on interleaving, retrieval and regular use of memory platforms in order to strengthen student learning. English lessons regularly include starters and activities which require students to consider a text they have previously studied, compare ideas across texts and bring their knowledge together in a more integrated fashion. In every year group and every class, students will be engaging with the retrieval of knowledge, spaced practice and interleaving. All units work towards end point tasks, with a focus on extended writing. Vocabulary is explicitly taught, applied and revisited.

A key decision we have made within the English curriculum is the way we handle the transition between KS3 and KS4 in year 9. We have chosen an approach where we spend the year teaching students KS4 level texts, vocabulary and concepts but through a range of alternative texts which are not the ones they will do their GCSE assessments on. This is to allow students a year to adjust to the expectations of KS4 and GCSE level work, and to enhance their KS3 knowledge without the added pressure of the texts they are studying being their assessed ones. The intention is that when students reach Year 10 they will have accumulated a more in-depth understanding of key content and will be ready to apply it in a more sophisticated and critical fashion to the relevant texts.

An example of this being implemented in year 9 comes from our choice of non-fiction topic area. Analysis, evaluation and then of non-fiction texts is an assessed skill in GCSE but, to ensure this skill was also focusing on relevant and transferrable knowledge, we have built the year 9 non-fiction unit around the themes of war, conflict and protest in order to develop students' knowledge in this area before moving onto the study of the Power and Conflict Cluster in year 10 for their assessed poetry unit.

Our KS3 curriculum has been designed to strengthen the literary and linguistic knowledge of students by introducing them to high challenge content. The progression through the units in KS3 allows students to be exposed to and accumulate a range of ideas which are important to lead into KS4.

Specific examples of this can be seen in Year 7, where the first text that students study is Percy Jackson: Lightning Thief. This allows us to introduce students to the concept of allusion (its meaning, uses and how to analyse it) and the importance of relevant context and how this can enhance our consideration of a text. As we progress through the school, these concepts are revisited regularly with reference to different texts and students' knowledge is regularly updated and applied.

From year 8 a good example is the study of An Inspector Calls. Studying this play allows us to revisit relevant historical context, and also to focus on the writer's intent in relation to social, moral and political issues. Addressing a text in this way, and the learning of key political concepts and moral vocabulary, is then an approach that students return to as they continue through the year groups and is of particular use when studying non-fiction texts, dystopian literature and the modern text of DNA in Year 11.

Impact

The English team are continuously working to reflect on and improve the curriculum. Areas that have been of key focus have been ensuring all units are challenging (the vast majority of texts taught are of GCSE standard) and that are core requirements at KS4 (and onto 5) are being implemented and introduced from year 7. For example, English lessons from years 7-11 regularly contain specific instruction on the learning, development and usage of challenging vocabulary (examples: visceral, liminal, transgressive). Similarly, we have built into the curriculum opportunities for students to learn about relevant, detailed and sophisticated contextual issues which, not only apply to the initial text and unit where they are being introduced, but also accumulate to be allow students to select appropriate ideas to apply and analyse as they progress through the school (examples: Greek Mythology, genre conventions, political theory).

At KS4 including challenging content in our curriculum extends to students learning about critical and literary theory and how to apply this to their understanding of texts. Students are introduced to specific theorists when analysing certain texts (Shakespearean critics, for example) but also learn about theories which are more widely relevant and can then be applied selectively.

A current area we are working on within the team to them embed into relevant schemes is key misconceptions. We are spending Faculty Development Time developing resources and approaches to address key misconceptions across units and year groups, which can then be added into schemes of learning, resources banks and teacher strategies.

Appendix

For a more detailed breakdown of how the English Faculty have worked to develop a mastery based curriculum, please see attached document (English Progression Map), which outlines the skills and attributes needed to succeed in KS5 English, and demonstrates how the skills are addressed and developed from year 7 onwards.

Mathematics

Intent

The Mathematics curriculum at Tavistock College is designed to allow students the opportunity to explore mathematics without fear of failure. We want students to be secure in the knowledge that mistakes are valuable and ultimately form an important part of learning that will also lead to their greater resilience. The overwhelming ambition of our curriculum is to develop students into competent mathematicians that have numerical and problem solving skills required to adapt confidently in a rapidly changing world.

Mathematics at Tavistock College is based around the National Curriculum and has number at the heart of it. Students study a spiral curriculum where they revisit and build on each topic as they progress through the academy. Students start by building number competency and becoming fluent with different techniques and knowledge of number. Students then progress on how to apply these techniques. This helps to support students to understand that algebra is generalised arithmetic rather than a standalone topic. These types of generalisations are built on through the curriculum. Students are encouraged to explore and understand mathematical content and then practise the ideas to build their base of mathematical knowledge. Topics such as trigonometry are taught after similar triangles so that students can appreciate how the 2 are connected. As students progress towards GCSE they build on all areas of mathematics to include ratio and proportion, handling data, probability, shape and space, number and algebra.

We also have a responsibility to support our learners to be responsible citizens. When topics such as percentages or data are taught, students are given examples from real life; such as interest on loans, repayments or how to analyse data around smoking. Ensuring that students are able to read a graph and make decisions in this time of fake news is a vital life skill.

The objectives in the mathematics curriculum are based on the National Curriculum and build towards students studying A-Level Mathematics.

Implementation

Students are all taught by specialist mathematics teacher in order for us to implement our curriculum intention. This means that students are able to see how mathematics can progress through the school. The spiral nature of the mathematics curriculum also means that students are able to build on their knowledge and understanding as they progress through the academy.

At KS3 students are taught using a mastery approach, using the White Rose Scheme of Learning. This gives students the opportunity to explore mathematics in a greater depth than previously and to build in significant challenge. In lessons, we pitch the objectives to the highest ability learners and then scaffold for students to achieve this. In KS4 we have our most able students in one group and challenge students with concepts which bridge the gap to A-Level to make sure that they are able to achieve a grade 9. At the same time, our most vulnerable students will also study Entry Level Mathematics so that all students at Tavistock College will leave with a qualification in mathematics. At KS5 we attempt to bridge the gap between school and university. We encourage our students to prove the ideas and concepts they are taught and to appreciate how to solve problems using mathematical analysis and

from first principles. Students use Hegartymaths outside of the classroom to develop their independence and to ensure that they are able to work on their own misconceptions. This builds into using Pinpoint Learning in year 11 which identifies specific areas of misconceptions from examination papers and provides resources to address these.

Students are set in mathematics in order to best meet individual student needs. In particular, we build an extra group in to years 10 and 11 which is full of the highest ability students. This means that these students can be stretched to achieve the grade 9s and build towards studying A-Level further mathematics.

Impact

Students will make exceptional progress. Students are working towards the objectives set out in the scheme of learning. We assess students regularly using big questions. These big questions make up the end point tasks which are used consistently across the academy. They enable us to support students work on their misconceptions and make progress towards their targets at the end of KS4. This process means that students have consolidated the key skills from a topic before they move on to the next one.

For homework, students use a website called Sparx for years 7,8 and 9 and Hegartymaths for years 10 and 11 Sparx is an adaptive system that learns the student and provides tasks based on their ability. The homework is based 60% on recently covered topics and 40% retrieval practise. There is also the capability for students to do an optional extra homework. Students can watch videos and make notes and write down examples. They then use the examples to answer questions from an online quiz. Teachers get feedback from both websites about how they have achieved. They then mark the students' notes and make sure that they give feedback on any areas of misconception.

Overall, students' progress is monitored closely across all year groups. Marking of assessments are moderated by the head of faculty to ensure consistency. Teachers then have a meeting with the head of faculty to discuss their classroom data to ensure that the grades entered are accurate and also what teachers are doing about underperforming students and micro-cohorts of students.

Science

Intent

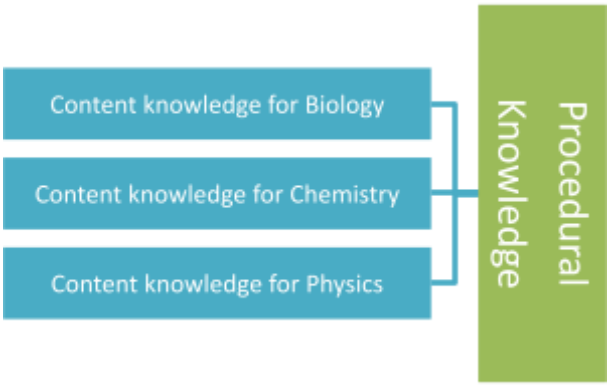
The Science curriculum is designed to be inspiring as well as building the knowledge required to succeed, allowing for mastery to be achieved within the subject. We are striving to develop people who can use their knowledge of Science to understand the current issues, using this to securely understand the world and problems around them. After studying, students should be able to apply scientific principles to solve a wide range of real world problems and realise the vital importance to science in our every day lives. Students should be able to dissect information from the news with their scientific knowledge and skills, understanding the key issues.

Through inspiring and knowledgeable teaching, we aim for students to understand and appreciate the role of scientific concepts in all aspects of their lives and the environment. Students will develop a sense of excitement and curiosity about natural phenomena, and their own role in the global challenges that society currently faces. They will become articulate communicators who have the skills needed to critically investigate key questions, and evaluate written and numerical information to reach their own informed conclusions on key ideas.

The curriculum covers the entire national curriculum, with the KS3 knowledge base to be covered in 2 years. This then allows more complex ideas at KS4 to be covered in more detail and effectively linked to different areas. We offer a broad range of qualifications to ensure that all students are challenged but not limited, with students completing either double or separate science and students who need further support completing ELC alongside GCSE Science. Progression from one stage to the next is kept open as much as possible - for example, we do not require students to complete triple science to do A levels.

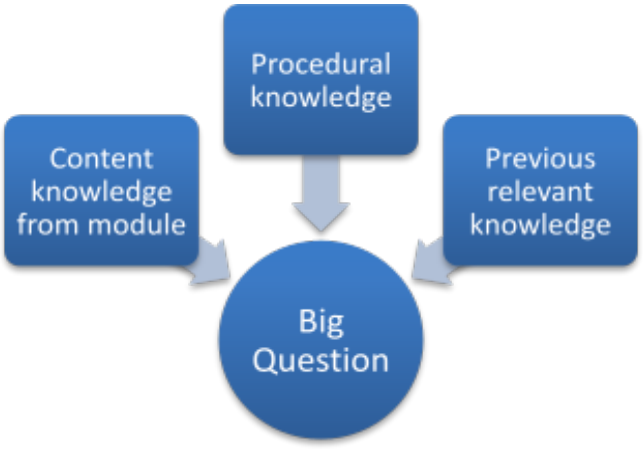
The knowledge needed will consist of not only of subject knowledge but also of a set of skills that can be applied to all of their knowledge, also known as procedural knowledge. The aim is to ensure that whilst content knowledge is taught, procedural knowledge is embedded throughout all lessons with a significant development of this knowledge over time. Within a subject area, these are designed to link together to build towards a 'Big Question' where these concepts are applied to a new scenario. This supports students understanding the relevance of what they are learning.

Science is based around a spiral curriculum. This allows students to regularly revisit concepts - although at a higher and often more abstract level - and effectively uses spaced practice over the years to ensure that knowledge is transferred into long-term memory. Concepts are sequenced within the curriculum to ensure that students have the requisite prior knowledge to effectively engage with the new material and for this to come together for a full tapestry of scientific understanding.



Implementation

To link together both the content knowledge and procedural knowledge, students use roadmaps to see their learning journey through the topic to complete Big Questions at the end of each topic section. These are designed to ensure that they are making linking between different areas of content and procedural knowledge and are constructed with the ideas of SOLO taxonomy behind them. The Big Questions are designed to ensure that students can apply the concepts to different areas, supporting the making of these links and helping to embed key concepts. These Big Questions form the backbone of the curriculum, providing a clear structure, high level of challenge and effective assessment of the understanding of students.



KS3 – there is a rotation of topics from Biology, Chemistry and Physics. This supports Science as a spiral curriculum and revisiting of prior knowledge on a regular basis allowing both content and procedural knowledge to be deepened. The whole of the KS3 national curriculum content is covered in years 7 and 8.
KS4 – this is taught by separate subject teachers to provide continuity and support students to develop holistic understanding of both subject and procedural knowledge. Starting in year 9, we use this to fully embed and practice the key procedural and knowledge content to help prepare them for the fundamentals of Science at KS4. This effectively coincides with the content taught in paper 1 before moving on to paper 2, which allows for more rigorous assessment. Within these papers, the subject content is designed to deal with the fundamental ideas that need to be applied across other areas and then can be built further

on from this. Key parts of procedural knowledge are covered first so that they can then be revisited on a regular basis.

Throughout this process, non-subject specialists are supported by the effective use of targeted coaching and the use of CPD courses to further support development.

Impact

Assessment is ongoing and has the drive to be cumulative for what has been learnt rather than simply for each section that has just been taught. To achieve this we currently do the following:

1. Memory starters – these are either low stakes quizzes or simple starting questions that link back to previous topics. The topics may be recent or from previous years, but allow students to regularly revisit and reinforce knowledge
2. Core/Required practicals/PAGs – these are built into the curriculum on a regular basis to support the procedural knowledge of this area
3. Big Questions – these encourage students to make links together between both the procedural knowledge and the content knowledge of the unit. This encourages higher order thinking skills and the creation of links between different topic areas, so developing mastery. These are long marked in detail to support staff to identify weaker areas of knowledge and support their progress
4. Testing – tests are cumulative for content and procedural knowledge, allowing for rigorous assessment and encouraging the revisiting of knowledge rather than learning and forgetting ideas.

Humanities

Humanities at Tavistock College consists of history and geography at KS3 and history, geography and business studies at KS4 and KS5.

Intent
The Humanities curriculum is designed to develop a sense of wonder about the world, inspiring students to make sense of a complex and dynamically changing world and become global citizens. History lessons develop students' curiosity about the past, geography lessons develop awareness of the physical and human worlds whilst business studies helps develop enterprising individuals with awareness of the business and economic world. The humanities curriculum has been designed to not only develop this breadth of knowledge but to develop the independence and enquiring minds required to succeed in society today.

Implementation
Students are taught by specialist humanities teachers all of whom are passionate about their subject. Students are taught in mixed ability classes using a mastery approach allowing lessons to include the highest levels of challenge. In humanities we have high expectations of all students and use scaffolding to support students to achieve.

During KS3 students have 3 history and 3 geography lessons a fortnight and each topic studied is focused on a big question with rag sheets and memory platform tests being used to reinforce subject knowledge. At KS4 students have the option to study a GCSE in at least one humanities subject whilst also continuing to develop their history and geography knowledge through the cultural capital lessons we offer. At KS5 students have the opportunity to study academic A levels in all 3 humanities subjects as well as being able to opt for vocational courses in business and travel and tourism, ensuring the curriculum we offer meets the needs of all students. Whilst KS4 and KS5 content is focused on the specification requirements lessons are designed to continue promoting curiosity and encourage students to take risks with their learning. To ensure the highest levels of challenge exemplar material used is of grade 9 level (KS4) A grade standard (KS5) and scaffolding, such as thinking maps is used to extend students' understanding. Extended writing is an important aspect of humanities lessons and this is incorporated into lessons across all key stages.

Impact
Students are assessed at the end of every topic area. At KS3 the end point task assessments are based around the big questions and often involve a piece of extended writing. KS4 and KS5 assessments are also based on the big questions but are designed to replicate the questions which will form part of the GCSE or A Level assessment at the end of the course. To prepare for these assessments students use rag sheets, memory recall tests and websites such as GCSEpod and seneca learning. This allows students to improve their understanding whilst developing their independence. After each assessment students reflect on their progress and DIRT is used to help remove misconceptions.

Students' progress is closely monitored across all key stages and moderation of assessment marking is organised by the person responsible for that subject and key stage. Discussion

regarding student progress occurs between teachers, the heads of subject and the head of faculty to ensure consistency across humanities.

Modern Foreign Languages

Intent

The MFL Department at Tavistock College believes that languages are becoming ever more important in an increasingly connected world. The communication skills, knowledge and understanding developed through the delivery of the MFL curriculum are an integral part of a young person's all-round education, forging the competencies needed to enter the workplace at the end of their full time education. Furthermore, the increased understanding of other cultures helps students to develop greater awareness and tolerance of the wider modern society outside of the predominantly white, rural area within which our students live.

We aim to provide students, regardless of ability, with an enjoyable, practical skill in their Modern Foreign Language and also to prepare students to reach the highest grades within the GCSE and A Level exam frameworks. We encourage them to take risks in an environment where they can feel safe to learn from their mistakes and develop a mutually supportive relationship with their peers and their teachers. Students are encouraged to develop their confidence to assess their own progress and to set themselves targets to improve.

Implementation

A Modern Foreign Language is a progressive subject and so schemes of work to GCSE are based on a 5 year journey. Students gradually build mastery through an accumulation of knowledge of grammar, phonics and vocabulary over time. In order to facilitate this schemes of learning are organised to include regular retrieval practice and spaced practice; interleaving and adding to the knowledge in new contexts to make progress and ensure this knowledge is embedded into long term memory. This is vitally important with the new GCSE being focused on spontaneous language production.

In Years 7 and 8, students have the opportunity to study at least one of three languages offered; French, Spanish or Japanese. They then have the option to continue this to GCSE. High prior attaining students are offered a choice of two of the three languages with at least one being continued to GCSE in order to provide them with an appropriately challenging Ebacc curriculum

To link the grammar structures and vocabulary together, students use "Roadmaps" that detail the learning journey through each term, towards the End Point Task. They also use a knowledge organiser document and book that encourages them to learn and assess their knowledge at home. Students are provided with all the knowledge for the term in advance and they complete at least 3 learning activities each week to practise and revise language from the lessons. To ensure the highest levels of challenge students see Grade 9 (KS4) and Grade A (KS5) model exam answers and grammar structures.

Impact

Regular low stakes quizzes are used to assess students' learning throughout the term. Students are given the opportunity to reflect on their learning through retrieval starters and "pause lessons" and see what they still need to learn to improve their knowledge. The website Quizlet.com is used widely to provide students a place to practise in and outside of school for new language and acquisition and spaced practice. They are able to complete learning activities of their choice, at their own pace and test themselves until they are confident. Teachers can also monitor the progress of students.

Formative assessments take place termly and/or at KS4/KS5 around data drops. Following these assessments students reflect on their learning and teachers assess and provide feedback on common misconceptions.

Teacher input, student voice, results data, sharing of good practice across the faculty and student numbers at GCSE are all used to evaluate and make improvements to the curriculum and increase engagement and progression and ensure high standards are consistently being applied.

Computing

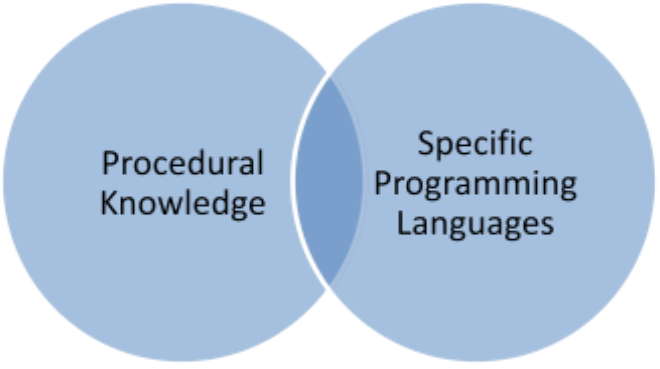
Intent

Computing has been highlighted with it's vital importance in modern life with the recent pandemic. People are now inextricably interconnected with technology and it is vital that students have an appreciation and ability to access this technology. Computing is not simply using this technology, but understanding the logical processes that go to make it. We strive to ensure that students are capable of logical, rational problem solving that can be applied to many areas of the world appreciating that there is a range of solutions to any given problem. With the skills shortages currently with computing programming and engineering, we believe in supporting students to appreciate and be able to access this exciting and in demand career opportunities available.

The Computing curriculum has been designed to be inspiring to students as well as building on previous knowledge to allow for mastery within the subject. Students not only study programming languages but the computational thinking, theories and understanding behind programming in general, also known as the procedural knowledge of the subject. Whilst lessons will cover different programming languages, this procedural knowledge is embedded throughout all modules to allow for it to be significantly developed over time.

Using this basis of procedural knowledge, we are striving to support students to be able to apply this logical and systematic approach to a wide variety of parts of their lives, enabling them to problem solve in a wide range of scenarios. The goal is to support the ability of students to understand how to reduce a problem to its abstracted state and then decompose prior to developing the logical algorithms needed to solve the problem in any one of a number of ways. This helps to promote an acceptance of multiple viewpoints and solutions to problems. Throughout this, we do not rely on students having any hardware at home to support and allow students from whatever background to take the subject and succeed.

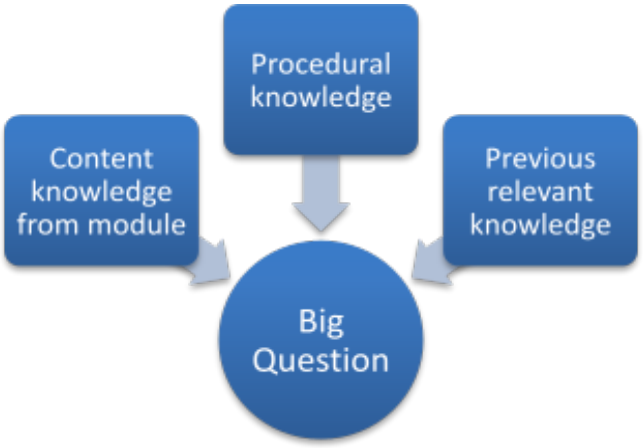
The curriculum covers the national curriculum in years 7 and 8, ensuring that there is a high level of broad challenge for all students. Moving into GCSE at year 9, students are able to then use this time to focus and develop the application of procedural knowledge to more challenging and abstract areas. The curriculum is sequenced to ensure that the fundamental procedural and subject knowledge are covered first before developing greater complexity with the problem solving and algorithms used. This is effectively mirrored with increasing challenge with the programming languages, ensuring that the sequence they are taught has a development of challenge to make a ladder of progression for students.



Implementation

To link together both the content knowledge and procedural knowledge, students use roadmaps to see their learning journey through the topic to complete Big Questions for the theoretical content and End point tasks for the procedural knowledge at the end of each topic section. These are designed to ensure that they are making links between different areas of content and procedural knowledge and are constructed with the ideas of SOLO taxonomy behind them. The Big Questions focus on the application of knowledge, supporting the linking of concepts studied and previous knowledge. These provide the backbone of the curriculum, allowing for high challenge of students.

Whilst the programming languages change through the curriculum, the procedural knowledge is dealt with in a spiral curriculum fashion where students regularly revisit these concepts so allowing the ideas to embed in long-term memory.



KS3 – programming language starts with Scratch (graphical) and Thunkable - a block based mobile app IDE to ensure that students start to grasp the theoretical concepts of programming before moving onto Python, which is text based. This stepped development is also done to ensure that students who have a weaker knowledge from primary school are supported to make this transition.
KS4 – students use Python programming language. The theoretical concepts and language are taught alongside each other, with a substantial programming project in year 10. This allows for the further development and building on this pre-existing knowledge in year 11
KS5 – students progress their programming knowledge further with the use of C# or another exam board approved language if they prefer. As similar with earlier years, students cover the essential topics first and then use this to apply them to a range of different scenarios.

Non-subject specialists are supported through effective coaching within the subject as well as a very thorough and clear scheme of learning.

Impact

Assessment is ongoing and has the drive to be cumulative for what has been learnt rather than simply for each section that has just been taught. To achieve this we currently do the following:

1. Memory starters – these are either low stakes quizzes or simple starting questions that link back to previous topics. The topics may be recent or from previous years, but allow students to regularly revisit and reinforce knowledge
2. Coding for specific scenarios – the ability for students to code different solutions to a given problem
3. Big Questions – these encourage students to make links between both the procedural knowledge and the content knowledge of the unit. This encourages higher order thinking skills and the creation of links between different topic areas, so developing mastery. These are long marked in detail to support staff to identify weaker areas of knowledge and support their progress

Testing –these take place twice a year (at Key Stage 3 and at the end of each unit/topic at Key Stage 4 and 5, with End of Year exams from Y9 onward). Tests are cumulative for content and procedural knowledge, allowing for rigorous assessment and encouraging the revisiting of knowledge rather than learning and forgetting ideas

Creative Arts

'To encourage, teach and develop in our students and informed and experienced passion for the Creative Arts building self confidence and self discipline;

Intent

The Faculty of Creative Arts joins together the artistic areas of Art, Media, Drama, Dance, Music, Photography and Textiles. We intend to offer students broad, varied and inspirational curriculum teaching, not only artistic skills but giving students means and methods to explore their creative ideas. Wherever they find themselves in the world, we want Tavistock College students to be able to access and contribute to the Arts and culture. At the heart of what we strive to do is a clear philosophy of the importance of arts education – not only for emerging artists but as a training ground for *creativity*.
The Creative Arts are vital to young people's development. Their language is truly universal. Every culture explores its passions and fears through drama, dance, music and art. Regardless of gender, ability and belief, students respond intuitively to these modes of expression, and through them explore and communicate issues of morality and identity in a unique way, which enriches and personalizes their education, enhancing their *emotional intelligence.* The social skills and complex problems solving acquired during creative *group work decision making, delegation*, adaptability, *negotiation*, listening to options and the justification of your own ideas are imperative to personal development, arguably all other subject areas and the rapidly changing environment of the workplace*.

- To create a level playing field where economic background does not impact on breadth of cultural experience; to give students the tools to think aspirationally.
- To balance practical skills exploration with theoretical knowledge and academically rigorous understanding.
- Teach the foundation skills of Dance, Drama and Music alongside Art, Photography, Textiles, Media so there is an equally clear progression through KS/FE/HE.
- To explore and appreciate the history and connections across the discrete subjects, understanding how this impacts on contemporary creativity.
- To reflect the RWL of the interlinked subject areas and ultimately preparation to utilize creative and performance based skills in the professional world. This may be the flexibility to specialise in different disciplines directly relevant to employment or pathway.
- To prepare active citizens who can appreciate, discuss and analyse their own culture and that of the wider global community with sensitivity.
- Use the arts to serve their community and contribute to the local, national and global economy.

*key terms in italics connected to The Future of Jobs Report 2020

Implementation

- The skills explored or experienced at KS3 are revisited and built on at KS4 and KS5 creating a spiral curriculum that is at once knowledge based and exploratory. Key concepts at KS5 will be found as stepping stones in KS3.
- The curriculum is flexible and responsive to students, staff and society making it relevant, reflective and real.

- The curriculum is delivered through research, modelling, workshopping, learning practitioner repertoire or specific skill, independent study, exploration and experimentation
- Students work as solo artists and also across varying sized groups. They are given opportunities to respond to work as a creator, participant and audience this will include demonstration, verbal response or written commentary.
- At KS4 and KS5 students all work with specialists in their discrete subject.
- Specialist facilities are available for student use.
- Year 7 and 8 groupings are set by the academy according to Year 6 SATS results. All other groups up to and including KS5 are mixed.
- Students are offered opportunities to partake in internal, national and local competitions, exhibitions and performances on a regular basis.
- Students have access to trips, visits, workshops, experience and peripatetic lessons to support curriculum learning but at extra cost.

Impact

- Students are given frequent, ongoing verbal feedback from staff or peers and time to act upon this whether in this piece or subsequent work.
- Students are given frequent written feedback via Google Classroom or in sketch books / folders from staff and each other and time to act upon this whether in this piece or subsequent work.
- Periodic moderation occurs within the KS4 and KS5 work. Moderation is a mix of internal (where possible), involving other academy and colleagues as necessary and exam board lead as needed.
- The curriculum responds to exam board feedback, requirements and developments, student feedback, exams analysis, Internal and National colleague discussions, and reflects the FE/ HE and employment opportunities available for students.

Physical Education

Intent

The purpose of Physical Education at the college is to give our students the opportunities and passion to understand why physical activity is important to their physical and mental wellbeing, but also what this looks like for them for the future, whether this is lifelong competition or participation. The Physical Education curriculum gives students experiences to develop their skills and understanding within a wide breadth of physical activities, focusing on physical, cognitive and social/emotional skills. This can take various forms and encourages and motivates students to personalise their PE experience to enable the ethos and importance of staying both physically and mentally healthy. As well as this there is a big focus on developing our students personal characteristics and understanding how Physical Education can develop **confidence**, **respect**, **motivation**, **tolerance** for others, **integrity** and **resilience.** These characteristics are vital in developing positive role models in our community and work in partnership with our academy co-operative values.

This includes -

Self-help - developing students confidence, resilience and motivation to work independently and interdependently in Physical Education.
Self-responsibility - to have the integrity to take responsibility for their own behaviours and actions in Physical Education.
Democracy - to have the respect to work in an environment where everyone has a voice.
Equality - to have equal rights in a physical activity/ sporting context and respecting this so everyone gets the same opportunities.
Equity - to have respect for others and create fairness and unbiased in Physical education.
Solidarity - to be able to show all the personal characteristics above particularly when trying to solve a challenge in a team environment and working together to achieve a successful outcome.

There is firstly the drive to enhance student's knowledge of a range of key examination topics and having the opportunity to challenge students to aspire to reach mastery in PE. As a result leading to pathway progression into the ever growing sports and leisure industry.

There is also the opportunity to be challenged practically in personalised pathways where students have ownership of their learning in a variety of other roles and develop skills from these such as a coach, manager, leader or official. These skills such as communication and organisation have a real world context and also are vital employability skills which enable students to be more successful in the future in any career.

Implementation

In KS3 – there are rotations of different activity areas which allows both practical skills and understanding to be developed, as well introducing and revisiting theoretical topics which encourage the benefits of being active to physical and mental health.
In KS4 – there are personalised core PE pathways which students have ownership over allowing a deeper understanding of physical activity areas, as well as the importance of other roles within these activities. In terms of theoretical PE, this is taught by subject specialists in a variety of topic areas which are revisited across the three years, enabling

students build on previous knowledge at a higher level and discuss the impact on sporting examples.

In KS5 – this is taught by subject specialism in a variety of topic areas developing even further knowledge and understanding to allow progression to further education. This is consistently applied to the sports industry and potential career pathways within it.

Impact

In terms of assessment there is a continual drive to consolidate learning and encourage linking ideas across different topic areas in theoretical PE and transferring skills across practical physical activities. To achieve this we currently do the following.

1. End point tasks and road maps – this encourages students to make links across topic areas and encourages higher order thinking skills. This also leads to scaffolded extended writing and marking which allows students to develop their work even further.

2. Practical assessments – these are built into the curriculum to focus on supporting practical skill development and a knowledge and understanding of tactical awareness and strategic play.

3. Theoretical assessments – these are to develop content knowledge and challenge ideas across a wide range of theoretical topics. This takes the form of home learning (Key stage 3) from topic areas which impact physical development and a future healthy lifestyle. In Key stage 4 there are regular end of topic assessments and home learning linked to extended writing questions from topic end point tasks.
The use of end of topic assessments and end point tasks which are linked to AO3 keywords challenge students. The focus of this is to give opportunities for model answers and practical work, DIRT and the use of scaffolding resources. Incorporated into theoretical lessons are the opportunities for students to access memory retrieval tasks as well as spaced practice tasks to consolidate learning.

Social Studies

The social studies faculty consists of RE, PSHE and Citizenship (social learning) at key stages 3,4 and 5 and Psychology and sociology at KS4 and 5.

Intent

The social studies faculty aims to provide a broad and balanced curriculum for all students and to Support students' spiritual, moral, social and cultural development. We encourage students to develop a positive attitude towards their learning through the curriculum which is designed to be inspiring and challenging and to encourage students to achieve mastery. We aim to prepare students for all aspects of adult life; in RS by developing the knowledge, understanding and skills needed to handle questions raised by religion and belief and to reflect on their own ideas and ways of living, through citizenship we encourage students to develop skills of critical thinking and enquiry, advocacy and representation to help equip them to take informed action in society, through the PSHE elements of our curriculum we encourage students to develop the skills to cope with change, to develop positive attitudes towards themselves and prepare for the world of work, through relationship and sex education (RSE) and drugs education we aim give young people the information needed to develop healthy, nurturing relationships and to encourage students to respect themselves and others.Through all aspects of our curriculum we promote the college cooperative values and through our social learning curriculum in particular we incooperate British values

Implementation

In all subjects students have a roadmap for each topic so that they can prepare for their learning. This also shows them the assessment task at the end of the unit.
In religious studies students have a 1 hour lesson each week. We follow the new Devon and Torbay Agreed syllabus. Curriculum content is divided into 3 main strands; making sense of religious and non-religious beliefs, understanding the impact and significance of religious and non-religious beliefs and making connections between religious and non-religious beliefs and concepts. At Key stage 4 we follow a GCSE course focusing on Christianity and Islam. We decided to study Islam as our second religion because students are bombarded with negative stories in the Media concerning this religion. We feel it is important that they develop an understanding of Muslim beliefs and practices to help students to develop a balanced view. They also explore 4 contemporary ethical themes.

At Tavistock College we have combined PSHE and Citizenship to form "social learning". In year 7, 9 ,10 and 11 have a 1 hour lesson a fortnight whilst in year 8 they have 1 lesson a week. In social learning through the citizenship elements at Key stage 3 we encourage students to develop an understanding of democracy, government and the rights and responsibilities of citizens. At Key stage 4 we build on the key stage 3 programme of study to deepen students' understanding of democracy, government and the rights and responsibilities of citizens. The PSHE schemes of learning are centred around 3 themes Health and Wellbeing**,** relationships and living in the Wider World. It also includes relationship and sex education (RSE) and drugs education and are based on the guidelines created by the PSHE association. The order that topics are taught in sometimes changes to reflect student needs if particular incidents occur.Through the PSHE education programme we equip our students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our schemes of learning have been

created with age-appropriateness in mind. Both our RSE and drugs education are spiral with students building on existing knowledge and skills in each year group

The Psychology GCSE curriculum introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills and gives them the opportunity to learn how to analyse arguments and evidence, test hypotheses and make informed conclusions. At A level the course is taught in a different order than the topics appear in the specification. Research methods is taught in the first term as, although the main section appears in unit 2, research methods questions appear all the way through the two years so by teaching it early, students can practise and apply their knowledge through the course. They are also able to complete mini research projects in the subsequent topics that are taught.

Impact

Assessment in social studies is on-going. At the end of each unit students complete a written evaluation question. From KS3 we introduce them to the command words and the skills of GCSE. At both key stage 4 and 5 students complete exam practice questions which are marked according to exam mark schemes.
Starters are designed for spaced learning to link to previous topics.
In RS at KS3 the unit learning outcomes allow teachers to track progress throughout the year.
Questioning is used to deepen students understanding of the big questions .After each assessment students reflect on their progress and DIRT is used to help remove misconceptions. Homework tasks focus on exam questions and key words which are tested in the following lesson.

Students' progress is closely monitored across all key stages and moderation of assessment marking is organised by the head of key stage or subject . Discussion regarding student progress occurs between teachers, the key stage leads and the head of faculty to try to ensure consistency across the social studies faculty. Work scrutinies by the head of faculty or in faculty development time helps to compare progress between groups and to share good practice to promote student progress.

Technology

Intent

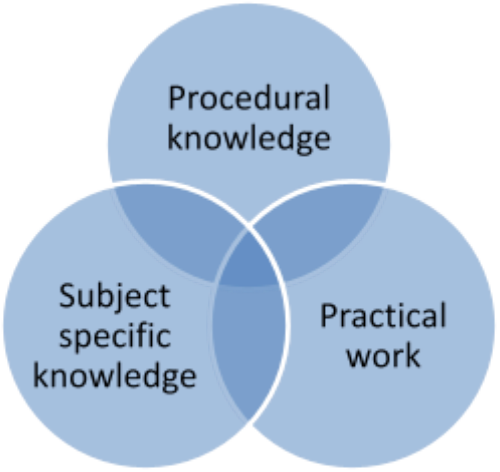
The Design & Technology Department is dedicated to creating and delivering a curriculum, which is essentially providing students with the widest range of opportunities possible. Design & Technology is a fundamental subject, which educates students in how to analyse and solve problems, produce high quality solutions and learn how to convert their ideas into working products. At the heart of the curriculum in the desire to deliver a broad variety of lessons which prepare our students to be successful in the subject and their wider lives. We aim to achieve this through inspired teaching, thinking and learning that embraces new technologies whilst also maintaining the traditional skill set.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and wellbeing of the nation.

The use and understanding of technology will be key for Tavistock College students to tackle new and different problems in the 21st century. Students need to understand how to identify the problems, come up with a requirements brief and then effectively implement their design solution. It is this key set of problem solving and iterative design improvement processes that will support and help students with problem solving in a wide variety of areas in years to come.

The Technology curriculum is designed to inspire and give students a range of practical skills which can then be applied to a range of scenarios. Students will develop procedural knowledge, for example design and evaluation, which is embedded throughout lessons to support the development of these throughout the time in the curriculum. Students will also gain subject specific knowledge which they can then be combined with their procedural knowledge to apply this to a whole range of scenarios.

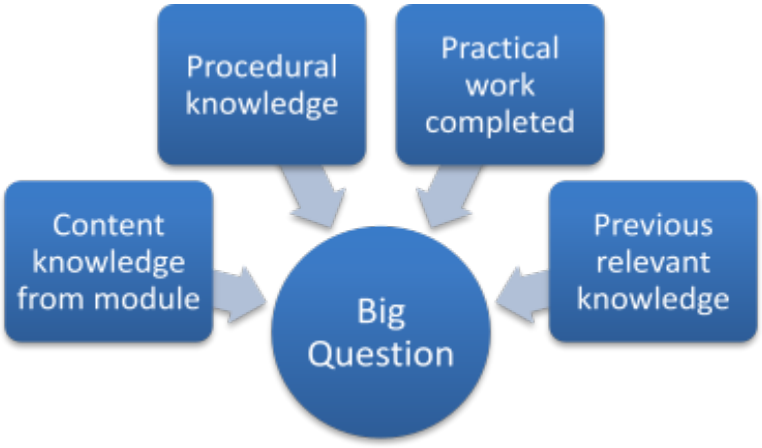
To keep the curriculum broad, students study the national curriculum at KS3 before moving on to GCSE content. The development of of procedural knowledge is designed to be spiralled in its development, ensuring that key pieces are revisited and extended on a regular basis. The topics are designed to gain further challenge and are sequenced so that the key skills are covered first and then followed with the knowledge that builds upon this. This repetition supports the embedding of this knowledge into long term memory.



Implementation

To link together the content knowledge, procedural knowledge and practical work, students use roadmaps to see their learning journey through the topic to complete Big Questions at the end of each topic section. These are designed to ensure that they are making linking between these different areas and are constructed with the ideas of SOLO taxonomy behind them. The Big Questions are designed to ensure that students can apply the concepts to different areas, supporting the making of these links and helping to embed key concepts. These Big Questions form the backbone of the curriculum, providing a clear structure, high level of challenge and effective assessment of the understanding of students.

The curriculum is designed in a spiral fashion to ensure that key pieces of subject knowledge and procedural knowledge are effectively revisited in greater complexity. This gives some spaced practice which helps embed this knowledge into long-term memory.



KS3 – technology is taught in rotation here. Procedural knowledge is embedded from the start to ensure that students can apply these to other areas. This procedural and practical knowledge is developed in a spiral fashion, using previous ideas to build up to the new area.
KS4 – this continues to develop procedural and practical knowledge, but then brings in new subject specific knowledge. These are developed to ensure a rounded understanding before starting coursework in year 11, so that students can apply these ideas again as well as reinforcing them to ensure that they can revisit these areas to develop mastery

Impact

Assessment is ongoing and has the drive to be cumulative for what has been learnt rather than simply for each section that has just been taught. To achieve this we currently do the following:

1. Memory starters – these are either low stakes quizzes or simple starting questions that link back to previous topics. The topics may be recent or from previous years, but allow students to regularly revisit and reinforce knowledge
2. Practical work to produce a specific project – these are built into the curriculum on a regular basis to support the procedural knowledge of this area
3. Big Questions – these encourage students to make links together between both the procedural knowledge and the content knowledge of the unit. This encourages higher order thinking skills and the creation of links between different topic areas, so developing mastery. These are long marked in detail to support staff to identify weaker areas of knowledge and support their progress
4. Testing – this takes place twice a year. Tests are cumulative for content and procedural knowledge, allowing for rigorous assessment and encouraging the revisiting of knowledge rather than learning and forgetting ideas.