



Curriculum Policy

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Version control

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Version	Date	Details
1.2	Sep23	Addition of targeted pathway. Increased Bare Essentials coverage.

STATEMENT

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. Our curriculum will ensure students not only develop academic acumen, but are equipped to thrive in a world full of uncertainty and challenge. This will rely upon the passion provided by subject specialists, an outstanding transition process between different key stages, and an appropriate and aspirational IAG process which accounts for the future needs of the community locally, nationally and internationally.

Together; we care, we challenge, we excel.

These are our guiding principles in all curriculum decisions at Tavistock College.

SUPPORTING STATEMENTS

1. Tavistock College is dedicated to providing an ambitious curriculum for all pupils.
2. Tavistock College is committed to providing an inclusive curriculum, with personalisation of each student's curriculum so that they are able to study appropriate academic or vocational qualifications.
3. Tavistock College is committed to ensuring sufficient challenge through the curriculum so that all students feel stretched and have a curriculum which is appropriate to their ability.
4. Tavistock College is dedicated to providing high quality teaching, through subject experts, which supports and complements the curriculum.
5. Tavistock College is committed to providing a curriculum which enhances students' cultural capital and opportunities for personal development. This will be supplemented both within and outside of the classroom through the learning opportunities provided for all.

Through the academic, and pastoral, curriculum students are given opportunities to explore democracy, rule of law, how government works, freedom, faiths, and acceptance of other cultures. These themes will be embedded across the curriculum and not just in Social and Religious Studies. 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 rather than a pure focus on academic attainment.

Curriculum Content

The curriculum at KS3 and KS4 follows the National Curriculum. It is also enhanced by a vocational pathway for selected students in year 9 & vocational qualifications at KS4 to enable students to not only progress with academic pathways, but also into vocational pathways which equip students to access apprenticeship and workplace pathways, alongside those who go into higher education. This is echoed at KS5 where students are given the opportunity to access a range of traditional academic qualifications as well as 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 as part of our personalised IAG process.

Tavistock College is committed to providing a curriculum that is broad and balanced, yet also stretches students of all abilities. All learning is based upon a mastery curriculum with knowledge at the core. Subjects plan their curriculums backwards from KS5 and interleave topics so knowledge and understanding builds over time. The aim of this is to ensure that student's learning makes clear progression through the college and ensures that students are stretched to enable them to achieve their potential.

Through our deliberate practice of 'teaching to the top' we are an inclusive school that leaves no child behind. For students with barriers to learning, scaffolding strategies are put in place to ensure all learners can access content. This is complemented through the SEND department's sharing of high quality teaching and learning strategies, alongside our creation of Class Plans which supports a Plan, Do, study, act framework to ensure strategies and impact are routinely reviewed by staff and refined over time. Our Anchor pathway is offered to those who require a more bespoke curriculum

approach, with a smaller cohort of peers. Students on this pathway are selected through working with feeder primary schools and the SEND departments review of those with more acute needs. We also provide strategic literacy interventions for pupils related to sentence completion, passage comprehension and phonic needs.

Over the two week timetable, all students at KS3 and KS4 have at least 2 hours of structured lessons in sex and relationship education and religious education through Social and Religious Studies (SRS). At KS5 this is delivered through tutor lessons and collapsed days. All students at KS3 and KS4 have 4 hours of Physical education, with the option to take dance in KS4.

For any student in Moorland Rescue a full curriculum is planned and available to ensure learning is not disrupted. The activities completed are based on the student's length of stay and Key Stage. Students in KS3 utilise the Bare Essentials to cover curriculum content and in KS4 subjects have provided subject resources to mirror curriculum sequencing. The Moorland rescue laptops are on a 'locked' system where students can access a restricted list of online platforms linked to specific subjects e.g Sparx for Maths and Educake for English.

How the curriculum is made up

There is a 2 week timetable in place in which students have 5 x 1 hour lessons a day, totalling 50 hours of learning each fortnight.

Year 7

Over each fortnight universal Year 7 students have 7 hours of English, 7 hours of mathematics, 6 hours of science, 2 hours of computing, 2 hours of design technology, 4 hours of PE, 6 hours of a modern foreign language (French and Spanish), 3 hours of geography, 3 hours of history, 4 hours of personal development (including RSE & PSHE offer), 2 hours dance & drama, 2 hours arts & textiles, 2 hours of music.

Students on the Anchor pathway have 7 hours of English, 7 hours of mathematics, 6 hours of science, 2 hours of computing, 2 hours of design technology, 4 hours of PE, 3 hours of geography, 3 hours of history, 4 hours of PSHE (including RSE & PSHE offer), 6 hours of creative arts and 6 hours of intervention based on need.

Year 8

Over each fortnight universal Year 8 students have 7 hours of English, 7 hours of mathematics, 6 hours of science, 2 hours of computing, 2 hours of design technology, 4 hours of PE, 6 hours of a modern foreign language (French and Spanish), 3 hours of geography, 3 hours of history, 4 hours of personal development (including RSE & PSHE offer) , 2 hours dance & drama, 2 hours arts & textiles, 2 hours of music.

Students on the Anchor pathway have 7 hours of English, 7 hours of mathematics, 6 hours of science, 2 hours of computing, 2 hours of design technology, 4 hours of PE, 3 hours of geography, 3 hours of history, 4 hours of PSHE (including RSE & PSHE offer) , 6 hours of creative arts and 6 hours of intervention based on need.

Year 9

Over each fortnight Year 9 students in the universal offer have 7 hours of English, 7 hours of Mathematics, 6 hours of Science, 4 hours of PE, 4 hours of Personal Development (including RSE & PSHE offer). 2 hours of Computing, 2 hours of Technology, 6 hours of Modern Foreign Language (French and Spanish), 3 hours of Geography, 3 hours of History, 2 hours Dance & Drama, 2 hours Arts & Textiles and 2 hours of Music.

Students accessing our targeted vocational pathway have 7 hours of English, 7 hours of Mathematics, 6 hours of Science, 4 hours of PE, 4 hours of Personal Development (including RSE & PSHE offer). 2 hours of Technology, 3 hours of a chosen Modern Foreign Language (out of French and Spanish), 5 hours of their chosen vocational pathway (Students take either Digital Arts or Sports Leadership and Wellbeing), 3 hours of Geography, 3 hours of History, 2 hours Dance & Drama, 2 hours Arts & Textiles and 2 hours of Music.

Students accessing the anchor pathway have 7 hours of English, 7 hours of mathematics, 8 hours of science, 4 hours of PE, 4 hours of personal development (including RSE & PSHE offer), 2 hours of computing, 2 hours of design technology, 3 hours of History, 2 hours Dance & Drama, 2 hours Arts

& Textiles and 2 hours of Music. These students also receive 6 hours of intervention, based on need.

Year 10 and 11

Over each fortnight Year 10 and 11 students have 8 hours of English, 8 hours of mathematics, 12 hours of science, 4 hours of PE with the option to take dance, 1 hour of social studies and 1 hour of religious studies. Students have 4 option subjects which have 4 hours of lessons per subject (= 16 hours of option subject lessons).

KS4 Options:

- **GCSE Computing**
- **GCSE French**
- **GCSE Geography**
- **GCSE History**
- **GCSE Japanese**
- **GCSE Spanish**

Other Options:

- **GCSE Art & Design**
- **GCSE Business Studies**
- **Level 2 Child Development and Care**
- **BTEC Construction**
- **BTEC Creative Media**
- **BTEC Dance**
- **GCSE Design Technology**
- **GCSE Drama**
- **BTEC Hospitality and catering**
- **GCSE Media Studies**
- **GCSE Music**
- **Level 2 Physical Education**
- **GCSE Photography**
- **GCSE Textile Design**

KS5

Students have a wide range of subjects to choose from and a structured tutor program. 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 on offer we also offer a range of Level 2 courses as well as retake classes for GCSE Mathematics and English.

To support our KS5 students with their independent study, 3 official study periods will be timetabled a fortnight; 2 of these will be supervised and 1 will be officially led by a member of the 6th form team who will focus on life skills.

Assessment

Students will be regularly assessed using summative and formative assessments. These will be inline with topic schemes of learning for subjects and will be executed via different forms, dependent on the subject.

Through the Tavistock College high quality teaching strategies students can expect to receive live feedback from teachers to take next steps and improve. Teachers will identify misconceptions via work produced and utilise targeted questioning so these are addressed. Teachers will implement short marking, if possible, and also provide directed feedback on summative assessments.

Home learning Curriculum

Home Learning is the provision of appropriate tasks or work that is given to students outside of the classroom to further enhance their learning. At Tavistock College we consider home learning to be an integral part of the teaching and learning process for all students and supports students' progression.

At Tavistock College we believe home learning is an important mechanism through which pupils can develop their long term memory through the retrieval of substantive and disciplinary knowledge. Through a static homework timetable this teaches students the responsibility of time management and helps students develop good study habits. A static homework timetable (see Appendix A) also gives a clear plan for parents/carers to support students in their learning. In most instances, a week's completion is given for all home learning to be conducive for family life and to allow students to honour extracurricular commitments.

Our aim is that the home learning system at Tavistock College helps to reinforce learning from within lessons, stretch and challenge students and helps prepare students for their future learning. Independent, self-directed study is an important part of home learning and an expectation of students at key stage 4 and 5. As such the home learning systems implemented from year 7 onwards focus on this as part of our mastery curriculum.

Rationale

“Teachers set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired”

(Teacher Standards, Department for Education, 2011)

“Homework is not an optional extra, but an essential part of a good education.”

(White Paper, Excellence in Schools, 1997)

“the highest effects in secondary are associated with rote learning, practice or rehearsal of subject matter; more task-orientated homework has higher effects”

(Sherrington, 2012)

Policy Aims:

- To provide a structure for work which takes place after school hours.
- To support students by enabling them to prepare effectively for their classroom lessons, exams and other assessment activities, both internal and external.
- To extend and develop student’s long term memory
- To ensure the curriculum is accessible for all
- To create a home learning system which does not exacerbate inequality between cohorts and demographics of students.
- To support students in planning and organising time developing greater self- discipline and resilience.
- To develop positive study habits.
- To make home learning an explicit and important part of the learning experience for all subjects
- To encourage parents as co-educators to become involved in their children’ curriculum.
- To provide a scaffolding for learning to reinforce core knowledge so

student's develop their schema over time.

How home learning will work for KS3 and KS4

- Homework will be set on a particular day for particular subjects
- A static timetable is in place for year 7,8,9, 10 and 11 which has also been communicated to parents.
- Students will have a week to complete homework, in order to promote their own time management

Please note that additional tasks may be set by class teachers (to reflect curriculum and/or examination board requirements)

To support students:

- Subjects will set homework via class charts so it's all in one place
- Subjects will continue to use different platforms and strategies (Google Forms, Seneca, Sparx, Hegarty & practical tasks) to support student learning
- We will run a homework club every Tuesday and Thursday after school. This will be held in the library with ICT access available and run by a member of staff.
- Teachers will monitor completion with points recorded on class charts
- Tutors and Heads of Year will contact home to invite students to the homework club if homework is not completed.

KS5

All students in year 12 and 13 are expected to study additional hours within the school day for each of the subject areas they are studying. In addition to this, students are set a range of home learning tasks from each area they are studying and should be completing research and reading in addition around the subject areas that they study. On average this should amount to 1 hour of work for every lesson timetabled.

An essential part of studying at post 16 is preparation for assessments. Students should devise an effective study plan to be conducted at home and during study periods for each subject from

Roles and Responsibilities

Teachers will:

- All subjects will set homework in line with the static homework

timetable. This may be set by the individual class teacher or via a nominated faculty member who holds responsibility for the setting of a particular year group

- All home learning should be given to students on the allocated day within the 2 week static home learning timetable
- Instructions of the home learning tasks will be set via 'class charts'. These instructions will ensure students are aware of what is required and the expectations of what should be produced/ completed
- Students are all aware of how the home learning links to their overall curriculum
- Students are aware of how long they have to complete the task and a guide to how long it should take
- Teachers will monitor completion and allocate homework redboards if homework is not completed or if communication from home has not been received to explain why completion was not possible. Teachers have the discretion to apply reasonable adjustments wherever possible
- Subject teachers, tutors and Heads of Year will conduct follow up conversation and offer appropriate support where students do not complete set home learning
- Teachers will celebrate where work is good
- Teachers will monitor performance and will address misconceptions identified from class results

Heads of Faculty

It is a key part of the role of subject leader to make sure that appropriate home learning is set as outlined above through the college QA (Quality Assurance) procedures.

Heads of Faculty will:

- support the class teacher where appropriate to celebrate and support students to complete home learning
- Discussing Home learning at meetings and monitoring its setting and marking
- Monitor and evaluate teachers' setting of home learning on Class Charts

Form Tutors will:

- Supported by heads of year to ensure that students overall home learning load is appropriate

- Monitor 'class charts' and talk to students about managing their home learning

Heads of Year will:

- Monitor Class Charts
- Follow up reports from tutors about students' lack of home learning with appropriate teacher/Head of Faculty.
- Make reasonable adjustments for students based on individual needs.

Parents/Carers will:

- Check Class Charts
- Ensure there is a quiet space where their child can complete homework/coursework
- Support and encourage the child to establish a homework routine so that deadlines are met
- Inform the school if there are concerns through liaison with the class teacher, Head of faculty and/or Head of year
- Be positive with their child about their learning and support with tasks where possible. Whilst supporting and guiding their child in their learning is helpful, it is important to ensure their child is responsible for their home learning and that tasks are completed by the student as independently as possible

Role of the Student

- Complete all home learning to the best of their ability
- Engage in supporting self-directed study when they find the tasks set especially challenging
- Organise their time, with the support of the form tutor and parents where necessary, so that tasks are completed on time

The Senior Leadership Team will:

- SLT (Senior leadership team) will monitor home learning in different year groups/ faculties on a regular basis as part QA (Quality Assurance) cycle
- Student voice will be conducted and reviewed to ensure systems are impactful and working. Where necessary amendments will be made

Procedures for Support in completing home learning:

Good homework (including the effort taken to complete) should be celebrated through effective verbal feedback and may include positive green boards, via Class Charts.

Students should complete home learning tasks when they are set. Incompletion will result in negative red boards issued via Class Charts. Homework is not to be framed as punitive; our focus on low stakes retrieval of knowledge is intended to build confidence and reduce cognitive overload so that its impact is felt by all.

If students are consistently failing to complete then supportive conversations will be held with students and parents/carers made aware. All students are welcome at the Tuesday and Thursday homework club and where necessary reasonable adjustments can be put in place at the discretion of the Head of Year.

References:

Department for Education (2011) *Teacher's Standards Guidance*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf.

Gillard, D. (2013) White Paper: Excellence in Schools (1997), Excellence in schools (1997) - full text online. Available at: <http://www.educationengland.org.uk/documents/wp1997/excellence-in-schools.html>

Sherrington, T. (2017) *The learning rainforest: Great teaching in real classrooms*. Melton, Woodbridge, England: John Catt Educational Ltd.

Appendix A - Static Homework Timetables for Years 7 - 11

Year 7

Week A			Week B		
Day	Subject 1	Subject 2	Day	Subject 1	Subject 2
Monday	Performing Arts & Music	Art & Textiles	Monday	Social & religious studies	Technology

Tuesday	English	Attend an After school or Homework Club	Tuesday	English	Attend an After school or Homework Club
Wednesday	Science	History	Wednesday	Geog	PE
Thursday	Maths	Attend an After school or Homework Club	Thursday	Maths	Attend an After school or Homework Club
Friday	Languages		Friday	Languages	

Year 8

Week A			Week B		
Day	Subject 1	Subject 2	Day	Subject 1	Subject 2
Monday	Performing Arts & Music	Art & Textiles	Monday	Social & religious studies	Technology
Tuesday	English	Attend an After school or Homework Club	Tuesday	English	Attend an After school or Homework Club
Wednesday	Science	History	Wednesday	Geog	PE
Thursday	Maths	Attend an After school or Homework Club	Thursday	Maths	Attend an After school or Homework Club
Friday	Languages		Friday	Languages	

Year 9

Week A			Week B		
Day	Subject 1	Subject 2	Day	Subject 1	Subject 2
Monday	Performing Arts & Music	Art & Textiles	Monday	Social & religious studies	Technology
Tuesday	English	Attend an After school or Homework Club	Tuesday	English	Attend an After school or Homework Club
Wednesday	Science	History	Wednesday	Geog	PE
Thursday	Maths	Attend an After school or Homework Club	Thursday	Maths	Attend an After school or Homework Club
Friday	Languages		Friday	Languages	

Year 10

Week A			Week B		
Day	Subject 1	Subject 2	Day	Subject 1	Subject 2
Monday	Option homework set		Monday	Option homework set checked	
Tuesday	English	Attend an After	Tuesday	English	Attend an After

		school or Homework Club				school or Homework Club
Wednesday	Biology			Wednesday	Chemistry	Physics
Thursday	Maths	Attend an After school or Homework Club		Thursday	Maths	Attend an After school or Homework Club
Friday				Friday	Social & religious studies	

Year 11

Week A			Week B		
Day	Subject 1	Subject 2	Day	Subject 1	Subject 2
Monday	Option homework set		Monday	Option homework set checked	
Tuesday	English	Maths	Tuesday	English	Maths
Wednesday	Biology		Wednesday	Chemistry	Physics
Thursday		Attend an After school or Homework Club	Thursday		Attend an After school or Homework Club
Friday			Friday	Social & religious studies	