# CURRICULUM POLICY

**APPLICABILITY:** All Academic Staff

**AUTHOR:** College Deputy Head

**REGULATORY REQUIREMENTS:** ISS Part 1: 2(1), 2(2), 3, 4; Part 2: 5; Part 3: 7; Part 8: 34

**PHILOSOPHY AND AIMS:** *Where all pupils can achieve their personal best*

1. **Opportunities and Values**

   a. Our vision, values, culture and ethos are shared by the whole School community;

   b. Pupils are happy, secure, confident and valued for their individuality;

   c. Pupils develop moral values, self-discipline, responsibility, resilience and respect for themselves, others and the environment;

   d. Staff are energetic, passionate about their subject and committed to the value of an all-round education;

   e. A positive and inclusive relationship is created with parents, Old Tettenhallians, and the wider community; and

   f. The School holds true to its founding Christian principles and values whilst being inclusive and appreciative of the contribution of other cultures and beliefs.

2. **Learning and Support**

   a. Pupils achieve their academic potential through outstanding teaching, which is forward-looking, encourages independent thinking and lays the foundations for lifelong learning;

   b. Staff continue to develop in their roles through management support, guidance and on-going training;

   c. Excellent facilities and an inspirational learning environment support the philosophy and aims of the School; and

   d. Regular and robust self-evaluation and collective review ensure that the whole School is a learning organisation – Quality Review and Staff Appraisal playing their part.

3. **Variety and Breadth**

a. The curriculum is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity; and

b. Other clubs and activities offer a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each child, and promote a healthy lifestyle.

4. Tettenhall College is committed to providing an excellent academic and intellectual education which will challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake and provide them with a secure foundation on which to continue into Higher Education and into the careers of their choice.

5. The education our pupils receive is intended to give them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative ways of thinking and understanding the world.

**Literacy across the Curriculum**

6. We aim for all of our pupils to become literate and articulate communicators. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding. Pupils should be taught to recognise and use Standard English. In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms. In speaking, pupils should be taught to use language precisely and cogently. Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively. In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading. They should be specifically taught strategies to aid revision, including how to retain information long-term for deep understanding.

**Numeracy across the Curriculum**

7. Similarly, all subjects are responsible, where appropriate, for developing pupils' numeracy when opportunities arise during the lessons. This can be done through asking pupils to use mental maths, basic mathematical formulae, tables and graphs to present data, and estimates and calculations.

## Preparatory School Curriculum

### Variety and Breadth

1. In the Preparatory School children are taught a core of speaking and listening, literacy and numeracy. These are further developed through a range of subjects - academic, creative and physical. The curriculum is currently theme based, offering opportunities for collaborative and specialist work which feeds into whole school topics and projects.

2. Personal, Social, Health and Economic Education (PSHEE), Religious Studies (RS) and Spiritual, Moral, Social and Cultural development (SMSC) are taught in discrete lessons and also through the curriculum themes and humanities topics for each year group.

3. The extra-curricular provision is organised with a wide and varied programme of activities both within the curriculum and after School. These reflect and promote a healthy lifestyle as well as develop interests and provide new learning opportunities, and include a full programme of sports clubs and fixtures, music groups and performances.

4. While providing a rigorous and challenging academic core, the Preparatory School aims to offer its pupils as broad and exciting a curriculum as possible, utilising the specialities and interests of its experienced and highly qualified staff, moving beyond the classroom environment and unstifled by the constraints of public examinations. The extensive school grounds, local facilities and a range of educational trips and residential visits are used to enhance the experiences of all the pupils, and Preparatory School children are encouraged to get involved and make the most of all the opportunities on offer.

### Organisation

5. The Preparatory School benefits from modern purpose-built facilities and specialist primary trained staff as well as access to the expertise and facilities of Senior School.

6. Years 1 and 2 are taught mainly by their form teachers with TA support, and by specialist teachers for subjects such as sport.

7. Years 3-6 are taught mainly by their Form Tutor, but with a wider range of specialist teachers from within the Preparatory and Senior School staff. Children may move around the site to access specialist facilities. Year 6 often have more contact with Senior School staff and facilities as part of their transition programme - participating in the extended day and Senior School sports activities for instance. The Preparatory School timetable includes English and all aspects of literacy, maths, science, computing, humanities, PE and games, Forest School, library, music, drama,

art, French and Spanish. Where possible academic subjects are taught in the morning, with more physical or creative activities in the afternoons.

8. All classes include pupils with a range of abilities, and all staff have a responsibility for planning and delivering work which meets the needs of all children. Although the curriculum is inclusive, differentiation and grouping will be seen in all lessons, but particularly in English and maths. Setting for English and maths may occur where staffing and timetables permit and where staff deem it beneficial.

9. Children requiring academic support may be withdrawn from lessons or have support within their normal classes as necessary. This is reviewed by the teaching staff and Academic support staff. EAL support is also offered where required. The progress of pupils receiving Academic Support is reviewed with parents bi-annually.

| Yr | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| English | 5 | 5 | 5 | 5 | 5 | 5 |
| Mathematics | 5 | 5 | 5 | 5 | 5 | 5 |
| Phonics | 2.5 | 2.5 | 0 | 0 | 0 | 0 |
| Science | 2 | 2 | 2 | 2 | 2 | 2 |
| French | 1/2 | 1/2 | 1/2 | 1/2 | 1/2 | 1/2 |
| Spanish | 0 | 0 | 1/2 | 1/2 | 1/2 | 1/2 |
| Computing | 1 | 1 | 1 | 1 | 1 | 1 |
| RS | 1/2 | 1/2 | 1/2 | 1/2 | 1/2 | 1/2 |
| Geography | 1 | 1 | 1 | 1 | 1 | 1 |
| History | 1 | 1 | 1 | 1 | 1 | 1 |
| Enrichment | 0 | 0 | 1 | 1 | 1 | 1 |
| Art | 1 | 1 | 1 | 1 | 1 | 1 |
| Music | 1/2 | 1/2 | 1 | 1 | 1 | 1 |
| Drama | 0 | 0 | 1 | 1 | 1 | 1 |
| PE | 1 | 1 | 1 | 1 | 1 | 1 |
| Forest School/Outdoor Adventure | 2 | 2 | 1 ½ | 1 ½ | 1 ½ | 1 ½ |
| Games | 0 | 0 | 2.5 | 2.5 | 4 | 4 |
| PSHE | 1 | 1 | 1 | 1 | 1 | 1 |
| Extended Day | | | | | | 1 |

**Homework**

10. All children will receive some level of homework depending on their age and need. This can range from regular reading books and weekly spellings to longer project work, independent practice of skills or rote-learning.

**Assessment and Review**

11. Regular informal assessment is integral to the day-to-day planning and delivery of the curriculum and ensure that staff are vigilant in meeting, stretching and supporting individual progress.

12. There are three more formal assessment periods – one in each term, which are analysed by staff and the leadership team and provide evidence for internal use as well as comparison with national standards. Effort is reported every 8 weeks via an individual grade card, and certificates are awarded for those achieving the highest levels. Achievement is reported in the full reports sent home twice a year, and describes whether pupils are performing below, at or above the expected standard for pupils of the same age nationally.

## Senior School Curriculum

13. In the Senior School, in Years 7 to 11, the core curriculum of subjects provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy. These are further developed in their other subjects. Pupils are taught 29 periods per week (for one hour).

14. All pupils study a core curriculum of Mathematics, English, Science, a Modern Foreign Language and Games until the end of Year 11, and this is complemented with combination of other optional subjects. The College has traditionally organised Year 9 and 11 options (for GCSE and A Level study) in accordance with preferences and not with a predetermined curriculum in mind, however, as the school has grown option blocks have become necessary. We still aim to provide the most flexible timetable we can for each individual to meet their needs and aspirations.

15. All curriculum subject matter is appropriate for the age and aptitudes of the pupils in each school year, including any pupils with an Education Health and Care Plan (EHC Plan), a statement of special needs or disability whose needs are reviewed bi-annually. Our curriculum provision enables all pupils to have the opportunity to learn and make progress including those with educational special needs. Every opportunity, for all pupils, is provided to enable pupils to develop their speaking, listening, literacy and numeracy skills, as set out in the schemes of work for each subject. The Governors, Senior Leadership Team and staff are proud of the provision we put in place for pupils with identified needs such as dyslexia.

16. The curriculum provides for the teaching of PSHE across all key stages which is taught to class groups as a timetabled discrete subject, working concurrently with the PSHE policy and schemes of work. The PSHE curriculum reflects the Schools' aims and ethos.

**Organisation**

**Years 7 to 9**

17. All pupils receive a broad introductory curriculum which gives them experience in all of the aspects outlined above. In addition to mathematics, English, science and two languages (French and Spanish) they study history, geography, religious studies, art, music, drama, computing and PE. In Year 9, and in readiness for GCSE, science begins to be taught in discrete subject lessons – chemistry, biology, and physics. Those pupils for whom one or two modern foreign languages are too challenging (and who require further support in other subjects such as English or mathematics) are offered Academic Support or EAL (English as an Additional Language) lessons instead of one or both MFL subjects. This decision is based on learning needs and done in consultation with the Head of Academic Support and the Assistant Head Academic.

**Years 10 and 11**

18. The core GCSE curriculum is English Language and Literature, mathematics, science (combined), a modern foreign language and games. Science is taught as three separate subjects (physics, chemistry and biology) by specialist teachers. The core curriculum provides continuity and progression of learning, and to this core pupils add 3 further GCSE choices. These are chosen from art, music, drama, computer science, PE, business studies, history, geography, economics, religious studies, and triple science. An options booklet and an Information Evening help pupils and their parents make informed choices. GCSE examinations are taken in all academic subjects, though Functional Skills and Entry Level Qualifications can be offered, where appropriate, in English, mathematics and ICT.

19. In Year 11, ambitious and motivated international pupils aged 15–16 have the opportunity to join a one-year iGCSE Programme, sitting iGCSE examinations at the end of the programme. Pupils complete up to six iGCSEs in just one academic year in Mathematics, English as a Second Language, Combined Science, Art and a native language. Due to the academic demands of the programme, applicants are required to have a minimum English language level of B2 (or equivalent).

**The Sixth Form**

20. At Sixth Form, a similar open policy applies to pupils' choice of A Level subjects, however, choices are guided by the Sixth Form Pathways Programme to align with career aspirations. Pupils choose between three or four subjects, and the school aims to run any course in which numbers are economically viable. All the

subjects offered at GCSE are available at A level (apart from drama and English Language), as well as further mathematics and psychology.

21. Advice is given to all pupils regarding their A Level choice, and this advice includes an options booklet to help pupils and their parents make informed choices, and a Sixth Form Information Evening allows them to better understand the different A level specifications before committing themselves to specific subjects.

**Setting Arrangements**

22. Setting is arranged to meet the following objectives:

a. to provide the most appropriate context for individual pupils' learning; and

b. to allow for effective timetabling.

23. In classes (both mixed ability ones and those set by ability) there is a range of ability. In addition, individual pupils learn in different ways: some work well in groups while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work while others prefer written work; some find written communication difficult but work more effectively on a computer or mobile device.

24. To take account of these differences and the range of ability in any class, all staff have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks; providing different resources; developing extension work; providing a variety of learning styles and environments; setting individual goals; giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. This applies to pupils of all ability levels – including the need to ensure that higher ability pupils are stretched fully and realise their full potential.

**Years 7 to 9**

25. Some setting, particularly in the core subjects such as English and maths, takes place in Year 7, 8 and 9, as staffing and timetabling permits. Pupils are taught in sets in those subjects wherever possible. The responsibility for placing pupils into the correct sets lies with the Subject Leaders in liaison with the Head of Academic Support.

**Years 10 and 11**

26. Setting will occur wherever possible, generally where a course has more than one group simultaneously timetabled. This normally occurs with the compulsory subjects.

**English as an Additional Language**

27. Pupils whose first language is not English are assessed prior to entry into Tettenhall College and again upon arrival during their induction programme to assess their English language capabilities and needs. Extra support is provided through timetabled EAL (English as an Additional Language) lessons. These lessons aim to develop the pupil's English language skills and communicative ability and to build the pupils confidence to succeed in an English-speaking environment.

28. In Years 7-11 pupils receive at least three periods a week of EAL and some also attend mainstream English classes, dependent on ability.

29. In the Sixth Form, pupils attend IELTS (International English Language Testing System) lessons if necessary. They remain on this course until they secure a score high enough to enter their preferred university.

| | English | Mathematics | Science | Biology | Chemistry | Physics | French | Spanish | Computing | Religious | Geography | History | Art | Music | Drama | PE | Business | Economics | Psychology | Games | PSHE | Enrichment |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | 3 | 3 | 3 | | | | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | | | | 4 | 1 | 1.5 |
| 8 | 3 | 3 | 3 | | | | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | | | | 4 | 1 | 1.5 |
| 9 | 4 | 3 | 3 | | | | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | | | | 2 | 1 | 1.5 |
| 10 | 4 | 4 | | 2 | 2 | 2 | 3 | | 3 hours of each option subject | | | | | | | | | | | 2 | 1 | 1.5 |
| 11 | 4 | 4 | | 2 | 2 | 2 | | | | | | | | | | | | | | 2 | 1 | 1.5 |
| 12 | 5 hours of each option subject<br>Maximum of 4 choices | | | | | | | | | | | | | | | | | | | 2 | 1 | 1.5 |
| 13 | | | | | | | | | | | | | | | | | | | | 2 | 1 | 1.5 |

**Special Educational Needs and Gifted and Talented**

30. At Tettenhall College we will screen certain new pupils for learning difficulties and disabilities as soon as possible after their entry to the school, as well as acting upon any information passed on by the pupil's previous school. The screening tests highlight those pupils who have specific learning difficulties.

31. Pupils who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs have their needs considered individually by qualified specialist staff. Gifted children are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities: for instance, in extended mathematics classes. There are also a plethora of clubs and societies that stretch and challenge. The provision for a pupil with a learning difficulty depends on a pupil's need having been formally diagnosed; and may include such help as group support within the classroom. Teaching staff are well informed, have up to date knowledge of effective learning and teaching strategies and are skilled at teaching pupils with learning difficulties and/or disabilities and those with special educational needs.

**Careers**

32. Careers guidance offers support and advice as well as organising additional visits by outside agencies, guest speakers, and advisers. For University application, there is a rigorous process which is organised by the Head of Careers and UCAS. Students applying for Oxbridge and G5 universities are monitored and supported through our Aspire programme.

**Private Study**

33. Sixth Form pupils have provision for Private Study which includes use of the Sixth Form Study Centre, the Sixth Form Common Room, Coffee Shop and the Library. Year 12 pupils are expected to attend Supervised Study sessions with a member of staff, to help foster the best learning habits in their pursuit of excellent results.

**Games**

34. The games programme involves the use of facilities on the main school site and occasionally externally also. The Sports Hall, Gym, squash and tennis courts, sports pitches and swimming pool are used for a variety of sporting activities during senior games afternoons. In the Senior School, each pupil, regardless of age, participates in a full games programme on one afternoon of the week. In years 7 & 8, they participate in two games sessions a week.

**Academic Ethos**

35. In the Senior School, considerable emphasis is placed upon examination success, although it is important that as much attention is given to those who find

academic work challenging as to the high achievers. Colleagues are expected to monitor academic performance closely and take remedial action promptly in the case of those pupils who are struggling. All pupils are expected to give their best and to be encouraged to develop their natural talents to the full. Modest results for pupils who may find academic work challenging are as worthy of recognition as are outstanding results for another who may be naturally gifted. Regular checks on progress are held with the whole staff involved in monitoring and intervening through whole-staff data analysis and interpretation.