

CARFAX

COLLEGE

Curriculum Policy

September, 2021

Scope of the policy

This policy applies to courses for pupils who are studying at Carfax College on a full time, long term basis; i.e. where the College is the main provider of education for the pupil in question and the pupil has a significant number (generally at least 10 hours) of lessons per week over a significant period of time (generally more than 2 months).

Introduction

Carfax College aims to provide all pupils with access to a broad and balanced range of knowledge and understanding. For long term, full time pupils of compulsory school age it is essential that the curriculum covers all the key areas for development listed further down in this document. While many of these are catered for within subject teaching in tutorials, some elements are provided for outside the classroom, and in some cases, it may be appropriate for certain of the key areas to be addressed through independent, external arrangements.

Carfax College aims:

1. To provide a broad and balanced curriculum for our pupils that gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
2. To provide individualised learning and promote the intellectual and personal growth of each pupil, including those with EAL and SEND, develop their talents, confidence and self-esteem to believe that their aspirations are achievable.
3. To enable students to acquire skills in speaking and listening, literacy and numeracy.
4. To provide for personal, social and health education, as well as relationship and sex education which reflects the College's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
5. To provide accurate, up-to-date careers advice, information and guidance that is presented in an impartial manner and enables students to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential
6. To actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths.

The college implements a written policy on the curriculum, supported by appropriate plans and schemes of work. Full time, 14- 16-year-old pupils (Years 10 and 11) on long term courses of study will usually work towards a minimum of 5 GCSEs including English and Mathematics and a range

of other subjects appropriately chosen to ensure that the key areas for development listed below are covered. The academic components of the curriculum at KS4 & KS5 will largely draw on the syllabuses of the relevant examination boards. Full time pupils of KS3, KS2, and KS1 will work towards the National Curriculum.

Personalised Curriculums

The College develops an individual course of study for each new pupil, drawn up by a member of the academic team in consultation with parents, and, where relevant, other stakeholders. Curriculums are designed to take into account a pupil's long term aims and individual circumstances. For example, in cases where a pupil has been out of education for any length of period, the curriculum will seek to identify and fill any gaps and will be modified as the course progresses.

Detailed instructions are sent out to tutors, who are each responsible for drawing up a Scheme of Work for the part of the course designated to them. These Schemes of Work are reviewed by the academic team and subsequently combined, together with any other necessary course elements, to form a unique curriculum for each pupil at the school. Once finalized, the Schemes of Work inform the more detailed, short term planning of all those engaged to deliver the course. Pupils' courses inevitably vary to a considerable extent, depending on the subjects to be studied, the duration and mode of study, and any other requirements specific to the pupil concerned.

There may be exceptions to the provision described above. Pupils may follow a curriculum that would ordinarily be followed by pupils younger or older than them (i.e., by pupils in lower or higher years), depending on their abilities and circumstances. Pupils may also follow a curriculum with an academic structure different to those described above, if it is deemed appropriate to their needs and circumstances. In such cases, care will nevertheless be taken to ensure that the key areas for development described below are covered by the curriculum.

Full time, long term pupils of 16 years or over (Years 12 and 13) will usually work toward a minimum of 3 full A level qualifications or equivalents. The academic components of the curriculum will largely draw on the syllabuses of the relevant examination boards.

The curriculum is open to all pupils of all abilities and each individual has the ability to access the full provision offered.

Tracking and course management

The college offers regular internal assessment and examinations as well as external qualifications. The data from these tests is made available to staff and forms the basis of progress tracking and target grade setting with pupils sitting external examinations. They are also used as a tool by the SLT for self-review and planning. The college reports to parents formally every term through progress reports and informally on a regular basis through phone calls and meetings.

The academic team monitor pupil progress and teaching and learning through the use of annual assessments, as well as the recording of grades by tutors on a fortnightly basis. Grades are discussed with tutors, and Personal Tutors also discuss grades with pupils in their personal tutor meetings.

Any progress concerns will be addressed with the pupil, and a range of different interventions will be considered. Where there are concerns, parents will also be contacted.

Students with SEN

Where a pupil has an EHCP, education which fulfils its requirements is provided. The college has a Special Educational Needs Policy which applies to those with an Education, Health and Care Plan as well as those with learning difficulties and/or disabilities. For those with an EHCP, the college follows the recommendations established at the annual review and stipulated within the Plan. Support is given from all staff - in particular, teaching staff, and the SENCo. The SENCo works in partnership with parents and with the appropriate outside agencies, such as Speech and Language Therapists and Occupational Therapists. All pupils are given the opportunity to access the full curriculum.

Breadth of Curriculum.

Carfax College aims to provide all pupils with access to a broad and balanced range of knowledge and understanding.

Linguistic: All pupils have the opportunity to develop their communication skills and increase their command of language through listening, speaking, reading and writing in lessons. All long-term, full-time pupils of compulsory school age attend regular formal lessons in English (including EAL where appropriate).

Pupils' written work and oral skills are improved on an on-going basis within tutorials and supervised prep. Tutors are required to set regular homework tasks, allowing for the development of independent reading and writing skills.

Where appropriate, pupils will be given EFL/EAL tuition on a one-to-one basis with experienced English Language Tutors. EAL students are assessed through baseline testing, and supported with one-to-one support towards appropriate examinations - Cambridge First Certificate Examination (FCE), or the International English Language Testing System (IELTS).

At Key Stage 4, all pupils will take GCSE English Language/Literature and are encouraged to take at least one modern language in addition.

Pupils are encouraged to speak in English during school lunch-times, and within communal spaces at the College. Pupils dine together on a regular basis, accompanied by a member of the teaching or pastoral staff. Through this, conversation in English is encouraged and facilitated during meals.

Mathematical:

All long-term, full-time pupils of compulsory school age will have regular lessons in Mathematics. Mathematical learning is also a key component of scientific study, as well as of other subjects such as Economics. The Maths curriculum helps pupils to develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They develop their ability to make calculations, understand relationships and patterns in number and space and their capacity to think logically and to express themselves clearly. Mathematics ability is developed through a mixture of written work, practical investigations, exploratory projects, and tutorial-based discussions. Regular written homework gives pupils the opportunity to develop their work

independently. The ability to convey mathematical concepts orally is developed through discussions in relevant tutorials.

At KS2 and KS3, all pupils will follow the National Curriculum. The Independent Curriculum will be used as a resource that can be tailored for each programme.

At Key Stage 4, pupils follow the Edexcel IGCSE Mathematics course.

Scientific:

All long-term, full-time pupils of compulsory school age will follow a course of study in the sciences. The subjects studied will vary depending on the individual needs of each pupil but will include the development of pupils' understanding of nature, materials and forces. These will be explored through various processes of enquiry, including observation, forming hypotheses, conducting practical experiments (making use of the College's laboratory or, where appropriate, the facilities of local schools), and recording findings. Pupils will develop their independent skills of enquiry and investigation within tutorials and in written homework to be completed in their own time or during supervised prep. Pupils working towards formal examinations in the sciences will work with subject specialists in tutorials to develop their understanding beyond the constraints of the syllabus in order to broaden their appreciation of the subject.

At KS2 and KS3, all pupils will follow the National Curriculum. Choice of topics will be determined based on current levels of knowledge (including any gaps or areas where additional work need doing) and the Independent Curriculum will be used as a resource that can be tailored for each programme.

At KS4, all pupils take Biology, Chemistry and Physics and the majority take GCSEs in the separate sciences. For some pupils, a modified curriculum leading to dual award Science is followed. The college uses tailored resources via an online platform which draws from Edexcel IGCSE material. At Key Stage 5, pupils can progress to A level in any of the three sciences. The choice of exam board will be tailored to individual learning styles and profiles of strengths and weaknesses.

Technological:

At all ages, and across all subject areas, pupils make extensive use of ICT to develop written work, carry out investigations and research for class-work and homework, and to complete past papers and computerized tests. Where appropriate, all tutors make use of ICT in their lessons. For pupils who opt to pursue technical subjects, a wide range of practical skills are developed with specialist tutors. This includes, but is not limited to, the use of tools, equipment, materials, and components to produce excellent products. Some of these skills will be developed in laboratory work within the sciences, or explored by pupils studying fine art (particularly those focusing on design and sculpture). Pupils are introduced to technological skills through computing, including coding and programming. At KS4, pupils develop their ICT skills through the curriculum in most subject areas, through a term of computing work as part of the Additional Studies curriculum, and GCSE Computer Science is offered to those students who are interested.

Human and social:

All long-term, full-time pupils of compulsory school age pursue a course in the humanities. This allows pupils to develop their understanding of people and their environment, as well as developing a critical awareness of how human actions, both past and present, influence social events and conditions. The cross curricular programme also regularly focuses on topical issues related to these areas such as pollution and climate change, as well as reflecting on historical events. At KS4, pupils have the opportunity to extend their understanding of people and their environment through History and/or Geography and the additional subjects of Classical Civilisation, and Philosophy and RS are also available.

Physical:

All long-term, full-time pupils of compulsory school age attend a 1.5 hour PE session per week with an experienced sports coach. These sessions take place at the Botley Park Recreation Ground and include a range of seasonal sports such as football, tennis and rounders. When the weather means is inclement, sports take place in the college and include activities such as yoga and table tennis.

Some pupils may also attend coaching with individual sports coaches according to their particular needs and interests. Pupils and parents will be consulted on the nature of these sports.

Both types of sessions allow pupils to develop their individual prowess in sports which they enjoy, as well as working with others and building on their team work, tactical and social skills. Working closely with instructors allows pupils to hone their play to a high level, as well as giving the opportunity to pursue unusual sports. Coaches convey messages regarding the importance of health, fitness, and regular exercise, furthered by guidance given on healthy eating from the Welfare Officer during mealtimes as well as in PHSE lessons and being the topic of cross-curricular theme each year. At KS4 pupils can develop their understanding of the physiological aspects of sport by choosing PE as a GCSE subject.

Aesthetic and creative: Pupils' creativity and their ability to develop personal, imaginative and practical responses is developed through both Art and literature lessons. Music lessons are also available to those pupils who wish to learn to play a musical instrument.

All pupils will be encouraged to approach their work in a creative manner, regardless of subject area. In particular, original composition in written work and (where appropriate) music, art, and the dramatic arts shall be fostered within tutorials, as well as in homework and supervised prep. Imagination, originality, and creativity are also fostered within the humanities and social sciences.

At KS4, pupils can choose to follow creative courses in Art and Design, Textiles, and Music GCSE. All pupils be required to take part in a collective art project for one term as part of the Additional Studies Curriculum.

Spiritual and Religious

All pupils are given opportunities to practise their own faith, and arrangements can be made for attendance of services at churches, synagogues, mosques, or other places of worship. At pupils' or parents' request the college will set aside space for prayer or reflection. All long-term, full-time pupils of compulsory school age will be provided with an overview of different belief systems, and will be encouraged to consider issues of a spiritual dimension. This may be undertaken in religious studies classes, or else in a cross-curricular manner, with spiritual and religious themes addressed, for example, in English or History lessons, and through participation in e.g., World Religion Day. There is a field trip to a cross section of places of worship in Oxford once a year and prominent religious events such as Easter, Ramadan and Diwali are highlighted throughout the year. Covid permitting, in some cases, external arrangements may be made for specialist speakers from different faiths to come in to the college and deliver talks on relevant topics.

All students have RS lessons for one term as part of the Additional Studies Curriculum, following the Oxfordshire Agreed RS syllabus [Microsoft Word - Final Oxfordshire Agreed Syllabus for RE 2015 - 20 AS.docx](#)

Speaking and listening, literacy and numeracy

Pupils are given many opportunities to express their views and to listen to others in lessons. Many subjects set formal speaking and listening exercises, ranging from pairs or small group work within lessons. In lessons, pupils often listen to audio/visual material and drama is used in many subjects to reinforce learning. PSHE provides the opportunity for discussion and debate. Literacy is built into all subjects through assessment criteria for written work. Many subjects aid numeracy through data analysis and through the construction of timelines, graphs etc. The college offers and encourages many opportunities for pupils to develop leadership skills and to have a voice. Elections to the college council take place every summer term and the chosen leaders meet with the Principal termly to discuss initiatives and plan events.

PSHE, Citizenship and Relationship and Sex Education

Carfax College believes that PSHE is an intrinsic part of the development and education of the pupils in the school. It is taught once a week in a discrete lesson by tutors. Topics that are looked at are in line with the national curriculum strands and topics suggested by the Oxfordshire Safeguarding Children's Board.

Some PSHE issues will be addressed within subject teaching contexts; other topics will be covered in a pastoral context by the Welfare Officer and Personal Tutors; and in some cases, external arrangements may be made for specialist speakers from outside of the college to come in and deliver on relevant topics.

PSHE provision will generally be oriented towards developing pupils' knowledge of, and confidence in, both themselves and their position in the community (whether the school community, their home community, or wider society). Pupils will be urged to consider questions

of moral and spiritual dimensions; to reflect upon their own and other cultural traditions in a way that encourages tolerance and acceptance of difference (aided by visits to local cultural or religious centres); to improve their knowledge of Britain's public institutions and services; and to appreciate the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect. Pupils are given duties appropriate to their age within the school, in such a way as to encourage the development of responsible and mature behaviour in the school community as a whole.

The PSHE and Citizenship curriculum aims to:

- develop self-esteem, confidence, independence and responsibility
- encourage students to make the most of their abilities
- encourage students to play an active role as citizens and as members of society
- develop a healthy lifestyle that keeps themselves and others safe
- develop effective and fulfilling relationships and learn to respect the differences between people
- meet the broader aims and values of the school through key themes
- encourage an environment where the way in which students and staff are treated and treat each other reinforces the positive messages given by the lessons.
- allow pupils to gain the self-confidence and self-esteem to make informed decisions in all aspects of their lives
- provide a safe environment for the discussion of sensitive, controversial and challenging social and moral issues, and to help pupils to make sense of them in the context of their own life experiences.

Discussion is a key component for the PSHE lessons, with pupils encouraged to express their opinions and to listen to others'.

In order to encourage the development of a sense of responsibility towards society, the College requires all long-term pupils to demonstrate that they are rendering some form of service to their local community. This may be, for example, through volunteering for a local charity or community organization, or through participation in the organization of fund-raising events

Careers Programme

A careers education and guidance programme is provided at each key stage and aims to help students to discover more about specific careers through information, access to 1-2-1 guidance and work experience days. The careers programme is coordinated by the Welfare Officer as part of the mentoring sessions and involves input from a Careers Consultant and Life Skills Classes.

The pathway will be different for each pupil depending on age and inclinations, but broadly is as follows:

- Year 7: The world of work
- Year 8: Skills for career success
- Year 9: Pathways at 16
- Year 10: apprenticeships /Supported apprenticeships/ Choice of A levels/ BTECs/ A level Colleges
- Year 11: Apprenticeship themes / University courses
- Year 12/13: Apprenticeship options / Universities/ UCAS

Younger pupils will have opportunities to learn about the world of work and different career paths through their tuition, for example in English lessons. Pupils in Year 9 equivalent will receive an explanation of the different options available to them at GCSE and of how choices made at this stage can shape pupils' future academic and professional careers. Pupils in Years 10 and 11 will discuss their academic and professional prospects further during the course of PSHE provision, and will also be offered dedicated guidance from an experienced careers advisor. Pupils in the Sixth Form will be offered comprehensive guidance on higher education options, apprenticeships, internships and full support for applications submitted through UCAS or otherwise. Pupils will be encouraged to gain experience of the world of work through shadowing arrangements or short work placements.

British Values

British values are examined in the academic curriculum, especially through the humanity subjects, through PSHE. Citizenship lessons and through extra-curricular activities. This includes, in suitable parts as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain. The curriculum aims to enable pupils to have respect for the civil and criminal law of England, and to acquire a broad general knowledge of and respect for public institutions and services in England. The promotion of partisan political views in the teaching of any subject in the School is not allowed. Political issues are introduced in a number of courses and supra-curricular activities and are presented in a balanced manner