



Tamworth Enterprise College

Curriculum Statement 2018

Policy Statement

1. Rationale and Aims

The Tamworth Enterprise College (TEC) Curriculum will play to the inherent curiosity of children. We will plan and provide a range of first class learning experiences that draw the children into the world of personal discovery and fulfilment, while allowing them to benefit from the cumulative knowledge, understanding and skills, which our diverse societies and cultures have accumulated over time. Our curriculum will, moreover provide stimulus and challenge for all children irrespective of their individual starting points. From day one in Year 7 to the Leaver's assembly in Year 11, we will offer exciting, relevant and memorable learning for children to savour, to learn from, and to be inspired by. We want each student to build through their engagement with our curriculum a secure sense of belonging to the TEC learning community.

We promote care and respect and expect high standards in all aspects of academy life. Our aim is to meet the needs of young people and prepare them for adult and working life as global citizens. The educational vision and curriculum design for TEC School recognises that:

- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- The delivery of our curriculum involves a greater use of adults in addition to teachers, resulting in enrichment to the provision. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

TEC School's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Relentlessly pursuing to secure excellence in learning and teaching
- Prepare all students for a successful adult and working life in a 21st century global society.
- Be committed to excellence and continuous improvement.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all one that meets the student's needs.

Students will:

- Be treated as partners in their learning, contributing to the planning of the curriculum through student voice.
- Have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.

- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4.

In practice students in Years 7, 8 and 9 follow a broad and balanced curriculum, which though weighted to supporting excellent progress in the academic core (English mathematics and science), offers students an opportunity to experience the arts, Humanities, Technology, **PSHE** (Personal, Social and Health Education) and PE. Links to **SMSC (spiritual, moral, social and cultural/British Values)** is accessed through a number of workshops, visits; appropriate links in all subject areas and through off timetable days.

Sex Relationships education is accessed through workshops and information sessions that are organized by the Student Support Manager in liaison with Curriculum and Pastoral leaders.

2. Year 7,8 and 9 Curriculum Provision 2017-2018

The curriculum is devised to allow students to follow the essential core subjects of English, Mathematics and Science as well as having a broad and balanced experience of creativity subjects.

| Subject | Year 7 | Year 8 | Year 9 |
|------------------|--------|--------|--------|
| English | 5 | 4 | 4 |
| Maths | 5 | 4 | 4 |
| Science | 5 | 4 | 4 |
| PE | 2 | 3 | 3 |
| Geography | 1 | 2 | 2 |
| History | 1 | 2 | 2 |
| RE | 1 | 1 | 1 |
| PSHE | 1 | 1 | 1 |
| Spanish | 3 | 3 | 3 |
| Art | 1 | 1 | 1 |
| Drama | 1 | 1 | 1 |
| Music | 1 | 1 | 1 |
| Computer Science | 1 | 1 | 1 |
| DT | 2 | 2 | 2 |
| Total | 30 | 30 | 30 |

Personalised supports for skills are in place for identified students, predominantly by being withdrawn from Spanish.

3. Year 10 & 11 Curriculum

During 2017-18 student attainment, and progress will be measured over a suite of eight subjects (known as **Progress 8**). So students, with the support of options evenings, web based option information, advice and guidance, assemblies and mentoring, will choose a curriculum appropriate to their learning and recognised needs, in individual subjects leading to a differentiated form of qualifications and accreditations.

The majority of students will do a Humanities (History/Geography) subject.

4. Year 10 and Year 11 (2018-2020)

| Subject | Number of periods per week (50 minutes) |
|------------------------------|---|
| English | 5 |
| Mathematics | 6 |
| Science | 6 |
| Physical Education | 2 |
| Options to secure Progress 8 | 4x3 |

Subjects Offered

| Qualification Name | Qualification Name |
|---------------------------|--------------------------------------|
| Art (GCSE) | History (GCSE) |
| Biology (GCSE) | Computer Science (GCSE)+ Level 2 ICT |
| Chemistry (GCSE) | Maths (GCSE) |
| Construction (BTEC) | Music (GCSE)/BTEC |
| Dance (GCSE) | PE (BTEC & GCSE) |
| Drama (GCSE)/BTEC | Physics (GCSE) |
| English (GCSE) | Photography (GCSE) |
| English Literature (GCSE) | Philosophy & Ethics (GCSE) |
| Food (GCSE) | Psychology (GCSE) |
| Spanish (GCSE) | Geography (GCSE) |
| Film Studies (GCSE) | Combined Science (2xGCSE) |

Year 11 2018-2019

| Subject | Number of periods per week (50 minutes) |
|------------------------------|---|
| English | 5 |
| Mathematics | 6 |
| Science | 6 |
| Options to secure Progress 8 | 4x3 |
| Physical Education | 2 |

Subjects Offered

| Qualification Name | Qualification Name |
|---------------------------|---------------------------------|
| Art (GCSE) | Geography (GCSE) |
| Biology (GCSE) | History (GCSE) |
| Business Studies (GCSE) | ICT (GCSE) and Computer Science |
| Chemistry (GCSE) | Maths (GCSE) |
| Construction (BTEC) | Music (GCSE)/BTEC |
| Dance (GCSE)/ (BTEC) | PE (GCSE)/BTEC |
| Drama (GCSE)/BTEC | Physics (GCSE) |
| English (GCSE) | Philosophy and Ethics (GCSE) |
| English Literature (GCSE) | Combined Science (2xGCSE) |
| Spanish (GCSE) | Film Studies (GCSE) |
| Food (GCSE) | Photography (GCSE) |

5. Support for Special Needs - Mainstream

In line with the SEN Code of Practice, TEC has a SENCO whose responsibility it is to co-ordinate provision for mainstream students with special educational needs. The SEN policy details how students' special needs are identified and monitored with support tailored in accordance to their Code of Practice stage and specific needs. Interventions and support programmes to remove barriers to learning are also offered through the **Personal Learning Centre**.

6. Work related Learning

Work –related Learning takes place across the curriculum, with different subjects and courses providing students with the opportunities and contexts in which to develop work-related skills, knowledge and understanding.

We define work-related learning as any planned activity that uses work as a context for learning. It encompasses a broad range of activities, which allow students to experience working life. It involves learning about working practices, experiencing the work environment, developing skills for working life and learning through activities and challenges set in work-related contexts

The aim of our work-related learning element of 13-16 curriculum is to enable all students to:

- fulfil their academic and vocational potential
- apply their learning in a work context
- acquire the skills, attitudes and behaviours required in the workplace, including those necessary for health and safety
- be enterprising and to support enterprise in others
- develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life, contributing to the country's economic well-being and becoming a responsible citizen in the world beyond work

TEC is associated with the chamber of commerce and prides itself on the quality of its numerous links with the community, with business and industry in the local area, and further afield.

TEC has a member of staff who has responsibility for 'employer engagement' and deepening the experience of our students across the curriculum. We take great pride in providing opportunities for our students as we believe that making the appropriate links to the 'real world' will not only enrich their understanding of the curriculum area but will also begin to prepare them for life outside of school.

7. Monitoring and review

The Principal, Vice Principal and Senior Leader responsible for curriculum will review the curriculum annually and will also respond to any national changes.

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next Governor's meeting.