

Academic Curriculum Policy

Updated: Dec 2021

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“Building foundations for your future.....”

Mission Statement

“Our college will educate and inspire our students through exceptional learning opportunities and to build a collaborative learning environment to inspire life-long learners”

Swansea Sixth form College’s Aims for its Pupils

Swansea Sixth form College aims to give each pupil a complete education in which they achieve their academic potential and grows as an individual. We want our students to relish all that college life has to offer so that they leave us as a confident, positive young adult truly prepared for their future.

We expect each pupil to be a responsible and considerate global citizen who is outward looking, courageous and compassionate. We offer support in being aspirational, and in developing their interests and talents whilst learning to achieve balance in their life.

By emphasizing the importance of leadership skills, we hope that each pupil will enjoy making a contribution to our happy and caring college and go on to be inspired to make a positive difference to whichever communities they find themselves in throughout their life.

We aim to do this by providing:

- An inspiring, challenging and responsive academic curriculum which balances the best of tradition and innovation.
- Excellent and motivating teaching designed to encourage our pupils to become independent, enquiring and critical thinkers.
- A framework of individual support devised to help each pupil experience and benefit from a full programme of study balanced with a wide variety of cultural, creative, physical and fun activities.
- A culture of encouragement and support designed to develop self-reliance, resilience, confidence and wellbeing.
- The experience of learning to understand other people, working and living together with tolerance and compromise, whilst also offering a wide range of opportunities for leadership.
- Careers and higher education guidance designed to help every student achieve their own personal goals, equipped with professional and life skills for university and beyond.
- A close partnership with parents so that college and home can work together to help every pupil make the most of their time at SSC.

Values

In all that we do at SSC, we aim to foster:

- Belief in oneself: integrity, independence, courage, endeavour, reflection, self-respect and self-confidence.
- Belief in others: trust, appreciation, consultation, understanding, generosity of spirit, tolerance and respect
- Commitment to learning: an enthusiasm for and love of learning.
- Commitment to the community: participation, service, responsibility, leadership, using initiative, compassion, and commitment to equality.

By 2022:

By 2022, we aim to:

- Be working with a partnership buddy school.

Curriculum Policy

The Curriculum Policy should be seen within the overall Vision, Mission and Values of the School, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

- Offer each student experience in linguistic, mathematical, physical, scientific, technological human and social, and aesthetic and creative learning.
- Achieve the best possible academic qualifications and standards for them, whatever their ability.
- Ensure high levels of engagement, enjoyment and personal development.
- Develop leadership qualities and aspirations through the involvement of guest speakers as inspirational figures and role models.

We aim for our curriculum to develop students who*:

- Are inducted into the essential knowledge, skills and discourse of subject disciplines and who are able to develop specialisms according to aptitude.
- Can appreciate human achievement in the field of languages, mathematics, science, technology, humanities, physical and aesthetic pursuits, creative and expressive arts and to experience a sense of personal achievement in these fields during their time at school.
- Acquire an understanding of the social, economic, environmental and political aspects of the world and the interdependence of individuals, groups and nations.
- Are able to link areas of knowledge in a spirit of enquiry and transfer skills from one area to another.
- Are resourceful and able to solve problems using the knowledge and skills they have gained.
- Have the knowledge to develop for themselves an active and healthy lifestyle.
- Are reflective learners, who understand their strengths and how they can be used; who can identify areas for development and know what to do in order to make progress.
- Can show resilience in their learning, persevering even when tasks are difficult and understanding how to access help when needed.
- Can work effectively in a team but also concentrate for long periods of time alone and manage distractions.
- Are increasingly independent, can show initiative and organise themselves.

*In the case of students who have a statement we work with the student on an individual basis to ensure the curriculum matches their needs and abilities.

Curriculum Delivery

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom. Although the majority of the students' formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address a number of extracurricular dimensions. In particular we address our students' Social, Moral, Spiritual and Cultural needs through our PHSE, Academic Literacy and Sports and Leisure programmes.

Individual Learner Plans

All students agree an individual learner plan with their form teacher. This can be added and amended as their course progresses. It contains a record of achievement, grades for assignments and practice tests, attendance and punctuality records and a record of learner outcomes measured against academic targets. Subject teachers and other staff can access and amend the ILP and e-planner whenever necessary.

Our Subjects are Appropriate For

We offer a wide range of subjects, all of which are appropriate for those with additional learning needs as well as those without.

To better help with this differentiation in teaching, all staff members and admin staff have completed ALN training, thus ensuring that all pupils can achieve their best and feel that they can make progress in classes.

Enrichment

PSHE (Personal, Social and Health Education)

Our PSHE programme is designed to support our academic program and help our students develop into fully rounded individuals. It is also our aim to help our students understand the values of tolerance, fair mindedness and democracy that we cherish in the UK. It takes place in classes and students learn through discussion and case studies.

Academic Literacy

Following closely our PSHE programme, our Academic Literacy program aims to prepare our students for the demands of studying towards exams in English and also to prepare them for future study either in the UK or overseas. They should be taught critical thinking, research techniques, presentation skills, ICT user skills, ICT development, using Maths in writing and academic writing. Students can prepare towards the Essential Skills Wales qualification and earn UCAS points.

Our Enrichment programme also includes:

Workskills

In the late spring half term, all GCSE and A Level students will do a week of career building activities. In term 4, students will undergo aptitude and careers guidance testing (e.g. Myers-Briggs), have talks by various professionals and careers guidance counselors regarding career options, and also present their team's product/service (see below for more on this).

Careers guidance

All students receive help and guidance throughout their time at SSC. Our current careers guidance officer is our

academic manager. Our students take part in an initial careers guidance programme when they first arrive to help them make choices regarding their programme of study here and any extra skills they will need to acquire. In years 5U and 6U they take part in a formal programme of lessons (alternating with workskills) to help them prepare for their UCAS applications and other career options.

As part of SSC's commitment to providing a rounded education to all students, in the early spring term of every year, SSC will hold a Careers Week. During this week, students will have the opportunity to undertake aptitude tests and careers tests, and attend talks on planning your career. We will bring in experts from different fields to talk to the students about what a career their field is like, and where it can take them. For A level students, visits to Welsh universities will be arranged.

This careers guidance will be done at the end of January, to ensure the students have enough time to process any information given and decide which options are going to best fit the career they may want to enter into.

Before this guidance talk takes place, students will be informed that they can request meetings with us to discuss their options and what it is they may want to do beforehand. A Google forms questionnaire will be filled out by the students prior to that meeting requesting a timeslot and the nature of their inquiry.

Literacy across the curriculum

We aim for all of our students 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 specifically be taught strategies to aid revision, including how to retain information long-term for deep understanding.

Numeracy across the curriculum

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

Use of ICT across the curriculum

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects. All students at SSC have access to ICT, and the Student Cloud and curriculum areas can support this work wherever the students are in the world.

Sports and Leisure.

- **Wednesday afternoons:** Every Wednesday afternoon, SSC students will take part in organised sporting and leisure activities. This is a compulsory part of their attendance at SSC, but a variety of options will be offered to cater for the likes and abilities of each student. **See SSC Physical Education Policy.**
- **Monthly games evening:** Every month, all SSC students, staff and host families will be invited to SSC for an evening of games, snacks and fun. This provides a closer connection for SSC management with host families and allows the students to spend time relaxing and socialising with staff.
- **Termly outings:** Once a term, SSC will organise a whole-college outing to fun and/or educational sites in Wales and further afield.

Prevent

As part of our duty to prevent extremism in the UK, our academic curriculum exemplifies British values and encourages those values, as well as promoting communication, friendship, self-esteem etc.

The PSHE and Academic Literacy programme deals explicitly with issues of extremism. It also explores and encourages British values, as well as teaching strategies and techniques that promote communication, friendship, self-esteem etc.

Health and Safety

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with science, design and technology, information and communication technology, art and design, and physical education. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- To use information to assess the immediate and cumulative risks.
- To manage their environment to ensure the Health and Safety of themselves and others.
- To explain the steps they take to control risks.

Measuring progress

Formative assessment

The main responsibility in measuring the students' progress lies with the class teacher. Students' coursework is marked and evaluated against the standards required by the relevant exam board. Students sit a test for each subject at the end of each half term and have a progress report for them and their parents.

All 5U and 6U students take mock exams during the spring term. This is to evaluate their progress, identify strengths and weaknesses, and to help them prepare for their exams.

Feedback

All students and teaching staff complete a feedback form at the end of the second week of each term to assess their initial opinions and to make sure that they are not unhappy or dissatisfied with the school. They also complete feedback at the end of each term.

Monitoring and Evaluation

End of term evaluation and review audit

Students marks, initial and end of term feedback reports, attendance records are collected and collated. Teachers' opinions on progress and endeavour, as well as teachers' feedback on the school are added to this to create an overview of the College's performance.

These form the basis of the end of term evaluation and review audit. The results of this audit are discussed at the end of term staff meeting, and an improvement plan drawn up. This includes actions to be implemented immediately and strategies and ideas for long term development to be included in the business development plan.

Responsibility

Responsibility for the effective implementation of the policy lies with the Director who delegates to the Academic Manager. Individual subject teachers also have a key role to play. The policy is supported by schemes of work developed by individual departments, summaries of which will be found on the College drives.

The curriculum provision is reviewed annually at our annual internal audit and through academic meetings.

Student Progression

We monitor the progression of our students closely and in a variety of ways.

Some include:

- A Skills Development Course
- Peer Observation Forms

Skills Development Course

Within this course we offer the opportunity for the students to develop some of the necessary skills that will aid them later on in life.

During this course, students will have the opportunity to learn:

- How to Structure a CV.
- How to cut down to relevant information.
- How to sell your skills.
- How to Structure a CV.
- How to cut down to relevant information.
- How to sell your skills.
- How to Structure a CV.
- How to cut down to relevant information.
- How to sell your skills.
- What tax is and how it is paid.
- How to read a pay slip.

This course is designed to be done over a period of weeks, with one lesson per week in a two hour slot which will focus on one or two of the topics above.

It is designed to teach the students necessary life skills that they may not have gotten a chance to learn otherwise.

Peer Observation Forms

These forms allow all our teachers to have a fresh pair of eyes look over the lesson and how it is progressing.

This will also show how well the students are progressing within the lesson, whether they are actively participating, whether their work is the best they can do at the time, if they were late to class. This feedback from peers then allows our teachers to mould and shape their lessons to fit all abilities and needs of every student within those classes.

Virtual Interactive Experience

After collaborating with other educators, a learning platform was shared in the teaching community.

Students have been given the opportunity to experience a virtual interactive tour. Some students may not have had the opportunity to participate in a field trip. The virtual field trips will give students further insight into their subject and the world around them.

Photography students will be taken on a virtual tour by their subject teacher. The students will also have a first-hand experience of visiting a museum. This will give them the experiences they may have missed out on before and the opportunity to try something new.

To Develop Our Student's Skills

To develop our student's skills outside of the classroom, we offer a wide range of extracurricular courses they can be a part of. These courses are done over a 2 year period.

The courses we offer are:

- **Leadership courses**
 - Communication skills course
 - Verbal communication
 - Increase your influence
 - Public speaking
- **Social and Emotional skills course**
 - Influence and resilience course
- **Academic Skills course**
 - Critical thinking
 - Writing Skills
 - Research Skills
- **Career Guidance**
 - Entrepreneurship course
 - Creative problem solving
 - Making an impact
- **Work and Internship courses**
 - CV writing
 - Job Interview skills

Curriculum Plan

The subjects and their timetable allocations are based on a 30 hour week, with six hours of lessons a day Monday to Friday.

The Key Stage 4 Curriculum (Years 5L and 5U)

The Curriculum is structured around tuition towards GCSEs.

All students study a compulsory core:

- English Language and Literature
- Mathematics
- French (Modern Language)*
- Science (Biology, Chemistry and Physics(3 iGCSEs) or Science and Additional Science(2 iGCSEs))
- Academic Extension, which includes PSHE and Academic Literacy

Students choose between two and five other option subjects, the number and selection being chosen after

guidance from the School and parents.

- ICT
- History
- Geography
- Art and Design
- Psychology
- Business Studies

*Other Modern languages will be offered as the number of students increases

Subject	Classroom Hours	Expected Self Study
English Language	2 hrs 15 min	1 hr
English Literature	2 hrs 15 min	1 hr
Mathematics	4 hrs 30 min	2 hrs
French	2 hrs 15 min	1 hr
PSHE and Academic literacy	3 hrs	2 hrs
ICT	2 hrs 15 min	1 hr
Business Studies	2 hrs 15 min	1 hr
Psychology	2 hrs 15 min	1 hr
History	2 hrs 15 min	1 hr
Geography	2 hrs 15 min	1 hr
Art and Design	2 hrs 15 min	1 hr
Science	2 hrs 15 min	1 hr
Additional Science	2 hrs 15 min	1 hr
Biology	2 hrs 15 min	1 hr
Chemistry	2 hrs 15 min	1 hr
Physics	2 hrs 15 min	1 hr

Table shows number of hours per subject.

The Key Stage 5 Curriculum (Years 6L and 6U)

The majority of Sixth Form students take three A levels. Students may take a fourth subject at AS or A2 if they can show that their GCSE grades were good enough to indicate they are capable of attaining good grades in all four subjects.

English Literature	Biology***
English Language and Literature	Chemistry***
Mathematics	Physics***
Further Mathematics**	French*
Art and Design	History
Business Studies	Geography
Psychology	Economics

* Other Modern languages will be offered as the number of students increases

** Further Mathematics is only available if Mathematics is taken.

*** Sciences offered soon

In addition, all students must attend lessons in the following disciplines:

- Sport (three hours each week)
- PSHE and Academic Literacy

Subject	Classroom Hours	Expected Self Study
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English Literature	4 hrs 30 min	3 hrs
English Language and Literature	4 hrs 30 min	3 hrs
Mathematics	4 hrs 30 min	3 hrs
Further Mathematics	4 hrs 30 min	3 hrs
Art and Design	4 hrs 30 min	3 hrs
Biology	4 hrs 30 min	3 hrs
Business Studies	4 hrs 30 min	3 hrs
Chemistry	4 hrs 30 min	3 hrs
Physics	4 hrs 30 min	3 hrs
French	4 hrs 30 min	3 hrs
History	4 hrs 30 min	3 hrs
Geography	4 hrs 30 min	3 hrs
Psychology	4 hrs 30 min	3 hrs
Economics	4 hrs 30 min	3 hrs
PSHE and Academic Literacy	3 hrs	3 hrs

Table shows number of hours per subject.

We Go Above And Beyond

To ensure our students are receiving the best we can offer, we ensure to go above and beyond what we can offer the pupils in terms of enriching lessons.

We cover a range of different creative tasks within our subjects that range from computer building courses within Computer Science to tongue twisters within English Language.

These tasks are often a fun way to get the students involved in the lesson.

All work done is reviewed either within the lesson – self/peer assessed – or after the class by the teacher. This then provides the students with academic feedback and a boost to their self-confidence as well.