



Curriculum Policy

Susie Lewis | June 2021

Mission Statement

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



Minsthorpe
Community College

Section 1

Curriculum Intent

Section 1.1

At Minsthorpe Community College our core values of Motivation, Commitment and Care are at the heart of everything we do.

Our curriculum intent is to raise the achievements and aspirations of all learners through the delivery of a highly personalised, broad, ambitious and inclusive curriculum that:

- Deepens students' understanding and develops their knowledge and skills in all subject areas
- Ensures students are literate and numerate
- Enriches students' learning experiences
- Builds students' character
- Empowers students to realise their education and employment potential beyond Minsthorpe Community College

Deepens students' understanding and develops their knowledge and skills in all subject areas

- The curriculum is knowledge rich;
- We adhere to the National Curriculum Programmes of Study;
- Each subject area maintains clear long- term planning overviews with clearly defined end points;
- Mid-term plans map detailed sequenced learning which ensures knowledge and understanding are effectively embedded;
- Is planned with high expectations of all students, stretching those significantly above expected standards and remaining ambitious for those with low levels of prior attainment or from disadvantaged backgrounds;
- The whole College curriculum is regularly reviewed and adapted to embrace educational and technical developments to keep schemes of work fresh and engaging for all learners.

Ensures students are literate and numerate

- Our Literacy and Numeracy curriculum equip students with the tools to function in society;
- We are committed to fostering a love of reading, writing and discussion throughout every subject;
- We inspire and encourage reading widely and often and promote a culture where students take pride in their writing and can write accurately;
- We are committed to developing oracy skills which will enable students to be confident speakers, who can assert themselves articulately and use discussion to further their learning;
- We ensure that students develop and use their mathematical knowledge and skills competently across the curriculum;
- We ensure that the curriculum is planned so there are no barriers to every pupil achieving including those learners whose first language is not English;
- We encourage students to think critically, problem solve and see the relevance of maths and its function as a lifelong skill.



Enriches students' learning experiences
<ul style="list-style-type: none"> • We have a wide and inspiring enrichment provision which strives to deepen the learning of students and enhance their personal development; • We utilise a range of quality onsite and offsite learning experiences, as well as a weekly after college programme, that brings the curriculum to life; • The provision helps to develop cultural capital, push boundaries, extend experiences, round character, expand horizons, build confidence and independence, foster leadership and teamwork skills as well as expose our young people to the wider world.
Builds students' character
<ul style="list-style-type: none"> • We are committed to providing a curriculum which goes beyond the acquisition of knowledge and ensures students develop as well-rounded, responsible individuals ready to contribute to society; • We believe that College has a vital role to play in ensuring the social, moral, spiritual, cultural, mental and physical development of all our students; • The Code of Conduct makes clear the part College, home and students play in terms of Learning and Behaving the Minsthorpe Way; • We know that students learn best in a safe, calm and orderly environment and we set high expectations for all students, which provide the foundations for a safe College community where students can develop positive attitudes to learning and show care and respect for others; • Our coherent SMSC curriculum extends across all aspects of College life, including a P&A curriculum, assemblies (live and recorded) and lesson time; • We work in partnership with external agencies to enrich our offer and are responsive to the needs of individuals and to circumstances with the aim of students taking increasing responsibility for their own development, safety and well-being.
Empowers students to realise their education and employment potential beyond Minsthorpe Community College
<ul style="list-style-type: none"> • Connections are made through everyday lessons about careers and future pathways; • The Careers Programme is embedded in learning, and is stable and progressive, ensuring that students are supported throughout their College learning journey; • All the Gatsby Benchmarks are met, and students' experiences are frequently reviewed and improved to maximise their aspirations and potential; • External Aspiration Raising programmes and contact with external employers and other organisations are provided to students in all Key Stages;

Our curriculum delivery is supported by:

- The Leadership structure (EBACC Team and OPEN Team)
- Curriculum and Cross Curricular (Pastoral) Teams
- The Specialist Support Team
- The Careers Lead
- The 'Learning 4 Life' programme and SMSC
- The virtual learning platform 'Firefly' and the homework platform 'Satchel:one'
- Our Pastoral programme
- A range of external agencies
- Our Leading Practitioners and Learning & Teaching Network



Section 2

Curriculum Structure (Implementation)

Section 2.1

Key Stage 3 (2 Years) – Years 7&8

We meet the requirements of the National Curriculum through a broad range of subjects including: English, Maths, Science, French, Geography, History, Design & Technology, Food, Drama, Art, Music, Religious Education, Computing & Digital Media, PE and SMSC. Students chose their options in Y8 and move to KS4 to study these in Y9.



A small number of students are identified at the time of transition from Key Stage 2 as requiring a Nurture Curriculum which aims to strengthen their personal development and basic skills in order to access a full secondary education.

Key Stage 4 (3 Years) – Years 9, 10 & 11

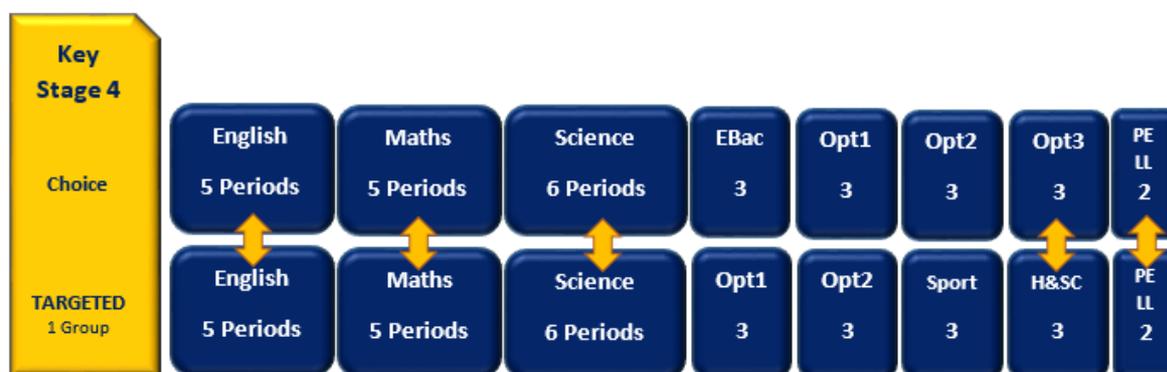
To ensure all students make good progress and achieve their full potential students are primarily placed on appropriate pathways (Targeted and EBACC Choice), and secondly given as much choice as possible to ensure student preferences are met. We offer students a rich curriculum with a strong academic core.

See table below for details of option pathways with a broad range of subjects and qualification types

Pathways KS4	
EBACC Choice	TARGETED
Compulsory subjects	
English Language GCSE English Literature GCSE Maths GCSE Combined Science GCSE Physical Education – Non assessed Learning 4 Life – Non assessed	English Language GCSE English Literature GCSE Maths GCSE Combined Science GCSE Health & Social Care VOC (Vocational) Physical Education – Non assessed Learning 4 Life – Non assessed



<p>Preference 1</p> <p>Students study <u>ONE</u> from these options</p>	<p>Computer Science GCSE</p> <p>French GCSE</p> <p>Geography GCSE</p> <p>History GCSE</p> <p>Separate Science (Chemistry, Physics, Biology) GCSE NOTE: if students select this, they do not study combined Science in the Compulsory section</p>	<p>Preference</p> <p>Students study <u>TWO</u> from these options</p>	<p>Acting VOC</p> <p>Art VOC</p> <p>Computer Science GCSE</p> <p>Design Technology GCSE</p> <p>Health & Social Care VOC</p> <p>Hospitality & Catering VOC</p> <p>French GCSE</p> <p>Geography GCSE</p> <p>History GCSE</p> <p>Creative i-Media VOC</p> <p>Music VOC</p> <p>Physical Education GCSE</p> <p>Religious Education GCSE</p> <p>Sport VOC</p>
<p>Preference 2</p> <p>Students study <u>THREE</u> from these options</p> <p>[Students who want to study the English Baccalaureate must pick History, Geography and French]</p>	<p>Acting VOC</p> <p>Art VOC</p> <p>Computer Science GCSE</p> <p>Design Technology GCSE</p> <p>Health & Social Care VOC</p> <p>Hospitality & Catering VOC</p> <p>French GCSE</p> <p>Geography GCSE</p> <p>History GCSE</p> <p>Creative i-Media VOC</p> <p>Music VOC</p> <p>Physical Education GCSE</p> <p>Religious Education GCSE</p> <p>Separate Science GCSE NOTE: if students select this, they do not study combined Science in the Compulsory section</p> <p>Sport VOC</p>		



For some students the pathways above do not meet their individual needs and a personalised curriculum is implemented that is tailored to their aspirations and removes their barriers to learning. This can include attending alternative provision to access vocational courses.



Key Stage 5 (2+ years) – Year 12 & 13

In KS5 students are guided onto appropriate pathways and there are courses available to suit Level 1, 2 and 3 learners in a variety of subjects and routes (academic and vocational). There is great flexibility available to ensure that students are supported to achieve their best possible outcomes, with progression pathways for students from Level 1 to Level 2, and from Level 2 on to Level 3 courses in some cases.

At Level 1 students can study for BTEC First Diplomas and GCSE or Functional Skills Maths and English if necessary.

At Level 2 students can study for BTEC Diplomas in Business, Sport or Health & Social Care with GCSE or Functional Skills Maths and English if necessary.

At Level 3 students have range of vocational and academic courses, A 'Levels, Cambridge Technicals and BTEC qualifications. All study programmes, which are bespoke, are supported by the Enrichment programme which includes experiences such as the Football Academy and work experience opportunities. See the Post 16 section for detailed information regarding courses.



Careers Education, Impartial Advice & Guidance

Students are well supported in making informed decision about their pathway choices as they move from the Key Stage 3 into Key Stage 4 and then onwards into Key Stage 5

The Careers Education Impartial Advice and Guidance (CEIAG) support which students have available to them as drop-ins or through targeted work are provided by the Careers Lead.

The ambition we have for our learners is supported, and in some cases led by the Learning for Life Curriculum delivered through SMSC lessons, and whole College events are a part of students' experience (e.g. Careers Fair where universities, colleges and apprenticeship providers advise and support learners, as well as the mock interviews carried out by external providers).

All students are interviewed one-to-one at least three times by senior staff where they can discuss their ambitions and aspirations at key points of transition to the next key stage and be encouraged and guided to achieve these.

Specialist Support Provision

We are an inclusive College and strive to remove barriers to learning for all students through effective and timely identification of students' needs and planned intervention programmes, such as literacy, handwriting and support for SEMH needs.

We recognise that disadvantaged students and those with SEND will need additional levels of support and intervention to make progress and achieve in line with their peers. Our ambitions for these students are high. See overviews of the Pupil Premium policy and the Support for Achievement: Specialist Support policy to show implemented support.

Pupil Premium

We are committed to every child believing that they can achieve and use Pupil Premium funding to support each individual student to achieve their potential. Our staff invest in a core vision to 'diminish the difference', in order that all students can succeed and be proud of their achievements.

The Continuum of Support



Specialist Support is part of the Continuum of Support for Achievement which begins in primary school and extends to Post 16. This Continuum covers three tiers of support, i.e. Universal Support, Targeted Support and Specialist Support. Within each tier of support are the various strands of the Support for Achievement Strategy.

Universal Support includes the entitlement of all students to support, advice and guidance to maximise their achievement and aspirations.

Targeted Support includes the strands of support for identified students who require specific intervention at specific times during their learning journey.

Specialist Support includes the strands of support for the students with the highest level of need, in terms of learning and/or behaviour as well as students with Special Educational Needs.

The overriding aim of the Support for Achievement Strategy is to raise the academic achievement and aspirations of all students, by ensuring individuals receive support, information and guidance, which is well timed and at an appropriate level and type to meet their needs.

Social Moral Spiritual and Cultural Education

This aspect of the curriculum is explored and discussed through all the different curriculum area subject lessons. However, the table below highlights the main topics and areas covered within the Learning for Life SMSC curriculum, and the Enrichment opportunities available to students:-

SMSC Curriculum (L4L)	Enrichment
Relationship and Sex Education	After College programme of events provided by staff within a wealth of different curriculum areas
CEIAG Preparing for GCSE Option choices Mock interviews in preparation for future experiences Preparation for next stage (KS5), college applications and CV writing	Aspiration Raising Programmes at all Key stages (visits, speakers and residential experiences)
Religious Education	Trips and visits within curriculum areas and wider experiences to other countries (sporting and cultural)
Food – healthy life styles, cultural importance and differences, festivals.	Outside speakers invited in to college to work with students
Bullying – coping and supporting	Work shadowing experience KS4
Inspirational people in history	Work experience opportunities in KS5
Holocaust – the three stages, Judaism and the celebration of Hanukkah.	Football Academy opportunity KS5
Alcohol misuse, smoking, healthy relationships, disabilities	
What is capital punishment	
Organ donation – different view points	
Teenage pregnancy, drugs, knife crime and homelessness	
First aid	
Body image	
LGBTQ – benefits of diversity	
Mental health – managing anxiety and stress	
Personal Health and Well-being – contraception, grooming, HIV/AIDS	



Learning & Teaching expectations

Teachers at Minsthorpe Community College strive to create a positive Climate for Learning and to deliver lessons where teaching is consistently high quality, with the result that all students are inspired to learn, make exceptional progress and develop skills to be lifelong learners.

There are three strands to 'The Minsthorpe Way' – Teaching, Behaving and Learning. The three strands are interdependent and all three are prerequisites of high- quality lessons. Teachers are expected to be consistent in ensuring the three strands are addressed in every lesson thereby creating a 'typicality' for lessons irrespective of year group, ability, subject or teacher.

See L&T Whole College Assessment Policy [[link in here once policy review is completed](#)]

Principles of Assessment

At Minsthorpe Community College assessment is a continuous process which is integral to teaching and learning. It should be developed and implemented in such a way as to maximise understanding of what students know, understand, and can do, as well as identifying any areas for further improvement/development and to celebrate achievements in their broadest sense. It necessitates a whole college approach, as detailed in this whole college policy, and must involve all teachers, all students and wherever possible all parents.

At Minsthorpe assessment:

- is focused on which **specific elements of the curriculum** an individual has deeply understood and which they have not
- is based on developing the key knowledge and skills required for **success in each key stage**
- is based on our high expected standards of students – it grows an **ethos of learning in the Minsthorpe Way**
- is based on formative feedback and allows all students to succeed – and so develops a **growth mind-set** that is linked to the 6Rs
- incorporates **periodic summative assessment** and to support this ongoing **formative feedback**
- is simple and **easy to understand** – for staff, parents and students
- has **consistent** principles, to be used across subjects, but the **flexibility** to be suitable for all subjects
- uses the principles of **reverse engineering** that involves identifying the key **knowledge and skills** students need, in order to be successful in their outcomes
- includes an **obligation** to regularly sample, standardise and moderate student work

See Whole College Assessment Policy [[link in here once policy review is completed](#)]

Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing Lorem Ipsum passages, and more recently with desktop publishing software like Aldus PageMaker including versions of Lorem Ipsum.

On the other hand, we denounce with righteous indignation and dislike men who are so beguiled and demoralized by the charms of pleasure of the moment, so blinded by desire, that they cannot foresee the pain and trouble that are bound to ensue; and equal blame belongs to those who fail in their duty through weakness of will, which is the same as saying through shrinking from toil and pain. These cases are perfectly simple and easy to distinguish



Section 3

Curriculum Impact

Section 3.1

The College Strategic Plan has three priorities:

Priority 1: Improve progress for all students

Priority 2: Diminish the Difference

Priority 3: Improve whole College attendance

Our highly personalised, broad and balanced curriculum is central to addressing these priorities. At Minsthorpe Community College all students, including the disadvantaged and those with SEND, make progress because they access a curriculum which:

Deepens students' understanding and develops their knowledge and skills in all subject areas

- Achieve good qualifications which enable them to progress onto their next steps
- Acquire knowledge and understanding which has been embedded
- Have developed a curiosity and capability which enables learners to successfully explore learning independently
- To have a pride in their learning and achievements
- Have a realistic and clear idea about how their qualifications support future pathways
- To be aspirational and reach for further qualifications and opportunities
- Have developed a love of learning and knowledge in as many areas as possible

Ensures students are literate and numerate

- Achieve the best possible English and Maths qualifications they can
- Being literate and numerate raises students' self-esteem, strengthens their interactions with others and increases employability chances
- To have acquired essential written and verbal communication skills which will enable students to progress easily and to communicate effectively in the real world
- Develop a clear understanding and capability to use maths in real life situations which makes them more able to lead successful lives
- To facilitate learners with essential everyday skills in communication and numeracy which makes them more successful and employable

Enriches students' learning experiences

- Through engagement in the Enrichment programme students are able to expand their social group and develop confidence personally and within the enrichment area
- The trips and visits enable students to see aspects of the curriculum in reality, bringing verbal and visual knowledge from the classroom into actual lived experiences which develops understanding and tolerance
- Residential experiences enhance social and cultural understanding as well as social development and added independence



- Through engagement in enrichment activities students develop leadership and team building skills which supports them well in their academic studies as well as with physical and mental well-being now and into the future

Builds students' character

- The Breadth and depth of the curriculum coupled with the SMSC focus which runs through each subject experience broadens students understanding of wider social and moral issues making them more effective, responsible citizens
- Through the dedicated SMSC curriculum the acquisition of knowledge through carefully regulated debate exposes students to a wide variety of topical issues which expands their view points and helps foster tolerance and understanding
- The behaviour expectations of Behaving the Minsthorpe Way enables students to learn effectively and develop independence, resilience and respect as characteristics
- The wider curriculum empowers students through knowledge and discussion to keep themselves safe physically, mentally and in the virtual communication world

Empowers students to realise their education and employment potential beyond Minsthorpe Community College

- The CEIAG programmes strength is shown in the impact on students' knowledge about the options available to them on future pathways, something they can articulate and act on (significantly below national and regional NEET figures are testament to this claim)
- Students aspire to and successfully achieve next steps despite social and financial barriers
- Learners who are empowered by knowledge about careers and progression paths and who know how to access information



Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
July 2021	July 2024	Assistant Principal (Curriculum and Progression)

