

# **Curriculum Policy**

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## **I. Aim – Personalised Learning**

**I.1.** As defined in the Report of the Teaching and Learning in 2020 Review Group: *"Put simply, personalised learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging students - and their parents - as partners in learning."* Personalised learning means high quality teaching that is responsive to the different ways students achieve their best. Providing a focused and adaptive learning environment that seeks to support each individual student to achieve their appropriate outcomes.

### **I.2. Students:**

- I.2.1. Will be treated as partners in their learning, with appropriate responsibility for participating in the design of their learning. Students should be reflective learners, who are motivated by seeking knowledge and understanding.
- I.2.2. Will have their individual needs addressed, both in college and extending beyond the classroom and into the family and community. If they start to fall behind in their learning, they will be able to identify their weaknesses and how to improve and will be given additional support to help them get back on track quickly.
- I.2.3. Will be supported to enable them to succeed to the full by their teachers, personal tutors and senior management.
- I.2.4. Will develop respect for others, self-esteem and skills for collaboration through learning in a mutually supportive environment in which students are enriched to value learning and progress.

### **I.3. Parents and carers:**

- I.3.1. Will receive regular updates that give clear understanding of what their child can currently do, how they can progress and what help can be given at home.
- I.3.2. Will be engaged with their child's learning and in planning their future education.
- I.3.3. Will be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.

### **I.4. Teaching staff:**

- I.4.1. Will have high expectations of learners, giving them confidence and skills to succeed. Will support students progress with high quality academic delivery, supporting each student to achieve excellence.
- I.4.2. Will have access to appropriate data on each student to inform teaching and learning, incorporating appropriate assessment strategies and effective lesson planning. Ensuring that lessons are suitably differentiated at all times, accommodating for the needs of individual students.

**1.5. The College:**

- 1.5.1. Will seek to configure its resources, curriculum and organisation around the needs of their learners, to reflect a professional ethos that accepts and assumes every student comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations;
- 1.5.2. Will demonstrate a determination for every young person's needs to be assessed and their talents developed through a variety of teaching and learning strategies that are developed with an understanding of different teachers approaches, knowledge and techniques. This is supported by a programme of continuous professional development focused on improve educational quality and students learning experience.

**1.5.3.** Will put personalised learning at the heart of its vision for teaching and learning.

The rationale of these outcomes is clear: to raise standards by focusing teaching and learning on the aptitudes and interests of students and by removing any barriers to learning. By identifying each student's learning needs and adapting teaching accordingly. Providing continual feedback on student's progress and setting appropriate expectations for achievement.

**2. Assessment for Learning**

**2.1 Setting personal targets**

2.1.1 Subject teachers and Personal tutors will discuss aspirational academic targets with individual students based on prior achievement and future goals. Each individual's student will be provided with regular updates on their progress.

2.1.2 Learning objectives are discretely shared with students at the beginning of lessons in language that the students can understand. These objectives will be adapted to align with student progress throughout the lesson to ensure that all students' knowledge and understanding is considered.

2.1.3 The learning objectives are used as a basis for lesson structure, including questioning and feedback. Lesson outcomes and student progress will inform the planning of the next stages of learning and course structure is adapted accordingly.

2.1.4 Assessment criteria for internal and external assessment are clearly explained and examples of work that meet the criteria are shared with students in a timely manner. Students are provided with models of outstanding work to help guide expectations.

**2.2 Effective feedback**

2.2.1 Feedback is given to students via reflection in subsequent lessons upon the Formative Assessments, and weekly progress tests for ELT General English students, plus homework. Students will be asked to respond to this feedback by setting appropriate points for development. Feedback will also be given regularly within lessons on tasks that are completed.

2.2.2 Feedback will typically include constructive comments to help students identify their progress. Grading of formative assessments will include numerical values aligned with subject marking criteria and clear points of action for improvement.

2.2.3 Informal oral feedback is frequently given by teachers during question and answer dialogues within the class using a range of techniques.

2.2.3 Summative feedback will be provided via twice yearly mock exams and in class access to past questions with twice termly Progress tests for UFP students. Summative feedback will be provided to ELT General English students at the end of each month by the morning teacher in the form of an in-class tutorial meeting and progress report.

**2.3 Effective use of data to plan learning**

2.3.1 In academic courses rigorous and frequent tracking is used to identify the performance of students based on CATS and ALPS forecasts, which is shared with subject teachers. Targeted intervention support is also provided to promote progress towards aspirational targets for each student. Students with particular learning needs are assessed early and appropriate support, including provision mapping is provided to support teaching and learning.

2.3.2 In ELT (English Language Teaching) courses progress of current students is reviewed across classes and appropriate intervention agreed in a weekly departmental meeting that focuses on those students who are close to graduating to a new class level or those students who are underperforming.

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The review of ELT student progress takes account of length of study to date, teacher observation and formative assessment results benchmarked against framework based on the Common European Framework of Reference that has been adapted to our learning context.

2.3.3 At classroom level, formative assessment data is used to plan appropriately differentiated tasks for students. The information is used to assess students learning and potential barriers they might be facing.

### **2.4 Improved transition and transfer**

2.4.1 All potential students from the UK are interviewed by one of the senior leaders and given impartial advice regarding the most appropriate future course of study for them. This process may include a formal literacy and numeracy skills assessment if evidence of prior levels of attainment (e.g., GCSEs) are not available. Non-UK students are initially assessed on the basis of their academic transcripts and their programme of studies confirmed by interview after arrival. Non-UK students who have not followed a British curriculum of studies are assessed for their levels of literacy and numeracy.

2.4.2 References for registered students attending academic courses are taken up, with their previous school of origin and kept in the student's file, along with other appropriate information e.g., Educational Psychologist's report, in secure storage which is accessible to personal tutors and the SEND department.

2.4.3 Head teachers of students' previous school of origin are kept informed about their academic progress in external examinations.

### **2.5 Peer and self-assessment**

2.5.1 Students are encouraged to develop the necessary skills of identifying what they have achieved and what they can improve upon by assessing both their own work and that of their peers. This will enable students to develop self-reflection upon their learning progress.

## **3. Effective Teaching and Learning**

### **3.1 Focus for teachers**

3.1.1 Personalised learning demands teaching and learning strategies that develop the competence and confidence of every learner by actively engaging, reinforcing learning and stretching them. For teachers, it means a focus on their repertoire of teaching skills, subject specialisms and management of the learning experience. The aim is to enable students to understand themselves better as learners and so take greater control of and responsibility for their learning, transferring and applying a widening repertoire of learning approaches in different subjects and contexts. They also offer a language for talking about learning and insight into metacognition.

3.1.2 Planning and preparation – teachers ensure that they are aware of specific needs within the group and effectively plan to achieve progression in each student's learning. Clear learning objectives are communicated and shared with students at the start of each lesson and progress is reviewed at the end of the lesson. Lessons are clearly structured to provide adequate opportunities for information transfer, skill development, construction and demonstration of personal understanding as well as formative assessment.

3.1.3 Subject knowledge and Teaching Strategies – The college leadership ensures that all teachers have the requisite knowledge and skills appropriate for the courses they are teaching. Teaching staff have a professional obligation to ensure their subject knowledge is up to date and that they are aware of the most effective evidence-based teaching methods. Teachers are encouraged to participate in continuous professional development through participation in regular training opportunities as outlined within the Teaching and Learning Policy.

3.1.4 Teachers and all support staff must ensure that they do not in any way undermine the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs as members of Bath Academy.

#### **4. Curriculum Entitlement and Choice**

The intended outcome is to help young people develop the values, skills and behaviors they need for life. All students will receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience, empathy and collaboration, which underpin success in further education and employment.

##### **4.1 Programmes of Study**

4.1.1 All A Level and UFP students are committed to following a level 2 equivalent qualification in English and/or Mathematics by the end of their studies at Bath Academy, if they have not already done so before they register as students at the college. One Year GCSE programme: this individually tailored

4.1.2 One Year GCSE programme of study is aimed at those who have already studied at level 2 but have not yet achieved five 9 - 4 levels at GCSE. Although there is choice of [usually] five subjects from a wider curriculum, any student must study Mathematics and English Language, unless they have already achieved at least level 4 in those subjects.

- The core curriculum allows access to the following areas of learning:
  - Linguistic – GCSE English Language, GCSE English Literature and GCSE MFL;
  - Mathematical – GCSE Mathematics
  - Scientific – GCSE Science or individual Sciences
  - Humanities – GCSE Business, Geography, History, Sociology
  - Physical – discrete sporting programmes each week
  - Aesthetic and Creative - GCSE Art;
- In addition, all students of compulsory school age have classes in Personal, Social, Health and Economic issues, which will include appropriate focus on relationships and sex education.
- Students over 16 have access to a number of parks in close proximity to the college for recreational breaks during the college day.
- Registration of students of compulsory school age takes place twice daily (in addition to registration at each lesson) on arrival at school and again at 1300 where students are not in a lesson.
- Development of ICT skills within and outside of the classroom.

4.1.3 Two Year A Level programme: students normally study three or four A Levels in the first year, depending upon prior achievement and realistic workload for successful achievement. In the second year, students may move to studying three subjects at A Level or continue with all four, in consultation with their Personal Tutor. The final decision about any proposed subject combination lies with the Principal. Progression to the second year of A level is dependent upon students making satisfactory progress in year one, as agreed in discussion between the college, student and parents/carers. The total guided learning hours for these courses is five hours includes a weekly Formative Assessment. Any request to transfer between subjects in year one must be made during the Autumn term and must be discussed with the Personal Tutor. Only the Principal may authorize subsequent subject transfers.

An AS extended project qualification can be completed by all Two Year A Level students if they study 3 A Level subjects and the Academic Vice Principal is satisfied that the student could be meet the additional demands of the course.

4.1.4 Academic Development Programme: these aim to prepare international students for studying at NQF Level 2 and 3. Students develop the English language, mathematical and academic skills needed to be successful in their A Level, UFP or GCSE studies

- ENGLISH The course focuses on the development of English skills and works towards the IELTS exam to ensure they have made enough progress to cope with the full A Level or GCSE course.
- ACADEMIC SUBJECTS Students follow a reduced timetable of academic subjects in Sciences as well as classes specific to the subject needs of individual students.
- PERSONALISED SUPPORT A personal tutor and programme of tutorial sessions support students as they adapt to the educational and cultural differences of the UK system.

4.1.5 One Year A Level programme – subject courses on this programme are designed mainly for those

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with prior experience of study at level 3. These self-contained courses cover the complete



specification between September and June. For each subject there are 6 teaching hours per week, plus a weekly Formative Assessment in each subject.

4.1.6 Intensive retake courses – these are bespoke and aimed at students who have studied the specification before and either did not take the examinations [e.g., due to illness] or did not achieve a sufficiently high grade. Although the tutor needs to deliver a comprehensive coverage of the specification in the time available, in some cases individual students may opt out of certain units if their scores at the first attempt were sufficiently high. In this case the student may not remain in the group throughout the whole course.

4.1.7 University Foundation Programme - is course designed specifically for international applicants who normally have already completed their High School education. Over one academic year it provides students with the necessary English and academic knowledge and skills to succeed in undergraduate study at a UK university. All students will study three minor modules in Mathematics, IT and Communication Skills, followed by three major modules chosen for their relevance to the individual student's intended degree course.

4.1.8 ELT (English Language Teaching) Programmes - A number of ELT programmes are delivered by the college. Unless otherwise specified, these courses are for adult students aged 16+ and there is rolling recruitment with new students able to join most Mondays throughout the year:

- General English: This runs in the mornings five days a week and develops all round English language and communication skills specified in a series of level frameworks that are based on the Common European Framework of Reference.
- ELT IELTS preparation: This runs in the afternoons four days a week and is usually combined with General English in the mornings. It develops language, skills and strategies needed to achieve the IELTS scores required in all sections of the exam.
- Academic English: This is an English language extension course for overseas students attending academic courses at Bath Academy, including the University Foundation Programme and A Levels. Students receive IELTS preparation if their current English language qualifications do not meet university entrance requirements. Students attending the University Foundation Programme who do have adequate English language qualifications to enter university receive additional training in developing academic communication skills in English.
- Individual courses: A programme of one-to-one lessons can be delivered in combination with one of the above programmes or a standalone course. The focus is based on the individual student's requirements and can be English for Specific Purposes (e.g. English for Business or English for Medicine), exam preparation (such as Cambridge ESOL suite of exams) or specific skills development (such as essay writing). Content is planned from results of a needs analysis completed in the first lesson between the teacher and student.
- On-demand group courses: Bespoke courses can be planned and delivered for closed groups of students, for example, English language training as part of a short 2-week teacher training programme delivered to European primary and secondary school teachers.
- Junior programmes: These either run for groups and individuals during our summer school (start of July to the first half of August) or for closed groups outside this period. They are short courses of 1-3 weeks and the age range of students is 12-17 years old. Junior programmes consist of morning General English classes structured around age-appropriate topics and tasks and a series of afternoon activities and trips and a Saturday excursion each week. Lessons are linked wherever possible to the theme of the activities and excursions.

4.1.9 Careers Education is delivered using qualified and experienced careers guidance professionals leading provision of in-school services, advice and the *FutureSmart* scheme (including psychometric assessments) and the Information Helpline. This independent provision ensures that students receive guidance and advice that is impartial, showing no bias or favouritism towards a particular education or work option. This is underpinned by individual consultation with the student's Personal Tutor. This guidance ensures that students are in a position to make informed choices about a broad range of options and receive timely advice to help them make appropriate choices at GCSE and post-16.

4.1.10 Bath Academy actively promotes respect for the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is embedded in subject teaching as far as is appropriate and particularly in PSHE as well as ELT teaching and Personal Tutor meetings. In addition we ensure that principles are actively promoted which:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality and more widely in society;
- Enable students to gain a broad general knowledge of and respect for the public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- Enable students of compulsory age to participate in regular dialogue in regards to Relationships and Sex education in accordance with statutory expectations.
- Enable students to develop appropriate ICT skills.

4.1.11 Students are provided with a broad general knowledge of public institutions and services in England through the ELT and PSHE/RSE curriculum as well as in the induction process when new students arrive from overseas.

4.1.12 When political issues are brought to the attention of students (either in or out of lesson time or in extracurricular activities or in their promotion) any promotion of partisan views is avoided and students are given a balanced presentation of opposing views.

4.1.13 This curriculum is supported by an academic and social enrichment programme which is constructed of weekly sessions aimed at supporting students beyond the classroom setting. This will include a range of compulsory and options sessions. A programme of excursions and events to enhance the students' enjoyment of learning is also provided.

## **4.2 Delivering the Entitlement**

4.2.1 For each academic course (A level, GCSE, University Foundation Programme), tutors will provide students with:

- A course Specification detailing the examination requirements [or at least the Assessment and Content sections], if it is a nationally recognized qualification.
- Year Plans showing when topics will be taught throughout the year.
- Details of coursework deadlines and internal tests and exam dates.
- For A Level and GCSE students, a regular 'Formative Assessment supervision under silent conditions

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- Constructive written feedback as to how their work can be improved and specific targets set.
- Regular and clearly defined homework tasks.
- Guidance about how to catch up on missed work.
- A file check once every half term.
- Appropriate resources for their course.
- Opportunity to develop ICT skills within and outside of the classroom.

4.2.2 For each ELT course, tutors will provide students with:

- A clear objective for each lesson cross-referenced to the relevant course objectives (from the level framework for General English or Intensive English classes, relevant exam section, or learning objective identified in the needs analysis for individual courses).
- A test at least once a week in General English morning classes
- At least three pieces of homework a week in General English morning classes and ELT IELTS, individual or junior programmes.
- Constructive feedback as to how their work can be improved.
- Guidance about how to catch up on missed work.
- Appropriate resources for their course.

## **5. Beyond the Classroom**

### **5.1 Guidance and effective pastoral support for every student**

5.1.1 Due to its size, the college is in a good position to get to know each and every student, to celebrate successes and to identify and help overcome challenges and problems, sometimes involving other agencies. Young people are given the best advice for making decisions about their future educational progression as well as careers. Specialist external consultants are utilised, if appropriate.

5.1.2 Each student is allocated a Personal Tutor who is responsible for monitoring the student's academic and personal progress throughout their studies, as well as liaising with parents and guardians.

### **5.2 Tackling additional needs with targeted support**

5.2.1 [see Special Educational Needs & Disability Policy]

### **5.3 Extended learning provision**

5.3.1 Workshops for supporting students needing additional help from their tutors are run in those subject areas and times in the academic year determined by the senior management team in response to perceived need.

### **5.4 Home-college partnerships**

5.4.1 To encourage parents to engage with their child's learning reports on academic progress in each subject are sent to them five times a year if the student is studying on a course lasting an academic year. These provide parents with an overview of the student's academic strengths and weaknesses, effort and attainment.

5.4.2 Personal tutors are responsible for keeping parents and guardians informed of any concerns with regard to their children.

### **5.5 Sponsor-College partnerships**

5.5.1 Personal tutors are responsible for keeping sponsors informed of any concerns with regard to sponsored students.

5.5.2 For ELT sponsored students, the Vice Principal (Pastoral) sends a copy of the student's initial assessment to the sponsor in the student's first week of study and then sends the sponsor all subsequent progress reports promptly at the end of each month

## **5.6 Community partnerships**

5.6.1 Where students can benefit from links with organizations in the community e.g., for work placements, community service, or other experiences to broaden their horizons, the college may act as an intermediary.

## **5.7 Extracurricular Activities**

5.7.1 A programme involving academic and non-academic enrichment activities will be provided for all students at Bath Academy. It will consist of a combination of compulsory and non-compulsory sessions based on students programme of study. This programme will run as twice weekly sessions throughout the academic year, and will focus on a range of areas including (but not exclusive):

- UCAS support and personal statements.
- Study skills including the appropriate use of ICT.
- Relationships and health education
- Wellbeing and resilience
- Careers and charity workshops
- Medical interview and ethics

5.7.2 For students above compulsory school age a comparable programme of activities will be offered on a voluntary basis.

## **6. Organising the College**

### **6.1 Student interviews**

6.1.1 All students have regular individual, data-informed interviews with their personal tutors focusing on their progress and the next steps required to achieve their potential. These may involve parents and guardians if necessary

### **6.2 Learning from student voice**

6.2.1 Students' views are sought on the effectiveness of classroom experience and the quality of the college provision through meetings with personal tutors, subject feedback and end of course surveys.

### **6.3 Positive college environment**

6.3.1 The college aims to ensure that students feel secure and can flourish as individuals. To underpin this aim there are clear sanctions combined with praise where earned for all students [see Disciplinary Policy].

## **7. Progression**

### **From GCSE to A Level Programmes**

Students progressing from the one year or two year GCSE programmes to the A level programme, should normally have achieved at least five 9 to 4 grades including English. However, exceptions may be made at the discretion of the interviewer depending upon the individual student's circumstances and aspirations.

### **ELT progression**

Students progress from one level to the next in General English and Intensive English when they are able to use all of the skills and can use a minimum of 80% of the language generally accurately listed in

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the relevant level framework. Excellent formative assessment results, student feedback, teacher observation and length of study at 3-month, 6-month, 9-month and 12-month intervals are all triggers for considering whether a student is ready to progress to the next level. When considering a candidate for level progression, formative assessment results are evaluated against the current and next level framework in the weekly ELT teachers' meeting and both morning and afternoon teachers provide input about whether the student in question is ready to progress to the next level.

ELT students are able to join the afternoon ELT IELTS class when they are at a CEFR B2 level of language or higher or at the discretion of the Vice Principal (Pastoral) if the student is a strong B1 level.

ELT students may progress to University Foundation or A level programmes provided they meet all the requirements of those programmes including a minimum IELTS score of 5.5 overall to join the University Foundation Programme in September, 6.0 to join the University Foundation Programme in January or 6.0 to join an A level programme.

Continued progression is also dependent upon satisfactory levels of attendance, behaviour and attainment.

## **8. Quality Improvement**

### **8.1 Data collection**

To facilitate valid and reliable judgements to be made about the quality of provision, the following data will be collected:

- Prior qualifications at level 2 of all registered students for the academic year.
- Results for public examinations taken at Bath Academy for each student.
- Appropriate national benchmarks.
- Results for any public examinations taken by students externally as part of English language or academic preparation courses at Bath Academy, for example, IELTS.

### **8.2 End of Year Reviews and Quality Improvement Planning**

8.2.1 For each academic and ELT programme an end of year Programme Review will be produced, using the collected data to make informed judgments about the quality of provision, to monitor progress made on the previous year's Quality Improvement Plan and to plan for future improvement.

Policy Holder: **Vice Principal (Academic)- Liam Hocking**

Last reviewed July 2022. This Policy will be reviewed annually.

Chairman of the Board of Directors

Signature needed

Mr D Game

Principal

Signature needed

Mr T Naylor

**Date: July 2022**

**APPENDIX**

Objectives of the curriculum for students up to Key Stage 4

- To follow the National Curriculum where it is appropriate
- To ensure that students of compulsory school age receive adequate pastoral care through the PSHE and personal tutor programme
- To ensure that adequate testing and provision is made for students whose first language is not English; integration with the EFL department is critical in this regard
- To advise students and their parents/guardians to choose a sensible and balanced combination of subjects for GCSE. In addition to Mathematics and English (or IELTS), students will be encouraged to take a Science subject alongside a humanities subject or language
- To ensure as far as possible that lessons make appropriate use of ICT in the delivery of the subject
- To encourage teachers and students to link topics where possible
- To develop students' level of preparation and ability to study and revise for examinations
- To help students develop their powers of memory
- To ensure that theory and practice are correctly balanced in the sciences through adequate and relevant laboratory practice
- To provide students of compulsory school age (CSA) with sports and PSHE lessons, as well as appropriate careers education.