



Curriculum Policy

Devising and delivering a comprehensively broad and challenging curriculum underpins the success of Blessed Thomas Holford Sixth Form. Course Leaders, under the guidance of the Head of Sixth Form, are responsible for choosing a suitable awarding body and syllabus to cater for the needs of the students opting for that subject. This policy is designed to ensure the Key Stage Five curriculum is fit-for-purpose and will meet the needs of the students at Blessed Thomas Holford Sixth Form.

The Sixth Form Curriculum should:

- Encourage every student to fulfill their true academic potential achieving the best results he or she is capable of
- Enable each student to acquire the knowledge, skills and experience necessary to progress in life
- Promote the spiritual, moral, cultural, mental and physical development needed to have a successful life
- Create a working atmosphere where good relationships between staff and students contribute to an effective and enjoyable learning process
- Support students to develop confidence, self-respect and a knowledge and understanding of other cultures and lifestyles, and to foster a growing sense of corporate responsibility both within the Sixth Form and in the wider community
- To establish and maintain links with the community outside the Sixth Form, welcoming in particular the help and support of the governing body, parents, businesses and Higher Education providers
- To provide a variety of opportunities for staff to enhance their professional experience within a rewarding and fulfilling career
- In addition to its own policy, the school adopts the curriculum policy statement and curriculum guidelines published by Trafford Education Committee

Implementation

- The College recognises each student's entitlement to a broad and balanced range of courses at Key Stage Five
- In addition to the academic courses each student is entitled to one period of Core Religious Education and one period of Tutorial time each week



- An Enrichment Programme which includes the Tutorial Programme and extra-curricular activities seeks to enhance the academic curriculum
- Curriculum management is delegated to the Head of the Sixth Form The Teaching and Learning Committee is part of the Governing body which oversees the whole College curriculum, including that of the Sixth Form
- Heads of Departments and Sixth Form Course Leader meetings provide a forum in which Sixth Form curricular issues are addressed
- The timetables of Year 12 and Year 13 students are based on their own choices, for which advice and guidance is offered by the Course Leaders, subject teachers, their Year 11 Form Tutor, the Careers Advisor and the Head of Sixth Form
- Schemes of work and / or programmes of study and / or lesson plans and resources are devised and adapted by the Course Leader for each subject area and where possible, other members of the department
- In accordance with the Sixth Form admissions policy, there is equality of opportunity for students to participate in all aspects of the curriculum although prior attainment and ability are taken into account to help support each student on an individual basis
- Differentiation is addressed in a variety of ways including extension tasks in schemes of work and extra research tasks. For students with physical disabilities or other learning difficulties the Sixth Form seeks to accommodate all their needs. The building allows disability access into and throughout the building
- Progression is monitored through regular assessed tasks, internal tests, external examinations other methods of assessment. (See policy on Assessment, Recording and Reporting.) Interim Review Reports and regular Sixth Form performance checks all record and inform student progress. Annual Parents' Evenings and written reports provide opportunities for students, teachers and parents to focus on progress

Student Timetables

- The timetable is designed to ensure as far as possible a balance in the day and week of individual students and staff, teaching by subject specialists and the best use of specialist accommodation
- Extra-curricular activities are encouraged and welcomed to enrich students' experience in as wide a variety of areas as possible and to extend a sense of interest and enquiry beyond that in the classroom



- Recognition is also given to the need for adequate time during the lunch break and after Sixth Form for extra-curricular activities
- The school operates a five-day teaching cycle. The Sixth Form day is from 9.00am to 4.00pm.
- The curriculum is delivered in 1 hour lessons although at times lessons will be delivered within a 'double' time slot i.e. 2 hours. This permits flexibility in timetabling and minimises loss of time between periods
- Curriculum requirements are compared with staffing availability in the Spring Term at the annual staffing review
- Class sizes may vary depending upon student demand for the subject, availability of specialist teaching staff and local / national Government initiatives.
- An internal formula is used as a guide to consider financial bids and capitation allocation. Capitation bids, based on school and department development plans, are made for such resources

Effective teaching and learning styles

- The Sixth Form promotes high standards of personal behaviour to foster a purposeful atmosphere in which teaching and learning strategies can be planned and implemented effectively
- The enjoyment of learning is promoted through the encouragement of a variety of teaching and learning styles including : group, pair and individual work, reading, writing, listening, discussion, performing, research, problem solving, design, making, analysis, interpretation and evaluation are examples of the range of tasks set at all levels
- Where possible the expertise of outside speakers and trips, including residential visits, are integrated into schemes of work to enhance first hand learning
- The importance of regular homework is emphasised to train students in sensible study habits when unsupervised, and to ensure full and appropriate coverage of material being studied. Homework guidance in terms of tasks and time is given in Years 12 and 13

Continuity

- Options procedures during Key Stage Four include the publishing of Key Stage Five course descriptions, the Sixth Form prospectus, Sixth Form assemblies and individual meetings



for students with the Head of Sixth Form. These help to ensure the smooth transition, appropriate to each individual, between these Key Stages.

- Careers education, careers conventions, discussions with staff and close links with the Trafford careers service, together with as visits by admissions tutors and trips to establishments of further and higher education all contribute to information gathering as students form action plans towards adult opportunities.
- To support applications for employment, further study or training, information is collected from a variety of sources in order to ensure that counselling, advice and written references relate the ability and aptitude of each student appropriately to his or her proposed career path.
- The College shares news of former students and offers help to students once they have left Sixth Form including writing references for employment, advice on future career plans and other pastoral support as necessary.

Community links

- The work experience programme provides direct links with businesses and organisations in the community. Courses are all encouraged to build links with related businesses and invite in key speakers to meet with students. The Enrichment Programme in the Sixth Form brings a range of business people into the Sixth form.
- The school seeks to work closely with parents, invites parental response to individual or general curricular issues and replies to communications as quickly as possible.
- The work of the Friends of BTHCC Association provides a good basis for social contract between students, parents, staff and governors in addition to the many extra benefits funded by money raising events
- The Sixth Form enjoys the support of the governors in curricular matters and at many extra-curricular events

Staff development

- The College recognises that the quality of students' learning is in part dependent on the staff being able to give of their commitment, enthusiasm and expertise. Importance is therefore placed on up to date and regular training including departmental support,



planned INSET, external courses, the guidance of newly qualified teachers, sharing good practice and effective performance management

Monitoring and Evaluation

- Curricular targets and developments are checked in the annual performance management review
- External examination results are reported on and discussed at the start of the Autumn Term with the Head of Sixth Form and the Head Teacher. Included in this report is a thorough analysis of the results achieved compared to Minimum Target Grades (ALPS) and national Statistics. Targets are set to enhance further progress for future results
- Evaluation of the curriculum is undertaken annually by the Course Leader, the Head of Sixth Form, the curriculum Deputy Head Teacher and the Head Teacher and amendments are made if necessary