



## Trinity Sixth Form Academy

<b>Policy:</b>	Curriculum Policy
<b>Date of review:</b>	July 2023
<b>Date of next review:</b>	July 2024
<b>Lead professional:</b>	J. Golding-Smith and M. Saville
<b>Status:</b>	Non-Statutory

## 1. Curriculum Intent

### 1.1 Intent statement:

At Trinity Sixth Form Academy we aim to equip learners with the necessary knowledge, skills and behaviours to become 'life ready learners' in order to progress successfully into their chosen future pathways. Our core professional standards of mental toughness, attention to detail, work ethic and integrity are central to our day-to-day workings and ensure that students develop an understanding of civic virtues, and use these to think critically about relationships between themselves, their community, their country and the wider world. Complementary to this sits our uncompromising ambition to create students who actively inhabit the spirit of civic virtues in order to 'do the common thing, uncommonly well.' We have the highest of standards for students academically and through a rich and varied curriculum offer, which celebrates depth of subject knowledge and a commitment to cultural experiences, our students leave 'life ready.'

Our Curriculum at Trinity Sixth Form Academy:

- Is personalised, aspirational and inclusive, reflective of our ethos.
- Provides a wealth of academic and extra-curricular opportunities.
- Provides students with workplace encounters in preparation for life beyond TSFA.
- Leads to in depth knowledge and skill development within specific subjects.
- Expands on cultural capital.
- Ensures students are mentally tough, have a positive work ethic, behave with integrity and are prepared for life beyond TSFA.

### 1.2 Aims:

- To provide a personalised curriculum offer to students which ensures deep understanding of individual subjects, leading to a rich body of powerful knowledge.
- To ensure the best possible progress and highest academic achievement for all by tailoring the curriculum to individual needs, ensuring flexibility, and responding to change where necessary.
- To ensure that students have appropriate careers information, advice and guidance, and that options are open to students through their academic achievement and experiences gained at Trinity Sixth Form Academy.
- To promote students spiritual, moral, and social understanding by a varied Trinity+ programme which responds to the needs of all students.

## 2. Objectives

### 2.1 For students

- To be fully engaged and involved in their learning at all times, always striving to be *life ready learners* and completing all class and independent study tasks set for them.

### 2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the academy through regular communication, attendance at parent consultation evenings and support of the graduation, enrichment and work experience process.

### 2.3 For teachers

- To provide quality first teaching for all students, allowing for the full range of learning needs of different students. Ensuring that a deep body of powerful knowledge is given to students to enable them to make the highest possible progress.

### 2.4 For Middle Leaders

- To ensure curriculum coherence via regular review of schemes of work in line with national and local requirements.
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them.
- To lead CPD within departments to ensure students are receiving quality first teaching with a focus on deep understanding of knowledge and acquisition of relevant skills.
- To ensure Quality Assurance takes place regularly and that the process is effective in raising achievement throughout the area.

## 2.5 For the Senior Leadership Team

- To ensure that a broad curriculum is offered which is appropriate to students' needs.
- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the Academy and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development that will ensure quality first teaching for all students.

## 2.6 For the CEO

- To review and agree the curriculum policy for approval by the Board of Directors.

# 3. Curriculum Delivery

## 3.1 Classroom Policy

- All students will follow a personalised curriculum consisting of 3 subjects (4 in exceptional cases). Each curriculum area aims to not only prepare their students for national exams but provide students with powerful knowledge that deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce
- All students will be expected to complete all tasks set in lessons, and in addition complete 5 hours of weekly independent study for each subject
- If a student is absent, it is their responsibility to catch up on missed class work / independent study, where appropriate students are encouraged to use the Microsoft Teams to remotely join the lesson. The class teacher will support the student to ensure they are provided with all relevant resources.

## 3.2 The Trinity+ Policy

- In addition to timetabled academic subjects, all students attend Trinity+ for 2.5 hours per week in year 12 and 2 hours per week in year 13. This programme aims to cover the Personal Development curriculum and support students in becoming Life Ready Learners.
- The academy's mission is to prepare Life Ready Learners, to achieve this we take a triangulated approach comprising of:
  - Professional Standards – Mental Toughness, Work Ethic, Attention to Detail & Integrity
  - Civic Virtues
  - Powerful Knowledge

This mission, and these values, underpin the Trinity+ curriculum and are further enhanced by annual whole academy events such as the whole school act of remembrance, the Christmas Awards event and the Graduation Ceremony at Halifax Minster, at the end of Year 12.

- Trinity+ is delivered in year groups to ensure it is tailored to the specific needs of each age group.
- The Personal Development programme also permeates the academic curriculum and will be enhanced through trips, assemblies, Trinity Talks, workshops by external agencies, and enrichment opportunities.
- In addition to the Trinity+ session, students will have the opportunity to partake in cultural trips, visits and residential trips, based on their curriculum choices.
- All students and staff take part in a daily two-minute silent reflection, aimed to provide space and time for thinking and reflecting on a world event.
- Students in Year 12 also carry out a weekly self-appraisal where they reflect on their physical and mental health and track their progress towards graduation.

## 3.3 Enrichment, Work Experience and Achieve

- Education outside of the classroom is integral to the Trinity Experience, and all students are encouraged to complete a minimum of 2 enrichment activities throughout the year known as Trinity Enrich. This is tracked through the self-appraisal form and contributes towards their graduation.

- Work experience and volunteering is encouraged throughout the sixth form, the expectation is that all students will complete meaningful work experience. This can be completed virtually where necessary.
- Students hoping to study medicine are provided with further work experience opportunities through the NHS and our developing Trinity Scholars programme.
- There are daily academic 'achieve' sessions run by each curriculum area. Students are expected to attend these sessions if they have fallen behind in a subject, require extra intervention or where they are not yet making expected progress.

### 3.4 Literacy

- We aim for all of our students to become literate and articulate communicators. In all subjects, students should be taught to correct themselves accurately and appropriately on paper and orally, and to read accurately and with understanding. This is further reinforced through Trinity+ and specific opportunities are available for public speaking and reading.
- The importance of vocabulary is valued by the academy. All students are exposed to new vocabulary through an emphasis on tier two and tier three language in core curriculum lessons and through the reading of challenging and varied texts.

## 4. Curriculum Organisation

### 4.1 Curriculum Model

- Most students have a 17.5-hour week, this comprises of 3 personalised subject options and a Trinity+ session. (In exceptional cases students choose 4 subjects and therefore have 22.5 hours).
- Each subject is chosen by the student and has 5 hours curriculum time, Trinity+ has 2.5 hours curriculum time.
- The timetable is made up of 5 blocks in Year 12 and 5 blocks in Year 13, each block is taught over 2 session – 1 morning session (2hr40) and 1 afternoon session (2hr30).

### 4.2 Year 12 Blocks

Year 12				
Subject	Subject	Subject	Subject	Subject
Criminology	Applied Science	BTEC H&SC	BTEC Business	Applied Science
BTEC Business	3D	Biology	Applied Science	Biology
Chemistry	Chemistry	Computer Science	Biology	Business
Computer Science	Criminology	Geography	Business	Criminology
English Literature	Law	English Literature	English Language	Law
Economics	History	Double Maths	CTEC IT	English Language
BTEC H&SC	Economics	Politics	Criminology	Art
Geography	Geology	Media	Psychology	BTEC H&SC
BTEC Sport	Physical Education	Psychology	Sociology	Maths
Psychology	Maths	Photography	BTEC H&SC	Media
Maths	Photography	Classics	Religious Studies	Physics
Art	Psychology	French	History	Psychology
Sociology	Sociology		Double Maths	3D
			Maths	
			Spanish	

### 4.3 Year 13 Blocks

Year 12				
Subject	Subject	Subject	Subject	Subject
Criminology	Applied Science	BTEC H&SC	BTEC Business	Applied Science
BTEC Business	3D	Biology	Applied Science	Biology
Chemistry	Chemistry	Computer Science	Biology	Business
Computer Science	Criminology	Geography	Business	Criminology
English Literature	Law	English Literature	English Language	Law
Economics	History	Double Maths	CTEC IT	English Language
BTEC H&SC	Economics	Politics	Criminology	Art
Geography	Geology	Media	Psychology	BTEC H&SC
BTEC Sport	Physical Education	Psychology	Sociology	Maths
Psychology	Maths	Photography	BTEC H&SC	Media
Maths	Photography	Classics	Religious Studies	Physics
Art	Psychology	French	History	Psychology
Sociology	Sociology		Double Maths	3D
			Maths	
			Spanish	

### 5. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Group. Monitoring of the quality of lessons on a daily basis is the responsibility of the Curriculum Leadership Team. Each subject has ongoing Quality Assurance throughout the year via DQSL and CIP visits, learning walks, lesson observations, work scrutiny, student voice and weekly Pod meetings.