



Trinity Sixth Form Academy

Policy:	Curriculum Policy
Date of review:	July 2026
Date of next review:	July 2027
Lead professional:	J. Golding-Smith
Status:	Non-Statutory

1. Curriculum Intent

1.1 Intent statement:

At Trinity Sixth Form Academy we aim to equip learners with the knowledge, skills and behaviours required to become 'life ready learners', enabling them 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 practice, ensuring that students develop a strong understanding of civic virtues and apply these to think critically about their relationships with their community, their country and the wider world. Complementing this is our uncompromising ambition to develop students who actively embody the spirit of civic virtues in order to 'do the common thing, uncommonly well.' We set the highest academic expectations and, through a rich and varied curriculum which celebrates depth of subject knowledge alongside a commitment to cultural experiences, our students leave truly '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 which secures deep understanding of individual subjects, leading to the development of 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, maintaining flexibility and responding to change where necessary.
- To ensure that students receive high-quality careers information, advice and guidance, enabling opportunities to remain open through their academic achievement and experiences at Trinity Sixth Form Academy.
- To promote students' spiritual, moral and social development through a varied Trinity+ programme which is responsive to the needs of all students.
- To develop student autonomy through our Self Determination Theory (SDT) research and distinctive approach to independent study, supported in part through Trinity Xtra sessions.

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 college 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 curriculum maps 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 curriculum areas 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.

- To foster partnerships with other leading post-16 providers to provide quality assurance and share best practice in curriculum development.

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 College 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 not only to prepare students for national examinations but also to provide powerful knowledge that deepens subject understanding and develops the skills required for success in further study and the future workplace.
- All students are expected to complete all tasks set in lessons and, in addition, complete 5 hours of independent study per subject each week.
- If a student is absent, it is their responsibility to catch up on missed classwork and independent study. Where appropriate, students are encouraged to use Microsoft Teams to access lessons remotely. The class teacher will support the student by ensuring they have access to all relevant resources.

3.2 The Trinity+ Policy

- In addition to timetabled academic subjects, all students attend Trinity+ for 2 hours 25 minutes per week in Year 12 and 2 hours 25 minutes per week in Year 13. This programme delivers the Personal Development (PD) curriculum and supports students in becoming Life Ready Learners.
- The college's mission is to develop Life Ready Learners. To achieve this, we adopt a triangulated approach comprising:
 - o Professional Standards – Mental Toughness, Work Ethic, Attention to Detail & Integrity
 - o Civic Virtues
 - o Powerful Knowledge
- This mission and these values underpin the Trinity+ curriculum and are further strengthened through annual whole-college events such as the Remembrance Service, 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 that it is appropriately tailored to the needs of each cohort.
- The Personal Development programme also permeates the academic curriculum and is enhanced through trips, assemblies, Trinity Talks, workshops delivered by external agencies and a range of enrichment opportunities. Year 13 students also attend an additional mandatory Trinity Xtra session to support their completion of independent study.
- In addition to the timetabled Trinity+ sessions, students have opportunities to participate in cultural visits, trips and residential experiences linked to their curriculum.
- All students and staff take part in a daily silent reflection, providing time and space to consider and reflect on a global or current event.
- Students in Year 12 complete a weekly self-appraisal, reflecting on their physical and mental wellbeing and tracking 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 two enrichment activities throughout the year, known as Trinity Enrich. This is tracked through the weekly self-appraisal questionnaire and contributes towards students' graduation level.
- Work experience and volunteering are encouraged throughout the sixth form; the expectation is that all students will complete meaningful work experience. This may be undertaken virtually where necessary.
- Students intending to study medicine are provided with additional work experience opportunities through the NHS and via the Trinity Scholars programme.
- Daily academic TAP (Teacher Access Point) and 'Achieve' sessions are delivered by each curriculum area. Students are expected to attend these compulsory sessions if invited.

3.4 Literacy

- We aim for all students to become literate and articulate communicators. Across all subjects, students are taught to communicate accurately and appropriately in both written and spoken forms, and to read with accuracy and understanding. This is further reinforced through Trinity+, with additional opportunities provided for public speaking and reading.
- The importance of vocabulary is prioritised by the college. All students are exposed to new vocabulary through a focus on tier two and tier three language within core curriculum lessons, as well as through engagement with challenging and varied texts.

4. Curriculum Organisation

4.1 Curriculum Model

- Most students have a 16-17-hour week, this comprises of 3 personalised subject options, a Trinity+ session and an enrichment session. (In exceptional cases students choose 4 subjects and therefore have 21 hours).
- Each subject is chosen by the student and has 4.5 hours curriculum time, Trinity+ has 2 hours 25 minutes curriculum time.
- The timetable is made up of 6 blocks in Year 12 and in Year 13, each block is taught over 2 sessions – 1 morning session (2 hours 25minutes) and 1 afternoon session (2 hours 25 minutes).

5. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the college is the responsibility of the Senior Leadership Group. Monitoring of the quality of lessons is the responsibility of the Curriculum Leadership Team. Each subject has ongoing quality assurance throughout the year via DQSL and College Review visits, lesson spotlights, learning walks, lesson observations, work scrutiny, student voice and weekly curriculum meetings.