

COLLINGHAM

KENSINGTON

CURRICULUM, TEACHING AND LEARNING POLICY

This policy should be read in conjunction with the College Prospectus and website (www.collingham.co.uk)

Policy Statement

The teaching at Collingham College is committed to inspiring, motivating and enriching the learning opportunities of its students in terms of both curricular and co-curricular delivery. Teaching styles are adapted to meet the varying needs of our students. Our schemes of work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge students. To this end, the aim of Collingham College is to provide a broadly based academic curriculum that will be delivered within the context of the college's aims and mission.

The aim of the college curriculum is to:

- ensure that our students are given the opportunity to receive a wide range of tuition at key stage 3 and then achieve the GCSE passes that reflect their academic potential and the A level grades required for their chosen university courses or career;
- prepare students for their life ahead in further and higher education or the world of employment;
- engage students with British values, as well as relationship, sex and economic matters.

Fundamental to our Curriculum Policy is the idea of freedom of choice and individualised bespoke programming. After discussion with students, parents and teachers, we construct student-centred programmes that truly reflect the needs and interests of the individual. We offer a significant breadth of subject choice and will consider providing tuition in minority subjects upon request.

Individual Learning Support sessions are offered in Year 9 and at GCSE and A level in the form of specialist dyslexia and dyspraxia assistance, as well as the teaching of more general study skills.

Year 9, GCSE students and all first-year A level students participate in a comprehensive Study Skills and RSE (Selfhood) programme. Year 9 students follow a compulsory programme which allows pupils to develop linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative skills. Academic, cultural and social enrichment activities are also available to A Level students via the weekly Friday Enrichment Programme.

The Electus Programme, which offers first-year A level students an opportunity to write a cross-curricular dissertation, is designed to stretch and challenge more able students and those who are gifted and talented. Electus students are taken on a range of trips and lectures to bring breadth and depth into their studies.

Collingham is committed to the development of the whole person. The Student Council offers an opportunity for leadership and responsibility, and regular events such as the student-organized College Review, the CIFE Quiz Challenge, as well as weekly extra-curricular clubs such as Chess Club, encourage students to work as a team and develop further interests outside of the classroom. Timetables can be made flexible to accommodate students who are dedicated to pursuing extra-curricular interests outside of college, for example, competing at county and national level sports or performing in the West End.

At the end of year 12, students attend Careers and Enrichment week. This forms an important part of our students' experience. The programme encourages students to focus on their future ambitions, for university and beyond,

through workshops, meetings with Personal Tutors and relevant visiting speakers. Year 9 and 10 students take part in a separate careers and enrichment program in the summer term at Young Street.

A Level Courses

We offer a wide range of subjects, so that all students can follow courses which express their personal talents and interests, as well as being prepared for the future. There is no restriction on subject combinations and students choose their subjects based on extensive discussion with the Principal and/or their Personal Tutor before the start of the Autumn Term that takes account of their GCSE results, career goals and ambitions.

The majority of Collingham students follow a two-year course for A level. Most study three to four AS levels in the first year and go on to take three A levels in the second year. From the very start of the course, emphasis is put on developing the necessary analytical and writing skills. One-year courses are also available in certain subjects.

Year 12 students sit an internal end-of-year examination in each subject. However, students who wish to take an AS examination may request to do so. Such requests will be considered by the Principal who will take due account of the student's academic progress before agreeing to the entry.

Students receive 5 hours of tuition a week for AS subjects and 6 hours of tuition a week for A level subjects, although additional hours are offered in the sciences to accommodate practical work. One-year A levels are normally delivered over 7 hours a week.

GCSE Courses

A wide variety of GCSE subjects is available. Students can take either GCSEs, IGCSEs or a mixture of the two. As at A level, there are no subject restrictions in terms of subjects being mutually exclusive. However, students under 16 have to take GCSE Maths, English, and at least one science. A modern foreign language is not compulsory but is strongly recommended. GCSEs can be taken over two years or studied as a one-year intensive course. In general, full-time students take eight subjects. RSE (Selfhood Programme) is brought into the curriculum for a number of GCSE subjects, notably English and the sciences, and is also taught as a separate class. PE is a compulsory subject with 2 hours per week at year 11 and 4 hours per week in year 10.

Year 9 Courses

Students follow a mandatory programme that includes:

- English
 - Maths
 - Science
 - A Modern Language
 - History,
 - Humanities
 - IT
 - Creative Art.
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- PE is compulsory with the students in Year 9 having four hours per week.
 - Year 9 students receive teaching in RSE (Selfhood Programme) both explicitly in a timetabled class, but also as part of the subject teaching across the curriculum.
 - Religious studies is covered within the teaching of English, History and Humanities.

Other Courses

Collingham organises various courses outside normal term-time teaching. At Christmas, specialist tutors run three-day revision workshops in most AS and A level subjects and in GCSE English. A combination of seminar work and individual tutoring enables students to address specific problems and helps them prepare effectively for the examination season. Individual tuition can be arranged at half-term and during the summer holidays.

During the Easter holidays, Collingham provides intensive tuition in small groups to meet the demand for revision support.

We believe in engendering in young people a love of lifelong learning. Collingham College ensures that the curriculum gives all students the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

The delivery of our college curriculum is underpinned by the values of **Excellence, Ambition and Individuality** that we hold dear at Collingham College. The curriculum is the means by which the college achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The manner of its delivery ensures that all students experience excellent classroom teaching, that they can access the curriculum with the right levels of support regardless of their educational needs, and that their programme entirely reflects their individual needs, interests and ambitions.

Curriculum, Teaching & Learning Responsibilities

The Principal, Deputy Principal, Head of GCSE and Heads of Departments work closely together in monitoring how the college curriculum is implemented. This includes:

- reviewing schemes of work and discussing with teachers their plans for the year;
- carrying out work scrutiny and folder checks;
- observing teaching and learning;
- on-going reviews of teacher performance and student progress;
- carrying out end-of-year reviews of each subject area.

Careers Support and Guidance

Collingham College provides an appropriate curriculum for preparing students for further higher education, career choices and adult life. We aim to provide students with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. It assists students in the arranging of work experience and advice is given concerning further and higher education. Students meet frequently with the Personal Tutors in the Summer and Autumn terms to discuss appropriate post-18 pathways. Most Collingham students apply to UK universities through UCAS and much assistance is given in the selecting of universities, courses and the writing of the personal statement. All students have access to Unifrog to support their university and career choices. Collingham also helps with interview practice and offers mock interviews for all students where necessary.

In Year 9, students are given advice on GCSE subject choices and guidance in relation to vocational and academic pathways.

Year 10 and 11 students are given advice through the personal tutor system about A levels and other post-16 qualifications.

Learning experience

Collingham College is committed to providing a curriculum that is sufficiently broad and balanced to meet the needs of all its students. In particular, it will ensure that all of its students have the opportunity to experience learning in the following areas of education:

- Aesthetic and creative (including Art, Drama, and Music)
- Human and social (including Business & Economics, Geography, History, Ethics and Philosophy, Politics and Religious Studies)
- Linguistics
- Mathematical
- Physical
- Scientific
- Technological (ICT)

Teaching and Learning in the classroom.

We appreciate that people learn best in different ways. At our college, we provide a rich and varied learning environment that allows students to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable students to become confident, resourceful, enquiring and independent learners;
- Foster students' self-esteem and help them build positive relationships with other people;
- Develop students' self-respect and encourage students to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Cater for the needs of individual students;
- Personalise learning;
- Enable students to understand their community and help them feel valued as part of this community;
- Help students grow into reliable, independent and positive citizens; and
- Enable achievement and provide challenge appropriate to the ability, interests and needs of each student.

Effective Learning

In our college the most important role of teaching is to promote learning in order to raise students' achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies.

In assessing the quality of the teaching in our college we take account of the evidence of students' learning, achievements and progress over time. When evaluating the quality of our teaching, we consider how successful the teaching is in promoting the learning, progress and personal development for every student by:

- Extending the previous knowledge, skills and understanding of all students in a range of lessons and activities over time;
- Enabling students to develop skills in reading, writing, communication and mathematics;
- Enthusiasing, engaging and motivating students to learn;
- Using assessment and feedback to support learning and to help students know how to improve their work;
- Differentiating teaching, by setting suitably challenging activities and providing support for students of different abilities, including the most able and disabled students and those who have special educational needs, so that they can all learn well and make progress;
- Enabling students to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- Setting appropriate homework;
- Using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage students to make good progress; and
- Managing instances of poor or disruptive behaviour.

We acknowledge that people learn in many different ways and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners.

We ensure the best possible environment for learning by developing a positive atmosphere in which students feel safe and feel they belong, in which they enjoy being challenged, in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- The teaching should build on previous learning;
- It should give students the 'big picture' of the lesson;
- The teacher should explain the learning objectives, and why the lesson is important;
- The lesson should be presented in a range of styles;
- It should allow opportunities for the students to build up their own understanding through various activities;
- It should allow opportunities for the students to review what has been learnt;
- It should have built-in opportunities for feedback to the students, celebrating success and reviewing learning strategies; and
- The teaching should indicate what the next step in the learning will be.

We offer opportunities for students to learn in different ways. These include:

- Investigation and problem solving;
- Research and finding out;
- Group work;
- Pair work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of ICT;
- Fieldwork and visits to places of educational interest;
- Watching television and responding to musical or recorded material; and
- Debates, role-plays and oral presentations.

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. For further details, please refer to the Marking Policy. Informal formative assessment takes place continuously in the classroom and comprises of:

- Well understood learning objectives which are shared with the students;
- Sharing or creating learning outcomes with the students to make them partners in their learning;
- Plenaries being used as assessment opportunities;
- Effective teacher questioning;
- Observations of learning;
- Analysing and interpreting evidence of learning to inform future planning;
- Sensitive and positive feedback to students;
- Individual target setting; and
- Students understanding how well they are doing and how they can improve.

We base our teaching on our knowledge of students' level of attainment. Teachers make ongoing assessments of each student's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their students. Our prime focus is to develop further the knowledge and skills of our students. We strive to ensure that all tasks set are appropriate to each student's level of ability. When planning work for students with special educational needs, we give due regard to information contained in the SEND list, and for those who have them in their Individual Educational Plan (IEP). Teachers modify teaching and learning as appropriate for students with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our students, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our students, and we believe that their work here at Collingham College is of the highest possible standard that they can achieve.

We set academic targets for students in each academic year and we share these targets with students and their parents / guardians through the reporting system. Reporting takes place at least every half term and Personal Tutors review the reports with students after each round of reporting. Our lessons have clear learning objectives and we evaluate all lessons so that we can modify and improve our teaching in the future.

Effective Ethos, Classrooms and Learning Environment

Each of our teachers makes a special effort to establish good working relationships with all students in the class. We treat students with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the College Behaviour Policy with regard to discipline and classroom management. We expect all students to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise students for their efforts and, by so doing, we help to build positive attitudes towards the college and learning in general. We insist on good order and behaviour at all times. When students misbehave, we follow the guidelines for sanctions as outlined in our College Behaviour Policy.

We aim to provide a learning environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised and well-resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal access and inclusion; and
- provides a professional working atmosphere.

Learning outside the classroom - educational visits/off-site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Collingham College curriculum offers a series of educational journeys that deepen the students' understanding of the world around them. Our experience is that students forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing these experiences.

We ensure that all tasks and activities that students perform are safe. When we plan to take students out of college, we follow a strict set of procedures to ensure safety: risk assessments are completed and parents are informed of the details of the visit.

Children with Special Educational Needs and Disabilities (SEND): The curriculum and the work of the Teaching Personnel

If a student displays signs of having special needs, the teacher makes an assessment in consultation with the SENDCo of this need and in most instances is able to provide resources and educational opportunities that meets the student's needs within the teaching group. We offer additional support for children with learning difficulties and/or disabilities. This includes providing regularly updated detailed information to teachers of their students' SEND via the Engage Daybook; IEPs are used for those students with an EHCP. The provision in this respect is coordinated by the SENDCo.

For further details of SEND provision and care, please refer to the SEND policy.

Students with a EHCP's

Should a student be in receipt of a EHCP, we will endeavour to give them an education that meets their needs as specified by their statement. It is possible that some students in possession of a EHCP cannot be accommodated at Collingham College due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

Home Educated Students

The college has a small number of students who are registered as home educated and come to Collingham on a part-time basis. Collingham informs the student's Local Authority of the placement, the specific subjects that the student is taking and the proportion of their full-time studies being delivered by the college.

Electus Programme, incorporating Able, Gifted and Talented

Collingham College caters for those students that are Able, Gifted or Talented under the auspices of its Electus Programme. Students in Year 12 are nominated for the programme in the Autumn Term based on their previous examination achievements, classroom and homework performance.

EP students may additionally be offered enrichment opportunities ranging from in-college groups and activities through to the opportunity to attend relevant events, trips and talks. They will also be supervised in the writing of a cross-curricular dissertation.

For further information, please refer to the Electus Programme (EP) inclusive of Able, Gifted and Talented policy.

English as an Additional Language (EAL)

We are committed to providing students with the necessary support and teaching who require English as an additional language. To this end there is a policy in place and established practices implemented by the college,

which includes a clear EAL list with detailed information on each student that is available to all teachers.

Mock Examinations and Examination Entry

Students will be entered for the examination modules that directly relate to their courses of study. Collingham believes in the importance of mock examinations as a way of preparing students for the demands of the examination room and helping them to focus their revision towards areas in need of improvement. All students, therefore, will be required to sit a mock examination that prepares them for their public examination. This normally takes place in February after the half term break. A level students who do not achieve grades D or above in the mock examination, may be asked to re-sit at a time convenient to the college. GCSE students who do not achieve level 3 or above in the mock examination, may be asked to re-sit at a time convenient to the college. This will be arranged by the Tutor and Personal Tutor. Whilst every endeavour will be made to support the student to achieve a grade D /level 3 or above in the mock re-examination, for those students who fail to do so, the College reserves the right to withdraw the candidate from the examination. The Principal will always discuss the matter with the parents and will give due regard to the students' effort grades, as well as attendance records. In cases where attainment has been consistently poor or attendance has fallen below 80%, examination entry will not normally be approved.

The curriculum and members of teaching staff

Members of staff ensure that the learning outcomes required to achieve the goals in the foregoing paragraphs are embodied in their teaching. Teachers ensure that an appropriate level and standard of homework is regularly set and marked so that learning outcomes may be consolidated and the needs of individual students identified and met.

Auditing our Curriculum, Teaching and Learning:

We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- How do we compare with similar colleges?
- What more should we aim to achieve?
- What must we do to make it happen?

PE and Games

All students in Years 9, 10 and 11 are expected to take part in the college's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the college. Year 9 and 10 have 4 hours per week. Year 11 has 2 hours per week. Sport (Football and Tennis) are offered on Friday afternoon to year 12 student as part of a range of activities

Homework

The college sets homework as appropriate. Year 9 students are expected to spend 60 minutes a day on homework. Year 10 and 11 students are expected to spend approximately 90 minutes a day on homework. Sixth-form students are expected to spend a minimum of 20 hours a week on independent study.

Communication with Parents and Guardians

We believe that parents and guardians have a fundamental role to play in helping students to learn. We do all we can to inform parents and guardians about what and how their children are learning by:

- Holding three annual parents' evenings to review student progress and to explain our college strategies;
- Sending regular half-termly reports to parents and guardians in which we explain the progress made by each student and indicate how the student can improve further;
- Explaining to parents and guardians how they can support their students with homework. We suggest support for older students with their projects and investigative work;
- Being available - we have an open door policy; and
- Maintaining strong lines of communication with parents living overseas.

We believe that parents and guardians have a responsibility to support their children and the college in implementing college policies. We would like parents and guardians to:

- Ensure that their child has the best attendance and punctuality record possible;

- Do their best to keep their child healthy and fit to attend college;
- Inform college if there are matters outside of college that are likely to affect a child's performance or behaviour at college;
- Promote a positive attitude towards college, staff and learning in general; and
- Fulfil the requirements set out in the homework agreement.

Concerns and complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Personal Tutor. If the issue is not resolved, parents should contact the Deputy Principal. If there is no resolution, then parents should write to the Principal. The College has a Complaints Procedure in place, which is on the website www.collingham.co.uk or available from Reception at the college.

The curriculum, academic excellence and public examinations

Whilst accepting the need to prepare our students for life after Collingham College, we strive to ensure that the pursuit of our goals, aims and objectives are consistent with achieving the goals set out in this policy.

The Principal ensures that the delivery of the Curriculum and its assessment in external examinations is compliant with national regulations. Regular tracking of reporting data and other forms of assessment ensure that we can celebrate academic excellence and provide appropriate intervention for students who need support in academic areas.

As a general overview

Teaching and Learning is monitored through the college's yearly cycle of self-evaluation, with teaching staff having lesson observations and feedback to ensure continuity and conformity both across year group and subjects. Support and training is offered and provided to new staff.

Legal Status:

- This is a Statutory Policy
- Complies with Part 1, Quality of Education Provided (curriculum) paragraph 2.(1)(a)(b) of the Education (Independent School Standards) (England) (Amendment) Regulations 2014.

Applies to:

- The whole college along with all activities provided by the college, including those outside of the normal college hours;
- All staff (teaching and non-teaching) and the college directors.

Related Documents:

Educational Visits and Off-Site Activities Policy, Behaviour and Discipline Policy, Homework and Marking Policy, Electus Programme (EP) inclusive of Able, Gifted and Talented, Special educational Needs and Disability (SEND) Policy and Spiritual, EHCP Policy Moral, Social and Cultural Education and Selfhood.

Availability

- This policy is made available to parents, staff and students in the following ways: via the college website, within the Parent Policies Folder in the reception area, and on request a copy may be obtained from the college office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Board of Directors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2025

James Alder
Principal

Edward Browne and William Marsden
Board of Directors