	<b>College Curriculum Overview</b>	Engage with your Community Boost your Wellbeing Prepare for your Future
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### It is our intent that:

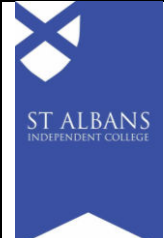
- All students should develop skills and knowledge in a wide range of areas while at the College and are enabled to pursue the highest of goals regardless of starting points, backgrounds, and individual needs
- All students will have carefully thought through their future plans and be prepared to pursue their goals whether they are in education, apprenticeships, or employment
- All students are motivated to engage with their community on a local, national, and international level and see their place in shaping and improving the future
- All students are capable of monitoring and improving their wellbeing by making informed choices for the short and long term

### Implementation:

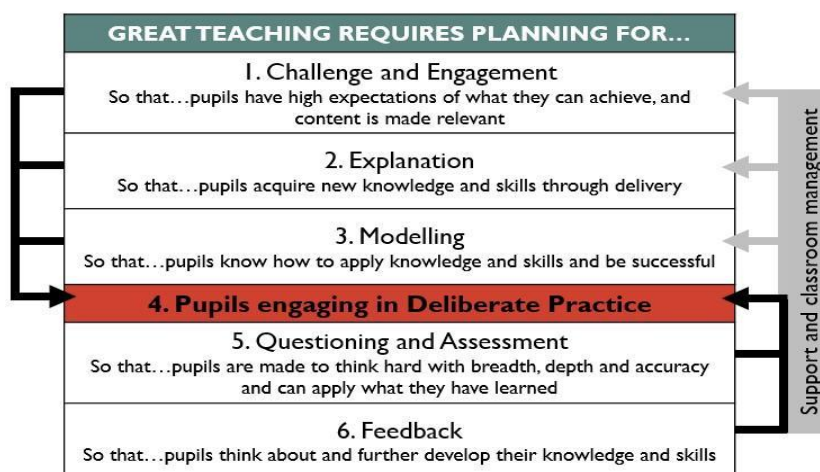
- Each subject will focus on Curriculum Drivers in their own way. Subject teachers' expertise in their subject mean that they will be best able to integrate the requirements of the syllabus and the wider curriculum. This is highlighted in the Subject Specific Curriculum Overview documents.

### How do we deliver the curriculum:

- We want our students to be able to spend as much time working on their education as possible. Maximising time on task requires an interaction between several factors:
  - students actively engaging with material to ensure that their focus and concentration remain high
  - task types and sizes should be varied as much as possible
  - student behaviour must be managed to create a positive learning environment
- Teacher input is carefully thought through to ensure clarity of instruction, accurate overviews of knowledge and review of teaching points and main ideas.
- Students are encouraged to engage in discussion of curriculum material in a non-judgemental environment. This allows students to develop their ideas and boost their self-confidence.
- Effective questioning is used by teachers to test recall of key material as well as engage higher order skills. Correct answers are valued and acknowledged. Partially correct answers should always be developed to further understand the student's thought process. Student questions are often directed to the class for discussion. Both students and teachers are encouraged to learn from any mistakes.
- Teachers are encouraged to make use of proven strategies to boost learning of material. These include:
  - Retrieval Practise
  - Spaced Practise with Interleaving of Topics
  - Elaboration of Concepts particularly using Concrete Real World Examples
  - Dual Coding of Information to Aid Recall

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- Group work is encouraged as a forum for the development of pro-social and teamworking skills. Student are given a clear distinct role to encourage sharing, participation, listening and communication.
- Assessment of students is fundamental to the curriculum. It allows progress to be measured while gaps and misconceptions to be identified and rectified. Regular assessment is structured within the College year, with results going to student's Mentor for discussion. Regular low stakes testing is crucial to embedding information for long term retrieval. Students are always given advice on how to improve and the opportunity to use that information in another context.
- Class sizes are small allowing every student to receive tailored individualised attention to maximise progress.
- It is fundamental to the curriculum that teachers are rich sources of knowledge on both the subject they are teaching, its place in a wider world and the best ways to teach that subject.
- All students receive the same high expectations, while teaching is adapted to provide different levels of support to each student according to their needs.



## Our impact:

- Students should have the skills, knowledge, and qualifications to pursue their future plans. They should be motivated and interested in being lifelong learners and have the ability to do so. The College follows up with all students after they leave and curates a list of student destinations, whether work or education, and College provides help and support to former students.
- Students should have taken a proactive approach to engaging with their community. This can include taking part in charity work and volunteering, activism, and community action, and having a better understanding of the issues affecting their communities.
- Students' wellbeing is monitored quantitatively every half term and the results are used for interventions should they be required. Their wellbeing should show a steady increase throughout their time at the College.
- Students' exam results should show a clear influence of the value added to their education by the curriculum.