Curriculum Policy

Documentation for Regulatory Compliance 2a

This policy should be read in conjunction with the following complementary documents:

- Homework Policy
- Marking and Assessment Policy
- Teaching and Learning Policy
- SEND Policy
- EAL Policy
- Online Safety Policy
- Personal Development Policy (PSHE)
- Academic department handbooks

The curriculum embraces both the prescribed and optional learning opportunities provided by the school.

Curriculum Aims

Trinity is committed to "*encouraging the growth of intellectual curiosity, creativity and independent learning whilst also preparing each pupil for the best possible examination results, through a broadly based, coherent and balanced curriculum.*" In this way, the curriculum serves the School's mission statement of *"the rigorous pursuit of excellence balanced by compassionate concern for individuals."*

Curriculum Principles

All students will have access to a curriculum that is guided by the following principles:

1. **Quality:** It should be well resourced, stimulating and challenging so that it inspires enthusiastic participation.

2. **Breadth and Balance:** It should introduce students to a suitable range of learning experiences that develops knowledge and skills in a balanced and coherent way.

3. **Choice:** It should provide appropriate opportunities for choice and enable students to share in responsibility for their own learning.

4. **Relevance:** It should take account of the previous learning of students, their present experience and their future needs.

5. **Differentiation:** It should recognise and address differing abilities and aptitudes of students.

Curriculum Objectives

The curriculum structure reflects a commitment to providing:

- Full-time supervised education for students of compulsory school age which provides them with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- Subject matter appropriate for the ages and aptitudes of students, including those students with SEND conditions using the guidance provided by the Individualised Education Plan (IEP) and the Education Health Care Plan EHCP (if applicable)
- Opportunities for students to acquire speaking, listening, literacy and numeracy skills
- Appropriate careers and higher education guidance
- Activities, learning opportunities and support appropriate for the needs of students above compulsory school age
- Opportunities for all students to learn, make progress and gain preparation for the responsibilities and experiences of adult life
- the provision of opportunities beyond the National Curriculum
- a logical development through their academic life at Trinity
- a suitable range of academic courses at each level of their education, appropriate to the ability and passion of each student
- an effective programme of moral, religious, personal, social and health education which supports Fundamental British Values (FBVs) and is congruent with the School's aims and ethos

Curriculum Structure

In the early years, the emphasis is on acquiring skills in a wide variety of subject areas. At GCSE and in the Sixth Form the range of subjects available is designed to keep as many options open as possible. This is to give each student an opportunity to study an appropriately wide variety of subjects within the next stage of their education.

A comprehensive Personal Development programme is devised which is tailored to the needs of each year group. This programme includes aspects of citizenship, life skills and other opportunities provided by visiting speakers, industry conferences, residential courses, off-timetable days (Field Days), Business Awareness Days, team building, Outward Bound, as well as other activities. There is also a programme of Careers awareness and guidance devised for each year group.

The School has a strong commitment to the non-timetabled curriculum, the objectives of which supplement and extend those of the timetabled curriculum.

The subjects currently available are summarised in the table below. Further details including option choices can be found on the curriculum page of the school website.

Curriculum Plan for 2022-23							
	35-Minute Lessons			40 Timetabled Lessons Each Week			
	J	1	2	3	4	5	6
English	5	5	4	4	5	5	
Mathematics	5	4	5	4	5	5 Double Sci / 4 Triple Sci	
Biology	4	4	2	3	3	3 Double Sci / 4 Triple Sci	
Chemistry			2	3	3	3 Double Sci / 4 Triple Sci	
Physics			2	3	4	3	
Geography	2	2	2	2			
History	2	2	2	2			
Religious Studies	2	2	2	2			
1st MFL	Languages (2 periods)	3	3	Choose TWO (2 x 3 periods = 6 periods)	Choose FOUR subjects, including at least one humanity and at least one MFL (4 x 4 periods = 16 periods)		Choose FOUR subjects (4 x 8 periods) and TWO periods of Diploma
2nd MFL		3	3				
Latin	Classical Studies (2 periods)	2	Choose four out of six (4 x 2 periods = 8 periods)	Choose THREE out of FIVE (+ Latin) (3 x 2 periods = 6 periods)			
Design Technology	2	2					
Drama	2	2					
Music	2	2					
Art / Photography	2	2					
Computing	2	Off Timetable					
Academic PE	-	-	-	-			
Personal Development	-	1	1	1	1	1	
PE / Swimming	2	2	2	2	1	1	
Business	-	-	-	-	-	-	
Classical Civilisation	-	-	-	-	-	-	
Economics	-	-	-	-	-	-	
Government and Politics	-	-	-	-	-	-	
Psychology	-	-	-	-	-	-	
Extended Project Qualification (EPQ)	-	-	-	-	-	-	Optional (part of Diploma)
Games	4	2	2	2	2	2	2
Private Study	-	-	-	-	-	1 Double Sci / 0 Triple Sci	4
Total	40	40	40	40	40	40	40

Curriculum Detail

Full details of the academic programmes of study are included in the individual schemes of work produced by Heads of Department. Supervision of the department handbooks, and regular meetings with Heads of Department, ensures that these do not undermine Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The needs of any student with an Education, Health and Care Plan (EHCP) are coordinated by the Head of Learning Support (SENCO), who ensures that statutory requirements and individual needs are met. IEPs are provided for students with SEND where appropriate and these are made available to all teachers to ensure the curriculum remains accessible to all students.

Speaking, Listening, Literacy and Numeracy Skills

Students acquire skills in speaking and listening, literacy and numeracy. Attention is paid to these skills across the curriculum and not just in Mathematics, Science, English and Modern and Classical Languages. Students are assessed in literacy and numeracy by appropriate work set in each year and by formal examinations and tests. Student participation in class at every level ensures that high standards of speaking and listening are maintained, the latter also tested by written work and formal examinations. Questioning and collaborative learning are at the heart of our academic aims and methods, as described in the Teaching and Learning Policy. Lessons are conducted in English; where English is not the students' first language,

we ensure at the point of entry that the student will be able to cope with the teaching provided. A more detailed explanation of the School's approach is provided in our EAL Policy.

ICT Skills

Students acquire skills in ICT, especially Microsoft Office, across the curriculum. This includes a range of office and creative skills. Teaching students a range of skills then allowing them to independently choose the medium is a focus. This is underpinned in their Computer Science lessons in Junior to Second Year. Students' performance is assessed within discrete assignments within subjects, as well as in cross-curricular endeavours. For example, the TED Talk Competition in Second Year requires students to demonstrate a proficiency in ICT in order to communicate effectively to the audience. Likewise, the EPQ requires advanced proficiency in Microsoft Word in order to successfully reference and produce an academic piece of work.   Ethics and e-safety are two vital parts of our ICT provision and we have robust programmes in place that include yearly parental seminars, guest speakers for students and a comprehensive PD curriculum. Safety requirements are specified in our ICT policy. Further information regarding the appropriate use of ICT within our lessons can be found within departmental literature such as the department handbooks and schemes of work.

All academic departments have access to bookable ICT spaces as well as banks of portable devices, namely iPads and laptops. Students with specific SEND requirements may also use a laptop during lessons. If appropriate, typing courses may be arranged by the Learning Support Department. J-Bugs, First Year and Lower Sixth students will be piloting 1:1 devices from September 2022. This aims to further enhance their ICT skills through increased exposure to technology and an enhanced training programme (Microsoft Inspire Academy) for all students and selected ones through a digital leader programme.

Personal Development (PD), Including PSHEE

The School's aims and ethos emphasise respect for all in the community, in line with the Equalities Act 2010, and our Personal Development curriculum is designed to support these aims. It comprises a wide range of topics delivered through tutorials and off-timetable events throughout the school, timetabled 'Personal Development' lessons in First to Fifth Year, as well as Diploma sessions in the Sixth Form. All of this is supplemented by the assembly programme.

Topics include health and wellbeing (including resilience, mental health, physical fitness and healthy eating), relationships and sex education (including healthy relationships, consent, friendship, and families) identity and values, positive relationships and antibullying, and personal safety (including online safety, and developing students' awareness of the risks of extremism and radicalisation). Please see the Personal Development handbook for further details.

Careers Guidance

Please consult the Careers Policy for further details.

Progress

All students are given the opportunity to learn and make progress. The academic programme is open to all students. We aim to create a safe environment where all are stimulated to learn and to pursue both a full general programme of education and their own specific interests. Teachers take into account the needs of students, as a class and as individuals, when preparing lessons. In some subjects, in some years (e.g. Science and Mathematics), we set students to enable them to make progress at an appropriate level and speed. Teachers pay heed to the Independent Education Plans (IEPs) drawn up for students with learning difficulties.

Activities and the Co-Curricular Programme

Trinity offers an extensive range of activities, which aid the students' personal, social, emotional and physical development and their communication and language skills. All year groups have a weekly Games afternoon. A rich variety of sports is on offer; those naturally interested in sport are encouraged to foster and develop their talents to a high level. On the other hand, it is recognised that our students do not share the same interests, so a breadth of activity is provided. We are committed to encouraging physical fitness and provide a full range of activities, so that each student at every level can find something to his or her liking and so develop physical fitness and the ability to be part of a team and to work together. A wide range of co-curricular activities is on offer. The specific provision of these is tailored to the age of the students concerned and, in the Sixth Form, care is taken to ensure that there are activities to suit both boys and girls. There are also many department and subject-based societies, and other societies often run by students which are open to all members of the School. All students are encouraged to attend these and to take part in them. Some activities have an academic base, some are more practical and artistic. At every level, we encourage students to learn to play a musical instrument and to take part in the many orchestras, choirs and ensembles. There is a good variety of school drama productions each a year.

Teaching Fundamental British Values (FBVs)

The breadth of the curriculum provides students with the experience of many issues which they will face in life in British society. The Personal Development programme at all levels explicitly encourages students to think about human relationships in an age-appropriate way; while such issues are regularly discussed in Religious Studies lessons and through the medium of English Literature and Drama. British values are actively promoted in various elements of the curriculum, most significantly in History and Government and Politics, and in Personal Development lessons. Societies provide other stimuli, whether in the form of visiting speakers on political or economic issues, gap year opportunities, amongst other topics. Students also engage in activities such as a placement at a primary school, Young Enterprise, the CCF or the Duke of Edinburgh's Award scheme. Numerous educational visits contribute further to this broader education, as do the optional and extensive trips offered in the holidays.

Curriculum Planning and Developments

Each year we review the subjects offered to ensure the curriculum fulfils our objectives. Most recently, this has resulted in the addition of Computer Science being offered in the Sixth Form since September 2019.

Each year we monitor alternative and developing schemes of assessment, such as the International Baccalaureate and the Pre-U qualifications, but at present we believe A levels serve our students best in all subjects in the Sixth Form. We follow a mixture of GCSEs and International GCSEs in Key Stage Four.

Medium and Long-Term Plans

We do not anticipate any major changes to the above plans in the medium or long term, although in the next few years we shall be monitoring our Sixth Form curriculum carefully to ensure we offer the right level of breadth and opportunities to enable our students to progress to suitable higher education and career opportunities.

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