



Curriculum Policy

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1. Aim – Personalised Learning

1.1. As defined in the Report of the Teaching and Learning in 2020 Review Group: *"Put simply, personalised learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils - and their parents - as partners in learning."* Personalised learning means high quality teaching that is responsive to the different ways students achieve their best.

1.2. Students:

- 1.2.1. They will be treated as partners in their learning, with appropriate responsibility for participating in the design of their learning.
- 1.2.2. They will have their individual needs addressed, both in college and extending beyond the classroom and into the family and community. If they start to fall behind in their learning, they will be able to identify their weaknesses and how to improve, and will be given additional support to help them get back on track quickly.
- 1.2.3. They will receive support to enable them to succeed to the full, whatever their talent or background.
- 1.2.4. They will develop respect for others, self-esteem and skills for collaboration through learning in a mutually supportive environment.

1.3. Parents and carers:

- 1.3.1. They will receive regular updates that give clear understanding of what their child can currently do, how they can progress and what help can be given at home.
- 1.3.2. They will be involved in engaging with their child's learning and in planning their future education.
- 1.3.3. They will be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.

1.4. Teaching staff:

- 1.4.1. They will have high expectations of every learner, giving them confidence and skills to succeed.

- 1.4.2. They will have access to data on each pupil to inform teaching and learning, incorporating more fine-tuned assessment and lesson planning.

1.5. The College:

- 1.5.1. Will seek to configure its resources, curriculum and organisation around the needs of their learners, to reflect a professional ethos that accepts and assumes every student comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations;
- 1.5.2. Will demonstrate a determination for every young person's needs to be assessed and their talents developed through a variety of teaching strategies;
- 1.5.3. Will put personalising learning at the heart of its vision for teaching and learning.

The rationale of these outcomes is clear: to raise standards by focusing teaching and learning on the aptitudes and interests of pupils and by removing any barriers to learning.

2. Assessment for Learning

2.1 Setting personal targets

2.1.1 Subject tutors and Personal tutors will discuss realistic academic targets with individual students based on prior achievement.

2.1.2 Learning objectives are shared with students at the beginning of lessons in language that the students can understand.

2.1.3 The learning objectives are used as a basis for questioning and feedback, which will inform the planning of the next stages of learning.

2.1.4 Assessment criteria for internal and external assessment are clearly explained to students and examples of work that meet the criteria are shared with students where appropriate.

2.2 Effective feedback

2.2.1 Formal formative feedback is given to students via the weekly Timed Assignment (for AS/A Level, GCSE and Eurotec students), progress tests (weekly for ELT General English students) and homework.

2.2.2 Formal feedback will normally include constructive comments to help students identify their progress.

2.2.3 Informal oral feedback is normally given by tutors during question and answer dialogues within the class.

2.2.3 Summative feedback will be provided via longer revision tests which take place twice each term, mock exams as well as external assessments. Summative feedback will be provided to ELT General English students at the end of each month by the morning teacher in the form of an in-class tutorial meeting and progress report.

2.3 Effective use of data to plan learning

2.3.1 In academic courses rigorous and frequent cohort and student level tracking is used to identify underperforming pupils and to then target intervention support appropriate to promote progress towards nationally benchmarked expectations. In ELT (English Language Teaching) courses progress of current students is reviewed across classes and appropriate intervention agreed in a weekly departmental meeting that focuses on those students who are close to graduating to a new class level or those students who are underperforming. The review of ELT student progress takes account of length of study to date, teacher observation and formative assessment

results benchmarked against a level framework based on the Common European Framework of Reference that has been adapted to our learning context.

2.3.2 At classroom level, formative assessment data is used to plan appropriately differentiated tasks for students.

2.4 Improved transition and transfer

2.4.1 All potential students from the UK are interviewed by one of the senior managers and given impartial advice regarding the most appropriate future course of study for them. This interview process may include a formal literacy and numeracy skills assessment if evidence of prior levels of attainment (e.g., GCSEs) are not available. Non-UK students are initially assessed on the basis of their academic transcripts and their programme of studies confirmed by interview after arrival. Non-UK students who have not followed a British curriculum of studies are assessed for their levels of literacy and numeracy.

2.4.2 References for all registered students attending academic courses are taken up, as far as possible, with their school of origin and kept in the student's file - along with any further appropriate information e.g., Educational Psychologist's report – in secure storage – which is accessible to personal tutors.

2.4.3 Head teachers of students' school of origin are kept informed about their academic progress in external examinations.

2.5 Peer and self-assessment

2.5.1 Students are encouraged to develop the necessary skills of identifying what they have achieved and what they can improve upon by assessing both their own work and that of their peers. This will enable students to develop greater responsibility for their learning and progress.

3. Effective Teaching and Learning

3.1 Focus for teachers

3.1.1 Personalised learning demands teaching and learning strategies that develop the competence and confidence of every learner by actively engaging and stretching them. For teachers, it means a focus on their repertoire of teaching skills, their subject specialisms and their management

of the learning experience. For students, this involves systematic and explicit development of learning skills and strategies across the curriculum. The aim is to enable pupils to understand themselves better as learners and so take greater control of and responsibility for their learning, transferring and applying a widening repertoire of learning approaches in different subjects and contexts. They also offer a language for talking about learning.

3.1.2 Planning and preparation – teachers ensure that they are aware of specific needs within the group and effectively plan to achieve progression in each student’s learning within the schemes of work. Clear learning objectives are communicated and shared with students at the start of each lesson and progress is reviewed at the end of the lesson. Lessons are clearly structured to provide adequate opportunities for information transfer, skill development, construction and demonstration of personal understanding as well as formative assessment.

3.1.3 Subject knowledge and Teaching Strategies – The college management ensures that all tutors have the requisite knowledge and skills appropriate for the courses they are teaching. Teaching staff have a professional obligation to ensure their subject knowledge is up to date and that they are aware of the most effective evidence-based teaching methods.

4. Curriculum Entitlement and Choice

4.1 Programmes of Study

4.1.1 All A Level and UFP students must have completed a level 2 equivalent qualification in English and Mathematics by the end of their studies at Bath Academy, if they have not already done so before they register as students at the college.

4.1.2 Two Year GCSE programme: this course of study is designed to provide both a pathway to success in future level 3 qualifications as well as a broad educational experience at level 2.

- The core curriculum includes experience in the following areas of learning:
 - Linguistic – GCSE English Language, GCSE English Literature and GCSE Spanish;
 - Mathematical – GCSE Mathematics
 - Scientific – GCSE Science and Additional Science or individual Sciences
 - Technological – GCSE ICT
 - Human and Social – GCSE History
 - Physical – 2 hours of PE at a sports centre each week
 - Aesthetic and Creative - GCSE Art;

- In addition all students have classes in Personal, Social, Health and Economic issues.
- This curriculum is supported by an enrichment programme of excursions and events to enhance the students' enjoyment of learning.
- Students have access to a park in the centre of Queen Square for recreational breaks during the college day.
- Registration of students of compulsory school age takes place twice daily (in addition to registration at each lesson) just before the first lesson of the morning and the first lesson of the afternoon.

4.1.3 One Year GCSE programme – this individually-tailored programme of studies is aimed at those students who have already studied at level 2, but have not yet achieved 5 A*-C grades at GCSE. Although there is choice of [usually] 5 subjects from a wider curriculum, any student must study Mathematics and English Language, unless they have already achieved at least grade C in those subjects.

4.1.4 Two Year AS/A Level programme: students normally study three or four AS Levels in the first year, depending upon their prior achievement and realistic workload for successful achievement. In the second year, students may either continue studying three of these subjects at A2 Level or continue with all four, in consultation with their Personal Tutor. The final decision about any proposed number of subjects or subject combinations lies with the Principal. Progression from AS Level to A2 Level is normally dependent upon a minimum of grade 'E' in the subject at AS Level. The total guided learning hours for these courses also includes a weekly Timed Assignment. Any request to transfer between subjects at AS Level [should one of them prove unsuitable] must be made before the October half term break and must be agreed with Personal Tutor. Only the Principal may authorize subsequent subject transfers. In order to ensure students' demonstration of academic breadth, the college does not impose any restriction on subject combinations, though they will be guided in their decisions by their Personal Tutor.

4.1.5 One Year AS/A Level programme – subject courses on this programme are designed mainly for those with prior experience of study at level 3. These self-contained courses cover the complete specification between September and June and are run entirely separately from the two-year A Level courses. For each subject there are 6 teaching hours per week, plus a weekly Timed Assignment.

4.1.6 Intensive retake courses – these courses are aimed at students who have studied the specification before and either did not take the examinations [e.g., due to illness] or did not achieve a sufficiently high grade. Although the tutor needs to deliver a comprehensive coverage of the specification in the time available, in some cases individual students may opt out of certain units

if their scores at the first attempt were sufficiently high. In this case the student may not remain in the group throughout the whole course.

4.1.7 University Foundation Programme - is course designed specifically for international applicants who have already completed their High School education. Over one academic year it provides students with the necessary English and academic knowledge and skills to succeed in undergraduate study at a UK university. All students will study three minor modules in Mathematics, IT and English Language, followed by three major modules chosen for their relevance to the individual student's intended degree course.

4.1.8 ELT (English Language Teaching) Programmes - A number of ELT programmes are delivered by the college. Unless otherwise specified, these courses are for adult students aged 16+ and there is rolling recruitment with new students able to join most Mondays throughout the year:

- General English: This runs in the mornings five days a week and develops all round English language and communication skills specified in a series of level frameworks that are based on the Common European Framework of Reference.
- Intensive English: This is an extension course of General English that runs in the afternoons four days a week and provides students further practice of their language skills with a particular focus on speaking and writing.
- ELT IELTS preparation: This runs in the afternoons four days a week and is usually combined with General English in the mornings. It develops the language, skills and strategies students need to help them achieve the IELTS scores they require in all sections of the exam.
- English Plus: This is an English language extension course for overseas students attending academic courses at Bath Academy, including the University Foundation Programme and A'levels. Students receive IELTS preparation if their current English language qualifications do not meet university entrance requirements. Students attending the University Foundation Programme who do have adequate English language qualifications to enter university receive additional training in developing academic communication skills in English.
- Individual courses: A programme of one-to-one lessons can be delivered either in combination with one of the above programmes or as a standalone course. The focus is based on the individual student's requirements and can be English for Specific Purposes (for example, English for Business or English for Medicine), exam preparation (such

as UBELT, TOEFL, one of the Cambridge ESOL suite of exams) or specific skills development (such as essay writing). Content is planned from results of a needs analysis completed in the first lesson between the teacher and student.

- On-demand group courses: Bespoke courses can be planned and delivered for closed groups of students, for example, English language training as part of a short 2-week teacher training programme delivered to European primary and secondary school teachers.
- Junior programmes: These either run for groups and individuals during our summer school (start of July to the first half of August) or for closed groups outside this period. They are short courses of 1-3 weeks and the age range of students is 12-17 years old. Junior programmes consist of morning General English classes structured around age-appropriate topics and tasks and a series of afternoon activities and trips and a Saturday excursion each week. Lessons are linked wherever possible to the theme of the activities and excursions.

4.1.9 Careers Education is delivered using qualified and experienced careers guidance professionals from ISCO's provision of in-school services, advice and the Futurewise scheme (including Morrisby assessments) and the Information Helpline. This is underpinned by individual consultation with the student's Personal Tutor.

4.1.10 Students are encouraged to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is embedded in subject teaching as far as is appropriate and particularly in PSHEE as well as ELT teaching and Personal Tutor meetings.

4.1.11 Students are provided with a broad general knowledge of public institutions and services in England through the ELT and PSHEE curriculum as well as in the induction process when new students arrive from overseas.

4.1.12 When political issues are brought to the attention of students (either in or out of lesson time or in extracurricular activities or in their promotion) any promotion of partisan views is avoided and students are given a balanced presentation of opposing views.

4.2 Delivering the Entitlement

4.2.1 For each academic course (A level, GCSE, Eurotec students, University Foundation Programme), tutors will provide students with:

- A course Specification detailing the examination requirements [or at least the Assessment and Content sections], if it is a nationally recognized qualification.
- Year Plans showing when topics will be taught throughout the year.
- Details of coursework deadlines and internal test and exam dates.
- Two assessed written assignments per week.
- Deadlines for the return of assessed work.
- For A Level, GCSE and Eurotec students, a regular 'Timed Assignment' invigilated under examination conditions.
- Constructive feedback as to how their work can be improved.
- Guidance about how to catch up on missed work.
- A file check once every half term.
- Appropriate resources for their course.

4.2.2 For each ELT course, tutors will provide students with:

- A clear objective for each lesson cross-referenced to the relevant course objectives (from the level framework for General English or Intensive English classes, relevant exam section, or learning objective identified in the needs analysis for individual courses).
- A test at least once a week in General English morning classes
- At least three pieces of homework a week in General English morning classes or one piece of homework a week in ELT IELTS , individual or junior programmes
- Constructive feedback as to how their work can be improved.
- Guidance about how to catch up on missed work.
- Appropriate resources for their course.

5. Beyond the Classroom

5.1 Guidance and effective pastoral support for every student

5.1.1 Due to its size, the college is in a good position to get to know each and every student, to celebrate successes and to identify and help overcome challenges and problems, sometimes involving other agencies. Young people are given the best advice for making decisions about their future educational progression as well as careers. Specialist external consultants are utilised, if appropriate.

5.1.2 Each student is allocated a personal tutor who is responsible for monitoring the student's academic and personal progress throughout their studies, as well as liaising with parents and guardians.

5.2 Tackling additional needs with targeted support

5.2.1 [see Special Educational Needs Policy]

5.3 Extended learning provision

5.3.1 Workshops for supporting students needing additional help from their tutors are run in those subject areas and times in the academic year determined by the senior management team in response to perceived need.

5.3.2 Students may book Personal Study sessions in the Study Centre - subject to space restrictions – at any time.

5.4 Home-college partnerships

5.4.1 To encourage parents to engage with their child's learning reports on academic progress in each subject are sent to them at least three times in the year, if the student is studying on a course lasting an academic year. These provide parents with an overview of the student's academic strengths and weaknesses, effort and attainment.

5.4.2 Personal tutors are responsible for keeping parents and guardians informed of any concerns with regard to their children.

5.5 Sponsor-College partnerships

5.5.1 Personal tutors are responsible for keeping sponsors informed of any concerns with regard to sponsored students.

5.5.2 For ELT sponsored students, the Director of Studies - ELT sends a copy of the student's initial assessment to the sponsor in the student's first week of study and then sends the sponsor all subsequent progress reports promptly at the end of each month

5.6 Community partnerships

5.6.1 Where students can benefit from links with organizations in the community e.g., for work placements, community service, or other experiences to broaden their horizons, the college may act as an intermediary.

5.7 Extracurricular Activities

5.7.1 A programme of activities including visits to cultural centres (London, Stonehenge, Oxford, Stratford-upon-Avon, Warwick) will be provided for students of compulsory school age.

5.7.2 For students above compulsory school age a comparable programme of activities will be offered on a voluntary basis.

6. Organising the College

6.1 Student interviews

6.1.1 All students have regular individual, data-informed interviews with their personal tutors focusing on their achievement and the next steps required to achieve their potential. These may involve parents and guardians.

6.2 Learning from student voice

6.2.1 Students' views are sought on the effectiveness of classroom experience and the quality of the college provision through, for example, Beginning of Course and End of Course surveys.

6.3 Positive college environment

6.3.1 The college aims to ensure that students feel secure and can flourish as individuals. To underpin this aim there are clear sanctions combined with praise where earned for all students [see Disciplinary Policy]

7. Progression

From AS Level to A2 Level

All students who achieve a grade E at AS Level may progress to the A2 Level course in the same subject.

From GCSE to A Level Programmes

Students progressing from the one year or two year GCSE programmes to the A level programme, should normally have achieved at least 5 A* to C grades including English. However, exceptions may be made at the discretion of the interviewer depending upon the individual student's circumstances and aspirations.

ELT progression

Students progress from one level to the next in General English and Intensive English when they are able to use all of the skills and can use a minimum of 80% of the language generally accurately listed in the relevant level framework. Excellent formative assessment results, student feedback, teacher observation and length of study at 3-month, 6-month, 9-month and 12-month intervals are all triggers for considering whether a student is ready to progress to the next level. When considering a candidate for level progression, formative assessment results are evaluated against the current and next level framework in the weekly ELT teachers' meeting and both morning and afternoon teachers provide input about whether the student in question is ready to progress to the next level.

ELT students are able to join the afternoon ELT IELTS class when they are at a CEFR B2 level of language or higher or at the discretion of the Director of Studies ELT if the student is a strong B1 level.

ELT students may progress to University Foundation or A level programmes provided they meet all the requirements of those programmes including a minimum IELTS score of 5.0 overall to join the University Foundation Programme in September, 5.5 to join the University Foundation Programme in January or 5.5 to join an A level programme.

8. Quality Improvement

8.1 Data collection

To facilitate valid and reliable judgements to be made about the quality of provision, the following data will be collected:

- Prior qualifications at level 2 of all registered students for the academic year.
- Results for public examinations taken at Bath Academy for each student.
- Appropriate national benchmarks.
- Results for any public examinations taken by students externally as part of English language or academic preparation courses at Bath Academy, for example, IELTS.

8.2 End of Year Reviews and Quality Improvement Planning

8.2.1 For each academic and ELT programme an end of year Programme Review will be produced, using the collected data to make informed judgments about the quality of provision, to monitor progress made on the previous year's Quality Improvement Plan and to plan for future improvement.

APPENDIX

Objectives of the curriculum for students up to Key Stage 4

- To follow the National Curriculum where it is appropriate
- To ensure that students of compulsory school age receive adequate pastoral care through the PSHE and personal tutor programme
- To ensure that adequate testing and provision is made for students whose first language is not English; integration with the EFL department is critical in this regard
- To advise students and their parents/guardians to choose a sensible and balanced combination of subjects for GCSE. In addition to Mathematics and English (or IELTS), students will be encouraged to take science alongside a humanities subject or language
- To discourage students from attempting too many GCSEs in one academic year unless they are exceptionally able
- To ensure as far as possible that lessons in ICT are available for all students and to encourage students, especially those of compulsory school age, to engage in ICT
- To encourage tutors and students to link topics where possible
- To develop students' ability to study and revise for examinations
- To help students develop their powers of memory
- To ensure that theory and practice are correctly balanced in the sciences through adequate and relevant laboratory practice
- To provide students of compulsory school age (CSA) with sports and PSHE lessons, as well as appropriate careers education.