

# Curriculum Policy

## Tipton Green College



<b>Reviewed by:</b>	Head Teacher	<b>Date:</b> June 2025
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The curriculum at Tipton Green encompasses every learning opportunity that exists from the moment a student arrives at school to the moment they leave. The purpose of the curriculum is to prepare students for adult life and allow them to access the next stage of their education. Consequently, every interaction an adult has with a student is with these twin aims in mind. Adults will challenge, correct and model appropriate communication, behaviour and actions at every appropriate moment across a school day. The personal development offer at Tipton Green builds upon this culture ensuring that students are able to access opportunities to grow as young people into adults that can flourish in the world. This spans a wide range of skills, knowledge and experiences.

### **The school day**

9.00-9.20	9.20-10.10	10.10-11.00	11.00-11.20	11.20-11.50	11.50-12.40	12.40-1.10	1.10-2.00	2.00-2.50	2.50-3.00
FORM	L1	L2	BREAK	DEAR	L3	LUNCH	L4	L5	FORM

### **The academic curriculum**

We provide a rounded curriculum for our students and are committed to ensuring they make progress in both their academic and social education. Our curriculum provides our students with a range of subjects in which they can not only succeed but are also of interest. They are taught subjects that will prepare them for life beyond school, for adulthood, future learning and the world of work.

Due to the needs of the students, the curriculum is adapted with a lower number of subject than a mainstream school, however it remains broad and ambitious

“A broad curriculum can mean limited subjects.” Amanda Spielman, June 2020

Our curriculum is divided up between KS3, KS4 and KS5 pathways.

At KS3 and 4, our student’s study in class groups of up to five students or in individual rooms staffed either one to one or two to one. Class groups are organised, as much as possible, in academic year settings. Lessons are 50 minutes long, with double lessons for option subjects. Each subject has a curriculum rationale of what, how and why we are teaching along with long term overview plans and detailed schemes of work.

### **Key Stage 3 subjects:**

English

Maths

Science

Art

Food and Nutrition

PE

### **Key Stage 4 subjects**

English  
Maths  
Science  
Art  
Food and Nutrition  
PE

At KS5 the curriculum is even more bespoke to students. Whilst offering a package of core academic subjects, students are also able to access work experience, vocational and college placements that are bespoke to them. Students will continue to focus on the skills around preparing for adulthood that are at the core of our curriculum philosophy.

### **KS5 subjects**

English  
Maths  
Art  
Food and Nutrition  
PE  
Work Experience/Careers  
Vocational Placements

### **Personal Development**

Personal Development lies at the heart of our curriculum philosophy. Ensuring our students have the skills, knowledge and attributes to succeed in adult life is our highest priority. We ensure that all students have access to a high-quality personal development curriculum offer in a number of ways.

### **Timetabled lessons:**

**Careers** – all students receive 1 dedicated career lesson a week following the Horizon careers curriculum. This curriculum has been designed around the outcomes of the CDI framework and the Gatsby benchmarks. These topics help students develop essential knowledge, skills, and awareness to make informed decisions to allow them to navigate their career pathways confidently.

**Life skills** – all students receive 1 lesson a week developing life skills to support in preparing them for adulthood. This curriculum develops from learning and securing basic social skills all the way through to key skills and knowledge for adulthood. The curriculum is highly adaptable so as to meet the emerging needs of the students.

**PSHE** – all students receive a core package of 2 lessons of PSHE a week. Alongside the delivery of the statutory RSE curriculum, our PSHE program educates students about a

wide range of topics to ensure they can stay safe and healthy, understand themselves and the world around them and most importantly to be able to engage in it. The curriculum will also address fundamental British values and their role in a democratic society.

**Votes for Schools** – all students receive one session of VfS every week. These sessions empower young voices, whilst building oracy, confidence, and critical thinking. The curriculum covers PSHE, British Values, Prevent & the SMSC Curriculum.

### **Additional curriculum:**

**Forest School** – KS3 students will get the opportunity to take part in this valuable opportunity. Forest School is a type of outdoor education where children and young people learn and develop through hands-on experiences in a natural environment. It's a long-term, regular process, focused on developing personal, social, and technical skills. The goal is to foster a connection with nature and help individuals develop resilience, confidence, independence, and creativity.

**Equine Care (Shyler)** – KS3 students will get the opportunity to take part in Equine Care. This is an opportunity for students to connect with animals and provide care for them. This gives responsibility to students as they build trust with the animals. Skills and knowledge are built on as time goes by and students will eventually ride the horses.

**Duke of Edinburgh** – KS4 students will get the opportunity to take part in this outstanding scheme. It's designed to encourage personal development and build skills through a variety of activities, including volunteering, physical recreation, skills development and an expedition.

**Assemblies** – these take place once a week and will be based around either topical themes or linked to the rest of the Personal Development curriculum.

**Extra Curricula opportunities** – The college offers a wide range of extra-curricular opportunities that will enable students to broaden their horizons and increase their cultural capital.

We believe that this wide-ranging offer will ensure that our students develop in to young adults who can overcome barriers and thrive towards a brighter future.

### **Values**

These curriculum aims are underpinned by our values:

**Collaboration** – our curriculum is based on continuing collaboration between staff as it evolves and develops. Teachers and TA's meet often to plan and train in curriculum

developments. The curriculum also encourages students to collaborate with each other, a vital skill for our student's development towards being successful in the adult world.

**Compassionate** - our approach to, and delivery of our curriculum is formed from a compassionate view that all of our students have the right to the skills and knowledge to succeed in life. The curriculum and its teaching of is inclusive and designed to set up students for not only the next stage of their education but also for the adult world of work.

**Inspiring** - our curriculum is designed to inspire students, from the stories they will read, the people they will learn about, the skills that they develop to the role models that they will work with every day. Staff seek to inspire students everyday through what they can teach them, show them and model to them. We seek to inspire our students to not only believe they can succeed in later life, but to achieve it.

**Dependable** - the successful curriculum implementation offer at Tipton Green College requires dependability. This can be found in the everyday actions of the staff, their resilience, patience and expertise. It can also be found in the commitment of Horizon Care and Education to place the needs of the students and the successful implementation of our curriculum as its highest priority.

### **Accreditation**

Students at Tipton Green College are able to access a variety of qualifications depending upon what they can access and what they wish to pursue. These include:

- Functional Skills Qualifications
- Entry Level Qualifications
- GCSE's
- Duke of Edinburgh Award

### **Reporting**

There is contact every week between the school and home in which student progress updates are provided. However, the college formally reports to parents annually when we send home a written report outlining the progress that the student has made in each subject.