



Curriculum Policy

This document applies to the whole college, inclusive of boarding and is publicly available on the college website, upon request a copy is available (in large print or other accessible formats if required) from the main college office.

Scope: All employees of Bath Academy have an equal responsibility to understand and implement this policy both within and outside college, including activities away from college. All new employees are required to state they have read, understood and will abide by this policy as part of their induction process.

Monitoring and Review: This document will be subject to regular monitoring and refinement by the academic vice-principal. There is a full annual review of this policy and procedure every July, including its implementation and effectiveness in the context of Bath Academy. The policy may be updated in the interim if specific issues are encountered, that impacts negatively on students. Any problems with arrangements or processes will be resolved immediately and the policy will be adapted accordingly. All staff will be informed of the updated/reviewed policy which will be made available to them in writing or electronically.

Curriculum Policy

Bath Academy has non selective entry and doesn't require students to sit a formal entry test. However, entry tests are used when the College has a lack of background information to make an informed decision on a student's ability to manage the demands of a course. All GCSE, A level and Foundation Programme students upon enrolment take a CAT 4 test, which forms part of the Colleges monitoring of student progress. CAT 4 Scores are used as a guide for teachers in regards to a students' potential, but are also part of a wider monitoring system to support each individual learner to achieve. The Curriculum policy does not undermine fundamental British values through class learning, and promotes them through Personal, Social and Health Economic Education (PSHEE) and a range of extra-curricular activities via our enrichment, social programme and wider school ethos.

The quality of the curriculum and the skills that it can help build in students so that they can become confident and informed young adults, is also important. Issues such as mindfulness, digital literacy, career advice, metacognition and social skills all covered. The College recognises its responsibility to offer a structured programme of health and relationships

education, and this is disseminated through the curriculum via PSHEE, enrichment and classroom learning. Digital literacy has also been developed within the college and students have continuous access to online learning platforms and applications to support both learning and extra-curricular development. The College also considers wellbeing and promoting positive mental health as a central part of the curriculum. This is promoted via our personal tutor system, enrichment, teaching and a whole school approach in which every individual student is supported to achieve. The college offers a curriculum in which reflection and adaptation to the individual learner is key.

Intent

Our four focal areas are:

1. Personalised learning

As defined in the Report of the Teaching and Learning 2020 Review Group: *“Personalised learning and teaching means taking a highly structured and responsive approach to each young person's learning, in order that all can progress, achieve and participate. It means strengthening the link between learning and teaching by engaging students - and their parents - as partners in learning.”* Bath Academy has non selective entry. Each student will be interviewed by the principal or vice principal as part of our application process and advice on an appropriate course of study will be provided. Baseline testing is used as part of our overall monitoring of student progress and allows the college to establish individual performance targets and provide appropriate advice and assistance for their educational journey. Baseline scores act as a guide for teachers and personal tutors regarding student's potential and appropriate target setting, which is regularly reviewed.

The curriculum aims to develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment. It also aims to support pupils' physical development and for them to take responsibility for their own health.

2. Reflective practice

Teachers, personal tutors and support staff work together to create a collaborative culture in which they share their accumulated knowledge to help each student achieve their best and provide empathic support. Formative Assessments form a key component of our reflective practice, they adapt and develop in accordance with teacher's expectations and students' need, with the focus on trying to ensure students can achieve the best possible individual academic outcome at the end of the course. Formative assessments help students develop retrieval practice, metacognition and provide continual feedback from teachers, which students respond to in order to inform future learning goals. Small class sizes allows teachers to review weekly formative assessments and adapt to ensure that each student achieves.

3. Unleashing ability

We strive to be empathetic and understanding to the barriers to learning many students face today. Students learning needs will also be taken into account, so that reasonable adjustments can be made to ensure that each individual student can thrive in a small, focused culture of academic enrichment. Students with additional needs have access to an SEN Department which aims to support teaching and learning and through CPD and sharing good practice, we learn to implement how we might break down those barriers. We strive to adapt, to be flexible, to allow individual provision and an appropriate level autonomy is given to suit the needs of students and provide an environment in which many thrive.

4. Enriched syllabi

The school has developed an Enrichment Programme involving a combination of sessions based on student's programme of study, future planning, skills and character development, mental health and wellbeing and contributing to the school and the wider community. PSHEE is taught across students of compulsory school age and includes appropriate Relationship and Sex Education content. Relationships and health education is also provided for all students at selected times during the enrichment programme. Each student is also assigned a personal tutor who they will meet with on a weekly basis, who will support them throughout their time at Bath Academy. Ensuring that student wellbeing and academic development is central to achievement.

Implementation

1. Personalised Learning

- Small class sizes with a maximum of eight students to one teacher for GCSE and A Level subjects.
- Differentiation between individual student needs and learning styles allowing a variety of academic resources to enhance personalised learning.
- CAT4 and Futuresmart testing on all GCSE, A Level and UFP entrants indicates students' talent and baseline for minimum target grades. So teachers are able to adapt learning and maximise student progression.
- One to one personal tutor sessions to support students in reflecting and taking ownership of their academic progress and learning. These are recorded and appropriate targets for academic progress and enrichment attendance are set.

Students: The College believes that students should be treated as partners in their learning, with appropriate responsibility for participating in the design of their learning. Students should be reflective learners, who are motivated by seeking knowledge and understanding. 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 do this.

Students will be supported by their teachers, personal tutors, teaching and learning lead and programme managers. The college is focused on helping students develop respect for others, self-esteem and skills for collaboration through learning in a mutually supportive environment. Students are academically enriched and encouraged to value learning beyond the curriculum. Students' have a voice within the college, their views are sought on their learning experience, which is achieved through communication with their personal tutors and surveys, conducted by the teaching and learning lead.

Personal Tutor: Each student has a personal tutor who will meet with the student for 30mins each week. Personal tutors get to know every student in their care well, they celebrate successes and help to identify and overcome challenges and problems, sometimes involving other agencies. Through this scheme young people are given the best advice for making decisions about their future educational progression as well as careers. Specialist external consultants are utilised, where appropriate. Personal Tutors are responsible for monitoring the student's academic and personal progress throughout their studies, as well as liaising with parents and guardians.

SENDCO [see Special Educational Needs & Disability Policy] [Special Educational Needs and Disability Code of Practice 2014](#) (updated 2020).

Students with additional needs are also supported by our SEND team, which includes the SENDCO, Higher Learning Teaching Assistants and Teaching Assistants. This includes:

- Assisting students within and outside the classroom.
- Providing a safe space for students to go during the day.
- Providing a space for students to complete work, including formative assessments.
- Assessing students for access arrangements (SENDCO).
- Offering teachers advice and assistance for supporting students.

Parents and carers: 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. They will be engaged with their child's learning and in planning their future education and be confident that their child is receiving a high-quality education that is designed to meet their learning needs and equip them with the skills they need to thrive in our community and beyond.

Teaching staff: All teaching staff will endeavor to set high expectations of learners, giving them confidence, providing for each individual's needs and giving them the skills to succeed. Teachers will have access to appropriate data on each student via measures such as individual education plans, personalised learning plans, prior attainment, CAT 4 and ALPS. This will inform teaching and learning, incorporating appropriate assessment strategies and effective lesson planning.

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

- A course Specification detailing the examination requirements [or at least the Assessment and Content sections], if it is a nationally recognised qualification.
- Year Plans showing when topics will be taught throughout the year.
- Details of coursework deadlines and internal tests and exam dates.
- For A Level and GCSE students, a regular 'Formative Assessment' supervision under silent conditions.
- Constructive written feedback as to how their work can be improved and specific targets set.
- Regular and clearly defined homework tasks.
- Guidance about how to catch up on missed work.
- A file check once ever term.
- Appropriate resources for their course- Including a subject team on the academy's virtual learning environment - currently this is Microsoft Teams.
- Learning objectives are shared with students at the beginning of lessons in

language that the students can understand.

- Assessment criteria for internal and external assessment are clearly explained and if appropriate examples of work that meet the criteria are shared with students in a timely manner.
- Opportunity to develop ICT skills within and outside of the classroom.
- Consider where appropriate support for those for whom English is not their first language.

For each ELT course, teachers 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 and 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.

The College: Will seek to configure the resources, curriculum and organisation around the needs of 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. We will be aware of the needs of each individual and strive to meet those needs within the confines of the college setting. We will demonstrate an understanding of every young person's needs to be assessed and their talents developed through a variety of teaching and learning strategies that are developed with an understanding of different teacher's approaches, knowledge and techniques.

The college leadership ensures that all teachers have the requisite knowledge and understanding for their appropriate course. This is supported by a programme of continuous professional development which aims to improve educational quality and students' learning experience. Teaching staffs professional development is supported by the Teaching and Learning Lead and Vice-Principal (Academic).

Sponsor: The Vice Principals are responsible for keeping sponsors informed of any concerns with regard to sponsored students. For ELT sponsored students, the Vice Principal (Operations and Development) 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 week.

2. Reflective Practice

- Retrieval practices are key to improving outcomes and the backbone of this is the Formative Assessment (FA) process and reflective feedback.
- Consistent FAs (see below) take place twice a month for GCSE and weekly for A Level student.
- This allows regular assessment under exam conditions and points of action for future development.
- Reflective feedback is provided by teachers and shared with tutors via half terms reports, mark books and email.

Formative assessments will be constructed by taking into consideration students' progress within the syllabus. FAs will adapt and develop in accordance with teacher's expectations and students' need, with the focus on trying to ensure students can achieve the best possible individual academic outcome. Formative assessments help students develop retrieval practice, metacognition and provide continual feedback from teachers, which students must respond to inform future learning goals. They also help students develop exam techniques and help prepare them adequately for the academic rigors and pressure of external examinations.

Reflective practice will also be used through the use of in class and online assessment. Each student will have access to a Microsoft team for each of their respective subjects. Online assessments such as SENECA and Doctor Fox (mathematics) are used so students can assess their own progress. Questions can also adapt to individual students current levels of knowledge and understanding. Teachers will also provide formative assessment within class and provide appropriate feedback so all students can progress.

3. Unleashing Ability

- A large part of achieving success is retention and recall. For this we use the FA system, in class assessment, homework and online learning applications.
- The correlation between attendance and outcomes is strong. We work hard collectively to improve attendance rates across the college by continuous monitoring of student's attendance and engagement.
- Encouraging students to set goals that also provide stretch and challenge that can be used as stepping stones to reach the next academic milestone.
- Supporting students to be brave, try and not be afraid to fail and to see the failures as opportunities for growth.
- As a non-selective institution, we want to create an environment where all students thrive regardless of background and academic ability.
- We will continuously evaluate student progress to ensure consistent, personalised learning.

- Teachers and all support staff must ensure that they promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Programmes of Study:

All GCSE, A Level and UFP students are committed to following a level 2 equivalent qualification in English and/or 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.

One Year GCSE programme- Aimed at those who have already studied at level 2 but have not yet achieved five 9 - 4 levels at GCSE and those who wish to study a fast track one year GCSE course who have perhaps missed a year of school eg. due to ill health or living overseas. Although there is choice of [usually] five subjects from a wider curriculum, any student must study Mathematics and English Language, unless they have already achieved at least level 4 in those subjects.

- The core curriculum allows access to the following areas of learning:
 - Linguistic – GCSE English Language, GCSE English Literature and GCSE MFL;
 - Mathematical – GCSE Mathematics
 - Scientific – GCSE Science or individual Sciences, GCSE Psychology
 - Humanities – GCSE Business, Geography, History, Sociology, Politics
 - Physical – discrete sporting programmes each week
 - Aesthetic and Creative - GCSE Art;
- All students of compulsory school age have classes in Personal, Social, Health and Economic issues, which will include appropriate focus on relationships and sex education (see RSE policy)
- All students of compulsory school age are given some form of physical activity for at least 90 mins a week. Often in addition to other creative forms of activity in and out of college.
- Development of ICT skills within and outside of the classroom.

A Two Year GCSE programme- Growing in strength and depth, it currently runs GCSE English Language, Mathematics, some languages and Art. Other subjects on the fast track One Year GCSE are studied alongside these.

Two Year A Level programme- Students normally study three (or four in exceptional cases) A' Levels in the first year, depending upon prior achievement and interest. In the first year, students may pick up an EPQ if the Academic Vice Principal is satisfied that the student could meet the additional demands of the course. The final decision about any proposed subject combination lies with the Principal. Progression to the second year of A'level is dependent upon students making satisfactory progress in year one, as agreed in discussion between the college, student and parents/guardians. The total guided learning hours for these courses is five hours plus a weekly Formative Assessment (with possible adjustments if this is 1-1). Any

request to transfer between subjects in year one must be made during the Autumn term and must be discussed with the Personal Tutor, Programme Managers and Vice Principal and approved by all subject teachers involved. The subjects currently offered are:

- Mathematics
- Further Mathematics (completed in the Second Year for successful Mathematics students)
- Art
- English Language
- English Literature
- Sciences: Biology, Chemistry, Psychology and Physics
- Languages: French, Spanish and Japanese
- Film Studies, Media Studies, Philosophy, Sociology, History, Geography and Politics

One Year A Level programme – Subject courses on this programme are designed mainly for those with prior experience of study at level 3 or for students with the appropriate aptitude for intensive study. These self-contained courses cover the complete specification between September and June. For each subject there are 6 teaching hours per week for groups or 4 hours one to one, plus a weekly Formative Assessment in each subject. The subjects currently offered are as above except Further Mathematic, unless the student has studied Mathematics previously.

Intensive retake courses – these are bespoke and 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.

University Foundation Programme - is designed specifically for international applicants who normally have already completed their High School education. It is delivered over one academic year and 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 Communication Skills, followed by three major modules chosen for their relevance to the individual student's intended degree course. The Major modules are: Business Studies, Economics, Quantative Methods, Further Mathematics, Biology, Chemistry, Physics, Psychology and Politics.

Medical Foundation Programme- is a course which follows the same structure as the University Foundation Programme but is specifically for students who wish to study

medicine at University that accepts international pathway applications. Students will study three minor modules in Mathematics, IT and Communications skills, followed by major modules in Biology, Chemistry and either Psychology or Quantitative Methods. In addition they will study an additional module in Medical Sciences.

ELT (English Language Teaching) Programmes - A number of ELT programmes are delivered by the college. Unless otherwise specified, these courses are for students aged 16-19 and there is rolling recruitment, with new students able to join most Mondays throughout the year (please see Appendix 1)

Progress planning:

Each lesson has a learning objective, these are used as a basis for lesson structure, including questioning and feedback. Lesson outcomes and student progress will inform the planning of the next stages of learning and course structure is adapted accordingly. Assessment criteria for internal and external assessment are clearly explained and examples of work that meet the criteria are shared with students in a timely manner. Students are provided with models of outstanding work to help guide expectations, where appropriate.

Classroom level, formative assessment, mock exam results, CAT 4 etc is used to assess students learning and identify any potential barriers they might be facing.

ELT

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 framework based on the Common European Framework of Reference that has been adapted to our learning context.

Progression 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 five 9 to 4 grades including English. However, exceptions may be made at the discretion of the Vice Principal (Academic) depending upon the individual student's circumstances and aspirations. All potential students from the UK are interviewed by one of the senior leaders and given advice regarding the most appropriate future course of study for them. This 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.

References for registered students attending academic courses are taken up, with their previous school of origin and kept in the student's file, along with other appropriate information *e.g.*, Educational Psychologist's report, in secure storage which is accessible to the appropriate members of staff.

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

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 Vice Principal (Pastoral) 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 5.5 overall to join the University Foundation Programme in September, 6.0 to join the University Foundation Programme in January or 6.0 to join an A level programme.

Continued progression is also dependent upon satisfactory levels of attendance, behaviour and attainment.

4. Enriched Syllabi

- An Enrichment Programme (see below) runs throughout the academic year which complements and enhances the curriculum and supports student's progress.
- PSHEE, Relationship and Sex Education is to be embedded across the curriculum with the core principle of safety and respect.
- The Social Programme is designed to further a student's cultural and personal development.

- Whole school approach is taken to embedding British values into our teaching and learning, as well as creating space for respectful debate and discussion (see below).
- Careers education is available for all students(see below)

The Enrichment Programme holds sessions throughout the academic year, and will focus on a range of areas including (but not exclusive):

- UCAS support and personal statements.
- Study skills including the appropriate use of ICT.
- Relationships and health education
- Wellbeing and resilience
- Careers and charity workshops
- Medical interview and ethics
- Team building and community cohesion
- Metacognition and effective learning techniques.

Careers Education is delivered using qualified and experienced careers guidance professionals leading provision of in-school services, advice and the *FutureSmart* scheme (including psychometric assessments) and the Information Helpline. This independent provision ensures that students receive guidance and advice that is impartial, showing no bias or favouritism towards a particular education or work option. This guidance ensures that students are able to make informed choices about a broad range of options and receive timely advice to help them make appropriate choices at GCSE and post-16.

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

British values are actively promoted at Bath Academy through respect for the fundamental 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. In addition, we ensure that principles are actively promoted which:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality and more widely in society;
- Enable students to gain a broad general knowledge of and respect for the

- public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- Enable students of compulsory age to participate in regular dialogue in regards to Relationships and Sex education in accordance with statutory expectations.
- Enable students to develop appropriate ICT skills.

Beyond the Classroom

Due to its size, the college is in a good position to get to know every student, to celebrate successes and to identify and help overcome challenges and problems, sometimes involving other agencies. Specialist external consultants are utilised, if appropriate.

Extra curricula activities, competitions and extension opportunities are promoted throughout the year, examples of which are:

- Maths Kangaroo - <https://www.ukmt.org.uk/>
- Cambridge Senior Physics Challenge - <https://isaacphysics.org/>
- British Physics Olympiad - <https://www.bpho.org.uk/>
- UK Chemistry Olympiad - <https://edu.rsc.org/enrichment/uk-chemistry-olympiad#who>
- UK Economics Olympiad - <https://sites.google.com/rochester-college.org.uk/greatbritisheconomicsolympiad/home?authuser=0>
- British Biology Olympiad - <https://ukbiologycompetitions.org/british-biology-olympiad/>
- Art - <https://www.isaschools.org.uk/arts/south-west-art-competition.html>
- Classics - <https://classicalassociation.org/student-competitions/>
- The Historical Association Competitions
- <https://www.history.org.uk/secondary/categories/secondary-competitions>
- Young Writers Competition - <https://www.youngwriters.co.uk/competitions>
- Mother Tongue Other Tongue Poetry Competition
- <https://www.mmu.ac.uk/mothertongueothertongue/how-to-enter/>

Extended learning provision

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.

Learning from student voice

Students' views are sought on the effectiveness of classroom experience and the quality of the college provision through meetings with personal tutors, subject feedback end of course surveys. Surveys are sent out to assess what might be popular for that years social programme, the feedback box in the reception area allows anonymous suggestions, student representatives for each of the types of courses we run are chosen and meetings are arranged regularly to discuss possible changes to the fabric of the buildings or other and feedback on each FA is given back to subject teachers.

SEND

EHCP and other SEND students will also have access to enrichment and social activities that are tailored to their needs. This will be determined via collaboration with these students, SEND team, Head of Enrichment and the Vice Principal (academic).

Impact

Tracking Progress:

In academic courses, rigorous and frequent tracking is used to monitor the performance of students. Targeted intervention support may be provided to promote progress towards aspirational targets for students. Students with particular learning needs are continually assessed and appropriate support is adjusted and or provided to support teaching and learning. [see Special Educational Needs & Disability Policy].

EHCP students and students with specific SEN needs will also have Individual Learning Plans which are available for all appropriate staff to help inform and support teaching and learning.

Each individual A' Level student has a one to one interview with Future smart to help in raising students aspirations and creating possible pathways to achieve future goals.

Subject Teachers and Personal tutors will discuss academic targets with individual students based on prior achievement and future goals. This will be recorded within the personal tutor meeting forms.

Student progress is monitored using a progress tracker which is monitored by the Academic Administrator. It will record minimum target grades based on CAT 4 results and previous GCSE results. Student attendance and attainment/effort grades from academic reports will also be monitored. This information is shared regularly with personal tutors, programme managers, teaching and learning lead and Vice-Principal (academic)

Maintaining progress

Students are graded every half term by their subject teachers. These grades are monitored against students target grades, monitored by programme managers. These target grades are rolled over each half term and can only be adjusted by the approval of programme managers and the Vice Principal (academic).

If a student appears to not be on track to reach their target grade then a discussion between the subject teacher and programme managers will be had, after which further action can be decided. Further interventions can be put in place such as extra lessons, adding students to fast track courses and one to one tutoring.

Examples of student work and progress is collated by Vice Principal (Academic). Learning Walks take place each term, conducted by the Principal, Vice Principal and Teaching and Learning Lead. File checks will take place during this process and a review of current teaching practice will be made, which will inform future decision making.

Outcomes

The impact of the different curricular from each of academic pathways is difficult to measure when taken as whole, but outcomes in terms of progression made from entry to leaving the College is possible alongside examination outcomes and progress to university.

Summative assessment is particularly important in determining long-term progress.

Impact of the curriculum can be measured/evaluated through:

- Test results
- Examination outcomes
- University destinations
- Entry points and progress over time

A review of progress will be made on a yearly basis based on a reviews of academic results, which will be used to inform future academic planning a development.

We also measure progress by student's improvements in wellbeing and participation in enrichment activities throughout the academic year. With the aim that students leave Bath Academy more confident and resolute to engage with next path they take.

APPENDIX

Appendix 1- English Language options

- 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.
- ELT IELTS preparation: This runs in the afternoons four days a week and is usually combined with General English in the mornings. It develops language, skills and strategies needed to achieve the IELTS scores required in all sections of the exam.
- Academic English: 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 attending the University Foundation Programme who do not have adequate English language qualifications to enter university receive additional training in developing academic communication skills in English.
- 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 13-17 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.

Appendix 2 - Key Objectives for Students up to KS4

- To follow the National Curriculum where it is appropriate
- To ensure that students of compulsory school age (CSA) receive adequate pastoral care through the PSHE, as well as careers advice and guidance
- Place emphasis on listening, speaking, literacy and numeracy
- 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.
- To discourage students from attempting too many GCSEs in one academic year unless they are exceptionally able.
- To encourage tutors and students to link topics where possible
- To encourage tutors to highlight topics and issues within their specifications that relate to PSHE.
- To develop students' ability to study and revise for examinations
- To help students develop their powers of memory and how to learn
- To ensure that theory and practice are correctly balanced in the sciences.
- To provide students of compulsory school age (CSA) with physical activity.

Appendix 3: Key objectives for the College at AS and A level

- To provide clear concise answers to teacher, student and parent queries about the AS and A levels
- To provide a wide choice of subjects and adequate guidance so that the choice of A levels matches the needs and requirements of courses at higher education level.
- To construct and maintain a timetable that allows a wide range of subject combinations
- To allow students direct access to key universities via information pertaining to open days taking place within various institutions
- To ensure that students have adequate access to information technology and to ensure that ICT is available to reflect the structure and content of new and recent examination specifications
- To allow students the opportunity to “experience” a class at the start of the term before they commit to a study programme
- To provide experience of coursework and direct field work for subjects such as Biology and Geography
- To develop students’ ability to study and revise for examinations
- To help students develop their powers of memory and how to learn
- To ensure that theory and practice are correctly balanced in the sciences.
- To ensure that tutors cover the specification on time and allow students the opportunity to investigate and explore the subject further, thereby encouraging self-directed learning; also tutors should incorporate final revision directed by them into their schemes of work

Reviewed: December 2023

Next Review: July 2024

Responsible Officer: Liam Hocking

Signature: Liam Hocking