Bassingbourn Village College

Curriculum, Assessment, Teaching (CAT) Policy

Approved/Ratified by Governors on	28th September 2022
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College Aim:

To know all our students and treat them as individuals. Developing leadership at all levels

To provide a wide variety of opportunities and experiences through a personalised and engaging curriculum.

To nurture individuals to have high aspirations, a love of learning and to become confident, responsible, respectful, resilient, healthy and independent members of society prepared for life and work in the 21st century.

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Introduction

Bassingbourn Village College is a small secondary school in Cambridgeshire with around six hundred and seventy students. Students come from over sixteen primary schools within an eight mile radius, including the main feeder schools of Bassingbourn Primary School, Guilden Morden Primary School, Petersfield Primary School and Steeple Morden Primary School. The majority of the students come from a rural background with supportive parents. Attendance is above the national average and the behaviour of the students is excellent.

The student body is predominantly white British and have a high level of prior attainment. The number of Pupil Premium (PP) and students with educational needs (SEND) are below the national average, as is the number of students who become NEET (not in education, employment or training) when they leave. Around 90% of the students will continue in education at one of the local sixth form or further education colleges, with the remainder starting apprenticeships. There is an extremely low number of students with English as an additional language, with student mobility also at a low rate.

The school is rated Good by Ofsted with effective safeguarding and shows positive progress for its students. It is inclusive of all pupils, regardless of their background and ability. There is a culture of high expectations and aspirations for all and the curriculum has been designed with this in mind. Teaching is consistently effective and the staff turnover is low, allowing for consistency pastorally and academically. The school prides itself on the pastoral care and support it provides for the students and has a student support centre, the Hive, where students can go for assistance. There are a wide range of enrichment opportunities available, ranging from weekly clubs through to international trips, and students are encouraged to take part in a wide range of activities.

This document is designed to give an overview of the experiences, including the curriculum, wider opportunities, and procedures, a BVC student, parent or staff member will encounter during their time associated with the college. It will describe the intent, implementation and impact of the experience, laying out our aims, how these are accomplished and how we quality assure them to ensure the best possible outcomes for our students.

Curriculum, assessment, and teaching are intrinsically linked with each having an effect on the decision making and implementation of the others. The curriculum should ensure that the students have the core knowledge and skills needed to progress successively, whether academically or pastorally. This knowledge should be delivered using a range of teaching techniques; the most effective of which will depend on the curriculum content. Assessment of the students' progress will then take place, which leads to a review and modification of the teaching and curriculum to ensure continued success. We believe that the three areas must have a concordant approach to the ideal end point for the students and this document describes how curriculum, assessment, and teaching interconnect at BVC.

Curriculum

The rationale behind the curriculum

Bassingbourn Village College exists to provide the best quality education for all. A BVC education develops students academically, broadens their experience outside the classroom, teaches character through its core values and prepares them to play a full and effective role in society

The BVC curriculum offers students a wide range of subject choice without compromising the opportunity to excel in curriculum activities in the sports, creative arts, technologies and humanities through clubs, curriculum experience days and other cross curricular activities.

Our curriculum aims to:

- Provide all students opportunity to fulfil their academic potential
- Encourage the pursuit of excellence and to take pride in their performance
- Engender a love of learning and develop intellectual curiosity and confidence as preparation for lifelong academic development
- Enable students to understand the science of how they learn (metacognition), as well instil the importance of what they are learning
- Support students to achieve the best possible qualifications and skills for entry to higher education or the workplace
- Cater for the individual through personalised learning
- Offer sufficient flexibility for extra support or stretch where needed, while ensuring equal access and opportunity for all
- Equip students with effective life and learning skills for success in the modern world– literacy, reading, oracy, debating, numeracy, and coding.
- Develop an understanding of the world of work and the careers available to them
- Prepare students to be global citizens and to respect others and the environment around them
- Develop healthy, happy, young people who know how to keep themselves and others safe through our Relationships and Sex Education (RSE) and Health Education, Social, Moral, Spiritual and Cultural (SMSC) and PSHE provision

Our curriculum is planned to ensure progression in knowledge and skills over the full five years a student attends BVC and to fulfil our College aim.

College Aim

To know all our students and treat them as individuals. Developing leadership at all levels

To provide a wide variety of opportunities and experiences through a personalised and engaging curriculum.

To nurture individuals to have high aspirations, a love of learning and to become confident, responsible, respectful, resilient, healthy and independent members of society prepared for life and work in the 21st century.

The College Core Values are:

Respect

- Taking pride in ourselves, others and the school environment
- Showing understanding of others
- Allowing everyone the opportunity to learn
- Developing tolerance through accepting individual differences

Resilience

- Being determined to achieve our best
- Having a positive outlook
- Working hard and not giving up
- Having pride in our achievements

Responsibility

- Accepting consequences for our actions
- Being accountable for our actions and showing a willingness to learn and contribute

Curriculum Intent

To allow our curriculum to meet the College aim and provide our students with the best possible education and experiences, there must be a strategic overview to ensure that all needs are met.

Fully mapped out curriculum

We have constructed a curriculum that is ambitious and designed to give all students the knowledge and cultural capital they need to succeed in life. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Departments have developed a five year curriculum that enables students to be prepared for the rigours of the reformed GCSE and vocational qualifications. The subject curriculum is designed and delivered in a way that allows for revisiting and recall of topics on a regular basis to enhance long-term learning, developing personal skills that will allow for improved life chances at the age of 16. The prior learning of students is taken into account when designing the curriculum and is built upon during the learning journey the students take.

The curriculum ensures progression through the five years students attend, with a view to achieve the best possible outcomes for students in their public examinations and as rounded citizens, building on the knowledge and skills from previous key stages and providing them with the tools needed for further progression. We ensure that students have access to Careers education, SMSC (Spiritual, Moral, Social and Cultural Development), RSHE (Relationships, Sex and Health Education) and enrichment activities that help build character and prepare the students for their time after education. We provide opportunities that allow students to contribute to the academy as well as more widely in the local community and beyond. The curriculum aims to encourage students to explore and develop their own interests and talents, become confident and independent learners who are mentally healthy and able to effectively contribute to a range of roles in society. These opportunities are planned to occur at age appropriate times and to ensure coverage of the key areas, to meet our wider goals.

Each department has clearly identified opportunities for revisiting, cumulative assessment, and enrichment, such as careers and educational trips, showing progression throughout the years. Departments are responsible for ensuring that they enliven their curriculum through appropriate planning of topics and student experiences and the subject overview shows how the different parts of the subject curriculum fit together.

EBacc intentions

As part of the Anglian Learning Trust, we do not insist that all students follow the EBacc at GCSE. However, our Option process is designed to allow students to select the EBacc pathway, if they so wish. All students have access to the study of high quality learning at Level 2 in Languages, Geography, History, Computer Science, as well as the core subjects. The option of studying the EBacc pathway is discussed with students during the Year 8 Options process and they are encouraged to consider their choices to enable future progression.

Ideal end points

Our curriculum is designed to ensure our students have the most opportunity for success, both at age 16 and in their later life. Students should end their time at BVC with a range of

high quality qualifications, allowing them to progress onto their desired post 16 destination. They will have taken the chance to enrich their curriculum by participating in as many opportunities as possible. We aim to prepare our students to be successful citizens who can make a positive contribution to society.

Three year KS4 rationale

The Year 7 and 8 curriculum has been designed with rigour and pace at its heart. Students make a more efficient use of the time spent in Years 7 and 8, allowing them to be challenged and explore the subjects using a variety of approaches. Subject Leaders have identified the essential knowledge and skills that are key for success in their subjects and these form the framework for the curriculum and enrichment activities.

The students will start their GCSE and vocational courses at the start of Year 9, to immerse them fully in their chosen subjects and enable the development of a knowledge rich curriculum that enriches and develops subject skills. This allows students greater access to the subjects they enjoy and helps build a lifelong love of the subject, demonstrated through the number of students continuing their education at sixth form and beyond. Departments have flexibility in how their subjects are taught, with an emphasis on enrichment and ensuring relevance to the wider world, including careers education and work place visits, The three year programme allows for embedding of skills, revisiting and revision of topics to take place as integrated parts of the curriculum, improving learning by embedding long-term memory which gives opportunities for subject areas to enrich the experience of the students through visiting speakers, trips and developing links to future careers.

Broad curriculum

All Year 7 & 8 students will study all the Arts subjects, PE, Technology, Computer Science, Humanities, a Language and the core subjects of English, Maths and Science. This is further enhanced through curriculum days and enrichment activities.
As students move into the upper years, they follow the core subjects, PE, PSHE and their option choices. We ensure that students have access to subjects they are no longer studying through the enrichment programme, including clubs and trips, curriculum days, and teaching with a cross-curricular mind-set. Students taking part in the enrichment programme are not limited by their option choices and the opportunities are designed to encourage interest across a wide variety of subjects.

Options process overview and rationale

During Year 8, all students will take part in the Options process to select the three optional subjects that they will continue with in Years 9 – 11, in addition to the core examined subjects of English Language, English Literature, Mathematics, Science and non-examined PSHE and PE. Students will follow either a Combined (2 GCSEs) or Separate (3 GCSEs) Science pathway, which will be decided by the Science department in consultation with the Leadership Team.

The Options process is made up of the following activities:

- Planning For The Future event where students and parents can talk to subject leads
- Access to videos and subject information through Google Classrooms
- Taster activities within lessons
- Individual Student Guidance Meetings with a member of the Leadership team
- Student discussions with Mentors

- Further meetings with the Leadership team for students who have chosen subjects that are either over-subscribed or deemed not viable. Students who have put a subject as their first choice in their order of preference will be given priority for that subject.

The current (September 2022) optional curriculum choices are as follows: GCSE Art, Computer Science, 3D Design, Dance, Drama, D&T (Textiles), French, Geography, History, Latin, RE, and Spanish; Level 1/2 Award in Hospitality and Catering; Level 1/2 Technical Awards in Health and Fitness, Construction and the Built Environment and Music Technology.

Reading, vocabulary and numeracy strategies

BVC aims to provide all students with an opportunity to develop a love of reading in English lessons and to raise the reading ages of specific learner groups through targeted support using Accelerated Reader. On a wider school level, the aim is to develop literacy by using a range of strategies that focus on the importance of vocabulary. Vocabulary development is also encouraged through the debating programme that occurs during English lessons and as an enrichment activity. Mentor time provides a supportive environment in which to share and discuss ideas, promote the value of reading and develop evaluative skills. The value of numeracy is promoted through Mentor time and enrichment opportunities, such as the UK Maths Challenges, and including the use of personalised intervention sessions.

Memory Project and Revisiting in support of learning

To enable students to achieve the most success in the GCSE courses means that we need to:

- Ensure that curriculum and teaching and learning allow for content and skills to be regularly revisited so students are able to recall the information they need in assessments
- Provide students with a range of strategies to help develop their memory skills and revision techniques
- Allow students to take responsibility for their own learning and revision

All department areas have developed their curriculum and designed their curriculum plans so that revisiting, memory skills and revision strategies are evident across all year groups. Departments are continuing to work on embedding revisiting and memory into their curriculum, including learning opportunities such as low stakes testing, cumulative assessments and recall and retrieval activities. Monitoring of revisiting and memory takes place through lesson observations, lesson drop ins and book looks by Heads of Department and by SLT.

Revision sessions

Students in Year 7 and 8 have revision and memory skills taught during PSHE lessons in the weeks prior to their exams in core subjects. Year 7 sessions are an introduction to how memory works and how they can use this to help them revise for assessments. Year 8 sessions build on what was covered in Year 7 and give students a wider range of techniques they can use to revise.

Memory and revision sessions occur during Mentor Time for KS4 students. Sessions include: information about how long/short term memory works and how to revise effectively as result of this knowledge; revision/recall activities and strategies; how to create and use a

revision timetable and revision resources available to students. Students in Year 9 have 2 sessions throughout the year and Year 10 have 3 sessions throughout the year with both year groups having a session in the build up to their exam week.

Year 11 have four memory and revision sessions per year with follow up discussions and activities afterwards. Mentor time is also regularly used for revision activities. Students can also have individual or group revision sessions for extra support - this can either be at the request of the student or students identified by teachers or other staff. Year 11 are provided with an online revision booklet which includes strategies for revision, revision timetables and checklists so they know what and how to revise. At the beginning of the year and at the end of the Spring term, videos and resources are shared with parents to encourage them to support their child's revision. Year 11 are surveyed in the Spring term to monitor the impact of the revision support given and to identify those who may need additional support before the final exams.

Summary – Intent of Bassingbourn Village College curriculum

Bassingbourn Village College exists to provide the best quality education for all. A BVC education develops students academically, broadens their experience outside the classroom, teaches character through its core values and prepares them to play a full and effective role in society.

To do this, we make the following assurances:

- We have a fully mapped out curriculum with clear access to SMSC, RSHE, Careers and enrichment activities.
- Departments have identified, and are fully committed to, interleaving and enrichment activities to enliven the curriculum and ensure progression.
- All students have the opportunity to take an EBacc pathway to GCSE level.
- Our curriculum is designed to ensure suitable progression at 16, preparing successful citizens to make a positive contribution to society.
- Our three year KS4 is designed to provide enjoyment and enrichment for students in their chosen subjects. It has been created to allow the students the greatest opportunity for success in their qualifications and to give them a greater understanding of the subject.
- We are committed to a broad and balanced curriculum throughout the college, giving students a wide range of opportunities that are not subject specific. This allows students to continue with interests that lie outside of their qualifications.
- We offer a fair Options process for KS4 courses within the limitations of the college's size and timetable restrictions. The needs of the students are taken into account and the option blocks are designed to give the students a wide choice in terms of academic and vocational courses and subjects.
- We develop our students' literacy and numeracy skills through considered curriculum plans which are delivered in lessons and through the Mentor programme.
- We have put in place strategies to support long term learning through the memory project and the teaching of revision techniques with all year groups. Departments have designed their curriculum to include learning opportunities such as low stakes testing, cumulative assessments and recall activities, so that students can practice the techniques and assist with the retaining of knowledge and skills.
- We will provide time within our curriculum to support the students to develop the best strategies for learning and retaining information that are research led. We provide opportunities for parents and other stakeholders to learn about these strategies, allowing them to support our students at home.

Implementation

The implementation of the BVC curriculum ensures that the strategic intent is put into practice in a way that the students, staff and parents fully experience the greatest opportunities we can offer.

Overview of the curriculum

The curriculum follows the standard National Curriculum subjects for the vast majority of students. When a student has particular learning or medical needs, however, the curriculum may be adapted and personalised to reflect individual need. This may include:

- Learners who are achieving well below national expectations in English and Mathematics.
- Learners who have Education, Health and Care Plans (emotional, social, behaviour, learning).
- Learners identified in consultation with partner schools and through parental interviews.
- Learners whose social and emotional needs make accessing the curriculum difficult.

The adapted curriculum will provide a learning journey that:

- Delivers a flexible curriculum that focuses on the core skills of literacy, numeracy, communication (interpersonal and emotional) with time allocated with the Inclusion Team.
- Provides the necessary support to allow students to be reintegrated into a mainstream pathway when appropriate.
- Provides continuity and familiarity of processes and systems for learners who are less able to deal with change.
- Focuses support for social and emotional development.
- Fosters strong relationships between teachers and students supporting a culture of learning.

Subject Leaders are assigned time with their teams throughout the year to develop the curriculum in line with national developments, the college ethos, and Anglian Learning Framework. The curriculum in each subject area should provide relevant experiences that enhance the learning of the students and Subject Leaders should ensure flexibility in their schemes of learning that allow them to take up opportunities that arise throughout the year. All members of staff are expected to implement the CAT policy. Subject Leaders should be able to evidence and provide documentation that identify strengths, areas to develop, alongside medium term and long term plans with opportunities for interleaving and cumulative assessment. See Appendix 1 for how staff are expected to implement the CAT policy

Vocational vs Academic

As a school we value both vocational and academic courses and they are treated with equivalency. When students choose their Options in Year 8 the blocks are designed to allow students to study all vocational, all academic subjects, or a combination of both to ensure that those more suited to a vocational pathway are not restricted in their choice. We ensure that we offer vocational subjects that cover sport, the Arts, and a range of technology subjects and academic subjects that cover Languages, Geography, History, Computer

Science, as well as the core subjects. Students are not selected to do subjects based on academic ability, with the only restrictions being class size and timetabling.

Number of hours per subject

All students follow a two week timetable and are taught in a combination of 50 and/or 100 minute lessons. The table below shows the number of 50 minute sessions assigned per subject over two weeks of the timetable.

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	10	10	10
Mathematics	8	8	10	10	10
Science	7	7	11	11	11
PE (Core)	5	5	4	4	4
PSHE	3	3	1	1	1
Art	2	3			
Computing	2	2			
Drama	2	2			
Geography	3	4			
History	4	3			
Languages	7	7			
Music	3	2			
RE	2	2			
Technology	4	4			

In Years 9 – 11, the remaining 24 sessions are split evenly between the option courses that the students are following.

Coverage of essential topics

As part of our curriculum planning we have identified essential topics that we feel all students should study, for example the Holocaust, careers, and RSHE. These areas are covered through classroom based activities, PSHE lessons, curriculum days, visiting speakers and performances, and assemblies. Our curriculum is responsive to events happening in the wider world, which can mean theatre company visits and outside speakers may change year on year.

Careers Strategy

We value Careers Education and as such, have embedded it in both our curriculum and calendar. Each year group has a module of careers education taught through PSHE and will experience at least one encounter with employers each year, which is overseen by our

named Careers Leader. Our whole-year group events are organised by Form the Future (a social enterprise linking businesses to schools) and enable our students to experience a range of encounters throughout their time at school. We ensure that the employers that our students interact with come from businesses significant within the local context (research and development, high value engineering and manufacturing, creative industries, pharmaceuticals, agriculture, processing and tourism) and are designed to support the understanding of future opportunities.
Our students also experience Careers Education across all subjects. Employability skills and linking the curriculum to the wider working world are embedded in schemes of learning for all year groups. Our Information, Advice and Guidance (IAG) provision is benchmarked against the Gatsby Indicators, is age related and provides opportunities for students to access external speakers and 'real world' experience of work. All students have the opportunity to go on work place visits through their subjects and/or have a longer internship of up to 10 days with an employer.

Students are given impartial information, advice and guidance about future opportunities for education, employment or training through guidance meetings, PSHE lessons, and workshops with employers. The college works closely with employers, the local sixth form colleges and the local authority to ensure impartiality is maintained, following the latest statutory guidance and allowing students access to information about all opportunities available to them, including technical education and apprenticeships. Students have access to an external independent guidance advisor through our links with Form the Future and the Anglian Learning MAT. The Careers Road Map (Appendix 2) highlights the coverage of this area.

The school has an appointed Careers Leader who is responsible for ensuring that students are supported with becoming independent managers of their own careers, both whilst at school and in the years following. The school will allow access to technical education providers as part of a comprehensive careers strategy and in concordance with the provider agreement (Appendix 3), with a view to encourage students to consider the wide range of opportunities available to minimise the number of students who become classed as not in education, employment or training (NEET).

Events and map

Our students' access to Careers Education is summarised in Appendix 1 (the Careers road map). We cover a range of age appropriate Careers based topics through our PSHE lessons and subject based curriculum that builds throughout the curriculum. We ensure that all students have an employer encounter each year through a progressive programme of events:

- Year 7 – What's My Line? – students investigate what employers do
- Year 8 – Enterprise Day – students design and pitch their own innovation to employers
- Year 9 – Careers Carousel – students visit a range of employers to find out career routes and other information
- Year 10 – Apprenticeships talk – a visiting speaker raises the awareness of Apprenticeships as a progression route for the students
- Year 11 – Post 16 Evening – employers and local educators are invited to an event where both parents and students can ask questions
- Year 11 – Mock interviews – students have an individual mock interview with an employer and gain feedback on their employability skills.

Some events will have a predominantly STEM focus, whilst others will include employers from a much wider range of areas.

Provider Access statement

This statement can be seen in Appendix 3 and describes the process for employers and the full range of education providers to have access to our students.

Role of Enterprise Adviser

We have close links with our allocated Enterprise Adviser, meeting half-termly with the Careers Leader. The Enterprise Adviser uses their knowledge of the local business landscape to support the careers team to develop an effective careers plan and to create opportunities with their business contacts in the area for our students.

Safeguarding, including e-safety /PSHE/Citizenship/Diversity

The PSHE curriculum covers a range of topics, including Relationships and Sex (see Sex and Relationships Education policy), e-safety (see e-safety policy) and other risk taking, economic guidance, work related learning and exam preparation skills. It also provides mental health training for students and covers topics that are essential to help students have an awareness of the world around them. We ensure that the PSHE curriculum covers safeguarding topics in detail and that the students are aware of the college's safeguarding procedures (see Safeguarding policy).

The PSHE curriculum is designed to be responsive to student needs and may feature outside speakers or performances, as relevant to the topics being covered and prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. We regularly undertake surveys with the students and use this feedback to develop the PSHE curriculum further.

RSE/Health Education

RSE and Health Education is covered across the curriculum, but mainly in PSHE, Science, RE and PE. The college follows the statutory guidance for RSE and Health teaching. As part of our mapping of the curriculum we have ensured that all areas of the 2019 statutory guidance are covered, including teaching of LGBTQ+ understanding and knowledge of protected characteristics. The curriculum will be reviewed on a regular basis and updated when appropriate.

British Values

BVC is committed to serving its local community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the college are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The college accepts admissions from all those entitled to an education under British law, including students of all faiths or none. It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

We follow the Government guidance that the key 'British Values' of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are taught in all UK schools, as set out in the 2011 Prevent Strategy. We use strategies to reinforce these values regularly and the examples seen in Appendix 4 show some of the ways that we seek to embed British Values across the curriculum and beyond.

Collective Worship/SMSC/RE

There are opportunities to explore spiritual, cultural and moral aspects of education throughout the curriculum, in both lessons and enrichment activities.

SMSC provision is systematically planned to address the local, national, and global contexts. This provision is reviewed regularly as part of the larger curriculum development and we ensure that students continue to access SMSC opportunities through their entire time at BVC.

Students participate in regular Religious Education lessons throughout Years 7 and 8 and are given the opportunity to study it further for a GCSE qualification. In line with the Anglian Learning policy, we provide opportunities to explore a wide range of beliefs, viewpoints and perspectives, including in whole cohort situations. Assemblies and Mentor time activities give students the opportunity to encompass a spirit of admiration, celebration and respect to people of excellence, worthy of honour and by extension, to concepts, principles and conduct which are worthy of celebration, as examples of the highest achievements of the human spirit. Activities will draw on literature, music, drama, art and other sources of inspiration, providing a focus for thought, inspiration and reflection for students (and staff) whose religious and cultural backgrounds are of any faith or none. Cross curricular links, trips and outside speakers enhance the religious education available to all students throughout their time at the school.

Schemes of Learning

Detailed Schemes of Learning are required in every curriculum subject in all Curriculum Teams. The production of Schemes of Learning is the responsibility of the subject teacher, overseen by the Subject Leaders in conjunction with the Deputy Principal who monitors this process. Schemes of Learning should include details of the knowledge and skills being taught, and the resources that could be used to teach them over a sequence of lessons. They should reflect the key skills and subject specific concepts evident in the National Curriculum.

Alongside Schemes of Learning, departments have a Curriculum Plan which sets out the organisation of the Schemes of Learning, and shows links to careers and assessment plans. They clearly show opportunities for regular revision and revisiting throughout the curriculum. The skills and concepts that underpin the curriculum will be available to students and parents through the school website.

All Schemes of Learning will be subject to regular review by the relevant Subject Leader and updated where appropriate. Copies of Schemes of Learning are centrally stored and accessible by teachers of the subject, and line managers.

Home learning

All students are expected to complete independent learning at home on a regular basis. This independent learning will be set by classroom teachers for their learners via Google

Classrooms and aims to offer students the opportunity to consolidate, extend or correct their learning.

Homework will be set when appropriate and at most once per week. Homework tasks could include:

- Research tasks
- On-line learning platforms e.g Dr Frost, Seneca etc
- Written tasks
- Reading tasks
- Revision activities
- Filling the Gap activities
- Pre-learning and/or preparation before a topic is taught

Home learning will have an appropriate time period for completion set by the teacher and communicated on Google Classrooms. Failure to complete home learning tasks by the deadline set, will result in a sanction. (See Expectations for Learning Policy)

Enrichment of curriculum

We feel that it is important that the BVC curriculum is not just confined to the classroom. We endeavour to provide our students with a range of opportunities and experiences which enhance their curriculum, encourage development of skills and inspire a love of learning. These opportunities can take a number of formats, including trips and visits, outside speakers, enrichment activities, and curriculum days. The College will set aside three calendared days a year as “Curriculum Days” to help facilitate this.

Enrichment activities

We offer students a range of enrichment activities throughout the school day. These are run by the student council and BVC staff members and we ensure that a wide range of interests are covered. After school, the PE department runs a range of sporting activities that are open to students of all abilities. An example of the weekly opportunities available can be seen in Appendix 5.

Outside speakers

In addition to the enrichment clubs which are run by BVC staff, there are a range of opportunities for students to be involved with from outside the school. Departments will offer a range of outside speakers throughout the curriculum, such as those linked to careers or culture, to give the students the opportunity to develop links to the wider world.

Leadership opportunities

Students are encouraged to develop their leadership skills in both formal and informal settings. Our House system naturally fosters an opportunity for leadership for the older students within their Houses and this is demonstrated through being responsible for key activities e.g. helping run charity events. More formal opportunities come from the roles of Subject Ambassador, Head of House, Dance Captain and Sports Captain. These roles are open to all students to apply for, except for the Heads of House which is for Year 11 only.

Students at BVC also engage with a wide variety of outside organisations to help develop their leadership skills, such as NCS, Sports Leaders, World Challenge, and the Duke of

Edinburgh award. We are committed to providing the students access to a number of different ways of enhancing their curriculum and aim to ensure that all students have the opportunity to take part.

Trips and visits, including Curriculum days

Trips and visits should add breadth and depth to the curriculum by extending or enhancing the experiences of students. The college aims to provide a broad programme of trips and visits accessible to all students that develops the cultural, spiritual and social aspects of students' lives and allows students to have experiences they may not otherwise have been able to have.

Trips and visits should allow students the opportunity to enrich their lives and allow them to develop respect for other people and cultures, resilience when faced with challenges and allow them to show responsibility when allowed to explore and discover. Trips and visits can be curriculum based or extra-curricular, varying from international and domestic residential trips, to day trips including visits to the theatre, museums, industry, places of interest and sporting events.

Curriculum Days are intended to give subject areas the opportunity to expand on the Trips and Visits rationale to give students the opportunity to demonstrate the college's core values of resilience, respect and responsibility. Activities on Curriculum Day can vary from further opportunities for trips, visiting speakers, professional visiting companies delivering workshops and themed days to enrich learning. Appendix 5 shows an example of the activities that could take place each year.

Teaching and Learning expectations

The day to day classroom experiences in which our students participate are expected to be of high quality and to support the needs of all learners. This is underpinned by Professional Learning for staff, feedback for the students and a strategic overview of assessment, with a focus on quality first teaching and ensuring that there are no barriers to every student achieving. Teachers should use data to inform their planning and the future delivery of topics. This data can come from a number of sources including: cumulative assessment, independent tasks, low stakes testing or from questioning strategies used in lessons. Teachers will use this data to respond to students' needs, knowledge and understanding in terms of immediate teaching strategies, and longer term plans. Teachers will use planned Spaced Learning to revisit previously taught topics and, where necessary, revisit other topics as required. Students should expect to participate in low stakes tests frequently and be able to identify their own areas of development from them. It is important for both teachers and students to be identifying any gaps or misconceptions on a regular basis so that they can be corrected swiftly and progress made.

Teachers should also identify opportunities to scaffold work to support the learning of all learner groups. Teachers should have a seating plan for each of their teaching groups. They will have a record of each student's target grade, current grade, grade at the start of that academic year, any special educational needs and if they are Pupil Premium (PP), that is available on request.

Appendix 6 shows the key features of Teaching and Learning at Bassingbourn Village College.

Pupil Premium /SEND/Alternative Provision Expectations

All staff at BVC are encouraged to set and maintain high expectations for all students that are appropriately challenging, enabling students' access to a wide range of learning and employment but that also consider students' individual needs. Staff use appropriate assessment to plan challenging work for all groups, including students with SEND/PP and those on the Alternative Provision register. Also, staff should look for opportunities to give additional feedback to Pupil Premium and SEND students to help them make progress and close any gap with their peers. Teachers use a range of adaptive strategies in the classroom to support individuals and groups of learners with barriers to learning to access our curriculum, such as scaffolding, modelling and questioning for understanding. Where a Teaching Assistant is present, they are deployed by the classroom teacher, in the best way to support an individual or a group of learners, helping students to become more independent.

The curriculum for alternative provision is overseen by the Assistant Principal with responsibility for Inclusion, who ensures that all students who cannot access a 25 hour mainstream curriculum have an Individual Alternative Education Plan (IAEP) which is reviewed at least half-termly, or more frequently as identified through IAEP meetings and in conjunction with the individual student, staff, parents and other external professionals. IAEP's are robust and ensure opportunities to improve students' life chances. Provision is tailored in accordance to need, suitably challenging and enables appropriate future pathways.

Professional Learning for staff

All staff are entitled to Professional Learning appropriate to their role and career stage. Completed Professional Learning will address a professional need at either individual, department or Academy level and support the individual in their Appraisal. The Professional Learning programme is personalised for each member of staff and is designed to help develop their pedagogy through department level Teaching and Learning Meetings, Curriculum, Assessment and Teaching Meetings, and other training opportunities. Professional Learning is reflected in the Appraisal process, featuring as part of the success criteria for particular objectives as well as department level need being identified in Department Improvement Plans.

Teaching staff (and cover staff) are able to select from a variety of Professional Learning opportunities delivered either in-house, or by Anglian Learning, specific exam boards or other external providers such as the National College. As well as whole staff training, teaching staff have a disaggregated time to pursue their own professional curiosity in Professional Learning of their own choice.

Early Career Teachers (ECTs) will be registered with Cambridgeshire and follow the Early Career Framework (ECF) provided by Peterborough and Cambridgeshire Teaching Hub. They will be allocated a Mentor and an ECF Tutor and have regular meetings that involve setting targets and reviewing progress against the Teaching Standards. They will receive a reduced timetable. This provision will be for two years in accordance with national guidance

All new teaching staff will attend a brief Induction Course, in which key personnel and policies and procedures are introduced. In addition to this, all teaching staff will benefit from participating in school wide professional learning opportunities, such as:

- Paired lesson observations
- Subject Specific Pedagogy Sessions at department level

All teaching staff have access to a Professional Learning library where appropriate texts to support learning and teaching can be borrowed and web resources are also collated and available through the Google Drive.

Teachers will teach within subject specialisms when possible; however, if a teacher is required to teach outside of their specialism support for learning and teaching is given by:

- Organising department meetings at a time so all teachers of a subject can attend
- Training days give time for PSHE staff to meet as a team
- Book looks take place in all subjects that teachers teach so that support can be given if required
- Lesson observations can take place in non-specialist lessons, to offer support
- Resources for all subjects are stored on Google Drive so that all teaching staff can access Curriculum Plans, Schemes of Learning, and lesson resources. Non-specialist staff are not expected to create lessons from scratch.
- Moderation of assessment takes place in each department area and non-specialist staff will receive feedback on their assessment
- Where possible, non-specialists will be paired with a more experienced specialist teacher to be their first point of contact

Assessment

The aim of assessment is to provide a supportive and positive mechanism that helps students to improve their learning, demonstrate progress and fill the gaps in their learning whilst keeping all stakeholders informed. We are committed to formative assessment and the role it plays in supporting both students and teachers. The assessment model used at BVC is designed to:

- Develop, implement and maintain a clear system, understood by staff, students and parents, which aims to provide high quality information about students
- Maximise students' progress
- Ensure that assessment for learning is an integral part of teaching and learning
- Provide feedback that allows students to recognise the gaps in their learning
- Provide feedback to parents on the progress made by their child through a transparent reporting system

Formative assessment should take place in every lesson, be that through questioning, student work, or low stakes testing. The information gathered should then be used by teachers to inform planning for future lessons, revisiting strategies and possible interventions for individual students. Students may also use the information to help guide their personal learning and revision.

Feedback strategies, including marking and filling the gap (FTG)

Students will receive feedback about their learning regularly, identifying how further progress can be made through formative assessment. Teachers will provide feedback in a manner that is best suited to a particular learning experience and can be aimed at individual, small group or whole class level. It may include:

- Spoken feedback given in the lesson or recorded and posted onto Google
- Written feedback recorded in books, on work or posted on Google
- Peer feedback that could be either spoken or written

Details of each department area's specific feedback plans can be found on the school website.

Summative assessment

Summative assessment is used to evaluate student learning at the end of a module or set of lessons and compared against a set standard. Departments have autonomy over the timing and design of their summative assessment to ensure the best outcomes for the students; however it will take place at least once per term and follow the department assessment plan in the curriculum planning documentation. Summative assessment will be cumulative and not only focus on what has just been taught but will include skills and/or knowledge from earlier in the course. Summative assessment in Years 9, 10 and 11 will receive a Current Working Level in terms of a GCSE equivalent grade. In Year 7 and 8 a raw mark will be given to students but a Current Working Level in terms of a GCSE equivalent grade will be recorded by the teacher to allow student progress to be tracked.

Following a summative assessment, students will be provided with information about how to improve their work and will be offered the opportunity to do so. However, improved work following FTG will not lead to an increased score in the summative assessment.

Where possible feedback will be criteria based which is shared in advance with learners.

Feedback from summative assessments should be used formatively by both students and staff to guide their future planning, revisiting strategies, individual student intervention and student revision areas.

Appendix 7 lists examples of both formative and summative assessment.

Questioning

Teachers will use a number of questioning strategies in lessons to gauge student knowledge and understanding. Cold Calling, where a posed question is answered by a named student, is actively encouraged to help teachers find out about particular levels of understanding and facilitate responsive teaching. It is expected that all students will try to answer questions when asked about their understanding, as this is central to their teacher being able to address misconceptions and support them to make better progress.

Assessment of Learning

Departments will regularly assess the learning of the students as part of their Assessment plan. The assessments will be cumulative in nature and provide an opportunity for students to demonstrate their understanding of key concepts. The data from the assessments should be analysed and used by teachers to identify areas of development to help raise standards.

Assessment should raise standards by:

- Determining what students know and understand
- Identifying the skills that students have acquired
- Diagnosing learning problems and identifying student learning needs
- Monitoring standards and focusing intervention strategies
- Providing challenge for all students
- Checking learning objectives against learning outcomes
- Acting as a feedback mechanism for curriculum development

Effective assessment allows the student to:

- Experience successful learning
- Access curriculum related criteria that are known and understood in advance
- Analyse their own learning and understand what needs to be improved
- Synthesise and apply their learning in addition to recalling facts
- Understand what they need to do to improve
- Improve their learning
- Express different points of view and interpretations
- Be responsible for their own learning
- Perform at a higher level when challenged

Assessment Calendar

The Assessment Calendar is set each year by the Deputy Principal and agreed by the Leadership Team. This sets the deadlines and dates for Target Setting, Data Points, Year Group Exams and Parent Evenings. The rationale for each of these is set out in the Assessment Calendar and corresponds with the principles laid out in this policy.

Target Setting

When target setting, our staff follow the guidance below:

- It is expected that the majority of students will make at least three GCSE grades progress from the beginning of Year 7 to the end of Year 11.
- However, higher entry students statistically make more progress and this is reflected in the target setting grid that is based on percentile placing of students after Key Stage 2 tests and the expected percentile placing of the GCSEs.
- It is expected that all students will make at least 1 grade progress between Year 7 and Year 8.
- Subject leaders will lead the setting of these targets within teams and Line Managers will discuss the targets set at line management meetings. Once the targets set have been agreed by the Principal and the Leadership team they will be presented to Governors

Targets should be set taking account of:

- Reading and Mathematics Year 6 SAT test scores
- Entry scores, that would give a student expected progress from years 9-11
- Scores from CAT Tests sat early in Year 7
- Progress made each year by students
- The probability that the student will make at least 3 grades of progress whilst at the College
- There will be only one target set by the teacher which will be used for class, subject and whole school analysis and will be shared with the student and parents.
- Targets should be challenging but also achievable

Targets Year 7 and 8

Teachers will give Year 7 students a target based on their GCSE entry score for English and Maths based on their Key Stage 2 SATS and CAT Score. A student's entry GCSE score is established by using the table below. Other subjects can establish an entry grade for their subject by setting a baseline assessment. Any subject that does not do a baseline assessment should use the combined English and Maths entry grade to establish the entry level grade. Targets should then be set using the entry score and the target grid which is

based on the flight-path set out for each entry grade. This will always be a minimum of one grade but may be higher for students who are top of their range (see Appendix 8).

These targets will be used by teachers only to track progress and will not be shared with students and parents.

KS2 Scaled Score	Entry Grade
80	0.2
81-86	0.5
87-91	0.8
92-96	1.2
97-100	1.5
101-104	1.8
105	2.2
106-109	2.5
110 -113	2.8
114-117	3.2
118-119	3.5
120	3.8

Targets – Year 9

There is an expectation that students should make at least 0.6 grade's progress in Year 9. Students will have targets set using:

- End of Year 8 Grade
- Reading and Mathematics Year 6 SAT scaled scores
- The target points set by the DfE based on entry scores, that would give a student expected progress
- Flight-path expected progress based on grade achieved at the end of Year 8

These targets will be shared with both students and parents.

Targets – Year 10 to 11

The target set in Year 10 will be a two year target and reflect the expected level the student will reach in their public examinations at the end of Year 11. This can be re-calculated at the start of Year 11 if a student has exceeded or not met the expected progress during Year 10.

Year 10 and 11 students will have targets set using:

- End of Year 9 Grade
- Progress 8 target score based on the fine level grade determined by students Key Stage 2 Tests. This score reflects the expected progress a student should make. Where the fine grade is above .5 the target should be rounded up, below .5 should be rounded down

- Target Setting Grid that estimates the probability of which grade the student will achieve

All of the criteria above should be considered along with the professional judgement to establish the target grade. The target should be challenging but achievable. The target set by the teacher will be used for class, subject and whole school analysis and will be shared with the student and parents.

Recording of Targets

Targets are produced for all students by a date determined annually in that year's Assessment Calendar and recorded on Progresso. In Year 7 these will be completed by the end of December to allow subjects to give a baseline test where appropriate.

Data Point Reporting

The progress of students is tracked by Data Points which show the current working level of the student based upon cumulative assessment. The current working level should be based on assessment pieces, devised by, and standardised within, teams to match relevant assessment objectives from exam board specifications. This should include all assessments taken to that point – not just the last assessment taken. These assessments will be identified within the subject area's Schemes of Learning and Curriculum Plans

Year 7 and 8

Teachers should use the Current Working Level, established through assessment, and compare this to the unreported target set to inform parents one of the following:

- Student making above expected progress
- Student making expected progress
- Student making below expected progress

This should be a reflection of where the student's work currently stands. For example if the target set for the end of Year 8 is 2.5 (based on an entry score of 1.5) and at the end of Year 7 the student is achieving 2.2 then a judgement of "Student making expected progress" would be appropriate.

Year 9, 10 and 11

Grades will be fine graded

- .2 Grades will be given to a student where the teacher feels there is a chance they will gain that grade but there is a chance they may fall to the grade below.
- .5 Grades will be given where the teacher feels very confident that the student will gain that grade
- .8 Grades will be given where the teacher feels sure the student will gain that grade and may in fact achieve the next grade up

There will be two Data Points for all year groups that will report Current Working Level.

The student's grades will be recorded on Progresso. The dates of the Data Points will be identified annually in the College Calendar and parents will be informed of these dates at the start of the academic year.

Learning Skills

In addition to reporting current working levels to parents, teachers will also give students a Learning Skills grade which reflects their attitude for learning as follows:

Effort Descriptor	Criteria
Excellent	The student is making exemplary effort
Good	The student is making good effort
Minor Cause for Concern	There are some concerns about the lack of effort
Major Cause for Concern	We are concerned about the lack of effort

Tracking of Data

Subject Leaders are responsible for ensuring that their team records the progress of each student in a format that allows access to all members of the department and should include the Target Grade for reference.

Data produced by teachers about the progress of the students they teach should be recorded in line with departmental expectations using the relevant grading system. When completing Data Points teachers should take entry scores and cumulative assessment grades into account.

Written Reports

In addition, all students will receive an annual worded report from each curriculum area, with their final data point, indicating areas of strength and areas for improvement called WWW (What went well) and EBI (Even better if).

Parental Engagement

Each year group will have one Parents' Evening a year, which is planned in conjunction with the Assessment Calendar. We also have a range of events where parents are invited in to school to be actively involved with the student experience. These events are associated with key aspects of curriculum and can change each year, dependent on the needs of the cohort. These include Year 8 Options Evening and the Year 11 post BVC evening.

Year Group Exams

Every year group will have the opportunity to experience formal exams held in conditions that will give them practice for their final public examinations. The examination weeks will be identified annually on the Assessment Calendar.

- Year 7 will have examinations in English, Maths and Science, held in their classrooms.
- Year 8 will have examinations in English, Maths and Science, held in the same venues as the public examinations. Other subject areas will have the option of setting an examination in the exam week, held in classrooms

- Year 9 will have a practice exam period covering core and some option subjects. These will be held in the same venues as the public examinations.
- Year 10 will have examinations in all subjects, including practical subjects held in a two week period. These will be held in the same venue as the public examinations
- Year 11 will have practice examinations in all subjects and will be held in a two week period. These will be held in the same venue as the public examinations.

Groupings of Students

In Year 7, the students are split according to their combined English and Maths SAT scores, and information gathered from their primary schools, into two populations. Across the two populations there is an even spread of ability organised into 5 teaching groups. In English and Maths, where possible, they are set into 6 groups and in Maths organised in attainment groupings.

In Year 8, the students stay in their established population from year 7, although movement between groups can be expected.

In Years 9 - 11, the year group will be placed in numerical order based on their combined English and Maths grades at the end of the academic year. This will be used to form the basis of an upper and lower population. The Deputy Principals will meet to discuss students who may be particularly strong (or weak) in one discipline and if they should be placed in a different population to reflect this strength (weakness). Once the populations have been established the lists will be sent to the Subject Leaders for English, Maths and Science. They will then set groups for their subjects based on these populations.

Changing Groups

Group changes within a population can only take place with the agreement of all relevant Subject Leaders and the Deputy Principals. If a change of population is required, this will be done through discussion with, and must have the agreement of, the Deputy Principals. Changes made for safeguarding reasons will only take place in exceptional circumstances and within the half year group the students are in. Changes to Options groups can only take place up to the last teaching day in September of Year 9 and must have the agreement of the Subject Leader gaining the student, the Year 9 Achievement Leader and the Deputy Principals. However, in extenuating circumstances individual cases regarding changing option choices, will be reviewed, later than this date, by the relevant members of the Senior Leadership Team and decisions will be made in the best interests of the student, and the resources that are available.

Pastoral systems

BVC values the pastoral responsibilities it has towards its students. Each student is assigned to a Mentor group with a Mentor who is responsible for the pastoral needs of the student. The Mentors are supported by Achievement Leaders who have responsibilities for particular year groups.

Mentoring Rationale

BVC is committed to ensure all students are part of a Mentor Group to engender a community atmosphere. Students attend mentor time once a day and take part in a range of

activities to support and develop the school aims. Our mentoring programme provides opportunities for students to develop a love of reading, improve literacy and numeracy skills, discuss and debate current affairs and 'big topics' and also engage in inter-house activities and therefore encourages more students to be actively involved in the many different aspects of school life. We aim to ensure that all students can positively and respectively engage with and learn from each other, irrespective of their age, gender, ethnicity or race.

Joining BVC in Y7

Students from a range of primary schools, from both in and out of catchment, will join BVC in Year 7. In preparation for this progression, Year 5 students from our feeder primary schools (Bassingbourn, Guilden Morden, Petersfield, and Steeple Morden) spend two days at BVC in the Summer term, experiencing what lessons are like. This is followed by the opportunity to visit the school for Open Evening and Open Days.

After Year 6 have been informed of their placement, the Progression programme starts for all students. Key staff from BVC will meet with primary staff to transfer information. Students are then assigned Mentor groups and teaching groups using this information, alongside the KS2 SATs scores. Additionally, those students starting in September of Year 7 are invited to progression days at the end of the summer term, where they will meet their Mentor, Achievement Leader and be treated as a BVC student. As a further aid to progression, the first day in September is a Year 7 only day.

Joining BVC in Y8-11

Students who join BVC outside of the normal progression point will have an initial meeting with a member of our Pastoral Support Team. This meeting will include a tour of the school, a Reading Age test, and a discussion to ensure that any questions have been answered. Students are assigned a buddy, whose timetable they will follow for the first two weeks. After this point, any necessary adjustments to their timetable are made. During this induction period our Pastoral Support Team makes regular visits to the student's lessons and meets with the student to solve any issues that may arise. Students joining in Year 9 – 11 will be advised on the availability of qualification courses. Whilst we will endeavour to allow students to carry on with subjects that they have previously been studying, this may not always be possible. Support will be offered, through work assigned on Google Classrooms and personalised intervention, to students to ensure that any gaps are filled in the qualification subjects they end up taking.

Progression at Y11

At the end of their time at BVC, Year 11 students will progress on to a range of different destinations. Most students will either move onto an apprenticeship, employment, or attend one of the ten Cambridgeshire post 16 institutions; Bishops Laney, CAST, Comberton, COWA, CRC, Hills Road, Impington, Long Road, Parkside, and the Trust sixth form Oakes College. Students will use the MyChoice@16 system to apply for their post 16 destinations, guided by their Mentors and the senior team to the most appropriate pathway. Students are supported through the progression by mock interviews, guidance meetings and welcome events and are informed of successful applications by Easter. Support is available on Results Day and the weeks following for those students who are unsuccessful in achieving their intended placements.

Summary – Implementation of the Bassingbourn Village College curriculum

The implementation of the BVC curriculum ensures that the strategic intent is put into practice in a way that the students, staff and parents fully experience the greatest opportunities we can offer.

To do this, we make the following assurances:

- Most students will follow the set curriculum, though it may be adapted to meet the particular learning or medical needs of an individual student. This may include developing an Individual Alternative Education Plan (IAEP) which is reviewed every 6 weeks in conjunction with the individual student, staff, parents and other external professionals.
- Subject leaders are given time to develop the curriculum with the latest research and opportunities. The curriculum is regularly reviewed to provide chances for the students to have experiences that enrich their learning and ensure that the teaching is relevant and up to date. Staff use appropriate assessment to plan challenging work for all groups, including students with SEND/PP.
- Subject leaders regularly review and evaluate their curriculum documentation to ensure that they can identify current strengths and areas of development leading to professional learning for their staff. Departments should have long term and medium term plans centrally available for use.
- We are committed to both vocational and academic pathways, ensuring that the Options pathways allow for either route to be taken. We understand that some students prefer to have a vocational opportunity alongside traditionally academic subjects, therefore we ensure that these opportunities are available.
- We ensure that essential topics, such as the Holocaust, Careers, and RSHE, are covered through classroom based activities, PSHE lessons, curriculum days, visiting speakers and performances, and assemblies. Our curriculum is responsive to events happening the wider world with a view to make our students global citizens. The curriculum provides opportunities for SMSC and RE in all year groups.
- We have a fully mapped careers strategy to allow the students the opportunity to develop their understanding of a wide range of careers, through lessons, visits and visitors. They have access to employers on a regular basis and we are committed to ensuring they receive impartial advice and guidance to allow future career paths to be developed. We work with a wide range of institutions to allow the students to be aware of all the opportunities available to them. We aim for a zero NEET figure each year.
- Our PSHE curriculum is responsive to the needs of our students, using feedback from them and events in the wider world to develop the curriculum. It ensures the students receive the statutory teaching on RSHE, British Values, Careers, diversity and safeguarding. We are committed to keeping up to date with the latest information to ensure that our students are prepared for their life outside college.
- We believe it is important that students experience a wide range of opportunities and have a programme of enrichment activities that they can take part in, both during curriculum time and at other points in the school day. We endeavour to cover as wide a range of interests as possible and activities include: trips and visits, Curriculum days, lunchtime activities, visiting speakers, and after-school clubs. We fully engage with outside institutions, such as NCS, World Challenge, and Duke of Edinburgh, to ensure our students experience activities outside of the local area.

- We believe that independent learning at home is an important part of consolidating a student's knowledge and understanding. Students are set homework on a regular basis, aiming to offer students the opportunity to consolidate, extend or correct their learning.
- Student work is marked on a regular basis and students are given feedback in a variety of ways. Students complete 'Filling the Gaps' learning activities in relation to the feedback they are given
- Our staff take part in regular professional learning, both in school and through external providers. Professional learning is based on areas identified by the individual staff member or through lesson observations and work scrutiny
- Non-specialist staff are supported through professional learning and access to department resources, including schemes of learning created by subject specialists
- Our systems for assessing the students and communicating this information to all stakeholders are robust, timely and used to assist the progression of the students. Assessments are mapped out in a 5 year plan at both year group and department level to ensure regular feedback on progress and to allow the students to participate in suitable cumulative assessment.
- We use fine grading to be able to track the students' progress and departments work with the students to ensure that they understand how to progress further.
- Our students and staff engage in our mentoring system, where students from mixed houses come together to complete activities and mentoring.
- Students arriving at the college will experience a progression programme dependent on their time of arrival. All students have an induction period, where they are introduced to the aims of the college and advised on where they can get any support needed. They are assigned a Mentor who is their primary contact throughout their time at the college.
- All students are supported in applying for their post 16 endeavours. Students are provided with accurate advice and guidance to ensure appropriate choices are made and they can be successful in their chosen pathways.
- Information evenings for parents and other stake holders are held at key points during a student's time at BVC. These evenings can consist of key information, such as post 16 progression, or outside speakers developing key strategies, such as the memory project.

Impact

The curriculum and wider opportunities are reviewed on a regular basis to ensure that they are meeting the needs of all stakeholders. The processes used are robust and follow clear guidelines to ensure that the college is providing the best education possible.

The BVC student

The greatest impact of the curriculum at BVC can be seen in the behaviour and attitude of our students. A BVC student is expected to take the opportunity to fulfil their academic potential and explore the chances they are given outside the classroom. They demonstrate the college aims of respect, resilience, and responsibility through everything they do and take pride in the college they attend. Our students are healthy, happy, young people who know how to keep themselves and others safe, showing kindness and tolerance to others whilst embracing their individuality.

Destinations – expectations of post 16

The curriculum allows students to develop detailed knowledge and skills and, as a result, achieve well. This allows our students to be ready for the next stage of education, employment or training, gaining qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.

All students are expected to have a suitable placement to start by the September after they leave BVC. This can be education, most likely at one of the ten post 16 institutions in the area, employment, or training / apprenticeships. Students are encouraged to investigate a range of possible destinations and as a school, we are supportive of students applying to any suitable destination they are qualified for, including those out of the local area or abroad. We are consistently below the national average for NEETs by ensuring that our guidance is independent and leads to appropriate outcomes for each student. We track the students through information provided by the post 16 institutions and we continue to offer guidance and support to students after they have left us.

Teaching and Learning Quality Assurance

The teaching and learning experiences at BVC are regularly monitored through a wide range of strategies. They include data collection, peer review, improvement plans, line management, and appraisal.

Data Point Analysis and Subject Review

The member of the leadership team responsible for assessment and data will provide an initial report to the rest of the leadership team. The leadership team will then meet with the subject leaders they line manage and address any concerns raised by the initial report. Subject Leaders will use this information to identify the students who are not making the progress expected and to liaise with the subject leader to ascertain reasons for this and to establish what strategies have been and will be employed to enhance the student's performance. Proposed actions agreed at these meetings will be shared at the leadership meeting two weeks after the initial report. At this meeting the Leadership Team will address questions posed by the Governing Body in advance of their meeting.

V Groups and RAP Meetings

At each Year 11 Data Point the member of the leadership team responsible for data collection will form V groups. These are students who are comfortably passing one of English and Maths but not passing the other. Subject Leaders will meet regularly with the Deputy Principal who line-manages them to establish the progress being made by the students, to fill the identified gaps and to further establish the interventions or strategies planned. Progress of these students will be reported to Leadership Team meetings when Year 11 progress is being discussed.

Year 11 Summer Exam Analysis

The member of the leadership team responsible for assessment and data will provide an initial report to the Principal on the day the college receives the GCSE and V-Cert results. These will be shared with the rest of the leadership team shortly after. Subject Leaders will be sent a Review Form to complete that will focus on identifying units and papers that were completed well (or not). On completion of these forms the leadership team will meet with the subject leaders they line manage and address any concerns highlighted. A report will be sent to the Governing Body with an invitation to forward any questions they have about the results. The Leadership team will use the review form and answers gained from their line management meetings to address these questions in advance of the Governors meeting.

Attendance and Behaviour reviews

BVC continues to recognise that exemplary school attendance and behaviour leads to the best outcomes and therefore this data is reviewed in conjunction with attainment data through daily behaviour reports and through fortnightly line management meetings. Concerns are identified and action plans are agreed to prevent barriers to learning.

Lesson observations

All teaching staff are observed during the academic year, as set in the college calendar. Lesson observations are developmental and are completed in pairs by the teaching staff, where possible. Line managers are expected to observe the teachers they line manage once during the year. Teaching staff are able to choose which class they are observed with and the focus for the observers. The focus area of the observation should support a teacher's own professional learning and development. The teaching being observed has agency over how this process further develops their pedagogy and practice.

Book Looks

Book Looks take place termly and are carried out by the leader of that particular subject area, usually the Head of Department. Heads of Department will use this opportunity to identify that curriculum plans are being followed as well as identifying areas of good practice in terms of feedback, low stakes testing and adaptive teaching. Heads of Department will use this information to feed into their Strengths of the department document, or to identify areas for development. This will be used directly in CAT and T&L meetings to help support the department or individuals to improve and make progress on areas in their Improvement Plan. Book looks will help Heads of Department understand the experience that their learners are having. Book looks should include books of students with SEND and who receive PP.

Information Gathering

Members of the leadership team and middle leaders take the opportunity to visit classrooms on a scheduled basis. On these visits, they make note of specific strategies and techniques that are seen - both whole school focus strategies being practised as well as subject specific strategies selected by Heads of Department in advance - on a live document. The recorded strategies are known by staff. Heads of Departments have access to these live records, which help them to identify strengths and areas for further development. This information is used to support development agenda items in CAT and T&L department meetings, as well as being used to evaluate whole school teaching and learning development and areas that require further development.

Curriculum Quality Assurance

Curriculum QA takes place through department meetings and curriculum discussions with Line Managers, This is accompanied by Curriculum Planning Reviews with the Senior Team and Trust Peer Review Days. Areas of development identified will then feed into department improvement plans.

Strengths and improvement documentation

Subject Leaders must have a series of documentation that evidence how they have evaluated the curriculum and teaching and learning that occur in their department, assuring that the quality is high. Subject leaders should use book looks, lesson observation and Information Gathering data and progress data from cumulative assessments and data points to identify the strengths of their department and identify areas of development. These areas should then be linked into professional learning delivered by internal and external providers, and supported through regular Teaching and Learning and CAT Meetings.

Both the strengths document and Department Improvement plan should be regularly updated by the Subject Leader and shared with their departments. The documents should also be regularly reviewed and discussed with the department's Line Manager to ensure that support can be given where necessary.

Line management

All members of staff are assigned a Line Manager who supports their work. In the case of teaching staff, their Line Manager in most cases will be their Subject Leader, whilst those members of staff with areas of responsibility are supported by a member of the Leadership team.

Line Management meetings will be on a regular basis to provide support and guidance, quality assurance and to ensure the Leadership Team have an accurate overview of the progress of students and how departments are developing their curriculum and teaching and learning.

Appraisal

The Appraisal process follows guidance from the Anglian Learning Trust and occurs on an annual basis. All staff members take part in a process that features target setting, mid-term review and end of year review and are, in general, appraised by their Line Manager. The dates by which the different stages of the process must occur are stated on the college calendar at the beginning of the year. Appraisal is a development process. Teachers have agency over their objectives to support their own personal improvement of pedagogy and practice. Objectives help drive forward whole school and department improvement plans, curriculum developments and support student learning.

CAT Policy implementation

The Leadership Team are responsible for ensuring that the CAT Policy is implemented across the school and that departments are following the guidance as stated. The Leadership Team will take part in activities that quality assure the curriculum documentation, including assessment plans, book looks and schemes of learning, are of the appropriate standard and represent the experiences of all students.

Aspects of the CAT Policy will appear on the agenda for Leadership Team meetings on a regular basis and will be evaluated for effectiveness. Where the effectiveness is below expected, practice and the Policy will be reviewed to ensure consistently high standards across the school are delivered.

Governance overview

Bassingbourn Village College is a member of the Anglian Learning multi academy trust, working with like-minded schools, leaders and teachers, to make a difference to the lives of our young people. Bassingbourn Village College's governing body works to be a strategic, critical friend, supporting the work of the school staff.

The Principal meets regularly with both the Chair of Governors and the Deputy CEO of Anglian Learning Trust and the Leadership Team meet throughout the year with their link governors. The Leadership Team attend the calendared Governors meetings to provide them with updates on a half termly basis.

Summary – Impact of Bassingbourn Village College curriculum

It is important that the curriculum and wider opportunities are reviewed on a regular basis to ensure that they are meeting the needs of all stakeholders. The processes used are robust and follow clear guidelines to ensure that the college is providing the best education possible.

To do this, we make the following assurances:

- BVC students will be a product of their curriculum, demonstrating the core aims of respect, resilience, and responsibility in their attitude to their education and wider life.
- Students will be supported in their post-Bassingbourn endeavours. They will be tracked to ensure that they are completing suitable pathways and given additional support where necessary. The college has a goal of zero NEET students each year and ensures systems in place to assist with this.
- All data points will be analysed by team leaders, Achievement Leaders, and the Leadership team. Intervention will be put in place for those students who are not progressing at the expected rate or who are at risk of underachieving.
- A thorough exam review is completed after each set of public examinations. The analysis from this review feeds into the improvement plan for each department.
- Attendance and behaviour data is reviewed weekly and strategies implemented by the relevant Achievement Leaders where necessary.
- Lesson observations take place twice a year per teacher and have a developmental focus. Observations are completed by pairs of the teaching staff. The teacher being observed identifies their areas of strength and development and selects the improvements that will be made following discussion after the lesson with the observers.
- Book looks take place on a termly basis. Book look feedback is given to all members of staff and is used by Subject Leaders to identify strengths and areas for development in their departments.
- Information Gathering is regular and scheduled. The information being collected is known and used to support individual teacher, departmental and whole school improvement.
- Subject Leaders are responsible for ensuring their curriculum documents, including curriculum plans, assessment plans, identification of strengths and the department improvement plan are up to date and reviewed regularly. The Leadership team will review these documents periodically and ensure that departments take part in regular quality assurance activities.
- All members of staff are overseen by a line manager, who should have a balanced focus of support and accountability. Line management meetings should take place on a regular basis and will be used to discuss curriculum development, professional learning and student progress, amongst other relevant topics
- All members of staff are subject to the annual appraisal process, which has been developed in line with Anglian Learning guidance. This is a developmental process and is used to improve individual pedagogy and practice. It is used to support department and whole school improvement plans, curriculum development and student learning.
- The curriculum at the college is overseen by the governing body and the Anglian Learning Trust. Regular meetings occur to ensure that the governing body is fully informed of college strategies and given the opportunity to quality assure the processes that take place.

Appendix 1 - Implementing the CAT Policy at Department Level

In order to enact the terms of the CAT policy, the following documentation should be shared by the Subject Leader with all teachers within their departments, be accessible to Line Managers by being centrally stored, and updated regularly to ensure that information is current:

1. A course outline / overview of the year for each of Years 7 and 8 and the qualification course in accessible language for the students
2. Long term plans set out by half terms with revisiting shown, taught areas linked to Assessment Objectives, and opportunities for memory and revisiting identified. The Y7 & 8 curriculum is set out with links to the Year 9-11 qualification course. Opportunities for enrichment, careers activities, and literacy and numeracy development are highlighted
3. Mid-Term plans / Schemes of Learning for individual topics and units, which give a clear sense of what content is to be covered and when it is to be covered by.
4. An Assessment plan which shows (for each year group) when standardised formative and summative assessments should take place with identification of the cumulative skills and knowledge being assessed
5. A department based Strengths document which uses exam results, work scrutiny, lesson observations and other review data to identify the strengths
6. An improvement plan which shows area of further development with dates for completion and links to areas identified in the subject reviews completed after exams and data points

To assist with non-specialist teaching it is recommended for departments to ensure a set of standardised high quality resources for students, including:

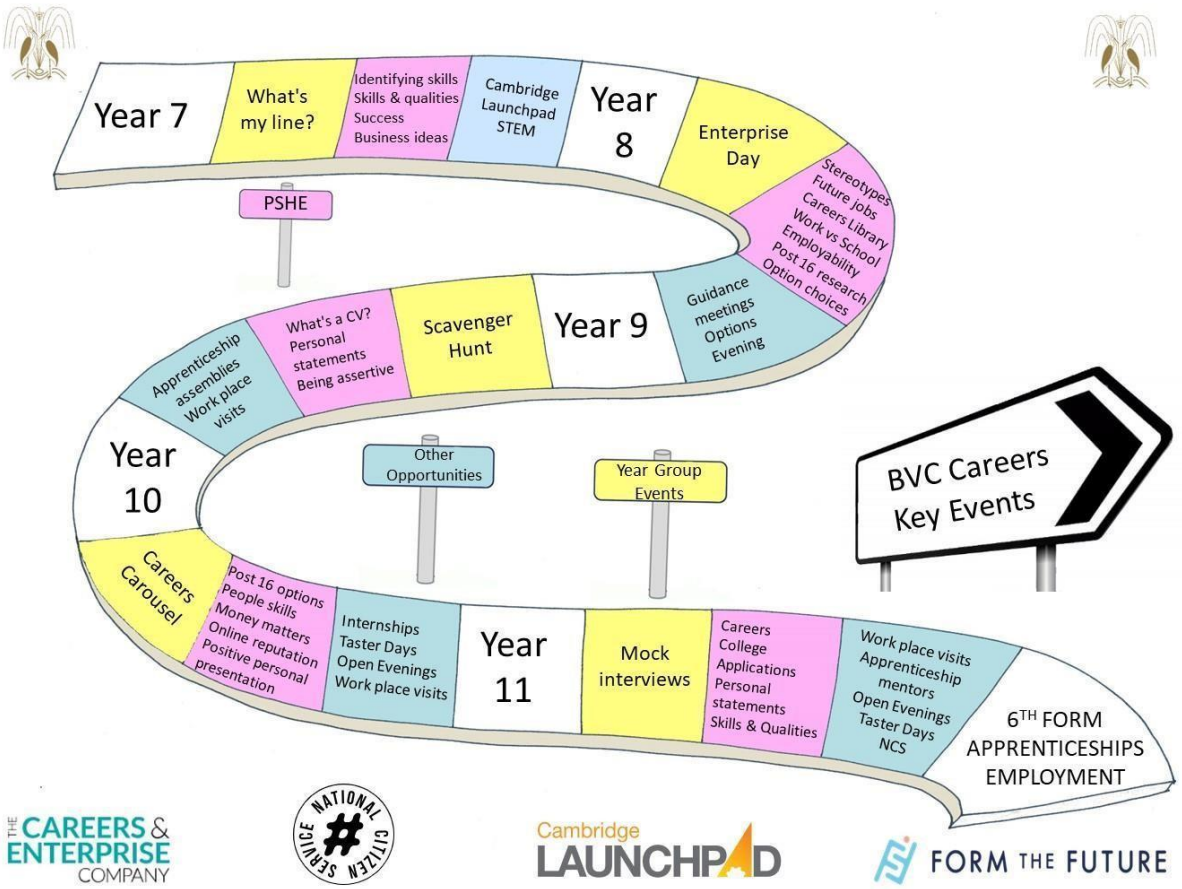
- Specified banks of relevant and powerful knowledge (likely to be through an identified textbook, knowledge organisers)
- Specified lists of rich and high quality subject specific language which students are taught in order to apply knowledge
- Standardised model answers at various different levels, along with guidance as to how to use them in class
- Standardised formative assessments (likely to be low stakes knowledge quizzes, mid-term tests / quizzes / interim assessments)
- Standardised summative assessments (likely to be longer assessments, such as essays, end of unit tests, trial exam papers)

Subject Leaders should review their curriculum plans with their Line Manager on a regular basis and are responsible for keeping their Improvement Plan and Strengths document up to date. Subject Leaders should be able to show the evidence that supports their conclusions and have a clear overview of the current status of their curriculum and any developmental work.

All members of staff are expected to follow the CAT policy and use the documentation provided by their Subject Leaders to ensure Teaching and Learning is effective and consistent across the department and the college.

Appendix 2 – Careers Road map

Below shows the opportunities students have throughout the college to develop their understanding of careers. In addition to this, subjects have got careers based learning embedded in their schemes of learning and relate their teaching to the wider world of work. The precise careers event may change due to availability from Form the Future.



Appendix 3 - Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997. This statement also forms part of the school's wider Curriculum policy.

Student entitlement

Students in years 8-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Rebecca Hields, Assistant Principal (Transition & Curriculum). Depending on the type of request, the provider's information may be passed on to Form the Future (https://www.formthefuture.org.uk/), the company that organises many of the larger careers events held in school.

Telephone: 01763 242344; Email: rhields@bassingbournvc.org

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents:

	Autumn Term	Spring Term	Summer Term
Year 8	Enterprise activity Careers workshops	Options events Subject group opportunities Careers workshops	Life skills – assembly and subject group Careers workshops

	Autumn Term	Spring Term	Summer Term
Year 9	Careers Carousel event with providers and employers Careers workshops	Careers workshops Subject group opportunities	Life skills – assembly and subject group opportunities Careers workshops
Year 10	Careers workshops Subject group opportunities	Life skills – CV writing Apprenticeships Talk Careers workshops	Post 16 taster sessions Careers workshops Subject group opportunities
Year 11	Post 16 evening Post 16 taster sessions	Mock interviews	

Please speak to our named Careers Leader to identify the most suitable opportunity for you.

The school policy on safeguarding (http://www.bassingbournvc.net/parents/policies/) sets out the school's approach to allowing providers into school as visitors to talk to our students.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Library in the Hive. The Hive is available to all students at lunch and break times.

Approval and review

Approved on: by LGB Next review:

Signed: Chair of Governors Head teacher

Appendix 4 – British Values

Bassingbourn Village College is committed to serving its local community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The school accepts admissions from all those entitled to an education under British law, including students of all faiths or none. It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.
The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The Government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

Bassingbourn Village College uses strategies to reinforce these values regularly and the examples that follow show some of the ways that we seek to embed British Values across the curriculum and beyond.

Democracy
At Bassingbourn Village College we have a thriving group of College Captains, who represent each of the Colleges across the school. This ensures that the student voice is heard and other students know who to talk to if any problems arise. We invite outside speakers to discuss democracy with the students and hold mock elections with our students to replicate the British electoral system.
The principle of democracy is also explored the History and RE curriculum, as well as in Mentor time and assemblies.

The rule of law
The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced throughout the school. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Students are taught the rules and expectations of the school, which are highlighted in the student code of conduct and the Expectations for Learning policy, and these are echoed through Mentor time, PSHE lessons and visits from authorities such as the Fire Service.

Individual liberty
Within the school, students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. We educate and provide boundaries for our students to be able to make choices safely through an empowering education, including lessons and assemblies on E-safety and year group specific PSHE lessons. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely. Whether it is

through choice of challenge, of how they record, of participation in our wide range of extracurricular activities; our students are given the freedom to make choices.

Mutual respect
Bassingbourn Village College has a culture of mutual respect between all members of the school community. Respect and supportiveness feature as key elements of the college ethos, which is used to support staff and students in their behaviour and attitude and to help maintain a positive college culture of success. We have a robust anti-bullying culture and we ensure that all students are aware of what respect means. Our school community allows students to interact with a range of different age groups, and mentor time enables effective mentoring to take place.

All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.

Tolerance of those with different faiths and beliefs.
The key value of respect ensures tolerance of those who have different faiths, cultures and beliefs. Bassingbourn Village College enhances students' understanding of different faiths, cultures and beliefs through RE, assemblies, visits and visitors and the wider curriculum. The RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures. We equip the students with the ability to understand their place in a culturally diverse society and aim to promote the understanding and appreciation of different faiths and cultures both within our school and the wider world. We actively promote courtesy and good manners towards all, and actively monitor and tackle all forms of bullying and harassment, including cyber bullying, prejudice-based bullying related to appearance, SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment.

With our coverage of SMSC throughout the curriculum, Bassingbourn Village College strives to ensure that our students leave with a strong foundation of values upon which to make a successful contribution to our society and build a fulfilling life.

Appendix 5 – Enrichment opportunities

All clubs mentioned below are a sample of what is offered. Activities change dependent on cohort, demand, and time of the year

Lunch time clubs

Sports clubs	Lego
STEM	Board games
Maths support	Chess
Literacy support	Book Club
Activities in the Hive	101 things…

After school sports clubs

MONDAY	TABLE TENNIS – ALL YEARS (STUDIO) 9, 10 & 11 – VOLLEYBALL (S.HALL)
TUESDAY	7 & 8 FOOTBALL (FIELD – BOOTS REQUIRED) 9, 10 & 11 – NETBALL – (S.HALL & ASTRO)
WEDNESDAY	FIXTURES BADMINTON – YEAR 7 & 8 (S.HALL)
THURSDAY	9, 10 & 11 – FOOTBALL (FIELD – BOOTS REQUIRED) 7 & 8 – DODGEBALL (STUDIO) 7 & 8 – NETBALL (S.HALL & ASTRO)
FRIDAY	9, 10 & 11 – BADMINTON (S.HALL)

Curriculum Days

An example of how the Curriculum Days could be assigned across the departments. This will change dependent on the needs of the cohort and the impact of current events. Curriculum days may also be used by the Pastoral staff to enhance social skills.

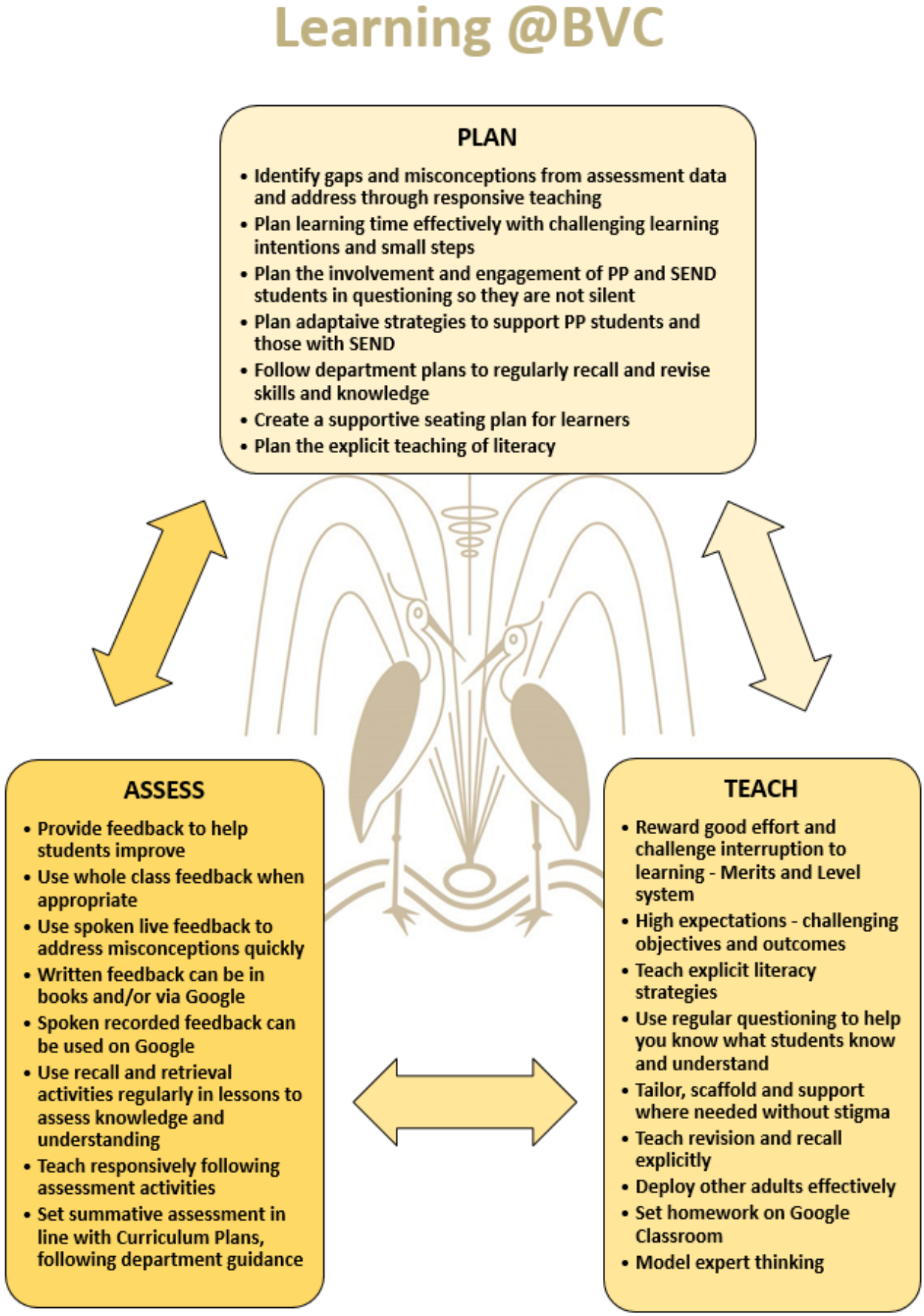
	Year 7	Year 8	Year 9	Year 10	Year 11
November	Languages & Culture	STEM	Creative trip / First Aid	The Holocaust	PSHE – Life beyond BVC
February	PE / Technology	Creative Arts	STEM	Languages	Humanities/ RE
March	PSHE	PE / Technology	Humanities / RE	STEM	Creative Arts

Trips and Visits

In addition to curriculum and Careers based day trips, the following trips could feature, dependent on cohort, demand, availability. Not all trips on the list will run and other trips may be added to the list:

Year 7	Team-building day trip
Year 8	French Trip
	French Exchange
	Spanish Exchange
	Geography trip to Hunstanton
Year 9	Pompeii
	French Exchange
	Spanish Exchange
Year 10	Pompeii
	French Exchange
	Spanish Exchange
	College Taster Days
Year 11	Berlin / WWI Battlefields (alternate years)
	French Exchange
	Well-being trip

Appendix 6 - Teaching and learning diagram



Appendix 7 – Assessment examples

Formative assessment – should happen in some format during every lesson in a way best suited for the subject.

Examples of Formative Assessment that could be used:

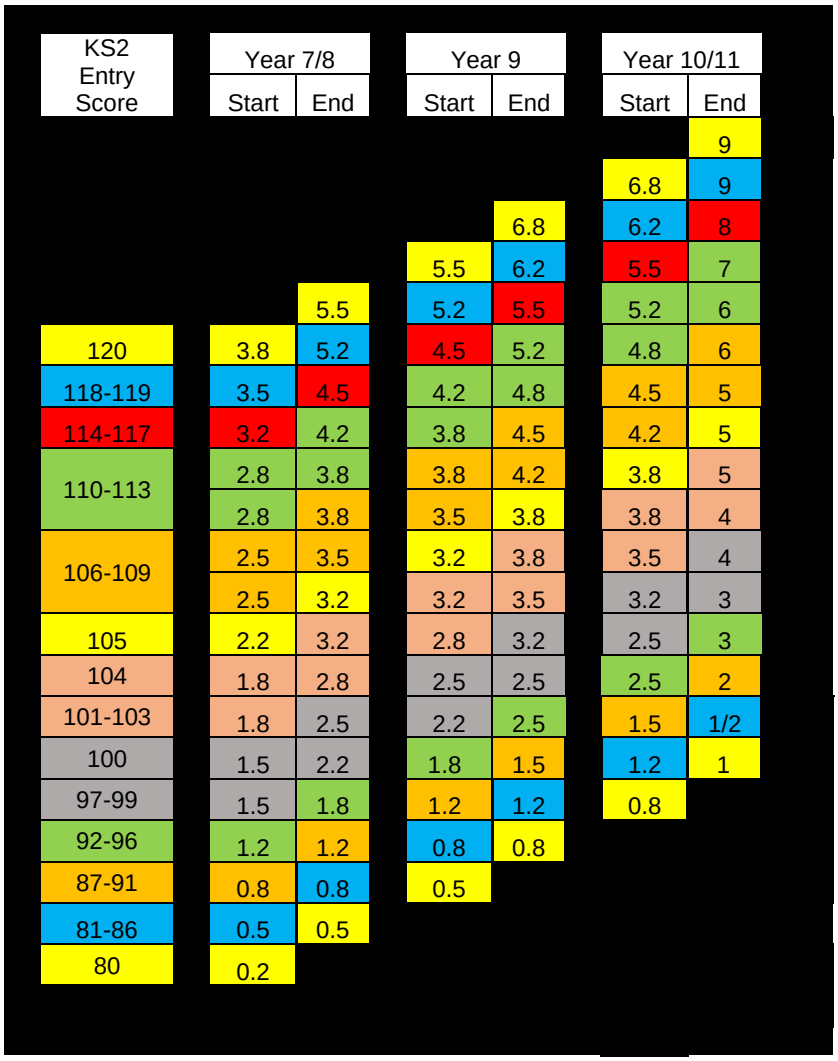
- Concept maps
- Exit tickets
- Home learning
- In class discussions
- Low stakes testing
- Surveys
- Textbook questions
- Use of whiteboards
- Weekly quizzes

Summative assessment – departments have autonomy on the precise timing and design of summative assessments but they will occur at least termly.

Examples of Summative Assessment:

- End of Unit Tests
- Formal GCSE/Vocational exams
- NEA (Non-Examined Assessment)
- Practical Performances
- Trial Exams

Appendix 8 – Target setting flight path model



KS2 Entry Score	Year 7/8		Year 9		Year 10/11	
	Start	End	Start	End	Start	End
						9
					6.8	9
				6.8	6.2	8
			5.5	6.2	5.5	7
		5.5	5.2	5.5	5.2	6
120	3.8	5.2	4.5	5.2	4.8	6
118-119	3.5	4.5	4.2	4.8	4.5	5
114-117	3.2	4.2	3.8	4.5	4.2	5
110-113	2.8	3.8	3.8	4.2	3.8	5
	2.8	3.8	3.5	3.8	3.8	4
106-109	2.5	3.5	3.2	3.8	3.5	4
	2.5	3.2	3.2	3.5	3.2	3
105	2.2	3.2	2.8	3.2	2.5	3
104	1.8	2.8	2.5	2.5	2.5	2
101-103	1.8	2.5	2.2	2.5	1.5	1/2
100	1.5	2.2	1.8	1.5	1.2	1
97-99	1.5	1.8	1.2	1.2	0.8	
92-96	1.2	1.2	0.8	0.8		
87-91	0.8	0.8	0.5			
81-86	0.5	0.5				
80	0.2					

Appendix 9 – PSHE map

PSHE is a responsive subject so this map should be used as a reference, rather than an exact model. For the most up to date map, please refer to the school website.

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 7	New beginnings	Relationships	Healthy Lifestyles	Personal safety	British Values	Careers
Fixed dates		What's my line? Careers Event				
Year 8	Emotional wellbeing	Healthy Lifestyles	World of Work	Relationships	Community	British Values
Fixed dates			Enterprise Day	Revision week Options Evening		
Year 9	British Values	Drugs and The Law	Image and Wellbeing	Healthy Relationships	Choices	Careers
Fixed dates			Careers Carousel Careers Event			
Year 10	World of work	Finance	Relationships	Family planning	Personal Safety and wellbeing	Risk
Fixed dates					Apprentices talk	6th form Taster Days
Year 11	Post 16	Moving on	Planning for the future	Revision skills		
Fixed dates	Taster days 16+ Evening	NCS College Applications	Mock interviews Guidance meetings	GCSE's start		

Appendix 10 - Safeguarding through the Curriculum

As our Safeguarding work is both planned and responsive to the school, local and national needs, this map should be used as a reference only, rather than an exact model. For the most up to date map, please refer to the school website.

	Term 1	Term 2	Term 3
Year 7	PSHE British Values - Introduction to British Values - Introduction to Democracy - Introduction to Rule of law - Introduction to Liberty - Introduction to Mutual respect - Introduction to Tolerance - Prevent strategy Themes World Mental Health Day Anti Bullying month E-safety and Social Networking	PSHE Personal safety - E-safety - Road safety - What do we mean by risk? - Challenging risky behaviour Themes Caring for others Positive thinking British Values Safer Internet Day Taking risks and staying safe	PSHE Sex, relationships and drugs, including Female Genital Mutilation - What happens at puberty? - How are babies made? - Boys and girls – is there a difference - What do we mean by drugs? Emotional wellbeing - What am I good at? - What does 'assertiveness' mean? - Personal health profile Themes Child sexual exploitation British Values Challenging discrimination
Year 8	Themes World Mental Health Day Anti Bullying month E-safety and Social Networking	PSHE British Values - History of Democracy - How the government works - Multiculturalism - Terrorism - Stereotypes - Prevent strategy E-safety - Social media – ensuring privacy settings and thinking about what is posted - Sexting – dangers - and legalities Themes - Caring for others - Positive thinking - British Values - Safer Internet Day - Challenging discrimination	PSHE Sex and relationships - What is contraception? - What are HIV and AIDs? - Different types of relationships Emotional wellbeing - What does 'resilience' mean? - Is anyone perfect? - What happens when we are feeling down? - How do I keep healthy? Risks and safety - Risking on purpose - Gambling - Reducing risks Themes Taking risks and staying safe Child sexual exploitation British Values

Year 9	PSHE Drugs Drugs and the law Managing situations involving drugs Themes World Mental Health Day Anti Bullying month E-safety and Social Networking	PSHE Sex and relationships - Positive relationships - Media portrayal - Relationship breakdowns - STIs - The law Revenge porn - Dangers and legalities - Sharing inappropriate images Tough Love performance Themes Caring for others Positive thinking British Values Safer Internet Day	PSHE British Values - Extremism - Dealing with extremist views - The Commonwealth - Stereotypes - Prevent strategy County Lines Performance Themes Taking risks and staying safe Child sexual exploitation British Values Challenging discrimination
Year 10	Themes World Mental Health Day Anti Bullying month E-safety and Social Networking	PSHE Healthy relationships - Domestic abuse - Child Sexual Exploitation Tough Love performance Themes Caring for others Positive thinking British Values Safer Internet Day	PSHE Sex and relationships. - Body image - Self esteem - Healthy view on life Teenage Cancer Trust Drugs and alcohol - Substance abuse and misuse - Risks of addiction - Accessing support County Lines performance Themes Taking risks and staying safe Child sexual exploitation British Values Challenging discrimination
Year 11	PSHE E-safety / internet profiles - Importance of an internet footprint - Linked to careers and employability searches - Sexting revisited Themes World Mental Health Day Anti Bullying month E-safety and Social Networking	PSHE Healthy relationships - School nurse visits - Taking precautions - Child sexual exploitation revisited Themes Caring for others Positive thinking British Values Safer Internet Day	

The safeguarding curriculum is regularly reviewed in light of new information from surveys, local and national issues, and to ensure that our students are able to make relevant decisions within the world they live in.

If they are concerned, students have the opportunity to talk to:

- Their Mentor
- Their Achievement Leader
- The student support team
- The college Leadership team
- Any member of staff
- College Captains through drop in sessions for peer to peer support

External support

- Young Person's Worker drop in sessions
- Centre 33
- YMCA
- Young Carers
- Chat Health (school nursing service)
- PCSO drop in

Appendix 11 - Relationships and Sex Education and Health Education map 2022

This document maps the secondary content in the new Relationships and Sex Education and Health Education statutory guidance (first teaching 2020). Whilst there may be some change in the exact timing of the teaching, all topics will be covered during the appropriate year.

Topic	Pupils should know:	Comp	PE	PSHE	RE	Sci
Families	that there are different types of committed, stable relationships.			Y7 (T2) Y9 (T4)	Y11 GCSE	
	how these relationships might contribute to human happiness and their importance for bringing up children.			Y7 (T2) Y9 (T4)	Y11 GCSE	
	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.			Y7 (T2) Y9 (T4)	Y11 GCSE	
	why marriage is an important relationship choice for many couples and why it must be freely entered into.			Y7 (T2)	Y11 GCSE	
	the characteristics and legal status of other types of long-term relationships.			Y 7 (T2)	Y11 GCSE	
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.				Y11 GCSE	
	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Y7		Y7 (T4) Y8 (T2)	Y11 GCSE	
Respectful relationships, including friendships	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship			Y7 (T1,2, 4) Y8 (T6) Y9 (T5) & 10 (T3)	Y11 GCSE	
	practical steps they can take in a range of different contexts to improve or support respectful relationships.			Y7 (T2) Y8 (T6) Y9		

				(T4) All Years		
	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).			Y7 (T2) & 9(T3)	Y11 GCSE	
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.			Y7 (T1 & 5), 8, Y9 (T1) Y10 (T4)	Y11 GCSE	
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Y7		Y7(T1 &T4)		
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.			Y7 (T4) Y9 (T4) Y10 (T4)	Y11 GCSE	
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.			Y10 (T4) & 11	Y11 GCSE	
	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.			Y8 (T5) Y9 (T1)	Y11 GCSE	
Online and media	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.			Y7 (T4) & 9 (T4)		
	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Y7		Y7 (T4) & 9 (T4) Y10 (T3 &T5)		

	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.			Y7 (T4) & 9 (T4) Y10 (T3 & T5)		
	what to do and where to get support to report material or manage issues online.	Y7		Y7 (T4) & 9(T4)		
	the impact of viewing harmful content.			Y10 (T3)		
	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.			Y8 & Y10 (T4)		
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.			Y8 (T6) , 9 (T4)& 10 (T5)		
	how information and data is generated, collected, shared and used online.			Y7 (T4)		
Being safe	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.			Y8 (T2 T6) Y9 (T4) & 10 (T3, T4&5)	Y11 GCSE	
	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).			Y10 (T4)	Y11 GCSE	
Intimate and sexual relations	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.			Y9 (T4) Y10 T3)	Y11 GCSE	

hips, including sexual health	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.			Y7 (T3) Y9 (T5) Y10 (T5)	Y11 GCSE	
	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.			Y9 (T5) Y10 (T5)	Y10 GCSE	Y7 & 9
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.			Y9 (T5) Y10 (T4)		
	that they have a choice to delay sex or to enjoy intimacy without sex.			Y9 (T5) Y10 (T4)	Y11 GCSE	
	the facts about the full range of contraceptive choices, efficacy and options available.			Y8(T2) & 9 (T5) Y10 (T4)	Y11 GCSE	Y7 & 9
	the facts around pregnancy including miscarriage.			Yr 8	Y10 GCSE	Y7 & 9
	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).			Yr10 (T4)	Y10 GCSE	
	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.			Y9 (T5) & 10 (T5)		Y9
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			Y10 (T5)		Y9
	how the use of alcohol and drugs can lead to risky sexual behaviour.			Y9 (T2 &T5), 10 (T4)	Y11 GCSE	
	how to get further advice, including how and where to access			All		

	confidential sexual and reproductive health advice and treatment.			Years		
Mental wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.			Y7 (T3)		
	that happiness is linked to being connected to others.			Y7(T1)		
	how to recognise the early signs of mental wellbeing concerns.			Y8		
	common types of mental ill health (e.g. anxiety and depression).			Y8 (T1)		
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.			Y10 (T5)Y 11 (T3)		
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.		All years	Y7 (T1) Y10 (T5) &11 (T3)		
Internet safety and harms	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.			Y9 (T3) Y10 (T4)		
	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.			Y7 (T4) Y8 (T6)		
Physical health and fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.		Y9/10 H&F	Y7 (T3) Y10 (T5)		
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.		Y9/10 H&F	Y7 (T3) Y10 (T5)		Y9

	about the science relating to blood, organ and stem cell donation.					Y9
Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.		Y10 H & F	Y7 (T3)		Y9
Drugs, alcohol and tobacco	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.			Y9 (T2) & 10 (T6)		Y9
	the law relating to the supply and possession of illegal substances.			Y9 (T2)& 10 (T6)		Y9
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.			Y8 (T2) Y10 (T5)		Y9
	the physical and psychological consequences of addiction, including alcohol dependency.			Y8 (T2)		Y9
	awareness of the dangers of drugs which are prescribed but still present serious health risks.			Y7 (T3) Y8 (T		Y9
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.			Y7(T3)		Y9
Health and preventi on	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.			Y7 (T3) Y10 (T5)		Y9 / Y10
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.			Y7 (T3) Y10 (T5)		
	(late secondary) the benefits of regular self-examination and screening.			Y10 (T5)		
	the facts and science relating to immunisation and vaccination.					Y10
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.			Yr7 (T3) Y10 (T5)		

				& 11 (T3)		
Basic first aid	basic treatment for common injuries.		Y9 H&F	Y8		
	Life-saving skills, including how to administer CPR		Y9 H&F	Y8 Yr 10 (T5)		
	the purpose of defibrillators and when one might be needed.		Y9 H&F	Y8		Y9
Changing adolescent body	key facts about puberty, the changing adolescent body and menstrual wellbeing.			Y7 (T3)		Y7 & 9
	the main changes which take place in males and females, and the implications for emotional and physical health.			Y7 (T 3)		Y7 & 9

Appendix 12 – Terms used

AO – Assessment Objective

BTEC – Vocational qualification

CAST – Cambridge Academy for Science and Technology

COWA – College of West Anglia

CRC – Cambridge Regional College

EBACC – English Baccalaureate

EBI – Even Better If

IAG – Information, Advice and Guidance

MAT – Multi-Academy Trust

M: Drive – Central accessible staff drive for all school documentation

NCS – National Citizen Service

NEET – Not in Education, Employment or Training

PSHE – Personal, Social and Health Education

RAP – Raising Achievement and Progress

SEF – School Evaluation Form

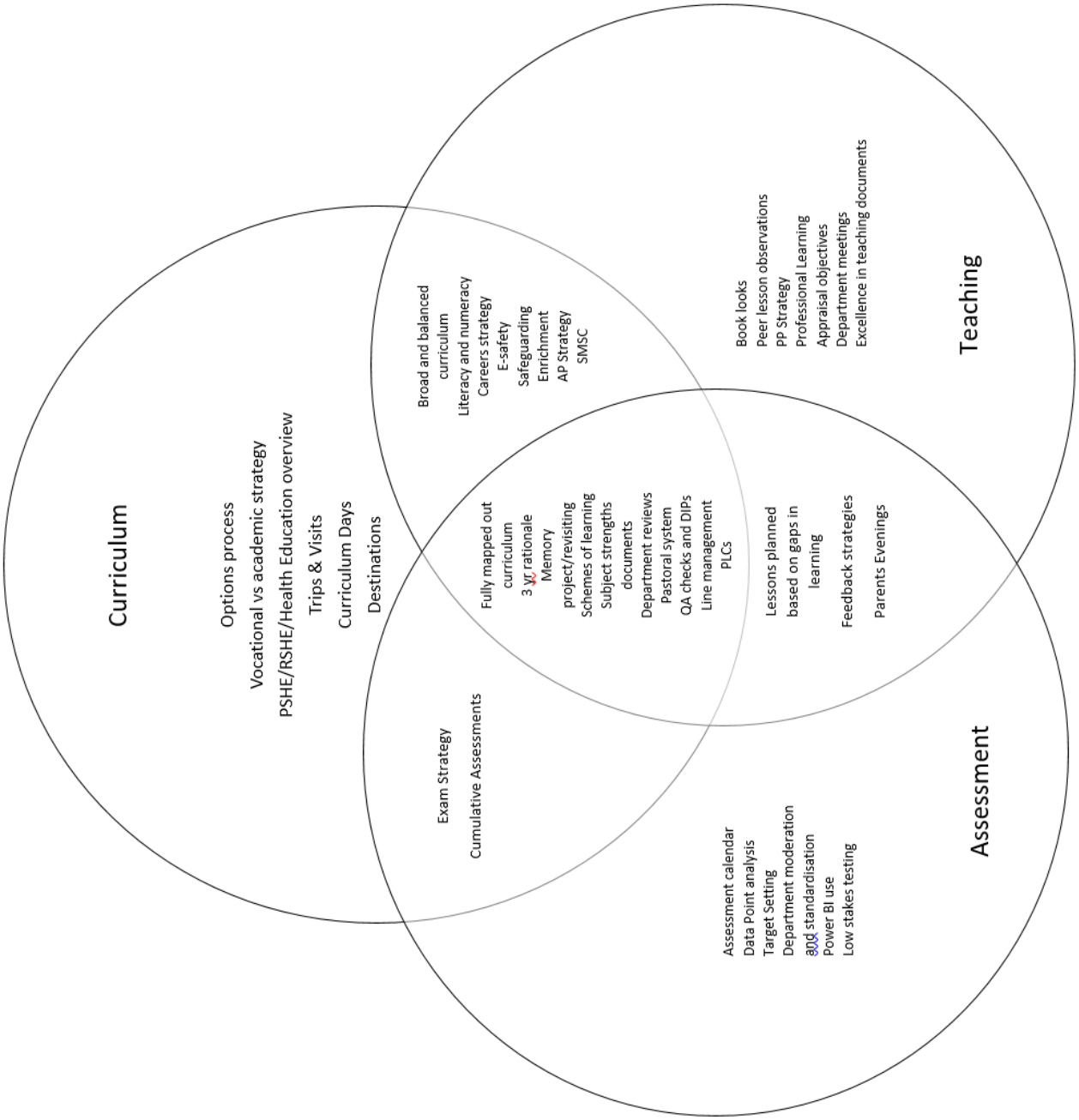
SEND – Special Education Needs and Disability

SRE – Sex and Relationships Education

SMSC - Spiritual, moral, social and cultural development

STEM – Science, Technology, Engineering and Mathematics

VCERT – Vocational qualification

V Group – Group of students identified as at risk at not achieving a certain grade or level of progress WWW – What Went Well

Appendix 13 – How Curriculum, Assessment, and Teaching intersect