



**Tollbar MAT**  
Family of Academies



# **Tollbar Academy**

## **Curriculum**

### **Intent**

At Tollbar Academy we provide all students with a rich, fulfilling deep education. We aim to broaden their minds and raise students' expectations, empowering them with knowledge and skills that will enrich our community, provide a platform for future success in the world of work and their role in society. The Academy recognises the challenges presented by the local context of North East Lincolnshire, and against this backdrop, seeks to raise aspirations amongst all students. Our intention is to ensure students have high expectations for themselves and an ambitious vision for their future.

Our intent is for all students to experience an exceptional quality of education, enabling them to thrive not only academically, but also in terms of their personal development. The educational journey is designed to meet the needs of all learners, in being both ambitious and also in removing any potential barriers to learning.

Our curriculum equips students with the knowledge, skills and cultural capital needed to be highly successful and to make a positive contribution to society. It promotes learners' physical, mental, spiritual, cultural and intellectual development, and provides exceptional quality of movement through the different phases of their education.

Through challenging teaching, exceptional personal development, comprehensive careers guidance, and access to diverse enrichment experiences, we intend that all students leave the Academy well-prepared for the next phase of their education or training and also for all of the challenges and opportunities that life in modern society will present them with.

## **Implementation**

The curriculum is carefully planned and structured as a foundation upon which exceptional learning and development can be built. The curriculum is designed and sequenced to allow knowledge to be retained across all key stages, for students to integrate new knowledge and understanding at every stage of their learning journey, ensuring they are well prepared for the next chapter of their education. This is achieved by ensuring lessons are engaging, challenging, suitably differentiated to meet the needs of all learners, as well as ensuring that teachers are well equipped to deliver their subjects and that a positive learning environment prevails throughout all lessons.

The curriculum provides opportunities for deeper learning, through stretch and challenge and personalised approaches to learning. Students are motivated to work independently, individualising their education and increasing their personal investment in their learning journey.

Curriculum leaders carefully construct their sequence of learning, in order to promote greater depth and breadth of understanding within their subject, and also to instil within students a lifelong interest in learning. Teachers use their subject expertise to plan learning that enables students to securely embed their understanding and promote recall of knowledge, through techniques such as interleaving of topics. Students also learn through encounters with employers and further education providers, with these experiences serving to both develop skills and also inspire students to be aspirational when considering future opportunities and career pathways.

### **Key Stage 3**

At Key Stage 3, the curriculum is devised working in collaboration with our colleagues in primary schools, and is designed to build upon Key Stage 2, provide breadth and balance and avoid any dip in performance during the transitional period. This structure enables us to organise learning to cover the National Curriculum content by using cross-curricular links, whilst also igniting passion for learning about each individual subject. Key Stage 3 is planned carefully to be completed within two years, without loss of breadth and depth. Students may find the work more challenging, as they are taught at a quicker pace, however, this gives students the foundation, knowledge and skills to access and achieve at Key Stage 4.

### **Curriculum Delivery**

At Key Stage 3, pupils are set by ability. Group sizes are on average 26-28 students.

All lessons are 50 minutes in length, with 30 lessons per week.

SMSC (Spiritual, Moral, Social and Cultural) and British Values are embedded into the curriculum and delivered through all subjects.

Careers and Personal Development provision is taught through a single lesson each week, which is delivered by staff and experts.

<b>Key Stage 3</b>		
	<b>Year 7</b>	<b>Year 8</b>
English	<b>4</b>	<b>4</b>
Maths	<b>4</b>	<b>4</b>
Science	<b>2</b>	<b>2</b>
Geography	<b>3</b>	<b>2</b>
History	<b>2</b>	<b>3</b>
RE	<b>1</b>	<b>1</b>
Music	<b>1</b>	<b>1</b>
Art	<b>1</b>	<b>1</b>
Technology	<b>1</b>	<b>1</b>
Textiles	<b>1</b>	<b>1</b>
Careers and Personal Development	<b>1</b>	<b>1</b>
PE	<b>4</b>	<b>4</b>
ICT	<b>1</b>	<b>1</b>
Languages	<b>4</b>	<b>4</b>

### **Key Stage 4**

The curriculum is designed to reinforce foundational concepts in Year 9. These are built upon as students progress through the rigours of the curriculum in Years 10 and 11. By allowing students a choice of curriculum options, alongside the core curriculum, the students' love for their learning is maintained and all students engage with a broad and balanced curriculum. The design of the curriculum ensures that there is no opportunity for 'coasting' in Year 9, as students make a swift start on Key Stage 4 content, consequently improving their motivation, behaviour and focus. The students start a personalised education programme which increases their investment in their education and enables them to progress towards individual targets and aspirations. A year for extension and deeper learning in Year 11 allows support to be identified and implemented for each student. This allows for revisiting and reconsolidation of topics which students may find difficult, enabling them to securely embed their understanding of subject content, to transfer key knowledge and concepts to long term memory, and to further develop their academic skills. This curriculum structure also provides enhanced scope for encounters with employers and further education/training providers, thus meeting the needs of students at this stage of their education.



## Curriculum Delivery

At Key Stage 4 core subjects are set by ability.

Option groups are mixed ability with some setting.

All lessons are 50 minutes in length and there are 30 lessons per week.

SMSC (Spiritual, Moral, Social and Cultural) and British Values are embedded into the curriculum and delivered through all subjects.

Careers and Personal Development provision is taught through a single lesson each week, which is delivered by staff and experts.

<b>Key Stage 4</b>			
	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
English	<b>5</b>	<b>5</b>	<b>5</b>
Maths	<b>4</b>	<b>4</b>	<b>4</b>
Science	<b>6</b>	<b>6</b>	<b>6</b>
Careers and Personal Development	<b>1</b>	<b>1</b>	<b>1</b>
PE	<b>2</b>	<b>2</b>	<b>2</b>

Options	<b>Art</b>
Students choose 4 subjects	<b>Business Studies</b>
6 periods a week	<b>French</b>
	<b>Geography</b>
	<b>History</b>
	<b>ICT</b>
	<b>Leisure and Tourism</b>
	<b>Music</b>
	<b>Performing Arts</b>
	<b>Physical Education</b>
	<b>Religious Studies</b>
	<b>Spanish</b>
	<b>Technology/Construction</b>
	<b>Technology/Textiles</b>
	<b>Triple Science</b>

## **Key Stage 5**

The Key Stage 5 curriculum is designed to ensure a smooth transition from previous key stages, building upon both the academic foundations and the broader learning and personal development that has taken place within each phase. Each student follows a highly personalised, structured and challenging learning programme, that supports their development and progression in line with their career plans. Students choose from a varied suite of A Level subjects, and also complete substantial non-qualification activity, enrichment and work-related learning, which ensures that the curriculum remains engaging and tailored to the individual needs of students. The sequencing of taught content is designed to enable students to continually reinforce and embed their learning, to build knowledge and acquire skills, and to apply their knowledge and skills fluently and independently. Frequent links are made to the real-world applications of theoretical learning, and students have multiple opportunities to encounter employers, further education providers and other agencies relevant to this stage of their education.

### **Curriculum Delivery**

At Key Stage 5, group sizes vary according to the popularity of the subject and timetabling requirements.

Lessons are timetabled between 9:15am – 4:05pm, and when not in lessons, students undertake independent study or enrichment activities.

A single period lesson is 50 minutes, and a double is 100 minutes. Typically, students have 18 periods of lessons per week.

SMSC, Careers Education and British Values are embedded throughout the curriculum and delivered through all subjects.

The curriculum also incorporates a comprehensive Tutorial Programme, through which students undertake activities to develop their character, broader skills, attitudes and confidence, and to support progression to high quality future destinations.

All Sixth Form students are also expected to participate in enrichment activities, both within and beyond the College, which may include appropriate work experience, voluntary work or other individually tailored activities that support their progression in line with their future career plans.



### **Kay Stage 5**

- Students choose 3 A Level subjects from a selection of 19 (a small number of students may opt to study a 4<sup>th</sup> A Level).
- Students have 6 periods per week for each A Level that they study.
- Students also complete non-qualification activity, comprised of:
  - 2 periods – Tutorial Programme
  - 3 periods - Enrichment

**Art**  
**Biology**  
**Business Studies**  
**Chemistry**  
**Economics**  
**English Language**  
**English Literature**  
**French**  
**Geography**  
**History**  
**Mathematics**  
**Media**  
**Music**  
**Physics**  
**Physical Education**  
**Politics**  
**Psychology**  
**Religious Studies**  
**Spanish**

## **Impact**

At Tollbar Academy, the impact of our curriculum will be such that:

- Students develop detailed knowledge and skills across the curriculum, and this is reflected in outcomes on national tests and examinations;
- Students are equipped with the necessary knowledge, skills and guidance to enable them to transition successfully in to future learning and employment;
- All students fulfil their potential, regardless of additional needs and ability;
- Students possess the cultural capital required to succeed in later life, and leave us as respectful and active local, national and global citizens.