

## 2017 Thomas Tallis Curriculum Summary

Our School Plan is separated into 3 main areas:

<b>CURRICULUM</b> Who we are	Thomas Tallis is a creative comprehensive school with a broad entitlement curriculum. Evidence informed, we use excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research and development focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.
<b>INCLUSION</b> What we do	Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. We use feedback in all aspects of our life to develop young people's independence and improve our service. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.
<b>COMMUNITY</b> How we work	Community Tallis aims to commission, sustain and model the best possible context for our students and our school to learn and grow, seeking enrichment and cultural capital for all our students. We know, understand and work with our community inside and outside school. We work in a national context with local knowledge of how students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do. All of our community and resourcing plans are based on this.

So our curriculum has the following characteristics

### **COMMUNITY: Ethically driven**

- Inclusive not exclusive in approach
- Aims to deliver a curriculum that goes beyond that prescribed
- Considers the need to develop our Tallis habits and character
- Has creativity at its core

### **ENGAGEMENT: Deep Learning**

- Subjects have a 'signature pedagogy' that identifies what their own aims and values
- Programmes of study focus on developing powerful knowledge
- Mastery is the aim – real learning rather than tips and tricks to pass exams.
- Threshold concepts or big ideas are interleaved throughout the learning experience

### **CREATIVITY: Exciting, interesting and relevant**

- Students are deliberately given a broader curriculum than required
- The curriculum and co-curriculum support the motivation of students
- The co-curriculum is extensive, aimed at providing cultural capital

- Opportunities are created for real world experiences

## CHALLENGE:

### Carefully scaffolded

- The curriculum is designed to build real understanding (both knowledge and skills)
- The curriculum is designed backwards (from KS4/5) and taught forwards
- The curriculum is structured to support preparation for exams in KS4 and 5
- The student experience of the curriculum at Tallis helps develop a growth mindset

### Rigorous and challenging

- Subject areas design their curriculum to encourage students to 'think hard'
- The curriculum provides the skills and understanding needed for progression
- There is no 'dumbing down'. Complex ideas are relevant and made available for all.
- Students are encouraged to make connections within and across subjects

## WHAT DO WE OFFER?

**The Curriculum Map** : We run a 3 year key stage 4 at Thomas Tallis. The main reason being that it provides students with the time and space to develop more complex ideas explored in key stage 4. It also allows teachers the time and space to master these concepts with their students. While RE and computing are optional from 2017, both will continue to be delivered across the curriculum and through PSHCE.

- For computing this will largely take place through maths, science and a drop-down day.
- For RE, this will largely take place through History, English, PSHCE and through a drop-down day. RE will also result in an ASDAN qualification for all as well as a GCSE for those students who choose it as an option.

Being a large school we have a large offer of subjects at Tallis for students to choose for KS4 (see below). While we encourage more able students to continue with both a language and a humanity subject, we do not force it. This decision is supported by the whole community: governors, staff, students and parents. To guarantee a breadth of curriculum, we do, however, require that students choose either a humanity subject or a language at KS4. They may, of course, take both.

### Key Stage 4

**GCSE:** Art, Business Studies, Computer Science, Dance, Drama, Fashion & Textiles, Film Studies, Food Technology, French, Geography, Graphics, History, Media, Music, Physical Education, Photography, Product Design, Religious Studies, Sociology, Spanish

**Level 2 BTEC (equivalent to 1 GCSE):** Art & Design, Health & Social Care, Hospitality, Physical Education

**Level 2:** British Sign Language

**Additional by invitation/agreement only:** Astronomy GCSE & heritage Languages

### Key Stage 5

**A level:** Art, Business Studies, Dance, Drama, Economics, Film Studies, Food Technology, French, Geography, Government and Politics, Graphics, History, Italian, Media, Music, Philosophy, Photography, Product Design, Religious Studies, Sociology, Spanish

**Level 3 BTEC** (*equivalent to 1 GCSE*): Art & Design, Business, Health & Social Care, ICT, Media, Music, Physical Education

**Other:** EPQ (As level)

### **Curriculum monitoring and evaluation**

Monitoring of the curriculum, and the delivery of the curriculum, takes place through a number of linked approaches.

- Programmes of study and schemes of work
- Regular personal line lead meetings (at least one every 3 weeks and often one a week)
- Departmental online self evaluation
- Online observations and learning walks
- Outcomes (data drops and final exams)
- Student and parent evaluations
- Regular curriculum reviews for governors (6 per year)

### **Curriculum Development**

Whilst much recent curriculum development has been driven by external factors, curriculum development takes place through 5 main routes:

- Curriculum meetings (6 per year)
- Development days (normally 2 or 3 per year given over to the curriculum)
- Dedicated development afternoons (18 per year) which are split into subject, whole school and personal development.
- Action research – all staff are required to do this as part of their continuing professional development.
- External CPD
- Middle leader development – many of our staff are on development courses with recognised organisations such as the Princes Trust
- Personal line lead meetings (at least one every 2 to 3 weeks)

### **Personal, social, health and citizenship education (PSHCE) and Careers, information and guidance (CIAG)**

PSHCE takes place in a designated hour every fortnight, with some additional delivery taking place through community days, assemblies and tutor time. Activities are mapped across each year group covering our statutory responsibilities and beyond. Topics vary, covering such topics as British values, laws, citizenship, drugs awareness, social enterprise, sex education, body image, Tallis character, stress management, personal safety and revision methods.

CIAG takes place through 3 main routes across the curriculum.

- Through special events i.e. community days, assemblies, option evenings, parent evenings, careers fairs etc.
- Through PSHCE and within lessons. There are sessions on apprenticeships, options, applications, CV writing etc.
- Prospects – we employ our own independent careers service through prospects, resulting in group and individual interviews.

Schemes of work for the extensive and varied offer for CIAG at Tallis is organised within the following themes:

- Year 7: Inspire

- Year 8: Inform
- Year 9: Explore
- Year 10: Plan
- Year 11: Decide

### **The Co-curriculum**

Whilst most learning will take place through the time dedicated in the school day to the curriculum, Tallis also has an extensive co-curriculum consisting of trips, events, activities and awards that supplement and go beyond that taught in lessons. The extent of these 'extra' experiences is significant, ranging from specific organised awards such as the duke of Edinburgh and arts awards, to visiting workshops, being an associate of the Tate gallery, or even robotics or astronomy club. We make every effort to make these activities affordable and accessible to all, although we may sometimes have to ask for a voluntary contribution for activities that go beyond the curriculum.