



OXFORD
TUTORIAL COLLEGE

Curriculum Policy

Revised: August 2018
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Introduction

Oxford Tutorial College specialises in providing A-level and BTEC courses for students intending to go on to study further at university or seek employment. The College also offers

- One-year (I)GCSE courses
- (I)GCSE re-take tuition
- Non-examined courses for students from the United States and from other countries who have strong academic English
- An Academic Preparation Programme for international students who need to raise the level of their academic written and spoken English before they begin A levels, BTEC or (I)GCSE
- English as an Additional Language (EAL) IELTS courses

The College seeks to

- give every single one of its students the opportunity to learn, including those with an EHC plan
- inspire students towards further study and enables them to make informed decisions whenever choices are open to them.
- help students to understand enough about the world of work to know what skills they need to succeed
- to provide a safe and supportive environment in which the students can flourish and develop independence and confidence
- raise its students' academic attainment and achievement
- foster a strong work ethic amongst its students
- have high academic ambitions
- to provide individualised learning reflecting the learning needs of each student enabling them to reach their potential academically and personally
- identify and support students with EAL and SEND needs and those who find academic work challenging
- raise the attainment of all learners of all abilities learners and to identify and provide outstanding challenges to our students using individualized learning plans
- raise the College's academic standing
- achieve better (I)GCSE and A-level results
- foster a sense of curiosity and of excitement about the world of ideas and nurture a life-long love of learning
- provide an education that promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- to provide curriculum which links curriculum learning with careers. For each subject teachers should highlight the relevance of these subjects for a wide range of future career paths

The curriculum, teaching and learning at Oxford Tutorial College shall:

- provide a flexible approach which matches the needs of each individual student
- contribute effectively to the intellectual, physical, personal attainment and development of the students

- provide a supportive yet mature environment within which students may reach their full potential and where they may build their self-esteem
- give students up to the end of GCSE studies experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- teach subject matter appropriate for the ages, gender, backgrounds and aptitudes of our students
- enable students to acquire skills in speaking and listening, literacy and numeracy
- provide for personal, social and health education which reflects the College's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act
- provide for accurate, up-to-date careers advice, information and guidance that is presented in an impartial manner; enables students to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential
- enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- provide constructive feedback in a timely fashion to enhance students' progress
- provide students with adequate preparation for the opportunities, responsibilities and experiences of adult life and of life in British society
- be enriched by a programme of activities which is appropriate to the students' educational needs in relation to personal, social, emotional and physical development and communication and language skills
- foster students' self-motivation with the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- foster in students a sense of delight in the life of the mind and the application of intellectual, physical or creative interest in their work, and the ability to think and learn for themselves
- involve well-planned lessons, effective teaching methods, suitable activities and wise management of classroom time
- show a good understanding of the aptitudes, needs and prior attainments of the students, and ensure that these are taken into account in the planning of lessons
- ensure that teachers possess appropriate knowledge and understanding of the subjects they teach and use this effectively in planning and teaching
- be based on classroom resources of an adequate quality, quantity and range
- ensure regular and thorough assessment of students' work
- meet the requirements and spirit of the *Children and Families Act 2014* and the *SEN and Disability Code of Practice, 0-25 years 2014*
- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- encourage respect for other people, paying particular regard to the protected characteristics set out in Chapter 1 of Part 2 of the *Equality Act 2010*
- not discriminate against students contrary to Part 6 of the *Equality Act 2010*
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England

- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- avoid political indoctrination
- ensure that effective strategies are in place for managing students' conduct and encouraging responsible behaviour
- be subject to regular evaluation and review by the Senior Management Team and Academic Management Team
- link learning to relevant careers in each subject area

The College aims to follow the DfE non-statutory guidance of November 2014 in helping students to achieve:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

Structures

Most A level courses are delivered in groups of a maximum of 6 students. Classes for APP, GCSE, EAL and BTEC will be taught in groups of up to 10.

Teaching occurs between 9:00 am and 5.55 pm Monday to Friday. Periods last 35 minutes. Every student has an individual timetable which they will receive during induction at the beginning of their course.

During an admissions interview, students are advised as to their best choice of programme and combination of subjects therein to achieve their future objectives for university study and / or careers.

Courses

Academic Preparation Programme

- The curriculum for the Academic Preparation Programme has been specifically designed to cater for the needs of international students preparing for A-level or BTEC Level 3 study, and takes account of their particular needs for not only English for Academic Purposes, but also the study skills and life skills needed for successful A-level, GCSE or BTEC study.
- The curriculum has been designed to use age-appropriate materials for all courses.
- Students are offered EAP, IELTS preparation; Study Skills and can have bespoke elements of academic subjects where appropriate.
- APP students will also have periods for sports activities and cultural activities.

English as a Second Language

- All second language students are tested on arrival and offered appropriate support to pursue their academic studies and to reach the required IELTS level for the university or career of their choice.
- For some students subject-specific small group courses are more appropriate, so programmes are adapted for individual students' needs
- Students are regularly assessed for progress, with formal IELTS exams being taken in November and June.

GCSE

The College provides a number of (I) GCSE courses:

1) One-year (I)GCSE

Students may follow a full-time, one-year course, aimed primarily at 15/16 year-old international students

The core curriculum consists of the following subjects:

- English Language (English as a second language)*
- Mathematics
- Biology
- Chemistry
- Physics

Options are

- BTEC First Business (equivalent to 1 GCSE) History; Geography; Spanish; French

- Sport
- Personal development (PSHE) and creative studies
- Art

*For English, students will study the qualification appropriate to their past studies and level of English, students will study one of:

- GCSEs English and English Literature
- IGCSE English (Second Language)
- Cambridge suite (FCE)

2) GCSE study in the Sixth Form

A small number of students join the College each year to retake GCSE subjects, either alongside A-level courses or before starting A-levels. Where only one or two subjects need to be retaken, to satisfy university requirements, it is normally possible to begin two A-levels and to retake the GCSE subjects alongside these.

The standard structure for a GCSE retake course is six periods of small group lessons per week in each subject. Where possible students will join existing GCSE classes.

BTEC Plus

The course includes:

- a. One Year BTEC Level 3 Diploma (21 periods)
- b. One Year A level option (13 periods)
- c. English support (IELTS plus EAP) (9 periods)

Total periods: 43 with English language support and 34 for those students who do not need English language support plus support for native language if necessary and personal tutoring. Study skills and life in UK to be covered during BTEC and IELTS. IELTS requirement: 5.5 in Reading and Writing. Students starting below 5.5 in reading and writing will need to take either APP before they start, or a two-year Extended Diploma option. In some cases students can take additional English language support. Where the exam is available students can take a qualification in their own language.

A-level and BTEC

The College offers a wide range of A-level courses including the specifications of most examining boards. Students can study with us on a full-time basis. Teaching and courses are adapted to the needs and aptitudes of each individual. A BTEC Level 3 Extended Diploma in Business is also offered.

The College is normally unable to offer the following:

- the practical/coursework components in design technology, PE and Drama A-levels
- some particular specifications that are used by a very small number of schools
- International Baccalaureate
- Pre-U courses

All students are timetabled for study skills sessions which help them reflect on appropriate study methods and develop strategies for effective study and time management.

Tutors prepare schemes of work for their students after an initial assessment period at the start of the course. This shows how the syllabus will be covered over the length of the course. These are updated regularly to reflect the students' progress and needs.

Tutors set appropriate homework study tasks for students to complete each week. The rationale behind this is to encourage the skills for independent study and research as well as consolidating recent learning. Regular progress tests are set for students to complete in class or under supervision. Mock examinations take place before half term of the Hilary term for students sitting public examinations in the following summer examination series. Students studying a two-year or five-term A-level programme sit end of academic year examinations in June. Students receive written feedback on their work which shows how they can improve; tutors discuss this with the student face to face.

Students are taught in small groups of up to 6 for A Level and 10 for BTEC and GCSE.

Senior Tutors

Each student is allocated to a Senior Tutor (ST) who oversees both their academic progress and personal well being. Students meet their ST once a week, in groups and one to one as required. Groups may be used to introduce topics such as university entry or to discuss PSHCE topics.

The Senior Tutor:

- enables each student to have an adult in the College to approach with any difficulties they have
- acts as a conduit for all information internally and externally to ensure that they have a holistic view of all their students
- supports the student pastorally, understanding and guiding their social emotional and personal development and overseeing their medical needs
- oversees each student's academic work to help them make excellent progress, if necessary negotiating about possible changes of course
- helps keep absence levels to a minimum
- ensures that each student's application for the next stage of their education is appropriate for the individual and that all references and other reporting requirements are carried out promptly and professionally
- Guides the student through the University application process (UCAS)

OTC Sex and Relationship Education (SRE) Policy

Introduction

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

In addition OTC believes that SRE should:

- Be sensitive to students and families from different countries, cultures and faiths.
- Support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; it includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views.
- Be aware of different approaches to sexual orientation and family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can occur without any stigma or embarrassment.
- Recognise that the wider community has much to offer and aim to work in partnership with health professionals, social workers and other mentors or advisers.
- Be conscious of the influence of the internet, mobile phones and social media

Aims

Our SRE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behavior.
- have the confidence and self-esteem to value themselves and others, respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and personal relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

SRE at OTC

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empowering students with the skills to be able to avoid inappropriate pressures
- learning how to manage social media and the internet

Knowledge and Understanding

- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services

OTC specifically delivers Sex and Relationship Education through its PSHCE Programme at (I) GCSE and its Senior Tutor programme at A Level/BTEC. Tutors deliver the PSHCE Curriculum with support from professionals where appropriate. SRE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of reproduction are also included.

Inclusion

Ethnic, National and Faith Groups

We intend our policy to be sensitive to the needs of different ethnic, national and faith groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with additional learning support needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

Openness

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Senior Tutor to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall College plans for monitoring the quality of teaching and learning.