



**NEW COLLEGE LEICESTER**



**Curriculum Policy**

**September 2024**

## **Ethos and values**

At New College Leicester every child really does matter. The college exists to provide all students with a highly inclusive, rounded, quality learning experience, within an educationally stimulating, supportive and safe environment.

Our rounded education strategy, (*see appendix 2*), is built on a foundation of our core values of resilience, respect, responsibility and resourcefulness which, along with safeguarding, underpin everything that we do. We aim to provide the very best educational experience so that our students leave New College Leicester well prepared for success and to live safe, healthy and fulfilling lives.

## **Curriculum Vision**

We are ambitious for our students and determined that they do well. In addition to academic success, our goal is for all students to leave New College Leicester as well rounded individuals who are well prepared for future success having broadened their spiritual, moral, social, cultural, physical and technological horizons to work and live in a diverse 21<sup>st</sup> Century society, as responsible citizens, who promote British values and through their valuable contributions make the world a better place.

We believe strongly in the importance of basic skills such as literacy, numeracy and oracy and that these form the foundation for achieving progress in all subject areas and improve skills that facilitate social mobility and success in adult life.

There are five key principles underpinning the design of the college's curriculum:

- It is a broad and balanced curriculum that is appropriately challenging;
- The curriculum addresses and rebalances some of the local area inequalities (*see appendix 1, 2 and 5*);
- It is relevant, inclusive, scaffolded and differentiated to meet the individual needs of students;
- There is a strong emphasis on English and mathematics to ensure basic skills are embedded at an early stage to allow students to access the wider curriculum;
- It is a curriculum that ensures all students have access to the support, extension and enrichment opportunities to allow them to learn, to question, to develop skills, too acquire the knowledge and be encouraged to make a meaningful contribution, throughout their lives, for the good of us all (*see appendix 2, 3, 4, 5 and 6*).

## **Curriculum Intent**

*We offer a rich and inspiring curriculum enabling each individual to explore their potential, build on their strengths and discover their passion.*

*We do this by embedding a culture of respect, responsibility, resourcefulness and resilience.*

*Our curriculum journey empowers students to make successful life choices and meaningful contributions to society.*

## The Curriculum

In addition to supporting the aims, ethos and values of the college, the curriculum meets the statutory requirements of the National Curriculum (2014).

### Subject allocation – Key Stage 3 (Year 7, Year 8 and Year 9)

New College Leicester operates on a two-week cycle of 30 periods with:

- each day divided into 3 periods of 1 hour and 40 minutes each;
- 8 x registration/tutor periods, lasting 15 minutes each morning;
- 2 assemblies.

The table shows the time allocation (in lessons per fortnight) for each subject.

Subject	Year 7	Year 8	Year 9	Set/Mixed ability	Other information
English	5	5	4	MA	
Mathematics	4	4	4	S	
Science	4	4	4	MA	
PE (practical and theory)	3	3	3	S	PE theory classes are set in Year 8 and 9
Art	1	1	OPT (2)	MA	
Computer Science	1	2	2	S	Classes are set in Year 9
Performing Arts (Drama or Dance)	2	1	OPT (2)	MA	
Design & Technology	2	2	2	MA	Students follow a rotation of modules through the year
French	2	2	2	MA	
<b>Humanities*:</b>					
Geography	2	2	2	MA	
History	2	2	2	MA	
Religious Education	1	1	1	MA	
Music	1	1	OPT(2)	MA	
Spanish	-	-	OPT (2)	MA	

\*Citizenship is taught through humanities

### Year 9 – Arts and Culture options

As part of our commitment to enhance Arts and Culture education and develop cultural capital, the students in Year 9 can begin to specialise in areas within the arts to deepen their skills. They also have the opportunity to begin studying Spanish.

Students are asked to make two choices

1. Art, Drama or Drama Production
2. Dance, Drama, Music or Spanish

### Subject allocation – Key Stage 4 (Year 10 and Year 11)

The table shows the time allocation (in lessons per fortnight) for each subject

Subject	Year 10	Year 11	Set	Other information
English	5	5	MA	English language and literature
Maths	4	5	S	

Science	6	5	S	All study a combined GCSE course. Students also have the option to study Triple Science in a weekly designated afterschool lesson.
Options	3	3	MA	Students choose 4 option subjects
Core PE	2	2	MA	
Personal Development	1	1	MA	Rotation of Citizenship, Religious Education, Sex, Relationship and Health Education, Computer Science and Careers Education.

### Key Stage 4 Curriculum – Years 10 and 11

The curriculum in Key Stage 4 will give students further subject choice, but within an overall framework which ensures that they will continue to enjoy an unrestricted, broad and balanced education, not narrowed to meet the current accountability framework. This ensures that our students' horizons are not narrowed but they are empowered to make the curriculum choices which meet their individual needs and aspirations. *NOTE: All students will be offered the opportunity to follow an EBacc route.*

The core subjects which all students are expected to study are:

- GCSE English language and GCSE English literature
- GCSE Mathematics
- GCSE Science
- Physical Education
- Personal, social, health and economic education
- Careers, Citizenship, Computer Science, Sex, Relationship and Health Education, Religious Education.

### Optional Subjects:

The majority of students will also choose 4 optional subjects to follow from those listed below. All are GCSE or equivalent qualifications:

Humanities	Languages	The Arts	Design & Technology	Other
Geography History Citizenship RE	French Spanish Polish* Russian* Italian* Gujarati* Portuguese Arabic* Turkish* German*	Art Music Performing Arts (Drama) Performing Arts (Dance)	Engineering Design Technology Hospitality & Catering	Enterprise (Business) Computer Science ICT – I Media Hair & Beauty Health & Social Care Media Studies Sport

*\*GCSEs in additional languages could be taken by students who can read, write and speak, with limited additional coaching, in the identified language.*

There will be additional pathways offered based on the individual needs of the students eg students who are new to English. There may be a minority of students who will follow a more bespoke curriculum put in place to better support them to achieve some qualifications.

## The wider curriculum

### Language and literacy

At New College Leicester, we firmly believe that good literacy is an essential skill to enable students to read, write and speak, as experts, in every subject across the curriculum. These skills are vital to make sense of the world around us. As such, the more confident students are at these skills the more successful they can expect to be in life. At New College Leicester, we recognise that improving literacy can have an impact on students' self-esteem, motivation, behaviour, attainment and to nurture, develop and stretch students' talents and interests. In addition, all teachers ensure that their own speaking, listening, writing, and reading of English supports students in developing their language and vocabulary well.

Teachers will develop students' reading and writing in all subjects to support their acquisition of knowledge and skills. Students will be exposed to extended prose (both fiction and non-fiction) and be able to understand it. The college will provide library facilities and subject leaders will ensure that subject specific books are up to date and relevant. The library will also facilitate the expectation that students will undertake further reading, in every subject, at home.

We understand the link between confident, fluent reading and confident, articulate speaking. Teachers provide opportunities for talk in the classroom and these are planned and deliberate. Students learn language across the curriculum to support their oral contribution. Opportunities exist to prepare speech, such as presentations, debates, discussions and the oral rehearsal of written work.

Teachers will build on skills developed by students at KS2 to ensure they write at length, with accurate spelling and punctuation. Correct grammar will be reinforced and will build on what students have been taught, to expand the range of their writing and the variety of the grammar they use. Teachers will ensure the writing students do (but is not limited to) includes narratives, explanations, descriptions, comparisons, summaries and evaluations.

We recognise that literacy is key to students accessing the curriculum and making progress in all subjects. Therefore, we provide a team of Teaching Assistants who specialise in working with students to enable them to improve their literacy skills. The Inclusion Team will ensure all students reading ages are assessed on arrival at the college. Those students with reading ages of 9 or lower will be further assessed to identify their particular needs and appropriate support put in place e.g. paired reading, Toe by Toe and additional literacy lessons.

At New College Leicester, we are committed to empowering students by widening their vocabulary. We are ambitious and aspirational with regard to vocabulary acquisition. Students' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum and success in GCSE's. We understand the impact that vocabulary has on the quality of work, progress, and the ability to express ideas and concepts. Each subject has a published vocabulary list that allows students to speak and write as experts. Tier 2 and tier 3 vocabulary is taught explicitly and the etymology of words is pivotal to this. Students experience reading key words in context, use new vocabulary in their written work, and develop confidence with new vocabulary in speaking tasks. Teachers at New College Leicester therefore actively develop students' vocabulary, building systematically on students' current knowledge, displaying and

explicitly teaching key words for each lesson. Students will be taught to utilise this vocabulary to speak, read and write clearly and convey ideas confidently using standard English in all subject areas.

Furthermore, New College Leicester deploys an *Improving Reading Strategy* which ensures students who may have fallen behind within their reading, catch up. The strategy consists of three waves: **Wave 1- Whole school provision-** All of the students have access to this provision. **Wave 2- In class strategies-** which are deployed by the class teacher and/or the TA. **Wave 3- Targeted intervention based on need-** these interventions are for students with a reading age of **10.5** years or below or EAL learners where necessary (*see appendix 5*)

### **Numeracy and mathematics**

At New College Leicester, students appreciate the importance and significance of mathematics across the curriculum. All teachers recognise that confidence in numeracy and other mathematical skills is a prerequisite to success. The Mathematics Faculty supports the work of colleagues across the college in the teaching of numeracy in their own subjects. This ensures that students' mathematical knowledge is developed and used, where appropriate, across the curriculum.

The Mathematics Faculty understands that to achieve this, students need to develop mathematical fluency, and to be able to reason and solve problems in many different contexts. Accordingly, we have developed a carefully sequenced curriculum which supports students' conceptual understanding by teaching them to model mathematics using concrete materials and relating them to pictorial and abstract representations. Over time, students are able to translate meaning across the different types of representation.

Throughout the curriculum, teachers ensure students have the opportunity to:

- develop their numerical skills, from basic number facts to the principles and methods in which they are used;
- understand and use measures, including converting between different units;
- apply an understanding of geometry and algebra to problem solving and proof;
- relate their understanding of probability to the concepts of risk and uncertainty;
- understand the cycle of collecting and presenting data, then analysing and interpreting the results.

Students are expected to apply mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps. Lessons support students in developing their conceptual understanding, so that they may begin to generalise, develop lines of enquiry and investigate further. Support is also given to students who need to develop these skills over a longer period of time. Flexibility in curriculum planning allows teachers to address identified gaps in students' mathematical knowledge that might otherwise hinder their capacity to learn and apply new content. There are sufficient opportunities throughout the curriculum to revisit previously learned knowledge, concepts and procedures, ensuring that this learning becomes deeply embedded in students' long-term memories.

### **Additional Needs**

At New College Leicester we aim to create opportunities for all students to achieve their full potential. There are setting arrangements in place for maths, science, computer

science and PE in order to provide all our students with the chance to achieve the best grades. Curriculum planning will include support for the most and least able students. Challenging strategies that should be planned into the curriculum include flooding, spiral activities etc (see The New College Way).

At New College Leicester we aim to provide a broad, balanced and differentiated curriculum to ensure that every child receives their full educational entitlement. We recognise that for this to happen, some students will need additional support. The Director of Learning for Inclusion is responsible for deploying the resources for students with special educational needs e.g. teaching assistants who offer support across all areas of the curriculum, and liaising with outside agencies to offer specialist support when required.

### **Personal Development**

We recognise the value and importance of developing the whole child and providing them with the skills and attributes needed to be successful in the 21<sup>st</sup> Century. We have identified, using external research (Deloitte – Talent for Survival/PSHE Framework/CDI Framework etc), the key skills and attributes needed by our students. Based on these, we have developed our ‘This Is Us’ strategy (see appendix 2, 3 and 4). This strategy is delivered through a number of interlinking strategies: Arts and Culture Strategy; Health and Wellbeing Strategy; Sport and Physical Activity Strategy; Careers and Employability Strategy as well as through the teaching and learning we do every day. We use these interlinking strategies and the teaching of PHSE, RSHE and citizenship in educating and developing the whole child and addressing and rebalancing some of the inequalities in the local area. Although some aspects of these areas are addressed in subject areas (e.g. drugs in Science, healthy lifestyle in PE and Design Technology etc.), our provision will also include separate events during the course of the year which are exclusively part of the PHSE, RSHE, RE and citizenship curriculum.

Personal, Social, Health and Economic Education (PSHE) will be taught through assemblies and tutor times, as well as being built in across the curriculum where possible. SMSC and aspects of citizenship will be taught across the curriculum and embedded in subject’s schemes of work. In addition to the formal taught timetable, students will have the opportunity to take part in specific learning activities, these are organised throughout the college year and may take place outside of normal lessons - sex and relationship and careers education are just two examples of this.

*(Note: Parents/carers who have any objections to their child attending collective worship or Religious or Sex Education lessons have the right to withdraw them from these activities. To do this, parents/carers need to put this into writing to the Assistant Principal and a meeting will be arranged with parents/carers and, if appropriate, the child to clarify the nature and the purpose of the curriculum).*

### **British Values**

At New College Leicester the curriculum will provide many opportunities for our students to explore the concept of Britishness and British Values. We actively promote British Values across the curriculum, they are not a bolt on but are part of our whole college climate and ethos which strengthen our ‘This Is Us’ strategy and core values. British values are promoted through classroom practice and pedagogy across the curriculum,

through our assembly programme, Personal Development, extra-curricular provision and enrichment activities and the pastoral system which celebrates every child, and marks significant events.

By actively promoting British values, we challenge opinions and behaviours so that our students can feel safe, valued and can contribute positively to the life of the school. We understand the role our college has in helping prevent radicalisation and supporting our students in developing a world view and recognising their place within it.

### **Careers**

Beyond the academic curriculum, students at New College Leicester are given additional guidance to help them prepare for the opportunities, responsibilities and experiences of life in British society that enable them to make appropriate choices as they move between Key Stages and beyond.

Raising the aspirations of our young people builds upon the foundations created by our high expectations through shaping self-belief and challenging their beliefs around who they are and what they can achieve by way of their intellectual ambitions and career choices.

Effective and independent careers guidance is an important part of the rounded education which New College Leicester provides. Our wide-ranging careers programme, built across the curriculum using the CDI Framework and meeting the Gatsby Benchmarks, begins in Year 7 and, throughout their time at New College Leicester, all students will be supported to build on these foundations with dedicated careers lessons and through an extensive programme of additional talks, visits and experiences. Students are kept up to date with the local area data so that they can ensure that they develop the skills necessary to be successful in the local, regional and national labour market. It is these crucial experiences, insights and knowledge that every young person requires to successfully enter a competitive job market.

### **Celebrating Leicester**

Creating an inclusive environment that meets the needs of all students is of paramount importance to New College Leicester and through our Celebrating Leicester agenda we ensure that students have an understanding and appreciation of the contributions of other cultures as an essential element of their preparation for life in modern Britain. We develop students' interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. Ultimately, leading to them being proud of their city, culture and background. This is done through student ambassadors, the PD programme, assemblies and by being built into subject curriculums.

### **Cultural Capital**

At New College Leicester we believe that Cultural Capital is a golden thread, woven through everything that we do to teach our students well. We identify the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping engender an appreciation of human creativity and achievement. To this end, developing all students' cultural capital involves opportunities for discussion, debate, exploration of ideas, independent responses to new material,



individual research and development of the students' own lines of enquiry and essentially equipping students with the knowledge and cultural capital they need to succeed in life.

### **Curricular enrichment and extra-curricular activities**

The college is committed to providing a wide and rich set of experiences beyond the classroom. Through active promotion of weekly clubs such as sports, performance opportunities within the arts, and involvement in local and national competitions, students have opportunities to interact alongside their peers in supervised, engaging activities. In addition, through partnership collaborations such as the University of Leicester ORBYTS Programme, cultural engagements, visiting speakers, National Citizenship Service, Duke of Edinburgh Award Scheme and leadership opportunities, the personal development and character skills of our students are further enhanced. We celebrate student voice and its impact on delivering enrichment experiences that are inclusive to the needs, interests and abilities of all our young people. With our Student Parliament providing further opportunities for all students to participate in the life of the college and experience democratic processes and practices.

New College Leicester has a strong tradition of organising trips and visits for students. These events act as a motivation and inspiration for students as well enhancing and enriching the curriculum.



### **Roles and responsibilities**

It is the responsibility of the curriculum/subject leader to plan, implement and evaluate the curriculum and assessment for their subject area ensuring the national curriculum and examined syllabus is followed. Directors of Learning will moderate curriculum planning to ensure stretch and challenge is embedded throughout and monitor the performance of students to ensure that curriculum and assessment secures good progress for students. The Principal is responsible for the oversight of this process. Regular reports on the performance of curriculum areas will be given to the Governing Body.

### **Complaints Procedure in relation to the curriculum**

In the event of a complaint concerning the curriculum, parents should in the first instance write to the Principal. The Principal will then seek to bring about a resolution to the matter. If such a resolution does not emerge, parents should then write to the Chair of the Governing Body who will try to resolve the issue.

### **Reviewed and Agreed by Governors on**

Author:	Mrs Jane Brown – Principal			
Review Date:	June 2025			
Signed:		Chair of Governors: Sue Billington	Date:	13.06.24
Signed:		Principal: Jane Brown	Date:	13.06.24



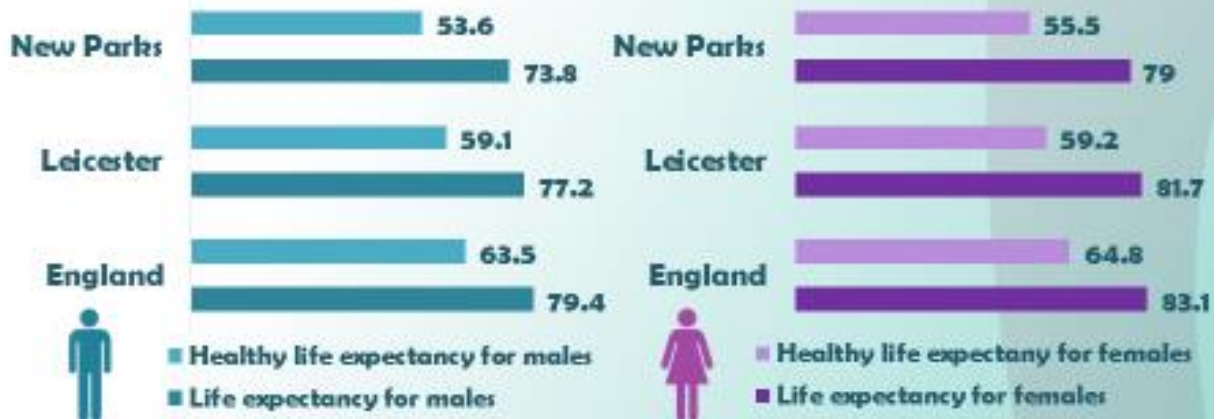
## New College local area profile

New College is located in the New Parks area of the city. An area of higher deprivation and lower life expectancy.

46% of children live in income deprived households compared to a national rate of 20%

38% leave primary school either overweight or obese compared to 34% in England

Rates of cancer, heart disease and respiratory disease are all significantly higher than England



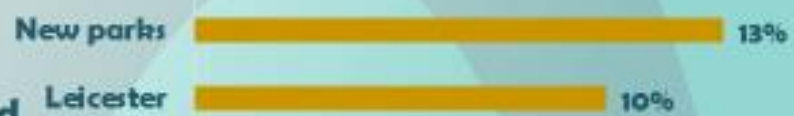
Cancer, heart disease, and respiratory disease are linked to lifestyle factors such as smoking, physical inactivity and obesity, and alcohol.



Overweight or obese



Drinking above recommended



Health and Wellbeing Indicators	New Parks	Leicester	England
Children living in Income deprived households	46%	28.4%	19.9%
Income Deprivation	35.7%	22.1%	14.6%
Long term unemployment (JSA) (rate per 1,000)	6.8	3.6	3.7
Provides 50 hours or more unpaid care per week	3.2%	2.4%	2.4%
Limiting long term illness or disability	20.9%	17.3%	17.6%
Overcrowded households (at least 1 room too few)	9.6%	15.2%	8.7%
Pensioners living alone	38.6%	32.4%	31.5%
Fast Food Outlets per 100,000 population	36.9	127.1	88.2
Reception Overweight (including Obese)	25.3	21.2	22.2
Year 6 Overweight (including Obese)	37.6	36.5	33.9
Admissions for injury 15-24 yr olds rate per 10,000	164.2	77	133.1

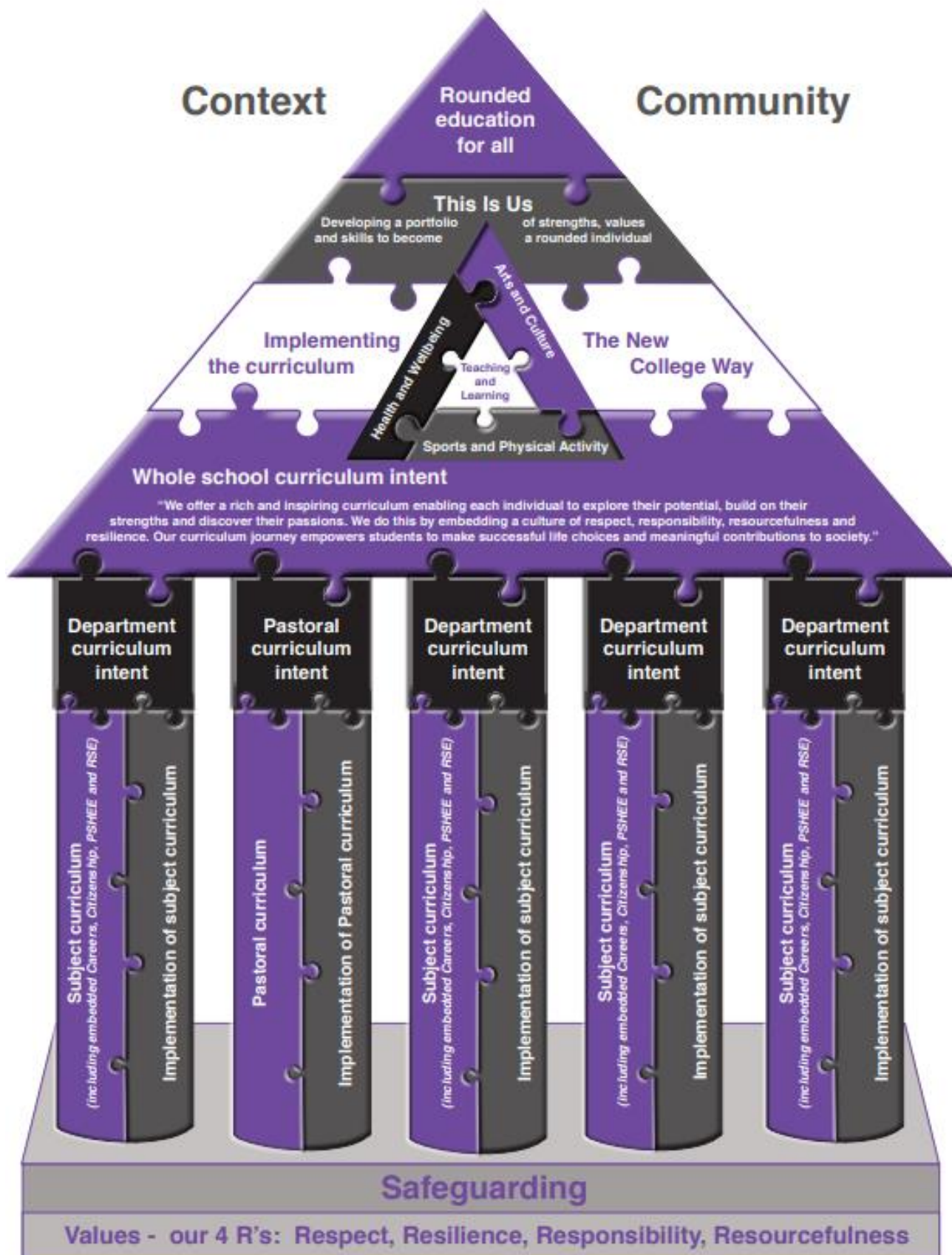
Significantly better than England

Significantly worse than England

Local Survey Indicators	North West/West Leicester	Leicester
Children having nothing to eat or drink for breakfast	18.6%	16.1%
Having a parent or carer who smokes	42.1%	30.7%
Have had alcoholic drinks	23.9%	13.3%
Been bullied in the last 12 months	24.9%	20.7%
Aspire to go to university	44.6%	51.2%

Significantly better than Leicester

Significantly worse than Leicester

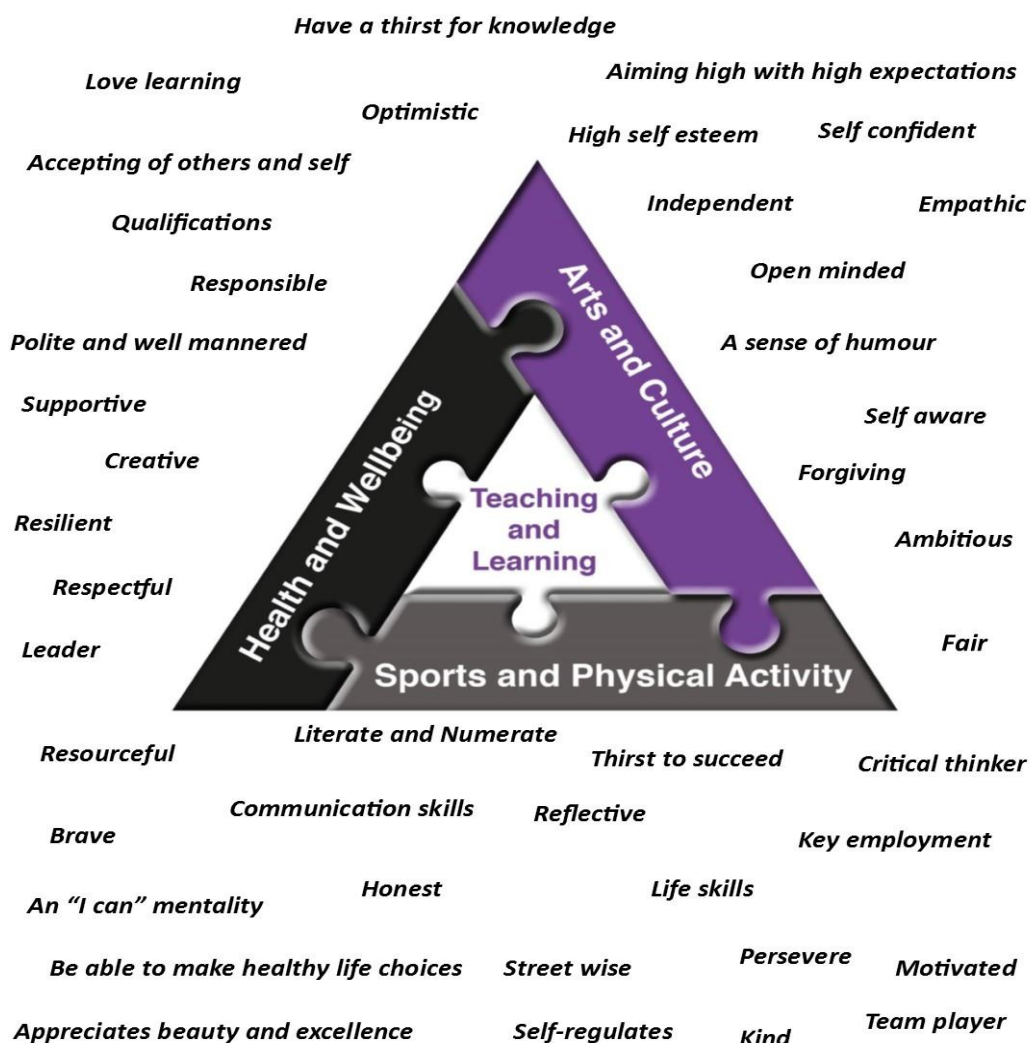


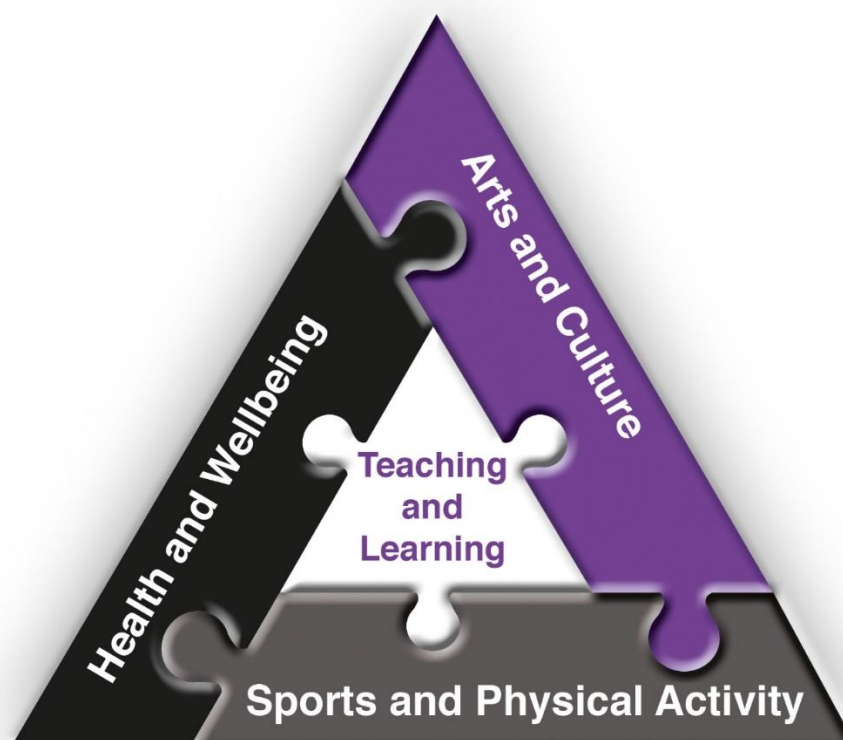
## 'This Is Us'

The staff and students of the college have identified the skills and attributes that we believe a young person (and member of staff) needs to develop in order to be successful in the 21<sup>st</sup> century. This was based on the report by Deloitte - "Talent for survival: Essential skills for humans working in the machine age"; (*Deloitte LLP 2016*), as well as ensuring that we help to rebalance the inequalities faced by our community. Our whole curriculum and ethos strive to enable the development and strengthening of these skills and attributes.



This is who we all want to be:

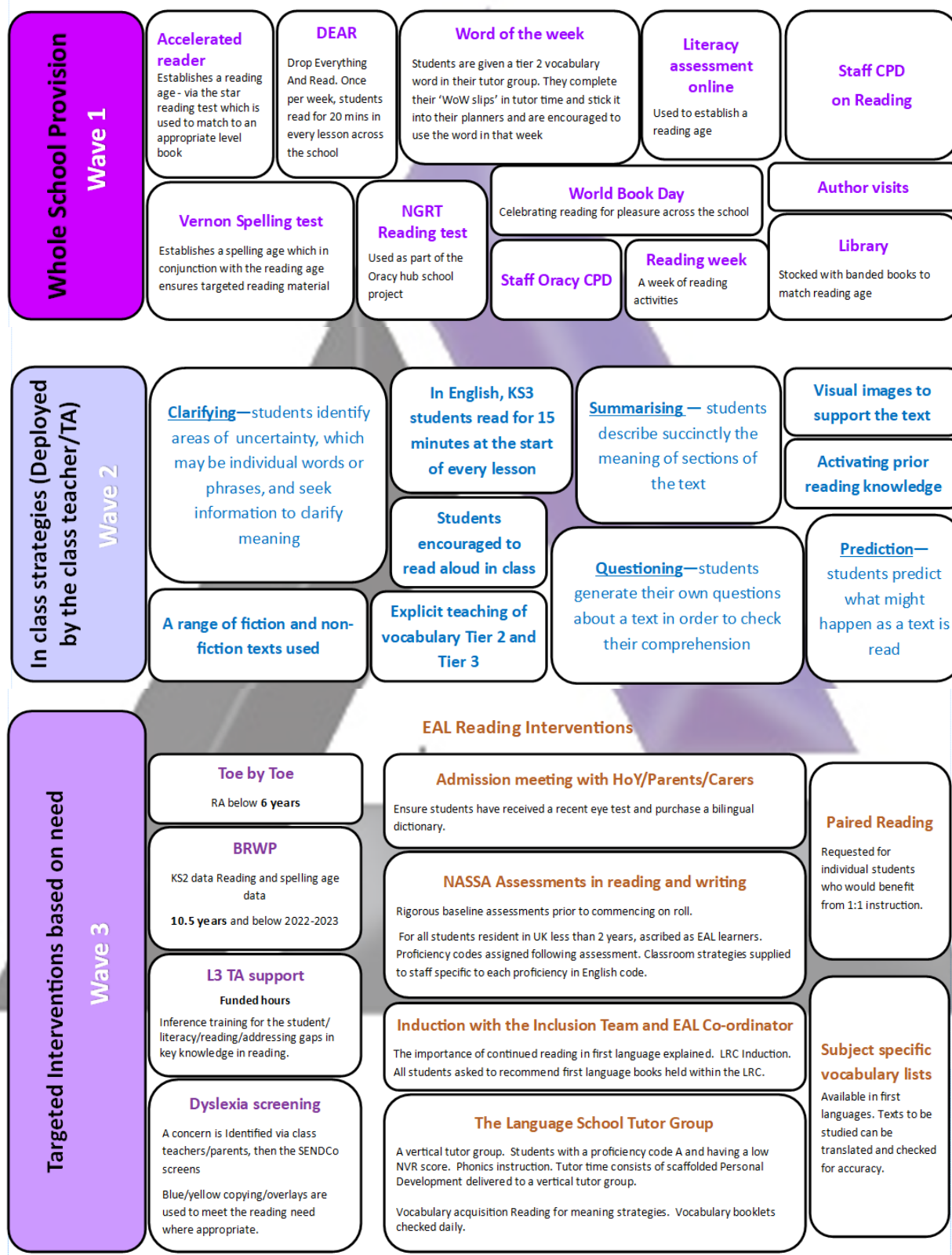




Our vision for success in delivering the 'This Is Us' outcomes for young people, is driven by five key intersecting strategies which places our young people and our community at the heart of what we do:

- Our **Teaching and Learning strategy** ensures that all our young people are fully challenged and engaged in an education that prepares them all for their future;
- Our **Arts and Culture strategy** develops vital life skills such as creativity, critical understanding, empathy and collaboration – all important for building resilient individuals and communities who believe that anything is possible;
- Our **Sports and Physical Activity strategy** ensures that every student has access to world class sports facilities and physical and health education to ensure that they have a healthy and fulfilling life;
- Our **Health and Wellbeing strategy** ensures that every member of the college community has the knowledge, tools and confidence to take care of their own health and wellbeing and to encourage those around them to do the same.
- Our **Careers and Employability strategy** ensures that all our students are fully prepared for the world of work by encouraging our them to challenge their beliefs around who they are and what they can achieve by way of their intellectual ambitions and career choices.

## New College Leicester Reading Improvement Strategy



### **Definition of spiritual, moral, social and cultural development**

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain



- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.