

2a CURRICULUM

*A copy of this policy is published in the following areas:
The school's website*

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Reviewed by: Mark Vanstone, Director of Studies

A. Related Truro School Policies

This policy should be read in conjunction with:

- Learning Support and EAL Policy;
- Relationship and Sex Education Policy;
- PSHEE Policy;
- Child Protection and Safeguarding Policy;
- Online Safety Policy;
- Marking and Grading Policy;
- Reporting and Tracking Policy;
- Equal Opportunities (Pupil) Policy
- GCSE Curriculum Guide;
- Sixth Form Guide.

Also refer to the strategic plan booklet on the website: *Truro School Strategic plan 2021-6.*

B. Curriculum Aims

At Truro School we encourage our pupils to have high academic aspirations and a desire to do well. We challenge, inspire and support our pupils as individuals to grow intellectually, personally and spiritually, and to achieve their best. We aim to inspire a life-long interest in learning, equipping pupils with the essential skills to tackle future learning with confidence and a degree of independence, and to succeed in whatever careers they choose.

The curriculum takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

C. Curriculum Methodist Mission Statements

Our ambition as a school (2021):

“To be a community of inclusion and excellence delivering the best educational journey in the South-West.

Our community and its culture reflect our Methodist foundation and our ongoing evolution in an inspiring Cornish setting. In an ever-changing world, we support and challenge young people to thrive – personally, spiritually, academically, socially, and physically. We value our pupils in the diversity of their identities, beliefs, abilities, talents, interests, backgrounds, and needs.

The happiness, energy and wellbeing of our community shapes and inspires who we are and who we can become.”

Methodism has a distinctive approach to education, embodying clear Christian values. This stems from the beliefs that have been at the heart of Methodism since its foundation by John and Charles Wesley in the eighteenth century. That is why we:

- Challenge, inspire, and support our students as individuals to grow intellectually, personally and spiritually, and achieve their best;
- Encourage a questioning approach which searches for the real truth through reason, research and debate based on freedom of thought and expression;
- Promote high academic standards and the development of talents through a variety of extra- curricular activities because we believe each child has God-given talents to develop;
- Affirm that education is about the acquisition of wisdom and humility as well as the acquisition of academic qualifications and offer Jesus Christ as a model of what it means to grow towards our full humanity;
- Provide opportunities for Christian worship in the Methodist tradition;
- Work to promote social justice and to counter prejudice and intolerance in whatever form that takes by encouraging mutual respect and understanding;
- Encourage an appreciation of working together and of the importance of forgiveness, reconciliation, and renewal in establishing happy communities;
- Encourage environmental awareness, recognising mankind’s responsibility for the welfare of the world God has created;
- Encourage creativity as a way of nurturing the human spirit and improving the quality of life;
- Prepare our students to be responsible citizens and leaders in a fast-changing and complex world, respecting not only the value of cultural diversity but also our common humanity;
- Recognise the aspirations expressed in the ‘Every Child Matters’ initiative, whilst interpreting them from a Christian perspective;
- Are committed to working to the benefit of the local community in which the school is situated, whilst also generating an understanding of the concept of service to all communities, national and international;

- Encourage our students to refuse to accept that things have to be the way they are and to believe in larger possibilities for good because education should be an instrument for reforming and reshaping society for the better;

Recognise that education is a life-long process and that the more we are given, the more is expected from us.

D. Structure of the School Week

We operate a two-week timetable. The school week has lessons on Monday to Friday. The school week comprises 30 periods of either 45 minutes or 50 minute duration. The timetable is structured so that each day has six lessons. There is transit time of five minutes built into the timetable between periods 1 and 2, 3 and 4, 5 and 6. Periods 1 and 2 have a duration of 45 minutes, but all other periods have a duration of 50 minutes.

The daily timings are shown below. On Wednesday afternoons, from 2.05-3.50pm, all 1st to 5th Year students, and most Sixth Form students, are involved in activities; these include sports, crafts, and other co-curricular pursuits. Talented musicians can attend 'fast track' GCSE Music lessons during this time, and generally achieve this qualification at the end of the 4th Year.

Some EAL lessons take place during lunchtimes and after school, increasing the number of taught periods for students requiring this support.

DAILY SCHEDULE		
	START	FINISH
TUTOR PERIOD/ ASSEMBLY/CHAPEL	8.45	9.10
LESSON 1	9.15	10.00
TRANSIT TIME	10.00	10.05
LESSON 2	10.05	10.50
BREAK	10.50	11.10
LESSON 3	11.10	12.00
TRANSIT TIME	12.00	12.05
LESSON 4	12.05	12.55
LUNCH	12.55	14.05
LESSON 5	14.05	14.55
TRANSIT TIME	14.55	15:00
LESSON 6	15:00	15.50

E. Curriculum Time Allocation

The numbers of periods allocated to each subject and each year group are illustrated in the tables below.

E1. 1st Year to 3rd Year fortnightly lesson allocation

1 st and 2 nd Year		3 rd Year	
Mathematics	7	Mathematics	6
English and Drama	7	English	7
Biology	3	Biology	3
Chemistry	3	Chemistry	3
Physics	3	Physics	3
Religious Studies	3	Religious Studies	3
French	3	<i>Option 1 (MFL)</i>	4
German	3	<i>Option 2</i>	4
PE	2	<i>Option 3</i>	4
Games	4	<i>Option 4</i>	4
History	3	History	3
Geography	3	Geography	3
ICT	2	PE	3
PSHEE	1	Games	3
Music	3	ICT	2
DT	3	PSHEE	1
Art	3		
TOTAL	56	TOTAL	56

3rd Year students must study one Modern Foreign Language: French, German or Spanish (ab initio). They then choose three further options from: French, German, Spanish (ab initio), Art, Design Technology, Drama and Music. Students can therefore study one, two or three Modern Foreign Languages, and one, two or three creative arts subjects.

E2. 4th Year and 5th Year fortnightly lesson allocation

4 th Year and 5 th Year Route 1: Dual Award Science		4 th Year and 5 th Year Route 2: Triple Science	
Mathematics	6	Mathematics	6
English (Language and Literature)	7	English (Language and Literature)	7
Dual Award Science: Biology, Chemistry and Physics each have four lessons per week, leading to two separate GCSE Science grades	12	Biology	6
		Chemistry	6
		Physics	6
Religious Studies	3	Religious Studies	3
PSHEE	1	PSHEE	1
<i>Option 1</i>	6	<i>Option 1</i>	6
<i>Option 2</i>	6	<i>Option 2</i>	6
<i>Option 3</i>	6	<i>Option 3</i>	6
<i>Option 4</i>	6		
Games	3	Games	3
TOTAL	56	TOTAL	56

Option subjects are: Art, Computer Science, Design Technology, Drama, French, Geography, Geology, German, History, Music, PE and Spanish. Although Maths is now taught in fewer periods than English, it is taught in more sets, so the average set size is smaller.

E3. Lower Sixth fortnightly lesson allocation

Lower Sixth			
3+ A Levels Route		4+ A Levels Route	
<i>Option 1</i>	12	<i>Option 1</i>	12
<i>Option 2</i>	12	<i>Option 2</i>	12
<i>Option 3</i>	12	<i>Option 3</i>	12
		<i>Option 4</i>	12
Extension Studies (optional)	3, 5 or 6	Extension Studies (optional)	3 or 5
PSHEE	2	PSHEE	2
Study Skills	1	Study Skills	1
Study Periods	17, 14, 12 or 11	Study Periods	0, 2 or 5
TOTAL	56	TOTAL	56

This year, French is not running as a L6 subject due to lack of uptake.

For Extension Studies, students may choose an Extended Project Qualification (EPQ) on 3 periods per fortnight or Level 3 Core Maths, taught over five periods per fortnight, in addition to Leiths or Football with Saints Southwest, taught in place of a fourth A Level. Further Mathematics is taught in 38 periods, across two timetable blocks.

Across the L6, PE run a Cambridge Technical, worth between one and three A Levels, depending on the modules taken. This is taught on 24 periods as part of the L6 timetable and includes pupils from the U6 and L6.

A Level subjects available are: Art, Biology, Business, Chemistry, Computer Science, Design Technology, Economics, English Literature, French, Further Maths, Geography, Geology, German, History, Maths, Music, Physical Education, Physics, Psychology, Religious Studies, Spanish and Theatre Studies.

E4. Upper Sixth fortnightly lesson allocation

Upper Sixth			
3+ A Levels Route		4+ A Levels Route	
Option 1	12	Option 1	11
Option 2	12	Option 2	11
Option 3	12	Option 3	11
		Option 4	11
Careers	1	Careers	1
Extension Studies (optional)	3, 5 or 6	Extension Studies (optional)	3 or 5
Study Periods	17, 19 or 22	Study Periods	6, 8 or 11
TOTAL	56	TOTAL	56

Exceptions to the above is: U6 Mathematics which is taught in 11 periods per fortnight in three smaller sets, rather than 12 periods a fortnight in what would have been two large sets.

For Extension Studies, students may choose an Extended Project Qualification (EPQ) taught on three periods per fortnight; an AS Level in Further Maths, or Level 3 Core Maths, taught over five periods per fortnight alongside the L6, in addition to Leiths over six periods per fortnight, taught in place of a fourth A Level. Further Mathematics is taught in 42 periods, across two timetable blocks.

A Level subjects available are: Art, Biology, Business, Chemistry, Design Technology, Economics, English Literature, French, Further Maths, Geography, Geology, German, History, Maths, Music, Physical Education, Physics, Psychology, Religious Studies and Theatre Studies.

F. Academic Curriculum Subjects

F1. 1st and 2nd Year Curriculum

In the 1st and 2nd Year, the following are compulsory: English, Mathematics, Science (taught separately as Biology, Chemistry and Physics), Religious Studies, PE and Games, Design Technology, Art, Music, ICT, PSHEE, Geography, History, Spanish, French and German.

Numeracy and literacy are promoted as appropriate through teaching and assessment in academic subjects. There are also opportunities for developing presentation and communication skills in all subjects, both in lessons and in co-curricular activities and clubs. The 1st Years have an English Skills lesson each week which helps develop reading, comprehension and writing skills.

In the 1st and 2nd Years, one of the English lessons per fortnight is given over to Drama. Drama education is also provided through the option system for Wednesday Afternoon Activities. Led by the English Department as part of their curriculum, all 2nd Year pupils take part in the school Shakespeare Festival in the Spring Term. This involves them performing a cut-down version of a

play in the Burrell Theatre to parents and other guests. In the second year, one lesson per fortnight is devoted to reading, with pupils keeping a reading record.

All 1st Year pupils study Spanish, French and German in the first term for six periods a fortnight, in order to gain a solid introduction to these individual languages and learn shared language learning skills. In the second and third terms, pupils are given a choice of languages and will study either their first or second choice language to the end of the academic year. Pupils choose to study two languages in the 2nd Year from Spanish, French or German, with the option for strong linguists to pick up all three languages in the 3rd Year.

ICT is taught formally in the 1st Year to 3rd Year, with ICT skills embedded in the teaching of other academic subjects throughout these years and beyond. The course covers important aspects of E-Safety, use of the school network, intranet and email system. The programme of study ensures that students acquire a good familiarity with Microsoft Office and are also introduced to the school's range of online learning resources, including RM Unify, MS Teams and the Moodle VLE. Areas of Computer Science are introduced, including digital media, digital image manipulation, coding in Scratch and an introduction to programming using Python 3.

The PSHEE programme is outlined in summary later.

F2. 3rd Year Curriculum

In the 3rd Year, the following are compulsory: English, Mathematics, Science (taught separately as Biology, Chemistry and Physics), Religious Studies, PE and Games, ICT, PSHEE, Geography, History, and at least one Modern Foreign Language from a choice of French, German and Spanish (ab initio).

Pupils then choose three further options from: French, German, Spanish (ab initio), Art, Design Technology, Drama and Music. Students can therefore study one, two or three Modern Foreign Languages, and one, two or three creative arts subjects.

F3. GCSE Subject Choices

In the Spring Term of the 3rd Year, pupils select courses for study in the 4th and 5th Year. To help prepare for the choices we have a GCSE Options Evening for parents and a 3rd Year careers day for pupils, where they receive independent careers advice and attend their selection of GCSE taster lessons. A detailed Curriculum Guide is provided for pupils and parents and this covers the information required to help make the choices, along with further information about the compulsory core subjects.

F4. 4th and 5th Year Curriculum

The principles behind a Truro School education are that the curriculum should, as far as possible, be centred on the individual pupil while still providing a good foundation for future study and career opportunities. The aim is therefore to preserve a core of compulsory subjects whilst allowing flexibility of choice over a range of optional subjects.

For the current 4th and 5th Year, the norm is to study for 10 GCSE/IGCSE qualifications. It is currently possible for suitable pupils to attain additional GCSEs through extra lessons in Music on

a Wednesday afternoon. Able mathematicians also have the choice to take an IGCSE in Further Mathematics. On occasion we accommodate those pupils who would benefit from taking fewer GCSEs. For example, while nearly all pupils are prepared for both English Language and English Literature GCSE/IGCSE, a small number benefit from a focus on just English Language to help improve their performance. Some students take English Language for learners whose first language is not English.

The compulsory core provides 6 qualifications. This is enhanced with four options. The balance of breadth and depth helps provide a strong academic foundation while allowing pupils to play to their strengths and interests. With the recent move towards linear A Levels we are likely to see universities having a sharper focus on GCSE results. We are more concerned about giving pupils the opportunity to excel with the quality of their results than with the quantity.

In the 4th and 5th Years, 150 minutes of Games per fortnight remains compulsory, with PE being offered as an optional GCSE subject. Timetabled PSHEE lessons also continue.

Compulsory Subjects: English Language, English Literature, Religious Studies, Mathematics, Double Award Science, equivalent to two GCSEs

Options: Pupils choose a maximum of four options. This provides flexibility to cater for those pupils who are more inclined towards studying the Humanities, Modern Foreign Languages or the Creative Arts, for pupils who wish to pursue the Sciences as three separate GCSE qualifications and for those who are keen to maintain a broad balanced spectrum of subjects.

For a balanced curriculum, pupils are recommended to select at least one Humanity, one Modern Foreign Language and one Creative Arts subject. However, although such choices are popular, they are not compulsory; we will be flexible and accommodate variations to this guided structure according to the interests, skills and ability of individuals. Note that it is possible even within this guided structure to study more than one Humanity, or more than one Modern Foreign Language or more than one Creative Arts subject. See the options table overleaf.

Four Options selected from the following guided structure
Note: a good balance of choices would involve one subject selected from each category; however, if they wish, pupils may choose subjects that appeal to them and play to their strengths.
Modern Foreign Languages
French
German
Spanish
Creative Arts
Art and Design (<i>compulsory for Art Scholars</i>)
Design and Technology
Drama (<i>compulsory for Drama Scholars</i>)
Music (<i>Grade 2 performance ability needed</i>)
Humanities
Geography
History
Scientific
Computer Science
Geology
Physical Education
Separate Science (<i>GCSEs in Physics, Chemistry and Biology, in place of Combined Science</i>)

- * Drama Scholars must take GCSE Drama and Art Scholars must take the GCSE Art and Design course to keep their financial award.
- ** Note that pupils must have at least Grade 2 performance ability for GCSE Music. There is also a fast-track one year course during Wednesday Activities of the 4th Year for those who already have Grade 5 Theory, Grade 6 instrument / voice and involvement in choirs, bands or orchestras at school.

F5. Making A Level Choices

During the 5th Year, pupils will be asked to choose which subjects they wish to study during their first year in the Sixth Form. To help with their choice, there is a Sixth Form Curriculum Guide and Open Evening and an A Level Options Evening for parents. There is also a 5th Year careers day, where pupils receive independent careers advice and attend their selection of A Level taster lessons. In the 5th Year, the careers elements of the PSHEE programme are delivered by our Head of Careers, and all pupils have a one-to-one meeting with the Headmaster. During the Spring Term of the Lower Sixth pupils are asked to choose which subjects they wish to study in the Upper Sixth.

F6. Sixth Form Curriculum

We aim to be flexible regarding pupil choice. Unlike many schools and colleges, Truro School does not put subjects into a predefined blocking structure. Instead, the blocking structure is constructed on the basis of the choices made and it is usually possible to study first choice subjects.

There is a maximum class size of 16 pupils for exam classes, although many classes are smaller, and the teaching is personal. The atmosphere is friendly but not casual: lessons are not voluntary and it is expected that work will be completed by the times stipulated. Private study includes independent learning in the Sixth Form Centre or Dodd Library; private study periods may also be taken in subject bases such as the Art Studio or the Music School. Our aim is to prevent pupils from damaging their own chances by misusing their time and also giving them enough freedom to acquire self-discipline and personal organisation for the transition to university. We would expect Sixth Form pupils to match each taught hour with a personal study hour; the work would include independent study supplemented by work set by their teacher.

Departments also run extra tutorials (clinics) where possible; these are used to help support or extend pupils in their AS and A Level work.

The A Level subjects offered in the Sixth Form are as follows: Art and Design, Biology, Business, Chemistry, Computer Science, Design & Technology (Product Design), Drama and Theatre Studies, Economics, English Literature, French, Geography, Geology, German, History, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies, and Spanish.

In most cases the curriculum for each subject is split between two teachers. We also offer re-sits in English Language or Mathematics GCSE/IGCSE for those that require good or better passes, and in addition, pupils may choose option(s) from our Extension Studies programme:

Extension Studies:

- Extended Project Qualification (EPQ), Level 3;
- Leiths
- Core Maths qualification, Level 3 (Maths in Context);
- Thin AS Levels in Further Mathematics (which must be taken with full A Level Mathematics).
- Football academy
- CTEC PE

F7. Lower Sixth Programmes of Study

In addition to Study Skills and PSHEE lessons, Lower Sixth students will follow one of the following programmes of study:

- 4 A Levels + L3 Core Maths (56 periods out of 56)
- 4 A Levels + EPQ (54 periods out of 56)
- 4 A Levels (51 periods out of 56)
- 3 A Levels + Leiths + EPQ (48 periods out of 56)
- 3 A Levels + L3 Core Maths (44 periods out of 56)
- 3 A Levels + EPQ (42 periods out of 56)
- 3 A Levels + Leiths (45 periods out of 56)
- 3 A Levels (39 periods out of 58)
- CTEC PE (worth 1, 2 or 3 A Levels)
- Other combinations are available, but 5 A Levels or 4 A Levels + Leiths, is precluded.

Most pupils in the Lower Sixth will start with three A Level subjects. After the internal exams, held in January of the Lower Sixth year, there is a review of student subjects and a few students may change subjects or drop a subject, if they are taking more than the minimum number.

Students may also supplement this with the Extension Studies programme. The PSHEE programme is outlined in summary later. A Sixth Form Diploma programme managed by the sixth form leadership team encourages pupils to participate in a range of co-curricular activities, alongside a taught programme, which includes the following topics: independent study and revision skills; note-taking and precis skills; Growth Mindset; critical thinking skills; research and referencing skills; avoiding plagiarism; presentation skills.

Our preparation for entrance to the most selective universities is mostly department based, and enhanced by enrichment opportunities at lunchtimes and after school. It is overseen by the Head of Sixth Form and Upper School Oxbridge Mentor and Head of Academic Scholars. We arrange a programme of mock interviews for Oxbridge candidates from a range of local schools. Our Medics, Dentists and Vets benefit from an annual mock interview process which involves the participation of local healthcare professionals; they also have a bespoke programme of support through the Lower Sixth and Upper Sixth. A local UCAS Convention, UCAS days, university visits, a programme of business lunches, and information sessions on studying overseas also provide opportunities to raise pupils' academic awareness and aspirations.

F8. Upper Sixth Programmes of Study

This is as above, however for those doing four full A Level subjects in the Lower Sixth, usually only three are continued to A Level, with a small number of able and motivated pupils continuing with four. On rare occasions, students may study two or 2.5 A Levels only. A number of Upper Sixth students attend Lower Sixth lessons to consolidate their knowledge. The Level 3 Core Maths exams can be taken either at the end of the Lower Sixth or the Upper Sixth. The EPQ is completed by Easter of the Upper Sixth year.

The most common outcomes for pupils are:

- 3 A Levels;
- 3 A Levels and an AS Level or equivalent qualification (e.g. EPQ, L3 Core Maths, Leiths).

However, for those with proven academic ability we allow and encourage the study of four full A Levels, particularly when Maths and Further Maths are taken together. A small number of students also take A Levels in their native languages, e.g. Chinese, Russian, Arabic etc. The school always tries to accommodate requests to take qualifications in languages that are spoken by students, but not taught by the school.

G. Class Sizes

Class sizes are never greater than 25 up to the 5th Year. In practice, 1st Year classes are closer to 20 per teaching group and as we approach GCSE the 4th and 5th Year, English and Mathematics aim to have one or two smaller set(s) to enable a more individualised approach to the teaching and learning. In the Sixth Form our exam class sizes are a maximum of 16, with most around 12 pupils per teaching group.

H. Setting and Banding

In the 1st Year, pupils are mostly taught in mixed ability groups. In Mathematics we aim to put pupils in two ability bands in the first term. Pupils are initially placed in one of these bands based on their performance in the entrance tests. Progress tests at half term and the ends of terms are used to move pupils between these two bands if we feel it would improve their learning. Art, DT and Music are taught in mixed-ability groups.

In the 2nd Year, pupils continue to be taught in mixed ability groups except in Mathematics and Modern Languages, where they are taught in ability-based bands and ability-based sets respectively. The banded structure in Mathematics expands to three bands as pupils progress to the 2nd Year and beyond, with the lower bands containing smaller groups of pupils. Art and DT are taught in mixed-ability groups.

The above arrangements continue into the 3rd Year. Modern Languages, Art, DT, Drama and Music are taught in option blocks, where class membership is determined in part by student choices. Mathematics, French, German and Spanish are set by ability.

We introduce banding in English at the start of the 4th Year, and currently Religious Studies is also taught in similar ability-based groups in the 4th and 5th Years. In the 4th and 5th Years, we have four sets in the Separate Sciences and three for the Combined Sciences. Pupils are in the same set for Biology, Chemistry and Physics. In the 4th year and 5th year science is set by ability.

In the Sixth Form we have mixed ability sets for all subjects.

I. Homework (Prep)

I1. Categories of Homework

Homework encourages students to develop the skills, confidence and self-discipline needed to study effectively on their own. It can provide opportunities to complete work that has not been finished in class and also to produce work that is not suited to the limits of a classroom situation.

Homework for all year groups may be grouped into one of the following three categories, or a combination of these categories:

- **Preparation** for the next lesson, which may include reading; this may also include learning new material (from books, interactive software, video clips or the internet) and then presenting this in class;
- **Extension**, in which the work will provide more difficult examples of ideas covered, or research that goes beyond the syllabus;
- **Consolidation**, which helps to reinforce what has been studied in class through further exercises.

Teachers will explain the nature of the homework when setting it. Students should record this as a P, E or C (or a combination) to represent Preparation, Extension and Consolidation.

I2. Duration and quantity of homework

The duration of each homework given below is a guideline. In some cases, homework may be of a shorter or longer duration than suggested, depending on the motivation and ability of the students, the demands of the teaching schedule, and the proximity of internal and external examinations.

There is a homework timetable which shows which subjects should set homework on which days.

- **1st and 2nd Year Homework:** each homework should be 20 minutes long. On average, there are three subject homeworks per night.
- **3rd Year Homework:** each homework is now a little longer at 30 minutes. There is an average of three subject homeworks per night.
- **4th and 5th Year Homework:** each homework should be 30 minutes long. There is one homework for Religious Studies. All other subjects have two homeworks per week. There is an average of four subject homeworks per night, but homeworks may be set on a weekly basis with one hour per week rather than two half hour assignments.
- **Lower Sixth and Upper Sixth:** teachers will set regular work, but the time allocation is more flexible and depends on the nature of the work being completed and the proximity to exams. Note that many subjects have the fortnightly timetable split between two teachers; both teachers will set homework and students should expect to get at least two homeworks per subject per week. Regardless of any homework set by teachers, we would expect Sixth Form students to match each taught hour with a personal study hour which would include homework set by their teacher, but which would be supplemented by reviewing and adding to their notes, reading their textbook or extending themselves beyond the syllabus.

I3. Homework Assistance

- Departments provide clinics at different times during the week and students are welcome to attend these to get help with work.
- For those that wish to complete their homework in a quiet environment at school rather than at home, after school supervised study rooms are provided for 1st to 5th year students.

J. Examination Sittings

We have internal mock exams for the 5th Year at the end of the Autumn Term and for the Upper Sixth at the start of the Spring Term. The 1st – 4th Years and the Lower Sixth all have end of year internal assessments in the Summer Term. The Lower Sixth also have internal exams at the start of the Spring Term to assess their progress in the first term of the A Level course and to inform their choices of programme of study in the Upper Sixth.

IGCSE and GCSE public examinations are taken in the Summer Term of the 5th Year, with AS Levels, A Levels and other equivalent qualifications taken in the Summer of the Sixth Form.

K. Learning Support and EAL

We have a Head of Learning Support who runs a team of teachers in collaboration with our Deputy Head (Academic)

For details of our policy and procedures, refer to our separate document, Learning Support and EAL Policy.

All of our pupils are individuals with different learning styles. We aim to address the needs of pupils with specific learning difficulties and those who need extra help with their basic English skills. We work very closely in association with the English and Mathematics Departments and other subject teachers.

We have overseas pupils, where English is their second language, and to enable them to access the curriculum, we offer help from a qualified English as a Foreign Language specialist teacher who meets their needs as appropriate. This usually involves small group teaching off timetable or during study periods in the Sixth Form. Students can also attend IELTS preparation lessons.

If we feel a pupil needs examination access arrangements we can organise our own testing using our own qualified staff, or refer them to an external Educational Psychologist. The department liaises with the Examinations Officer to ensure access arrangements are in place for internal school mock examinations and all public examinations.

L. Academic Clinics

To support those pupils experiencing difficulties with subjects, we provide clinics staffed by teachers. These clinics can also be used to complete project work and homework. In some cases, Sixth Form pupils provide support for lower school pupils in these clinics, although this arrangement has currently been suspended due to Covid-19. Clinic times are published in the School Calendar and in Departments.

M. Able, Gifted and Talented Provision

We aim to celebrate gifted pupils with exceptional academic ability and talented pupils with exceptional ability in the creative arts and sport, and those with exceptional leadership ability. At entry point to the school scholarships are awarded to talented pupils in Art, Music, Drama and Sport and gifted pupils with all round academic ability. We also reward pupils with Commendations, Commendation Certificates, acknowledgement of success in assemblies and through the award of annual school prizes at Speech Day.

The school also identifies academically gifted pupils both via the assessments carried out by MidYIS, YELIS and by GCSE results. We use MidYIS or YELIS chances data to help to set GCSE target grades, and the A Level Performance System (ALPS) and ALIS to help set aspirational targets in the Sixth Form. In addition, subject staff are asked to identify pupils who have exceptional academic prowess in one subject, or exceptional creative or sporting ability. Through the baseline assessments, and our tutorial system we identify the needs and monitor the progress of all pupils of all abilities and talents at frequent intervals; we intervene as appropriate to avoid pupils under-performing.

We aim to raise academic aspirations, develop practical talents and promote leadership potential. We provide academic stimulation in lessons and also encourage all pupils to participate in our enrichment programmes outside the classroom. In this way, those that are especially able and talented will make excellent progress, and others that may not have been identified as such will still have expectations raised and still benefit from these opportunities.

We have a Head of Academic Scholars and Oxbridge Mentor, working under the oversight of the Director of Teaching and Learning, who helps to provide stimulus for the academically gifted pupils. There is setting in some subjects, and provision of stretching activities in and out of lessons. We host internal competitions such as the Top House Quiz and enter pupils for national competitions such as Mathematics and Science Olympiads. All academic departments use Microsoft Teams and have Virtual Learning Environments at different stages of development. These give pupils access to electronic resources for personalised learning, giving motivated pupils the opportunities to push ahead. In the Sixth Form, there is an option to take the Extended Project Qualification, which results in the production of a fully researched and academically rigorous project. It is aimed at those who are highly self-motivated and willing to develop the skills of independent learning. Our support for aspiring Oxbridge applicants and Medics, Dentists and Vets also enhances the Sixth Form experience for the able and motivated pupils.

Those Upper Sixth pupils who possess leadership qualities have the option of developing their leadership skills through a number of activities, which include the Duke of Edinburgh's Award Scheme, school expeditions (such as World Challenge and the biannual trip to Uganda) and our Sixth Form prefect system.

We respond further to the needs of talented pupils by offering the opportunities to enjoy a wide range of orchestras, choirs and musical ensembles and Art and Design clubs. School plays and musicals also feature prominently throughout the school year.

N. Spiritual, Moral, Social and Cultural Development (SMSC) and Personal, Social, Health and Economic Education (PSHEE)

N1. SMSC and PSHEE

The provision for SMSC and PSHEE reflects the school's aim and ethos; it encourages respect for other people paying particular regard to the protected characteristics set out in the 2010 Equality Act

Academic success has to be underpinned by attention to the whole person and we are strongly committed to pastoral care, the welfare of each boy and girl, the provision of a good range of co-curricular activities and opportunities for spiritual, moral, social and cultural development.

Religious Studies is taught as a compulsory subject for all pupils up to the 5th Year, and it currently culminates in a full GCSE for most pupils. This aspect of our compulsory curriculum contributes in part towards human and social education, and promoting spiritual, moral, social and cultural development.

Promotion of spiritual, moral, social and cultural development is further provided through our fortnightly whole school assembly, year group chapel and Head of Year assemblies and tutorials. We also provide opportunities for careers, health education, games, activities and outdoor pursuits. The school has affirmed its commitment to the development of these areas in its Strategic Plan 2021–6.

The Deputy Head (Pastoral) co-ordinates pupils' welfare arrangements in conjunction with the Heads of Year and School Chaplain, but all members of staff share a concern for their pupils' well-being. All pupils are members of a form, and each Form Tutor has special responsibilities for the pupils in his or her care. In the 1st to 5th Years, Sixth Form prefects are assigned to each form and provide additional support. Boarding house staff oversee the personal and academic development of each boarder in *loco parentis*.

The structure of the school week provides tutor time and assemblies to address spiritual, moral and pastoral matters. All pupils register and meet with their tutor at 8.45am each day. There is a rotation of different assemblies on a Friday including a Whole School Assembly, a Head of Year assembly, a competition house assembly, or an additional tutor period.

In addition, we devote time in the school day to chapel assemblies and tutorials (see the table below):

	1st & 2nd Years	3rd & 4th Years	5th Year	Sixth Form
Chapel Assemblies	Mon: 8.55-9.10 Wed: 8.55-9.10	Tues: 8.55-9.10	Thu: 8.55-9.10	Thu: 8.55-9.10
Tutor Time	Tue, Thu: 8.45-9.10	Mon, Wed, Thu: 8.45-9.10	Mon, Tue, Wed: 8.45-9.10	Mon, Tue, Wed: 8.45-9.10

Chapel services are led by the chaplain or members of the C-team (a group of staff members who assist with conducting chapel, providing music and helping lead the Junior and Senior Christian Union groups). The Charity Committee lead the services in the week preceding whole school

charity days, of which there are five each academic year. The Sustainability Committee lead services when launching particular sustainability campaigns and appeals. The Amnesty International Committee also lead service from time to time when launching a campaign and raising awareness of a particular issue. Once a year, the year groups who attend chapel on the same day participate in a Holy Communion service. Voluntary Holy Communion services are held twice a term during the lunch break.

At the conclusion of some chapel or Head of Year assemblies, merit certificates – bronze, silver, gold and platinum - are awarded to pupils for an accumulation of merits due to academic or other achievements. Whole school assemblies provide an opportunity to acknowledge the wide variety of achievements in sport, outdoor pursuits, music and theatre. The assembly also normally includes a short talk from the Head which may be of a spiritual or moral nature and ends with a prayer.

Pupils meet with their tutors and tutor groups each week on the mornings when the other year groups are in chapel. Prefects are allocated to each of the junior groups to provide their support and normally attend one tutor period a week when social bubbles are not being enforced. Tutorial periods are also used to set and evaluate academic targets and personal goals. Truro School was one of the first schools to create and successfully provide an “Advice, Care, Help and Empathy” (ACHE) scheme whereby Sixth Form pupils provide a peer mentoring and counselling service for younger pupils after having completed a 16-week training course.

Through the PSHEE programme we encourage pupils to go beyond acquiring particular knowledge or skills, so that they develop moral, ethical and spiritual values. Our bespoke programme has been developed with Truro School pupils in mind. It aims to help pupils to get the most out of their school life while helping them to develop as individuals. All students in the 1st Year through to Upper Sixth have timetabled lessons of PSHEE.

The subjects covered are:

1st Year: settling in, self-esteem, praise and criticism, resilience, good friendships, values and goals, learning skills, teamwork skills, communication skills, sleep and exercise, balanced lifestyle, puberty, health services, bullying and abuse, appropriate language, internet safety, personal safety and first aid.

2nd Year: human rights, diversity, prejudice and discrimination, FGM, improving communities, the justice system, peer pressure, groups and gangs, functions and uses of money, money and morality, UK political system, voting and elections, political parties, love and friendship, intimacy and consent, feelings and emotions, sex and relationships education and contraception.

3rd Year: human rights, diversity, prejudice and discrimination, FGM, improving communities, the justice system, GCSE options, types of work and business, aspiration and employability, enterprise, employment law for young people, forced marriage, stable relationships, separation and divorce, loss and bereavement.

4th Year: human rights and international law, the legal system in the UK, diversity in the UK, improving communities, health and safety, personal safety, positive and negative relationships, consent, impact of drugs and alcohol, gender double standards, sex and relationships

education, self-esteem, mental and emotional health, body image and cosmetic procedures, targets and goals, information, advice and guidance.

5th Year: post-16 and post-18 options, parenting skills, unintended pregnancy options, local, regional and international governance, active citizenship, the UK's relationships with Europe, the Commonwealth, the UN and the wider world, career identity, work experience, work attitudes and values, sexting, impact of sex in the media, pornography, discrimination and harassment (in the workplace), rights and responsibilities at work.

Lower Sixth: first aid, cancer awareness, fertility, infertility options, mental and emotional health, stress and anxiety, depression, self-harm and suicide, changing opportunities, employability, strengths, interests and skills, information, advice and guidance, income, expenditure, credit, debt, insurance, savings and pensions, financial products and services, managing financial decisions, substance use and misuse, risks and consequences of drugs, impact of drugs and alcohol on sexual behaviour, managing changes in relationships, separation, divorce and bereavement, alternatives to university, UCAS, critical consumerism, Fair Trade, consumer rights.

Upper Sixth: de-escalating situations, managing harassment, working right and responsibilities, consent, abuse, forced marriage, honour-based violence, FGM, personal safety, critical engagement with social media, challenging harmful social media, gangs, cybercrime, parliamentary democracy, different electoral systems and forms of government.

One of the major strands of PSHEE is Relationships and Sex Education and this features in some way in all year groups. We do hope that all pupils will take part in these lessons and workshops as an important part of their education. However, parents may withdraw their son or daughter from any aspect of the programme by writing to the Headmaster. There is a separate Relationships and Sex Education policy.

N2. British values: democracy, rule of law, individual liberty, mutual respect and tolerance

Truro School actively promotes the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance both directly and indirectly. This aim is evident in the shared Methodist Independent Schools' Mission and Statement and in the Truro School Strategic Plan 2021-6.

From the Strategic plan, "Truro School's ambition is to be a community of inclusion and excellence delivering the best educational journey in the South-West. Our community and its culture reflect our Methodist foundation and our ongoing evolution in an inspiring Cornish setting. In an ever-changing world, we support and challenge young people to thrive – personally, spiritually, academically, socially, and physically. We value our pupils in the diversity of their identities, beliefs, abilities, talents, interests, backgrounds, and needs. The happiness, energy and wellbeing of our community shapes and inspires who we are and who we can become."

This ambition is included explicitly in the school's strategic targets 1, 2, 16 and 17.

- For pupils to benefit from a school culture that has clear understandings and expectations over excellence, actively promotes wellbeing, and ensures that diverse needs are recognized and supported.

- For pupils to be empowered in school, for life beyond school, via an exciting and challenging curriculum, co-curriculum, and supra-curriculum, and via strong and valued pupil voice and choice.
- To set up an Equal Opportunities Committee that includes pupil voice.
- To place pupil voice at the heart of our charitable purpose.

Our values and ambitions are upheld in the various policies of the school e.g. the Child Protection and Safeguarding Policy, the Learning Support and EAL Policy, the Behaviour Policy, the Equal Opportunity (Pupil) Policy, the Anti-Bullying Policy, and the Anti-Racism Policy.

Some of our senior students annually attend and participate in a Model United Nations General Assembly.

N3. Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism can be defined as:

is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

[Keeping Children Safe in Education (September 2021)]

We aim to prevent radicalisation by educating pupils (chapel, assemblies, PSHEE, Amnesty, World AIMS) and by monitoring and intervening as necessary.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online activity, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

Also refer to our Child Protection and Safeguarding Policy and our Online Safety Policy.

O. Careers Education: 1st Year – Upper Sixth

The Careers Room is annexed to the Sixth Form Centre. This normally starts to be formally used by pupils from the 4th Year upwards, although it is currently in the sixth form teaching zone. Careers Clinic is available every Thursday lunchtime in the Careers Room. We also host a biannual Careers Fair for the 4th Year and above.

Careers education is mainly delivered as part of the PSHEE programme, although in addition, the 3rd, 4th and 5th Years have separate, off timetable careers days, including sessions delivered by independent careers advisors, and 4th Year pupils also take part in Morrisby testing.

We host a Sixth Form Open Evening for our own current 5th Year pupils and prospective Lower Sixth pupils from other schools. Our in-house 'What Do Graduates?' booklet is given to pupils and

put on the portal for parents. In the Autumn Term, the 5th Years complete a Career Action Plan, and this is used as the basis for options advice, as explained previously. Cornwall College is also invited to speak to 5th Years interested in apprenticeships. After the Summer GCSE exams have finished, we offer an optional 5th Year University Day which exposes the pupils to exercise in thinking skills and interview techniques. We help to arrange work experience placements for those who request this.

The 5th Year upwards are provided with the option of business lunches with local business people throughout the school year. Topics covered include physiotherapy, running a business, law, medics, dentists and vets, finance and the creative arts. We organise Ministry of Defence visits and one to one interviews with the Forces Liaison Officers.

In the Lower Sixth, there are visits to the Law Courts for interested pupils. In the Spring Term of the Lower Sixth we organise a trip to the UCAS Convention at the Penryn campus. In the Summer Term, we have our own UCAS day for pupils, supplemented with input from Cornwall College for apprenticeships and input from visiting speakers and undergraduates. There is also a biannual, in-house Oxbridge Convention and UCAS parents' evening. We aim each year to provide trips to the university open days, which may include Bristol, Bath, Exeter, Oxford and Cambridge.

In the Upper Sixth, in addition to the business lunches and extensive individual support from the Head of Year and form tutors, we also organise mock interviews in November for aspiring medics, dentists and vets, using local healthcare professionals as part the interview team. Oxbridge mock interviews take place before the end of the Autumn Term. Further university mock interviews take place early in the Spring Term by request. There is on-going support from the Head of Careers, Overseas University Advisor, Co-Heads of Sixth Form and upper school Head of Academic Enrichment, including advice on the Clearing and Adjustment processes on A Level results day.

Physical Education, Games, Outdoor Pursuits and Activities

P1. Physical Education and Games

The most important aim of the school's games programme is to cover the needs of all boys and girls and provide the opportunity for all to maximise their sporting potential. For some this involves their regular compulsory timetabled games commitments, and for others it extends to playing for the school. A 100 minute double lesson of Games is compulsory each week for all pupils in the 1st and 2nd Years, with 150 minutes a fortnight in the 3rd, 4th and 5th Year. We also provide compulsory Physical Education for all pupils up to and including the 3rd Year.

The fortnightly curriculum commitment to Games and PE is outlined below:

	1 st - 2 nd Year	3 rd Year	4 th & 5 th Year	Sixth Form
Games	Two compulsory double lessons	Two compulsory lessons of 50 and 100 minutes		Team training and fixtures only for those that represent the school
PE	One compulsory double lesson	75 min of compulsory PE	GCSE PE option	CTEC or A Level PE

P2. Outdoor Pursuits

The school is the largest centre for the Duke of Edinburgh's Award in Cornwall and each year hundreds of pupils achieve their Bronze, Silver or Gold Award. The school also has an excellent history in the Ten Tors Challenge, and teams participate in World Challenge expeditions.

P3. Activities

Our 70 minute-long lunch break allows for the provision of games and music practice sessions, along with other regular clubs and societies. Wednesday afternoons are devoted to pupils and staff participating in a wide range of activities. Opportunities also exist for activities before and after school.

The school is firmly committed to allowing pupils and staff to undertake and maintain healthy lifestyles, develop existing skills and learn new ones, gain enjoyment from working with staff and pupils outside the classroom and allow all pupils to make a positive contribution to the school and wider community.

P. Marking and Grading

There is a separate Marking and Grading policy.

Q. Reporting and Tracking

There is a separate Reporting and Tracking Policy.