



TRURO SCHOOL



SENIOR SCHOOL

Curriculum Policy

A copy of this policy is published in the following areas: The school's website
Reviewed: September 2025
Date of next review: September 2026
Created by: Assistant Head (Director of Studies)
Reviewed by: Assistant Head (Director of Studies)

CURRICULUM POLICY

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The school's website*

Reviewed : September 2025

Date for review: September 2026

Reviewed by: Emma Ellison, Assistant Head (Director of Studies)

A. Related Truro School Policies

This policy should be read in conjunction with:

- Special Educational Needs (SEND) Learning Support and EAL Policy;
- Relationship and Sex Education Policy;
- PSHE Policy;
- Child Protection and Safeguarding Policy;
- Online Safety Policy;
- Feedback Policy;
- Reporting and Tracking Policy;
- Homework 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

At Truro School, our ambition is clear: to be a community championing positive values and diverse forms of excellence, and thereby delivering the best educational journey in the South-West. Our culture reflects our foundation and our ongoing evolution in an inspiring Cornish setting. In an ever-changing world, we support and challenge young people to thrive—personally, 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 shape and inspire who we are and who we can become.

Our values of confidence, curiosity, courage, compassion, and creativity support healthy aspiration and provide a platform for success in its broadest context, including academic success. We are a community of learners who enjoy and benefit from academic rigour, intellectual challenge, and a breadth of subjects through a heuristic approach to teaching.

Our curriculum is designed to be inspiring, inclusive and accessible to all pupils, ensuring that every learner is supported in achieving their full potential. We are committed to upholding the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are deeply aligned with our Methodist ethos, which promotes respect, compassion, and a commitment to social justice, and our own School values too. Through our curriculum and wider school life, we encourage pupils to become thoughtful, responsible citizens, empowered to contribute positively to society.

By accessing our broad and balanced curriculum, we enable pupils to:

- Acquire knowledge, understanding, skills, and attitudes relevant to their future lives;
- Develop respect for beliefs and values, be they religious or otherwise;
- Appreciate beauty in all its forms;
- Access information and make informed judgements;
- Use language and number effectively;
- Be prepared for the opportunities, responsibilities, and experiences of life in our society;
- Develop a sense of personal and collective responsibility;
- Be encouraged to develop and maintain physical and mental health and to enjoy energetic activity;
- Show tolerance and respect for all protected characteristics set out in the Equality Act 2010, including disability, age, gender, and race;
- Support the Rule of Law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

We believe in providing stretch and challenge for all learners, regardless of starting point. Our curriculum is designed to stimulate curiosity and deepen understanding, encouraging pupils to take academic risks, explore complex ideas, and develop resilience in the face of challenge. Teachers have high expectations and adapt their approaches to ensure that every pupil is supported and extended appropriately in their learning journey.

Learning Scores are a key part of our academic philosophy and strategy, designed to promote self-awareness, responsibility, and growth in learning habits. They are also deliberate preparation

for the works or work post-School too. Pupils receive a Learning Score from each teacher every half term, made up of five components — Engagement with the Subject, Response to Feedback, Working with/alongside Others, Strategies for Study, and Homework. Every pupil can influence their scores through the choices they make in and between lessons. Every category helps with learning in school, and also creates awareness of skills required in employment. The system encourages pupils to reflect on their learning choices and behaviours, and supports meaningful conversations between teachers, pupils, and parents about progress and development. Teachers are mindful of individual needs, including Learning Support Passports and Action Plans, when making these judgements.

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 minute 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 students are involved in activities; these include sports, crafts, and other co-curricular pursuits.

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. Year 7 to Year 9 fortnightly lesson allocation

Year 7		Year 8		Year 9	
Mathematics	7	Mathematics	7	Mathematics	6
English and Drama	7	English and Drama	7	English	7
Biology	3	Biology	3	Biology	3
Chemistry	3	Chemistry	3	Chemistry	3
Physics	3	Physics	3	Physics	3
Religious Studies	3	Religious Studies	3	Religious Studies	3
MFL 1	3	MFL 1	3	Option 1 (MFL)	4
MFL2	3	MFL 2	3	Option 2	4
PE	2	PE	2	Option 3	4
Games	4	Games	4	Option 4	4
History	3	History	3	History	3
Geography	3	Geography	3	Geography	3
ICT	2	ICT	2	PE	2
PSHE	1	PSHE	1	Games	4
Music	3	Music	3	ICT	2
DT	3	DT	3	PSHE	1
Art	3	Art	3		
TOTAL	56	TOTAL	56	TOTAL	56

Year 7 students start Modern Foreign Languages (MFL) in the first half term with a carousel including French, German and Spanish, they then study two languages for the remainder of the year.

Year 8 students study two Modern Foreign Languages from French, German and Spanish, continuing with the languages they studied in Year 7.

Year 9 students must study at least one Modern Foreign Language: French, German or Spanish. They then choose three further options from: French, German, Spanish, 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.

Pupils intending to pick up a third Modern Foreign Language will need to speak with the Head of Modern Languages during the option selection period in the Autumn Term of the Year 8 in order

for their suitability to be determined and preparatory work to be set in advance of starting the subject in the Year 9.

E2. Year 10 and Year 11 fortnightly lesson allocation

Year 10		Year 11	
Mathematics	6	Mathematics	6
English (Language and Literature)	8	English (Language and Literature)	8
Dual Award Science: Biology, Chemistry and Physics each have four lessons per week, leading to two separate GCSE Science grades	12	Dual Award Science: Biology, Chemistry and Physics each have four lessons per week, leading to two separate GCSE Science grades	12
General Religious Studies	1	General Religious Studies	1
PSHE	1	PSHE	1
Portfolio	1	Portfolio	1
Option 1	6	Option 1	6
Option 2	6	Option 2	6
Option 3	6	Option 3	6
Option 4	6	Option 4	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, Religious Studies Spanish and Triple Science..
The top sets in Mathematics have the option to take Further Maths

E3. Year 12 fortnightly lesson allocation

Year 12			
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 or 6	Extension Studies (optional)	3 or 6
PSHE	2	PSHE	2
Diploma	1	Diploma	1
Study Periods	17, 14, 12	Study Periods	0, 2 or 5
TOTAL	56	TOTAL	56

For Extension Studies, students may choose an Extended Project Qualification (EPQ) on 3 periods per fortnight, Level 3 Core Maths on 8 periods per fortnight or Football with Saints Southwest on 6 periods per fortnight.

Leiths is taught over 12 periods per fortnight in place of a fourth A Level.

Further Mathematics is taught in 20 periods, across two timetable blocks.

PE run a Cambridge Technical, worth between one and three A Levels, depending on the modules taken. Year 12 and 13 pupils are taught together.

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

Diploma lessons are provided to teach core study skills and support the wider supra-curricular development of students, as they build a portfolio of skills and experiences to both enhance their university applications and prepare them for transition to the next phases of their lives.

E4. Year 13 fortnightly lesson allocation

Year 13			
3+ A Levels Route		4+ A Levels Route	
Option 1	12	Option 1	12
Option 2	12	Option 2	12
Option 3	12	Option 3	12
		Option 4	12
Extension Studies (optional)	3 or 5	Extension Studies (optional)	3 or 5
PSHE	2	PSHE	2
Diploma	1	Diploma	1
Study Periods	17, 14, 12	Study Periods	0, 2 or 5
TOTAL	56	TOTAL	56

For Extension Studies, students may choose an Extended Project Qualification (EPQ) on 3 periods per fortnight, , Level 3 Core Maths on 8 periods per fortnight or Football with Saints Southwest on 6 periods per fortnight.

Leiths is taught over 12 periods per fortnight in place of a fourth A Level.

Further Mathematics is taught in 20 periods, across two timetable blocks.

PE run a Cambridge Technical, worth between one and three A Levels, depending on the modules taken. This is taught with Year 12 pupils.

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

F. Academic Curriculum Subjects

F1. Year 7 and Year 8 Curriculum

In Years 7 and 8, the following are compulsory: English, Mathematics, Science (taught separately as Biology, Chemistry and Physics), Religious Studies, PE and Games, Design Technology, Art, Music, ICT, PSHE, 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 Year 7s have an English Skills lesson each week which helps develop reading, comprehension and writing skills.

In Years 7 and 8, 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 Year 8 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 Year 7 pupils study Spanish, French and German in the first half term for six periods a fortnight in order to gain an introduction to these individual languages and learn shared language learning skills. In the second half of the Autumn Term, pupils choose to study two languages from Spanish, French or German and will continue with these two languages in Year 8. Strong linguists have the option to pick up all three languages in Year 9.

Computing is taught formally in Year 7 to Year 9, with computing skills also embedded in the teaching of other academic subjects throughout these years and beyond. The course covers important aspects of E-Safety, which is also covered in PSHE. We teach pupils how to use the school network, introduce safe use of the internet, email systems, and how to use AI most effectively. The programme of study ensures that students are introduced to Microsoft Office 365 and to the school's range of online learning resources, including Microsoft MyApps, Microsoft Teams, Moodle VLE and cloud computing. Pupils have the opportunity to complete short creative exercises, such as pixel art, animations, games, spreadsheet models, databases, posters and presentations. Areas of Computer Science are introduced, including digital media, coding in Scratch, physical computing with the micro:bit, bits, bytes and binary and an introduction to programming using Python.

The PSHE programme is outlined in summary later.

F2. Year 9 Curriculum

In Year 9, the following are compulsory: English, Mathematics, Science (taught separately as Biology, Chemistry and Physics), Religious Studies, PE and Games, ICT, PSHE, Geography, History, and at least one Modern Foreign Language from a choice of French, German and Spanish.

Pupils then choose three further options from: French, German, Spanish, 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 Year 9, pupils select courses for study in Years 10 and 11. To help prepare for the choices we have a GCSE Options Evening for parents and a Year 9 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. Year 10 and 11 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.

The norm is to study for 9 GCSE/IGCSE qualifications. Able mathematicians also have the choice to take a Level 2 qualification in Further Mathematics. On occasion we accommodate those pupils who would benefit from taking fewer GCSEs.

The compulsory core provides 5 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.

In Years 10 and 11, 150 minutes of Games per fortnight remains compulsory, with PE being offered as an optional GCSE subject. Timetabled PSHE lessons also continue alongside lessons to deliver the TS Mi Portfolio.

Compulsory Subjects: English Language, English Literature, Religious Studies (in house programme), Mathematics, plus 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
Design and Technology
Drama
Music (<i>Grade 2 performance ability needed</i>)*
Humanities
Geography
History
Religious Studies
Scientific
Computer Science
Geology
Physical Education
Separate Science (<i>GCSEs in Physics, Chemistry and Biology, in place of Combined Science</i>)

* Note that pupils must have at least Grade 2 performance ability for GCSE Music..

F5. Making A Level Choices

During Year 11, 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, an Open Evening and an A Level Options Evening for parents. There is also a Year 11 careers day, where pupils receive independent careers advice and attend their selection of A Level taster lessons. In Year 11, the careers elements of the PSHE programme are delivered by our Head of Careers.

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 when options are submitted before the published options deadline, which is generally in late January for sixth form subjects.

There is a maximum class size of 16 pupils for sixth form 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.

The A Level subjects offered in the Sixth Form are as follows: Art and Design, Biology, Business, Chemistry, Computer Science, Design & Technology (Product Design), 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);
- Football academy
- CTEC PE

F7. Year 12 Programmes of Study

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

- 4 A Levels + EPQ (54 periods out of 56)
- 4 A Levels (51 periods out of 56)
- 3 A Levels + Leiths + EPQ (52 periods out of 56)
- 3 A Levels + L3 Core Maths (52 periods out of 56)
- 3 A Levels + EPQ (42 periods out of 56)
- 3 A Levels + Leiths (51 periods out of 56)
- 3 A Levels (39 periods out of 56)
- CTEC PE (worth 1, 2 or 3 A Levels)

Most pupils in Year 12 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 PSHE 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, Head of Upper Sixth, 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. Year 13 Programmes of Study

This is as above, however for those doing four full A Level subjects in Year 12, 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. The Level 3 Core Maths exams can be taken either at the end of Year 12 or Year 13. The EPQ is completed by Easter of Year 13.

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 end of Year 11. In practice, Year 7 classes are closer to 22 per teaching group, and as we approach GCSE Year 10 and Year 11, 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 Year 7, 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 Year 8, pupils continue to be taught in mixed ability groups except in Mathematics, where they are taught in ability-based bands and ability-based sets respectively. Computing is taught in the same sets as Maths. The banded structure in Mathematics expands to three bands as pupils progress to Year 8 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 Year 9. Modern Languages, Art, DT, Drama and Music are taught in option blocks, where class membership is determined in part by student choices. Mathematics is set by ability.

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

I. Homework (Prep)

Homework is set in line with our Homework Policy

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.

- **Year 7 and 8 Homework:** each homework should be 20 minutes long. On average, there are three subject homeworks per night.
- **Year 9 Homework:** each homework is now a little longer at 30 minutes. There is an average of three subject homeworks per night.
- **Years 10 and 11 Homework:** each homework should be 30 minutes long. All 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.
- **Years 12 and 13:** 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 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 may 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 at school rather than at home, after school supervised study space is provided for students in the Dodd library.

J. Examination Sittings

We have internal trial exams for Year 11 at the end of the Autumn Term and for the Year 13 at the start of the Spring Term. Year 10 and Year 12 have end of year internal assessments in the Summer Term. Year 12 also have internal trial exams at the start of the Spring Term to assess their progress in the first term of the A Level course. Years 7-9 are assessed regularly via standardised assessments across the year.

IGCSE and GCSE public examinations are taken in the Summer Term of Year 11, with A Levels and other equivalent qualifications generally 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.

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. 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, pupils who approach their learning with a scholarly attitude, talented pupils with exceptional ability in the creative arts and sport, and those with exceptional leadership ability. The school's website has details on how we support scholars. We also reward pupils with Merits and Commendations, acknowledgement of success in assemblies and through the award of annual school prizes at Speech Day.

The school also identifies academically gifted pupils via the assessments carried out by MidYIS and YELLIS, as well as by GCSE results. We use MidYIS or YELLIS 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 an Enrichment and Scholarships Co-ordinator responsible for Years 7-11, and a Diploma Scholars & Oxbridge Mentor. Both work under the oversight of the Assistant Head (Teaching and Learning), helping to provide stimulus and signpost enrichment opportunities.

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 Year 13 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 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 (PSHE)

N1. SMSC and PSHE

The provision for SMSC and PSHE 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 student, the provision of a good range of co-curricular activities and opportunities for spiritual, moral, social and cultural development.

Religious Studies GCSE is taught as an option subject to Year 10 and 11. All Year 10 and 11 students, both those that choose Religious Studies as an option and those that do not, also have one period over the two week timetable studying "World Views" a curriculum designed to inspire

students and cultivate their understanding of key issues such as the Theories of Knowledge , Different types of Government and issues such as Globalization; Pluralism, Gender, Identity; Religion and Cults and whether wars can ever be just. This aspect of our compulsory curriculum contributes in part towards human and social education, and promoting spiritual, moral, social and cultural development. At the end of this course students to investigate and research a theme which will be presented back to the class as a talk on the findings of their investigation.

Promotion of spiritual, moral, social and cultural development is further provided through our fortnightly whole school assembly, year group chapel assemblies, Head of Year assemblies and tutorials. We also provide opportunities for careers lessons, 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/ Section 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 Years 7-11, 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 including a Whole School Assembly, a Head of Year assembly, a competition house assembly, or an additional tutor period.

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. 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 are awarded to pupils for an accumulation of merits due to academic or other achievements. Values Awards are also awarded to pupils every fortnight, to one pupil per year group who has been seen to be living the School values and has shown good character.

Whole school assemblies provide an opportunity to acknowledge the wide variety of achievements in sport, outdoor pursuits, music and theatre. These assemblies also normally includes a short talk from the Head/ Deputy Head which may be of a spiritual or moral nature and end 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. 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 PSHE programme we encourage pupils to go beyond acquiring particular knowledge or skills, so 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 Years 7-13 have timetabled lessons of PSHE.

Details of the topics covered in PSHE can be found in our PSHE policy. This should be read in conjunction with our 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.

N3. Preventing Radicalisation

Refer to our Child Protection and Safeguarding Policy, Prevent Policy and our Online Safety Policy.

O. Careers Education: Years 7-13

Careers Clinic is available every Thursday lunchtime in Room 55, with one to one appointments available before/after school and during lunchtime and free periods. We also host a biannual Careers Fair for Year 9 and above.

Careers education is mainly delivered as part of the PSHEE programme, although in addition, Years 9-12 have separate, off timetable careers days, including sessions delivered by independent careers advisors. Year 10 pupils also take part in Morrisby testing.

We host a Sixth Form Open Evening for our own current Year 11 pupils and prospective Year 12 pupils from other schools. Our in-house 'Subject choices for Post 18 Options' booklet is given to pupils and sent to parents. In the Autumn Term, Year 11 complete a Personal Development Pathway, and this is used as the basis for options advice, as explained previously. Cornwall College is also invited to speak to Year 11-13 interested in apprenticeships. We support work experience placements for those who request this.

Year 10 upwards are provided with the option of careers lunches with local professionals throughout the school year. Topics covered include Allied Health Professions, 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 Year 12 we organise a trip to the UCAS Convention at Exeter Westpoint Centre. In the Summer Term, we have our own Post-18 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 facilitate trips to the Oxford and Cambridge Universities for their days.

In Year 13, in addition to the careers 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 aim of the school's PE and Games programme is to help pupils discover the importance of physical activity and how it relates to maintaining a healthy lifestyle. We run an equal access

curriculum, which allows all our pupils the opportunity to enjoy each sport and activity that Truro School offer. . Alongside our mandatory curriculum, we run sports teams, clubs and activities. Each pupil can represent the school in their chosen fixture at least once a year. . A 100 minute double lesson of Games is compulsory each week for all pupils in Years 7 -9 r, with 150 minutes a fortnight in Years 10 and 11. We also provide compulsory Physical Education for all pupils up to and including Year 9, which is 100 minutes a fortnight.

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

	Years 7-9	Years 10 and 11	Sixth Form
Games	Two compulsory double lessons (200minutes)	Two compulsory lessons of 50 and 100 minutes	Team training and fixtures only for those that represent the school plus other activities (eg fitness suite)
PE	one compulsory double lesson of 100 minutes	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. Feedback

There is a separate Feedback policy.

Q. Reporting and Tracking

There is a separate Reporting and Tracking Policy.