

## CURRICULUM INTENT.

Our curriculum intent is to give every sixth form student ambitious and coherent routes into university, apprenticeships and skilled employment. We serve a highly deprived local area and a diverse intake, including many students who will be the first in their family to progress into higher education. Our curriculum intent responds directly to this context so that our students can compete nationally.

We provide a broad and balanced academic and vocational curriculum through three main pathways:

1. **A level** – a strong core of academic subjects, including many that keep degree choices open and support access to competitive courses.
2. **Level 3 vocational** – Extended Diplomas and mixed programmes for students whose strengths lie in applied and coursework-based assessment.
3. **Level 2 vocational** – a one-year programme with vocational study and GCSE English and/or Maths that supports progression to Level 3, other courses or employment.

Across all routes, the curriculum is planned to:

- build deep subject knowledge and disciplined thinking over time
- develop independent study habits, resilience and effective routines
- grow confident, articulate young people who contribute positively to their communities and workplaces.

**Inclusion** sits at the centre of our curriculum intent. We have high expectations for all groups, including students with SEND, those with EAL and those who are disadvantaged. The curriculum is designed so that:

- every student can access demanding content with the right support
- high prior attainers are stretched and guided towards the most competitive destinations, including Oxbridge, medicine and other selective routes.

The wider curriculum supports personal development, social responsibility and progression. Planned enrichment, PSHE and careers education help students make informed choices, build cultural capital and develop the values and habits needed for adult life.

Our values sum up this intent: Believe, Belong, Become. We want students to:

- ✓ Believe in their academic potential, even when learning is challenging
- ✓ Belong to a respectful, diverse community that knows and values them
- ✓ Become confident young adults ready for their next steps.

To put this curriculum intent into practice, we organise teaching, support and enrichment in the following ways.

## **Curriculum pathways**

1. A level students usually study three subjects that provide access to a wide range of university courses, including competitive degrees.
2. Level 3 vocational students follow Extended Diplomas or mixed programmes with A levels that match their strengths and career interests.
3. Level 2 students follow a one-year programme with vocational study and GCSE English and/or Maths to support progression to Level 3, other courses or employment.

## **Teaching time and structure**

A level students receive six taught periods per subject per week, above the minimum guided learning hours.

Level 3 vocational students receive at least 15 taught hours per week for an Extended Diploma.

All students are full-time and follow a timetable from Monday to Friday that includes subject lessons, supervised study, enrichment and PSHE.

On selected evenings, students attend an extended day for taught intervention and supported study.

## **Assessment and support for different groups**

Progress is reviewed three times a year and tools such as SISRA and ALPS are used to analyse outcomes for different groups.

Teachers use assessment to identify misconceptions, close gaps and adapt teaching.

SEND and EAL profiles are shared with staff so that teachers can plan seating, language and tasks with specific needs in mind.

High prior attainers are part of the Futures Programme and More Able groups and receive one-to-one support, super-curricular opportunities and tailored guidance for competitive courses.

## **Enrichment, personal development and careers**

All students have timetabled enrichment for study skills, sport and fitness, subject-related clubs and wider activities.

PSHE is delivered through tutorials, assemblies and wider enrichment, including talks, workshops and visits.

Every student has access to impartial careers guidance, including at least one in-depth careers interview and unrestricted access to Unifrog.

There is structured UCAS support for all students and targeted support for early applicants (Oxbridge, medicine, dentistry, veterinary courses and competitive apprenticeships).

Educational visits, lectures, employer encounters and residential trips in subjects such as Biology and Geography extend learning beyond the classroom.

## **UCAS Process and Higher Education Guidance**

- Students receive clear information on the UCAS process and all key deadlines.
- All students have access to impartial and independent advice about higher-education options through attendance at HE fairs, open days and conferences.
- Every student is entitled to at least one in-depth, independent careers advice and guidance interview.
- An annual UCAS Information Evening is held for Year 12 students and their families.
- All students complete a UCAS form in Year 13, or at the end of Year 12 where appropriate.
- Current students are not permitted to apply as independent candidates; all applications must include a reference and predicted grades supplied by Stepney Green Sixth Form.
- Subject teachers and Heads of Key Stage 5 are responsible for producing predicted grades and subject references. Tutors and the Sixth Form Leadership Team write the UCAS reference and oversee the completion of each application. Only Sixth Form Leadership can give final approval and submit the application to UCAS.
- Students are informed of their predicted UCAS grades to support their university choices.
- Students pay online for their application through UCAS Apply.
- UCAS references are issued in the name of a member of the Sixth Form Leadership Team and include contextual information about the school.
- UCAS references are confidential. In cases where seeing the reference is in the student's best interests—for example, to support preparation for a university interview—a tutor may use their professional judgement to show the reference on screen only. Hard copies and digital copies must not be shared.
- Tutors who are unsure whether to show a reference must seek guidance from the Sixth Form Leadership Team.

## **Oxford, Cambridge and Other Early Applications**

- The Futures Leader has oversight of Oxford and Cambridge applications, as well as applications for Medicine, Veterinary Science and Dentistry.
- A tailored schedule and process are in place to meet the earlier deadlines associated with these courses.
- Stepney Green Sixth Form works proactively to ensure these applicants are well prepared to make competitive applications.
- Specialist tutors deliver tailored admissions test preparation, interview practice and personal statement support, provided through one-to-one or small-group sessions as appropriate.

## Careers Guidance

Stepney Green Sixth Form is committed to providing all students with an effective and impartial programme of careers education, information, advice and guidance. This programme supports students in making informed choices that enhance their life chances, develop their interests and strengths, and enable them to sustain employability throughout their working lives. Our careers provision is designed to instil the values, skills and behaviours necessary for students to lead successful and fulfilling lives.

Students are encouraged to undertake part-time work during school holidays, as such experiences help them develop valuable personal and social skills and strengthen applications for future courses or employment. However, academic study must remain the priority:

- Students in Year 12 are strongly discouraged from working more than 8 hours per week during term time.
- Students in Year 13 are advised not to undertake external employment at all after October half-term.

Research from the Institute of Education, UCL, shows that students who work 16–20 hours per week in Year 12 and 11–15 hours per week in Year 13 lose, on average, over four A-level grades, which can significantly affect university progression.

Students in receipt of free school meals are eligible to apply for the Educational Bursary.

From the initial interview stage through enrolment and the transition from Year 12 to Year 13, students receive continuous guidance to ensure they select appropriate courses and make successful transitions to competitive university programmes or other meaningful destinations.

Students benefit from a rich programme of careers education delivered both in the classroom and in professional contexts. This provision aligns fully with the eight Gatsby Benchmarks, ensuring all students develop the character attributes essential for success in education and employment.

## Remote provision

In the event of closure, we maintain timetabled teaching, UCAS guidance and elements of enrichment through a remote curriculum.