

At the end of last half term, staff from across all Ivy Schools came together for our Trust Development Day — a valuable opportunity to reflect, learn, and share expertise. The day included a keynote speech from Hywel Roberts, who explored the idea of *“Botheredness”*: the importance of engaging pupils emotionally and intellectually so that they genuinely care about their learning, not just comply with tasks. This thinking strongly aligns with our commitment to high-quality teaching and learning.

Staff were also introduced to the High-Quality Inclusive Teaching framework, which will underpin classroom delivery moving forward. In the afternoon, colleagues attended a series of practical workshops focusing on areas such as using visualisers effectively, developing pupils’ oracy skills, and improving student attendance, all aimed at strengthening everyday classroom practice.



Work Hard



Be Kind



Join In

Middle leaders from our science and humanities departments across Teignmouth, Dawlish and Newton Abbot have recently formed new professional learning communities looking at how they can do more together, more the same. They will be exploring the potential benefits of starting to align the curriculum across the three secondary schools in these subjects from September 2026. This will be a trial to consider what is possible and what the future may look like before rolling out to other departments.

Year 9 students have been working hard over the last half term to identify their preferred subjects to study in greater depth at Key Stage 4. This is an important milestone in each student’s educational journey, and we are incredibly proud of the maturity and thoughtfulness they showed throughout the process. Every student submitted their choices before the deadline — a fantastic achievement! Over the coming months, we will be finalising the process to ensure as many students as possible are able to study their first-choice subjects. We will keep families updated as this process continues.

Year 11 students have also been attending their Futures Interviews to discuss their post-16 plans. This year group continues to impress us with its' wide range of talents and ambitions — from anthropology, fashion, and design to nursing, early years education, and acting. Students will soon receive their PPE results, designed to replicate the experience of summer results day, helping them to plan their next steps and refine revision strategies. We strongly encourage all Year 11 students to make the most of the after-school Period 6 sessions to support their revision and development in key areas.

Following a successful series of Spanish lessons at Teignmouth Primary School last term, Miss Churchill continues to strengthen links with our wider community and promote a love of languages. This half term, she will be working with Year 4, 5, and 6 students at OLSP, helping them build confidence in speaking Spanish aloud and expanding their vocabulary. We can’t wait to hear how they get on!

As part of our ongoing staff professional development, teachers have been exploring different ways to make feedback even more effective for pupils. One approach we’ve been developing is known as **“hunting, not fishing.”** In practice, this means that before teachers move around the classroom to look at pupils’ work, they are very clear about exactly what they are looking for. Rather than giving general feedback to everyone, teachers focus on specific learning goals or common misconceptions linked to the lesson. This targeted approach allows teachers to quickly check how well pupils have understood the learning, identify who may need extra support or challenge, and give timely, precise feedback. As a result, pupils receive clearer guidance about what they have done well and what their next steps should be, helping them to make strong progress in their learning.

If you would like to find out more about the curriculum for any of our subjects, please visit our website <https://www.teignmouthsecondary.co.uk/the-tcs-curriculum/>

We have been working hard on mapping our **Year 10** curriculum so that you have a better understanding of what students will be learning each half term. Have a look at what is coming up in the next few months.

PSHE Lessons	Assemblies	Events	Careers
- Employment Skills - Online Presence and Reputation - Online Opportunities	Looking after ourselves and others: mental and physical health	- World Book/Art Day - Ten Tors Training and Event	- National careers week – Guest assemblies and workshops - Employability workshops – Mock Interview preparation

Subject (Core)	Unit of Work
English	Creative Reading & Writing: In this unit students learn to analyse extracts of fiction writing to see how writers have crafted their work to create a particular tone or impression. They then use some of these techniques to produce a piece of fiction writing themselves. Why are we learning this? This unit of work is Paper One of the English Language GCSE and comprises 50% of the overall qualification.
Maths	Working with ratios and algebra, Velocity-Time Graphs and Cubic, Reciprocal and Exponential graphs. Why are we learning this? The final units this term explores how speed can be used to work with velocity-time graphs. Linear functions and quadratics have been a staple thus far but students have enough understanding to look at other function types, notably cubics, reciprocals and exponentials. We also look at taking our ratio skills and applying them to more complicated problems involving algebra.
Science	Homeostasis and response and Energy changes in chemical reactions Why are we learning this? We learn about homeostasis to understand how the body keeps internal conditions stable, such as blood glucose and hormone levels, which is essential for health and treating conditions like diabetes. We learn about Energy Changes in Chemical Reactions to understand how energy is released or absorbed in reactions, helping explain processes like fuels, respiration, and industrial reactions, as well as building skills in experiments and calculations used in real life and further science study.



We have been working hard on mapping our **Year 10** curriculum so that you have a better understanding of what students will be learning each half term. Have a look at what is coming up in the next few months.

Subject (Core)	Unit of Work
History	Elizabethan England, 1558-1588 Why are we learning this? The unit unfolds by exploring the issues faced around Elizabeth's legitimacy and her attempts to quell religious tension within England. The unit moves onto to detail challenges that were faced by Elizabeth I, especially in relation to Spain, which culminated in the Spanish Armada. Finally, the unit ends with a delve into Elizabethan society, as students learn more about education, the reasons for exploration and the attempted colonisation of Virginia.
Geography	Physical Landscapes in the UK Why are they studying this? This unit will explore the varied landscapes of the UK, with a particular focus on coasts. As part of this unit, students will explore the formation of differing landforms, drawing upon real life examples. This unit forms part of their GCSE qualification for paper one, building upon their foundational knowledge from Ks3. As part of this unit, students will undertake a piece of coastal fieldwork meaning that the placement of this unit is at an ideal time to facilitate this.
PE	Each class will choose at least 2 sports each term from the categories of Games, Aesthetics, Fitness, Leadership or Alternative Sports. Why are we learning this? To promote a lifelong enjoyment in sport by further developing all the knowledge and skills learned in KS3 to prepare the students for life after school. Supporting students to identify ways sport and physical activities can be used to promote students physical, mental and social wellbeing. Also providing students the opportunities to develop their understanding of careers and opportunities in sport

For Option Subjects please see the road maps on the school website.



We have been working hard on mapping our **Year 11** curriculum so that you have a better understanding of what students will be learning each half term. Have a look at what is coming up in the next few months.

PSHE Lessons	Assemblies	Events	Careers
- Apprenticeships and Advice - Advice for the Future (Workplace harassment) - Body Modifications	Looking after ourselves and others: mental and physical health	- World Book/Art Day - Ten Tors Training and Event	National careers week – Guest assemblies and workshops

Subject	Unit of Work
English	Unseen Poetry: Power and Conflict Anthology Why are we learning this? This unit is part of the English Literature GCSE and students will be examined on it in summer 2025. This unit teaches students how to approach understanding and analysing a poem that they have not seen before. Using skills developed across other units of work, students analyse language, poetic techniques and structure to see how poets create meaning.
Maths	Unit of Work: Higher will cover: - Writing Algebraic proof, Area and Volume of Similar Shapes, Vector Proofs, Writing Geometric Proofs, Non-linear graphs Why are we learning this? This term sees the conclusion of the Higher Scheme of Work. The final few areas are accessible, and we can trace their roots right back to year 7. Proof is a challenging topic and seems fitting to place at the end of a year 11 student's journey. Graph work up until this point has involved straight lines. This final area covers all the maths surrounding graphs containing curves. Unit of Work: Foundation will cover– Working with ratios and algebra, proportion word problems, calculating with standard form, Arithmetic and Geometric Sequences, Equations of linear graphs. Why are we learning this? This term sees the conclusion of the Foundation Scheme of Work. The final few grade 5 topics are now introduced, and students have developed their skills in number, shape and algebra over a long period of time to arrive at this point.
Science	GCSE preparation Why are we learning this? Year 11 students have now finished learning new content in Science. We will be spending the remained of the term reviewing and improving our PPE's and preparing for the GCSE examinations.



Subject	Unit of Work
History	Unit of Work: Weimar and Nazi Germany Why are we learning this? The final unit of study within GCSE History is Weimar and Nazi Germany, 1918-1939. Students will begin by exploring the origins of the Weimar Republic in 1918; this will include economic, political and social problems that politicians faced after World War One. Next, students will analyse the rise of the Nazi Party during the 1920's and understand the reasons for Hitler's election in 1933. Students will examine what life was like in Nazi Germany and learn more about policies directed towards the young, women and minority groups. Throughout this unit, students will be developing their source skills as well as interrogating and investigating arguments made within interpretations. The purpose of this is to prepare students to evaluate sources and/or interpretations as this skills is a key component of this paper.
Geography	Unit of work: The Challenge of Natural Hazards Why are we learning this? In this final unit, students explore the dynamic nature of physical processes and how humans interact with them at different scales. Students will examine natural hazards such as earthquakes and volcanic eruptions, evaluating how risks and responses vary globally and how management strategies can reduce impacts. The unit also covers weather hazards, including tropical storms and extreme events in the UK, with students assessing their effects and the effectiveness of mitigation strategies through case studies. Finally, students investigate climate change, considering its causes, impacts, and the importance of both mitigation and adaptation on a global scale. This unit forms part of their GCSE qualification for paper two, building upon their foundational knowledge from Ks3.
PE	Unit of Work: Each class will choose at least 2 sports each term from the categories of Games, Aesthetics, Fitness, Leadership or Alternative Sports. Why are we learning this? To promote a lifelong enjoyment in sport by further developing all the knowledge and skills learned in KS3 to prepare the students for life after school. Supporting students to identify ways sport and physical activities can be used to promote students physical, mental and social wellbeing. Also providing students the opportunities to develop their understanding of careers and opportunities in sport

For Option Subjects please see the road maps on the school website.



Curriculum Update



We have been working hard on mapping our **6th form** curriculum so that you have a better understanding of what students will be learning each half term. Have a look at what is coming up in the next few months for Personal Development.

	PSHE Lessons	Assemblies	Events	Careers
Year 12	- Getting on the road and driver awareness - Basic car maintenance - Mortgages vs. Renting	- South Devon College – Apprenticeship routes - Guest Speaker – Inspirational life experience - Assembly: The use of technology to support study - Student futures x 3 - Easter Awards Assembly	- Enrichment block 3 Choices: - Volunteering – reading buddies, school ambassadors - Healthy lifestyles – Multi sports/fitness - Alice cross centre - Comic relief - International women's day - Ten Tors Training and Event - UCAS fair – Westpoint	- Level 2 Careers interviews – Next steps support - National careers week 3rd-8th March
Year 13	First Aid and Life Saving Skills	- Uplearn Science and Maths - University Life preparation - Easter Awards Assembly - South Devon College – Apprenticeship routes - Managing exam anxiety	- Ten Tors Training and Event - External Speaker: Raising Awareness and Prevention: mutual respect; mutual consent	Careers South West appointments

For subject specifics please see the road maps on the school website.



Teignmouth Community School



Curriculum Update



**Work
Hard**



Be Kind



Join In

You can find out more about each curriculum area by visiting the subject pages on our school website where you will find our Road Maps. These offer a brief visual guide to our curriculum showing the learning sequence that students will follow in each year group. Further information can be found in the detailed Curriculums Plans which outline the core aims, content and skills that students are taught.

<https://www.teignmouthsecondary.co.uk/the-tcs-curriculum/>

Staying involved in your child's learning, regardless of their age or the subject, shows you care and helps you stay connected to their school experience. Your involvement can boost their self-esteem and confidence, which are key to their success.

How can I help my child think about their future?

It is never too early for young people to start thinking about their future, their next steps, and the wide range of career pathways available to them. These conversations do not need to be about making fixed decisions, but about helping your child understand the options open to them and what different routes might look like.

After completing their GCSEs, all young people are required to remain in **education, training, or employment** until the age of 18. However, this can look very different for each student, depending on their interests, learning style, and career ambitions.

A Levels and BTEC Level 3 courses

Many students choose to continue their studies in sixth form or college. **A Levels** are more academic courses that focus on in-depth study of a small number of subjects and are often a good route into university.

BTEC Level 3 qualifications are more vocational and practical in nature, focusing on coursework and real-world application. They can also lead to university, apprenticeships, or employment.

Apprenticeships

Some students choose to move into full-time apprenticeships. These combine paid employment with structured training and study. Apprentices earn a salary while gaining recognised qualifications and valuable workplace experience. Apprenticeships are available in a wide range of sectors, from engineering and construction to business, healthcare, and digital industries.

T Levels

T Levels are a relatively new qualification designed to sit alongside A Levels and apprenticeships. They are equivalent to three A Levels and combine classroom learning with a substantial industry placement, giving students hands-on experience in their chosen field. T Levels are particularly suited to students who enjoy practical learning and want a strong link between study and employment.

We are very fortunate to have **Miss Brown**, our Careers and Futures Lead, who works closely with students across the school. She supports pupils to explore their interests and strengths, understand labour market information, and make informed choices about education, training, and employment pathways as they move through school and beyond.

You can support your child by:

- Talking positively about different pathways and avoiding the idea that there is only one “right” route
- Encouraging them to attend careers events, talks, and guidance sessions in school
- Helping them reflect on what they enjoy, what they are good at, and how they like to learn
- Reminding them that plans can change, and choices made now do not limit future success.