



Shebbear College

SENIOR SCHOOL CURRICULUM POLICY

Last Reviewed: 15th November 2018 by Governing Body

Next Review Date: November 2019 by Governing Body

Policy Review at Shebbear College

The Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a regular review to satisfy themselves that the implementation of this policy is effective. The governor who is chair of the Education Committee is responsible for this policy and will present their report to the Governors' meeting

Introduction

The Senior School curriculum is designed to reflect the aims of the College as set out in our 'statement of vision, missions and values'. Essentially we aim to help students develop their gifts and talents; spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum which is responsive to and supportive of their needs and aspirations. The College provides a curriculum that fosters intellectual curiosity and academic achievement, and motivates students to grow to their full potential.

1. Aims of the Curriculum

- To provide a safe, caring and supportive environment, plus a range of challenging extracurricular activities, so that every student evolves within themselves the confidence to serve society in the manner most appropriate to their talent and potential
- To embody all statutory requirements and give expression to the meaning of provisions within the 'Every Child Matters' guidelines
- To promote British values and to do nothing to undermine them
- To be broad and balanced achieving mental, emotional, physical and spiritual growth by providing modern languages, scientific studies, exploration of the humanities, mathematics, ICT, sport, art, drama and music

- To develop the skills necessary to progress satisfactorily and purposefully from EYFS to Pre-Prep, from Pre-prep to Prep, from Prep to the Senior School, and from the Senior School to Further/Higher Education and/or employment
- To offer flexibility by allowing the needs of individuals to be met as far as is reasonably possible in terms of courses on offer and the number of subjects
- To provide for the personal, social, health, moral and economic education of students including the preparation of students for the opportunities, responsibilities and experiences of adult life
- To create a stimulating educational environment and programme of activities appropriate to the students' needs enabling each student to enhance their powers of learning and reasoning
- To provide appropriate careers education and guidance and the opportunity for students to keep career pathways open
- To facilitate students learning and progress by ensuring the needs of all students are met, especially those requiring learning support, help with English as an additional language or those who would benefit from special development of an academic ability or talent
- To focus on inclusive practice and removing the barriers to learning which supports successful preparation for adulthood (from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 – SEND Code 2015)
- To stimulate and sustain a love of knowledge and learning

2. Implementation

Procedures for the delivery of the curriculum (Senior School)

Staffing and resources are deployed effectively to meet the aims of the curriculum and it is the College's policy that subjects should be taught by specialist teachers wherever possible and that all subject matter is appropriate to the age and aptitudes of the students. All lessons are taught with English as the main language. The College operates a two week timetable with five 65 minute lessons per day.

The curriculum provided enables all students to acquire skills in speaking, listening, literacy and numeracy.

Subjects are delivered in both mixed ability and ability groups where setting is used.

Students enjoy a broad, balanced and challenging curriculum. The Senior School curriculum from Year 7-11 ensures that all students have experience of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

In addition to these subjects pupils enjoy a full range of activities (including an hour long activity session four days a week) designed to enhance their education and develop essential character qualities

The programme of study followed is outlined below

- **Form One/ Year 7**

English, Mathematics, Science, Geography, History, Religious Studies, MFL, Drama, Art, Information Technology, Music, Games, PE, PSHCE, and Critical Thinking. A carousel of practical subjects comprising DT, food technology, textiles, pottery, study skills and library skills is studied.

- **Form Two/Year 8**

English, Mathematics, Science, Geography, History, Religious Studies, MFL, Drama, Art, Information Technology, Music, Games, PE, and PSHCE. A carousel of practical subjects comprising DT, food technology, textiles, pottery, study skills and library skills is studied.

- **Form Three/Year 9**

English, Mathematics, Biology, Chemistry, Physics, Geography, History, Religious Studies, MFL, Art, Information Technology, Music, Games, PE, PSHCE, Drama, and Critical Thinking.

- **Forms Four and Five/Years 10 and 11**

The ongoing changes to GCSEs mean that for this academic year (2016-17) Year 10 and Year 11 will be following different specifications (other than in Maths and English). The following core subjects are studied by most students: English Language and English Literature, Mathematics, Biology, Chemistry, Physics, (1, 2 or 3 GCSE passes), Religious Studies, French or Spanish, PE (non-exam).

The most able mathematicians in Forms Four and Five (Year 10 and 11) complete the Further Maths Level Two certificate within maths lessons.

Students also have three periods of Games per week and 1 period of PSHCE.

Students choose **three** subjects from the following GCSE courses:

Geography, History, Drama, Business Studies, Art, Information Technology, Music, PES and Computing.

Most students follow a programme of 10 GCSE subjects, but there are structured ways of reducing this number to 9, 8 or fewer:

A non-examined subject (such as Learning Support instead of a modern foreign language) may be followed, thereby reducing the number of GCSE subjects to be taken to 9 or 8.

International students with limited command of English complete various EAL qualifications depending on their proficiency.

In Science a student in Year 11 (2016/17) may take either triple award, double award or single award.

- **Sixth Form/Years 12 and 13**

Shebbear College provides a range of subjects and activities that is appropriate to the needs of the Sixth Form students. A range of extra-curricular activities further supports the needs of the Sixth Form students as well.

Students choose from the following AS/A Level courses:

English Language, English Literature, Creative Writing, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Geography, History, Religious Studies, French, Art, Business Studies, Economics, Media Studies, Music, PES, Psychology, Spanish.

Lower and Upper Sixth Formers also have three periods of Games per week; 1 period per fortnight devoted to the Sixth Form Enrichment Programme.

An optional activities programme is available also.

Until the recent specification change most Sixth Formers took four subjects at AS levels that reduced to three subjects at A level. It is anticipated that most Sixth Formers under the new system will take three subject at A Level. Stand-alone AS levels will not usually be taken. This will vary from person to person, as we encourage each VI Former to follow a programme which is suited to his/her ability.

All Sixth Formers will be expected to complete the EPQ.

Option Blocks

The Deputy Head (Academic) designs GCSE and A Level option blocks which reflect the needs of successive year groups (as determined through interview and questionnaire), thereby ensuring that the vast majority of students are able to study their preferred subject combinations in Key Stage 4 and Key Stage 5.

Learning Support

Students requiring support are listed on the Learning Support files on the College intranet, which is produced by the Learning Support Department. See the Learning Support policy for further details. All staff teaching students with learning support needs are actively engaged in enabling those students to achieve their global targets.

Designated support lessons are available for Literacy, Maths and Study Skills. Students may also receive in-class support from a Learning Support Assistant (should funding be available).

Able and Talented Students

The identification of able and/or talented students is overseen by the Deputy Head (Academic), following liaison with individual subject departments.

The needs of our able and talented students are met through strategies implemented by individual departments.

3. **Procedures for Ensuring Progress and Continuity (Senior School)**

Teaching staff are required to plan their lessons on the basis of schemes of work for each subject. In Forms Four, Five and Six particularly, the GCSE/AS/A2 subject specifications form the basis of the schemes of work.

Heads of Subject are responsible for overseeing a curriculum area.

The Academic Standards Committee (chaired by the Deputy Head – Academic) is responsible for overseeing curriculum development and implementation.

Under the guidance of the Deputy Head (Academic), with assistance from the Head of Assessment, Heads of School and Tutors monitor progress at individual student level and recommend intervention strategies as appropriate.

4. **Careers Guidance**

The school provides appropriate careers education and guidance for all Senior School students.

Careers education and guidance (see Careers Policy) is overseen by the Head of Careers.

The general aim of the Careers programme is to furnish the students with the skills, awareness, knowledge and values they need to make important decisions and emerge as responsible, mature, fulfilled and successful members of society.

Careers Education and Guidance is incorporated into the PSHCE programme in Forms One and Two (year 7 & 8). A subject information event is held in Form Three (year 9) to enable pupils to choose GCSE options. An annual Careers' fair enables pupils to find out about different careers.

All pupils are enrolled into the Futurewise scheme. Futurewise (Inspiring Futures) come into the College several times in a year to profile Form Five (year 11) and new L6 students and to give one to one interviews to a range of age groups.

In the Sixth Form both group and individual advice is provided by the Head of Sixth Form, through a programme of enrichment activities.

5. **Monitoring**

The Curriculum Policy is monitored by the Deputy Head (Academic). Monitoring is through discussion with the Headteacher and the Deputy Head (Pastoral). There is a programme of lesson observation and sampling of students' work. The Headteacher and Deputy Head (Academic) undertake a formal review of exam results in the Michaelmas Term. Heads of Department monitor policies relating to the curriculum within their subject area.

Links to other policies;

- Statement of vision, missions and values
- Teaching and Learning
- SEN Offer 2015
- PSHCE
- Reporting
- EAL
- Learning Support
- Assessment
- Staff Development
- Able and Talented Pupils
- British values at Shebbear College