

# Curriculum Policy

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**St Edward's College**  
*Courage Through Faith*

## **Introduction**

In accordance with the philosophy set out in the College Mission Statement and the role of a Christian School, the College will provide a curriculum that is broad, balanced, stimulating and challenging and promotes high standards in all teaching and learning.

## **Principles**

The curriculum will:

- Provide academic challenge allowing pupils to fulfil their potential in all aspects of their education
- Promote excellence in teaching and learning across all areas of the College
- Ensure that pupils develop skills in literacy, numeracy and ICT
- Promote the social, moral, spiritual, cultural, emotional and physical development of pupils
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Be differentiated as necessary to meet the needs of all pupils
- Give pupils access to a wide range of enrichment opportunities and extra-curricular activities to consolidate and enhance their learning
- Offer flexibility and choice to enable pupils to select GCSE and A Level options which suit their interests and ability

## **Curriculum Overview**

### **Key Stage Three**

All pupils in Key Stage Three study English, Mathematics, Religious Education, Science, Art & Design, Computing, Geography, History, Modern Foreign Languages, Music, Physical Education and Technology (including Food, Textiles and Product Design).

In Year 7, pupils are taught in mixed ability form classes except for Mathematics and Music, where they are set by ability during the Advent Term.

In Year 8 and Year 9, in addition to setting for Mathematics and Music, pupils are also partially set by ability for English and Science.

### **Key Stage Four**

All pupils in Key Stage Four follow a core curriculum which consists of English, English Literature, Mathematics, Religious Education, Science (either Combined Science Trilogy or Single Sciences) and General Physical Education.

Pupils typically study three additional option subjects. The subjects offered to pupils are Art & Design, Computer Science, Drama, French, Geography, History, ICT (Certificate in Digital Applications), Music, Physical Education, Product Design, Spanish and Textiles.

Depending on their individual needs, some pupils follow a personalised curriculum with a reduced number of subjects.

### **Key Stage Five**

In Years 12 and 13, we offer a personalised approach to student choices and strive to match our curriculum offer to students' interests, aspirations and individual academic needs.

Students have a wide range of subjects available to them, both A Levels and BTECs, and embark on one of three pathways depending on their GCSE results, leading to either three or four A Levels or a combination of A Levels and BTEC qualifications.

The A Level subjects currently offered to students are Art, Biology, Business Studies, Chemistry, English Literature, Film Studies, French, Further Mathematics, Geography, Government and Politics, History, Mathematics, Music, Physical Education, Physics, Product Design, Psychology, Religious Education, Spanish and Textiles.

The BTEC subjects currently offered to students are Business, ICT, Musical Theatre and Applied Science.

All courses are offered subject to demand.

In addition to their A Level options, all students study Core Religious Education as well as Enrichment activities which include Music and Drama, Advocacy, Duke of Edinburgh's Award Scheme and a range of sports. Students also attend a weekly sixth form lecture.

Students have the opportunity to study for the Extended Project Qualification (EPQ).

High achieving students have the opportunity to participate in the Honours Programme which is a tailored academic programme of curriculum enrichment and guidance, providing students with the knowledge and support needed to progress to a leading university.

See Appendix 1 for Curriculum Allocations.

### **Assessment and Reporting**

As well as using assessment to inform teaching, teacher assessment is communicated to parents in reports.

Academic Reports are sent to parents at least twice a year and report on Current Attainment/Progress towards challenging target grades, Attitude to Learning and any concerns.

Internal examinations and mock examinations take place annually and results are communicated to parents.

A Parent - Teacher Review Meeting takes place at least once per year for each pupil/student when parents are given a verbal report on progress.

### **Homework**

Homework is set weekly for each subject in accordance with the published homework timetable and consolidates what has been learnt in lessons.

The amount and frequency of homework reflects the amount of curriculum time allocated to each subject. So, for example, pupils should expect to receive more homework in core subjects (English, Mathematics and Science) at Key Stage 3 and 4 than their other subjects.

All homework set should be recorded on Firefly.

Homework set is appropriate for the age and ability of each pupil and is marked in line with the College Marking Policy.

### **Roles and Responsibilities The Governing Body**

- To monitor the implementation of this policy and review it on a regular basis

## The College Leadership Team

- To monitor the quality of learning through Faculty visitations and data analysis
- To provide teachers with appropriate opportunities to develop their practice through relevant professional development
- To ensure that teaching which requires improvement is addressed through appropriate support and training
- To take the necessary actions to address teaching which is poor or ineffective

## Head of Faculty / Subject Leaders

- To ensure that appropriate schemes of work are in place, enabling teachers to deliver high quality lessons which enthuse pupils and meet their needs
- To monitor the quality of teaching and learning through regular learning walks, lesson observation, work scrutiny and data analysis
- To provide opportunities to discuss and share best practice in teaching and learning
- To ensure that less effective teaching is identified and provide necessary support
- To ensure that teachers within the Department are aware of current developments and the requirements of the examination boards

## Special Needs Coordinator

- To ensure that the College's policy regarding Special Educational Needs is appropriately applied to the curriculum of College pupils.

## Teachers

- To demonstrate good subject knowledge and engender in pupils a view of learning as enjoyable, engaging, rewarding and confidence building
- To plan and teach well-structured lessons, imparting knowledge and developing understanding
- To use relevant data to monitor progress, set targets and plan subsequent lessons
- To use differentiation to ensure that pupils' achievements reflect their ability
- To give pupils regular feedback, both verbally and through high quality marking in line with the College Marking Policy
- To promote high standards of literacy and numeracy
- To set appropriate homework to consolidate and extend learning
- To manage behaviour effectively in the classroom ensuring a positive learning environment
- To make effective use of other adults within the classroom to maximise learning for individual pupils
- To ensure that effective teaching and learning styles are used to support pupils with SEND.

***This policy was adopted by the Governing Body in December 2017. The next review will be in December 2020.***

## Appendix 1

### Curriculum Allocation (2017-2018) Key Stage Three

Subject	Year 7	Year 8	Year 9
English	7	7	7

Mathematics	7	7	7
Religious Education	5	5	5
Science	6	5	5
Art & Design	2	2	2
Computing	2	2	2
Design Technology	2	2	2
French	5*	4	3
Geography	4	3	4
History	4	4	4
Music	2	2	2
Physical Education	4	4	4
Spanish	5*	4	3

\*From 2017, Year 7 pupils either study French or Spanish

#### Key Stage Four

Subject	Year 10	Year 11
English	9	9
Mathematics	8	8
Religious Education	5	5
Science	9	9
General PE	4	4
Option 1	5	5
Option 2	5	5
Option 3	5	5

#### Key Stage Five

Subject	Year 12	Year 13
Option 1	10	10
Option 2	10	10
Option 3	10	10
Option 4	10	10
Enrichment	2	2

Core RE	2	2
Lecture	2	2