



# Curriculum Policy

<b>Document History</b>	
Owner:	<i>Deputy Head, Academic</i>
Document Status:	Approved
Approved by:	Governors' Education Sub-Committee
This document is available from:	School Intranet and School Website
Review cycle:	Yearly
Current version adopted:	12/10/2020
Next review date:	Autumn 2022
Linked Documents:	Academic Development Plan, Admissions Policy, Assessment Policy, Disability Policy, Disability Plan, English as an Additional Language (EAL) Policy, Equality Policy, Equality Plan, Exam Access Arrangements, Learning Development Policy, PSHE Policy, RSE Policy, HE and Careers Advice Policy
Linked External Documents:	

## Purpose of this document

This Policy describes the principles of curriculum design and implementation at St Edward's. The specifics of courses and exam syllabuses and subjects offered will change from year to year, depending on demand, market developments and our professional judgement as to which courses are most appropriate for our pupils. All courses offered will meet the principles described here.

## Roles and Responsibilities

The **Deputy Head Academic** defines and manages the implementation of the curriculum. They are responsible for monitoring and assessing the effectiveness of the curriculum (both in design and in how it is delivered) and managing a process of continuous improvement through the middle leadership team of the academic **Heads of Departments**. Specific priorities and actions are defined in the annual Academic Development Plan.

Heads of Department make the decision as to which exam board and syllabus they follow, in conjunction with the Deputy Head Academic.

The Deputy Head Academic provides formal reports to the **Education Sub-Committee** of the Governing Body every term.

The Education Sub-Committee of the Governing Body are responsible for approving the Curriculum Policy and scrutinising progress against the Academic Development Plan as reported by the Deputy Head Academic.

## Overview

We offer an academically rigorous curriculum which prepares pupils to access courses at leading Universities. Our curriculum is designed to be broad and stimulating, challenging all pupils at a level appropriate to the stage of their education.

We offer both IB and A Level at Sixth Form.

The informing principles of curriculum planning at St Edward's are:

- To instil high academic expectations and standards;
- To equip pupils with learning skills essential to making academic progress;
- To engender in pupils a desire to *seek*, reflect on and use feedback so to strengthen areas of weakness and regulate learning and decision making;
- To encourage curiosity and creativity as part of a commitment to learning which will last a lifetime;
- To provide opportunities for all pupils to understand and practice leadership and service;
- To promote spiritual, moral, cultural, mental and physical development so that our pupils can take their place as fully-rounded members of a tolerant society.



## The Curriculum by Year

### Shell year (Year 9)

Pupils study a broad core curriculum.

All pupils study two modern foreign languages, choosing from French, German and Spanish; all apart from French can be studied ab initio or with prior experience. EAL lessons may take the place of one of these languages as appropriate.

All pupils experience Classical Studies through a wide-ranging course that encompasses both language work and civilisation topics. It is the School's expectation that everyone who has experience of Latin will continue it during their first year and those without experience of Latin will have the opportunity to study it for the first time. Pupils may additionally take Classical Greek as an additional subject.

Pupils are taught in forms for all subjects other than Classics and Languages, where they are placed in sets dependent on their prior experience.

*Subjects taught within the timetable:* Art and Ceramics; Biology; Chemistry; Classical Greek; Classical Studies; Design & Technology; Drama; English; French; Geography; German; History; Mathematics; Music; Physics; Physical Education; PSHE; Theology, Philosophy and Ethics; Spanish.

### The Middle School Curriculum (Years 10 and 11)

Pupils in years 10 and 11 take a core programme of seven or eight (I)GCSEs. They then choose two or three St Edward's School Certificate (SESC) courses. They must choose one Perspectives Course and one or two Pathway courses from the SESC options. SESC courses are designed to provide greater stretch and challenge and to develop a wider set of essential skills than are currently delivered by an all-GCSE programme of study. A range of assessment strategies are explicitly built into a framework of continuous assessment.

All pupils will take (I)GCSEs in Mathematics, English Language, English Literature (except in exceptional circumstances) and Double Award Science. All pupils take at least one modern foreign language at GCSE. Very able mathematicians will take GCSE Further Mathematics as an additional qualification, taught within the timetable allocation for Maths.

The details of the courses available are in the course guide, *Choosing your Middle School Program*, which is updated every year.

All pupils have timetabled PSHE lessons as well as a structured programme of talks and workshops.

All pupils begin to engage with thoughts about careers and Higher Education options through 1:1 meetings with the Head of Careers.

### Sixth Form (Years 12 and 13)

Pupils choose to study A Levels or the International Baccalaureate Diploma.

We would normally expect that pupils progressing from Fifth Form to Sixth Form should have a minimum of six GCSEs at grade 6 or above, with at least a 7 in any subject they wish to study at Higher Level in the IB or at A Level.

The entry requirements for those joining the School for Sixth Form are detailed in the Admissions Policy and the Admissions Process published on the School web-site.

All pupils taking the A Level route choose three subjects (four if they are taking Further Maths as well as Maths; or Ancient Greek as well as Latin). All pupils take the Extended Project Qualification (EPQ).

The details of possible subject combinations within each programme are given in the *Sixth Form Course Guide*, which is updated each year.

PSHE continues through a programme of talks, including training for all pupils on being prefects. Careers and Higher Education advice continues, linked closely to tutoring. All pupils receive further one to one interviews with the Head of Careers and there is an extensive programme of outside speakers.

## Equal opportunities and differentiation

St Edward's is committed to making the curriculum accessible to all of its pupils as far as is reasonably practical. Entry to the school is defined in our Admissions Policy, which is applied in accordance with our Equality Policy,

Teachers plan lessons with due consideration of the needs of every child in the class, so that all can make progress and enjoy learning in the classroom and in the wider curriculum.

Further details of the support we offer to those with specific learning needs can be found in the Learning Development Policy. Support for those for whom English is not their first language is detailed in the English as an Additional Language (EAL) Policy.

## Tutoring

Every pupil has a Tutor who helps them to reflect on their progress in all areas of School life and to work towards effective outcomes. Tutors use information provided by subject teachers to guide coaching conversations and assist in improving decision-making inside and outside the classroom. A key aim is to provide pupils with a sense of ownership for their outcomes.

## Independent Study

School structures support pupils to continue their academic work outside the classroom, through dedicated prep time every evening; but we fully expect that pupils will need to find other times in which to work as well. Our aim is to ensure that pupils learn to manage themselves - Tutors support pupils to develop the skills needed to manage their workload. We encourage all pupils to make use of the facilities in the Academic Centre for independent study.

## Developing IT Skills in the Curriculum

The School's policy is that IT skills are best delivered within the context of normal learning. Using laptops in lessons is increasingly the norm and teachers are encouraged to make full use of the tools within the Microsoft 365 suite of programs; an ongoing training program for all teachers will help them to use the tools better themselves and better train the pupils in their effective use. Every teacher must be able to teach basic classroom IT skills.

## The Wider Curriculum

The wider curriculum is as important as lessons in the classroom and we provide an extensive range of opportunities for all pupils, appropriate to their age.

Outdoor opportunities leading to formal qualifications include CCF and the Duke of Edinburgh Award. Music, dance and extra-curricular drama are a real strength of the School with external exams available to the highest levels.

The societies and activities programme changes every term, providing opportunities for every pupil, whatever their interests and aptitudes to pursue a passion or discover a new one. Tutors support pupils in choosing an appropriate programme for them, and help them to reflect on what they have learnt from that activity. All of the opportunities we provide contribute to our overarching educational objectives. All pupils formally evaluate their co-curricular work every term.

## **Academic Enrichment**

A wide range of academic societies and workshops are on offer to all pupils to enrich, extend and support wider learning. There is a rich programme of talks by outside speakers and members of staff. All pupils undertake extended project work, both individually and in groups as part of the SESC and within their IB course; all A Level candidates complete an Extended Project.

## **Monitoring, Tracking and Reporting Progress**

The School provides regular information to parents through grade cards and reports which are published on the parent portal.

All teachers use a wide range of formative and summative assessments so that we have as full a picture as possible of the academic progress being made by each pupil. More detail on our approach to assessment can be found in the Assessment Policy.

All pupils (other than Shells) have target grades for each subject, based on baseline tests and teacher assessment with appropriate consideration of medical, welfare, pastoral or specific learning needs of that pupil. Target grades are stretching but achievable for each individual and are discussed and agreed with the pupil.

Regular grade cards provide information on progress against the target grade: each subject teacher gives a current attainment grade and an "attitude to learning" grade with a commentary for Tutors, who then discuss the grade card with the pupil and communicate with parents.

Teachers produce written subject reports every term; there are formal opportunities for parents to talk to subject teachers at least once every academic year.

Tutors are supported by the appropriate Head of Year in monitoring and tracking progress and making appropriate interventions where necessary.

The Head of Learning Development oversees tracking for pupils recognised on the SEND register.

The whole process is overseen by the Deputy Head Academic.