

ST EDWARD'S SCHOOL

THE CURRICULUM

The school is committed to following the National Curriculum guidelines, but does not allow these to place unnecessary restrictions on developments that are considered to be in the best interests of the pupils. The aim is to enrich a pupil's education wherever possible, through both curricular and extra-curricular opportunities.

TEACHING AIMS

The teaching at St. Edward's shall:

- enable the pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- foster in the pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involve well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- demonstrate appropriate knowledge and understanding of the subject matter being taught;
- utilise effectively classroom resources of an adequate quality, quantity and range;
- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly.

St. Edward's has in place frameworks for pupils' performance to be evaluated as detailed below.

IMPLEMENTATION AND PROCEDURES

Curriculum structure:

YEAR 7

Subjects Studied:

Art	Maths
Drama	Music
English	PE
French	RE
History	Science
Geography	Spanish
ICT	Technology
Latin	

All pupils have an afternoon of Games and PSHE is taught in tutor groups.

Grouping

Most subjects are taught in classes set by ability. Setting is decided by looking at Entrance test data as well as any information that has been sent by feeder Primary schools.

Mathematics is set against IT in Year 7. Hence if it is deemed beneficial to change the Mathematics set of a particular student, only these subjects are affected.

French is set by English, rather than proficiency or experience in French.

Games and PE are taught in mixed ability groups to give a greater social cohesion to the Year Group.

All pupils are screened in the first half term for learning difficulties. Those who need extra support are withdrawn for help.

Monitoring of progress

There are two Parents' Evenings during the year:

- 1) Just after the first half-term, between Tutors and parents, to give a quick snapshot of how each child is settling in and trouble-shoot any early problems.

- 2) In the Spring Term, where staff discuss each child's progress with parents.

There is also a New Parents Information Evening within the first 2 –3 weeks of the Autumn Term.

Four formal assessments are provided for parents during the year (see Assessment Policy for timing). The second one, at Christmas, provides a brief written comment about each child's progress in each subject, in addition to the Assessment Grades. There is a further, fuller written report at the end of the Summer Term, which includes summer exam results.

The school participates in the MIDYIS scheme. Pupils take this test in early October and the results are received by half term. All staff are asked to write these in their mark-books and use them as a benchmark for pupils' potential. The results are shown in the central pupil database, Assessment Manager, to remind staff of each child's potential, when they record Assessment Grades. Parents may be given a broad general idea of what these results suggest, but not the precise mark itself: its most important use is as a diagnostic tool.

After each assessment, Form Tutors review the progress of each pupil directly with them in an interview and the Head of Key Stage Three reviews the progress of the whole year group with the Deputy Head Academic. If a pupil is felt to be severely under-achieving in one or two subjects, he /she may be placed on Subject Report. If the underachievement is across a range of subjects, he/she may be placed on Full Report. Both of these are monitored by the Head or Deputy Head of Key Stage.

YEAR 8

Subjects Studied

As Year 7, but German replaces Spanish as the second modern language and Music is set together with Maths.

Grouping

As Year 7, most subjects are taught by ability and in 3 sets. There are 4 sets for Maths and Music, which are set according to Maths ability and Art, Technology and PE are in mixed ability groupings.

Monitoring of progress

There is one Parents' Evening in the Spring Term, where teachers discuss each child's progress with parents.

As Year 7 for Assessments and use of baseline data.

YEAR 9

Subjects Studied

As Year 8, except that one set carries on with Latin and three sets study Classical Civilisation. Science is now taught as three separate subjects, Biology, Chemistry and Physics.

There is a second Modern Language 'legacy' feeding through of Spanish and German and for a small group of students for whom a second Modern Language is too challenging, there is a set devoted to Extra English and Extra Maths.

Grouping

Most subjects are taught in classes by ability and in four sets. IT is set with Maths. PE and Technology are taught in mixed ability groups.

Monitoring of progress

There are two Parents' Evenings early in the Spring Term. One gives information about how the Year 10 Options system works and provides an opportunity for advice from subject teachers about a pupil's suitability for a particular GCSE. This is followed up by another several weeks later where teachers discuss each child's progress with parents and where further advice can be given. Certain students may benefit from mentoring by selected members of staff.

As Year 7 for Assessments and use of baseline data.

YEARS 10 & 11

Subjects Studied

Most pupils will take 10 GCSEs. All pupils study:

- English and English Literature
- Maths

- at least one modern language (see below)
- **either** all three Sciences - separate GCSEs in Biology, Chemistry, Physics
- **or** two Sciences
- Some students, where advised, will take a single Science
- RE - all take short course GCSE at the end of Year 10 and then have the option to make this into a full GCSE in Year 11

All pupils study ICT and have the opportunity to follow the ECDL course during Years 10 and 11. All also have an afternoon of Games and PSHE taught in tutor groups..

They then choose further subjects from the following to make up their 10 GCSEs:

- Art
- Classical Civilisation
- Geography
- French
- German
- Spanish
- Mandarin (Year 11 only)
- History
- Food Technology
- Latin
- Music
- PE
- Technology
- Drama

A small number of pupils also study Greek or Environmental Science to GCSE level, but these are taught off-timetable.

Grouping

Maths and ICT are taught in the same 4 sets. The top set is likely to take Mathematics GCSE early, if appropriate.

For English the year group is divided into four sets decided on ability. All other subjects are taught in 'Option Groups'.

Monitoring of progress

There is one main Parents' Evening for each Year, in November for Year 11 and January for Year 10. In addition, there is a 'Request' Year 11 Parents' Evening in the same month: any parent/ member of staff can request an appointment with any member of staff/ parent about a cause for concern. There is a full written report at the end of the Autumn Term in place of the summer report.

Year 10 follows the same pattern as Years 7 – 9 for Assessments and report cards. There is a written report at the end of the Spring Term for subjects in which public exams are to be taken in the summer. For the remaining subjects, there is a further written report at the end of the Summer Term. In addition, there may be more frequent mentoring by teachers as GCSE examinations come onto the horizon. In

Year 11, where mentoring occurs, it may focus in particular on how to cope with the deadlines for coursework, revision strategies, and the choice of AS levels as well as individual work issues.

The school participates in the YELLIS scheme. Pupils take this test in early October of Year 10 and the results are received by half term. All staff are asked to write these in their mark-books and use them as a benchmark for pupils' potential. The results and the Entrance Test results are shown in Assessment Manager, to remind staff of each pupil's potential, when they record Assessment Grades. Parents may be given a broad general idea of what these results suggest, but not the precise mark itself: its most important use is as a diagnostic tool.

After each Assessment, the pupil's Form Tutor and Head of Key Stage Four review their progress. If a pupil is felt to be severely under-achieving in one or two subjects, he /she may be placed on Subject Report. If the underachievement is across a range of subjects, he/she may be placed on Full Report. Both of these are monitored by the Head or Deputy Head of Key Stage.

YEARS 12 & 13 – THE SIXTH FORM

Subjects Studied

The following A-levels are offered:

- Art
- Art Textiles
- Biology
- Business Studies
- Chemistry
- Classical Civilisation
- Computing (Year 13)
- Critical Thinking
- Design & Technology
- Maths
- Music
- Art Photography
- Physical Education
- Drama
- English
- Further Maths
- French
- Geography
- German
- History
- Latin
- Physics
- Psychology
- Philosophy and Ethics
- Spanish

Most pupils study four or five subjects at AS level and three at A2. For more able pupils, aiming at top universities, it may be advisable to maintain four subjects to A2.

Monitoring of progress

In October at Assessment 1 stage, Year 12 and Year 13 pupils all receive effort and achievement grades as they also do in December. However, teachers also write short comments on progress for Year 12 pupils in October. Year 13 pupils receive short comments in December. There is a Year 12 Parents' Information Evening in September and a Parents' Evening in November. Year 13 have a Parents' Evening in October. Both year-groups have full reports in February and there is a "Request" Parents' Evening at the time of Assessment 4 in March / April, when short reports are also given to pupils in both year-groups. After each Assessment, the pupil's Form Tutor, and Head of Sixth Form, review their progress. Pupils who receive below

average Effort Grades or who do not seem to be achieving their potential may be issued with a SAMS Target Card or their teachers may be asked for feedback after two weeks.

The school participates in the ALIS scheme. Pupils take this test in September of Year 12 and the results are received by half term. As with YELLIS in Year 10, all staff are asked to write these in their mark-books and use them as a benchmark for pupils' potential. Parents may be given a broad general idea of what these results suggest, but not the precise mark itself: its most important use is as a diagnostic tool.

All pupils follow an Enrichment programme consisting of a double period, in which there is an external speaker. All pupils also attend one lesson a week of non-exam RE discussion.

Up-dated	September 2011
To be reviewed	Annually
By whom	Head/Deputy Head Academic
Endorsed by	Curriculum Committee