



Curriculum Policy

This Policy was approved by the <i>Trustees</i> :	<i>Autumn 2021</i>
The implementation of this policy will be monitored by the:	<i>SLT & Education Committee</i>
Monitoring will take place:	<i>Annually or as appropriate</i>
The Policy will be reviewed by:	<i>Deputy Head Academic</i>
This Policy will be reviewed annually by the Deputy Head Academic, or more regularly in the light of any significant new developments. The next anticipated review date will be:	<i>Autumn 2022</i>
THIS POLICY APPLIES TO THE SENIOR SCHOOL	

Rationale:

The curriculum at St Edward's embraces the Catholic ethos of the school. The curriculum will build on the foundations laid in the primary phase and will be based upon HPL principles, focusing upon raising expectations and teaching the thinking and learning behaviours which enable all pupils to make rapid progress.. The broad and balanced curriculum will develop successful life-long learners who possess the transferable skills required to face the range of unknown challenges they will encounter in their working lifetime.

Aims of the curriculum are to:

- ❑ Promote spiritual, cultural, mental and physical development of pupils.
- ❑ Expose pupils to a broad and balanced range of subjects.
- ❑ Prepare pupils for the challenges and opportunities of later life through developing mental agility, resilience, independence and a proactive approach to problem solving.
- ❑ Aid those pupils who require additional support to access the curriculum provided.
- ❑ Create a coherent transition between the lower and upper school and the Sixth Form.
- ❑ Provide the flexibility to personalise the learning journey for each pupil by catering for, as far as possible, the needs of the individual.
- ❑ Create a Personal, Social, Health Education programme (PSHE) programme which will enlighten pupils to current affairs and develop pupils with the moral fortitude to take a lead role in modern society and know they can make a difference.
- ❑ Support the Catholic ethos of St Edwards.
- ❑ Provide a coherent delivery of careers and university options through the provision of "Next Steps".

- ❑ Promote leadership opportunities through the promotion of an extensive range of positions of responsibility.
- ❑ Balance academic rigour with the opportunity for pupils to explore personal interests through the creation of a diverse extra-curricular programme.

Overview of School Stages

Lower School Upon entry to the School, pupils take a baseline test. Data from this test is used to create performance groups in Maths. Pupils who performed at a similar level in the baseline test are placed in the same teaching group. Pupils may move between performance groups throughout the year if their level of performance indicates they are currently performing at a similar level to pupils in a different performance group. For all other subjects, pupils are taught in tutor groups.

..

Mathematics and English lessons have a high proportion of curriculum time accounting for the importance placed on these skills in future Public Examinations.

Throughout the Lower School, individual learning requirements are catered for through a designated Individual Learning (IL) department (see IL policy for details). Year 7 IL lessons take place on a rolling timetable, avoiding the core subjects, but on occasion can be taken instead of French. In order to facilitate support of pupils with an identified need within lessons, the IL department provide subject teachers with advice and guidance relating to teaching strategies and exam arrangements. In Year 8 & 9 pupils have the option to take their IL lesson instead of the second Language or Classics option, but can also continue on a rolling timetable, avoiding the core subjects.

Personal, Social, Health Education is taught to pupils by their tutors and occurs weekly. Topics covered are appropriate for the stage of development of each particular year group and ensure that pupils develop an appreciation of British Values as well as develop their own emotional intelligence and resilience.

Pupils in Year 9 can begin to tailor the curriculum to their own personal preference as choice is given over the combination of Modern Foreign Language/Classics/expressive arts subjects. Pupils can choose 5 from 8 subjects, in any combination as long as one subject is an MFL subject (French and/or Spanish)

International Students (EAL) are supported in their studies by the Head of International Pupils. Individual learning support plans are created for EAL pupils to advise subject staff on teaching strategies which will facilitate the learning of the pupil.

Year 7

Subject		% allocation (40)
Maths	5	12.5
English	5	12.5
Science	4	10
MFL (French & Spa)	4	10
RS	3	7.5
Games	3	7.5
PE	1	2.5
History	2	5

Year 8

Subject		% allocation (40)
Maths	5	12.5
English	5	12.5
Science	4	10
MFL (French & Spa)	4	10
RS	3	7.5
Games	3	7.5
PE	1	2.5
History	2	5

Year 9

Subject		% allocation
Maths	6	15
English	5	12.5
Science (Bio, Che, Phys)	2	5
	2	5
	2	5
Spanish, French Classical Civilisation Latin Art Drama Music	Pupils choose 5 from 8 subjects (10 periods)	25

Geography	2	5
Art	2	5
Drama	2	5
Music	2	5
Technology	2	5
ICT	2	5
Latin/Class. Civ	2	5
PSHE	1	2.5

Art/Drama - 1/2 termly carousel

Geography	2	5
Art	2	5
Drama	2	5
Music	2	5
Technology	2	5
ICT	2	5
Latin/Class. Civ	2	5
PSHE	1	2.5

Music/Tech - 1/2 yearly carousel

Technology		
RS	4	10
Games	2	5
PE	1	2.5
History	2	5
Geography	2	5
ICT	2	5
PSHE	1	2.5

Allocations based on a 1-week timetable of 60 periods

Upper School Pupils choose their subjects during the Autumn Spring Term of Year 9. Pupils choose Core Subjects (English Literature, English Language, Science(s) Mathematics, and Religious Studies) and then choose 4 option subjects. The blocks are formed to satisfy the majority of individual subject choices and therefore we do not guarantee that all subject preferences will be met. Pupils in Year 10 will take 9 subjects to GCSE level. In Mathematics and English pupils are set according to performance in the Lower school. English teaching groups will consist of a higher performing group comprising of those pupils who performed most highly in the Lower School. The remaining pupils will be taught in mixed performance groups. Based on analysis of pupil's prior attainment, pupils in Set 4 English may focus solely on English Language. Maths performance groups will be generated by review of Lower School performance and this data will be used to create teaching groups of pupils who performed at a similar level in the Lower School. Those pupils in Set 1 for Mathematics may be entered for Additional Mathematics GCSE.

Personal, Social, Health Education continue to be taught to pupils and occurs weekly. Topics covered are appropriate for the stage of development of each particular year group and ensure that pupils develop an appreciation of British Values as well as develop their own emotional intelligence and resilience.

Pupils with individual learning requirements will be able to choose a reduced number of GCSE's, supplementing their studies through additional Mathematics and English support lessons and work with the IL department. In order to facilitate support of pupils with an identified need within lessons, the IL department provide subject teachers with advice and guidance relating to teaching strategies and exam arrangements.

International Students (EAL) are supported in their studies by the MFL Faculty Leader . Individual learning support plans are created for EAL pupils to advise subject staff on teaching strategies which will facilitate the learning of the pupil.

Year 10		
Subject	Lessons	% allocation
Maths	6	15
English	6	15
RS	4	10
Games	3	7.5
PSHE	1	2.5
Option 1	4	10
Option 2	4	10
Option 3	4	10
Option 4	4	10
Option 5	4	10

Year 11		
Subject	Lessons	% allocation
Maths	6	15
English	6	15
RS	4	10
Games	3	7.5
PSHE	1	2.5
Option 1	4	10
Option 2	4	10
Option 3	4	10
Option 4	4	10
Option 5	4	10

Sixth Form Pupils choose 3A Level subjects during the Autumn Term of Year 11 and these options are finalised after GCSE results before Year 12. Pupils who are uncertain of their A Level subjects are able to initially select 4 subjects and during the Autumn term of Year 12, reduce this to 3 subjects. Pupils are not restricted to choosing options from blocks of subjects, allowing for greater individual choice.

Pupils taking the art subjects will be entered for their AS art qualification at the end of Year 12 and can continue this into Year 13.

For those pupils entering the Sixth Form who have not achieved a pass grade in Mathematics and English, additional GCSE lessons in these subjects are timetabled to enable these pupils to enter the Public Examination in these subjects in the Spring Term of Year 12 as well as at the end of Year 12 if still required.

In order to facilitate support of pupils with an identified need within lessons, the IL department provide subject teachers with advice and guidance relating to teaching strategies and exam arrangements.

Non-examination subjects of PSHE and Games and study periods supplement students' academic studies.

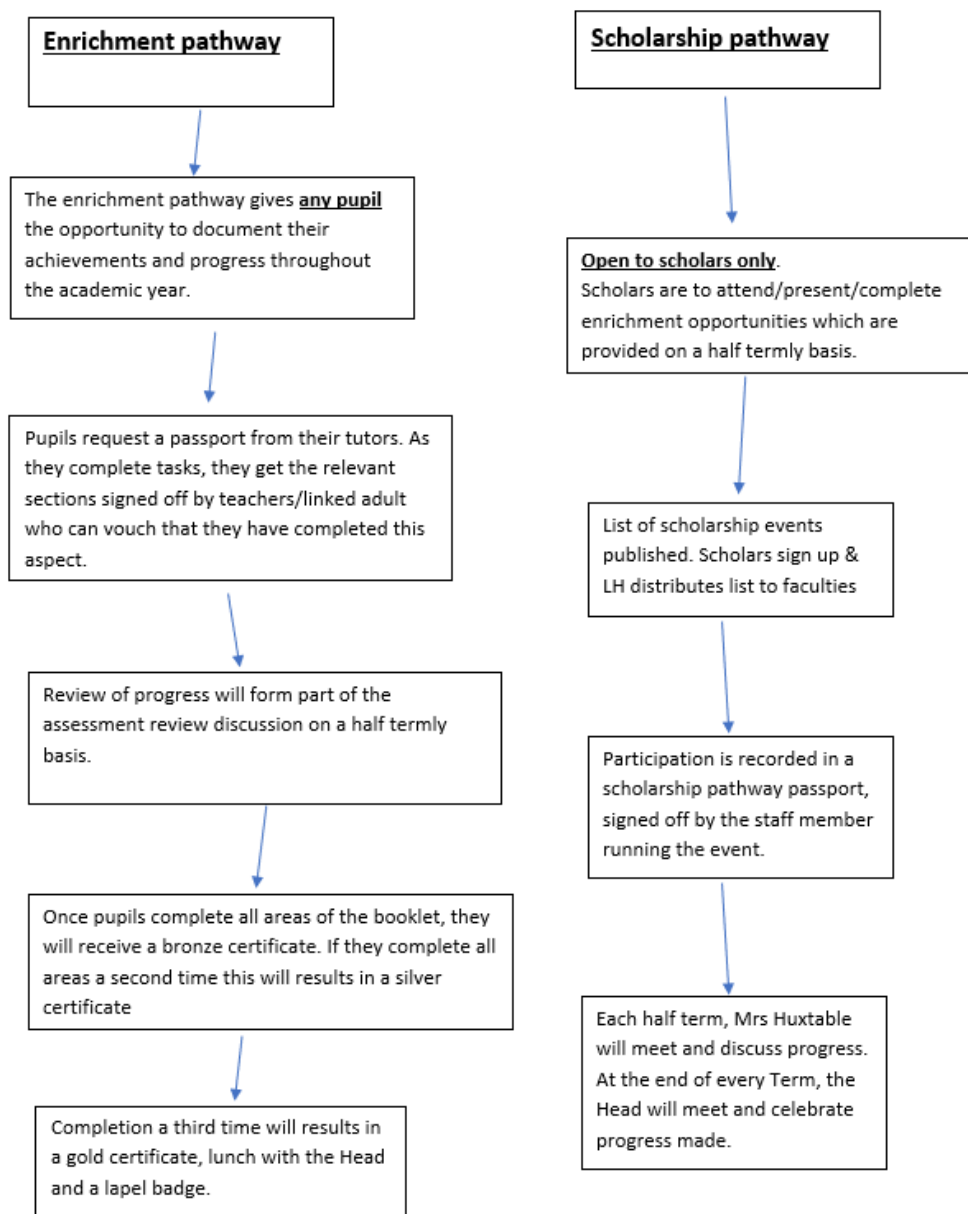
The Extended Project Qualification is available for all Sixth Form students to complete should they wish to do so.

Year 12		
Subject	No of lessons (40 wk)	% allocation
PSHE	1	2.5
Games	3	7.5
Option1	6	15
Option 2	6	15
Option 3	6	15
Option 4	6	15
Independent Study	9	22.5
EPQ	3	7.5

Year 13		
Subject	No of lessons (40 wk)	% allocation
PSHE	1	2.5
Games	3	7.5
Option1	7	17.5
Option 2	7	17.5
Option 3	7	17.5
Independent study	15	37.5

International Students (EAL) are supported in their studies by the Head of International Pupils. Individual learning support plans are created for EAL pupils to advise subject staff on teaching strategies which will facilitate the learning of the pupil.

Academic enrichment for all A scholarship and extension pathway provides the opportunity for all pupils to extend themselves academically.



Career and University Guidance.

Careers and university advice is provided throughout the School Stages in PSHE lessons. In Lower School, lessons are designed to help pupils consider their individual skill sets, interests and transferable skills (Year 7 & 8), exploring what particular career they may be interested in and therefore what subjects they should focus on in their GCSE choices (Year 9). Specific support and guidance on a one to one basis is available through the Careers Advisor. Throughout Upper School, careers guidance focuses on possible career plans post 16, and the routes to these (Year 10). In Year 11, pupils have the opportunity to participate in work experience placement and further exploration of future careers and the routes to these, including selection of A Level choices. Throughout Sixth Form, guidance occurs through a series of lectures and in one to one sessions with the designated Careers Advisor. Additionally, pupils are supported in their UCAS applications through a UCAS coordinator who also supports those students who wish to apply to Oxford, Cambridge and American universities.

Monitoring.

- The policy is monitored by the Deputy Head Academic. Monitoring is through discussion with Academic Leaders Heads of Department, review of Schemes of Work, lesson observation and sampling of pupils' work. There is also weekly liaison with the Pastoral team regarding pastoral matters, which support academic achievement and promote the personal and social development of students.
- Faculty Leaders monitor policies relating to the curriculum within their faculty .
- The progress of students is monitored by subject teachers, Faculty Leaders & Lead teachers, Pastoral Leaders and the SLT.