



## FRAMLINGHAM COLLEGE

### **CURRICULUM POLICY**

#### **Curriculum aims**

The aims of the curriculum of Framlingham College are:

To educate the pupils in a stimulating, demanding and caring environment

To instil in pupils the joy of learning and a desire to study whilst at school and beyond into adult life

To prepare pupils for the opportunities, responsibilities and experiences of adult life

To ensure that all pupils are able to achieve their full potential; to provide the time and resources necessary for this to be achieved

To ensure that all subject matter is appropriate for the ages and aptitudes of the students, including those students with a statement or who have been identified as having a learning disability and/or dyslexia (LDD).

To encourage all pupils to develop an enquiring, lively, flexible mind; conscientiousness and pride in their work; the desire to excel academically

To encourage in all pupils a sense of achievement and a belief in their own unique abilities

To provide a broad and balanced curriculum to all pupils while meeting the needs of the National Curriculum

To enable students to acquire skills in speaking and listening, literacy and numeracy

To offer a broad range of subjects at GCSE, AS and A-Level to enable all pupils choices that suit their talents and their future aspirations.

To impart to all pupils the necessary academic skills and self-discipline to enable them to accept the opportunities offered by higher education

To obtain the best possible external examination results for each pupil and for the College as a whole.

## **Curriculum principles**

### **Pupil entitlement**

At Framlingham College we are committed to the principle that all students of the College have a right to the highest quality of education we can provide. This means that we work to ensure:

- \* breadth and balance for all ;
- \* appropriate levels of expectation and genuine challenge;
- \* relevance, continuity and progression in learning;

by providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability.

### **Access**

All students must have the opportunity to learn and make progress.

The principle above presents us with a responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, students who are having difficulty or becoming demotivated are identified early and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they might continue to participate at the most appropriate level for them. The responsibility of finding means of access to the curriculum for all is a result of our stated intention to include, not exclude.

### **Expectations of staff**

Putting principles into practice

Staff are expected actively to promote and seek to secure the curriculum aims (above) and, in particular to

- have high expectations of students;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents and the wider community to achieve shared goals;
- keep parents regularly and fully informed about the progress and achievements of their sons and daughters.

## **Curriculum structure**

### **The timetable**

The school operates a 45 period week. All periods last 35 minutes with many lessons being timetabled for a double period.

There are 9 periods on Monday (6 in the morning and 3 in the afternoon)

There are 8 periods Tuesday – Friday (5 in the morning and 3 in the afternoon)

There are 4 periods on Saturday morning with a full games programme on Saturday afternoon.

There is a whole school assembly (20 minutes) at 8:30 am on Tuesday and Thursday, and a House assembly on Wednesday morning at this time.

The academic tutor groups meet on Friday morning at 8:30 am for 20 minutes and there is a second tutor group meeting of 15 minutes during one lunchtime.

For full details of time please refer to the sheet titled 'Daily Routine'.

### **Full time supervision for students of compulsory school age**

All students in Years 9 to 11 will have a full 45 period timetable. Any student who is allowed to drop a subject must be authorised to do so by the Headmaster through the office of the Deputy Head (Academic). The student remains the responsibility of the subject teacher for the periods released.

### **Speaking and listening, literacy and numeracy**

All students in years 9 to 11 will study the core subjects of English (or ESL) and Mathematics. Any student in Year 12 who has not achieved at least a GCSE grade C in either subject will be expected to retake the examination. Lessons will be provided in resit English and Maths for the students concerned.

**Students for whom English is not their first language**

In Years 9 to 11 ESL lessons are included on the timetable at the same time as mainstream English lessons. In addition some students in Year 9 will attend ESL lessons instead of a second MFL. In Year 12 ESL students will study for the IELTS qualification. There is a designated Head of ESL.

**Student with a statement**

If a student has a statement then the College will provide a curriculum which fulfils the identified requirements. There is a designated SENCO.

**Personal, Social and Health Education (PSHE)**

In Years 9 to 11 PSHE lessons are included as part of the main timetable. The PSHE programme reflects the school's aims and ethos and incorporates the framework of 'Every Child Matters'. There is a designated Head of PSHE.

**Careers**

In Years 9 to 11 careers guidance is included in the PSHE programme. There is a designated teacher i/c of careers who also has an overview of the UCAS applications. All students take part in the Centigrade scheme in Year 12 and the majority of Year 11 students are involved in the OASIS scheme.

## YEAR 9

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All pupils in Year 9 follow a common curriculum.

All students study:

- English, Mathematics, Science, Geography, History, Technology, Art, Music, Drama, Religious Studies, Physical Education and ICT.

Most students will also study two Modern Foreign Languages (French and either German or Spanish).

- English as a Second Language (ESL) students will usually study only one Modern Foreign Language (Spanish)
- Students who require extra Learning Support will usually only study one MFL. In exceptional circumstances a student may be excused the study of an MFL and attend additional learning support lessons.
- English, Mathematics, Science and Modern Foreign Languages are all taught in groups which are set by ability.
- Geography, History, Religious Studies and Divinity are set by ability into a top group and three mixed ability sets.
  - Technology, Art, Music, Drama, Religious Studies, Physical Education and Information and Communication Technology (ICT) are taught in mixed-ability groups.
  - ICT in Year 9 is the first year of a two year short course GCSE.

### **Monitoring Pupils' Progress**

Progress is carefully monitored by Housemasters, Housemistresses, Heads of Department and Tutors. A staff meeting for Year 9 students takes place at the end of the autumn term and prior to the parents' meeting in May. A parents' meeting takes place at the end of the autumn term and a second meeting focusing on GCSE choices is held in May. Full reports are sent to parents in the spring and summer terms. Grades are posted home at the end of each half term. Tutors, who have particular responsibility for academic support, meet with their tutor group once or twice each week, as well as seeing individuals by arrangement.

## **YEARS 10 & 11 (GCSE)**

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In Year 10 pupils begin their GCSE courses. A booklet detailing the courses available is produced each year.

All students study English Language and English Literature\*. English is set by ability.

- All students study Mathematics which is set by ability. Top set students will usually sit the IGCSE examination in the November of Year 11.
- Science is set by ability. The top set will usually sit GCSE in the three separate sciences. All other students will sit Double Science GCSE.

\*ESL (English as a second Language) students study the IGCSE English as a second language course.

Students can also choose four other subjects from the following:

French, German, Spanish, Geography, History, Technology (Resistant Materials), Technology (Graphic Products), Art, Music, Physical Education, Religious Studies, Drama.

Students are encouraged to take a Modern Foreign Language and a Humanities subject although neither is made compulsory.

All students in Year 10 will study the second and final year of a short course GCSE in ICT.

Pupils also pursue a carousel programme including PSHE (Personal, Social and Religious Education), non examined P.E., Divinity and Careers.

### **Monitoring Pupils' Progress**

At all stages progress is carefully monitored by Housemasters, Housemistresses, Tutors and Heads of Department, and in Staff Meetings. A parents' meeting takes place in the spring term and full reports are sent to parents in the autumn and summer terms. Grades are posted home at the end of each half term. Tutors, who have particular responsibility for academic support, meet with their tutor group once or twice each week, as well as seeing individuals by arrangement. In the spring term all Year 11 students are encouraged to take the Oasis questionnaire.

## **YEARS 12 & 13 (A LEVEL)**

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Our aim is to develop young men and women who are well prepared to face the challenges of the adult world. They will have achieved their short-term goals (good A level results) and will be well aware that they have developed the life skills and adaptability needed to achieve their longer-term goals at university, through exciting career prospects, and in their personal lives.

### **The Curriculum**

A special Guide to the Sixth Form is published each year containing information about all the courses on offer.

We accept between 85-120 pupils each year into the Sixth Form. This group will comprise those from our own Year 11 and many new pupils from the local area, as well as those who join us from overseas.

A wide range of Sixth Form scholarships is awarded. For College Year 11 pupils, these are based on GCSE examination performance, as well as term work. For external entrants, these are awarded on the basis of entry tests held in November.

The Sixth Form Curriculum offers:

- consistently good A level results
- a flexible academic structure
- excellent academic resources
- a wide range of AS and A2 subjects
- a favourable teacher-pupil ratio
- individual guidance and support through the Tutor and House systems

The majority of students at the College will study four AS levels in Year 12 and continue with three subjects to A2 level in Year 13. However, particularly able students might take up another subject at AS level, or continue with all four subjects to A2 level in Year 13.

### **Subject Choice**

We currently offer 22 subjects:

- Art and Design, Biology, Business Studies
- Chemistry, Design and Technology, Economics
- English Literature, French, Further Mathematics
- Geography, German, History
- History of Art, ICT, Mathematics
- Music, Physical Education, Physics
- Psychology, Religious Studies, Spanish, Theatre Studies

### **Monitoring Students' Progress**

When students enter Year 12, their academic progress and development continues to be guided by the College's Tutor system. Each student is placed with a specialist tutor who oversees such matters as monitoring the early settling in period, dealing with grades and

examination results as the terms go by, and aiming to ensure that the best possible academic progress is achieved.

Grades are posted home at the end of each term. A parents' meeting for Year 13 and those students new to Year 12 is held at the end of the first half term. A meeting for all Year 12 students is held in the spring term. Written reports for Year 13 are sent home in the spring and summer terms. Written reports for Year 12 are sent home in the autumn and summer terms. During Year 12, the tutor works closely with the Careers Department and the relevant Housemaster/Housemistress in guiding the tutee through UCAS towards Higher Education. All Year 12 students complete the Centigrade questionnaire in the spring term.

### **The learning environment**

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasise good display in their areas and contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where pupils can work effectively and in comfort, that adequate resources are provided and are accessible, and that students treat classrooms, and other areas such as the Library with respect.

### **Schemes of work and lesson planning**

Each department is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. These schemes of work are followed by all departmental staff and their delivery monitored by heads of department. Schemes of work set out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. Departments also have marking policies which all staff follow. Teachers plan individual lessons, or sequences of lessons, in different ways.

The school does not prescribe a single method for short-term or long-term planning. It simply expects that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential. Each department has an agreed method for the recording of lessons and prep.

### **Examinations**

It is expected that all students who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to coursework, attendance or other criteria. Departments are expected to identify, at an early stage, pupils who are in danger of failing to meet the requirements, so that they can be supported, guided and encouraged. A full list of subjects and associated examination boards offered for GCSE, AS and A2 level is published each year.

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