



CURRICULUM POLICY

Curriculum Aims

The aims of the curriculum of Framlingham College are:

1. To educate the pupils in a stimulating, demanding and caring environment
2. To instil in pupils the joy of learning and a desire to study whilst at school and beyond into adult life
3. To prepare pupils for the opportunities, responsibilities and experiences of adult life in British society
4. To ensure that all pupils are able to achieve their full potential; to provide the time and resources necessary for this to be achieved
5. To ensure that all subject matter is appropriate for the ages and aptitudes of the students, including those students with an EHC or who have been identified as having a learning disability (SEND)
6. To encourage all pupils to develop an enquiring, lively, flexible mind; conscientiousness and pride in their work; the desire to optimise their potential and achieve their very best academically
7. To encourage in all pupils a sense of achievement and a belief in their own unique abilities
8. To provide a broad and balanced curriculum to all pupils while meeting the needs of the National Curriculum
9. To ensure that the College's curriculum and its materials do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, backgrounds, ethnicities and beliefs.
10. To enable students to acquire skills in speaking and listening, literacy and numeracy
11. To offer a broad range of subjects at GCSE, A Level and BTEC to enable all pupils choices that suit their talents and their future aspirations

12. To impart to all pupils the necessary academic skills and self-discipline to enable them to accept the opportunities offered by higher education
13. 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:

1. Breadth and balance for all;
2. Appropriate levels of expectation and genuine challenge;
3. Relevance, continuity and progression in learning;

These qualities are ensured 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.

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.

Guidance

Each student is unique and it is important that appropriate guidance is given when students are making choices about academic subjects. This guidance is normally provided by the Tutor and HM but further advice might be provided by subject teachers, HoD or members of the Senior Teams.

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 who can enter society as responsible and tolerant individuals;
- 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 39 period week.

- All periods last 45 minutes with many lessons being timetabled for a double period
- There are 7 periods Monday to Friday (normally five in the morning and two in the afternoon)
- There are 4 periods on Saturday morning.

Tutor Groups meet on Tuesday and Friday mornings at 8:30 am for 20 minutes. Year 9 also have a once-per-week Tutor lesson (45 minutes). For full details of timings, please refer to the sheet titled 'Timings of the School Day'.

Full time supervision for students of compulsory school age

All students in Years 9 to 11 will have a full 39 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).

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 or 4 in either subject will be expected to retake the examination. Lessons will be provided in resit English and Mathematics 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 who do not have a GCSE/IGCSE English qualification will study for the IELTS qualification or CIE English qualification. There is a designated Head of ESL.

Students with an EHC

If a student has an EHC then the College will provide a curriculum which fulfils the identified requirements. There is a designated SENCO (called the Head of Learning Support).

Students classed as 'Gifted'

A register is kept of all students who fulfil the government criteria for 'Gifted' status. These students are invited to attend the Scholars' Group as part of an extension programme. This involves a weekly session and one-off events. There is a designated teacher i/c Scholars.

Personal, Social, Health and Economic 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'. Year 12 have a weekly lesson which is known as the Extended Learning Programme which incorporates a PSHE programme, whilst the Sixth Form have regular lectures and workshops which supplement the PSHE programme. The PSHE programme encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a). There is a designated Head of PSHE.

Universities and Careers

In Years 9 to 11, Careers guidance is included in the PSHE programme whilst Year 12 are provided with Careers advice through the Extended Learning Programme. All years have the opportunity to attend regular Careers talks and events. Careers advice is presented in an impartial manner, enables students to make informed choices about a broad range of career options and helps to encourage students to fulfil their potential. There is a designated teacher i/c of Careers as well as a designated teacher i/c of Higher Education 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.

Monitoring Students' Progress

At all stages during their time at the College, students' progress is closely monitored by Housemasters and Housemistresses, by Tutors and by Heads of Department. Tutors, who have particular responsibility for academic support, meet with their Tutor Group twice each week, as well as seeing individuals by arrangement. iSAMS "Tracking Manager" software is used to compare attainment grades and Minimum Expected Grades with results achieved in both internal and external exams, and with other external data such as MIDYIS, YELLIS, ALIS and CAT4 tests. Where there is a significant disparity between, for example, verbal and numerical scores, the student may be referred to the SENCO to investigate the possibility of a specific learning difficulty such as dyslexia. Departments and subject teachers monitor the progress of individuals and recommend additional support, such as subject-based lunchtime clinics, or from the Learning Support Department, where appropriate.

Attitude and Attainment Grades are awarded each half term, with the exception of the first half term of years 9, 10 and 12, when only Effort Grades are awarded. Detailed feedback, either in the form of written reports or Parents' Meetings, is provided each term for all students.

YEAR 9

All pupils in Year 9 follow a common curriculum.

All students study:

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

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

- English as a Second Language (ESL) students will usually study only one Modern Foreign Language
- 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 into mixed ability sets.
- Design and Technology, Art, Music, Drama and Physical Education are taught in mixed-ability groups.
- Latin is also available in activities time
- Co-curricular sessions in academic and co-curricular areas such as Art, Archery & Shooting, Board Games, Computer Aided Manufacture, Digital Media, Film, Healthy Lifestyles, HTML Website Design, Lego, Local and Family History, Model Making, Psychology, Street Dance and Swimming are offered via a twice a week compulsory activities programme. There is also a volunteering programme on Wednesday afternoons.

YEARS 10 & 11 (GCSE)

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

- All students except ESL students study English Language and English Literature*. English is set by ability.
- ESL (English as a second Language) students study the IGCSE English as a Second Language course.
- All students study Mathematics which is set by ability. Top set students will usually sit the GCSE examination in the January of Year 11.
- Science is set by ability. The top sets will usually sit GCSE in the three separate sciences. All other students will sit GCSE Dual Award Science.

- Students can also choose four other subjects from the following: French, Spanish, Geography, History, Design and Technology (Resistant Materials or Graphic Products), Art (Fine Art, Textiles or Photography), Music, Physical Education, Computer Science, Religious Studies, Drama.

- GCSE Latin is also available in activities time.

- Second language students are able to take GCSE in their first language where available.

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

- Pupils also pursue a carousel programme including PSHE (Personal, Social and Religious Education), non-examined P.E., Divinity and Careers. Monday afternoon activities are compulsory, whilst there is the opportunity to take further activities on Friday afternoon. Activities include: Art, Current Affairs and Mock Elections, Debating and MUN, Dragon's Den, Drone Flying, Mindfulness, Public Speaking and Debating, Science and the Mystery of God, Stock Market Challenge, Swimming and Life Saving. There is also a volunteering programme on Wednesday afternoons.

YEARS 12 & 13 (A LEVEL)

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 Sixth Form Curriculum offers:

- consistently good A Level results
- a flexible academic structure
- excellent academic resources
- a wide range of 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 A Levels in Year 12 and continue with three subjects in Year 13.

For some students, a full programme of four subjects may be too demanding. These students will normally be encouraged to begin four subjects in September of Year 12 with an intention to drop to three subjects at Christmas. Some students will choose to study only three subjects from the start of Year 12.

Subject Choice

We currently offer the following subjects:

- Art and Design
- Biology
- Business Studies
- Chemistry
- Computer Science
- Design and Technology
- Economics
- English Literature
- French
- Further Mathematics
- Geography
- German

- History
- History of Art
- Mathematics
- Music
- Music Technology
- Physical Education
- Physics
- Politics
- Psychology
- Religious Studies
- Spanish
- Theatre Studies
- BTEC courses: Business, Computing, Music and Sport

The Extended Project Qualification is also available to Sixth Form students and it typically starts in the January of Year 12 and concludes in the November of Year 13. There are weekly lessons which support the learnt skills section of the course.

Sixth Form students are offered the opportunity to take part in a programme of activities and these seek to extend the curriculum as well as preparing them for life beyond school. Current Activities include: Bridge, Chess & Backgammon, Choral Groups, Debating & MUN, Drawing, Film, Fitness, Football, Golf, Life Saving, Model Making, Music Ensembles, Philosophy Forum, Rifle Shooting, Squash, Strength and Conditioning, Touch Typing, Ukulele Orchestra. There is also a volunteering programme on Wednesday afternoons.

The Learning Environment

The College 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 Learning Resource Centre 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 and A level is published each year.