



SENIOR SCHOOL CURRICULUM POLICY

RESPONSIBILITY	DEPUTY HEAD (ACADEMIC)
DATE REVIEWED	AUGUST 2023

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 and as global citizens. This should include a respect for diversity within society and an understanding of the importance of inclusion of others.
4. To ensure that all pupils are able to achieve their full potential; to provide the curriculum 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 pupils, including those pupils with an EHCP 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 pupils 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 pupils 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 pupils. It also means that many features of the curriculum are common to all pupils.

Access

All pupils must have the opportunity to learn and make progress. This principle presents us with a responsibility to find ways of ensuring that all pupils are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, pupils 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 pupil is unique and it is important that appropriate guidance is given when pupils 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 SLT.

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 pupils;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed;
- deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity;
- provide work which meets their pupils' 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, discussing targets and encouraging pupils to evaluate their own achievements;
- develop pupils' 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 lesson week.

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

Tutor Groups meet on Monday and Thursday mornings at 8:30 am for 45 minutes.

Full time supervision for pupils of compulsory school age

All pupils in Years 9 to 11 will have a full 39 period timetable. Any pupil who is allowed to discontinue a subject must be authorised to do so by the Principal through the office of the Deputy Head (Academic). Pupils will then spend the gain lesson time working supervised in the Library.

Speaking and Listening, Literacy and numeracy

All pupils in Years 9 to 11 will study the core subjects of English (or ESL) and Mathematics. Any pupil in Year 12 who has not achieved at least a GCSE Grade 4 in either subject will be expected to retake the examination. Lessons will be provided in resit English and Mathematics for the pupils concerned.

Pupils 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 pupils in Year 9 will attend ESL lessons instead of a second MFL. In Year 12, ESL pupils 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.

Pupils with an EHCP

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

Pupils classed as 'Gifted'

A register is kept of all pupils who fulfil the government criteria for 'Gifted' status. These pupils are invited to attend a year group based Academic Scholars' Group as part of an extension programme. This involves a weekly session and one-off events. The Head of Year runs each Scholars' Group and there is common planning for the Scholars' programme, including holding events which bring all scholars together.

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 and this role is currently filled by the Deputy Head (Pastoral).

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, enabling pupils to make informed choices about a broad range of career options and helps to encourage pupils 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 pupils are involved in activities via Unifrog which helps them to explore options for Careers and prepare UCAS applications.

Monitoring Pupils' Progress

At all stages during their time at the College, pupils' 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 Target Grades with results achieved in both internal and external exams, and with other external data such as MIDYIS, YELLIS, ALIS tests. Where there is a significant disparity between, for example, verbal and numerical scores, the pupil may be referred to the Head of Academic Support 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 Learning Hubs or from the Academic Support Department, where appropriate.

Attitude and Attainment Grades are awarded each half term. Detailed feedback, either in the form of written reports or Parents' Meetings, is provided each term for all pupils. Years 11 and 13 have two Parents' Meetings per year whereas there is one per year for the other year groups. Parents who are unable to attend Parents' Meetings meet with teachers at another time via Microsoft Teams

YEAR 9

All pupils in Year 9 follow a common curriculum.

All pupils study:

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

Most pupils will also study at least one Modern Foreign Language (French or Spanish).

- English as a Second Language (ESL) pupils will usually study only one Modern Foreign Language. Pupils who require extra Learning Support will usually only study one MFL. In exceptional circumstances, a pupil may be excused the study of any 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, Divinity, Design and Technology, Computer Science, Art, Music, Drama and Physical Education are taught in mixed-ability groups.
- Latin is also available off-timetable.
- Co-curricular sessions in academic and co-curricular areas are on offer. Example of recent offerings: 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 once per week compulsory activities programme with further optional opportunities throughout the week. There is also a volunteering programme and DofE 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 pupils except ESL pupils study English Language and English Literature. English is set by ability.
- ESL (English as a second Language) pupils study the IGCSE English as a Second Language course.
- All pupils study Mathematics which is set by ability. Top set pupils have the opportunity to study Additional Mathematics and this course starts in Year 11.
- Science is set by ability. The top sets will usually sit GCSE in the three separate sciences. All other pupils will sit GCSE Combined Science.

- Pupils 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 and Business.
- GCSE Latin is also available in activities time.
- Second language pupils are able to take GCSE in their first language where available.
- Pupils are encouraged to take a Modern Foreign Language and a Humanities subject although neither is made compulsory.
- Pupils have the option of completing a Higher Project Qualification.

- Pupils also pursue a carousel programme via PSHE (Personal, Social and Religious Education) which includes non-examined P.E., Divinity and Careers. Monday afternoon activities are compulsory, whilst there is the opportunity to take further activities on Friday afternoon. Previous 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 and D of E on Wednesday afternoons.

YEARS 12 & 13 (A LEVEL & BTEC)

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 (strong A Level and BTEC 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 strong A Level & BTEC results (note: D&T is offered via Pre U for the last time to pupils taking A Level examinations in 2023).
- 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 pupils at the College study four A Levels or equivalent for at least the first term of Year 12 and continue with three subjects in Year 13. This will change from September 2022 with the norm being to start with three A Levels or equivalent in Year 12.

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

Subject Choice

We currently offer the following subjects:

- Art and Design (Fine Art or Photography or Textiles)
- Biology
- Business
- Chemistry
- Computer Science
- Design and Technology
- Economics
- English Literature
- French
- Further Mathematics

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

The Extended Project Qualification is also available to Sixth Form pupils 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. Speakers of other languages are supported in attempting an A Level in their native language if they would like to do so.

Sixth Form pupils 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. Previous 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 pupils' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasise good displays 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 pupils 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 pupils' 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. Half termly Common Assessment Tasks are planned every year and registered in a common manner.

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 pupils 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, BTEC and A Level is published each year.