



St. Francis' College Curriculum Policy (Senior School)

Introduction

The 'College' refers to all the staff and pupils of the Prep department and Senior School which includes Early Years Foundation Stage (EYFS), Pre-prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

Introduction

St. Francis' College aims to provide all its pupils with a full-time, supervised education through a curriculum that is broad, balanced and which promotes the spiritual, moral, intellectual, creative and physical development of all pupils. The College aims to maintain high educational standards in all academic activities, taking into account the age, aptitude and needs of each individual pupil.

The curriculum will give all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education appropriate to their ages and aptitudes. The curriculum will be balanced to ensure that all areas of learning experience are given appropriate time and attention in relation to the curriculum as a whole. The College broadly follows the National Curriculum whilst still enabling subject and departmental staff a degree of professional autonomy in defining content. The principal language of instruction is English and all pupils, including speakers of English as an Additional Language, are expected to communicate in English during the school day.

The academic curriculum is enriched by a range of extra-curricular activities at all key stages and by a programme for pupils' personal, social and health education appropriate to their ages. As part of their Personal, Social and Health Education (PSHE) programme, senior students receive preparation and guidance on their choices for further study and careers. A timetabled enrichment programme is part of the provision in Key Stage 5.

The College is designated as a Christian school. All staff and pupils entering the College are expected to join in assemblies and whole College services which are broadly Christian in nature. The College has, at its heart, a desire to promote fundamental British values such as a belief in the rule of law, in democracy and in a mutual respect for those of different backgrounds and faiths. This desire underpins all its work with young people, both inside and outside the classroom.

Equal Opportunities

The College's curriculum has been designed in such a way that all pupils have the opportunity to learn and to make progress. The curriculum and the manner in which it is delivered will recognise pupils' different strengths and will endeavour to balance challenge with the likelihood of success. Thus the curriculum may be modified to take into account specific learning needs e.g. dyslexia or English as an Additional Language (EAL) or specific areas of strength e.g. in languages. The curriculum and its

delivery will be appropriate to the age and previous experience of the pupils at each stage of their development.

Individual Needs (IN), EAL and More Able students

Following referral by a class teacher, or a parent or guardian, the Head of Individual Needs is responsible for identifying pupils with Learning Difficulties and/or Disabilities and for taking appropriate action as set out in the **Individual Needs Policy**. Plans and schemes of work take into account the needs of all pupils, including our More Able students, those with Individual Needs, those with an Education, Health and Care Plan, and those who speak English as an Additional Language. The Head of EAL is responsible for planning and drawing up timetables for EAL pupils. Please refer to the **EAL Policy** for further details. Following teacher recommendations and/or a high score in baseline tests, a student may be identified as More Able. Please refer to the **More Able Policy** for further details.

Schemes of work and differentiation

Schemes of work have been drawn up by all Heads of Department and are stored on the staff drive. These are frequently reviewed and brought up-to-date to reflect curriculum changes and our constantly evolving classroom practice. A variety of different teaching and learning methods and materials are used in all courses to suit pupils' different needs. Careful thought is given by all staff to the needs of each individual student and, within the classroom, all teaching staff are aware of the importance of stretching and challenging the More Able, while also supporting those with individual learning needs.

Disability

In accordance with the statutory requirements the College aims to make the curriculum accessible to all pupils as far as is reasonably practicable. Please refer to **Disability Policy and Accessibility Plan**.

Academic Timetable and Subject Options

The Senior School has a 9 period day of 35 minute lessons. The school day starts at 8.40 and finishes at 4.00pm.

Years 7, 8 and 9 (Key Stage 3)

The following subjects are studied in the first three years:

Art	French	ICT	PSHE
Drama	Geography	Latin	Science
English	+German	Mathematics	PE
Food and Nutrition	History	Music	Religious Studies

- + German is taught in Years 8 and 9.
- From September 2022 Spanish will be taught with German

Years 10 and 11 (Key Stage 4)

Most students take 9 or 10 subjects at this level. The **core subjects** taken by all pupils are:

English and English Literature (or English as an Additional Language)
Mathematics
Core and Additional Science.
Physical Education (Non-examination)
PSHE (Non-examination)

In addition to the above, all pupils are invited to choose one modern foreign language, one Humanities subject, and two others from the following list:

Academic PE
Art & Design
Computing
Drama
Food & Nutrition
French
Geography
German
History
Latin
Music
Photography
Religious Studies
Spanish
Triple Science (i.e. separate GCSEs in Biology, Chemistry and Physics)

Some students in Set 1 for Mathematics will be invited to take Further Mathematics GCSE. This is taught alongside Mathematics GCSE, without any additional curriculum time.

Sixth Form Years 12 and 13 (Key Stage 5)

The following subjects are offered at A Level:

Art & Design	French	Music
Biology	Further Maths	Photography
Business	German	Physical Education
Chemistry	Geography	Physics
Classics	Government & Politics	Psychology
Computer Science	History	Religious Studies
Economics	Latin	Theatre Studies
English Literature	Mathematics	

In addition, students in Year 12 are invited to complete an optional Extended Project Qualification, on a topic of their own choosing. This is typically completed over the summer holidays in Year 12 and submitted during the Autumn Term of Year 13.

An enrichment programme has been introduced into the Sixth Form. This comprises PSHE, two lessons of PE and a carousel of enrichment activities (ICT including coding, cooking on a budget, critical thinking, yoga, finance, presentation and interview skills).

Students in Years 7 -13 are also invited to complete the Arts Award (Bronze in Key Stage 3, Silver in Key Stage 4 and Gold in Key Stage 5) and/or the Duke of Edinburgh programme.

Assessment, Recording and Reporting

Please refer to the **Marking and Assessment Policy** and the **Homework Policy**.

Every half term there is a communication with parents regarding the progress of their daughter. Each student in Years 7 – 13 receives a long report once a year. In addition, students in Year 8, Year 9 and Year 10 receive a half-term grade card three times a year, indicating effort and achievement during the previous half term. Students in Year 7, Year 11 and Year 12 receive two grade cards over the year. Students in Year 13 receive one grade card over the year and a report on their mock examination. These reports and grade cards are available through the Parent Portal. Parent consultation evenings are held at least once a year for all Years (two meetings for Year 13) usually in the Autumn or Spring Terms. For details please refer to the **College Calendar**.

Curriculum Development/Character Development

As part of the ongoing College Development Plan the following initiatives are being pursued:

- Review of new curricula at GCSE and A Level
- Innovation and creativity within the curriculum
- Increased resilience and independence within the learning environment
- Diversity and Inclusion
- Effective use of Assessment for Learning
- Strengthening our provision for More Able, IN and EAL students.
- Development of the effective use of ICT across all departments.

Careers guidance and preparation for life in British society

Throughout their educational programme, and through assemblies, Chapel services, PSHE and careers sessions, students are helped to prepare themselves for the workplace, for decisions relating to their careers, and for the opportunities, experiences and responsibilities of life in British society.

Curriculum Planning

The Head and the Director of Studies have, between them, overall responsibility for curriculum planning, implementation and monitoring. Members of the Senior Leadership Team and Heads of Departments/Subjects meet on a regular basis to review and plan the curriculum. Detailed schemes of work are produced on an annual basis for each subject area. These include explanations of how individual subjects implement the frameworks for assessment and homework. The Head reports to the Academic Committee – a sub-committee of the Governing Body – on the current curriculum and recommends any changes.

A wide range of extra-curricular and co-curricular activities form part of the overall curriculum. These activities are designed to provide opportunities for personal, academic and character development.

Related policies / documents

Marking and Assessment Policy
Disability Policy and Accessibility Plan
EAL Policy and Handbook
More Able Policy
Homework Policy
Individual Needs Policy and Handbook
Parent Handbook

Reviewed By	N Dennis
Authorised By	B Goulding
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