



PADWORTH COLLEGE

CURRICULUM POLICY

The Student Body

This is small but very varied in the makeup of experience and expectations amongst the individual students.

Student ages range from 13 to 19 and our courses reflect the academic and pastoral needs of our students. The curriculum is taught in a way that does not subject students to discrimination on the basis of sex, race, religion or belief, disability, sexual orientation, gender reassignment, or pregnancy and maternity.

Courses

Courses cover the following areas of experience: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative and all students acquire speaking, listening, literacy and numeracy skills.

Pre-A Level The College programme provides a Year 9, one and two year GCSE courses and intensive English Additional Language courses. Year 9 students, who are primarily native or experienced EAL students, follow a course of up to 14 subjects. Year 10 students, who are primarily native or experienced English Additional Language speakers, follow a compulsory course which is a mixture of subjects offering GCSE qualifications in that year and other subjects which are preparatory courses for Year 11 GCSE subjects. Year 11 students who are primarily native or experienced English Additional Language speakers are able to opt for between seven and eight GCSE subjects. The EAL department offers intensive English tuition for English Additional Language students for one to two years. As a student's expertise in the English language increases they are progressively integrated into GCSE courses.

Yr12 Many students are international. Placement upon courses should be based upon student needs and ability through information on the application form, initial interview and evaluation of the student's academic assessment upon arrival in the UK. Student entry onto A Level courses is primarily in September but provision is made for January entry.

Yr13 Second year A level.

University Access (Business Foundation) In-house modular courses providing a level of learning suitable for international students who have been identified as having difficulties in succeeding on A level courses and for UK students for whom the traditional A level route is unsuitable. Padworth College has partnerships with a series of UK universities who accept our Access students readily. The Access programme is overseen by the Head of Business Foundation.

Timetable – Relevance and Differentiation. The College will provide a curriculum appropriate to the needs of the students at different stages of their learning, taking into account their age, experience and aptitude. The College will recognise the differences between students, even of the same age, in terms of their ability and expectations. All students have the opportunity to learn and make progress.

The majority of international students will have limited experience of British educational qualifications and of learning the English language and culture. Therefore, subject courses will take account of this. The College is committed to making appropriate provision of teaching and resources for all students for whom English is not their first language in accordance with its 'English as an Additional Language Policy'. Through the timetable, and other activities there is effective preparation of students for the opportunities, responsibilities and experiences of life in British society.

Staff

Please see Staff Handbook for guidance.

Subjects

Because of the size of the College, many subjects are taught by a single teacher. Teachers should take every opportunity to share educational ideas and knowledge about their students and to develop informal cross curricular links that support content and or progress. The content of subjects taught should conform to the expectations of the QCA and the requirements of the relevant awarding bodies. When devising the scheme of work for a course, account should be taken of the students' experience and desires, and their abilities in the subject, for example if a student is from overseas and where English is not their first language. All subjects should include opportunities for the students to be successful within their level of ability and should be designed to challenge and extend each student to their limit within a supportive atmosphere. Variations in tasks and content will therefore be incorporated into the delivery of the curriculum. Schemes of work should be reviewed and updated regularly in line with national developments.

Lessons

All lessons should include, as relevant to content and the learning styles of the students, a range of techniques for teaching and learning: differentiation, collaborative and independent learning methods should be used where they enhance learning. Use of a range of available resources is encouraged. Where resources are unavailable, subject staff should pass requests for additional resources to the Acting Deputy Principal for consideration.

The College will use Information Communication Technology (ICT) where possible in its lessons to enhance educational delivery and develop ICT skills.

PSHE opportunities will also be incorporated into schemes of work. Across the curriculum, the College is committed to helping its students to lead confident, healthy and responsible lives in accordance with its 'Personal, Social and Health Education (PHSE) Policy'. The college will provide students with economic and financial education, careers education, environmental education, health education and citizenship.

Assessment

Assessment for learning underpins the practice at Padworth. A range of assessment tasks will be undertaken each half-term, including summative assessment. Marking should include summative and formative elements that provide each student with:

- A clear vision of where they are in their learning
- A good understanding of why they are at this point
- A concise route to take them beyond their current position
- A range of assessments, including formative, summative, self, AfL etc... will be used to establish half termly and termly grades. Details are shared with students, parents, agents and guardians through email, planners, parents' evenings etc.

Wider Curriculum

As a boarding school, a range of academic, cultural, social, leisure and sporting activities is offered. For each of these, relevant health and safety guidelines and, where appropriate risk assessments, should be followed and be matched to the students taking part. Links with the community are pursued through sports and other less formal ongoing and one-off events. Every relevant and safe opportunity to integrate our overseas students with UK residents should be encouraged.

Activities are offered by staff and through external bodies during lunchtimes, in the evenings and at weekends. The house staff and the college activities co-ordinator together plan, create and promote the range of opportunities. Staff are encouraged to offer their expertise and interests to support the programme.

Through the Careers and Higher Education Advisor, resources readily available both in the College library and online, and through visiting speakers and visits to universities, all students have access to accurate, up-to-date careers guidance that– (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential

Responsibilities

Acting Principal	Conducting the College's affairs, with accountability to the Proprietors developing the vision and values of the College, identifying its aims and providing strategic direction; directing and managing the education and pastoral care provided by the College, creating an environment in which students have the opportunity to fulfil potential into which the curriculum fits, overseeing the work of the College in conjunction with relevant staff
Acting Deputy Principal	Acting as Acting Principal's designated representative in his absence, manage all aspects of the curriculum, assessment, reporting procedures, the timetable, and guiding the students to subjects. Students may only join a class/lesson if they have prior approval from the Acting Deputy Principal. Together with the Acting Principal responsibility for pastoral care of the boarding students, management and leadership of house staff.
Acting Deputy	Responsible for all EAL programmes and direction of the EAL staff.
Boarding Administrator	Responsibility for all aspects of boarding (including trips and activities). Management of boarding staff and overview 'of students' academic and pastoral needs.
Boarding Staff	Support of students in the boarding houses, activities, prep duties, as appropriate.
Teachers	Application of this policy to their subjects, recording marks in line with College assessment policy, planning lessons and following all internal procedures outlined by the Acting Deputy Principal. Pastoral care of students/tutees.

All Staff

Support the academic and extra-curricular programmes and pastoral care of the students.

Acting Deputy Principal, Co-ordinator of PSHE, School Nurse, Boarding Staff, Teachers

The Co-ordinator of PSHE, under the direction of the Acting Deputy Principal will draw up a PSHE Programme. All Staff will contribute to this programme and take collective responsibility for it.

Tutors and Co-ordinator of PSHE

Delivering the PSHE programme and contributing to it, as appropriate. Pastoral and academic support of students.

Reviewed: October 2018

Next Review: 1st September 2019