

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 14 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 Year 10 and 11 students, who are primarily native or experienced English Additional Language speakers, follow a 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.

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) An in-house modular course 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 relationship with a series of UK universities who accept our Access students readily. The Access programme is overseen by the Business Studies teacher.

NCUK International Foundation Year (IFY)

The College delivers the NCUK IFY courses in Engineering, Science, Humanities and Business. This is suitable for students who have completed 12 years of education in their own country. The courses will include English for Academic purposes ICT and then the subject specific areas for the different components.

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 timetable is based on 30 hours from Monday to Friday.

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. 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 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 (PSHE) Policy'. The college will provide students with economic and financial education, careers education, environmental education, health education and citizenship.

Assessment (Linked to Examination policy and Internal examination appeal procedure) Could include as appendix

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, Saturday morning testing will be used to establish half termly and termly grades. Details are shared with students, parents, agents and guardians through email, 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 teachers and boarding team plan, create and promote the range of opportunities. Staff are encouraged to offer their expertise and interests to support the programme.

Through the Careers Leader (Deputy Principal), 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

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

Deputy Principal

Acting as Principal’s designated representative in her 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 Deputy Principal. Together with the Principal responsibility for pastoral care of the boarding students, management and leadership of house staff.

Head of EAL	Responsible for all EAL programmes and direction of the EAL staff.
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 Deputy Principal. Pastoral care of students/tutees.
All Staff	Support the academic and extra-curricular programmes and pastoral care of the students.
Deputy Principal Co-ordinator of PSHE, Boarding Staff, Teachers	The Co-ordinator of PSHE, under the direction of the 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 - November 2021 by LA

Next review – September 2022

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