

Curriculum Policy

The aims of this policy are:

To set out arrangements for the provision of a full-time supervised education for pupils of compulsory school age and those above compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

To ensure that:

- subject-matter is appropriate for the ages and aptitudes of pupils, including those pupils with an Education, Health and Care Plan (EHCP);
- pupils acquire speaking, listening, literacy and numeracy skills;
- where a pupil has an EHCP, an education is provided which fulfils its requirements;
- personal, social and health education reflects the school's aims and ethos
- appropriate careers guidance is provided
- pupils above compulsory school age are provided with a programme of activities which is appropriate to their needs;
- all pupils have the opportunity to learn and make progress; and
- adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.
- This policy is to be read in conjunction with the:
 - SEND Policy
 - School Development Plan
 - Capability Policy
 - Job descriptions for academic staff and school managers
 - ICT and E-Safety Policy

The GCSE and Sixth Form Guides form part of this policy and are published separately due to their regular updating and amendment according to curriculum and specification changes.

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.

Year 12 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.

Year 13 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 week and 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, after lessons, 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.

British Values

Through our curricular and extra-curricular programmes, the PSHE syllabus and pastoral systems, Padworth promotes British values which:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

- promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

EAL

The Head of EAL shall devise programmes of study in written and spoken English to support students who are following Padworth's curriculum but whose principal language is other than English. Procedures shall be drawn up for support via group lessons and further individual tuition if necessary.

Special Educational Needs (SEN)

The school will actively support students with special educational needs. SEN Register will be kept up to date by the Exams Officer and made available to all staff. Students will be supported primarily through differentiation in the classroom and through their development as independent learners. Reasonable adjustments will be made without further charge to parents, to accommodate those with particular learning needs. These will include:

- provision of differentiation in the classroom and in-class resourcing such as electronic or manual note-taking,
- coloured paper and/or overlays, enhanced worksheets and favourable class positioning, sign language interpreter,
- lip-speaker or deaf-blind communicator readers, scribes and additional time (where allowed under national regulations) in public and internal exams.
- One-to-one tuition outside the classroom is not considered to be a reasonable adjustment under this policy.

Students, whose needs are such that it is recommended that additional tuition be provided, will be offered such extra tuition and a charge may be made for this service. Students may have their timetable reduced in order to access support their study of other subjects. Such decisions will be made to maximise the potential for achievement in each child and will be taken following consultation with parents. The school will gather information on all students, prior to entry where possible and on entry to determine capabilities in key areas including linguistic, verbal and non-verbal. Appropriate tests and assessments will be developed to this end. Once gathered and interpreted, to allow staff to develop individual learning programmes, to monitor and track progress and to identify students who are under-performing. Students who are not achieving as expected will have a cause for concern raised and suitable intervention and support strategies will be introduced.

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/RC
Next review – November 2022