

CURRICULUM POLICY

RATIONALE

When departments are developing their schemes of work they consider teaching techniques, resources, differentiation, and individual pupils' needs which may have been identified through the work of the Learning Support Department, baseline testing or teachers' observations. All pupils must be provided with every opportunity to learn and make progress.

We aim to ensure that the curriculum provision will enable all students to enjoy a broad and balanced programme with sufficient flexibility for each pupil to choose additional subjects to develop their own particular enthusiasms and interest. Students will experience Linguistic, Mathematical, Scientific, Technological, Human and Social, Physical and Aesthetic and Creative subjects.

The curriculum covers three stages: Key Stage 3, Key Stage 4/GCSE and Key Stage 5/Post-16.

The College is well resourced with specialist facilities in Science, Computing, Art, PE, Sport, Music and Drama.

The Special Educational Needs provision and support made to students who require this is provided by a qualified team led by the SENDCo. They either support students and teachers in the classroom or through a programme of withdrawal where the students concerned are taught in the Don Bosco Centre for Learning Support (See 5.6 SEND and Learning Support Policy for full details).

Personal, Social Health and Economic Education (PSHE) is delivered by tutors and subject specialists during the form periods throughout the week (See 5.21 PSHE Policy and PSHE Schemes of work for full details).

The Careers coordinator ensures that appropriate and impartial careers guidance is provided to all students in the College so that they can make informed choices and fulfil their potential. (See 5.25 Careers Education and Guidance Policy).

Appropriate formative and summative assessment (see 5.3: Marking, Assessment and Presentation Policy) is an integral and implicit part of the curriculum system.

The entire curriculum is supported by a wide range of extra-curricular activities and/or individual tuition, which includes Music, Drama, Chess and sports fixtures and coaching. The curriculum is also supported by visiting speakers, relevant study visits, field study courses, adventure and sports tours, cultural visits and exchanges.

Throughout the College opportunities are given to experience leadership through the School Officer roles, academic and pastoral mentoring system, Form Captains, Library Monitors and the School Council / Year Councils.

In partnership with parents, the College seeks to produce young men and women who are confident but not arrogant (see Mission Statement).

The College aims to provide students with a broad and balanced curriculum. We pay regard to the National Curriculum, covering the schemes of work entailed. In most subjects Key Stage 3 material is taught in an accelerated fashion.

For full details of the current College curriculum, see the *Additional Information* booklets and the College website.

In recent years the College curriculum has expanded considerably with the introduction of new subjects throughout the age-ranges, including Drama GCSE, Theatre Studies A level, Classics from Year 7, Psychology A level, Politics A level, Music Tech in KS3 and Design Technology GCSE. Additionally, all Year 10 students take the Microsoft Office Professional course which ensures that every student gains a qualification in an ICT-based subject.

The Curriculum Committee, in conjunction with the Senior Leadership Team, regularly reviews subjects offered at all stages.

YEARS 7-9

We will continue to keep broadly in line with the National Curriculum requirements in so far as they ensure a good pattern of learning in the Core and Foundation subjects. All students will study Art, Biology, Computing, Chemistry, Classics, Drama, English, French, Geography, History, Mathematics, Music, Physical Education, Physics, Religious Education and Spanish.

Setting takes place in Mathematics from Year 8 and in English and Modern languages from Year 9

GCSE OPTIONS PROCEDURE

During Year 9, subject teachers begin discussing the focus of the subjects for GCSE. In the Spring Term each student is given an Options booklet detailing GCSE courses, specifications, along with general requirements and the compulsory elements. This is taken home to be discussed with parents before the Parents' Evenings and Options Evening. At the Options Evening, the Senior Deputy Headteacher gives general guidelines and the parents are invited to meet all the subject teachers individually to discuss the options available. Every care is taken to offer first choices and the options groups are matched to the students' individual requests.

YEARS 10 & 11

Students study English Language, English Literature, Mathematics and Religious Studies to GCSE level. A Modern Foreign Language is also strongly advised. Students will either take 'Combined Science' (two GCSEs) or all three separate sciences (Triple Science).

We organise the Option groupings to enable as many of the students as possible to do their first choice of subjects. Students will take 10 GCSEs.

YEARS 12 &13

The option choices in Years 12 & 13 are kept as wide as possible and the following subjects may be studied up to A2 Level: Art, Biology, Business, Computer Science, Chemistry, Drama & Theatre Studies, Economics, English Literature, French, Further Mathematics, Geography, History, Mathematics, Music, Philosophy & Ethics, Physical Education, Physics, Politics, Psychology and Spanish.

In Year 12 all students have the opportunity to take part in the Business Challenge and/or Sports Leaders' Award. The PE Department co-ordinates a wide range of enrichment curriculum options during a Wednesday afternoon.

All students in Year 12 have one period each week of Spiritual, Personal and Cultural Development (SPCD) in line with the requirement of the Catholic Bishops of England and Wales that Religious Education form a minimum of 5% of the curriculum at key stage 5.

Students in Year 13 may elect to study for the Extended Project Qualification. This allows them to focus upon a particular area of interest and to obtain an additional, recognised qualification. They are taught in small groups or as an individual.

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