



St George's College

WEYBRIDGE

CURRICULUM POLICY: ST GEORGE'S COLLEGE, WEYBRIDGE

AIMS:

The school aims to:

- educate holistically, so that our extra-curricular education works alongside and in partnership with our academic programme;
- ensure that students develop essential literacy and numeracy skills;
- give students experience in, and contribute effectively to, linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative development, and make provision for acquisition of skills of speaking and listening,
- promote high standards and expectations in teaching and learning
- actively promote fundamental British values.

The school's curriculum follows statutory requirements. It is balanced and broadly based, and promotes the spiritual, moral, cultural and social development of our students and helps to prepare them for the opportunities, responsibilities and experiences of adult life.

RELIGIOUS EDUCATION

Religious education is compulsory at all stages, with students taking the GCSE in Religious Studies at the end of Fourth Year. A programme of general Religious Studies is offered to First and Second Years; 11-13, as well as A Level Religious Studies being available. The students develop awareness of other faiths and values; whilst also deepening their understanding of the Catholic Religion. Collective reflection takes place every day in Tutor time and once a week either through Chapel or Year Group assemblies. It is compulsory for all students from First Year to Upper Sixth. In line with our admissions policy, students are not permitted to be withdrawn from assembly or collective reflection.

Religious Studies instruction days take place throughout the curriculum, when the entire year group is off timetable as follows:

First Year: 2 days per year; Second Year – 3 days per year; Third Year – 2 days per year; Fifth Year – 2 days per year.

PSHE/SEX AND RELATIONSHIPS EDUCATION

Personal, Social, Health and Economic Education (PSHE) promotes the awareness of such issues in students. It develops the knowledge, attitudes and skills necessary for effective participation in society. PSHE is taught at St George's by the students' Group Tutor every Wednesday morning. The programme runs from the First Year to the Upper Sixth. The programme is led by tutors, supported by the Heads of Year and the Head of PSHE. Schemes of work are organised, monitored and evaluated by the Head of PSHE. Teaching methods are mixed, ranging from group work, role-play, question and answer sessions, to visiting speakers and class discussion.

PSHE contains the following six key areas, which are taught on a spiral curriculum:

Moral Education - looks at the principles by which we arrive at our behaviour. It is concerned with judgments about right and wrong, the nature of virtue and how to practice it. Moral education is that part of PSHE which helps the student to understand what moral questions involve, how to recognise moral issues and how to arrive at a moral decision.

Careers Education - helps students to become interested and aware of their opportunities and to understand themselves in relation to those opportunities. In addition it aims to help students make reasoned decisions and to make the transition between school and the next stage of their life.

Health Education - provides students with basic health knowledge and an understanding of human development. In addition, it shows students that they have some control over their health and that they can, to some extent, determine their future health.

Social Education - is a process whereby students are encouraged to learn more about themselves, their social group and the society in which they live. This process fosters critical awareness and is designed to enable students to develop skills that make a reasoned and confident participation in society possible. The nine protected characteristics outlined by the Equality Act of 2010 will form part of the teaching of this aspect of PSHE.

Political Education (Citizenship) - shows the students what the main political disputes are about and how this affects them. In addition, it provides the knowledge and skills to understand and exercise power in societies.

The Pastoral Curriculum - includes topics such as the students' place in the school, the pastoral group as a caring community, relationships, the self, social skills, communication and listening skills, school work, study skills and academic guidance.

Sex and Relationships Education (SRE) - is defined as learning about physical, moral, emotional and spiritual development and understanding the importance of marriage for family life, stable and loving relationships, and respect, love and care for others.

As a Catholic School, we recognise that some of the issues involved in SRE require us to make clear the teachings of the Catholic Church concerning morality as part of the education process. As a Catholic Christian school we affirm that our SRE policy and programme should be presented in the context of Gospel values. It should also reflect Catholic teaching with regard to the value of the human person: the growth toward personal identity and freedom; the development of sexuality and the importance of marriage.

The school provides sex and relationships education predominantly through the PSHE programme, but also through the wider curriculum for all students, in which students are guided by Catholic moral principles and taught to recognise the value of family. A full statement of the school's sex and relationships education policy is available to parents. It has been formed in consultation with staff, students and parents, and takes into account the principles of the Catholic Education Service. It has regard for the government's guidance in Sex and Relationship Education Guidance.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education programme provided, without giving reasons.

CAREERS EDUCATION

All young people need a planned, impartial programme of activities to help them make informed decisions and plan their careers both in school and after they leave. A programme of careers guidance operates throughout the school under the supervision of the Head of Careers. It aims to prepare students for the next stage of education, training and/or employment, with particular emphasis upon impartiality and the prevention of stereotyping.

It includes:

careers education lessons within the PSHE curriculum; personal reviews with tutors; information and research provision in St George's College Library, within the Sixth Form centre and in the classrooms; guidance on option choices; visiting speakers to help students make their choices and instil a solid work ethic from an early age; opportunities for careers advice with an independent advisor; careers guidance activities (individual interviews as requested); work related learning: work experience preparation and follow-up which takes place in PSHE, assembly and other appropriate parts of the curriculum/Fourth Year work shadowing/optional work experience in Fifth Year; careers convention for Fourth Year; Subject Fair for all Fifth Year students; the Centigrade test for Sixth Formers, Sixth Form Futures Forum, Opportunities Day for all Lower Sixth, Gap Year Talks; CV, interview guidance and UCAS application guidance for the Sixth Form.

In the Sixth Form, university applications are run by the Assistant Head in charge of Sixth Form with the assistance of the Heads of Year. Activities include:

Mock interviews; Personal interviews; UCAS training; University visits; Higher Education Evening; Oxbridge and Medics subject specific and general preparation.

PE AND GAMES

The curriculum promotes a healthy lifestyle and provides a wide breadth of activities in both Games and PE lessons. Within PE, the emphasis is on planning, performing and evaluating an activity. Activities tend to be co-educational within PE. All students in First to Fifth Year have a PE lesson and all students in First Year to Sixth Form have a double Games period per week. All are expected to take part in the school's Physical Education and Games programme. Students can only be excused for medical reasons, for which a letter from a parent will suffice, or for other reasons agreed by the school.

The department also offers A Level Physical Education.

Health issues are also explored through the PSHE programme as well as in particular areas of the curriculum – predominantly: Biology and Food and Nutrition.

EXTRA CURRICULAR ACTIVITIES

The range of extra-curricular activities available at St George's is considerable. We now offer over 100 activities outside the classroom all of which aim to enrich and enhance the education of the St George's student. Each activity is run by members of staff whose interest, knowledge and experience have been the catalyst for generating so many successful clubs and societies.

In the First, Second and Third Years, students are expected to take part in at least 2 activities. One of these can be the major sport for that term but the other should be selected from the wide range of activities on offer for each age group. Many of these take place at lunchtime while others are offered after school.

A large proportion of the activities are subject related, such as Science Club, Debating Society and Art Club where the aim is to stimulate interest in and ignite curiosity for the subject. These activities may well encourage students to take the subject further in this school and perhaps beyond, using the knowledge gained in the activity as the basis for a career at some stage in the future. Others such as Movie Making, Digital Graphics and Newspaper Club have a more tangible focus on the students' future beyond school where careers in film direction, movie editing, newspaper production and fashion may be of interest to them. At St George's we also provide the students with some exposure to the notion of charitable work through our SVP Societies (Junior SVP and Kennedy club) both of which involve them in interaction with individuals less fortunate than themselves.

For Fourth Years, Fifth Years and Sixth Form a full range of activities including the Duke of Edinburgh award (DofE) is also offered and these students are encouraged to participate as much as possible in them. Where appropriate, students become involved in running activities and this gives them vital experience for the future. This is the case with Kennedy Club.

The Kennedy Club is run by the students in the Sixth Form. DofE allows students to develop as leaders.

The Local Community has links with the School through the SVP and Kennedy Clubs as well as through Youth Speaks. We have visiting Karate and Dance teachers from the local community.

From the responses, spreadsheets for each term are compiled which teachers use as their registers. After school registers are taken and teachers are expected to chase up absentees the following day through tutors.

EQUAL OPPORTUNITIES

St George's is a selective school and we recognise that this results in a school community which is not representative of society as a whole. Entry to all academic programmes of study is thus based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. We aim to:

- Provide all students with equal opportunities to develop their own particular abilities; in so doing they will ensure that the special needs of individual students are addressed as part of a whole-school approach to enhance teaching and learning for all students, at all levels of ability.
- Expect all students to meet the requirements of the school, in academic work, extra-curricular activities and all other aspects of the life of the school.
- Ensure that teaching materials include positive images of both genders and all cultures.
- Challenge racist, sexist, ageist and homophobic stereotypes and take appropriate action against those who make discriminatory statements or commit discriminatory actions.

In accordance with statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Equal Opportunities Policy and a Special Educational needs and Disability Policy which are available to parents on request.

ACADEMIC SUPPORT

The Academic Support teacher will work with the admissions office, pastoral team, parents and feeder schools to identify future students who have Additional Learning Needs (ALN) or Special Educational Needs and/or Disability (SEND) prior to entry. Full disclosure is requested from parents if their child has been professionally assessed regarding ALN/SEND. Through the College's 'best endeavours' this enables the College to identify if a child's ALN/SEND can be provided for.

The Academic Support department aims to assist those students in the College who have ALN or SEND in achieving their potential.

ALN are met through a graduated response. High quality teaching, appropriately differentiated for individual students, is seen as the first step in responding to possible ALN and SEND.

The Academic Support department has specialist provision for students with ALN/SEND. Students with diagnoses of dyslexia, dyspraxia, autistic spectrum and ADHD are currently provided for. The department liaises with external agencies to provide additional expertise to students. Academic Support lessons are offered to students who need additional or different support. Students will be assessed as to their individual needs and how they can best be supported. Students are actively involved in the decision making process of where to target support. Targets are created together which reflect the individual needs of the student. The primary focus in Academic Support lessons is on the development of study skills. Support is monitored and reviewed twice a year by informal and formal assessment to ensure progress. Parents and students will be invited to take part in the review and the target setting progress. These meetings will take place in September and January. There is an additional cost for these lessons.

SUBJECTS OFFERED

General Aspects

Through the linguistic opportunities available to students, they develop their communications skills through speaking, listening, reading and writing. English/Literature are compulsory throughout First to Fifth Years; with additional opportunities to study French, Spanish, German, Italian, and Latin.

Mathematics is compulsory throughout First to Fifth Years. In this area of the curriculum, students are taught to think logically and express themselves clearly. A variety of methodology including practical activities, explorations and discussions are employed to deliver Mathematical concepts across the curriculum.

Sciences are compulsory throughout First to Fifth Years, through which students learn about nature, materials and forces. The methodology is varied including experimental work, exploration, discussions, observations and role play.

Computing is taught as a discrete subject in First, Second and Third Years, as a GCSE option for Fourth and Fifth Years and as an A level option for Upper and Lower Sixth. ICT is embedded into schemes of work across the curriculum.

Technology is further delivered through Food Technology and Resistant Materials throughout First to Third Years; with both subjects becoming options for Fourth and Fifth Years. They are not offered at Key Stage 5. Students work with a variety of materials and tools to make high quality products. They evaluate their work and the process through which the products have been made.

History and Geography are also compulsory in First to Third Years and optional in Fourth Year to Sixth Form. Students learn about people and their interaction with the environment, in the past and present.

Aesthetic and creative elements of the curriculum are fostered through a variety of subjects, but most specifically through Music, Literature, Art and Drama – all of which are available to the students throughout the school. Students' personal, imaginative and creative faculties are developed significantly in these areas.

Specific

First and Second Year

In First and Second Year the following subjects are compulsory:

English, Mathematics, General Science, French, Latin, Religious Studies, History, Geography, Art, Drama, Music, Technology: Food, Resistant Materials, Computing, PE, Games, PSHE.

Third Year

In Third Year, the following subjects are compulsory:

English, Mathematics, Biology, Chemistry, Physics, Religious Studies, History, Geography, Art, Drama, Music, Technology: Food, Resistant Materials, Computer Science, PE, Games, PSHE. Students opt for two languages from: French with either German/Spanish/Latin. Students begin their GCSE course in Religious Studies and their IGCSE English Language course. Our most able linguists begin their French IGCSE in Third Year.

Key Stage 4

Students are expected to take ten GCSEs; however exceptions are made for students with statements, students with SEND/ALN, students with exceptional commitments out of school e.g. National sportsmen/women.

At Key Stage 4, the compulsory GCSE subjects are: English (IGCSE), Literature (IGCSE), Mathematics, Religious Studies, Double Award Science (IGCSE). Students then choose four options from: French, German, Spanish, Latin, Triple Science, History, Geography, Drama, Music, Art, Computer Science, Resistant Materials, Food and Nutrition. Statistics is also offered to the most able Mathematicians.

Compulsory non-examined subjects are: PSHE (1 lesson per week), PE (1 lesson per week), Games (one afternoon per week).

- Students are expected to opt for at least one Modern Foreign Language; however exceptions are made for those with SEND/ALN statements, upon request from students and parents and/or upon the advice of our Academic Support Co-ordinator.
- In order to ensure breadth of subjects studied at this level, we ask that students do not select more than one Technology subject.
- Religious Studies GCSE is taken at the end of Fourth Year. A general Religious Studies course operates in Fifth Year.
- Our most able linguists take French at the end of Fourth Year. They then have the option of either taking Spanish GCSE in Fifth Year; or they can opt for Italian GCSE which they will complete in one year; or they embark on the Advanced DELF French course which is sat at the French Institute in London.
- Our most able Mathematicians, take Statistics GCSE at the end of Fifth Year.

Key Stage 5

Students are anticipated to remain at St. George's College for the Sixth Form. Any students for whom we feel our Sixth Form diet might be too demanding, based on their performance throughout Key Stage 4, are notified at the end of Fourth Year, so that they may make alternative arrangements. They are set a 'hurdle' of 2 As and 4B grades at GCSE. If they achieve this and wish to remain at the College, they are welcome to do so. The following curriculum description is currently operating.

A Level (all are linear, with the exception of Mathematics, Further Maths and Government & Politics)

Students select three main subjects + the EPQ or four main subjects in the Lower Sixth. Non-examined compulsory courses are: PSHE, Games, General RS and a compulsory lecture programme for 2 lessons a fortnight. There is an Oxbridge and Medics programme which commences in the Lower Sixth, during which time they prepare for the whole Oxbridge/Medics process. Within Games, there's the option of Performing Arts – which incorporates Drama/Music/Dance.

Option subjects, delivered in 7 periods per week, available are:

Art, Biology, Chemistry, Physics, English Literature, Mathematics, Further Mathematics, French, German, Spanish, Latin, History, Geography, Government & Politics, Business Studies, Economics, Religious Studies, Computing, Music, Theatre Studies, Physical Education.

We recommend that students must have at least a B grade at GCSE to take a subject at A Level. Any student who achieves below a B, will only be permitted to take a subject, at the discretion of the Head of Department. There are other particular stipulations for certain subjects indicated in our options booklet for Fifth Year students.

Oxbridge

Oxbridge subject specific lessons begin in September of the Upper Sixth. Old Georgians who are studying at Oxford or Cambridge, return to address our Fifth Years and Lower Sixth during the Christmas Term. They are invited to form links with Old Georgians at that time. There is plenty of opportunity for interview practice throughout the Lower and Upper Sixth.

HOMEWORK

Homework is regarded as an important element of the students' overall educational experience at the College. The main benefits of homework are that it:

- develops one's ability to work independently and achieve positive learning habits;
- consolidates work covered in class and extend it by application of principles;
- encourages research and increase knowledge;
- develops organisational skills;
- maximises the use of time available;
- gives parents an opportunity to involve themselves in their sons'/daughters' academic work and to gain an insight into their study habits and progress.

Homework is set, differentiated by either task or outcome, in accordance with the homework timetables published by the Deputy Head, Academic at the beginning of the academic year.

In agreement with the parents and students, modifications to homework procedures and requirements, will be made for students with disabilities, some of which will have been diagnosed in the form of an Educational Psychologist's Report submitted to the College.

Such modifications, dependent upon the recommendations of Assessment, could include:

- The volume and nature of the task involved;
- The manner and time of submission.

More detail on this is to be found in our Special Educational Needs and Disabilities Policy.

Every boy and girl is given a homework diary, in which to write down their homework for the night. We encourage parents to write any comments in the diary which might be helpful to the Group Tutor, and we do ask that parents sign the diary every week. In this way we hope to maintain informal communication between school and home and to monitor effectively the quality and quantity of homework done by the students.

COMPLAINTS

Should an academic issue arise, the appropriate person to contact will be the relevant Head of Department or the Head of Year. We hope that by addressing concerns at an early stage, the need for parents to make any formal complaints will always be avoided. However, should parents feel dissatisfied after raising a concern and wish to take the matter further and make a formal complaint, the procedures in our Complaints Policy are followed:

- Contact the relevant Deputy Head. Be clear that they are wishing to make a formal complaint. The person they contacted will hear the complaint, establish what has happened and who has been involved. After hearing what the parents feel would put things right, they will attempt to resolve the complaint.
- If the parents are still dissatisfied after this they should ask that the Headmistress hears their complaint.
- After this, parents have the right to take the issue to the Governing Body. A letter should be written to the Clerk of Governors (at the College address) giving details of the complaint. The Chairman of Governors or a nominated governor will convene a Governing Body panel and the parents will be sent details of this process.

MONITORING AND EVALUATION

Heads of Departments monitor and evaluate the quality of teaching and learning throughout the year. The monitoring takes place in the form of discussions, work sampling, lesson observations, formal reviews and target setting. The Deputy Head, Academic oversees the whole process, meeting with each Head of Department in the summer term, to evaluate the targets for that academic year and to set targets for the following year, and to discuss issues arising from the departmental evaluation. The Deputy Head, Academic and Headmistress meet with each Head of Department in September to review the public examination results. The Deputy Head, Academic has an interim review with each Head of Department early in the spring term, to discuss progress with the annual monitoring and evaluation, and progress with meeting targets set.

Work scrutiny takes place within departments throughout the year, and also by the Sharing Good Practice Group that undertakes broad work scrutiny. In the Christmas Term, the work scrutiny focuses upon KS5; in the spring term, it focuses upon KS4 and in the summer term the focus is upon KS3. In addition to this, there are end of year questionnaires for samples of students in each year group, in which students are invited to give their opinions about the teaching and learning experience they have had throughout the year. The results of all work

scrutinies and questionnaires are shared with all Heads of Department and amongst all their staff.

Related Policies

- Teaching and Learning Policy
- Marking Policy
- Spelling Policy
- Homework Policy
- Assessment and Reporting Policy
- Equal Opportunities Policy
- Sex and Relationships Education Policy
- SEND/ALN/EAL Policy

This policy is monitored by the Deputy Head, Academic, who reports its implementation to the Headmistress on a regular basis. It is reviewed annually in September.

The balance of the curriculum, the content and homework is reviewed annually by the Deputy Head, Academic with Heads of Department; PSHE delivery is reviewed annually by the Deputy Head, Pastoral and PSHE Co-ordinator; Careers delivery is reviewed by the Deputy Head, Staffing and Head of Careers on an annual basis; issues concerning Equal Opportunities and Academic Support are reviewed annually by the Deputy Head Academic and the Academic Support Co-ordinator.

Signed: Ms Francesca May
Deputy Head, Academic

Date: September 2016