



SEDBERGH SCHOOL

Curriculum Policy 2017/2018	
Version	2017.1
Effective from	1 September 2017
Extent of Policy	Sedbergh Senior School
Policy Owner	Second Master
Authorised by	Second Master September 2017
Review by	September 2018
Frequency of Audit	Annual
Circulation	Teaching staff Parents by request
Publication	Teaching Staff Handbook

The curriculum aims to fulfil some of the aims of the School and to uphold British and spiritual, moral, social and cultural development values. Those aims being:

- 1) to identify and develop the potential of its pupils in a variety of areas: academic, artistic, cultural, sporting, personal, social, moral and spiritual; secondly, help them to obtain the best possible qualifications and thirdly, prepare them for the opportunities, responsibilities and experiences of life (some of this is detailed in the staff handbook);
- 2) the purpose of this document is to look at the academic side of the school. To provide a welcoming, friendly and supportive environment which recognises the worth of each individual within the collective boarding atmosphere of the School;
- 3) to provide a fulfilling working environment for its staff, both teaching and support staff, and encourage their development;

- 4) to liaise closely with the parents of its pupils and encourage them to share in the life of the School and the House.

It also aims to allow all pupils to learn and make progress and

- provide a broad and balanced education
- gives pupils experience of linguistic, mathematical, spiritual, moral, scientific, technological, human and social, physical, and aesthetic and creative areas
- provide subject matter appropriate for the ages and aptitudes of the pupils
- encourage pupils to gain skills in speaking and listening, literacy and numeracy
- provide a programme of PSHEE
- provide a wide range of extra-curricular activities
- give appropriate guidance for university choices and careers
- prepare pupils for the next stages in their education and for adult life

Broader Curriculum

Each department has a Handbook with its programmes of study and schemes of work. These show that pupils have a broad and balanced education and that provision is made for linguistic, mathematical, spiritual, moral, scientific, technological, human and social, physical, and aesthetic and creative experiences. Many of these are supplemented by the vast range of extra curricular activities including those in sport, music, drama and the creative arts and the three sections of the CCF. Lessons and activities are appropriate to the pupils' ages and abilities.

Organisation of Education

There are 29 formal academic teaching periods each week and there is a two week timetable. Lessons take place each morning (Monday to Saturday inclusive) and on three weekday afternoons. The afternoon timetable is structured to allow a sensible programme of games and relaxation to be incorporated into the working day.

Pupils are taught in their year groups, and for main subjects are 'setted' according to their ability in that subject, although the policy is not rigid. There is a set programme of 'prep', which is supervised for the younger pupils. A regular system of Prizes and 'Distinctions & Merits' is employed as a way of encouraging pupils and rewarding good effort.

School Examinations are held at least annually for each year group. A pupil's performance in the examinations, as well as achievement in each subject being studied, is reported to parents at the end of each term.

Parents' Meetings are arranged for each year group annually and the dates of the Meetings published before the commencement of the academic year. Most meetings are arranged conveniently on Sundays following morning Chapel Service or at half terms, and give parents the opportunity of meeting with teachers and discussing their child's academic progress.

Booklets are produced for parents giving information about Programmes of Study.

Public Examinations

All pupils in Year 11 sit GCSE or IGCSE examinations through one of the recognised Examination Boards. In the Lower Sixth pupils study four subjects. Most pupils will continue with three of these subjects at A2 level in the Upper Sixth. A levels courses are changing rapidly and we will have to continually change with the times. Some pupils are entered for public examinations conducted by the Associated Board of the Royal School of Music.

Year 9 (13+) -

Each pupil's timetable includes tuition in:

Biology (3)	Fine Art (2)	Mathematics (7)	PSHE (1)
Chemistry (3)	French (4)	Music (2)	Drama (1)
Classics (4)	Geography (4)	Physical Edn (2)	
Design Techn (2)	German/Spanish(4)	Physics (3)	
English (7)	History (4)	Religious St (2)	

Year 9 classes are setted for English, mathematics, French and sciences. All other subjects are streamed into sets A to D.

There is also a programme of PSHEE which operates throughout the School.

Weighting: The number of periods for each subject over two weeks is shown in brackets.

In the Lent Term of Year 9, pupils make their final GCSE subject choices. An additional Parent/Teacher Meeting for this year group enables parents to discuss the various options with their child's teachers and thus guide their son or daughter towards the most sensible choices for their particular talents.

Year 10 (14+) -

For all pupils, GCSE courses begin. Compulsory subjects taken are:

Mathematics (7)	English and English Literature (9)	
Biology (6)	Chemistry (6)	Physics (6)

These compulsory subjects are all IGCSE.

At least one Language is recommended from:

French (6)	German (6)	Spanish (6)
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And at least one from, each of which has 6 periods:

Geography	History	Religious Studies	Classical Civilisation
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In addition, pupils choose three or four other subjects from those offered, each of which has four periods:

Design (RMT or Silversmith)	Latin	<i>(Yr11 only)</i>
Drama	Music	<i>Theatre Studies</i>

Fine Art
Greek

Physical Education

The School endeavours to accommodate all combinations of choices, but cannot guarantee such. A course in Personal, Social & Health Education includes studies of Information & Communication Technology, religion and morals, financial matters, and the Law.

Note: Latin and Greek may not be chosen with Classical Civilisation because of significant syllabus overlap.

Year 10 classes are setted for English, mathematics and sciences.

A booklet for parents and pupils, 'Guide to GCSE Choices' is published annually to give parents a brief outline of the content of the syllabus to be studied for GCSE in each available subject.

Year 11 (15+) -

All pupils continue the study of their chosen GCSE subjects for the public examinations in the Summer Term. Their programme throughout the year remains similar to that of Year 10. Year 11 classes are setted for English, mathematics and sciences.

Years 12 & 13 (16+ - Sixth Form) -

Matriculation into the Sixth Form is dependent upon a minimum of five GCSE passes at C grade or above. Pupils will not normally be accepted for 'AS' Level in a subject at which they failed to achieve at least a pass at C grade in GCSE. Other 'hurdles' apply as are indicated below:

The following subjects are offered for study at 'AS' Level and A2, BTEC or City & Guilds:

City and Guilds Agric	French	Physical Education
Fine Art	Further Mathematics**	Physics
Biology	Geography	Psychology
Business Studies	Geology	
Business Studies BTEC	German	RS (Philosophy & Ethics)
Ceramics	Graphics	
Chemistry	Greek	Spanish
Classical Civilisation	History	BTEC Sport
Design Technology	Latin	Theatre Studies
Economics*	Mathematics	Extended Project
English Literature	Music	

* B grade required at Mathematics GCSE

** A grade required at Mathematics GCSE

Each subject has 11 periods over two weeks in both Yr12 and Yr 13. Mathematics classes are setted.

Provisional A Level subject choices are made in the year prior to entry into the Sixth Form, and in light of GCSE performances are confirmed or amended at the beginning of the Michaelmas Term. Parents and pupils are given an opportunity to discuss subject choices with their Housemaster/Mistress, Tutors, Heads of Department and subject teachers, Careers staff Deputy Head (Sixth Form) and the Second Master. A booklet for parents and pupils, 'Guide to 'A' Level Choices' is published annually to give parents a brief outline of the content of the syllabus to be studied in each available subject. Pupils continue the study of at least three of their chosen subjects for the public examinations at A2.

All pupils are allocated to a Sixth Form tutor group for a comprehensive course in Personal, Social & Health Education. Advice and guidance is given on Further Education and Careers.

Gifted and Talented/Oxbridge programme

In addition to being encouraged to play a lead role in the School's many academic societies and extra-curricular activities, pupils identified as gifted and talented – at any stage of their School career – are invited to participate in our comprehensive Academic Enrichment Programme, which runs from early in Year 9 through to post A-Level university application.

9* is a small bespoke course of four lessons a fortnight for the most academically gifted pupils in Year 9. They will come out of normal lessons and in a very small class be taught a variety of interesting, non-curriculum courses.

The discussions continue in Year 10 and 11 via the Phoenix Society and other means in order to stimulate interest and challenge our highest-achieving pupils intellectually. Year 11 pupils are also introduced to the university admissions process, including Oxbridge application. They accompany the Lower Sixth on a trip to Cambridge in the Michaelmas Term.

Pupils who join the School in Year 12 and who demonstrate strong academic potential are quickly included in the programme, which seeks in Year 12 to encourage pupils to develop a specialism or particular area of interest and to make significant strides in preparing an application for this subject at elite universities including Oxford and Cambridge. In this most crucial time for academic development, Year 12 pupils meet once every three weeks with a range of teachers to build on the skills they have developed over the previous years. They cover a wide range of topics, including techniques for discussion and debate, essay-writing skills, the application process and, most importantly, the development of a passionate subject-specialism. Pupils are also assigned a subject mentor, who is able to direct and enhance the in-depth pursuit of their chosen subject area. Such guidance will include encouragement to attend Open Days and subject events at their university of choice, as well as to enter essay prizes and other competitions that are of relevance to their chosen subject area.

This process continues into the Michaelmas Term of Year 13 (and beyond in the case of post A-Level applicants), culminating in prompt UCAS application and, where appropriate, a number of practice interviews and tests in preparation for interview in December.

PSHEE

There is a programme of PSHEE outlined in a separate [Handbook](#). It is delivered through tutors in lessons which move through the timetable, through the lecture programme in the Sixth Form and through tutors and Housemasters and Housemistresses.

It is essential that this provides effective preparation for life in a British society. It must not undermine the fundamental British values of democracy, law, liberty and mutual respect and tolerance of those with individual faiths and beliefs.

Education with respect to sexual matters and any other relevant health education is given under the direction of the School Doctor and the Head of Biology as appropriate; it forms part of the PSHEE programme.

University Guidance and Careers

Guiding pupils towards their choices of university courses is a major part of the role of Sixth Form Tutors.

Pupils are empowered to carry out an extensive career research programme that will widen their knowledge of the workplace and career possibilities, will provide them with the self-assessment skills to identify their personal employability strengths and the ability to communicate these strengths using the technical language and structured communication practices used by professional employers.

Work experience takes place for Year 12 in the last week of the Summer Term. We are using OS contacts and the pupils are gaining fantastic experience in a wide variety of jobs.

The Careers Team including Sixth Form Tutors, through whole-School, year group, sector specific events and one-to-ones provide guidance and support for pupils when choosing their post-Sedbergh options including university courses.

All of these are reinforced within the extensive Year 12 lecture programme.

Learning Support

The Learning Support Department and the EAL provision helps to ensure that all pupils are provided for and have an opportunity to learn and make progress.

The School has a Learning Support Department which provides support for pupils. They also arrange for Educational Psychologist testing of pupils for access arrangements and diagnosis, and give guidance to teachers about learning difficulties and strategies.

The department delivers INSET training to promote awareness and best practice. Some pupils sit their exams in the department, with appropriate support provided – a small team of

invigilators are deployed by the head of department. The department offers specific input as a timetabled lesson and is open in the evening for pupils to complete prep. Some pupils have in class and house support from a teaching assistant. Where appropriate, and in agreement with parents, subject specialist tutoring is arranged.

In 2017/2018 there are two pupils with a statement of special educational needs in School. The School will work closely with the families and local authority to ensure the recommendations in the statement are fulfilled. The detailed annual review process will be completed.

Where a pupil has a particular educational need the Headmaster endeavours to make appropriate arrangements to meet such needs. In this event it may be necessary to pass on the costs of additional or specialist tuition to the parents or guardian.

English as an Additional Language (EAL)

Sedbergh School provides specialist English as an Additional Language teaching to international pupils who require extra tuition with their English. Pupils who have been identified as requiring EAL lessons are individually assessed when they join the school so that the appropriate support can be given to them. Teaching usually takes place in small groups, of between 2 and 8 pupils; where necessary lessons may be given on an individual, one-to-one basis. Pupils are given support which helps them to access the School curriculum, as well as practising the key language elements of grammar, vocabulary, reading, writing, speaking and listening. Pupils can be entered for IGCSE English as a Second Language in Year 11 and preparation for the IELTS examination is offered to pupils studying in the Sixth Form (Years 12 and 13). There is a termly charge for EAL lessons and parents of pupils who require EAL lessons are made aware of this.

In addition to teaching EAL this department works with other departments and delivers INSET to ensure the needs of EAL pupils are met across the school. The EAL Department also maintains a pastoral emphasis, playing an active role in the well-being and support of international pupils.

Governors' Role

The Curriculum Policy is overseen by the Governor who chairs the Education Sub-Committee (currently Mr Michael Cuthbertson). He reviews the policy annually.

Actions

Reviewed and updated Sept 17.

DJ Harrison
Second Master

The Curriculum – Policy Action Points

UNDERTAKING	BY WHOM
<ul style="list-style-type: none"> Review this policy on annual basis. 	Second Master
<ul style="list-style-type: none"> Carry out an annual review of the curriculum. 	Headmaster and Second Master
<ul style="list-style-type: none"> Each department has a Handbook with its programmes of study and schemes of work. 	Second Master
<ul style="list-style-type: none"> School Examinations are held at least annually for each year group. 	Second Master
<ul style="list-style-type: none"> A pupil's performance is reported to parents at the end of each term. 	Second Master
<ul style="list-style-type: none"> Parents' Meetings are arranged for each year group annually and the dates of the Meetings published before the commencement of the academic year. 	Second Master/Year Heads
<ul style="list-style-type: none"> A booklet for parents and pupils, 'Guide to GCSE Choices' is published annually. 	Year 10 Head