



CURRICULUM POLICY

“Elizabeth College provides a rich, diverse and exciting experience for students of all backgrounds, enabling them to flourish and make the very most of themselves.” ISI Report, October 2015.

1. Introduction

- 1.1. This Curriculum Policy has been developed to reflect the College’s ethos, aims and values, and to respond to the Inspection Next Steps. In particular, our **academic aim** is to engender a love of learning so that all our students can achieve, or even exceed, academic expectations. It addresses the regulatory requirements for the quality of education provided and is published on the school website.
- 1.2. We want our students to be inspired by and relish their learning experiences in school, showing **creativity** and **perseverance** in working things out for themselves wherever possible. This will allow them to do the very best they can academically and help stimulate their minds through the rest of their lives. We particularly value scholarship and the great pleasures of learning for its own sake.
- 1.3. We are committed to providing the highest standards of education for all our students. We deliver a broad curriculum offering challenge and interest so that students can achieve their best in both academic results and wider skills they will need to succeed in life. We aim to foster a life-long love of learning for its own sake and to provide them with a secure foundation from which to continue into Higher Education or into the careers of their choice.
- 1.4. College recognises the primacy of separate subject disciplines through which to deliver knowledge and to allow experience and by which a student learns and forms a deep understanding of the world around them. Our aim is to develop expertise in the student’s chosen disciplines of study, to perfect a blend of knowledge and skills, while also developing strength of character.
- 1.5. Students of compulsory school age receive full-time supervised education. This education provides students with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects. It promotes spiritual, moral, cultural, mental and physical development and prepares students for life. Student progress is assessed and monitored regularly throughout the year.
- 1.6. Whilst considerable emphasis is placed upon examination success for all abilities, this should be achieved by a focus on learning. Key school initiatives in differentiation (see separate guidance document), assessment for learning (see separate guidance document) and growth mindsets should underpin classroom approaches. Students should understand the importance of resilience in their learning, dealing with and learning from failure and showing determination to succeed at whatever level. Teachers should be aware of the power of growth mindsets, as defined by Prof Carol Dweck, to encourage students to strive to achieve their best. Students and parents need to understand the importance of having a growth mindset as opposed to a fixed mindset, with emphasis on the importance of motivation and the quality of practice enabling improvement rather than relying on talent and ability. Discussing learning rather than working and praising

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determination and effort using appropriate vocabulary is a further part of encouraging grit and determination.

- 1.7. Teaching at Elizabeth College should therefore focus on the learning experience of students, enabling each student to be challenged and fulfilled in their studies. Teachers should demonstrate high levels of subject expertise, and by their enthusiasm seek to excite in students a sustained intellectual curiosity. Excellent teaching and the setting of consistently high standards are key elements in this. Lessons should be thoroughly prepared, well-judged in content and duration, have a purpose and structure made clear to students, and with a variety of techniques employed, making the classroom environment stimulating, challenging and supportive in appropriate ways to all students, whether they be able, gifted and talented or with particular learning enrichment needs or the silent majority somewhere between.
- 1.8. Teachers must ensure that all students are equally involved in a lesson. They should differentiate learning to provide challenge to all students along with support for those who have difficulties. The setting of tasks, the pace at which work is done, may be varied accordingly. They should encourage students to think and research for themselves. They should be aware of students receiving learning support, and should discuss the progress of such students with the Head of Learning Enrichment.
- 1.9. Through these approaches, students should learn to embrace challenges and respond positively to constructive feedback. All students are expected to give of their best and are encouraged to develop their natural talents to the full. Colleagues monitor academic performance closely, informed by benchmarking using CEM data, and they must take remedial action promptly in the case of those students who are under-performing. Recognising that students abilities grow through perseverance and determination, enrichment and challenge activities offered are available to all students in relevant age groups. Teachers identify the most able students in their subject to enable them to differentiate in lessons without making this information available to the students themselves (see separate More Able and Talented Policy).
- 1.10. It is very important to encourage, motivate and reward students for good work wherever possible using appropriate praise for the drive which has seen a student achieve well. This can be recognised through verbal praise, and formal rewards such as commendations and merits. In subscribing to the mindset approaches, teachers can motivate students to achieve the best that they can.
- 1.11. Homework must be set regularly according to the homework timetables published. It should be meaningful, varied and appropriate to differing abilities. Please refer to the separate Homework policy for further information.
- 1.12. Learning is regularly assessed by a variety of methods in line with the College and department/faculty assessment policy. Poor work is not acceptable and should be repeated. Teachers in all departments have a responsibility for ensuring that spelling, punctuation and grammatical errors are corrected according to guidelines given in Department/School Policy as detailed in the staff handbook.

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2. Safeguarding and Prevent Duty

- 2.1. In the delivery of the curriculum, teachers must act in accordance with the school's Safeguarding Policy and Prevent Duty Policy, informing the DSL or his deputy of any concern.

3. Monitoring

- 3.1 Heads of Department or Faculty are responsible for maintaining and monitoring up to date schemes of work with the support of their colleagues. Lesson plans are created by teachers either individually or in co-operation with colleagues.
- 1.2. Monitoring is achieved through development planning, department/faculty discussion, lesson observation and work scrutiny, twice termly meeting with the Senior Leadership line manager and annual department/faculty review meetings with the Principal and Vice-Principal.

4. Policy Review

- 4.1 This policy is reviewed and updated every year by the Vice-Principal and reviewed every three years by the Education sub-committee of the Board of Directors in line with current best practice.

5. The Curriculum

- 5.1. In the Senior School, in Key Stages Three and Four, students study a core curriculum of Mathematics, English, Science, Religious Studies and a Modern Language along with Wellbeing (PSHEE) and PE and Games. These develop skills in speaking and listening, literacy and numeracy, which skills are further developed in the study of other subjects. IT skills are taught at KS3 and developed across the curriculum at all key stages. From April 2017, the introduction of the BYOD (Bring Your Own Device) solution has enabled this to be further extended. Independent learning is encouraged from Year 7 through the use of regular research project homeworks set by subjects whereby the usual homework timetable is suspended for a week to enable a more extended piece of investigative work to be completed. Collapsed curriculum days in Years 7 and 8 enable cross-curricular approaches to be developed (see separate Homework Policy).
- 5.2. Students are taught thirty-five periods per week of 45 minutes duration between Years 7-11 and between 45-55 minutes in the Sixth Form.
- 5.3. At GCSE and A level, the school seeks to satisfy individual student choices and so builds its option blocks around their initial decisions. A small number of students are allowed to study fewer subjects according to their ability and needs and will usually attend for additional help in the Learning Enrichment Centre.
- 5.4. As a result of a curriculum review of Key Stage 3, from September 2019 a new programme has been introduced to take place during periods 6 and 7 on Fridays. This is designed to widen students' interests and involvement and is linked to the new Elizabethan Award.

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6. Years 7 and 8

- 6.1. All subjects are initially taught in House groups (Country, North, South and Town) except for Creative Arts subjects (Art, Music, Drama and Design Technology) which are taught in smaller mixed ability groups.
- 6.2. French will adjust their House groups according to students' learning needs during the early stages of the academic year in Year 7. Students are organised into two bands within each pair of houses, (Country/North, South/Town). The first band (CN1 and ST1) will contain those who are more confident in understanding and applying concepts, the other band (CN2 and ST2) those who perhaps need more time to refresh their understanding of the basic concepts in early secondary years.
- 6.3. In Year 8, English, Science, dual linguists (French and Spanish or German) and Latin follow the same pattern as Mathematics, again with groupings according to students' learning needs specific to the subject. All students study Latin until the end of the Michaelmas Term when, based on the term's work and two common tests, a decision is made whether they continue with Latin or study Classics with some Latin. German and Spanish are offered as choices following taster courses in Year 7; students who do not wish to study a second language may opt for additional time in creative arts or learning enrichment.

7. Year 9

- 7.1. Students continue to study English, Mathematics, Science, Religious Studies, at least one Modern Foreign Language (German, Spanish or French), Wellbeing, PE and Games. Science is taught separately as Physics, Chemistry and Biology. Students then make six subject option choices from Art, Classics, Drama, DT, French as a second language, Geography, History, ICT, Latin, Music. Wellbeing is delivered through collapsed curriculum days spread across each term as well as weekly lessons.
- 7.2. English: taught in four groups, an upper set (En 1) a second set (En 2) and two equal mixed ability groups (sets EnA and EnB).
- 7.3. Mathematics: taught in four sets Ma1, Ma2, Ma3 and Ma4 which are grouped by ability from the start of the year.
- 7.4. Science: four mixed ability groups and one lower ability group.
- 7.5. Modern Languages: Students may choose to study French, German or Spanish as their core language, which may be set by ability, depending on numbers who opt for each.
- 7.6. All remaining subjects are taught in option groups.

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8. Years 10 and 11

- 8.1. The core curriculum continues (English, Mathematics, Religious Studies, Science and a Modern Foreign Language as well as Wellbeing, PE and Games) and is usually taught in 5 groups. This provides continuity and progression of learning alongside which further subjects (usually four options) are selected by the students. Students may opt to study Science as three separate subjects (Physics, Chemistry and Biology) or as Combined Science. If separate sciences are chosen, then that counts as one of the option choices. A core component is the Wellbeing course which, in addition to specific collapsed curriculum days, addresses the skills required for GCSE study, resilience and wellbeing. This course has been introduced with the intention of lessening the burdens of exam pressures and to develop strategies for dealing with those demands at this age.
- 8.2. In English, two or three groups will study IGCSEs in English Language and English Literature and two groups will be entered for IGCSE English Language only.
- 8.3. Mathematics has five sets, of which the top four (Ma1, Ma2, Maa and Mab) prepare for the Higher Tier course. Set 5 will prepare for the Foundation Tier course, with the exam taken in January in Year 11, providing the opportunity for those who achieve a grade 4 to be entered for the Higher Tier papers the following June.
- 8.4. Science has five groups. Groups 1 and 2 will be mixed ability groups determined by the option blocks (totalling 9 periods a week) entered for the three Separate Sciences (Biology, Chemistry and Physics), whilst the remaining sets (totalling 6 periods a week) will be entered for Combined Science. Combined science groups are based on probable tier of entry – two equal mixed ability Higher tier groups (Bi/Ch/PhHa and Bi/Ch/PhHb) and one Foundation tier group (Bi/Ch/PhF).
- 8.5. All other subjects are taught in mixed ability groups by option block. Four option blocks have been created in order to increase choice and satisfy more learning needs. Modern Foreign Languages and Separate Sciences form part of this, so a student choosing Separate Science and a Modern Foreign Language will still have two other option choices. A student selecting Combined Science will have four option choices available. A small number, for whom further foreign language study is not appropriate, may, with the school's approval, select a fifth option subject or attend Learning Enrichment.
- 8.6. Further options are chosen from Ancient History, Art, Business Studies, Computer Science, DT Graphics, DT Materials, Drama, Geography, History, Latin, Modern Foreign Languages (French, German, Spanish), Music and PE. In March of Year 9, an options booklet is made available on the Parent Portal along with an information evening linked to parents' evening to help students and their parents to make informed choices. GCSE examinations are taken in all academic subjects except English, MFL and Business Studies, History and Mathematics, which take IGCSEs. Religious Studies prepares students for the GCSE short course examination.

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9. The Sixth Form

- 9.1. Elizabeth College runs a joint sixth form with the local independent girls' school, The Ladies' College. This enables students to have a wide choice of up to four A Levels (if taking Further Mathematics), and the schools aim to run any course in which numbers are economically viable. All of the subjects offered at GCSE are available at A level, as well as Economics, Film Studies, Further Mathematics, Photography and Psychology. Advice is given to all students regarding their A Level choices and this advice includes at least two interviews between each Year 11 student and a senior member of staff. An options booklet is provided to help students and their parents to make informed choices, and a Sixth Form Open Evening allows them to meet with teachers from both schools to discuss courses before committing themselves to specific subjects.
- 9.2. Most students initially study three A levels or, for a small number, four if taking Further Mathematics. Critical Thinking and the Extended Project Qualification are offered along with the Elizabeth College Diploma which recognises and rewards achievement and commitment across the range of sixth form activity. The Sixth Form curriculum of examination subjects is supplemented by a wide variety of Games choices (Football, Hockey, Cross Country, Athletics, Cricket, Tennis, Squash, Golf, Rugby, Sailing and Fitness) and Service options (Combined Cadet Force, Community Service, Subject Leadership and Sports Leadership) in which all students participate.
- 9.3. Sixth Form students have provision for Private Study which includes use of the dedicated supervised study centre, the Perrot Room (AJP), along with others areas such as the Sixth Form Common Room and Library. Year 12 students initially nominate half of their private study periods to be supervised. This is reviewed as the year progresses, increasing or decreasing according to progress and organisation. In Year 13, most students do not have to be supervised and some may request home study. Many choose to use the Perrot Room anyway and unsupervised private study is constantly reviewed in the light of staff feedback.

10. Learning Enrichment - Learning Difficulties and Disabilities, Special Educational Needs and Able, More Able and Talented

- 10.1. New students are monitored and may be assessed for learning difficulties and disabilities during the first half term after their entry to the school along with information from the student's previous school. MidYIS tests help highlight those students who are able, gifted and/or talented and those who have specific learning difficulties and these are further identified by teachers.
- 10.2. Students who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs have their needs considered individually by the Head of Learning Enrichment. The curriculum provision for a student with a learning difficulty depends on a student's need having been formally diagnosed and may include such help as withdrawal from certain lessons or Enrichment within the classroom. This may include disapplication from the study of a subject (usually languages). Teaching staff are well informed and have up to date knowledge of effective learning and teaching strategies as advised by the Head of Learning Enrichment who has regular input to whole school INSET.

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- 10.3. Able, gifted and talented students are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities. Individual subject initiatives such as the Elite Athlete Performance Programme, Science Club and Maths Olympiad Challenge amongst many others provide enrichment opportunities for able, gifted and talented students to thrive.
- 10.4. Please refer to the separate Learning Enrichment and More Able and Talented policy for further information.

11. English as an Additional Language

- 11.1. Students are assessed prior to entry into Elizabeth College to establish their English language capabilities and needs. Extra Enrichment may be provided through timetabled EAL lessons organised through the Head of Learning Enrichment. These lessons aim to develop the student's English language skills and communication and to build the student's confidence to succeed in an English speaking environment.

12. Wellbeing (PSHEE)

- 12.1. The Personal, Social, Health and Economic Education programme at Elizabeth College works to develop an understanding of responsibility, working with others, self-esteem, and an understanding of local and global issues. Visitors such as the Guernsey Police and the Sexual Health nurses complement the subject content. Wellbeing lessons are timetabled throughout the school and complemented by tutor time activities. From Year 9, there are also collapsed timetable days. Citizenship is infused throughout the curriculum and British values are discussed along with local politics (and the difference between UK politics). This formal programme is complemented by discussion in tutor time and assembly presentations. Relevant discussions also arise in other academic subjects such as RS, English, Geography and History where moral, ethical and social issues are often covered.
- 12.2. Please refer to the separate PSHEE Wellbeing policy and Scheme of Work for further information.

13. Careers and Further Education

- 13.1. Age appropriate careers guidance is provided by the UCAS and Careers Coordinator, whose responsibilities include developing schemes throughout the school, Leadership shadowing, work experience and careers and post-16 and Higher Education. The States of Guernsey also offers centralised careers advice. The Head of Department provides Enrichment and advice as well as organising additional events and visits from outside agencies, speakers and advisers. There is a rigorous process of advice about GCSE and A level choices which is led by the Vice-Principal and further university advice and extensive Enrichment for applications through mentoring organised by the Head of Department.
- 13.2. Please refer to the separate PSHEE Wellbeing policy and Scheme of Work for further information.

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14. Games

14.1. All students participate in the Games and PE programme which involves the use of facilities at the main school site, the College Field and the Memorial Field as well as various other indoor facilities.

15. Curriculum Monitoring and Review

15.1. The curriculum is monitored and reviewed by the College Committee (and sub-committees as appropriate) linked to the School Development Plan and its strategic aims. Its implementation is monitored through annual faculty and department reviews, faculty and department schemes of work, appraisal, lesson observations, work scrutiny, and ongoing professional development.

16. Curriculum Model see separate document, available from Vice-Principal for non-staff.