



# SCARBOROUGH COLLEGE

## CURRICULUM POLICY Scarborough College Senior School

This policy outlines the ways in which the Scarborough College Senior School curriculum aims to fulfil the regulatory requirements laid out in The Education (Independent School Standards) Regulations 2014 and the supplementary guidance document, The Independent School Standards - Guidance for independent schools, specifically Part 1: Quality of Education.

The curriculum supports the mission statement and aims of the school outlined in Scarborough College's Vision document.

### **Aims**

The curriculum has been designed to provide breadth, balance and choice. Pupils can study a broad range of subject disciplines delivered through teaching that will enable all learners to make good progress according to their abilities and starting points. Pupil progress in terms of both Attitude to Learning (A2L) and attainment is regularly assessed as part of an ongoing process which feeds back into lessons. Pupil progress is tracked and monitored at both department and whole school level.

### **Objective 1.**

**Scarborough College provides full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.**

Scarborough College offers a broad academic programme from Year 7 to Year 13. All year groups have timetabled opportunities for physical education. Years 7 to 9 have a timetabled afternoon of outdoor education (Yorkshire Grit) each week.

From the start of Year 7 to the end of Year 9, the majority of pupils study the full range of subjects offered by the College. A small number of pupils, in consultation with parents, may study a slightly reduced number of subjects in order to access timetabled Learning Support sessions tailored to their specific needs.

### **GCSE Provision**

During Year 10 and Year 11, the majority of pupils study ten GCSE subjects: six core subjects (mathematics, English language, English literature, physics, chemistry and biology) and four option subjects. All pupils are encouraged to study at least one modern foreign language. A small number of pupils, in consultation with parents, may study a slightly reduced number of subjects in order to access timetabled Learning Support sessions tailored to their specific needs.

### **Sixth Form Provision**

In the Sixth Form, all pupils study for the International Baccalaureate (IB) diploma, taking three subjects at Higher Level (HL), three subjects at Standard Level (SL), and completing the compulsory core: Extended Essay (EE), Theory of Knowledge (TOK) component, and Creativity, Action and Service (CAS). Pupils may, if appropriate to their ability and needs, opt for the IB courses option, i.e. study a reduced number of subjects and less of the core elements.

### **General**

Further details on the provision for all year groups can be viewed on the annual Curriculum Plan which shows subjects taught to each year group, period allocation per subject, and numbers of teaching groups/sets per subject.

Pupils are given advice and guidance about curriculum choice at two significant stages: the GCSE options process during Year 9, and guidance on post-16 pathways during Year 11. The GCSE options process takes place during the Spring term of Year 9 and is led by the Assistant Head (Academic). To ensure pupils receive the best possible guidance, the process involves heads of academic departments, heads of tier, form tutors, parents, and the careers and university adviser where appropriate. The IB options process begins during the Autumn term of Year 11 and is led by the Assistant Head (IB).

The creation of option blocks for GCSE follows the collation of provisional choices to enable the maximum number of pupils to study their first choice subjects. IB option blocks are pre-determined to ensure that all pupils can follow a suitably balanced and enriching IB curriculum and sixth form class sizes remain optimum for effective teaching and learning.

Further detail on the GCSE and IB option process and the range of choices is available on two dedicated sections of the Scarborough College website and in the annual GCSE and IB options booklets.

### **Objective 2.**

**Scarborough College ensures that curriculum plans, schemes of work and subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, are provided, which do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**

Departmental curriculum plans are expected to ensure that schemes of work and subject matter are appropriate to the ages, aptitudes and needs of all pupils, are progressive in terms of skills and development, and do not undermine the fundamental British values outlined above. Further details can be found in departmental policies and schemes of work.

### **SEND**

Setting is used in Years 7 to 11 in some subjects to ensure that the pace and delivery of the curriculum is appropriate. The school accepts pupils with specific learning needs including those with an EHC plan and has a specialist Learning Support department. The procedures for identifying pupils with special needs and methods of supporting and evaluating them can be found in the SEND Policy and Accessibility Plan 2020-2023.

### **More Able Pupils**

Scarborough College is a member of the National Association for Able Children in Education (NACE) and aligns with the principles of NACE in relation to provision for the more able, i.e. all pupils should be recognised and have the opportunity to realise their potential. The College aims to provide for the more able within a context of challenge and high standards for all.

Scarborough College recognises that the identification of more able learners is a complex matter, requiring a holistic approach which looks beyond raw data, across domains, and provides opportunities for all pupils to show what they can do. Whilst raw data and attainment that significantly exceeds age-related expectations are useful indicators of ability, they should never be the only means by which pupils are defined and categorised. Scarborough College seeks to ensure that pupils who may be underachieving, or whose skills and knowledge may extend beyond conventional measures of attainment, are known, recognised and challenged. Subject departments are encouraged to identify pupils with a talent or exceptional ability in their subject area that may not be evident from data or assessment indicators alone.

Further detail on the ways in which Scarborough College identifies, defines and provides for more able learners can be found in the More Able Pupils Policy.

### **Objective 3.**

**Scarborough College will ensure that pupils acquire skills in speaking and listening, literacy and numeracy and ICT**

The quality of spoken and written communication and numeracy skills is the responsibility of all subject areas. Departments are expected to ensure that they support the development of both literacy and numeracy in lessons, and through verbal and written feedback. Further detail can be found in the Feedback Policy.

In all subjects the principal language of instruction is English. Further detail about how the school meets the needs of pupils whose principal language is not English can be found in the EAL Policy.

The College uses the Google Suite for Education to support delivery of the curriculum to all year groups, including Google Classroom for setting assignments and sharing resources. All subjects are expected to use and support the development of ICT skills in their lessons and prep tasks, alongside the timetabled teaching of ICT.

### **Objective 4.**

**Scarborough College provides personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.**

All teachers are expected to utilise opportunities to take advantage of topics or approaches to learning that have potential for promoting pupils' PSHE and RSE awareness. Specific topics and issues are covered as part of discrete PSHE/RSE lessons for Year 7 to Year 11. The Sixth Form are given regular opportunities to discuss topics and issues during tutor time and have a range of visiting speakers and experiences over the course of an academic year.

Further detail can be found in the Relationships and Sex Education (RSE) Policy.

### **Objective 5.**

**Scarborough College provides appropriate access to accurate, up-to-date careers guidance for pupils receiving secondary education, which is presented in an impartial manner to enable them to make informed choices about a broad range of careers options and to help encourage them to fulfil their potential.**

From Year 7 onwards, pupils are given opportunities to assess their strengths and weaknesses and align them to possible education and career pathways. Pupils are encouraged to embrace challenge, both physically and intellectually, and avoid stereotypical thinking. From Year 10 onwards, more bespoke careers advice is available in the form of 1:1 careers interviews, visiting speakers from a wide range of professions and fields, careers assemblies, further and higher education guidance, and dedicated PSHE time.

Further detail can be found in the PSHE schemes of work and resources available in the College Library and Careers Office.

**Objective 6.**

**Scarborough College will ensure that all pupils have the opportunity to learn and make progress and have equal opportunities to access all parts of the curriculum.**

Subject departments are expected to ensure that curriculum design and content enable all pupils to make progress. A pupil making good progress is one who is being actively pushed towards increased achievement by the teaching received. Teachers are expected to adapt both the pace and method of teaching in response to the needs of pupils and assessment for learning (AfL) evidence. Assessment should inform planning, rather than being simply an end in itself.

Baseline data (CAT4) is used to benchmark aptitude and progress at the beginning of Year 7, Year 10 and the Lower Sixth. Attitude to Learning (A2L) grades and Attainment grades are monitored on a half-termly basis throughout the academic year. Both academic and pastoral staff are involved in monitoring progress, rewarding improvement and consistency, and managing interventions.

**Objective 7.**

**Scarborough College ensures that pupils have effective preparation for the opportunities, responsibilities and experiences of adult life in British society.**

Teachers are expected to promote collaborative working and self-reflection through their classroom teaching and tutor time to promote adult skills. Good behaviour and courtesy are actively promoted at all times.

Teachers are expected to utilise opportunities to take advantage of topics or approaches to learning that have potential for promoting pupils' Spiritual, Moral, Social and Cultural development (SMSC).

*Policy prepared by:*

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Person Responsible for Updates	Date Last Reviewed	Next Review Due
Sarah Grice	September 2021	September 2022