

Curriculum Policy

Queen's College, Taunton

August 2020 (v.4i)

CURRICULUM POLICY

Queen's College is committed to providing a stimulating curriculum, which is appropriate to the above average academic ability range of the pupils attending the college. The curriculum, along with diverse extracurricular activities seeks to broaden pupils' interests, providing a wide-ranging and balanced educational experience.

Queen's College believes that learning is an ongoing process and seeks to establish an environment where lifelong learning is encouraged amongst all members of the school community. The school aims to achieve this by inspiring all individuals to acquire knowledge, skills and concepts whilst developing the ability to think analytically, critically and creatively.

The Curriculum is designed to:

- Create a caring and supportive learning environment in which every member of the College community, including pupils and staff, is well-known and well-supported and in which their individual needs are met.
- Ensure the highest quality of teaching and learning across a broad curriculum to help all pupils achieve their academic potential; to foster an intellectual curiosity, a love of learning, independence of mind and individual responsibility.
- Provide opportunities for teamwork, leadership and community service through the broadest possible range of activities, both within and outside the classroom.
- Encourage every pupil to acquire the skills, confidence, knowledge and experience to extend their aspirations and realise their potential in terms of personal, social, spiritual, moral, cultural, academic and physical development.
- Encourage respect for self and others, acceptance of responsibility for one's actions and an awareness of, and sensitivity to, the needs of others within the College, local communities and globally.
- Encourage all pupils to make appropriate choices and decisions and prepare them for higher education and future careers and for the responsibilities and expectations of adult life in the 21st Century.

In order to achieve this, the curriculum takes account of the following areas:

The Learning Experience

To ensure that the pupils experience a varied and interesting curriculum it is designed to be broad and well-balanced. Details of the curriculum content for different years can be found in the Curriculum Plan, but pupils of compulsory school age will gain full-time supervised experience of the following educational areas:

- Linguistic (including English, French, German and Spanish)
- Mathematical
- Scientific (including Biology, Chemistry and Physics)
- Technological (including DT, Food Technology, Textiles and Computing)
- Human and Social (including History, Geography, Religious Studies and Business Studies)

- Physical (including Rugby, Hockey, Netball, Cricket, Swimming and other sports and games)
- Aesthetic and Creative (including Art, Drama, Dance, Music, Literature and a range of co-curricular activities)
- Thinking – the Cognitive Acceleration programme is embedded into the teaching of Maths, Science and English in Years 7 and 8. It is also being used to develop 'thinking lessons' in other areas of the curriculum and co-curriculum.

Pupils above compulsory school age receive a programme of activities appropriate to their needs. This includes not only the academic subjects of their choice, but also the Extended Project Qualification and a variety of lectures and workshops aimed to enhance their educational experience.

Queen's College is committed to ensuring that pupils' learning is systematically supported, guided and encouraged so that they become effective learners, understand how they learn, possess a range of effective study techniques and are able to take responsibility for their own learning.

Pupils are expected to:

- Bring previous experiences, expectations and styles to their learning.
- Develop academically, emotionally, socially, physically and spiritually at a pace that is challenging but suitable for them.
- Take account of feedback and information given on their progress in school.
- Be actively involved in their own learning.

Teaching should:

- Build self-esteem and encourage respect for all other individuals.
- Include all pupils in a variety of opportunities so that every individual has appropriate access to the whole curriculum.
- Encourage pupils to develop independent learning skills.
- Teach pupils a range of interpersonal learning skills to enable them to make full use of the curriculum offered.
- Promote positive attitudes to learning and self-discipline.
- Encourage the development of cognition and metacognition.
- Provide opportunities for pupils to take an active part in their learning.
- Encourage pupils to become reflective learners.
- Maintain an attractive physical environment to motivate pupils' learning.

Teachers and Teaching

Queen's College believes that the purpose of teaching is to promote active learning, and that teaching should allow pupils to develop independent study skills. Teaching should encourage pupils to participate and contribute to lessons in ways that challenge and extend their existing knowledge. The College is aware that learning is affected by pupils' life experiences. In so far as it is possible, the College aims to allow pupils to utilise the positive aspects of these experiences to enhance their learning.

The College aims to ensure that teaching is of the highest possible standard and that it takes place within an ordered and supportive environment. There is an expectation that teachers will develop their own skills, knowledge and understanding of teaching, through internal and external training courses and by taking initiative to develop their teaching methods and styles to take account of new research, technological developments and current thinking on best practice. There is a further expectation that they will share good practice within and between departments. Senior leaders will ensure that the organisation of the school day and year support good teaching and that other school policies and systems support this Curriculum Policy.

Teaching at Queen's nurtures and cultivates a love for learning and enables all students to discover and meet their full academic potential.

- Teachers have a passion for their subject and demonstrate excellent subject knowledge.
- Inspiring teaching means that students are engaged and choose to participate.
- Teachers have high expectations of students and, through knowing their students well, plan differentiated learning activities that provide suitable challenge and are achievable.
- Through sharing learning objectives, students understand the purpose of a lesson or activity.
- Skilled questioning and a variety of assessment for learning techniques are used to assess students' progress during lessons.
- Teachers model the skills, attitude and responses of the ideal student.
- Teachers and students are mutually respectful of one another and expectations regarding behaviour are applied consistently to ensure a productive learning environment.
- Students understand their targets and what they must do to achieve them.
- Teachers help students to develop independence, resilience and perseverance through providing opportunities for students to think, to question and to feel confident to take risks and learn from making mistakes.
- Teachers provide regular, concise feedback and provide time for students to respond, reflect and improve their own work.
- Students' successes are recognised and celebrated.
- Prep that is relevant and purposeful is set and valued as an integral part of the learning process.
- Learning environments are stimulating and support learning.
- Teachers regularly share good practice within and beyond their own departments.

Learning Support

The support of Special Educational Needs and Disabilities (SEND) and Learning Difficulties and Disabilities (LDD) within the context of Queen's College aims to encourage all pupils to achieve academically in relation to their ability and to thrive socially and in extracurricular activities in order to fulfil their potential. The School aims to promote inclusion and access to the curriculum, whilst embracing diversity and caring for the needs of the individual. The School will:

- Provide appropriately for pupils with SEND in accordance with the Special Educational Needs Policy

English as an Additional Language

Queen's College aims to enhance the learning experience of all its pupils, including those who have

English as an Additional Language (EAL). The College seeks to identify pupils requiring assistance in this area as quickly as possible, and to address their needs through the targeted work of the EAL department. Where appropriate, this may include group sessions or one-to-one sessions within the EAL department.

Gifted and Talented

All members of the school community including the teaching and support staff, Senior Leadership Team, and Governors, are fully committed to meeting the needs of gifted and talented pupils within the School.

The school will:

- Identify and provide appropriately for pupils identified as Gifted or Talented through the targeted work of subject teachers and extra-curricular provision.
- Gifted and Talented constitutes the top 5% of the ability range in each area within the College and is identified on a subject by subject basis.

Personal, Social, Health and Moral Education

Queen's College is committed to providing an effective PSHME programme to all pupils. This programme is delivered at a time and in the manner that is most appropriate to the age and the needs of the pupils. Details can be found in the PSHME Handbook.

SMSC

Spiritual, moral, social and cultural values are central to life at Queen's College. SMSC is a thread that runs through the pastoral system, the academic curriculum, the extra-curricular programme, PSHME teaching, assemblies and all aspects of the day to day life of the School. We take regular opportunities to celebrate the diversity of our School community and we continue to enjoy and develop strong links with other schools and communities in our own local area and across the globe.

Co-Curricular and Enrichment

Queen's College believes that co-curricular and other enrichment activities play a vital role in the provision of a broad and balanced educational experience. It therefore provides opportunities for pupils to develop leadership and team working skills through the provision of a wide and varied co-curricular and enrichment programme, including the '...but for life' programme which all the pupils participate in, sports teams, the dance show, theatrical productions, orchestras and ensembles, Model United Nations and the Duke of Edinburgh Award, as well as a variety of subject-specific activities. Participation in these activities is monitored to ensure that all pupils take advantage of the opportunities available at school and that they balance these commitments with the requirements of their academic work.

The Timetable

The school operates a two week timetable which consists of five periods, with one compulsory co-

curricular period and one additional optional co-curricular period per day, totalling 30 periods per week. All periods last 1 hour with five minutes' travel time allowed between periods, excluding those following a break.

Pupils in Years 10 and 11 study towards GCSE examinations. Sixth Form pupils typically study three full A Levels. Some pupils elect to study four subjects so long as their teachers are satisfied that they are making good progress in every subject.

An individual A Level subject is generally allocated 10 periods of teaching time per fortnight. In the event of very small numbers of students opting for a particular subject, in order to ensure that the subject remains viable and in light of the fact that students in very small classes will receive a great deal of individual teacher attention, the following tariff will apply:

1 student in an A level group	7 periods per fortnight
2 students in an A level group	8 periods per fortnight
3 students in an A level group	9 periods per fortnight
4 or more students in an A Level group	10 periods per fortnight

If students start an A level subject (where the allocation of periods is fewer than 10) and additional students join the group, the allocation of teaching periods will be increased as soon as reasonably practical. However, in the event that students start an A Level subject with a certain number of students in the group and students leave the group, the allocation of teaching periods will not be reduced from its original allocation.

Effective date of the policy	31 August 2020
CLG Responsible Member	Steve Green, Deputy Head (Teaching & Learning)

Authorised by	Board of Governors
Signed	Mark Edwards, Chair of Governors
Date	31 August 2020