

# Curriculum Policy

ISSR Part 1, Paragraph 2 & 3

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## CURRICULUM POLICY

St Joseph's College prides itself on the quality of the teaching and pastoral care provided to each of its pupils, from EYFS across to Sixth Form, including Boarding. *The Governing body has ultimate responsibility for meeting all the College's regulatory requirements, which they delegate to the Principal, supported by the Senior Leadership team. In line with good practice and as part of the Governors' due diligence, the Board of Governors' reviews this policy annually.*

St Joseph's College, as an aware employer, is committed to safeguarding and promoting the well-being of children and young people as its number one priority. Robust recruitment, selection and induction procedures operate throughout the College and extend to organisations and services linked on its behalf.

The purpose of the Curriculum Policy is to provide an overview of the aims, entitlement and implementation of the Curriculum within the College. Further specific details as to the nature of subject material taught, may be found in the relevant Schemes of Work and as appropriate, Curriculum/Option Booklets. Further information about specific sections of the curriculum may be found within the following policies:

- Assessment and Reporting policy
- Learning and Teaching policy
- Careers Education Information and Guidance policy
- English as an Additional Language policy
- Disability Inclusion, SEN and Learning Support policy
- Overarching Arts policy
- PSHEE policy

### 1. Publication and availability

- This policy is also published on the College website
- This policy is available in hard copy on request
- A copy of the policy is available for inspection from the Bursar
- This policy can be made available in large print or other accessible format if required

### 2. Rationale and Aims of the Curriculum

- To facilitate pupil's achievement and personal development from EYFS to Sixth Form including Boarding, taking into account their ages, aptitudes and needs, including those pupils with an EHC plan <sup>1</sup>
- To ensure that for EYFS pupils there is a programme of activities which is appropriate to their educational needs including in relation to their personal, social, emotional and physical development and communication and language skills <sup>2</sup>
- To ensure that for pupils above compulsory school age, a programme of activities is in place which is appropriate to their needs<sup>3</sup>

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<sup>1</sup> Part 1, paragraph 2 (1) (b) (i)

<sup>2</sup> Part 1, paragraph 2 (f)

<sup>3</sup> Part 1, paragraph 2 (g)



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- To ensure that all pupils have the opportunity to learn and make progress<sup>4</sup>
- To ensure that a broad, balanced, relevant and appropriately challenging curriculum is accessible to all pupils which prepares them successfully for higher education, the world of work and adult life.
- To ensure the curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education<sup>5</sup>.
- To ensure students acquire speaking, listening, ICT, literacy and numeracy skills<sup>6</sup>.
- To create an academic environment which is high achieving and which develops conceptual understanding, critical thinking and appropriate levels of challenge, whilst developing independent, interdependent and lifelong learning
- To prepare students for the responsibilities, opportunities and experiences of adult life, including, personal, social, health and economic education, which reflects the College's ethos and encourages respect for others, paying particular regard to the protected characteristics set out in the Equality Act 2010<sup>7</sup>
- To provide accurate, up-to-date careers guidance that is presented in an impartial manner, enables pupils to make informed choices about a broad range of careers options and helps to encourage them to fulfil their potential.<sup>8</sup>
- To enable all students, regardless of background to have the opportunity to learn and make progress as<sup>9</sup> individuals within a caring and supportive educational community free from discrimination
- To prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society<sup>10</sup>
- To encourage pupils to respect and ensure that the following fundamental British values are not undermined:
  - Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect and tolerance of those with different faiths and beliefs<sup>11</sup>

The College ensures that the teaching at the School:

- enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;<sup>12</sup>
- fosters in pupils, self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;<sup>13</sup>

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<sup>4</sup> Part 1, paragraph 2 (h)

<sup>5</sup> Part 1, paragraph 2 (a)

<sup>6</sup> Part 1, paragraph 2 (b)

<sup>7</sup> Part 1, paragraph 2 (d) (i) (ii)

<sup>8</sup> Part 1, paragraph 2 (e) (i) (ii) (iii)

<sup>9</sup> Part 1, paragraph 2 (h)

<sup>10</sup> Part 1, paragraph 2 (i)

<sup>11</sup> Part 1, paragraph 2 (1) (b) (ii)

<sup>12</sup> Part 1, paragraph 3 (a)

<sup>13</sup> Part 1, paragraph 3 (b)



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- involves well-planned lessons and effective teaching methods, activities and management of class time;<sup>14</sup>
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;<sup>15</sup>
- demonstrates good knowledge and understanding of the subject matter being taught;<sup>16</sup>
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;<sup>17</sup>
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly and classroom resources of good quality, quantity and range;<sup>18</sup>
- does not undermine the fundamental British values as mentioned above;<sup>19</sup>
- does not discriminate against pupils, contrary to Part 6 of the Equality Act 2010.<sup>20</sup>
- Is evaluated, by reference to the College's own aims as provided to parents and by reference to national norms.<sup>21</sup>

### 3. Curriculum Time

Students are expected to attend all sessions within term time to access the College's curriculum and programmes of study, thus enabling them to achieve they or exceed their academic potential and ensure appropriate personal development. The College provides extension work outside of the normal school day with homework and additional work, enrichment activities, revision sessions, after or before school lessons in holidays (attendance at these is not essential to achieve curriculum entitlement). There may be specific circumstances (e.g. through an 'education otherwise' programme) where individual students, in agreement with the Principal, miss a number of timetabled sessions. In such circumstances it is the responsibility of the parent to ensure appropriate material is available for the student to access their core entitlement (either from the College or another body approved by the Principal), and the responsibility of the student to ensure such work is completed.

#### Senior School

The Senior School operates a 2-week timetable, with 25 hour long lessons per week for students in Years 7-11 and for students in the Sixth Form depending on how subjects they are taking, with an additional 10 hours of supervised education per week in after College prep.

#### Prep School

The Prep school operates a weekly timetable for pupils in Y1 – Y2 and a 2-week timetable for pupils in Y3 – 6. The school day is divided into 5 lessons for all pupils and additionally includes Assembly and Enrichment sessions each day.

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<sup>14</sup> Part 1, paragraph 3 ( c )

<sup>15</sup> Part 1, paragraph 3 ( d )

<sup>16</sup> Part 1, paragraph 3 ( e )

<sup>17</sup> Part 1, paragraph 3 ( g )

<sup>18</sup> Part 1, paragraph 3 ( f,h )

<sup>19</sup> Part 1, paragraph 3 ( i )

<sup>20</sup> Part 1, paragraph 3 ( j )

<sup>21</sup> Part 1, paragraph 4



#### 4. Accessing the Curriculum.

St Joseph's College believes that the fundamental purpose of school-based education is to prepare students to lead fulfilled, productive, responsible, happy and successful adult lives. This is achieved by enabling each person to discover and develop their full potential through learning. The following core principles underpin this belief:

- St Joseph's College believes that every student has an entitlement to develop their full potential.
- Educational experiences are provided which develop pupils' achievements and recognise their individuality.
- Diversity is valued as a rich resource, which supports the learning of all.
- Each child has the right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

The College ensures that all students with identified specific learning differences are given access to the core curriculum entitlement with support as is reasonably appropriate. Specific details as to the wide range of support available may be found in the Disability Inclusion, SEN and Learning Support policy. Before accepting a pupil with a specified learning need the College ensures that the requirements of the child's learning need or Statement/EHC in terms of the curriculum and any associated support can be met.

EAL students have full access and are fully immersed in the appropriate curriculum for their age. Further details can be found regarding EAL support in the College's EAL policy.

The College may, under certain circumstances, adjust the curriculum for individual students to meet specific circumstances. This will be at the discretion of the Principal, after consultation with parents. In any such circumstances the student will continue to experience a broad, balanced and relevant curriculum that prepares them for adult life and includes experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

All College staff are expected to provide appropriately differentiated lessons which support the development and progress of all students, including EAL and SEN students.

#### 5. Curriculum Statement

Outline details of the curriculum by the various phases of education at St Joseph's are highlighted below. The curriculum offer is reviewed each year across the College in line with national developments, the ability and profile of individual cohorts and staffing.

##### 5.1 Early Years Foundation Stage

In the Nursery and Reception classes, responsive curriculum planning takes place in accordance with the EYFS Curriculum and the associated Practice Guidance. Adult-led activities, focused activities, and continuous provision across all three Prime Areas and four Specific Areas of learning are planned with respect to the outcomes for children as developed from the Statutory Framework for the Early Years Foundation Stage: learning



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and development requirements'. In addition, French is introduced within the Reception class.

### 5.2 Infants and Juniors – Years 1-6

In Years 1 – 6, the curriculum follows the expectations of the National Curriculum and timetabling ensures all areas of the curriculum are covered for appropriate periods of time throughout each year. Long term planning involves the organisation of a curriculum map for each year group, where opportunities for curriculum integration and context-embedded learning are made. Medium term planning and schemes of work are provided for all years with regular cross-curricular enrichment and extension activities underpinned by key skills. The curriculum includes French in Years 1 - 6 supplementing the core curriculum.

The curriculum is extended through an enrichment programme which includes in-school activities and visitors, e.g., theatre and music groups, specialists, and members of the community and parent body, together with regular trips and visits, residential outdoor pursuit trips and an opportunity to participate in a wide variety of extra-curricular activities. Details of these are reviewed on a termly basis

<b>Core Subjects</b> English Mathematics Science
<b>Foundation Subjects:</b> Modern Foreign Language: French Humanities History, Geography, Religious Education  Technology Food Technology, Design Technology, Computing Engineering  Creative and Performing Arts Art, Music, Drama, Dance  Sport and PSHEE Physical Education, OAA & Games, Personal, Social and Health Education.  Outdoor learning/Forest School Activities

All Infant and Junior pupils attend Assembly each morning where a range of spiritual, ethical, citizenship and emotional issues are discussed and shared.

In conjunction with the Learning Support co-ordinator, some students may have their curriculum reviewed to meet their individual and required specific learning needs (see Disability Inclusion, SEN and Learning Support policy).

### 5.3 Lower School – Years 7- 9

The aims of the Lower School curriculum are to:



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- Support a continuous, broad and balanced curriculum
- Ensure a smooth transition between the Prep and Senior School and Primary and Secondary phase of education.
- Give students access to the key components of the National Curriculum.
- Extend learning opportunities for pupils beyond the expectations of the National Curriculum.
- Ensure that all students have access to a broad, balanced and relevant curriculum that includes experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Ensure appropriate academic progress through regular assessment, feedback and reporting
- Build foundations for success at GCSE in terms of subject and cross-curricular knowledge and skills.
- Develop students further into independent learners with a natural curiosity and love for learning

Throughout the Lower School pupils study the following subjects:				
<b>Core Subjects</b>				
English	Mathematics	Science	Religious Education	PSHEE.
<b>Foundation Subjects:</b>				
<b>Humanities:</b>				
History, Geography				
<b>Technology:</b>				
Food Technology, Design Technology & Computing				
<b>Modern Foreign Languages:</b>				
French in Year 7 and also Spanish in Years 8 and 9 for most students, unless additional learning support is required and then only in consultation with parents and relevant staff. Some Students will also be withdrawn from MFL for extra EAL lessons.				
<b>Creative and Performing Arts:</b>				
Art, Music, & Drama				
<b>Sport:</b>				
Physical Education and Games.				

A PSHEE/Citizenship programme is also timetabled with additional stand-alone sessions as relevant provided by external professionals. One of the weekly student tutorial sessions is dedicated to PHSEE.

ICT is delivered across the curriculum and through the various departmental and faculty schemes of work. Students also have one dedicated Computing lesson per fortnight.

All Y7-9 students have 3 morning tutorial sessions per week with their Form Tutor and attend 2 Lower School assemblies per week led by a Senior member of staff and then by their Head of Lower School.





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In conjunction with the Head of Learning Support, identified students may have their curriculum reviewed to meet their individual and required specific learning needs.

The curriculum is extended through an enrichment programme which includes the Development Hour after school each evening of in-school activities and visitors, together with trips and visits, and an opportunity to participate in a wide variety of extra-curricular activities. For the most able in Years 8 & 9, the HPQ qualification is delivered during a weekly tutor time session and on collapsed afternoons.

Careers guidance is provided through the options process and the PSHEE programme. There is also a dedicated Futures' Coordinator in place at the College.

### 5.4 Upper School – Years 10 and 11

The aims of the Upper School curriculum are:

- To provide a smooth transition between Year 9 and GCSE
- To give students access to a wide range of Level 2/GCSE examination courses.
- To extend learning opportunities for pupils beyond the expectations of the examination specifications.
- To ensure that all students have access to a broad, balanced and relevant curriculum that includes experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- To ensure appropriate progress for each pupil through regular assessment, feedback and reporting.
- To build foundations for success beyond GCSE.
- To develop students further into independent learners, with a natural curiosity and love for life-long learning

Throughout Years 10 and 11 pupils have access to the following subjects:

#### Core Subjects

English                  Mathematics                  Science                  Religious Education                  (non-examined)

#### Options Subjects:

##### **Humanities**

History, Geography, Business Studies, Religious Education

##### **Technology**

Food Technology (Food Science & Nutrition), Product Design, Creative iMedia

##### **Modern Foreign Languages**

French, Spanish

##### **Creative Arts**

Art & Design, Drama, Music, Photography

##### **Sport**

Physical Education



Triple Science
Learning Support
All option subjects are subject to sufficient numbers wishing to study them. This decision will be taken by the Vice Principal - Academic and Principal.
<b>Non Examination Core Subjects</b>
Games and PSHEE programme

A PSHEE/citizenship programme is provided throughout the Upper School as stand-alone sessions led by external professional and through assemblies and tutorials with form tutors. There are 2 assemblies per week, one led by a senior member of staff and one by the Head of School, where spiritual, social, moral, spiritual, cultural and citizenship issues are discussed, explored and shared. One of the tutorial sessions is a dedicated PHSEE session.

Students opt to take 4 GCSE subjects, as well as studying the Core subjects. Some students will follow the short course in religious education.

At GCSE, EAL students do not have to do Core RE, instead they will have additional EAL lessons.

In conjunction with the Head of Learning Support, some students may have their curriculum reviewed to meet their individual and required specific learning needs and can also choose Learning Support as an individual option in place of a GCSE option.

The curriculum is extended through an enrichment programme which includes a Development Hour after school, in-school activities and visitors, together with trips and visits, as well as an opportunity to participate in a variety of extra-curricular activities, including DofE. Details of these are reviewed on a termly basis.

A further option for the most able, is the HPQ qualification which is delivered through tutor periods and collapsed afternoons.

Careers guidance is provided through the A-level options process and a rolling programme of assemblies and sessions with either the Futures' Coordinator or external speakers/organisations. Regular speakers from a variety of professions are invited by the Birkfield Society to deliver talks on success in their particular fields. A College 'Careers Day' is also held annually with over thirty national and local employers attending.

## 5.5 Sixth Form

The aims of the Sixth Form curriculum are to:

- Ensure a smooth transition between GCSE, BTEC/A-level and entry to Higher Education/ Employment.
- Give students access to a wide range of Level 3 examination courses.
- To extend learning opportunities for pupils beyond the expectations of the examination specifications.
- Ensure that all students have the opportunity to access to a broad, balanced and relevant curriculum that includes experience in linguistic, mathematical,



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scientific, technological, human and social, physical and aesthetic and creative education.

- Ensure the appropriate progress of each pupil through regular assessment, feedback and reporting.
- Build foundations for success beyond Year 12/13.
- Develop independent learning and a natural curiosity and love of life-long learning
- Prepare students for life and learning at university
- Prepare students for the world of work

At A Level, St Joseph’s College offers a diverse range of subjects for A-Level accreditation. The subjects available are:

Art & Design	History
BTEC Applied Science	Mathematics and Further Mathematics
Biology	Music
BTEC Sport and Exercise Science	(Cambridge Technical) Music
Business Studies	Photography
BTEC Business Studies	Physics
Chemistry	Psychology
(Cambridge Technical) Digital Media	Sociology
Chinese – native speakers only.	Spanish
Design & Technology	
BTEC Performing Arts	
Economics	
English Literature	
French	
Geography	

Some subjects may not be offered if the projected uptake in them is low/not viable.

Additional languages will be offered to native speakers if appropriate.

All students have a Games afternoon each week and access to PSHEE sessions which are delivered as stand-alone sessions led by external professionals or the Year team.

In Years 12 and 13, students have 3 Tutorial sessions each week and attend 2 assemblies each week where spiritual, social, moral, cultural and citizenship issues are discussed, explored and shared. Specific UCAS assemblies are also held.

Some students also elect to follow an EPQ qualification which is delivered through timetabled lessons.

EAL students attend EAL lessons to prepare them for the IELTS examination required to secure entry to a UK university. Our Pre A-level students following the Cambridge English programme which provides stepping stone qualifications, before they embark upon the IELTS courses in Year 12.



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The curriculum is extended through an enrichment programme which includes in-school activities and visitors, together with trips and visits, and an opportunity to participate in a wide variety of extra-curricular activities, including DofE and MUN. Details of these are reviewed on a termly basis.

Careers guidance is provided through Sixth Form assemblies, off-timetable Careers Events, the Futures' Coordinator and Head of Sixth Form.

### 6. Assessment and Reporting

The College ensures that there is a framework for pupils' performance to be evaluated in line with the College's aims. <sup>22</sup>Further details of Assessment and reporting procedures may be found within the College's Assessment and Reporting policy.

#### 6.1 Early Years Foundation Stage

Initial assessments are made in Nursery in discussion with parents using the criteria of the EYFS Prime and Specific Progress Trackers. Individual pupil progress is monitored closely by making detailed and regular observations of each child according to the seven areas of learning. These are recorded on each child's learning journey and a more summative snapshot recorded regularly on the eProfile for Reception class pupils. Regular reports and parental consultations are provided throughout the academic year to share and evaluate each child's learning journey. An end of year report encapsulates progress and attainment and parents are invited to meet to respond to this.

#### 6.2 Infants and Juniors

Regular formative and summative assessment, together with evidence, is collected in individual pupil's "Learning and Attainment Journey" and teachers' "Assessment" files. This data informs pupil's targets for English, Maths and Science. GL Summative testing is used in Years 1 - 6. Individual pupil progress is monitored using GL Assessment. Testimonials or Assessment Reports are issued half way through the Christmas and Lent terms, each is followed by a parental consultation evening to facilitate home-school partnerships and learning opportunities. An Annual Report is provided in the second half of the Summer Term. A structured learning support programme is available for pupils in the Prep School and takes the form of observation and support in the classroom, targeted intervention support sessions and specific assessments for individual needs.

#### 6.3 Lower School – Years 7- 9

In Years 7, 8 and 9 we are using a GCSE based grading system and criteria that will follow these cohorts up to Year 11. The College's Assessment Handbook contains the grading criteria for each subject. This is a student friendly 1 to 9 grading system, which will enable students to become familiar with the language of GCSE through Key Stage Three upwards. Student progress is monitored and compared to national baseline tests (CAT4) and prior attainment. A Flightpath is set and progress towards the end of year target grade is

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<sup>22</sup> Part 1, paragraph 4

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reported regularly through a combination of Parents' Evenings, Interim and Full reports (see Assessment and reporting policy). Teachers, Students and Parents can track progress on the College's GO4 schools online markbook, reporting, homework and behaviour monitoring tool.

### 6.4 Upper School – Years 10-11

Upper School students are assessed and monitored through GCSE examination levels. Student progress is monitored and compared to national baseline tests (CAT4) and prior attainment. Targets are set and progress towards these targets is reported regularly through a combination of Parents' Evenings, Interim and Full reports (see Assessment and Reporting policy) and GO4 Schools.

### 6.5 Sixth Form

Sixth Form students are assessed and monitored through GCE/ BTEC examination levels. Student progress is monitored and compared to national baseline tests (CAT4) and prior attainment. Targets are set and progress towards these targets is reported regularly through a combination of Parents' Evenings, interim and Full reports (see Assessment and reporting policy) and GO4 Schools.

## 7. Transition

To ensure that students are supported in their transition across the different phases of their education at St Joseph's and beyond the College, a wide range of support is provided. Further details may be found within the policies described listed on page 1 of this document.

### 7.1 Preparation for Early Years Foundation Stage

In order to support entry into the EYFS, the following support is offered:

1. Parents have a meeting with the Head of Prep School where the development of the child is discussed
2. Parents are provided with a tour of the Nursery and the Prep School during which time one of the EYFS key practitioners further discusses the needs of the child
3. All parents are offered two free morning sessions for the child to spend in the nursery. The parents are given the choice to stay with, or to leave, their child
4. The information from these sessions is evaluated so that the parents and the Nursery Manager together can be assured that the needs of each unique child can be met

Towards the end of the child's time in Nursery they spend up to 3 sessions a week within the Reception environment taking part in activities such as PE and Art. All the assessments which have been collated during their time in Nursery are discussed and passed onto the Reception teacher.

### 7.2 Preparation for Infants



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In order to prepare students for entry into the Infant Department the following procedures are completed:

1. The information in 'Early Years Foundation Stage Profile' is discussed with the Year 1 teacher towards the end of the School Year and passed on to the Local Authority
2. The Year 1 teacher spends time working alongside the Reception class.
3. In their final half term in the Reception class each child has the opportunity to spend half a day with the teacher they will be with during the next academic year
4. All parents are provided with an opportunity to meet with their child's new form teacher

### 7.3 Preparation for Juniors

During the transition from Infants to Juniors, a series of carefully planned events take place to ensure that the children are introduced to their new environment in a considerate manner which minimises any anxiety or potential upset. This includes:

1. An introductory morning when the children spend time with their future teacher in their new working space
2. As the year progresses, pupils are asked to join in with Year 3 pupils in the refectory.
3. During the Summer Term the teacher attends various events, e.g., the Infant production, thus becoming a familiar figure within the children's school day.
4. The Year 3 teacher also spends time with Year 2 children in their own setting, working alongside them and sharing their experiences.
5. All assessment information is passed from the Year 2 teacher to the Year 3 teacher and the SENCo.
6. All parents are provided with an opportunity to meet with their child's new form teacher

### 7.4 Preparation for the Senior School

Year 6 students have an extensive preparation programme for entry into Year 7. This includes:

1. Internal students in the Prep School are taught for some of their lessons by specialist Senior School staff and, in some cases, in Senior School classrooms providing familiarity with practice and procedures.
2. A Parents' Evening about the induction processes, transition, and an introduction to the Lower School pastoral management team is held annually
3. Support from their designated class teacher
4. A transition meeting with Year 6 teachers, the Head and Deputy Head of Prep School and key senior school pastoral and learning support staff in the summer term for Year 6.
5. An induction day in Summer Term for pupils in Year 6, with their new Form Tutor and class
6. Access to College Open Mornings and Snapshot days across the year
7. In September, Year 7 pupils start the term a day earlier than the rest of the school to allow time for 'settling in'.



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8. An informal Parents' Welcome & Information Evening early on in the first half term of Year 7.

### 7.5 Preparation for GCSE

Year 9 students receive a GCSE Courses' booklet detailing the curriculum available to them in the Upper School. They are supported in choosing their options by:

1. A specific Upper School Curriculum/Options Evening with advice and input from the Director of Studies, Heads of Faculty, Head of Sixth Form, Head of Lower School and the Futures' Coordinator.
2. A follow up Parents' Evening focusing upon current attainment and progress
3. A careers/options interview with the Lower School Pastoral Team
4. Support from their Form tutor

### 7.6 Preparation for Sixth Form

Year 11 students receive a Sixth Form Courses booklet detailing the curriculum available to them. They are supported in choosing their options by:

1. A specific Sixth Form Curriculum Evening in Year 11 with input from Heads of Faculty, the Head of Sixth Form and the Futures' Coordinator
2. A follow up Parents' Evening focusing upon current attainment and progress
3. A meeting with the Sixth Form Pastoral team
4. Support from a designated Form tutor
5. Access to the UCAS advice from the Head of Sixth Form.
6. Access to guest speakers within Birkfield Society from industry and business discussing career paths

Students receive Induction in September before commencing upon their Level 3 programmes of study, which is supported by a further Sixth Form Curriculum Evening. Students entering the world of work at this point are given support in line with the Careers Guidance policy.

### 7.7 Preparation for Higher Education/ employment

Year 13 students receive a University/ careers support programme. They are supported in making their choices by:

1. Attendance at a local Higher Education Fair/Convention at the local university
2. Individual guidance and support with application forms from an experienced Head of Sixth Form.
3. Specific form time and assemblies allocated to careers/ UCAS
4. Visits to Higher Education institutions
5. Access to a mock interview procedure
6. A meeting with the Sixth Form UCAS team
7. Support from a designated Form tutor
8. Access to the Futures' Coordinator
9. Access to guest speakers within Birkfield Society from industry discussing career paths



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10. Oxbridge Speaker sessions and specific application guidance is given to our most able students

