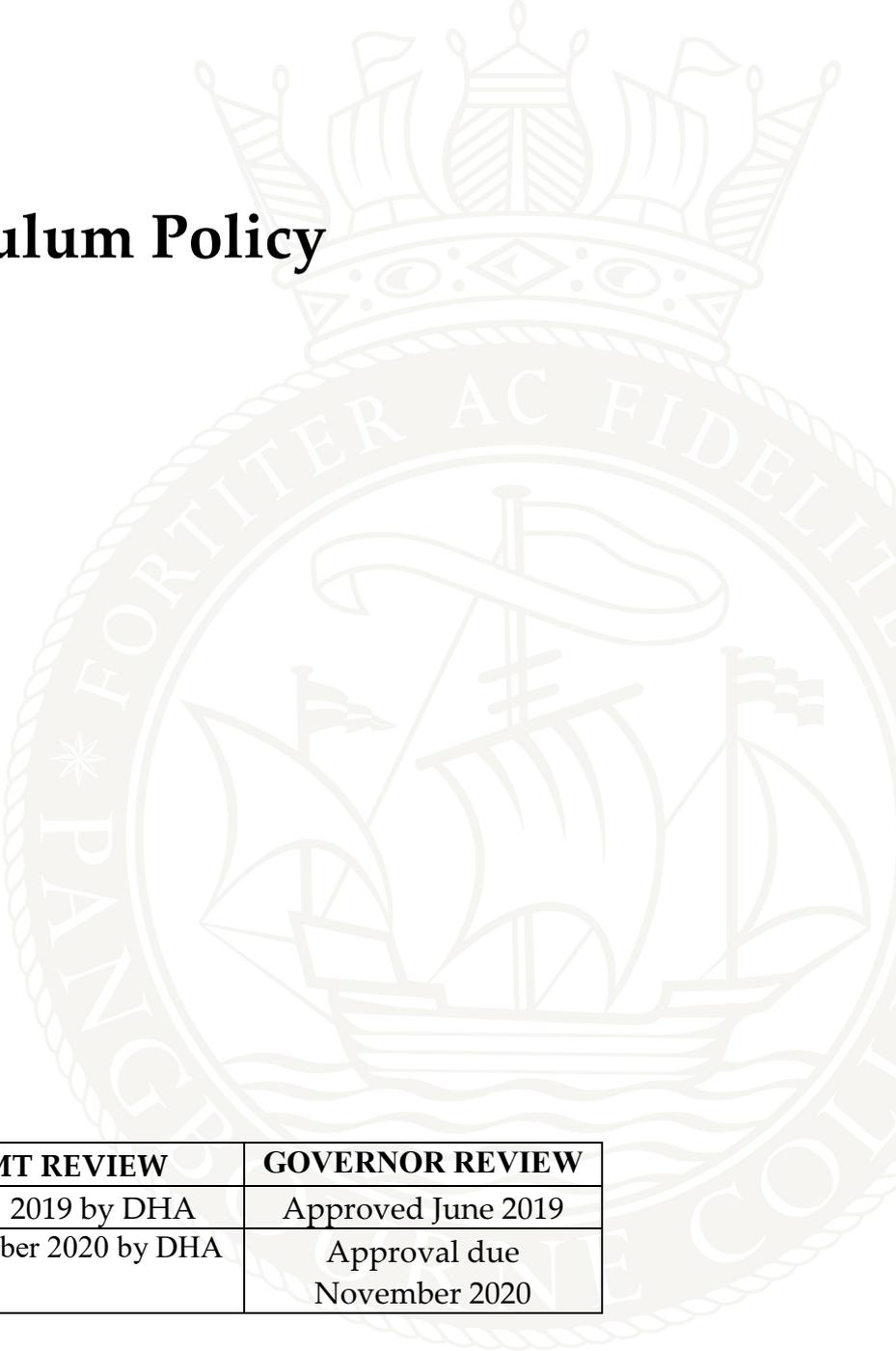


# PANGBOURNE

## Curriculum Policy



	<b>SMT REVIEW</b>	<b>GOVERNOR REVIEW</b>
<b>Last action</b>	June 2019 by DHA	Approved June 2019
<b>Next action</b>	September 2020 by DHA	Approval due November 2020

Pangbourne College recruits pupils at 11, 13 and 16 from a relatively broad range of ability. The curriculum offers a broad, balanced education to its students. It provides equal access for all its students to linguistic, mathematical, technological, human and social, physical, aesthetic and creative areas. The specification in each subject is designed to offer continuity and progression of learning.

## **1. Differentiation & Learning Skills**

The College endeavours to ensure that programmes of study are suited to all. Differentiation in the teaching and learning process ensures that there is access and opportunity for all students to learn and make progress according to their abilities. Attention is given at all levels to students reflecting upon the process of learning. The College's Learning Support department, aided by whole staff INSET, has strengthened awareness that an understanding of students' individual learning styles is essential to effective learning for all.

Pupils with diagnosed learning needs [SEN] work with the Learning Skills department at curriculum times made available by reducing the breadth of subjects. Where this is not desirable, pupils will liaise with the LS department though use of Enrichment time in the afternoon. More details can be found in the SEN Policy.

Class teachers readily access shared SEN data from Class Charts, allowing for individualised commentary on pupil progress via the two week Grades.

## **2. Progression**

### **a. FORMS 1 TO 3**

The pre-GCSE years aim to deliver both a growth in subject ability and knowledge together with the establishment of Core Skills. The *Core Skills* strand to the curriculum has been developed to meet the needs of the pupils in becoming more Independent in their approach to their learning. In addition to building core learning skills this curriculum time augments the learning of Fundamental British Values as met by the pupils in their individual subjects. With a strong emphasis on discursive learning the pupils will additionally build resilience and be shown the significance of the Flag Values in context. As the programme develops each skill will be explicitly tied to the Schemes of Work of the academic subjects. In Forms 1 and 2 the year group is divided into 2 forms each, broadly based on ability. A teaching assistant works with the same group (1B and 2B) to support their learning. In maths only, a split is made to create a smaller lower ability set, the TA working with this group. Forms 1 and 2 follow a

blend of the ISEB Common Entrance syllabus and the National Curriculum. Form 3 comprises of 5 groups. A local curriculum is followed by all with many subjects integrating the first units of IGCSE and GCSE into their Schemes of Work. In addition to the lesson times there is opportunity for pupils to study Latin or a second modern language within Enrichment time.

#### **b. GCSE**

As pupils progress through the College, there are increasing opportunities for them to follow their own interests, though a balance is maintained. During the Third Form pupils work with their tutors towards making choices about what subjects to study at GCSE. All pupils in the Middle School, Fourth and Fifth Form, study a core curriculum of English, Maths and Science. Currently English and Mathematics are following IGCSE (International GCSE) courses. Teaching staff advise on whether individuals study the individual or combined science course. Pupils then choose five options from: History, Geography, Business Studies, RS, French, German, Spanish, Resistant Materials, Graphics, Art, Physical Education, Drama and Music. We strongly advise pupils to include either History or Geography and either of French, Spanish or German.

The Options process is carefully managed by the Head of KS3 [“Head of Section”].

#### **c. SIXTH FORM**

Pangbourne offers a range of A Level and BTEC Subsidiary Diploma subjects in the Sixth Form. Students are carefully advised to help them to choose a programme of subjects which complement their interests, their individual needs and ambitions. This guidance is given during their 5<sup>th</sup> Form, via Teachers, Tutors, HoMs and Heads of Sections on subjects, the combination of subjects, in which they are most likely to have academic strengths and, depending on their interests, which they are likely to enjoy most. The HoSs and Head of Careers and Enterprise also help advise students on subject choices with regard to possible careers, the choice of university courses and apprenticeships. In the Lent term, an afternoon is arranged to better inform the students of the subject material within the A Level & BTEC courses that interest them. There is the flexibility to amend subject choices following the publication of GCSE results. Most students choose “3 plus 1”, that is 3 A level or BTEC courses plus an additional; EPQ, Core Maths or Further Maths.

Guidance and support in choosing appropriate options is overseen by the Head of Sixth Form.

Our advanced academic programme is both challenging and diverse. The range of subjects available is relatively wide and includes traditional ‘academic’ subjects and subjects more recently developed to enable progression to more vocational degrees at university.

The subjects currently on offer in the Sixth Form are:

### **A level**

Art & Design, Biology, Business Studies, Chemistry, Classics, Drama and Theatre Arts, Economics, English Literature, Film Studies, French, Geography, German, History, ICT, Mathematics, Further Mathematics, Music, Music Technology, Photography, Physical Education, Physics, Psychology, Religious Studies, Spanish.

### **BTEC**

Art & Design, Music, Media Studies and Physical Education

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## **• HIGHER EDUCATION**

Where appropriate and with accordance to the work of the Careers Department, it is the College's aim to prepare students for Higher Education so that they win places at courses commensurate with their abilities and interests. To this end, Sixth Form students, guided by their tutors, spend substantial time in self-appraisal, research and planning prior to submitting their UCAS applications.

The Careers Department works with those students choosing a vocational post-College pathway to ensure that their pathway is well-researched and legitimate as a route into employment. [Further details are available on the Careers Department Firefly pages.]

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## **• PSHCE**

Personal, Social, Health, and Citizenship Education is taught throughout the lower and middle schools. The course is designed to help students to lead confident, healthy, responsible lives in a democratic, tolerant and pluralist society. Students have the opportunity to reflect on their own experience and development, whilst at the same time showing understanding of others.

In the Sixth Form the Head of Careers coordinates the New Perspectives programme, delivered in tutorial time. This culminates in the 'Taking Responsibility' course at the end of the Lower Sixth when, for three days, the year group works in teams to develop an understanding of how to take responsibility for others and for themselves.

In the Upper Sixth tutors prepare students for university while the Head of General Studies arranges a series of evening lectures from outside speakers on a diverse range of subjects – exploration, the Law, politics, the media and comparative religions.

## **MANAGEMENT**

The curriculum is delivered through academic departments, each managed by a Head of Department. These are overseen and coordinated by the Academic Management Team [AMT] chaired by the Deputy Head Academic.

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## **APPENDIX A Fundamental British Values**

ISI Handbook [September 2015] requirements:

Paragraph 19. ....Schools are not required to describe in their documentation how they avoid undermining fundamental British values, but inspectors should be alert to counter-indications both in the written documentation and in school.