



STONYHURST

2020-21 College Curriculum Policy

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College - Curriculum Policy

1 Introduction

1.1 As a Catholic school in the Jesuit tradition, the educational course at Stonyhurst aims to assist in the fullest possible development of each individual's God-given talents. Academic excellence at Stonyhurst forms part of the greater pursuit for human excellence. The College provides a broad and balanced curriculum that sets out to educate the whole person, encouraging our pupils to become 'men and women for others'.

1.2 The breadth of the curriculum in Lower Grammar, Grammar and Syntax provides a range of linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative learning opportunities which support the development of speaking, listening, literacy and numeracy skills and promote intellectual curiosity.

1.3 We offer an extensive range of co-curricular activities to complement pupils' academic programmes. There is a full games programme including major and minority sports. We encourage an appreciation of literature, music and the arts, drawing on the wealth of artefacts in the Stonyhurst collections, as well as the beauty all around us on the Stonyhurst Estate. There are opportunities for all pupils to engage in performing arts such as music and drama, and to involve themselves in leadership activities such as sports' coaching awards, CCF, Duke of Edinburgh, a range service and chaplaincy activities and the huge breadth of academic and creative clubs and societies.

1.4 We recognise the importance of strong pastoral support and are committed to the well-being of our pupils. Our varied range of sports and games encourages physical development, enjoyment and a balanced life-style. The College supports every pupil's emotional, psychological and social development through the playroom and tutor systems and the support of a dedicated College counsellor.

1.5 The curriculum enables spiritual and moral development through Religious Studies, Theology, PSHE and RSE. PSHE is followed by all pupils and reflects the aims and ethos of a Jesuit School. The programme is complemented by a programme of playroom retreats, occasional "Whole School Missions", school, playroom and tutor group liturgies, opportunities for charitable work and voluntary service and by the extensive and deeply embedded Catholic and Ignatian ethos which affects all members of the Stonyhurst Community. The PSHE & RSE curricula are age appropriate and intended to promote respect for others' faiths and beliefs, tolerance and diversity. Due regard is given to the protected characteristics of the 2010 Equality Act.

1.6 Independent careers advice and guidance is available for all pupils to assist them in making informed choices about their subjects, academic study beyond Stonyhurst and developing careers in later life. The programme begins in Figures (year 7) and continues throughout the College focusing on age-appropriate advice and guidance in particular year groups. In Lower Grammar (year 9) the focus is on subject choices for GCSE. In January of Syntax (year 11) there is a comprehensive programme of support for pupils choosing their Higher Line options including careers presentations in assembly, 1-1 meetings with tutors and subject specialists, parents' consultations and an external skills/interests questionnaire that matches pupils' skills with particular careers. In Higher Line the Director of University Admissions leads a comprehensive programme of preparation for university which also includes support and guidance for application to foreign universities, support with apprenticeship applications, employment and gap years. Please refer to the **Careers Policy**

1.7 Within all this we stress the importance of fundamental British Values by teaching what it means to live a good life, within the framework of Christian values. This provides the context for understanding why British values are important within our educational philosophy. Our framework for understanding British values draws on the example of Jesus Christ and his welcome and inclusion of all. We believe that every pupil is unique and is created in the image of God (Gen 1:27). Our curriculum, therefore, is designed to enable every pupil to discern their vocation and to be well-equipped to follow it as active citizens in service to the world. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected. In this way, we prepare all our pupils for their future lives by emphasising the qualities of respect and compassion, cooperation and stewardship and our Christian (and Jesuit) calling to work for the common good. (The appendix, *Active Promotion of British Values at Stonyhurst College*, gives greater detail of how this is done both within lessons as well as through the structures and values by which we live.)

2. Details and implementation of the curriculum

The details of the College's Lower Line academic curriculum are set out below:

CURRICULUM FOR YEARS 9-11 SEPTEMBER 2020

All periods are 55 minutes in length, except for tutor time which is 25 minutes twice/ week

0.5 lessons indicate a lesson once/ fortnight over a 2 week cycle

SUBJECT	YEAR 9		YEAR 10	YEAR 11		YEAR 11 PRE-IB
Religious Studies	3		2.5	2.5		2.5
English/ EAL	3		3.5/ 2.5	3.5/ 2.5		3.5/ 2.5
Maths	3.5		3.5	3.5		3.5
Biology	1.5	*Pupils choose 4 subjects, minimum 1 language and 1 arts subject	*2.5	*Pupils choose 6 subjects, minimum 1 science and 1 language	*2.5	*4
Chemistry	1.5		*2.5		*2.5	*4
Physics	1.5		*2.5		*2.5	*4
Geography	2		*2.5		*2.5	*4
History	2		*2.5		*2.5	*3
French	2*		*2.5		*2.5	*2.5
German	2*		*2.5		*2.5	*2.5
Latin	2*		*2.5		*2.5	*2.5
Spanish	2*		*2.5		*2.5	*2.5
Art and Design	2*		*2.5		*2.5	na
Drama	2*		*2.5		*2.5	na
Music	2*		*2.5		*2.5	na
Computer Science	2*		*2.5		*2.5	na
Physical Education	2*		*2.5		*2.5	na
Learning Support	2*	*2.5	*2.5	na		
extra EAL	na		*2.5	*2.5	*2.5	
mother tongue maintenance			0.5 German (extra)			1.5 German/ 1 Spanish
Total	26		24.5	24.5		varies

In addition to the curriculum:

	YEAR 9	YEAR 10	YEAR 11	YEAR 11 PRE-IB
PSHE	assembly/ tutor	assembly/ tutor	assembly/ tutor	assembly/ tutor
Games	6	6	6	5
Supervised Study	1	1.5	1.5	varies
CCF/ Activities	na	1	1	1
Total	7	8.5	8.5	varies

Greek may be available outside the curriculum depending on demand

2.1 The Lower Line curriculum

The Lower Grammar curriculum is broad and aims to allow pupils to experience a range of disciplines in order to make informed choices prior to GCSE. Pupils study: Maths, English Language and English Literature, Religious Studies, three sciences, History and Geography and are given a choice of four subjects from a range of Languages and Arts options. In years 10 & 11 pupils study up to ten GCSE subjects: Maths, English and RS are studied as core and pupils choose up to six additional subjects comprising at least one language and one science subject. International pupils joining in Syntax (year 11) follow the Pre-IB course: six GCSE subjects in one year with the aim of studying the IB Diploma programme in Higher Line. They study the three core disciplines with a Science, a Humanity and one option choice. There is also an intensive preparation week for the IB Diploma course in the summer term after GCSE exams. In addition to the academic curriculum, all pupils follow a core programme of PSHE, Games and co-curricular activities.

2.2 The Higher Line curriculum

The Higher Line curriculum is responsive to the needs and demands of pupils. There are three academic pathways:

2.2.1 A-Levels are offered in all GCSE subjects, except Physical Education, with the addition of Economics, Business, Psychology, Photography and Further Mathematics. Pupils study three or four subjects (this may be five subjects if studying Further Mathematics). There are five periods of contact time per week. Pupils are encouraged to study the EPQ in Rhetoric (year 13) in order to develop skills in research, extended writing and referencing prior to university.

2.2.2 The IB Diploma Programme comprises three subjects at Higher Level and three subjects at Standard Level. Pupils must study their native Language, a foreign Language, Mathematics, one Science subject, one Humanity and one other option. Higher Level subjects have four periods per week and Standard Level subjects have five lessons per fortnight. All IB pupils study the core which includes, an extended essay, Theory of Knowledge course and a CAS (Creativity, Activity and Service) programme.

2.2.3 The third academic option available is the IB Careers Pathway which is offered in Business and Sport. There are eight Business or Sport lessons per week plus the core which comprises personal and professional skills, service learning, a reflective project and language development.

2.2.4 All Higher Line students, irrespective of their academic pathway, also follow a General Theology course for 1 hour a week which covers topics to do with Religion and Ethics.

*Modern Languages are offered subject to demand: French, Spanish, German, Italian, Chinese, Japanese, Russian, Korean and Polish have all been offered in recent years at A-level and/or IB Diploma Level.

3. A curriculum centred on the individual

Curriculum programmes at Stonyhurst College are designed to be pupil-centred, inclusive and adaptable to each pupil's individual needs. Each pupil's programme takes into account prior learning, aptitudes and individual learning needs that must be met to enable success. Stonyhurst uses Midyis, Yellis, Alis and CAT4 data to understand pupils' strengths and areas for development and sets targets accordingly. The curriculum programme is tailored to each individual pupil; a demanding suite of subjects where appropriate and a reduced curriculum to allow for additional support as required. Our aim at Stonyhurst is to provide a challenging and enjoyable curriculum package which allows pupils to discern their strengths and interests and develop curious, enquiring minds. The curriculum is reviewed yearly to ensure that it meets the needs and aspirations of our pupils.

3.1 Some pupils with special educational needs and/or disabilities will have an Individual Learning Plan or Education Health and Care Plan. Where this is the case, a pupil will receive a graduated approach to support their individual needs. Every teacher at Stonyhurst College is a teacher of SEND. Pupils needs are met through quality first teaching in the classroom. Teachers employ a range of pupil appropriate differentiation strategies to support those with additional needs and to stretch the most able. The Learning Support Department provides an additional level of support for pupils with specific learning difficulties and also provides well-being and nurture support for pupils requiring additional support with mental health and resilience. Pupils identified as having special educational needs and/or disabilities sometimes follow a reduced curriculum through mutual agreement with pupils, parents and/or external agencies. Pupils are offered Learning Support classes which support their core skills in Literacy and Numeracy as well as Study Skills, or as appropriate to their needs.

Any pupil with an Education Health and Care Plan (EHCP) receives an appropriately differentiated curriculum. The College works closely with parents, carers and other appropriate agencies to secure the best possible outcomes for all SEND children. SEND training is offered at INSET and as part of an integrated CPD programme. Details of the EHCP/Statement and SEND profile of a pupil is kept securely within the Learning Support Department. The College pay due respect to the SEND Code of Practice (2014), making reasonable adjustments under the Equality Act (2010) and within the framework for Cambridge Assessment English qualifications; IBO (International Baccalaureate Organisation) and JCQ (Joint Council for Qualifications). For further information, please refer to the **SEND policy**.

3.2 Pupils whose first language is not English may have lessons in English as an Additional Language (EAL) usually instead of a modern foreign language and/or mainstream English. Pupils study for Cambridge examinations and/or IGCSE ESOL and take IELTS examinations in Poetry and Rhetoric (years 12 & 13) as additional options. The prevalence of EAL learners at Stonyhurst leads to integrated EAL/curriculum classes in some year groups and the EAL co-coordinator provides training and documentation to help staff to support EAL pupils in mainstream curriculum lessons. For further information, please refer to the **EAL Policy**.

3.3 The College has a Scholars' Programme led by the Master of Scholars who oversees the awarding of scholarships and arranges a programme of co-curricular activities designed to stretch, challenge and stimulation these pupils. Scholarship is not confined to academic performance but also recognises exceptional talent in Sports, Arts, Music and Drama.

4 Review, reflection and evaluation

4.1 The school recruits highly-qualified teachers to enable pupils to be taught by subject specialists in all disciplines.

4.2 Training and professional development opportunities are provided for all staff during INSET days and through a programme of on-demand training delivered during lunchtimes and twilight sessions. The College supports staff with their individual training goals: subject specific courses, examining, specialisms, masters degrees and leadership training to ensure that they have the most up-to-date skills to be able to carry out their roles for the benefit of our pupils.

4.3 Heads of Department prepare schemes of work which are reviewed annually. They may be devised by individual departments or follow published examination driven schemes. All schemes of work follow the College's annual Curriculum Year Plan which details teaching weeks and sets out the assessment and reporting schedule for the year. Schemes of work for all subjects and levels can be found on the subject's *Firefly* page. All departments have departmental handbooks which set out their approach to curriculum delivery, assessment and marking; provide a review of performance and a development plan. Departments meet regularly and all Heads of Department meet with their academic team Director on a fortnightly basis.

4.4 Assessment is an integrated part of the curriculum in all year groups. There are formal assessment tracking points throughout the year: October half-term, Christmas, Easter and end of year; progress is tracked and monitored through the production of tracking grids and reports are sent to parents five/six times per year depending on the year group. In addition, there are mock examinations for Syntax in January, Rhetoric in February and end of year examinations in the summer term for Lower Grammar, Grammar and Poetry.

4.5 All Stonyhurst pupils are known as individuals with a unique set of talents. We cater for all our pupils' needs through flexible timetabling, which adapts to their individual abilities and interests, and through excellent differentiated teaching which values all learners equally. The Stonyhurst curriculum provides opportunities for pupils to experience an extensive range of academic, co-curricular and spiritual opportunities. The broad education in Lower Line allows pupils to explore their talents and make informed choices as they move through the school, allowing them to be the best they can be in line with the school's Jesuit ethos and motto of *Quant je puis*.

Addendum – Curriculum delivery in the Covid-19 climate

At Stonyhurst College we will continue to offer a full programme of education throughout the Covid-19 climate.

All areas of school have been risk assessed and appropriately modified to provide a safe learning environment. All classrooms are equipped with digital technology. Pupils and teachers have lap-top computers and the use of a variety of digital learning strategies and resources to support the delivery of the full curriculum.

Whilst school is in session, all academic programmes will continue with a full allocation of lessons. This includes academic lessons, tutorials, PSHE, Theology General and assemblies where year group bubbles are able to be maintained. Whole school masses, collective worship and Headmaster's school assemblies will be recorded and available to view in year group assemblies. An amended programme of Games and fitness activities is available for all pupils in year group bubbles, to ensure that they are able to maintain a balance between classroom based and outdoor activities. An additional tutorial session has been added to the timetable to support pupils' emotional well-being. Parent consultations and Open day events will still take place but will be conducted online with recorded presentations and live 1-1 appointments.

In the event of a year group lock-down, the school will switch to *Stonyhurst Anywhere* – our way of proceeding developed during Easter 2020. All lessons for examination year groups will continue to run on a full allocation of lessons. The Lower Grammar curriculum will be modified to ensure that younger pupils have some time away from screens during the timetabled day. All lessons will be taught via Microsoft Teams. Pupils and teachers will organise notes and worksheets using OneNote and Class Notebook. Tutorials will continue, mass and assemblies will be streamed and recorded for pupils to either watch live or at a time convenient to their time zone. Pupils that may need adjustments to adapt to online learning, will be offered support by class teachers and, in the case of pupils with SEND, from the school SENDCo.

Where individual pupils are forced to quarantine, all lessons in school will continue with quarantined pupils joining the lesson from home via Teams. Where a teacher is forced to quarantine, the lesson will be delivered via Teams with a cover teacher supervising the pupils who are accessing the learning through their lap-tops and/or the main screen in the classroom.

Assessment practices and mock examinations will continue in accordance with the 2020-2021 Curriculum Plan but may be rescheduled in order to replicate examination conditions.

Stonyhurst College will endeavour, throughout the world-wide Covid-19 pandemic, to maintain a full curriculum offer whilst ensuring the physical and psychological well-being of pupils and teachers

