

DE LA SALLE COLLEGE



CURRICULUM POLICY

“FOR THE LORD GIVES WISDOM; FROM HIS MOUTH COME KNOWLEDGE AND UNDERSTANDING”

PROVERBS 2:6

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Overview

The curriculum is the organisational vehicle by which the College's mission is achieved. That mission encompasses a Christian vision of the development of the whole human being. Thus, the following attributes will mark out the Lasallian; academic success, confidence, good relationships, loyalty, sporting prowess, aesthetic interest, readiness to be of service to society.

The pastoral system, organised around the Houses, exists in the College to ensure that students are secure and happy and from this platform, academic, physical, cultural and effective attainment will follow.

Teaching is assisted performance. In our school, the most important role of teaching is to promote learning in order to raise pupils' achievement. Such assistance is typified by effective lesson planning, the implementation thereof, marking, assessment and feedback, support and the identification of intervention strategies.

In assessing the quality of teaching in our school, we take account of the evidence of pupils' learning achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time
- enabling pupils to develop skills in reading, writing, communication and mathematics
- enthusing, engaging and motivating pupils to learn
- using assessment and feedback to support learning and to help pupils know how to improve their work
- differentiating teaching, by setting suitable challenging activities and providing support for pupils of different abilities, including the most able and disabled pupils and those who have special educational needs, so that they can all learn well and make progress
- enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations
- setting appropriate homework
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress
- managing instances of poor or disruptive behaviour

We use lesson observations by colleagues and teacher self-evaluation, which takes account of:

- how well challenging tasks are matched to pupils' learning needs and successfully engage all pupils in their learning
- how well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning
- pupils' attitudes to learning, behaviour and relationships in the classroom

- the promotion of pupils' spiritual, moral, social and cultural development
- direct observations **must** be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:
 - observing some lessons jointly with senior staff, before discussing them also with the teacher who has been observed
 - discussing with pupils the work they have done and their experience of teaching and learning over longer periods
 - discussing teaching and learning with staff
 - taking account of the views of pupils, parents and carers, staff and placing authorities, where appropriate
 - taking account of the school's own evaluations of the quality of teaching and its impact on learning
 - scrutinising the standard of pupils' work, noting:
 - how well and frequently marking and assessment are used to help pupils to improve their learning
 - the level of challenge provided

Our curriculum is well planned for each age group and key stage. It ensures that pupils of all abilities, including those with special needs and/or disabilities are able to acquire knowledge and understanding, develop and practise new skills, and make progress in a range of areas of learning.

When evaluating the quality of the curriculum, we consider:

- the design of our curriculum to ensure that it is broad, well-balanced and covers all the required areas of learning. We modify our curriculum and teaching to meet the needs of individuals and groups of pupils including our gifted and talented and disabled pupils or those with a special educational need.
- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and wellbeing
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils
- the views of our pupils, parents and staff

The Policy

The College's nature and accountability requires that the curriculum lie within the bounds of its mission and competence, and that it be defined and assessed in all its parts. It is then seen to be hierarchically ordered:

1. To the transmission of the values and heritage of our Catholic civilisation;
2. To the just requirements of our contemporary society;
3. To the capacity for learning and particular vocation of each of our students, and to enable their various abilities and characteristics to come to fruition.

Each student's access to any part of the curriculum is thus conditional upon his aptitude, commitment, and prior achievement.

The Teacher's responsibility for the education of a group of students in some part of the curriculum involves:

- Supervision in all that contributes to their learning
- Discipline and teaching environment
- Full and accurate information
- The skills necessary to absorb and communicate it so that each part of the curriculum, although enriched by others, is not dependent on them
- Regular assessment to provide evidence that is both objective and accurate, which is differentiated so that it is indicative of their progress.

The Head of Department is responsible for:

- Defining the curriculum within the scope of the department's brief and in accordance with current curriculum regulations;
- Its allocation to the teachers of the department;
- Supervising the education of the students entrusted to them.

The Deputy Director is responsible for the definition and delivery of the curriculum as a whole and, in particular, for:

- The appropriate observance of statutory obligations;
- The definition within the curriculum of each department's brief;
- The supervision of the work of the Heads of Department.

The College seeks to support its students by offering a curriculum that is broad, balanced and appropriate to student need. As a private school, the College prizes its freedom to make its own decisions relating to the curriculum, utilising the Jersey Curriculum, the professionalism of its staff and educational best practice to inform its decisions.

Accordingly, De La Salle College provides an educational environment which is caring, friendly, well-structured and positive while being academically challenging for each student.

The College aims to provide a curriculum through a variety of means ranging from formal academic lessons to the wider experience offered by extended learning opportunities.

Thus, the curriculum will prepare students for the world of higher education and careers, by encouraging in them a love of learning, a sense of purpose and responsibility and a care for the environment and others.

The Christian values which are inherent, in all disciplines, form a central element in addressing the holistic nature of the student while studying at the College.

Principles

The curriculum is designed to prepare students for a wide range of careers or programmes of higher study. It provides opportunities for learning useful skills and challenges students to develop a broad range of academic and other interests which can be developed in the future.

The values-based elements of the curriculum are designed to help form the whole person in their personal, social and religious development. Particular skills are prized in this process: communication, reasoning, mathematical, scientific, artistic, musical, physical, kinaesthetic, aesthetic and ethical.

As a holistic process, this values-based curriculum not only develops students' understanding of themselves, but highlights their responsibilities as members of a local community and global society.

Teachers participate in the constant evaluation of their courses, as well as of the overall curriculum, so that both meet the needs of the students.

The teachers are adult models of the values the College espouses. The organisation of subject areas, display and learning extension will embody this too.

The teacher encourages students to reflect, with a critical eye, on the culture around them, and makes plain the counter cultural stance of the Catholic community where appropriate, perhaps especially in such areas as the family, justice and peace, the sacredness of life, the dignity of persons, hope and freedom.

The teachers' full time and attention in the classroom is devoted to working with students; personal work is reserved for other times.

As part of instruction, each teacher tries to motivate students by arousing curiosity, wonder and reflection, by inductive and deductive reasoning, and by relating subject content to students' life and experience.

Personal encouragement and recognition are essential to motivate student initiative and participation. Teachers recognise consistent effort and diligence, as well as ability and achievement.

Teachers will show personal enthusiasm for their subject material in concrete ways. Teachers should pray or reflect with their students.

Procedures

The entire Secondary curriculum has been collated in the Whole College Curriculum map. This map identifies opportunities to deliver the key aspects of Attainment and Personal Development (As & Ps) for students. Each subjects' scheme of work is constructed to enable students to gain confidence in their mastery of literacy and numeracy and to challenge and stimulate interest in academic pursuits.

Each student, in each subject, is encouraged to develop a sense of self-respect and self-worth, an appreciation of the talents, skills and contributions of others and a desire to

enquire, to apply knowledge, to think rationally, to question sensibly and use understanding to carry out practical and physical skills and tasks.

The curriculum is designed to prepare students to contribute to society in an active, positive and informed manner; to nurture spiritual, moral and faith development through knowledge and understanding of the Catholic Church and to develop understanding of other religious faiths and ways of life.

Each student is given the opportunity throughout his schooling to partake in a programme of extended learning opportunities to broaden his experiences, be they artistic, cultural, aesthetic or sporting.

Resources to support learning are made available through the Learning Resources Area, ICT and individual subject departments.

Curriculum Policy Guidance

Primary School

Pupils enter the Primary School from age 3 years.

At 3 and 4 years old (Pre-Reception and Reception), the school follows the Early Years Foundation Stage curriculum. The key focus is on the three Prime Areas, with these supported by activities and learning in the four specific areas. Ongoing progress and attainment are recorded against the Foundation Stage profile and is communicated to parents via the online Learning Journey programme, Tiny Tracker. Planning is against the EYFS. Planning is generally done in advance, but freedom and time is allowed for planning "in the moment". Learning activities are active, collaborative and fun.

At Key Stage 1 and Key Stage 2, the Primary School largely follows the Jersey Curriculum (which itself largely follows the UK National Curriculum) and aims to provide a broad, balanced and engaging curriculum for the students.

Across the Primary School, Literacy, Maths and Science schemes of work and planning are based on and supported by the Pearson Education schemes Wordsmith, Abacus and Science Bug. Teaching staff adjust provided plans to cater to the aptitudes and needs of all pupils in the class. Religious Education teaching is based on the Portsmouth Diocese scheme "God Matters". The PSHE curriculum is based around the Ten:Ten curriculum, with additional materials to address aspects such as Prevent and E-Safety. Other subject areas are planned by staff against the objectives and themes of the Jersey Curriculum. Teacher planning is supported by access to the Twinkl resources.

Each year group will plan at a number of levels: annual "overview" planning; termly medium-term planning; weekly planning; daily or lesson planning. Electronic plans are centrally stored on the College network.

The Primary curriculum is included in the whole College "Curriculum Map" to ensure all curriculum aims are met, and there is a suitable level of reinforcement and progression across the whole College for all areas of learning.

Heads of Primary Departments and Heads of Secondary (subject) Departments will meet as necessary to share expertise and ensure programmes for learning are developmental across the whole College age range.

All areas of the curriculum are planned to be engaging, active, collaborative, supportive and challenging for all pupils.

The “As and Ps” (Attainment and Personal Development) aspects are explicitly planned for and referenced in Curriculum mapping and class teaching.

In most classes, morning learning will be the core skills of reading, writing and mathematics. Afternoon learning will cover other curriculum areas, with approximately one hour per week dedicated to each subject area. Physical Education is usually two hours per week (one hour of indoor PE, one hour of outdoor Games). There is some variety depending on individual class timetables.

In Key Stage 2, some curriculum areas are taught by secondary specialist teachers to utilise their skills, resources and learning environments to enhance the curriculum and learning.

In Year 6, all subjects apart from Literacy and Maths are taught by Secondary teachers in the Secondary school. English and Maths are taught in the Primary school by a Primary specialist teacher.

Learning is assessed against curriculum objectives on an ongoing formative basis through conversations, observations, marking and other strategies. Learning is also assessed more formally on a half-termly basis, with summative assessments at the end of terms and at the end of the academic year.

At the end of Key Stage 2, all Year 6 students take the End of Key Stage 2 national assessments, and the outcomes are reported to parents. Results are not published in Jersey.

Ongoing learning, assessment and tracking is moderated by the Education Department at Reception, Year 2 and Year 6.

Secondary School

In Key Stage 3 (Year 7 and Year 8), we aim to deliver a broad, balanced and challenging curriculum in preparation for GCSE in Key Stage 4 (Year 9, Year 10 and Year 11). The College does not currently enter its students for National Tests at Key Stage 3; this policy is reviewed annually.

In Year 7, students enter the College from a variety of feeder schools and so the academic aims of Year 7 are to consolidate previous work, develop and improve learning strategies and expose the students to a broad range of subjects. In Years 7 and 8, students study the core subjects of Religious Education, English, Mathematics and Science. In addition, all students study Art, Computing, Design Technology, Drama, French, Geography, History, Music, Physical Education and PSHE (Personal, Social and Health Education).

Initially, the college does not set students in Year 7, where all subjects are taught in mixed ability house groups, but does operate a two-band system from early December in the Advent term of Year 7, and throughout Year 8. We recognise that we need to offer a broad curriculum which fits the demands of our students. From Year 9, students continue to be banded for Religious Studies, English, Mathematics and Science.

At the end of Year 10, our students are organised into two cohorts:

The X-Cohort and the Y-Cohort.

Students assigned to the X-Cohort will study Religious Studies, Mathematics, Triple Science and be prepared for both English Language and English Literature, and for students who

display an aptitude for Mathematics, Further Maths GCSE may also be studied. Students in the X-Cohort are expected to also study five option subjects.

Students assigned to the Y-Cohort will study Religious Studies, Mathematics, Trilogy Science and English language. Students in the Y-Cohort will have the opportunity to also study up to five option subjects.

The inclusion of applied subjects at GCSE and A Level allows students who wish to follow a more vocational path to achieve academic success.

The option subjects are chosen from Art, Computer Studies, Design & Technology, Drama, Economics, French, Geography, History, Information and Communications Technology, Music, Spanish and Sports Science. A course of Physical Education and Games is followed by all students, although not for public examination.

A breadth of study is encouraged in the Sixth Form. The number of subjects taken is decided on an individual basis, although the norm would be to study 3 Level 3 qualifications in Year 12 and gain three full Level 3 qualifications at the end of Year 13. Exceptionally able students may follow a four Level 3 qualification pathway. The choice of Level 3 qualifications is from: Art, Biology, Chemistry, Design Technology, English Literature, History, Mathematics, Psychology, Photography, Physics, and Religious Studies.

To augment the traditional “A level” courses, BTEC Applied Science, BTEC Business Studies and BTEC Sports Science are also available as Level 3 qualifications.

Home School Liaison

De La Salle promotes a positive teaching approach with excellent student-staff relations. Staff work hard to ensure that each pupil makes the best academic progress possible. Students work hard and are well motivated, to facilitate this liaison:

- There is regular testing, written reports, parent/teacher consultation evenings
- Tutors and Heads of Department are happy to speak about academic progress
- The “Class Charts” facility aids communication and parents are asked to check the “Class Charts” App weekly