



# Curriculum Policy

## Related documents include:

- Introduction to the academic courses offered at the Abbey College
- Curriculum Overviews for the individual courses (see relevant files)
- Schemes of Work for the individual courses (see relevant files)
- Managing Academic Performance Policy
- Abbey College Teacher Development Policy
- English as an Additional Language Support Policy
- Academic Staff Handbook
- Homework Policy
- Citizenship Policy, Scheme of Work and Lesson Plans
- PSHEE Policy
- SMSC Policy
- Parental Questionnaire (including opt-out PSHEE question)
- Applying for university – student help sheet
- Examination Papers

## Legal Status:

- This is a statutory policy
- Regulatory Requirements, Part 1, paragraph 2(2)(a) to (j) Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment) Regulations.) of the Education (Independent School Standards) (England) (Amendment) Regulations.

## Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal
- The Principal will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- The next official date for review is **September 2019**

## Introduction

Abbey College in Malvern aims to provide a thorough cultural, linguistic and academic preparation for boys and girls from non-British educational backgrounds, who wish to join the British educational system. The school curriculum is the responsibility of the Vice Principal - Academic.

## Objectives

- Through small class groups and through the use of qualified teachers and appropriate resources, our objective is to bring the level of knowledge and proficiency in:
  - spoken and written English
  - general academic subjects, especially Mathematics and Science

Produced by:	WR	Date:	18/01/2016	Checked by:	WR	Date:	03/09/18	Approved by:	MW	Date :	05/09/18
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- cultural fluency for each student to the level where he or she can function successfully in a traditional British independent school or Higher Education Institution (HEI)
- b. To achieve the best possible academic, personal and social development for each student, according to his or her individual abilities and needs, and to provide an extra-curricular and cultural programme which prepares students for entry to traditional British independent schools or HEI.
- c. To prepare each student for, and enter him or her for, relevant and accessible British public examinations.
- d. To provide each student as appropriate with the advice, assistance and qualifications he or she requires to select, and gain entry to, a traditional British independent school or HEI for the next stage of his or her career in the British educational system.
- e. To report in writing to parents of current students on the progress of their sons/daughters and the College at least once each term
- f. To concentrate on providing an extensive core curriculum, (including speaking and listening, literacy and numeracy), with other compulsory/optional subjects available in line with British requirements (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative) in relation to time available, timetable constraints, academic/linguistic ability and future academic need.
- g. To provide a range of English as a Foreign Language (EFL) courses to meet the needs of students for whom English is not their first language.
- h. To provide extra subjects or subjects at a higher level where appropriate outside the normal curriculum (e.g. additional languages, higher mathematics) in order to extend the more able students or to provide further academic assistance for students in need of further support.
- i. In order to ensure that an effective curriculum is in place in relation to student need, the College will:
  - Continually assess student performance through a wide variety of formal/informal methods and to use such assessment to influence future learning targets
  - provide additional academic feedback to students and staff via regular internal reports (class reporting)
  - seek further appropriate educational assessment for students in apparent need of particular addition support and to use the results of such assessment to help plan a more effective learning experience for that student.
  - seek oral student feedback regarding differences between the education system of their homeland and that of the United Kingdom in order to help teachers understand difficulties and plan a more effective curriculum.
  - seek student feedback regarding teaching styles and methods they have experienced at the College and to use such feedback to help facilitate more effective learning.

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- j. To be sufficiently flexible academically to allow students to enter the College not only at the beginning of the Autumn Term but also at the beginning of the Spring/Summer Terms.
- k. To provide PSHEE instruction in line with both the specific needs of International students and the College ethos - within the time and curriculum restraints imposed by teaching international students, of whom the majority normally stay at the International College for one academic year.
- l. To provide help and advice re future schooling/careers in line with the needs of international students appropriate to the given age-range.
- m. To encourage and facilitate the movement of students to British Independent schools and HEIs as soon as it is felt they are linguistically, emotionally, educationally, and culturally ready to do so and have become familiar with the basic curriculum offered at such schools.

## Students of Compulsory School Age

A person ceases to be of **compulsory school age** on the school leaving date in the academic year in which they reach the age of 16. *(Taken from the DfE website)*

Compulsory school age students attend a full time, supervised education. By this we mean they have no free periods during the school day (09:00 to 16:00 Monday to Friday) and they are always under the supervision of a responsible adult.

Compulsory school age students usually attend either a G, G1 or G2 course. In some cases, students may need to develop their language skills before joining a full time academic course and may instead attend one of the E groups.

### There are exceptions to the above.

For example, sometimes we accept a student aged fifteen to study an A Level course. In these cases the student would have already completed their compulsory education in their own country.

## Subjects that must be incorporated into their curriculum

All students of compulsory school age have the following subjects incorporated into their curriculum:

**Linguistic** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In all schools, except for foreign national schools whose pupils are all temporarily resident in this country, there must be lessons in written and spoken English. Many schools will also teach other languages and some will use a language other than English as the main medium of instruction.

**Mathematical** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

**Scientific** This area is concerned with increasing pupils' knowledge and understanding of biological, chemical and physical concepts and with developing the skills associated with science as a process of enquiry; for example, observing, forming hypotheses, conducting experiments and recording their findings.

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**Technological** There is no wish to be prescriptive about how schools develop a curriculum to teach technological skills and it is recognised that some schools would not wish to teach some of the aspects below; for example, ICT. A wide range of examples is quoted to enable schools to meet the regulations. Technological skills can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, products.

**Human and social** This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area.

**Physical** This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

**Aesthetic and creative** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

**Personal, social and health education** This need not be provided as a named subject, provided there is a written and effective plan implemented in a broad and appropriate way.

**Citizenship** This area is about enabling students to make their own decisions and to take responsibility for their own lives and the communities they find themselves living in. It includes awareness of current affairs, government and cultural events and practices.

**Careers education** Advice must be provided to help pupils choose GCSE and post-16 courses. Beyond this, no details are prescribed, but good careers education will enable pupils to do the following: 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; have some work experience; and gain information about training, education and occupations beyond school.

**SMSC** Teachers are aware of the importance of incorporating SMSC into their lessons and take every opportunity to do so. SMSC must also be incorporated into the welfare side of students' time at the college.

To see how these areas are incorporated into each course please refer to the individual **Course Overviews**.

## Project Based Learning

Project based learning is an integral part of the year 9 and 10 programme (G&G1). It is used as a method of motivating learning, assessing skills and encouraging students to view their subjects as interconnected, rather than separate strands of learning.

Each term, year 8 (G) programme students go on an excursion with a particular learning focus. In preparation for that excursion, all classes spend a week focusing upon a particular theme connected with that excursion. In the week following the excursion, students do a project focusing upon what they have learned.

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## Differentiation

Teachers are aware of the importance of differentiation and this is reflected in their schemes of work.

## Students Studying Further Education Courses

At the College we offer a range of Further Education courses including A Levels, Pre-University Foundation courses and a Pre-Medical Foundation course.

## A Levels

Students usually study three or four A Level subjects in their first year; this is in addition to EFL lessons (both academic English and general English to develop their language skills) and Citizenship. These students take exams in June. Some students taking A levels may take AS examination in the June after the beginning of their course and an A2 examination the following Summer. Due to the introduction of new linear A levels in some subjects, the AS qualification does not count towards the final A2 grade.

In the second year it is usual for the students to aim for three subjects at A Level and certificate the fourth at AS Level (Only for A2 students in June 2016, students after this date will follow the new linear A level rules). Students will also have to sit the IELTS exam in the second year of the course.

Students receive career and university guidance from year one, this includes attending the UCAS fair held at Worcester University where the students can talk to the universities they hope to attend.

## Foundation

Students follow a number of subjects related to their core specialism and in addition to this they attend EFL lessons and citizenship classes.

Students receive career and university guidance during their course, with a great deal of support when completing their UCAS forms.

## Study Skills

Study Skills is incorporated into each course with the exception of A Levels, these students have study skills incorporated into their Academic English lessons. Extra Study Skills lessons occur throughout the year depending on teacher availability and the specific needs identified.

## Homework (Prep)

All students, irrespective of age, are expected to complete some Prep each weekday evening (except Friday) and on Sunday evenings.

Weekday Prep is an individual prep time designed to allow students to develop the skills to work independently and in a quiet environment; usually 1 hour, 10 minute break, 50 minutes (M-Th)

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The Prep session on Sunday evening is designed to help students adjust to the university style of learning, which involves preparing for the following lessons/preparing work for the following week. They also prepare their books and uniform for the next day/week.

## Students with Special Educational Needs and Disabilities (SEND)

Our curriculum is designed to provide access and opportunity for all students in the College. If we think it necessary to adapt the curriculum to meet the needs of individual students, then we do so only after parents have been consulted.

- If a student has a special need, the College complies with all legislative and best practice requirements to meet these individual needs.
- If a student displays signs of having special needs, the teacher makes an assessment, in consultation with the Vice Principal Academic, of the needs and in most instances is able to provide resources and educational opportunities to meet the child's needs within the teaching group.
- If a child's need is more severe, consideration is given to involving appropriate external agencies and special support teachers.

## Students with a Statement of Special Educational Needs and Disabilities

Should a student be in receipt of a statement, we will endeavour to give them an education that meets their needs as specified by their statement. It is likely that some students in possession of a statement cannot be accommodated at Abbey College due to their needs being beyond the resources available and/or requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

## English as an Additional Language (EAL)

We are committed to providing students with the necessary support and teaching who require English as an additional language. To this end there is a policy in place and established practices implemented by the College.

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