



CURRICULUM, PLANNING & PREP POLICY

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Scope of this policy

This policy covers the aims of an education at Blanchelande College from Nursery to Year 13. It includes the curriculum objectives, teaching and learning strategies, setting and streaming, breadth of subjects, differentiation, PSHE, careers and activities, subject allocations, information for parents, planning, assessment and homework.

Objectives

The School's curriculum aims to deliver the best results for its pupils at their age and stage of development, and with sensitivity to the different aptitudes and needs of all pupils, including those with special educational needs. Through its curriculum the school aims furthermore to nurture the character of pupils so that they grow into well-rounded and virtuous citizens. In all year groups the curriculum has regard to the requirements of the English National Curriculum and, where required, local Guernsey law.

Other school policies

This policy should be read in conjunction with other school policies (available on the school website), including the Special Educational Needs policy.

School ethos

The curriculum sits within the school's wider Catholic ethos and everything the pupils learn should support the following principles.

1. Do your best to be your best
2. Be kind and helpful
3. Treat others as you would like to be treated
4. Be polite and well-mannered
5. Respect the views of everyone in our community and beyond

A liberal education

The philosophy that underpins the curriculum is that of classical liberal education. A liberal education is an education in freedom: freedom for the pupil to turn his or her hand to anything; and freedom to ‘think for oneself’, seeing into the nature of things and judging them soundly, rather than receiving information and opinions unquestioningly. This means that the curriculum seeks to *train* the mind in disciplined thought, *nurture* the mind with an encounter with the best that has been thought and said, and, finally, *form* virtuous citizens who are drawn to whatever is true, beautiful and good. Liberal education has as its goal the discovery of our potential as rounded and culturally literate human beings.

Teaching and Learning

Teaching should be geared towards optimising the learning of pupils, and therefore teaching styles should be dynamic rather than fixed. At Blanchelande, no single style of teaching is prescribed, but all teaching should include the following:

- A clear learning aim within a coherent sequence of topics
- Stimulating subject content
- A supportive teaching environment where pupils enjoy learning and feel comfortable asking for support and are encouraged to take risks
- Effective use of ICT, media and other high-quality resources
- Questioning that evaluates degrees of understanding
- Differentiation and provision for pupils with specific learning needs or who are highly academic
- Opportunities for active as well as passive learning – i.e. a range of activities
- Regular and ongoing feedback and assessment, including regular ‘low stakes’ tests and more formal assessments – with pupils having a firm grasp of their level of attainment and progress
- Awareness of fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Scope of the curriculum

The curriculum provides a broad education in the following areas.

Area of education	Subject focuses	Skills fostered
Linguistic	English, Modern and Classical Languages.	Through a developed command of communication skills: listening, speaking, reading and writing.
Mathematical	Mathematics, Science, Geography,	Through a disciplined ability to reason numerically: solving problems, making calculations, understanding number and



	Food Technology and Design Technology.	space, and thinking and expressing logical concepts in a systematic manner.
Scientific	Science	Through a wide knowledge and understanding of nature, materials and forces; through the methodical observation, formation and testing of hypotheses; through the recording, questioning and evaluation of practical experiments.
Technological	Science, Design & Technology and ICT.	Through the adept and correct use of ICT and other technology; through developing, planning and communicating of technological processes, to a successful end product.
Human and Social	History, Geography, Religious Education, PSHCE.	Through a wide knowledge and understanding of people, societies, cultures and the environment; through a developed ability to compare, contrast and evaluate different ways of life.
Physical	Physical Education, Games and extra-curricular.	Through a wide knowledge and understanding of the basic principles of fitness and health; through practical skills of physical control, co-ordination, tactical ability; through critical evaluation and self-assessment applied to make progress.
Aesthetic & Creative	Art and Design, Music.	Through skills of making and composing; through the imagination, critical and lateral thinking, self-awareness and the use of artistic media for self-expression.

Differentiation

The school recognises that each pupil is unique, with different talents and aptitudes. As pupils progress through the school they have the opportunity to experience a broad curriculum, before making some choices to specialise as they approach GCSE. Pupils with special education needs (including English as an Additional Language) are screened and receive support and appropriate individual provision through the Learning Support department (see the separate SEN policy). Individual Departments monitor the needs of their pupils and provide additional support where needed in the form of extra support sessions after school or in lunchtimes. General extra support for those pupils needing it in literacy and numeracy is provided by a 'Core Consolidation' option at GCSE. Where particular problems



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are identified pupils' choices of subjects are reviewed by Phase Leaders and the Director of Studies and changes made in provision (for example swapping subject or dropping a subject to allow extra time to consolidate skills and knowledge). Pupils who are particularly academically gifted receive ongoing and regular enrichment work to ensure they are challenged to fulfil their potential. The Head of Learning Support draws up a register of academically gifted pupils, incorporating baseline data and subject performance data. There are opportunities throughout the year for taking learning beyond the bounds of the classroom, such as the annual stretch and challenge project exhibition, held each June, and individual departments hold enrichment events, such as Science Week.

Academic data

- Through classwork, prep, assessments and formal tests/examinations, teachers and academic departments record pupil attainment and chart progress
- Data is stored in the iSAMS Gradebooks module
- Parents receive regular interim and end-of-term reports as per the reporting cycle
- Pupils in Years 6 (or 7), 9 and 12 take baseline tests ('CAT tests')

Academic setting and streaming

There is no academic setting or streaming from Years R-6. Setting and streaming is gradually introduced from Year 7.

- Setting is the grouping of pupils by ability on a subject by subject basis.
- Streaming takes the average attainment of pupils across a group of subjects and places pupils in the same ability stream for all those subjects.

Setting and streaming is introduced in the secondary years and are reviewed regularly, particularly after assessment points, based on performance:

- After a settling in period and a suitable assessment, pupils in Year 7 are *set* for Maths during the Michaelmas Term
- In Year 7, pupils are *streamed* in most other academic subjects; 'rotation subjects' (Games, Drama, ICT, Design Technology and Food Technology) are taught in mixed ability groups.

PSHCE

PSHCE is taught as a discrete subject in the timetable. Please refer to the School's PSHCE policy for full details. PSHCE is delivered in harmony with the teachings of the Catholic Church, with respect for people of different beliefs and opinions, and in harmony with the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Careers

Under the direction of the Head of Careers, pupils in the senior school (particularly in Years 10-13) receive a thorough, up-to-date, broad impartial careers programme leading to informed decisions that lead them to find their professional and personal calling.

- Sixth Form Information Evening and taster day:

Unifrog (online careers guidance/resources platform) is used by students from Year 7-13. Unifrog provides a wide variety of careers information, enabling them to explore the world of work, investigate university opportunities, along with other Post 18 options. Students are also able to upload documents (eg CVs, covering letters and references). Staff delivering careers guidance, form tutors and senior teachers also use the platform to track students' progress and as a mechanism of providing high quality teaching resources.

The TELOS (careers) series of talks take place on a regular basis, usually after school. A wide range of professionals representing Guernsey's employers are invited into school (unless taking place online) to talk about the business they represent and their career path. These sessions are open to Year 10 and Sixth Form.

Activities

As well as the academic curriculum, a programme of activities is offered to pupils, directed by the Activities Coordinator. These activities include additional opportunities for academic development (e.g. support classes, academic societies, or an additional language) as well as non-academic activities (e.g. sports, performing arts, hobbies, prefect, school council and monitor duties, and the Duke of Edinburgh Award). A list of clubs and activities is published every term and pupils are encouraged to have a wide range of extra-curricular interests.

Subject allocations

The subjects taught and their lesson allocations are given in the following tables:

Early Years Foundation Stage (Reception)

Key Stages 1 & 2

Students follow a broad curriculum that focuses strongly on Mathematics and English.



Year	R	1	2	3	4	5	6
Art	4	2	2	2	2	2	2
Classics					2	2	2
DT							2
English	12	10	10	8	8	8	8
French	1	1	1	3	3	3	3
ICT	embedded	2	2	2	2	2	2
Geography	1	1	1	2	2	2	2
History	1	1	1	2	2	2	2
Maths	10	10	10	10	10	10	10
Music	2	2	2	2	2	2	2
PE/Games	4	4	4	4	4	4	4
PSHCE	1	1	1	1	1	1	1
RE	4	4	4	4	4	4	4
Science				2	2	2	2

Key Stage 3

Year	7	8	9
Art	2	2	2
Classics	2	2	2
DT*	3	3	4
English	5	6	5
Food Technology*	3	3	4
French	4	4	4
ICT *	3	3	2
Geography	2	2	2
History	2	2	2
Maths	6	6	5
Music	2	2	2
PE/Games	5	4	4
PSHCE	1	1	1
RE	3	4	4
Science*	5	5	6
Spanish**			4
Drama***	3	3	4

*GCSE Science syllabuses are started in Year 9.



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****Spanish can be chosen as a 3-year GCSE in Year 9 and is studied in lieu of the other rotation subjects.**

*****Drama, D & T and Food Technology are on a half yearly rotation.**

Key Stage 4

During Key Stage 4 the curriculum narrows in focus to allow students to select three option subjects alongside the core subjects. Pupils may choose one fewer option subject and opt for extra Maths and English lessons (Core Consolidation)

Year	10	11
Art	5	5
DT	5	5
English*	6	6
Food Technology	5	5
French	5	5
ICT	5	5
Geography	5	5
History	5	5
Maths*	6	6
Music	5	5
PE/Games	4	4
PSHCE/Careers	1	1
RE*	4	4
Science*	9	12

***Core subjects; students do not have the option to drop these courses.**

Key Stage 5

Pupils follow the A-Level option subjects alongside other core provision in PDC (Personal Development and Careers), volunteering, T&C (Thought and Culture) and PE.

Year	12	13
Physical Exercise	1	1
PSHCE/Careers	1	1
Thought and Culture	1	1
3 or 4 A-Level options	8 per subject	8 per subject

Subjects taught at A-Level vary dependent on demand, but typically include the following:



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- Art and Design
- Biology
- Business Studies
- Chemistry
- Design Technology
- Environmental Science
- English Literature
- Extended Project Qualification (EPQ)*
- French
- Geography
- History
- Maths
- Maths Studies*
- Music
- PE
- Physics
- Psychology
- RE (Philosophy and Ethics)
- Spanish
- Theatre Studies

*One year courses – equivalent to half an A-Level

Information for parents

Information regarding the curriculum is available to parents through the following, revised and published annually:

- Online curriculum overviews
- Key Stage 3 Curriculum Booklet
- GCSE Options Booklet
- A-Level course booklet

Parents meetings

Throughout the year parents have the opportunity to receive feedback from teachers regarding their child's performance and progress, and to receive further information about the stage of their education.



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Parent-teacher meetings

The following table indicates in which term parent-teacher meetings normally occur for each year group. Precise dates are provided for parents in the termly calendar.

Yr	Mich 1	Mich 2	Hilary 1	Hilary 2	Trinity 1	Trinity 2
R	/		/			
1	/		/			
2	/		/			
3	/		/			
4	/		/			
5	/		/			
6	/		/			
7				/		
8		/				
9			/			
10				/		
11			/			
12			/			
13		/				

Information meetings

- R-Y6: meet the teacher meetings in June or September
- Y7: Transition meeting
- Y9: GCSE Options (separate from and prior to the Year 9 parents evening)
- Y11: Sixth Form Information evening

Academic planning

Heads of Department are responsible for ensuring that long, medium and (where appropriate) short-term planning is completed thoroughly using the standard templates. Long-term planning should be submitted by half-term in the Trinity Term for the following Michaelmas Term. Medium term planning should be prepared at the beginning of each term.

Academic monitoring

The Director of Studies is responsible for academic monitoring. This is done through:

- Monitoring standards of homework/ prep is set
- Monitoring marking and assessment
- Monitoring of baseline tests, interim reports and reports
- Learning walks



- Shadowing a class

To gather information the following means are used:

- Book trawl/ work scrutiny
- Rewards and sanctions (merits and demerits)
- Appraisal.
- Pupil feedback
- Academic report card

Assessment

The purpose of assessment is to support learning and measure progress and attainment. Teachers use a range of assessment techniques for academic work. Pupils should receive at least one marked piece of work per fortnight from KS3, for each academic subject. This assessment will normally be summative (a mark) and formative (a recommendation for further improvement). Within the classroom, teachers may, *where appropriate*, use self-assessment and peer-assessment in order to aid understanding of assessment criteria and provide more immediate feedback. There are two formal assessment points in the year for students in Years 7-10 and Year 12. One in November and the other in May.

Reporting

The reporting framework is included in this policy as Appendix 6. Reports are sent home electronically as follows.

YR-6

- Mid-year report in December, with comment/target for each subject
- Full end of year report in June

Y7-10

- Interim grades at half term in the Michaelmas Term
- Mid-year report in December, with comment/target for each subject
- Interim grades at half term in the Hilary Term
- End of term report in the Hilary term with with comment/target for each subject
- End of year report with examination results, subject and form teacher comments

Year 11

- Interim grades at half term in the Michaelmas Term
- Mock results after the January mock exams



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- End of term report in the Hilary term with comment/target for each subject

Homework (Years 3-6)

- Pupils in the Junior school will be given weekly homework in English and Maths.
- Other subjects will also set ad hoc homework assignments.
- The completion of homework is mandatory, and assignments that are late or incomplete may result in a caution being given.
- Homework is recorded in the Pupil Planner, which should be signed by parents on a weekly basis; the planner can also be used by parents/teachers for conveying notes. Planners should also be checked by form teachers on a weekly basis.

Homework (Years 7-11)

- Pupils receive a homework timetable with their school timetable at the beginning of the academic year.
- Homework is set in every academic subject that leads to an examination, though it may be set in others too (e.g. PSHCE).
- Up to three homework assignments may be set each day, with up to four at the weekend.
- Homework should be recorded in the Student Planner, though it will also be sent by the teacher online via the Teacher Dashboard; *teachers should upload assignments to the online Dashboard during the school day and not outside normal school hours, to avoid the need for unnecessary checking by pupils during their time at home.* Planners should also be checked by parents and form teachers on a weekly basis.
- Pupils should be given at least 48 hours to complete an assignment.
- Assignments should be marked within 7 days, and certainly within 10 days.
- English, Maths and Science may set two homework assignments per week.
- Each assignment should be up to the following duration (guidelines only):
 - Year 7 – 25-30 minutes
 - Year 8 – 35 minutes
 - Year 9 – 40 minutes
 - Year 10 – 45 minutes
 - Year 11 – 45 minutes +
 - *Where a pupil takes significantly longer than the guided time to complete an assignment, they may stop before completion, write the time spent in the margin and have it signed by a parent.*



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- *Pupils with SEN will have an Individual Education Plan (IEP) which will provide teachers, the pupil and parents with tailored guidance on strategies and expectations with regard to homework assignments; the aim should be for achievable targets to be set for all pupils so that the positive experience of 'finishing' the work is the norm for all pupils, whatever their differing learning needs.*
- Where homework is late or incomplete without a legitimate reason, a development point or demerit will be given, and the work should be completed normally within 24 hours, with some time during lunchtime made available (once the pupil has had 30 minutes break).



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APPENDIX 1

CURRICULUM OVERVIEW BY DEPARTMENT

..... DEPARTMENT YEAR PLAN DATE..... REVIEW DATE.....

Year Group	Michaelmas Term		Hilary Term		Trinity Term	
3						
4						
5						
6						
7						
8						



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APPENDIX 2 CURRICULUM OVERVIEW BY YEAR GROUP

	Michaelmas Term		Hilary Term		Trinity Term	
History						
Maths						
Science						
Music						
Art						
ICT						
English						
Classics						
French						
Geography						
RE						
Educational visit(s)						

Subject: etc
 Year Group: etc
 Term/ Year: etc

APPENDIX 3
 MEDIUM TERM PLANNING PROFORMA

Week/ Theme	Aims	Lesson outlines	Differentiation	Resources	Homework / Prep
1	<u>Knowledge:</u> <u>Understanding:</u> <u>Skills:</u>	<p><u>(NB the lesson structure in this column is not compulsory; modify as appropriate.)</u></p> <p><u>Font is Perpetua font size 12.</u></p> <p><u>Lesson 1</u> Focus: Starter: Develop: Activity: Plenary:</p> <p><u>Lesson 2</u> Focus: Starter: Develop: Activity: Plenary:</p> <p><u>Lesson 3</u></p>	<u>SEN:</u> <u>EAL:</u> <u>G&T:</u>		

Subject: etc

Year Group: etc

Term/ Year: etc



		Focus: Starter: Develop: Activity: Plenary:			
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APPENDIX 4

WEEKLY SHORT TERM PLANNING PROFORMA

MEMBER OF STAFF:

TERM/WEEK BEGINNING:

WCCS WEEKLY SHORT TERM PLANNING SHEET			
	Class	Subject	Teaching and Learning
MONDAY			Focus: Starter: Activity: Plenary: Prep: Differentiation: SEN: G&T:
TUESDAY			Focus: Starter: Activity: Plenary: Prep: Differentiation: SEN: G&T:
WEDNESDAY			Focus: Starter: Activity: Plenary: Prep: Differentiation: SEN: G&T:
THURSDAY			Focus: Starter: Activity: Plenary: Prep: Differentiation: SEN: G&T:
FRIDAY			Focus: Starter: Activity:



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			Plenary: Prep: Differentiation: SEN: G&T:
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Signature (VP)



APPENDIX 5

INDIVIDUAL LESSON PLAN PROFORMA

LESSON CONTENT			
Form:		Date:	
		Period:	
		<i>Achieved?</i>	<i>Development needed?</i>
Aims	Knowledge:		
	Skills:		
	Understanding:		
Differentiation			<i>Achieved?</i>
All:			
Some:			
Target pupils (<i>names</i>)			
SEN:			
EAL:			
G&T:			
Cross-curricular links (<i>other subjects/ PSHCE/ SMSCD</i>)			
ICT			
Resources			
LESSON PLAN			
Focus			
Starter			
Activities			
Plenary			
Assessment			
Prep			

**APPENDIX 7
ASSESSMENT SYSTEM**

(NB The introduction of 9-1 at KS3 has not been adopted; it is proposed for September 2021 – the parts in yellow will not appear in the current policy for 2020-21)

Assessment system for reporting attainment, effort and progress

Attainment

Blanchelande College will use a five-point scale that will describe the extent to which students are meeting/ exceeding National Curriculum expectations at Key Stage 3 for their particular year group. This is tied into the 9-1 GCSE grading system as below. However, the numbers are an age-appropriate snapshot of current progress not equivalent in level to GCSE standards. At KS4 they are closer to an estimate of a GCSE grade but still a snapshot of progress with the exception of the mock examinations which indicate the current likely GCSE level of attainment (grade).

Beginning (B)	The student experiences difficulties in learning and is beginning to make some gains in knowledge, understanding and the development of skills related to the requirements of the National Curriculum.	1
Developing (D)	The student is working towards gaining the knowledge, understanding and skill development in order to meet the requirements of the National Curriculum.	2-3
Secure (S)	The student has demonstrated a good grasp of the knowledge, understanding and development of skills which meet the requirements of the National Curriculum.	4-5
Extending (T)	The student has demonstrated a thorough and consistent grasp of the knowledge, understanding and development of skills which can be readily revisited and applied in new learning contexts.	6-7
Exceptional (E)	The student has demonstrated an exceptional depth of knowledge, understanding and development of skills which can be extensively applied in familiar and unfamiliar contexts.	8-9

Progress

Whilst the National Curriculum details specific national expectations, it is also right for the school and individual teachers to determine appropriate expectations for individual students based upon their prior ability. The school will, therefore, continue to use a

range of information sources to help identify the most appropriate teacher expectations for your child.

Below	With reference to their prior attainment, the student is not meeting the expectations of his/ her teacher and is in danger of underachieving
Inconsistent	With reference to their prior attainment, the student is sometimes meeting the expectations of his/her teacher.
Meeting	With reference to their prior attainment, the student is meeting the expectations of his/her teacher.
Exceeding	With reference to their prior attainment, the student is exceeding the expectations of his/ her teacher.

Effort

Assessment reports will provide information about the way your child applies him or herself to learning. There are four Attitude to Learning levels which are described below:

Poor	Students who rarely complete classwork and lack motivation. They show minimal commitment to classwork and home learning; and behaviour and participation in lessons are inconsistent. They need regular reminders to stay on task and frequently disrupt the learning of others.
Inconsistent	Students whose attitude to learning is inconsistent, sometimes lacking the motivation to complete class work. They engage partially in the learning process and sometimes make contributions in lessons, however, they often lack the initiative to develop their own learning further. They can work collaboratively with other students but may require prompting from the teacher to remain on task.
Good	Students who complete class work to a good standard. They engage well in the learning process and often make good contributions to lessons. They are able to work with increasing independence, developing the skills to use new ideas. They can work collaboratively with others, sharing skills and knowledge where appropriate.
Excellent	Students who always complete class work to a high standard, often exceeding expectations. They engage fully in the learning process and make valuable contributions to lessons. They are independent learners who take responsibility for their own learning, using their initiative to investigate and generate new ideas. They work well collaboratively, supporting and leading others in their learning.