



## CURRICULUM, PLANNING & PREP POLICY

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### **Aims of the policy:**

1. To explain the structure and rationale of the curriculum from Nursery to Upper VI
2. To explain how the curriculum supports the college aims

This policy should be read in conjunction with other school policies, including the Special Educational Needs, Literacy, Feedback & PSHCE policies.

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## 1. Curriculum Intent & Design

### 1.1 Curriculum Intent

In line with the overall Aims and Values of the school, our curriculum aims to enable all students to flourish as well-rounded and virtuous citizens. We educate children in the classical liberal tradition, developing each student's freedom to turn his or her hand to anything; freedom for independent thought and sound judgement; and freedom from receiving information and opinions unquestioningly. The curriculum therefore 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 drawn to the true, beautiful and good. Alongside this, curiosity lies at the heart of our teaching, and we look to develop a shared love of intellectual adventure and foster students who ask questions, express ideas and explore their own academic interests. Our goal is the fulfilment of each child's potential as a rounded and culturally literate human person. At Blanchelande, we educate the whole person, an adventure framed by the Blanchelande Diploma, itself inspired by the Hero's Journey which forms part of our Catholic ethos.

In all year groups, the curriculum has regard to the requirements of the English National Curriculum and, where required, local Guernsey law.

### 1.2 Curriculum Design

As a school, we never aim for our curriculum to be 'done' and aim instead for a process of deliberate ongoing development based on the following principles:

- Curriculum progression is by intelligent design rather than be choice or chance.
- The curriculum is based on the trivium, a balance of grammar, logic and rhetoric, whereby we take these terms to signify the following:
  - Grammar (Accumulation): Knowledge, Accuracy & Tradition
  - Logic (Dialectic/Speculation): Critical Thinking, Argument & Questioning
  - Rhetoric (Application): Communication, Style, Performance & Expression
- Substantive and disciplinary learning are carefully integrated, strengthening each other rather than being taught in isolation.
- Teachers explicitly identify knowledge that is particularly important to secure for all students, including vocabulary knowledge. Students then have repeated encounters with this important knowledge in different contexts.

- The structure of the curriculum helps students to develop coherent narratives and organising frameworks for their knowledge. The curriculum is therefore structured around a general spiral chronological framework:
  - The Ancient: Year 3, Year 7
  - The Middle Age: Year 4, Year 7
  - The Modern: Year 5, Year 8
  - The Contemporary: Year 6, Year 9
- Planning for progression takes account of what is taught in other subjects.
- Students who are more likely to struggle or who are at risk of falling behind are given more time to grasp core knowledge and skills, rather than following a separate curriculum.
- Throughout the curriculum, students are taught to practise aspects of the FOSIL inquiry process to develop their ability to learn independently.

Curriculum content is determined by departments, led by the Head of Department or Subject Lead in dialogue with SLT.

## 2. Delivery of the Curriculum

### 2.1 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, Food Technology and Design Technology	Through a disciplined ability to reason numerically: solving problems, making calculations, understanding number and 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.

## 2.2. Subject allocations

### Early Years Foundation Stage (Reception)

#### Key Stages 1 & 2

Pupils follow a broad curriculum that focuses strongly on Literacy and Numeracy.

Year	R	1	2	3	4	5	6
Art	4	2	2	2	2	2	2
Classics					2	2	2
DT							2
Literacy	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
Numeracy	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.**

**\*\*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. Students may choose one fewer option subject and opt for extra Maths and English lessons (Core Consolidation).



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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

Students 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	9 per subject	9 per subject

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

- 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

### 2.3. *Content Planning*

In order to provide a coherent, rigorous and well-sequenced curriculum, each subject is in the process of updating and producing the following documentation:

- **Intent Statement & Subject Essential Questions**

A document that outlines the nature & intent of the subject alongside the fundamental questions that underpin the discipline.

- **Long-term Plan**

A whole-school document that shows the units taught over the year.

- **Subject Progression Map**

A document that outlines the planned development of skills in each year group towards each end point. These will then be mapped across the school.

- **Knowledge Organisers**

A catalogue of knowledge (knowledge *of* and knowledge of *how to*) for each unit taught.

- **Medium-Term Plans**

A document outlining the topic essential questions, links to the FOSIL framework, homework and sequence of content in each unit.

## 2.4 *Assessment & Reporting to Parents*

Each department or phase uses a range of assessments throughout the year to determine students' progress through the curriculum. The school's forms of informal assessment and feedback are detailed in the Feedback Policy.

Alongside formative assessments throughout the year, students sit the following summative assessments:

### **EYFS**

- Ongoing phonics and writing assessments

### **Infants**

- Reception baseline assessment
- Annual GL Assessment New Group Reading Test (NGRT)
- Ongoing phonics, writing and mathematics assessments

### **Juniors**

- Annual GL Assessment New Group Reading Test (NGRT)
- Year 3 and 6 GL Assessment CAT4
- Annual Year 3 and 4 English and Mathematics assessments
- Annual Year 5 and 6 subject assessments
- Year 6 Senior Entry Assessment

### **Lower Seniors**

- Year 7 GL Assessment CAT4
- Year 7 and 9 biannual GL Assessment NGRT
- November and May internal exams

### **Upper Seniors**

- Year 10 November and May internal exams
- Year 11 January mock exams

### **Sixth Form**

- Baseline ALIS (CEM) assessments
- Lower Sixth November and May internal exams
- Upper Sixth October and March internal mock exams



The CAT4 and ALIS results are used as a screening tool for the Learning Support Department as well as to generate students' subject target grades.

Primary parents & carers receive reports on their children's attainment and progress at the end of the Michaelmas and Trinity term. Senior parents receive reports at the following times:

### Michaelmas Term

- Years 7-12 interim grades at half term (Y12 predicted grades)
- Years 7-10, 12 & 13 end of term full reports
- Year 13 predicted grades

### Hilary Term

- Year 11 predicted grades
- Years 7-10 & 12 interim grades at half term
- Years 7-13 targets for revision

### Trinity Term

- Years 7-10 & 12 full reports

### 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

## *2.5 Homework*

### **Infant Homework**

#### **Reception**

- Phonics activities
- Daily reading
- Spellings (staggered based on reading level)

#### **Year 1**

- Daily reading
- Weekly spellings (differentiated)
- Weekly Maths activity

#### **Year 2**

- Daily reading
- Weekly spellings (differentiated)
- Weekly Maths activity
- Occasional work in other subject area

### **Homework (Years 3-6)**

- Pupils in the Junior school are given weekly homework in English and Maths.
- Other subjects 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 Student 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)

- Students 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.
- 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 and on Microsoft Teams. Planners should also be checked by parents and form teachers on a weekly basis.
- Students should be given at least 48 hours to complete an assignment.
- 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 student 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.*
  - *Students with SEND will have an Individual Education Plan (IEP) which will provide teachers, the student 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 students so that the positive experience of 'finishing' the work is the norm for all students, whatever their differing learning needs.*
- Where homework is late or incomplete without a legitimate reason, a development point, demerit or detention will be given, and the work should be completed normally within 24 hours.

## 2.6. 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.

## 2.7. Careers

Under the direction of the Head of Careers, students 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.

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 (e.g., 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.

## 2.8. The Learning Experience

To educate children in the classical liberal tradition and to develop well-rounded and virtuous citizens, the college upholds the following pedagogical principles:

### **Grammar:**

Teachers are powerful mediators, and students learn by reworking the language, ideas and strategies of others to take increasing control of their own thoughts; therefore:

- Students should be exposed to high-quality, challenging information and to access this through different levels of scaffolds which are then gradually released.
- Students should be exposed to information which challenges their thinking and broadens their cultural horizons.
- Students should be supported to secure foundational knowledge and skills, particularly in phonics and numeracy, through repeated effort and consolidation.
- Students should follow a structured curriculum in which knowledge and skills are developed in an incremental and coherent manner.

## **Logic:**

Information does not always mean knowledge, and knowledge does not always lead to deeper learning; therefore:

- Students should be challenged to adopt a questioning stance to allow them to move through the information to knowledge journey, using the FOSIL framework as a structure.
- Students should be encouraged to read information critically and explore a range of different perspectives and views.
- Students should be taught to read through the different disciplines and know when and how to use methods of analysis, statistics, criticism or logic.
- Students should have quality time to develop their own enthusiasms.

## **Rhetoric:**

The end point of students' learning should allow for student expression, whether that be through application, communication or performance, allowing students to be active participants in their learning journey; therefore:

- Students should have opportunities to form and develop their own effective arguments or proofs.
- Students should be taught to apply, communicate or perform with style and flair.
- Students should be taught memorisation techniques and have opportunities for declamation.
- Students should have opportunities to express their learning in front of an audience.

### **3. Adapting the Curriculum to meet Students' Needs**

#### *3.1 Adapting content & delivery*

Our mission is to encourage all students to take responsibility for their own learning through the consistent use of metacognitive strategies and through using feedback and scaffolding as part of an inquiring mindset. We aim to foster confident independent learners who can use a growth mindset to face new learning challenges and develop skills throughout their lives. All students, including those with SEND, are encouraged to have high expectations and to strive to improve at all stages of their learning. However, teachers understand how to scaffold in the early stages of new learning until skills are embedded ready for the next challenge. Rather than giving students with SEND a different curriculum pathway, our focus is on adapting content and delivery through scaffolds to meet students' needs.

We have a consistent approach to supporting students with SEND in the assessment and marking process so that students with SEND make progress in line with their potential, not with their SEND.

Students 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 students and provide additional support where needed in the form of extra support sessions after school or in lunchtimes. General extra support in literacy and numeracy is provided by a 'Core Consolidation' option at GCSE. Where particular problems are identified, students' choices of subjects are reviewed by Phase Leaders and the Director of Studies and changes made in provision.

Students 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 students, incorporating baseline data and subject performance data.

### *3.2 Setting and Streaming*

Setting and streaming is introduced in the secondary years and is reviewed regularly, particularly after assessment points.

- Students are streamed for English, Theology, Geography, History, French, Music, Art and ICT
- Students are set separately for Maths from Year 7 and for Science from Year 8.
- Subjects on the carousel at Lower Seniors level and option subjects at Upper Seniors Level are taught in mixed-ability groups.

### **4. *The Extended Curriculum***

As well as the academic curriculum, a programme of activities is offered to students. 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 students are encouraged to have a wide range of extra-curricular interests.

## 5. Monitoring the Curriculum

Responsibility for the effective implementation of the policy lies with the Headteacher who delegates to the Director of Studies. Heads of Department, Subject Leads, Heads of Phase and individual teachers also have a key role to play.

In particular, Subject Leads and Heads of Department are responsible for ensuring that long, medium and (where appropriate) short-term planning is completed thoroughly.

The Director of Studies is responsible for academic monitoring. This is done in conjunction with members of SLT, Heads of Department and Subject Leads and through the following:

- Monitoring feedback and assessment
- Monitoring of baseline tests, interim reports and reports
- Learning walks
- Shadowing a class
- Book Looks
- Appraisals
- Student surveys and feedback
- Monitoring standards of prep



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## APPENDIX 1

### MEDIUM-TERM PLAN FRONT SHEET PROFORMA

<b>Unit Title:</b>			
<b>Faculty / Department:</b>	<b>Department / Subject:</b>	<b>Year Group:</b>	<b>Term:</b>
<b>Overarching Essential Question(s):</b>		<b>Entry Question:</b>	
		<b>Topical Essential Question(s):</b>	
<b>How will we assess/ students demonstrate what they now know and can do?</b>		<b>Homework Focus:</b>	
<b>Key Sources of Information:</b>		<b>Which FOSIL skill set(s) does this unit draw on?</b>	



**APPENDIX 2  
INDIVIDUAL LESSON PLAN PROFOR**

LESSON CONTENT			
Form:		Date:	Period:
		<i>Achieved?</i>	<i>Development needed?</i>
<b>Aims</b>	Knowledge:		
	Skills:		
	Understanding:		
<b>Adaption Needed</b>			<i>Achieved?</i>
<b>Target students</b> ( <i>names</i> )			
SEND:			
EAL:			
G&T:			
<b>FOSIL Skill Set</b>			
<b>ICT</b>			
<b>Resources</b>			
<b>LESSON PLAN</b>			
Focus			
Starter			
Activities			
Plenary			
Assessment			
Prep			

**APPENDIX 3**
**ASSESSMENT SYSTEM**
**Assessment system for reporting attainment, effort and progress**
**Attainment**

Blanchelande College uses 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).

<b>Beginning (B)</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.	1-2
<b>Developing (D)</b>	The student is working towards gaining the knowledge, understanding and skill development in order to meet the requirements of the National Curriculum.	3-4
<b>Secure (S)</b>	The student has demonstrated a good grasp of the knowledge, understanding and development of skills which meet the requirements of the National Curriculum.	5-6
<b>Extending (T)</b>	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.	7
<b>Exceptional (E)</b>	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.

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

<b>Poor</b>	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.
<b>Inconsistent</b>	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.
<b>Good</b>	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.
<b>Excellent</b>	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.