



COLLEGE CURRICULUM POLICY
AND PROCEDURE

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College - Curriculum Policy

This policy should be read in conjunction with the Stonyhurst Mission Statement, the Stonyhurst Teaching and Learning Policy and departmental handbooks and schemes of work, which set out in detail the curriculum available to each playroom. Together these embody the educational aims of the College.

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. We aim for breadth in every pupil's academic programme, believing that intellectual formation includes the study of both basic humanistic and scientific disciplines, based on competent and motivated teaching, and includes developing the ability to reason reflectively, logically and critically. Theology, whether via our religious studies or Theology General schemes, is the integrating factor in the process of discovering God in all school programmes. We emphasise an appreciation of literature, music and fine arts as well as the beauty all around us at Stonyhurst, and encourage good communication skills through essays, drama, speeches and debates. We have a proud history of excellence in games and offer well developed programmes of sport and physical education.

The criteria of excellence are applied to all areas of school life. The pursuit of academic excellence is therefore essential, but within the larger context of human excellence. We are ultimately concerned with how students make use of their formation in service of others "for the praise, reverence and service of God".

In pursuit of these aims the College provides a broad and balanced curriculum that sets out to educate the whole person and provide pathways for all pupils leading to higher education, vocations, employment and social integration, so enabling them to become 'men and women for others'.

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.)

The curriculum enables spiritual and moral development through Religious Studies, Theology and PSHE. This is followed by all pupils and 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 curriculum is a fundamental part of the whole school curriculum. The programme is intended to promote respect, tolerance and diversity. Due regard is given to the protected characteristics of the 2010 Equality Act. It is intended to encourage the fullest development of each person’s individual capacities at each stage of life as well as a willingness to continue this development throughout life.

The College supports every pupil’s emotional, psychological and social development through personal interactions amongst the body of pupils and between staff and pupils, particularly through the playroom and tutor system.

The extensive programme of games and outdoor pursuits provides a wealth of opportunities for their physical development.

Opportunities are provided for all pupils to engage in performing arts: music, dance and drama and to involve themselves in a very wide range of other co-curricular activities and societies. The curriculum is enriched by an extensive programme of talks by visiting speakers and in-house societies.

Independent careers advice and guidance is available for every pupil to assist them in choices throughout school, entry into higher education and developing a career beyond university. The College Careers education programme begins in year seven (Figures) at St Marys Hall and continues throughout Lower Line at the College with an introduction to the careers library and resources, and an introduction to START PROFILE, the online careers platform. This continues through to Syntax (year 11) where the focus is on subject choices beyond GCSEs using external careers programmes (COA Preview) and appointments with external careers advisors from Cambridge Occupational Analysts. Students receive an introduction to the alternatives at Stonyhurst College, A Level, IB and IBCP options in addition to apprenticeships and other vocational alternatives. Work Experience placements, which take place after GCSE examinations, are also covered. In Higher Line the main focus is on applications to higher education, apprenticeships and employment, which includes visits to university events and also visiting speakers. Assistance is available with application to international institutions, including the provision of SAT testing at Stonyhurst.

The Academic Curriculum

The details of the College’s academic curriculum can be found in individual documents pertaining to particular year groups. The Lower Line curriculum is broad and aims to allow pupils to experience a range of different disciplines in order to make informed choices prior to GCSE. It is Stonyhurst policy to stream pupils in English, Maths, MFL and Latin. The standard curriculum offer includes a fixed number of subjects, but programmes are tailored to the

specific needs of the individual, being reduced or extended as appropriate. The document 'Lower Grammar 2018/2019' details the subjects taught in year 9 (core and optional), the hourly allocation per subject, the tutorial system, studies and assessment.

The 'GCSE Choices Handbook' explains the structure of the GCSE curriculum including core subjects and option choices. It gives details of hours per subject per week in years 10 and 11 and the requirements to move into Higher Line (years 12 & 13). Each subject is described in detail and information provided regarding the structure of assessment. The standard curriculum offer is 10 GCSE subjects but this is adapted to the individual needs and talents of the pupils. In Syntax, Stonyhurst also offers a Pre-IB programme for pupils joining the school in year 11 with a view to studying the IB Diploma in Higher Line. This course enables pupils to prepare for IB study, improve their English and study their mother tongue. This programme has also been extended to include an intensive preparation for IB week in the summer term which takes place after GCSE external examinations.

Pupils make their Higher Line choices in February of Syntax (year 11). Careers guidance is provided to enable pupils to make informed choices – please see section on Careers Guidance. Stonyhurst offers three Higher Line programmes: A Levels, the IB Diploma programme and the IBCP course. Pupils are advised to choose 4 A Level subjects reducing to 3 subjects later in the course. Pupils may choose to continue with 4 subjects for the full 2 years. In addition to A Levels, an EPQ is recommended for pupils wishing to extend their A level programme and prepare for undergraduate study.

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 of their individual needs. Every teacher is a teacher of SEND. **Please refer to the SEND Policy for more detail.**

Pupils identified as having special educational needs and/or disabilities are sometimes withdrawn from certain subjects such as MFL or Latin; this is often 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. Learning Support is also available for pupils with SEND who do not wish to adopt a reduced curriculum; these Learning Support sessions are tailored to the individual's timetable commitments, where possible. The **Curriculum Policy** should be read in conjunction with the **SEND Policy** and **EAL Policy**.

Any child or young person 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). Please refer to the **SEND Policy** for further information and guidance.

Pupils whose first language is not English take lessons in English as an Additional Language (EAL) 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 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**.

The College has a gifted and talented co-ordinator who is the College lead for differentiation and stretch and challenge in the curriculum. See Gifted & Talented Policy for further details.

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 Rhetoric IB in November, Syntax in January, Rhetoric A level in February and end of year examinations in the summer term for Figures, Rudiments, Lower Grammar, Grammar and Poetry. Each department details their assessment guidelines in their departmental handbook.

The curriculum gives pupils experience in religious, spiritual, linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The broad education in Lower Line allows pupils to explore their talents and make informed choices, allowing them to be the best they can be in line with the school's Jesuit ethos and motto of *Quant je puis*.

LDS

