



Abbey Gate College

POLICY: Curriculum	
Scope	Whole College
Responsibility	Deputy Head (Academic)
Reviewed & Updated	August 2026
Governor Approval	Damian Stenhouse
Board Level Approval	Gareth Lee

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Policy Statement (1)

Abbey Gate College aims:

- 1) To provide full-time supervised education for students of compulsory school age, as defined in Section 8 of the Education Act 1996, and beyond, which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- 2) To provide subject matter appropriate for the ages, aptitudes and needs and needs of all students, including those students with an EHC plan.
- 3) To actively promote and not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 4) Ensures that principles are actively promoted which
 - i. Enable students to develop their self-knowledge, self-esteem and self-confidence
 - ii. Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
 - iii. Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - iv. Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
 - v. Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
 - vi. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(2); and
 - vii. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- 5) To provide opportunities in which students will acquire skills in oracy, and listening, literacy and numeracy.
- 6) To provide personal, social, health and economic education which reflects the school's aims and ethos and encourages respect of other people, paying particular regard to the protected characteristics set out in the 2010 Act (a)
- 7) To provide access to accurate and up-to-date careers guidance for all students in the Senior School which is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps them to fulfil their potential.
- 8) To provide a curriculum in which all students have the opportunity to learn and make progress and to ensure its delivery through effective teaching and learning strategies in order to stimulate high achievement and the full realisation of each student's potential.
- 9) To effectively prepare students for the opportunities, responsibilities and experiences of adult life by equipping them with the personal, learning and thinking skills they will need to succeed.
- 10) To provide all students the opportunity to learn and make progress.
- 11) To provide all students with an understanding of how to keep safe, including online, through practices to help students to adjust their behaviours in order to reduce risks including the safe use of electronic equipment and access to the internet.

The above aims are supported by appropriate plans and schemes of work as seen in Departmental documentation. In addition, the College aims to provide opportunities for students to:

- 1) acquire attitudes, values and beliefs with reference to National Curriculum guidelines on Religious Education
- 2) respect and tolerate other races, religions and ways of life
- 3) heighten awareness and understanding of the environment and environmental issues and to encourage a sense of personal responsibility on a local, regional and global scale
- 4) appreciate a variety of aesthetic, creative and imaginative forms and to express themselves creatively through a variety of media
- 5) comprehend information and communicate effectively through the appropriate use of language, number and graphics
- 6) develop the skills necessary to work in collaboration with others, to be sensitive to their needs and to have the confidence to form personal relationships
- 7) develop self-awareness, a positive self-image and the confidence to take advantage of opportunities to develop their own talents and personalities in order to live as independent and self-motivated members of the community
- 8) promote their own good health and physical development
- 9) develop lively, enquiring minds, including the ability to question and to approach the solution of problems in an imaginative and methodical way
- 10) acquire the knowledge, skills and understanding relevant to adult life
- 11) recognise human achievement.

Policy Statement (2)

- 1) This policy applies to all members of the Abbey Gate College community, including those in our EYFS setting.
- 2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties on the College website at www.abbeygatecollege.co.uk. It should be read in conjunction with the College's *Assessment, Careers, Feedback, More Able Gifted & Talented, PSHE, and SEND* policies.
- 4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's *EDI* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.
- 6) The most recent updates were made on account of an annual review.

Key Personnel

- 1) Craig Jenkinson: Head
- 2) Mike Booth: Deputy Head (Academic)
- 3) Corinna Travis: Head of Infant & Junior School
- 4) Gareth Lee: Chair of Governing Body
- 5) Damian Stenhouse: Chair of Academic Sub-Committee

Principles (1) – Areas of Experience

The College provides experiences to students in the following areas:

- 1) **Linguistic** – to develop students' communication and oracy skills and increase their command of language through listening, speaking, reading and writing.
- 2) **Mathematical** – to help students 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 is developed in a variety of ways, including practical activity, exploration and discussion.
- 3) **Scientific** – to increase students' knowledge and understanding of nature, materials and forces and to develop skills associated with science as a process of enquiry: for example, observing, forming hypothesis, conducting experiments and recording findings.
- 4) **Technological** – to develop skills in the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools equipment, materials and components to produce good quality products and evaluate processes and products.
- 5) **Human and Social** – to develop awareness of people and their environment and how social action, now and in the past, has influenced events and conditions.
- 6) **Physical** – to develop students' physical control and coordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. To help students acquire knowledge and understanding of the basic principles of fitness and health.
- 7) **Aesthetic and creative** – to give students experiences in the processes of making, composing and inventing. To appreciate the aesthetic and creative aspects of all subjects but in particular art, music, dance, drama and the study of literature as they allow for personal, imaginative, and often practical, responses.
- 8) **Religious education** – to provide human and social education and promote spiritual, moral, social and cultural development.

Principles (2) – Curriculum Objectives

The College has designed its curriculum with the intents:

- 1) To teach the curriculum in the context of the National Curriculum with variation and enhancement in both syllabus content and subjects offered where appropriate.
- 2) To ensure access to the curriculum and inclusivity for all students including those with special educational or physical needs.
- 3) To deliver the curriculum using a variety of teaching approaches that suits the needs of different students. To match tasks to students and balance the challenge with likelihood of success for each student.
- 4) To have a basis from which to make informed and realistic choices and decisions at all stages.
- 5) To offer appropriate careers education for students receiving Secondary Education.
- 6) To have an informed perspective about the role of the individual in the community, society and the world of work.
- 7) To have a flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns.
- 8) To exhibit a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others which allow the establishment of effective personal and social relationships.
- 9) To appreciate and value the plural, multi-cultural and multi-faith nature of society.
- 10) To understand the causes of inequality of opportunity and treatment afforded to many people on account of ethnicity, gender, social class or disability and the need to remove such discrimination.

- 11) To have political and economic literacy sufficient to be able to contribute to the development of society and participate in it.
- 12) To encourage the development of independent learning.

Principles (3) – Definitions

- 1) **Breadth** – A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological). It also acknowledges the value of learning outside the confines of the classroom across subjects and within the community at large.
- 2) **Balance** – A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.
- 3) **Coherence** – A coherent curriculum will be planned as a whole and embrace the different areas of learning and experience so that they do not appear as discrete and unconnected but as contributing to overall progress and achievement.
- 4) **Relevance** – A relevant curriculum will take account of the previous learning of the students and their readiness for new experiences.
- 5) **Differentiation** – The curriculum has to allow for differences between children, even of the same age and within the same class. Differentiation involves matching tasks to students' ability, balancing challenges with the likelihood of success for each student across the ability range. It implies a need for variation in teaching approaches and classroom organisation based on preferred learning styles.

Infant & Junior School Provision (1) – Overview

At Abbey Gate College Infant and Junior School, we follow the (English) National Curriculum. Whilst we do not have a statutory requirement to adhere to all the content of the National Curriculum, we use the programmes of study and learning objectives to support our schemes of work in all subject areas. In EYFS we follow all the curriculum guidelines for teaching and learning (Early years foundation stage statutory framework: For group and school-based providers 2026).

The school provides full-time supervised education for students of compulsory school age (Education Act 1996, section 8), giving all students experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. The students will acquire oracy, listening, literacy and numeracy skills.

There is usually one class per year, and the curriculum is planned with the National Curriculum objectives for that year group. All schemes of work encourage teachers to differentiate teaching to support and extend each student.

Lessons are taught by class teachers and/or specialist teachers. A significant amount of time is allocated to core subjects (English, Mathematics and Science). Other subjects are spread evenly throughout the weekly timetable in a cohesive curriculum.

If, at any stage, students are identified as having additional needs, we plan to provide for the need: this applies as much to extending the More Able and Talented as to providing necessary support for those with learning difficulties/disabilities. We use Quality First Teaching to accommodate all pupils' needs appropriately.

PSHE and RSE is taught using PSHE Association guidance to create a bespoke IJS curriculum and Thoughtbox reflecting the 3 pillars of Abbey Gate College; Self, Service and Sustainability which is adapted to suit the requirements of the students. PSHE is usually taught as a discrete subject although many learning opportunities are embedded across the curriculum. For example, students are encouraged to work collaboratively in many lessons. Teachers consider opportunities to meet PSHE and RSE objectives in all

subjects as well as assemblies and school events. This reflects the school's aims and ethos and encourages respect for others (reference Equality Act 2010).

The curriculum provides opportunities for developing students' SMSC awareness throughout all subjects and is considered in Schemes of Work and individual planning. It prepares the students for the opportunities, responsibilities and experiences of life in British Society. Equality, diversity and inclusion is also embedded across the curriculum with a key focus on our tolerance and equality programme and assemblies.

Teacher assessment is continuous, and attainment is measured using National Curriculum guidelines. Formal tests are also used to track progress and inform planning.

Learning opportunities are further supported by a full co-curricular programme which enables students to extend their interests or develop new skills.

Infant & Junior School Provision (2) – Content & Organisation of the Curriculum

The Infant and Junior School operates Monday to Friday from 8.50am to 3.30pm. The hours spent on teaching during a normal school week, excluding assemblies, registrations and lunch, total 25 hours. This compares with the DfE recommended minimum of 21 hours in Key Stage 1 and 23 hours 30 minutes in Key Stage 2.

The EYFS day begins at 8.50am and finishes at 3.30pm. Morning and lunch breaks align with the rest of the school. However, the teaching timetable can vary from day to day based upon the content and nature of the teaching and learning. A clear timetable is produced and adapted with weekly plans.

To ease transition and utilise specialised teaching and facilities, Junior pupils have lessons at the Senior School on Friday mornings.

Infant & Junior School Provision (3) – Subject Areas

The curriculum broadly follows the National Curriculum and uses personalised schemes of work. Lessons are taught by the class teacher or a subject specialist. The equivalent of four full time teaching assistants and whole College Learning Enrichment team support learning across the school.

The subject areas covered are:

EYFS

SUBJECT	TAUGHT BY
Communication and language, including Little Languages	Class teacher/Specialist teacher
Physical development	PE teacher/ Class teacher
Personal, social and emotional development	Class teacher
Literacy	Class teacher
Mathematics	Class teacher
Understanding the world	Specialist computing teacher/ Class teacher
Expressive arts and design	Specialist Music teacher/Art teacher/DT teacher/Class teacher

INFANTS

SUBJECT	TAUGHT BY
English including oracy, phonics, spelling, reading, comprehension, grammar, handwriting and writing	Class teacher

Maths and maths fluency	Class teacher
Science	Class teacher
Project - History, Geography, Art, DT, Drama	Class teacher
RE	Class teacher
PSHE and RSE	Class teacher
PE	Class teacher
Music	Specialist Music teacher
French	Specialist MFL teacher
Computing	Specialist Computing teacher

JUNIORS J3/4

SUBJECT	TAUGHT BY
English including phonics, reading, comprehension, grammar, handwriting and writing	Class teacher
Maths and maths fluency	Class teacher
Science	Class teacher
Project - History, Geography, Art, DT	Class teacher
Computing	Specialist Computing teacher
PE	Specialist PE teacher
Music	Specialist Music teacher
PSHE and RSE	Class teacher
RE	Class teacher
Drama	Specialist Drama teacher
French	Specialist MFL teacher

JUNIORS J5/6

SUBJECT	TAUGHT BY
English including oracy, spelling, reading, comprehension, grammar, handwriting and writing	Class teacher
Maths and maths fluency	Class teacher
Science	Class teacher
Project - History, Geography, Art/DT	Specialist teacher
Computing	Specialist Computing teacher
PE	Specialist PE teacher
Music	Specialist Music teacher
PSHE and RSE	Class teacher/ Specialist PSHE and RSE teacher
RE	Class teacher
Drama	Specialist Drama teacher
English Speaking Board	Specialist ESB teacher
French	Specialist MFL teacher
Enterprise	Class teacher

Infant & Junior School Provision (4) – Homework

Homework is an important part of a child's education and helps support, develop and reinforce concepts and ideas talked about in class. It also helps children to become organised and to learn through independent study. The homework task set may also encourage parents to share in their child's education. It is also recognised that Homework should be balanced with homelife and experiences and therefore Homework at IJS is split into non-negotiable and optional challenge tasks.

Non-negotiable homework includes the regular practice of basic skills such as reading, phonics, times tables etc that benefit from short and frequent revision. All children are expected to complete these tasks to the best of their ability and are encouraged to be responsible for handing in their homework or discussing extension time with a teacher at the appropriate level for their age.

Optional challenge tasks are provided through the new Abbey Gate College Legacy Awards, launched in September 2026. The challenges are designed to be age-appropriate, link with the schools 3 pillars and cover a range of educational, personal and social activities for pupils developing independence, life skills and resilience.

Where there is a need staff make provision for those students unable to complete homework at home due to extenuating circumstances. Teachers arrange an appropriate time for homework to be completed, depending on the need, age and stage of pupils. After School Supervision is also available each evening, 3.30pm - 4pm for pupils to benefit from supervised study.

Infant & Junior School Provision (5) – Assessment, Recording & Reporting

Our curriculum enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. In the Infants each week, time is allocated for Continuous Provision (CP), during which children are observed by teachers who will support students where appropriate to enhance learning.

Staff use assessment to evaluate their students' achievements in relation to the type of curriculum on offer. They will monitor whether all students are achieving their potential and whether teaching styles, content or strategies need to be differentiated to provide a more appropriate learning experience.

Assessment in EYFS

Continuous Provision (CP) is a key feature of the EYFS curriculum, during which children are observed by teachers who will support students where appropriate to enhance learning. Evidence of understanding is recorded by staff in the child's Learning Journey. The evidence in the Learning Journey is then used in conjunction with information and evidence gathered through teacher led activities and formal work to inform the Development Matters tracking document. In addition to this, each week teaching staff record next steps for children in relation to improving their Literacy and Mathematics work.

Each half term, the EYFS students are tracked against the EYFS Development Matters document. The students are also tracked within the cohort to assess their progress as a class as well as individually. The data is analysed in different ways, including gender, age, specific learning difficulties or personal circumstances such as EAL.

At the end of each year, an EYFS Profile is completed for each student which informs parents, staff and, if necessary, outside agencies of progress and attainment for that year. A detailed transition meeting using the profile ensures a smooth transition in learning to KS1.

Attainment Records are kept and Next Steps are highlighted informing planning. Opportunities for the Next Steps to be achieved are provided in lessons and CP time.

Infant & Junior School Provision (6) – Other Areas

Learning Enrichment

All pupils have a right to equal access to the curriculum; however, there are some pupils who require additional support lessons to support their academic progress and to reach their potential. These students have been identified as having specific learning difficulties;. Other pupils may be identified as having gaps in their knowledge or misconceptions which are preventing them from making adequate progress, and these pupils may receive additional support through pre or post learns, overlearning or targeted intervention sessions with their class teacher.

The provision of Learning Support is overseen by the Lead Teacher – Academic and the College Head of Learning Enrichment. The Head of Learning Enrichment and the Lead Teacher – Academic meet regularly to ensure all procedures for identifying and supporting pupils with additional needs are followed. For details of the College procedures for Learning Enrichment, see the SEND policy.

More Able Gifted and Talented

The College has an MAGaT Policy, and the Lead Teacher – Academic oversees the identification and provision for students identified with MAGaT in a curriculum area. The policy gives guidance as to how these students should be identified and supported.

Evidence of provision is maintained through data and results, opportunities and events, lesson observations, book reviews and progress measures.

PSHE, RSE & SMSC

All Curriculum areas provide opportunities to promote students' spiritual, moral, social and cultural development. The curriculum actively promotes fundamental British Values.

Explicit opportunities to promote students' development in these areas are provided in Religious Education and Personal, Social, Health and Economic education (PSHE) at Key Stages 1 and 2. A significant contribution is also made by our school ethos, effective relationships throughout the school, our assembly programme, and other curriculum activities.

Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

Students' moral development involves acquiring an understanding of the difference between right and wrong, of moral conflict, a concern for others and the will to do what is right.

Students' social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good.

Students' cultural development involves students acquiring an understanding of cultural traditions and the ability to appreciate and respond to a variety of aesthetic experiences. Relationship education (and RSE) is taught in an age-appropriate manner through the school and encompasses

- Families and Caring Friendships: Teaching safe, kind relationships, recognising that families can look different (including same-sex parents), and normalising feelings of loneliness.

- Respectful and Kind Relationships: Developing empathy, understanding personal boundaries, and respecting the needs of others.
- Online Safety and Wellbeing: Addressing digital literacy, online behaviour, and emerging digital harms relevant to young people.
- Health and Mental Wellbeing: Promoting physical health, emotional literacy, and positive mental health practices.
- Personal Safety and Privacy: Reaffirming foundational concepts around body privacy, consent, and knowing how to seek help.

Our Schemes of Work are linked to the National Curriculum and embrace the four areas of SMSC within its aims and principles:

- To actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- To encourage further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- To take practicable steps to ensure that where political issues are brought to the attention of the students, they are offered in a balanced presentation of opposing views.

Co-Curricular Activities

Co-curricular activities are held in great value and provide opportunities to enrich students' experiences beyond the curriculum. The activities aim to add to the rounded education that we offer students and provide an excellent medium to foster good relationships. The achievements in these activities are shared with the whole school through 'Celebration Assembly', the Weekly Bulletin and the College Saughtonian and website.

Trips & Outings and Visitors to School

First-hand experience is an important and valuable opportunity for learning. We believe that students should have access to a range of positive learning opportunities and therefore, trips, outings and visitors to the school are encouraged.

In addition, an opportunity for residential trips is provided for all classes from Infant 2 upwards.

Senior School Provision (1) – Content & Organisation

The Senior School operates Monday to Friday on a 25 period timetable, each period being 60 minutes long. The senior school follows a two-week timetable. The hours spent on teaching during a normal school week, excluding collective worship, registrations and lunch, total 25 hours. This compares with the recommended minimum of 24 hours/week, suggested for age 12 – 16 by the DfE.

In each year the cohort is divided into tutor/house groups for pastoral care and teaching groups for academic work.

If, at any stage, students are identified as having an extra educational need, we endeavour to provide it: this applies as much to extending the More Able Gifted and Talented as to providing necessary support for those with specific learning difficulties. A variety of teaching methods are employed to suit the circumstances of the teaching material, group size and activities involved.

Senior School Provision (2) – Key Stage 3

Year 7

All students follow the same programme of study. Setting occurs in Mathematics. Subjects studied on a weekly basis by all students:

- | | |
|-------------------------|-----------------------|
| • English | • French |
| • Mathematics | • History |
| • Science | • Library lesson |
| • Art | • Music |
| • Computer Science | • Physical Education |
| • Design and Technology | • Religious Education |
| • Drama | • PSHE |
| • Geography | |

Year 8

All students follow the same programme of study except modern foreign languages where students must study one of French or Spanish but not both. Setting occurs in English and Mathematics.

- | | |
|-------------------------|-----------------------|
| • English | • Geography |
| • Mathematics | • History |
| • Science | • Library Lesson |
| • French or Spanish | • Music |
| • Art | • Physical Education |
| • Computer Science | • Religious Education |
| • Design and Technology | • PSHE |
| • Drama | |

Year 9

All students follow the same programme of study for English, Maths, Science, Geography, History, RE, Computer Science, PSHE, Physical Education. Students must select 1 language from a choice of French and Spanish.

Students also opt for 2 of the following subjects:

- Art
- Design Technology
- Drama

- Music
- Pre-GCSE PE

Setting by ability occurs in English, Mathematics and Science. Mathematics and Science are setted consistently. In Science the three sciences are studied as discrete subjects.

Subjects studied:

- | | |
|---|--|
| <ul style="list-style-type: none"> • English • Mathematics • Biology • Chemistry • Physics • French • Art • Design and Technology • Drama • Geography | <ul style="list-style-type: none"> • History • Library Lesson • Computer Science • Music • Core Physical Education • Pre-GCSE Physical Education • Religious Education • Spanish • PSHE |
|---|--|

During the Spring Term of Year 9, meetings with students and parents are held to discuss the choice of GCSE Options for Key Stage 4.

Senior School Provision (3) – Key Stage 4

All students will **usually** study the following GCSE subjects:

- English (Language and Literature)
- Mathematics

Students will generally take 9 GCSE subjects although a small number may be advised to study a reduced curriculum. Students are advised to choose:

- 1 Modern Foreign Language
- 1 Humanities
- 1 practical/creative subject

In accordance with national guidelines, students will also take either 3 Separate Sciences or Combined Science.

Students can choose 4 subjects from:

- Art
- Business
- Computer Science
- Design Technology
- Drama
- French
- Geography
- History
- Physical Education
- Physics
- Religious Education
- Separate Science (students who do not choose Separate Science study Combined Science)
- Spanish

In addition, a Sports and PSHE programme is delivered to all students. The PSHE programme includes appropriate guidance regarding transition from KS4 to Sixth Form and careers guidance.

The College reserves the right to withdraw a subject offering if there is insufficient student interest or if the course is not financially viable.

Full details of the Key Stage 4 Curriculum, including information on specifications for GCSE Level examinations, are available in the GCSE Options Guide.

Senior School Provision (4) – Sixth Form

The Sixth Form Curriculum enables students to choose from the following subject list:

A Levels:

- Art & Design
- Biology
- Business
- Chemistry
- Computer Science
- Design & Technology
- Drama and Theatre Studies
- Economics
- English Literature
- Film Studies
- French
- Further Maths
- Geography
- Health and Social Care (BTEC National AAQ)
- History
- Mathematics
- Music
- Physical Education
- Physics
- Politics
- Psychology
- Spanish

Supporting courses:

- Extended Project Qualification

The College reserves the right to withdraw a subject offering if there is insufficient student interest or if the course is not financially viable.

Typically, students are taught 9 periods per subject per fortnight. However, if it becomes apparent during the course that only a single student will be studying a particular subject, the allocated teaching time will be reduced to 6 periods per fortnight.

All students in Year 12 are required to participate in a development/extension programme which comprises PSHE, Community Service, Citizenship and Sport.

Senior School Provision (5) – Remote Learning Provision

Attendance to College is ordinarily mandatory. If, however, a student is well enough to study but cannot attend College due to contracting a highly infectious disease then

remote learning via the VLE (Firefly) will be provided. This provision will be reviewed on a case-by-case basis with the principle that student absence to College be minimised.

Senior School Provision (6) – Homework

Statement

The purpose of homework is to encourage independent study skills, to consolidate and reinforce knowledge and understanding developed at school, to extend school learning, sustain the involvement of parents in the management of students learning and to manage particular demands, such as Controlled Assessments.

To ensure Homework is set in a timely manner, suitable length and recorded appropriately

TEACHERS WILL	TEACHERS WILL DO THIS BY ENSURING THAT	STUDENTS WILL DO THIS BY ENSURING THAT
Set Homework in a timely manner (Y7-11).	Homework is set in accordance with the Homework Timetable.	They plan their working week with the understanding of when homework will be set. Inability to complete homework on the scheduled night should be communicated to the College via parent/carer.
Set Homework in a timely manner (Y12-13).	Departments and subject teachers make every effort to ensure appropriate amounts of work are set and reasonable advance notice of completion given. There is no published timetable for the Sixth Form.	
Record Homework.	Homework is set via the VLE (or Teams assignments which then populates the VLE automatically). Time is given in lessons to ensure all student understand the nature of the homework. Deadlines for the completion of homework should be clearly stated and recorded.	They are clear about what is expected of them to successfully complete a piece of homework. Students recognise that completion is mandatory.

TEACHERS WILL	TEACHERS WILL DO THIS BY ENSURING THAT	STUDENTS WILL DO THIS BY ENSURING THAT
Set Homework of an appropriate length.	Homework time complies with the following guidelines: Year 7: 20 minutes per subject Year 8: 25 minutes per subject Year 9: 30 minutes per subject Years 10 and 11: 40 minutes per subject Sixth Form: 3 – 5 hours per subject each week Homework should not be set for holidays or half terms unless it is part of an ongoing project, coursework or revision for upcoming examinations or is set on the usual homework night prior to a holiday and is not due in immediately after the break.	They spend a suitable amount of time on their homework. If the set task takes longer than the guided time, they should inform their teacher with a note from their parent/carer.

To ensure Homework extends skills and develops curiosity

TEACHERS WILL	TEACHERS WILL DO THIS BY ENSURING THAT	STUDENTS WILL DO THIS BY ENSURING THAT
Set appropriately challenging homework.	Every effort will be made to ensure that homework is both challenging and able to be completed at home. Homework should be tailored to different classes and may sometimes need adjustment to individuals within the group.	They recognise that work may be required to be redone if it has not been completed to a satisfactory standard.
Ensure homework has a purpose.	Homework tasks should have a valid educational objective, should be wide-ranging and varied. They may include investigations, interviews, simple experiments, essay writing, research, reading, drawing, designing, drafting, revision, report writing, model making, collecting materials, spelling lists, vocabulary learning, thinking and many more. Sometimes homework is in the form of an ongoing project that may take several weeks. This happens particularly in Arts subjects, with Year 10 and 11 students' Non-exam Assessments and with Sixth Form work.	

APPENDIX 1: Infant & Junior School Curriculum Overview

Based on 50 x 30minute lessons.

Timings are approximate and may vary slightly.

FOUNDATION	
LANGUAGE AND COMMUNICATION	7
PHYSICAL DEVELOPMENT	4.5
PHSE	7
LITERACY	7
MATHEMATICS	6
UNDERSTANDING OF THE WORLD	6
EXPRESSIVE ARTS	6
Assemblies	2
ICT	1.5
MFL	1.5
MUSIC	1.5
Total	50

INFANT 1	
ENGLISH	15.0
MATHS	12.0
PROJECT (History, Geography, Art, DT, Drama)	6.5
SCIENCE	3.0
COMPUTING	1.5
PE	4.0
PSHE/RS	3.5
MUSIC	1.5
ASSEMBLIES	2.0
MFL	1.0
Total	50.0

INFANT 2	
ENGLISH	15.0
MATHS	12.0
PROJECT (History, Geography, Art, DT, Drama)	6.5
SCIENCE	3.0
COMPUTING	1.5
PE	4.0
PSHE/RS	3.5
MUSIC	1.5
ASSEMBLIES	2.0
MFL	1.0
Total	50.0

APPENDIX 2: Infant & Junior School Curriculum Comparison

Based on 50 x 30minute lessons.

Timings are approximate and may vary slightly.

JUNIOR 3	
ENGLISH	13.5
MATHS	11.0
PROJECT (History, Geography, Art, DT)	6.0
SCIENCE	3.0
COMPUTING	1.5
PE	5.0
PSHE/RS	3.5
MUSIC	1.5
ASSEMBLIES	2.0
MFL	1.5
Drama	1.5
Total	50.0

JUNIOR 4	
ENGLISH	13.5
MATHS	11.0
PROJECT (History, Geography, Art, DT)	6.0
SCIENCE	3.0
COMPUTING	1.5
PE	5.0
PSHE//RS	3.5
MUSIC	1.5
ASSEMBLIES	2.0
MFL	1.5
Drama	1.5
Total	50.0

JUNIOR 5	
ENGLISH	13.5
MATHS	11.0
PROJECT (History, Geography, Art, DT, ESB)	6.0
SCIENCE	3.0
COMPUTING	1.5
PE	5.0
PSHE/ RS	3.5
MUSIC	1.5
ASSEMBLIES	2.0
MFL	1.5
Drama	1.5
Total	50.0

JUNIOR 6	
ENGLISH	13.5
MATHS	11.0
PROJECT (History, Geography, Art, DT, ESB, Enterprise)	6.0
SCIENCE	3.0
COMPUTING	1.5
PE	5.0
PSHE/ RS	3.5
MUSIC	1.5
ASSEMBLIES	2.0
MFL	1.5
Drama	1.5
Total	50.0

KS1 Curriculum time – Gov recommendations				KS2 Curriculum time – Gov recommendations			
Subject	Recommended time per week*	Total hours over year	Percentage of a 21-hour teaching week	Subject	Recommended time per week*	Total hours over year	Percentage of a 23½-hour teaching week
English	5 – 7¼ hours	180 – 270	24% – 36%	English	5 – 7¼ hours	180 – 270	21% – 32%
Mathematics	3¼ hours	135	18%	Mathematics	4¼ – 5 hours	150 – 180	18 – 21%
Science	1¼ hours	54	7%	Science	2 hours	72	9%
ICT	50 minutes	30	4%	ICT	55 minutes	33	4%
D&T	50 minutes	30	4%	D&T	55 minutes	33	4%
History	50 minutes	30	4%	History	55 minutes	33	4%
Geography	50 minutes	30	4%	Geography	55 minutes	33	4%
Art & Design	50 minutes	30	4%	Art & Design	55 minutes	33	4%
Music	50 minutes	30	4%	Music	55 minutes	33	4%
PE	1¼ hours	45	6%	PE	1¼ hours	45	5%
RE	1 hour	36	5%	RE	1¼ hours	45	5%
TOTAL	17% – 20 hours	630 – 720 hours	84% – 96%	TOTAL	19% – 22 hours	690 – 810 hours	82% – 96%

APPENDIX 3: Year 7 Curriculum

7X	MATH MATH	ENLA	LIB	SCIE	GEOG	HIST	FREN	ART	RE	COMP	MUSI	DRAM	TECH	PSHE	SPORT SPORT
7Y		ENLA	LIB	SCIE	GEOG	HIST	FREN	ART	RE	COMP	MUSI	DRAM	TECH	PSHE	
Period count	7	7	1	6	4	4	4	2	2	2	2	2	2	1	4

Students are grouped into two classes: 7X, 7Y.

APPENDIX 4: Year 8 Curriculum

8X	ENLA	LIB	MATH	FREN	SCIE	GEOG	HIST	ART	RE	COMP	MUSI	DRAM	TECH	PSHE	SPORT
8Y	ENLA	LIB	MATH	SPAN	SCIE	GEOG	HIST	ART	RE	COMP	MUSI	DRAM	TECH	PSHE	SPORT
Period count	7	1	7	4	6	4	4	2	2	2	2	2	2	1	4

Students are grouped into two classes: 8X, 8Y

APPENDIX 5: Year 9 Curriculum

9X	ENLA	LIB	RE	MATH	CHEM1	PHYS1	BIOL1	PSHE	GEOG	HIST	FREN	COMP	ART DRAM	ART TECH	SPORT
9Y	ENLA	LIB	RE	MATH	CHEM2	PHYS2	BIOL2	PSHE	GEOG	HIST	SPAN	COMP	PE MUSI	PE MUSI	SPORT
9Z	ENLA	LIB	RE	MATH	CHEM3	PHYS3	BIOL3	PSHE	GEOG	HIST	SPAN	COMP			
Period count	7	1	2	7	2	2	2	1	4	4	4	2	4	4	4

APPENDIX 6: Years 10 Curriculum

10W	ENLA	MATH		PHYS		CHEM		BIOL	PSHE		ART COMP	DRAM GEOG	BUSI FREN	SPORT
10X	ENLA	MATH	PHYS		CHEM		BIOL		PSHE	ART BUSI	HIST MUSI	HIST	RE SPAN	SPORT SPORT
10Y	ENLA	MATH	PHYS		CHEM		BIOL		PSHE	PE	PE		TECH	SPORT
Period count	8	7	4	5	3	5	3	5	1	5	5	5	5	4

10W – Separate Science Group
10X – Combined Science Set 1
10Y – Combined Science Set 2

APPENDIX 7: Years 11 Curriculum

11W	ENLA	MATH		PHYS		CHEM		BIOL	PSHE		ART TECH	COMP GEOG	BUSI COMP	SPORT
11X	ENLA	MATH	PHYS		CHEM		BIOL		PSHE	ART	GEOG MUSI	HIST PE	DRAM SPAN	SPORT
11Y	ENLA	MATH	PHYS		CHEM		BIOL			BUSI			FREN	SPORT
Period count	8	7	4	5	3	5	3	5	1	5	5	5	5	4

- 11W – Separate Science Group
- 11X – Combined Science Set 1
- 11Y – Combined Science Set 2
- 11Z – Combined Science Set 3

APPENDIX 8: Years 12 & 13 Curriculum

Year 12

Year 12	PSHE in blocks	EPQ	SPORT SPORT	BIOL ENLI FM(6)	CHEM ECON FILM PE(0)	COMP GEOG HIST PHYS DRAM(5)	POLI MATH HASC	ART(0) BUSI PSYC MUSI
Period count	2	2	3	9	9	9	9	9

Year 13

Subject	ART	BIOL	BUSI	CHEM	DRAM	ECON	ENLI	FILM
Period Count	9	9	9	9	9	9	9	9
Subject	GEOG	MATH	MUSI	PE	PHYS	PSYC	TEXT	
Period Count	9	9	9	9	9	9	4	