

# Curriculum Policy 2023-24

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## Curriculum Policy

### Introduction

1. Seaford College is a non-selective, co-educational school of over 900 students. Approximately 270 are in the Prep School (Wilberforce) aged between 6 and 13, approximately 410 in the Middle School, Year 9-11 and the Sixth Form numbers just over 260. Just over 40% of the students are girls, and the school has an Academic Access and Achievement department which caters for the specific learning needs of approximately 45% of the students.
2. The College's mission statement sets out the vision that: "Seaford College aims to provide a distinctive and inclusive educational experience in which individual students are known, have the opportunity to discover themselves, are valued for their particular contribution, and are prepared for life. On leaving the College, each student will be a confident, articulate, well-rounded young person who has achieved their 'Personal Bests'. The structure of the school's curriculum is designed to fulfil the aims set out in the mission statement whilst recognising the particular issues raised by the nature of the students within the school population."
3. Seaford College provides a holistic curriculum that strives to maintain breadth and balance for the child in the following areas:
  - Academic Seaford
  - Sporting Seaford
  - Co-Curricular Seaford
  - Creative Seaford
  - Pastoral Seaford
  - Community Seaford

### Broad Aims of the Curriculum

4. These are:
  - i. **To keep the range of subjects as wide as possible, for as long as possible, for as many students as possible.**
    - a. It is the College's belief that, by keeping the range of subjects wide, students will have a greater opportunity to discover their strengths and talents.
    - b. Many of our students will excel in subjects on the fringe of the National Curriculum and it is important that they be allowed to recognise these skills and to succeed. Success builds their confidence.
    - c. Students will not normally be asked to narrow their range of subjects until the start of Year 9 and when choosing GCSE options for the start of Year 10. As students enter Year 9, some subject choice is offered (allowing for greater opportunity in subject provision within the curriculum). In Year 9, both the Design, Art and Creative Development carousels promote further breadth within the curriculum.
    - d. A Sixth Form enrichment programme is built into the timetable, allowing all students the opportunity to choose activities that either support their main academic studies and to develop their broader skills and experiences through the life skills carousel.

**ii. To promote both literacy and numeracy at the earliest possible age.**

- a. The Prep School Library is designed to encourage reading amongst those students in KS1, KS2 & KS3.
- b. In the Prep School, all subject teachers are encouraged to provide feedback that enables both literacy and numeracy skills to be developed in context. This might involve correction of spellings etc. This is closely monitored by the Academic Access and Achievement teachers as over-correction of spelling can cause a lack of confidence.
- c. The KS2 Literature and Maths Coordinators oversee the promotion and tracking of students within this age group.

**iii. To provide excellence in our feedback, assessment and marking strategies to ensure that progress is made in each lesson, enabling students to meet their Challenge Grades.**

- a. Staff will apply Assessment for Learning Strategies within each lesson. They will plan their lessons with 'assessment in mind'.
- b. Staff will receive regular INSET enabling them to keep abreast of new research related to assessment.
- c. Staff will utilise a variety of assessment strategies in addition to regular marking in order to ensure that all students 'close the learning gap'.
- d. Staff will adhere to the College's 'Marking and Feedback Policy' and Teaching and Learning Guidelines.

**iv. To provide exceptional support for all students as well as those with Additional Needs. To ensure that teaching styles are tailored to the learning styles and needs of the students.**

- a. The College has an expertise in most areas of additional need.
- b. All students are academically screened on entry, whether or not they have arrived with an up-to-date EP report.
- c. Students attending Academic Access and Achievement lessons will not be withdrawn from core subjects in Year 9 -13 or any subject that the students might resent missing. If a negotiated settlement cannot be reached, break times, before school or after school may be used. Some students are part of a Core Support Group. These form part of the student's timetable.
- d. The Academic Access and Achievement department writes a student profile on all of the students within their department (stored on the School Information Management system) and liaises on a day-to-day basis with all the staff teaching the students. The students also have the opportunity to create a student passport, advising staff on how to support them.
- e. See Seaford College 'SEND policy' for notes on students with EHCP.

- v. To provide additional linguistic support for students for whom English is not their first language.**
- a. EAL students are overseen by the head of the Academic Access and Achievement department
  - b. Students are prepared for appropriate examinations e.g. TESOL, Cambridge International GCSE and IELTS etc. depending on university requirements.
  - c. Currently the College has very little in the way of EAL students and these students have a high level of spoken and written English.
- vi. To provide a core of subjects for all students up to the age of 16 that both meets as far as possible the requirements of Government education policy and provides every student with the ability to matriculate for higher education.**
- a. Students will take a wide range of subjects to maintain breadth until the end of Year 8. This ought to provide them with the opportunity to identify their strengths.
  - b. All students will take ICT as a discrete subject until at least the end of Year 8.
  - c. The 'core subjects' are English, Maths and Science. All students study a language until the end of Year 9, with some SEND students pursuing a one-year foundation level certificate instead of choosing a language at GCSE in Year 10.
  - d. The College provides 25 GCSE (or Level 2 BTEC) subjects and 36 subjects (a range of A Levels, BTECs and Cambridge Technical qualifications) in the Sixth Form.
- vii. To provide a sufficient range of subjects for all students to gain success, find their strengths and boost their self-esteem.**
- a. The College builds confidence in its students by allowing students to succeed in areas of strength. This enables them to succeed and to persevere in areas where they are not so strong.
  - b. A wide range of creative subjects are on offer at both GCSE and A level. These subjects have an appeal to a range of students and provide a vehicle for success and confidence.
  - c. Success builds confidence which leads to 'Personal Bests', something which is referred to on a regular basis for both staff and students.
  - d. In Year 9 the College provides a Creative Development Carousel to widen the creative opportunities and broaden their experience. Activities include Digital Safety, Politics, Health and Wellbeing, Public Speaking, Philosophy and Ethics, Self Defence, Sustainability and Music Creativity.

- viii. To ensure that subjects taught at the school are regularly appraised to meet criteria on success (in value added terms) and effectiveness.**
- a. All the subjects taught at KS4 and KS5 are appraised annually through the line management system and undergo an examinations results review with the Headmaster.
  - b. There is an expectation of 'added value' based upon the baseline data of CAT, ALIS and MidYIS.
  - c. If the subjects are not fulfilling their purpose, the College will question their place on the curriculum. Examples of subjects that have been tried and now discontinued are Law at A level and Applied Science at GCSE.
- ix. To ensure that, from 16 plus, students have enough and appropriate opportunities to allow access to higher education and all career paths.**
- a. The choice of subjects at A level and Level 3 alternative qualifications provides for access onto any and all degree courses at university.
  - b. Advice is given to all students entering the Sixth Form to ensure that they enrol on the correct courses in order to allow them access to their likely university courses.
  - c. The Director of Sixth Form monitors the higher education system to ensure that all students are successfully prepared for access to their chosen courses. The Director of Sixth Form has responsibility for UCAS applications alongside the UCAS coordinator.
  - d. Appropriate careers advice is provided by the Head of Careers through Personal Development time, and the ability to arrange one-to-one meetings.
- x. To provide a full range of co-curricular activities to stretch students and to teach interpersonal skills, leadership and team working.**
- a. A wide variety of sporting activities give students the opportunity to work and compete in teams at different levels.
  - b. The Greenpower Racing, Duke of Edinburgh Award, Combined Cadet Force (CCF), Outdoor Education and other such activities provide alternatives to sport for team building.
  - c. Leadership opportunities are offered through the house system, the CCF NCO programme, Captaincy of team sports, Subject ambassadors and the prep School and College Prefect system.
  - d. A range of academic clubs, creative clubs, individual sports, Performing Arts' clubs (including drama, music and dance), entrepreneurial activities and creative arts clubs are on offer for students in the Senior School and Prep School
- xi. PHSE and RSE is provided in all years.**
- a. A full PHSE and RSE scheme of work details the extent of provision provided.

- b. All programmes are devised to suit the age and experiences of students.
  - c. Tutors deliver the PSHE and RSE programme alongside a series of visiting speakers.
  - d. Lessons are delivered in ways appropriate to students' age.
  - e. External speakers are invited to deliver talks in specialist areas such as drugs, internet safety, contraception etc.
  - f. Part of the first week of the Autumn Term is run off timetable to provide a range of activities and outside speakers to support the Personal Development agenda, and delivers a proportion of the PSHE and RSE scheme of work.
- xii. To provide, at every age, the guidance required to help students with subject, university and career choices.**
- a. The guidance will start at the end of KS3 where advice will be given on GCSE choices. This will be informed by the CAT and MidYIS testing (and the chances graphs) as well as the aspirations of students towards particular careers.
  - b. Careers profiling (Morrisby) is undertaken at the start of Year 11 to prepare students for their post-16 choices and in Year 12 to prepare students for their post-18 pathways. All Year 11 students have a one-to-one meeting after the profiling, with all meetings occurring before the end of the Spring Term. This will give general information on qualifications etc. and guide the students towards their desired goals and careers.
  - c. At the end of KS4, considerable guidance is given to help with A level choices. Student interviews, as well as extensive support from College staff, point some students in directions away from A level courses and on to our alternative Level 3 qualifications, or a hybrid of both. A small number of students may also decide that Seaford College may not be the right environment for them at Sixth Form.
  - d. In Year 12, guidance is given to students on their university choices. Open Day visits are arranged, a Sixth Form 'Next Steps' event including a representative from UCAS, apprenticeship schemes, foreign universities as well as workplace opportunities. Students are encouraged to consider a range of options.
  - e. Guidance is given at every stage of the UCAS application process by tutors and mentors in Year 13. All Year 13 students have a weekly session with their tutor for UCAS guidance.
  - f. Having left the College, any student requiring further help or guidance is counselled and supported by senior staff until they find a place at higher education.
- xiii. Homework should support the work done in the classroom. It should enhance learning and not be used as a vehicle for disenchantment of the students.**
- a. Opportunities for students to complete homework or 'prep' are supervised during the school day for Year 2-11. Sixth Form students are given private study time within their timetable. Students are expected to complete their prep after the school day has finished.
  - b. Homework support is available in the boarding houses for boarders and a series of support sessions are hosted by subject teachers each evening.

- c. A schedule of when homework is set is provided for Year 2-11 to help students manage their own time and workload.
- d. Teachers are provided with homework setting guidance within the Teaching and Learning framework.
- e. Homework is set using Firefly to enable students, parents and tutors to clearly identify the task that has been set.
- f. The Academic Access and Achievement department run a series of Homework clinics throughout the week which targets certain age groups.

**xiv. To enrich the school experience with activities designed to promote good behaviour, manners and spiritual and cultural awareness.**

- a. The College believes in educating the whole person. Leadership, teamwork, social skills, tolerance and manners are all important and are included in the broader curriculum. All subjects target spiritual, moral, social and cultural awareness and understanding through the schemes of work followed.
- b. Examples might be:
  - i. The Year 8 graduation dinner. The students' first chance to sample a formal dinner and to learn how to behave. Many other dinners and functions throughout the year serve the same purpose.
  - ii. The College's Ten Basic Courtesies provide an expectation for behaviour, and are published in the school calendar and are referred to by tutor teams. These are values that promote a sense of community and responsibility.
  - iii. Year group chapel services occur throughout the term for the Senior School, and on Wednesday mornings for the Prep School, led by the school's chaplain. Worship is for students and staff of all faiths and for those of none, but follows the Church of England liturgy: *Common Worship*.
  - iv. Communal dining with adults and children mixing at every meal.
  - v. Cultural and academic trips abroad, together with exchanges, help to broaden the students' experience of other societies.
  - vi. Carol and Remembrance services provide a community focus and an opportunity for alumni to visit the College.
  - vii. Assemblies, lectures and presentations by adults and fellow students.
  - viii. Community Service programme, including students helping at care homes and animal welfare charities. The College also runs a community action day in the Summer Term supporting the local community in a range of volunteering activities.

- xv. **To provide ample opportunity for students to develop proficient IT skills to support them in their continuing education and to provide foundation for later employment**
- a. The College utilises a one-to-one device policy for all students (Apple iPad) with all classrooms connected to Apple TV devices. All students are expected to attend lessons with their iPad, which are available for use at the teacher's discretion and where appropriate.
  - b. Seaford uses the Microsoft 365 environment for learning resources. Teachers utilise Office 365, the Adobe suite and other age appropriate and relevant apps to enhance learning.
  - c. Digital safety is built into the PSHE programme, the ICT and Computer Science curriculum and forms part of the Year 9 creative development carousel.

### **The Curriculum by Cohort**

#### **Prep School**

##### **Vision**

- 5. To empower and support every child to achieve their personal best both inside and outside of the classroom.

##### **Mission**

- 6. At Seaford College Prep School, we educate and nurture the whole child, providing opportunities for each child to discover and develop their unique talents and abilities, both inside and outside of the classroom.
- 7. This is achieved through a broad, creative, multisensory academic curriculum with appropriate differentiation and intervention. The academic curriculum is complemented by a rich co-curricular programme.
- 8. The educational experience throughout Seaford College is underpinned by excellent pastoral care as we create a culture of achievement within a vibrant, challenging and stimulating learning environment.

##### **Aims**

- 9. We aim to provide a holistic approach, where the spiritual, moral, social and cultural values we espouse are embedded in every aspect of school life.
- 10. We aim to foster and develop a caring community where everyone feels respected and valued, and children are happy and fulfilled.
- 11. The aims of Seaford College Prep School are to:
  - 1. Produce happy, confident children who are well prepared for the future.
  - 2. Have high but appropriate academic expectations for all children in a nurturing environment.
  - 3. Motivate every child through a fantastic educational experience.
  - 4. Afford every child a broad and well-rounded education.
  - 5. Recognise every child's worth through their all-round achievements.



6. Ensure that parents, teachers and children are all part of the team and enjoy their time with Seaford College Prep School.
7. Recognise and celebrate personal bests for all children.
8. Provide excellent pastoral care and engender strong social values which strengthen our community.
9. Establish a courteous, respectful, caring and self-disciplined community which embraces the principle that every child matters.

## Overview of the Curriculum

12. At Seaford College we believe that happy, confident, children learn. A curriculum is the knowledge, skills, and concepts that children learn, implicitly as well as explicitly, as a result of direct instruction.
13. Seaford College is proud of our unique approach to teaching and learning across the whole school. We understand that children develop at different rates and always assess children at the start of their Seaford career to determine where they are on their educational journey. We strive for each child to develop confidence in their ability to learn and overcome the challenges they will inevitably face along the way. This essential self-belief and resilience are crucial to academic development and success.
14. The curriculum is divided into three sections:
  1. The core subjects of Maths, English and Science which students will study up to the end of Year 11.
  2. All other subjects: History, Geography, RS, Art and Design, Design Technology, Music, Modern Foreign Languages, Computing, Drama, PSHE & RSE, Outdoor Education, Physical Education and Sport. In the Senior School, students start to have an element of choice about the subjects they study (referred to as options).
  3. A broad range of co-curricular opportunities using our inspirational grounds and expertise of whole school staff.
15. We deliver the curriculum using a variety of multisensory teaching strategies to accommodate students' different learning styles. We use a combination of classroom teaching; year-based cross-curricular themes; school-based activity weeks; and our creative curriculum.
16. We also gradually increase the number of subjects taught by subject specialists as students progress through the Prep School.
17. We ensure that, through an appropriately differentiated curriculum, all children are challenged and supported within a framework of high expectations in keeping with the school's motto of '*Ad Alta*' (*To the heights*).
18. Our vision, in more detail, is for Seaford Prep School children to become independent, lifelong learners, growing in confidence and competence. Most important is that they are helped to develop the skills to become autonomous learners; if they do not know something, they can find the answers for themselves.
19. This is achieved through:
  - creating a culture of achievement and positive reinforcement at all levels of ability

- adopting a forward-looking and creative approach which reflects our awareness of current and future educational trends without sacrificing traditional strengths
- providing high-calibre staff who are themselves open to learning and who are given extensive training opportunities for continuing professional development providing a high-quality learning environment with a happy, vibrant atmosphere, and within it a sense of purpose and a climate of open, friendly communication built through mutual trust and respect
- educating the whole child by providing opportunities in breadth and depth for the concurrent development of all dimensions of school life – emotional, spiritual, academic, cultural, moral, linguistic, physical and creative
- discovering and fostering the unique talents and abilities of each individual, in accordance with the philosophy and vision of the school
- encouraging students to understand how they learn best

20. In Year 1 to 6, students have a form teacher who is responsible for teaching a significant portion of the curriculum. Most academic teaching takes place in spacious, light and attractive classrooms. Nevertheless, even at this age there is specialist teaching in French, Drama, Music, ICT, DT, PSHE, History, P.E. and Games.
21. In Year 6, English and Maths are taught by the form teachers while the other subjects are taught by subject specialists and children move around the school.
22. A wealth of co-curricular clubs and activities are available including: archery, ballet, fencing, outdoor adventure, art and craft, and sport.

## Years 7 & 8

23. **The aim of the curriculum** in Year 7 and 8 is to give the students experience of a broad base of subjects. In the school day, these subjects are taught to all:

- a. **Core:** English, Maths, Science and MFL (French and/or Spanish).
- b. **Humanities:** History, Geography, RS. All core and humanities subjects promote literacy and numeracy. This will involve sensitive spelling correction and encouragement in numeracy. Lessons will also promote spiritual, moral, social and cultural development
- c. **Creative Curriculum:** Art, Design & Technology, PE, Music, Drama, ICT.
- d. **Creative Carousel:** Students rotate between Outdoor Education, Performing Arts, Food Preparation and Swimming and also have a choice to take Latin.
- e. **PSHE & RSE** is taught through a weekly tutor period and Chapel services and Assemblies.
- f. **Games:** 3 sessions each week including one afternoon of competitive matches on a Wednesday.

24. **The MFL policy** is intended to give all students in Seaford College Prep School the opportunity to pursue a language. More able Linguists may study both Spanish and French.

- a. Students with SpLDs are expected to study a language in Year 7, 8 and 9 but at a more appropriate level. In Year 9, an entry-level certificate is offered in Spanish for these students.
- b. Good linguists have the opportunity to take a second MFL.

25. **Setting** – Core subjects are set with the following structure:

Maths – 1 most able group, 2 mixed ability group and 1 support group

Science – 4 mixed ability sets

English – 3 mixed ability groups and 1 support group

MFL – 1 Dual group and 3 groups studying a single language

A small group of students are identified each year who receive lessons in Maths and/or English in a small group to help improve core skills and confidence.

CAT tests on entry and other prior attainment data are used to help initial setting. Setting is kept deliberately flexible to allow for improvements and changes. Humanities and other option subjects follow English or Maths settings but groups for other creative subjects will be randomly selected.

26. **Homework:** This should amount to approximately 40 minutes each evening in Year 7 and 8. It will be done, under supervision, from 4.30–5.25pm every evening.

27. **Team sports, Prefect responsibilities** provide both team building and leadership skill opportunities.

28. **A co-curricular activities programme offers:**

- a. A range of evening activities for boarders involving sport, films and trips.

- b. Main school activities such as archery, Greenpower etc.
- c. Musical Activities: orchestra, choir, rock bands and Music Technology.
- d. Saturday morning activities: Golf Academy, clay pigeon shooting, mountain biking, canoeing, climbing.
- e. Greenpower car building and racing.

29. **Academic Access and Achievement lessons:** These are once each week as per the school's policy, and are typically one-to-one lessons with a specialist teacher. They will never take place in core lessons or in place of a lesson much loved by the student. This will ensure there is no resentment. Negotiated settlement is the preferred result with before school sessions, after school sessions, and student break times.

- **Chapel:** All Prep School students attend Chapel once each week, currently on a Wednesday morning. The Prep School Choir sings at these services.
- **Assemblies & Tutor Periods:** There are two full Prep School assemblies each week. Tutors will meet with their tutees for registration each day in the morning and in the afternoon.
- **Enrichment:** A number of functions are built into the Prep School year to encourage confidence, support for others, manners and behaviour. These include the Christmas performance, year group trips, lunchtime musical concerts and the formal Graduation Dinner for Year 8.
- **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified and monitored by the Oxbridge and Gifted and Talented coordinator.

## Year 9

30. **The aim of the curriculum** in Year 9 is to promote a wide variety of options open for students, whilst allowing for some specialisation through subject choice. This actively encourages students to consider their curriculum, and to begin to think about GCSE options for Year 10. All students are given the opportunity to try a variety of subjects in the hope that they will identify strengths for GCSE.

As part of the Year 9 curriculum:

- a. All students will have three Creative Development Carousel sessions each fortnight, on a carousel of four weeks, to augment the creative provision.
- b. Core subjects will cover GCSE content.
- c. Option subjects will seek to provide a strong foundation for GCSE. A student not choosing a specific subject option in Year 9 will not be prevented from choosing that subject at GCSE. Students are expected to select 4 option subjects (one of which must be a MFL).

31. **Setting:** Core subjects are set with the following structure within 2 equal bands:

Maths – 1 most able group, 2 mixed ability group and 1 support group

Science – 1 most able group, 3 mixed ability groups

English – 1 most able group, 3 mixed ability groups

A small group of students are identified each year who receive lessons in Maths and/or English in a small group to help improve core skills and confidence.

CAT and MidYIS tests on entry and other prior attainment data is used to help initial setting. Setting is kept deliberately flexible to allow for improvements and changes.

32. **Homework:** This should amount to approximately 1 hour each evening. The school offers supervised prep sessions Tuesday to Friday to enable students to complete their prep under supervision. Staff will also be on hand to provide support and guidance within departments. Work not completed should be done at home (or the boarding house) that evening. A prep timetable is published at the start of the year and homework is recorded using the school's Firefly portal. Students also have 2 supervised prep sessions per fortnight timetabled.
33. **PSHE & RSE:** The school delivers PSHE as part of the Personal Development period on a Wednesday morning. All Year 9 students follow a year group specific programme, which includes lectures on anti-bullying, alcohol, anti-drugs, relationships, and online safety.
34. **Academic Access and Achievement lessons:** These are once each week as per the school's policy, and are typically one-to-one lessons with a specialist teacher. Activity sessions, break time sessions, games sessions (where appropriate), and supervised prep sessions are times used for a regular weekly lesson.
35. **Chapel:** Year 9 students attend the year group Chapel services on selected Monday mornings. Further voluntary opportunities for worship are available during the week, as organised by the school's chaplain. Opportunities for baptism and confirmation are also provided over the course of the year.
36. **Team sports:** Year 9 students attend two games sessions per week (equal to two school periods per sessions), and matches are played every Saturday. Very occasional fixtures occur mid-week due to cup competitions. The core sports are for girls: Winter Term – hockey; Spring Term – netball, Summer Term – cricket, athletics and tennis, and for boys: Winter Term – rugby; Spring Term – hockey; Summer Term – cricket, athletics and tennis.
37. **Assemblies:** There is usually a full school assembly on Monday morning's period 1. House meetings, year

group assemblies, orchestra and tutor periods may occur during this time.

38. **Tutor Period:** Tutors meet with their tutees for registration twice each day (8.25am and 4.20pm). Tutors lead the Personal Development period on a Wednesday morning with their tutor group.
39. **Co-curricular activities:** A full co-curricular activities programme is offered from 4.30pm Monday to Friday. Some lunchtime activities are offered where it is possible for them to fit within the timetable provision (these are usually music based). A full outdoor activity programme is offered throughout the week, with weekly Saturday morning activities provided. In addition a tennis academy, golf academy and clay pigeon range are available every Saturday morning during term time.
40. **Careers:** From Year 9, students are introduced to Morrisby and some careers-based terminology. Students are encouraged to talk and think about their interests and how this might relate to future careers.
41. **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified, monitored by the Director of Teaching and Learning.

## KS4 Years 10 & 11

42. The curriculum at GCSE should ensure that all students will take between 8 or 10 GCSE subjects (if a triple scientist and studying English Literature) except under exceptional circumstances. Any student allowed to drop to a lower number of subjects will have a bespoke curriculum timetable put in place in agreement with parents and will be closely monitored throughout.
43. **Core:** All students are expected to take the core of English, English Literature, Mathematics and Combined Science. Some SEND students and EAL students may not take English Literature. Some students will take the Triple Science option (additional teaching time is provided for triple science students during the supervised prep periods).
44. **Sciences:** There are two pathways; some students will be encouraged to take the 3 separate subjects, whilst other students follow the Combined Science route. The final decision on this will be made during the course of Year 10.
46. **Setting Policy:** All core subjects will be set depending on their pathway e.g. Triple or Combined Science, Higher or Foundation Maths. However, depending on the cohort different patterns may exist. CAT data and prior attainment is used to inform setting decisions.
47. **Homework:** This should amount to approximately 1 hour each evening. The school offers supervised prep sessions Monday to Friday in order to enable students to complete their prep under supervision. Staff will also be on hand to provide support and guidance within departments. Work not completed should be done at home (or the boarding house) that evening. A prep timetable is published at the start of the year and homework is recorded using the school's Firefly portal. Students also have 6 supervised prep sessions per fortnight timetabled for students who do not study the Triple Science route.
48. **Options:** As well as the core subjects, students have a free choice of optional subjects to build up their 9 subjects. These can be chosen from: Fine Art, Art, Craft and Design, Graphics, Textiles, Food Preparation and Nutrition, D&T, Music, ICT, Computing, RS, Geography, History French, Spanish, Dance, Drama, Business and PE.
49. **Academic Access and Achievement lessons:** These are once each week as per the school's policy, and are typically one-to-one lessons with a specialist teacher. They do not take place during academic lessons. Activity sessions, break time sessions, games sessions (where appropriate), and supervised prep sessions are times used for regular, weekly lessons.
50. **Chapel:** Year 10 & 11 students attend their year group Chapel services on a Monday morning. Further voluntary opportunities for worship are available during the week, as organised by the school's chaplain. An opportunity for baptism and confirmation is also provided over the course of the year.
51. **Team sports:** Year 10 students attend two games sessions per week (equal to two school periods per session), and matches are played every Saturday, with occasional matches on a Thursday afternoon. Year 11 students also attend two games sessions (two games sessions per week), with matches played on a Saturday and occasional matches played on a Thursday afternoon. For both year groups, very occasional fixtures occur mid-week due to cup competitions. The core sports are for girls: Winter Term – hockey; Spring Term – netball, Summer Term – cricket, athletics and tennis, and for boys: Winter Term – rugby; Spring Term – hockey; Summer Term – cricket, athletics and tennis.
52. **Assemblies:** There is usually a full school assembly on Monday morning, Period 1. House meetings, year group assemblies, orchestra and tutor periods may occur during this time.
53. **Tutor Period:** Tutors meet with their tutees for registration twice each day (8.25am and 4.20pm). Tutors lead the Personal Development period on a Wednesday morning with their tutor group.

54. **Co-curricular activities:** A full co-curricular activities programme is offered from 4.30pm Monday to Friday. Some lunchtime activities are offered where it is possible for them to fit within the timetable provision (these are usually music based). A full outdoor activity programme is offered throughout the week, with weekly Saturday morning activities offered. In addition, a tennis academy, golf academy and clay pigeon range shooting are available every Saturday morning during term time.
55. **Careers:** Through Personal Development sessions, careers advice and opportunities for research are provided. Outside speakers will also address the two year groups during the course of each year. All Year 11 students complete a profiling test at the start of Year 11, and then attend a one to one interview to discuss that report with the Head of Careers at some point in the first two terms of Year 11.
56. **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified, monitored by the Director of Teaching and Learning.



## KS5 – The Sixth Form Years 12 & 13

57. The curriculum in the Sixth form should ensure that all students will take three subjects, with the possibility of also pursuing an EPQ award.
58. **Subjects on offer:** All students will make a free choice from the subjects available, these are: Fine Art; Textiles; 3D Design; Art, Craft and Design; Photography; D&T; Music; Music Technology; Physics; Chemistry; Biology; Psychology; Computing; Maths; Further Maths; Geography; History; English Literature; English Language; Philosophy and Ethics; Dance; Creative Media (Cambridge Technical); French; Spanish; Drama; Economics; Business (A level and BTEC); PE; Politics; Sport (BTEC); Countryside Management (BTEC);, Travel and Tourism (BTEC) and Performing Arts (BTEC).

The above subjects enable the right academic pathway to be agreed with each student.

59. **Breadth:** The College believes that it has enough breadth to satisfy any career aspiration. The College continues to review the curriculum actively.
60. **Setting Policy:** Subject groupings are too small to allow setting.
61. **Academic Access and Achievement lessons:** Lessons are arranged for those that need them. As with other parts of the school, students receive one learning support lesson per week, arranged usually during a private study period.
62. **Chapel:** Sixth Form students attend their year group Chapel services on a Monday morning. Further voluntary opportunities for worship are available during the week, as organised by the school's chaplain. An opportunity for baptism and confirmation is also provided over the course of the year.
64. **Team sports:** Sixth Form students attend Senior Games sessions (two games sessions per week equal to two 50-minute periods per session), with matches played on a Saturday and occasional matches played on a Tuesday afternoon. It is very occasionally necessary for fixtures to occur mid-week due to cup competitions. The core sports are for girls: Winter Term – hockey; Spring Term – netball, Summer Term – cricket, athletics and tennis, and for boys: Winter Term – rugby; Spring Term – hockey; Summer Term – cricket, athletics and tennis.
65. **Assemblies:** There is usually a full school assembly on Monday morning's period 1. House meetings, year group assemblies, orchestra and tutor periods may occur during this time.
66. **Tutor Period:** Tutors meet with their tutees for registration twice each day (8.25am and 4.20pm). Tutors lead the Personal Development period on a Wednesday morning with their tutor group.
67. **Co-curricular activities:** A full co-curricular activities programme is offered from 4.30pm Monday to Friday. Some lunchtime activities are offered where it is possible for them to fit within the timetable provision (these are usually music based). A full outdoor activity programme is offered throughout the week, with weekly Saturday morning activities offered. In addition, a tennis academy, golf academy and clay pigeon range are available every Saturday morning term time.
68. **Careers:** Through Personal Development sessions, careers advice and opportunities for further and ongoing research are provided. Outside speakers representing different professions are invited in during the course of each year. All Year 12 students attend a university UCAS workshop, and a higher education and apprenticeship day of seminars. There will be opportunities to go to a careers fair and university open days. Guidance should be as detailed as possible throughout the Sixth Form. The school uses Morrisby as a platform to help students and teachers plan and prepare for higher education applications.

69. **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified, monitored by the Director of Teaching and Learning. Activities are arranged to support applicants for Oxbridge as well as veterinary and medical applicants.
70. **Prefects:** All Sixth Form students have the opportunity to apply for the role of prefect. At the start of Year 12, all are offered the opportunity to apply to become peer mentors. The boarding houses of Mansion, West and East also appoint Year 12 boarding prefects.

In the summer of Year 12, students can apply by letter to become College prefects and, following an interview process (with the Headmaster and Deputy Head), along with staff and student feedback, they may then be selected to serve. Prefects should, first and foremost, be role models for the younger students, an embodiment of what we believe the College turns out as its end product.

71. **Sixth Form Induction Process:** At the start of Year 12, all students attend a three-day residential trip to North Wales with their tutors and other key staff. They also attend the Year 12 Sixth Form Prom on the second weekend of term, attended by parents, staff and students.
72. **Sixth form Carousel:** Year 13 take part in a Life Skills carousel on Monday afternoons which includes topics such as; Personal Finance, Property, Car Maintenance and Resilience.