

# Curriculum policy

Felixstowe International College



**Approved by:** Governing Board

**Date:** 6/10/2022

**Last reviewed on:** 6/10/22

**Next review due by:** September 2024

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### 1. Aims

Our curriculum aims to provide individuals with a focused pastoral, cultural and academic experience in a supportive, safe and caring environment. Our intent is to ensure that our curriculum is broad, balanced, relevant, and personalised. It is designed to enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. We promote a positive attitude to learning and provide equal access to learning, with high expectations for every pupil and appropriate levels of challenge and individualised support.

Our curriculum and co-curricular programme provides subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals. It is designed to support pupils' physical development and responsibility for their own health, and enable them to be active, and aims to develop pupils' independent learning skills and resilience, to equip them for further and higher education and employment.

Statutory RSE, British Culture, the 9 protected characteristics and spiritual, moral, social and cultural education are all embedded within our assemblies, weekly worship and prayer meetings, our taught curricular subjects and our co-curriculum study programmes.

### 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### 3. Roles and responsibilities

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, math, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including pupils' with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### 3.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject leads follow a monitoring calendar of tasks throughout the year so that each curriculum is under continual development and review. Subject leads complete subject action plans and various audits to identify areas for development as per the 'Subject lead monitoring calendar'.

### 4. Organisation and planning

Our curriculum is divided into 4 key areas; Taught subjects (KS3, GCSE, A-level), 'RSE/Scholar' programme, 'Careers/Tutorials' programme and 'Electives' programme. Throughout their time at FIC, all pupils will complete their studies in their chosen subjects alongside our bespoke 'RSE/Scholar programme',

'Careers programme' and 'Electives' programme. Each programme is tailored to specifically meet our students' academic and pastoral needs.

Our RSE/Scholar programme is designed to prepare all students for both current and future study success. All students will leave FIC fully prepared for employment and further education. They will all attend 1:1 tutorials for both academic and pastoral support. The intent of the RSE/Scholar programme is to ensure that all individuals become masters at the essential advanced skills. These include the development of skills for independent research, teamwork, study techniques, time management, managing stress, public speaking, debating and living independently.

Please refer to our RSE policy for further details.

Our Careers programme is bespoke to each year group and follows the GATSBY benchmarks. During their time at FIC, all students will follow our careers programme of study. This includes personal statements and curriculum vitae, preparing for university life, interview skills, work experience placements, STEM careers, a holistic approach to career decisions, achieving personal career goals, university open days and becoming a successful student at university. Each student will receive careers guidance through an external careers advisor.

The electives programme at FIC intends to provide our ESL students with extensive opportunities to improve their English ability and develop their understanding of British culture. Our English as a first language students have the opportunity to learn about Korean and Mandarin culture. These include community work, church youth group, debating club, science club, school band, bible reading, eco school, Mandarin club and Korean club, work placements at local primary schools, volunteering at charity shops and charity events. Opportunities are continually being reviewed and updated to support student needs.

**English Conversation and Public Speaking-** At Felixstowe International College all our ESL students attend weekly conversation lessons. All students attend our weekly public speaking lessons. Many students find public speaking challenging. It is considered a core life skill, and our aim is for all our pupils to enjoy speaking and sharing views and opinions, and to have the skills to express themselves, and their voices heard, whilst hearing and responding to others, in a multitude of ways.

**Extended Project Qualification (EPQ 1, 2 and 3)** - The Extended Project Qualification is currently optional to all year groups as it offers academic extension for students and opportunities to produce a single piece of work of their own showing evidence of planning, preparation, research and independent working. The students can then choose to submit their project as it is recognised and highly valued by universities. The EPQ is considered as significant evidence of a student's readiness for university. The interesting EPQ subject matter chosen by students is useful and additional information, not only for a university statement, but also for a CV and job interview.

**KS3 and GCSE years** - Our curriculum accentuates personal enquiry and independent study, as well as appealing to the unique strengths and ambitions of each student.

KS3 - All pupils study Maths, English language, English literature, Physics, Chemistry and Biology, Art and design, Humanities (Geography, History, Philosophy and ethics), Computing, Music, Mandarin, Drama.

GCSE – All pupils study higher tier Maths, English Language, Physics, Biology and Chemistry.

In addition, pupils can choose to study higher tier English Literature, Art and design, Geography, History, Psychology, further maths, Mandarin, arts award, EPQ level 2. We do not have the capacity to offer separate foundation level courses and as such can only enroll students onto our GCSE programs if their ability is suited to higher tier examinations.

We are careful to listen to pupil demand and where possible we will find creative ways to facilitate courses where pupil numbers are small.

**A-levels** - It is important that students are enthused by their chosen subjects. It is also vital that their choices will allow them to fulfil their ambitions in gaining a place at their chosen University in a degree course they want to study. Offered subjects are based on student choice and include Mathematics, Further Mathematics, Core maths, Biology, Chemistry, Physics, Psychology, History, Geography, Economics, Art and design. Our A Level choices are reviewed every year in light of our cohort's strengths and ambitions, with new A Levels added when the demand arises.

- *Short, medium and long-term planning expectations* - Schemes of learning highlight the content and order of delivery. Suggested resources and activities are often highlighted, but not required.
- *What resources are available to support curriculum delivery* – All students have access to their own electronic device, science lab, secure and filtered WIFI internet access, projectors, textbooks, excursions.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment - Prior knowledge of international students is often limited. All new students complete baseline tests in Math and English in order to provide subject teachers with relevant starting points in ability and knowledge. (However, we can only offer higher tier for GCSE courses)
- Pupils from disadvantaged backgrounds - currently not applicable
- Pupils with SEN – Please refer to SEN policy (However, we do not offer foundation courses at GCSE)
- Pupils with English as an additional language (EAL) - Subject specific vocabulary is made explicit in all subjects. The addition of English conversation lessons provides further support for improving pupils' spoken English ability. All students are encouraged to actively participate in group activities and class discussions.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## 6. Monitoring arrangements

a) Governors monitor whether the school is complying with teaching a “broad and balanced curriculum” which includes the required subjects, through:

Curriculum review during learning walks.

Governing board meetings each half term.

Review of student and parent feedback

b) The senior leadership team monitor the way their subject is taught throughout the school by:

Following a schedule of learning walks, lesson observations, book scrutinies and SOW scrutinies (see academic monitoring calendar)

The senior leadership team also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Principal. At every review, the policy will be shared with the full Governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Assessment policy
- PSHE/SMSC/British values/RSE policy
- SEN policy