

Curriculum

Reviewer	Mr Patrick Crossley <i>Assistant Head Academic</i>
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Relevant SoJ information: [Understanding the Jersey Curriculum](#)

Victoria College provides a rich, diverse and exciting experience for pupils of all backgrounds, enabling them to flourish and make the very most of themselves.

The major aim of the curriculum is to support the main purpose of the school to create well rounded, resilient young men who have the skills, attitudes and values to be able to achieve their full potential in their chosen careers and who make a positive contribution to society.

- To nurture a positive and passionate approach to learning
- To create academic and co-curricular opportunities for all students to fulfil their highest potential

Victoria College offers a broad, balanced, relevant, differentiated and inclusive curriculum to all students. In Years 7- 9 the curriculum conforms to the Jersey Curriculum programmes of study and all other statutory requirements. Following this, students are guided formally towards a personalised curriculum which meets their individual needs and aspirations. All students are expected to continue their study of a Modern Foreign Language and Religious Studies to GCSE level

Support for students with Special Educational Needs, and those for whom English is an additional language, is provided in class. Students are provided with opportunities to extend their skills and talents, which includes the provision of extension opportunities for more able and talented students, as well as intervention and support provision as required.

The School Curriculum in Jersey

Every school must offer a curriculum which is balanced and broadly based, and which:

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- provides an entitlement for children and young people of compulsory school age to learn about local history, geography and culture
- ensures that children and young people cannot only achieve recognised qualifications but also understand and learn from Jersey's culture and benefit from avocational programme aligned to the Island's economy and economic needs
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Victoria College curriculum comprises all learning and other experiences that each school plans for its pupils. The Jersey curriculum forms one part of the school curriculum.

All schools are also required to make provision for an act of collective worship of broadly Christian nature on at least one school day in each week during the school term and must teach religious education to pupils at every Key Stage, and sex and relationship education to pupils in secondary education.

The structure of the Jersey curriculum, in terms of which subjects are compulsory at each Key Stage, is set out in the table below:

			Key Stage 3	Key Stage 4
Year Groups	1 – 2	3 – 6	7 – 9	10 – 11
Pupils' Ages:	5 – 7	7 – 11	11 – 14	14 – 16
Art and Design	√	√	√	*
Computing	√	√	√	√
Design and Technology	√	√	√	*
Drama			√	*
English	√	√	√	√
Geography	√	√	√	*
History	√	√	√	*
Languages	√	√	√	*
Mathematics	√	√	√	√
Music	√	√	√	*
Physical Education	√	√	√	√

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Science	√	√	√	√
PSHE	√	√	√	√
Careers	√	√	√	√
Religious Education**	√	√	√	√
<p>*Whilst these subjects are not compulsory at Key Stage 4, they must be offered within option choices</p> <p>**R.E. is a compulsory subject under the Education Law, distinct from the Jersey Curriculum</p>				

INCLUSION

Setting Suitable Challenges

Teachers set high expectations for every pupil. They must plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers must use appropriate assessment to set targets which are deliberately ambitious.

Responding to Pupils' Needs and Overcoming Potential Barriers for Individuals and Groups of Pupils

Teachers must take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons are to be planned to ensure that there are no barriers to every pupil achieving.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

LEARNING SUPPORT

Learning Difficulties and Disabilities, Special Educational Needs and High Performance Learners (HPL)

New pupils are monitored and may be assessed for learning difficulties and disabilities during the first half term after their entry to the school along with information from the pupil's previous school. Tests help highlight those pupils who are able, gifted and/or talented and

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those who have specific learning difficulties and these are further identified by teachers. Any teacher can recommend a pupil for assessment by the Study Centre Team who will determine future recommendations for the future, either additional support, access arrangements or ongoing monitoring.

Pupils who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs will have their needs considered individually by the Head of Learning Support (ENCO). The curriculum provision for a pupil with a learning difficulty depends on a pupil's need having been formally diagnosed and may include such help as support within the classroom or an altered curriculum. Teaching staff are well informed and have up to date knowledge of effective learning and teaching strategies as advised by the Head of Learning Support who has regular input to whole school INSET.

HPLs are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities. Individual subject initiatives such as the STEM Club, the Huelin Public Speaking Competition and Maths Challenge amongst many others provide enrichment opportunities for HPL students to thrive.

Please refer to the separate Learning Support and HPL policy for further information.

Numeracy and Mathematics

Teachers are to encourage pupils to apply their mathematical skills in a range of subjects to help them to develop mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the Jersey curriculum.

Teachers are to develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils will be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and check their work makes sense. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They will be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Language and Literacy

Teachers will develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken Language

Pupils will be taught to speak clearly and to convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.

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They will be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and Writing

Teachers will develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils will be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Victoria College will do everything to promote wider reading, including providing library facilities and setting ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary Development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers will, therefore, develop vocabulary actively, building systematically on pupils' current knowledge. They will increase pupils' store of words in general; simultaneously, they will also make links between known and new vocabulary and discuss the layers of meaning in similar words. In this way, pupils can expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils will be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

PSHE

The Personal, Social, Health and Economic Education programme at Victoria College works to develop an understanding of responsibility, working with others, self-esteem, and an understanding of local and global issues. It is taught within the Tutor Time programme and is overseen by a discrete Head of Department who is directly responsible for monitoring its implementation.

Careers

Careers and Further Education Careers guidance will be provided by the Head of Careers. The States of Jersey also offers centralised careers advice. The co-ordinators provide support and advice as well as organising additional visits, such as lecture lunches, by outside agencies, speakers and advisers.

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There is a rigorous process of university advice and support for applications, including mentoring and extended projects, which is organised by the HE coordinator, the Head of Sixth Form and his Deputy.

Please refer to the separate Careers and Higher Education policy for further information.

PROVISION

The school follows a 25 period week with lesson times of 60 minutes. PSHE and Careers are delivered during two 30 minute tutor time slots to all year groups 7-11.

During Years 7-9 all students study the same subjects as required by the Jersey Curriculum.

Year 7

- Year 7 are taught in mixed ability forms for all subjects except Mathematics and French;
- Design & Technology is taught in smaller, mixed ability groups and incorporating IT; and
- Literacy is taught as a separate subject.

Year 8

- Year 8 are taught in mixed ability class groups for all subjects except Mathematics, Science and French;
- Design & Technology will be taught in smaller, mixed ability groups and incorporating IT; and
- Spanish is introduced as a second language.

Year 9

- Year 9 are taught in mixed ability class groups for all subjects except Mathematics, Science and French; and
- IT is taught as a separate subject.

Year 10 and 11

All students will follow the core subjects of English, Maths and PE. All students are expected to continue their study of a Modern Foreign Language and Religious Studies to GCSE level. Students are expected to study at least two Science subjects. They may also choose three other GCSE subject choices.

Year 12 and 13

Students are offered a range of A level courses either in Victoria College or with our consortium partners. Students will normally study 3 A Level subjects over two years. This is complimented by diverse enrichment options, a structured careers programme and support facilities.

EXAMINATION ENTRY

It is Victoria College policy to enter all students for public examinations in the courses they have been following.

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In exceptional circumstances, such as failure to complete a significant amount of coursework, the school may withdraw a student's entry for one or more examinations.

EXTRA CURRICULAR ACTIVITIES

The taught curriculum is just one element in the education of every child. There is time and space in the Victoria College school day and in each week, term and year to extend beyond the classroom. A wide variety of sporting, artistic and academic activities complement the school's formal curriculum and promote the development of pupils' knowledge, understanding and skills

MONITORING

Constituent elements of the Curriculum Policy Statement shall be monitored throughout the academic year in concurrence with the Academic School Development Plan. The Governing Body monitors all aspects of the curriculum primarily by analysis of curriculum reports and school performance data in the Teaching and Learning Subcommittee.

LINKS WITH OTHER RELEVANT DOCUMENTS

- School Prospectus;
- Post-16 Prospectus;
- Year 9 Options Booklet;
- Learning Support Policy;
- HPL Policy; and
- Years 7-11 Curriculum handbooks.

Appendix A - VICTORIA COLLEGE ASSESSMENT & MARKING POLICY

Links to relevant States of Jersey Education Department documentation:

[Marking and Planning; Guidance for Jersey Teachers 2018](#)

Rationale

Assessment and marking are an integral part of teaching and learning and lie at the heart of promoting children's learning. They form the basis on which learning objectives and outcomes are based. They are used to support pupil progress and also highlight areas which require attention or development to improve the school's standards and performance.

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Summative Assessment is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types.

Formative Assessment, in which the emphasis is on on-going, day-to-day assessments of different types used to judge how best to help pupils learn further.

Aims:

- to enable us to recognise pupils' achievements;
- to ensure that assessment contributes to accurate record keeping which is used to monitor progress, create meaningful reporting and identify pupils' strengths and weaknesses;
- to encourage colleagues to review the information and use it to evaluate the effectiveness of their own work and that of their team;
- to enable us to identify individual progress and to set appropriate targets for improvement; and
- to ensure that assessment is central to planning, delivering and reviewing the curriculum so that pupils' needs are met accurately.

In practice this means:

- we will use our central information management system (SIMS) to store information and assessments on pupils;
- we will store and use baseline data on pupils which will be easily accessible. This will take the form of school test data and target setting data provided by Education;
- departments will hold information on pupils' achievements in their subject area using their own systems;
- assessment will be undertaken in a range of different ways for different subjects;
- each year group has a formal examination or assessment week during the course of the year. This will be highlighted on the school calendar at the beginning of the academic year;
- this will provide an opportunity for summative assessment which can be used to inform in the reporting system as well as formative assessment through feedback to students. At other points during the year when reporting is required it will be expected that some form of summative assessment will take place prior to a report being written; and
- assessments should relate to the Assessment Framework 1 – 9/GCE grades.

MARKING

The purpose of marking:

- to monitor and provide feedback about progress and achievement to students, parents/carers and teachers;
- to check on student progress – the quality and quantity of work, including independent work completed at home e.g. accuracy of notes, work up to date, spelling etc;
- to assess the standard of work, including independent work completed at home and set targets for improvement.

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The principles of effective marking:

- it should be regular and frequent;
- the criteria against which work is to be marked should be made clear to students at the start of the task;
- it is essential that students' work is annotated clearly;
- it should be understandable to students and provide feedback about future improvements;
- there should be a written comment at the end of marked work where appropriate. This comment will typically include points:
 - relating to the learning objectives for the piece of work being marked;
 - that recognises students' achievement and
 - that set clear targets for improvement.
- students should be able to reflect on the marking of their work and targets for future;
- improvement should be explicit and manageable;
- teachers should keep a record of marking and processes should be in place to allow students to become involved with the marking process e.g. recording comments/marks in self-assessment sheets/booklets;
- it should be consistent, within departmental guidelines;
- some tasks should involve internal departmental moderation of standards e.g. coursework moderation;
- there should be clear systems in place for recognising the effort that students have put into their work and should be closely linked to the College Reward System; and
- the emphasis should always be on how to improve.

Departments are able to choose their own method of marking i.e. grades/ marks/written comments as appropriate to the task set. Departments will therefore need a clearly defined marking policy, which reflects the purpose and principles outlined above. However, all departments will be expected to use the agreed marking codes for literacy.

Targets and Pupil Tracking

- departments will set targets for individual pupils, sharing the information with pupils and parents on a regular basis;
- end of Year 9 targets will be set by all subjects for all pupils towards the end of the first term of Year 7;
- targets will be set using prior attainments and target data provided from the primary schools through the Education department;
- progress towards targets will be assessed in line with school policy and reported four times a year to parents including one full written report;
- aspirational end of Year 11 targets will be set for students at the end of the first term in Year 10; and
- the data collected on pupils will be analysed to allow us to identify and act upon high achievers, steady progress and under performance.

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Reporting

The process of reporting to parents is built into an annual cycle published in the Staff Handbook and incorporating:

- a subject – parent consultation evening;
- progress reviews (periodics); and
- an end of year report.

The periodic grade reported to parents, four times a year at regular intervals, is a report on effort and achievement. The summative, written subject report is based on targets and attainment grades with comments containing ‘assessment for learning’ objectives. The report also contains a tutor statement commenting on the pupils’ general commitment and progress and participation in the whole school community.

RESPONSIBILITIES

Assistant Head Academic

- the strategic and whole school direction of assessment;
- to monitor the implementation of this policy;

Data Manager

- to ensure that assessment data is available to staff i.e:
 - make available the following data as early as possible in the academic year:
 - GCSE results;
 - A Level results; and
 - target setting data.
 - make available internal periodic grades on the ‘staff data’ area as soon as possible after publication;
- monitor the target setting process throughout the academic year;
- publish targets set by individual departments on SIMS; and
- to monitor the quality and consistency of all data and reports.

The Head of Department

- ensure that subject handbooks contain a subject specific assessment and marking policy that reflects the whole school policy;
- monitor their subject’s mark books to see that they contain required data;
- ensure that all examination related assessment is carried out in accordance with examination board regulations; and
- to monitor the quality and consistency of all data for progress reports/examination result sheets and ensure it is entered on to the appropriate system by members of their department, accurately and on time.

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Examinations Officer

- liaise with Assistant Head - Academic and regarding scheduling of all examinations both internal and external;
- liaise with Heads of Department on all matters relating to examinations; and
- ensure the smooth operation of both internal and external exams.

Subject Teacher to ensure

- all assessments are carried out in accordance with subject/whole school requirements;
- assessment data is used to inform lesson planning and in the choice of teaching strategies;
- accurate records of all assessments undertaken are kept in accordance with subject requirements;
- reports are informative and accurate and are completed to deadline;
- data for periodic reporting is entered onto the school information system to meet all deadlines; and
- reports and targets discussed with parents / students on Consultation Evenings.

Academic Head of Year (AHOY)

- to ensure the effective tracking and monitoring of academic progress within the Year Group and to keep the Academic Assistant Head informed of all concerns;
- empower and lead the team of form tutors to be effective in their academic tracking and pastoral roles;
- disseminate relevant academic information to tutors regarding students in their form group;
- liaise with tutors regarding contact with parents over academic concerns; and
- liaise with Heads of Department regarding the monitoring of student academic performance.

Form Tutor

- complete a yearly written tutor report which includes the setting and review of personal learning targets;
- discuss reports and targets with parents and students;
- monitor progress with students in tutor time; and
- liaise with AHOY/HoD if a student is underperforming in 3 and monitor implementation of strategies to rectify the situation.

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