



## Jersey College for Girls

### JCG Curriculum Policy

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#### Definition

For the purpose of this policy 'the curriculum' is defined as follows:

- Academic subjects within the timetabled provision. (Appendix 1a and 1b );
- Enrichment activities delivered within the timetabled provision. (see Year 12 and 13 Enrichment Programme booklet and Diploma booklet); and
- Extra-curricular activities delivered outside the timetabled lesson provision. (see Extra-Curricular activities booklet).

#### The aims of our curriculum

- The curriculum should provide the opportunity to enable all students to fulfil our ambition for each student leaving JCG. (Appendix 2)
- The curriculum should reflect and enhance our College values of *Aspire, Inquire, Excel, Belong*.
- The curriculum should provide students with access to the high quality qualifications they require to progress to the next stage in their education or to move on to a career.

#### Principles of the Curriculum

- To develop in our students an intellectual inquisitiveness and curiosity about the world in which we live.
- To provide opportunities for all students to learn and achieve, through stimulating and engaging learning experiences, so developing a love for learning.
- The Curriculum should be continually reviewed to ensure that it prepares our students for their future lives by responding to changes in society, technology, learning theory (BLP) and the impact of globalisation.
- To encourage awareness of social, moral, spiritual and cultural developments.
- To build confidence in our students so that they are socially responsible and tolerant, and are respectful of people from different cultures, faiths and beliefs.

- To have a curriculum that provides opportunities for students to develop the learning capacities that will give them the skills (Resilience, Resourcefulness, Reflectiveness, Reciprocity) required to respond and adapt to change and future challenges.

### **The Curriculum at JCG will:**

- Comply with ESC requirements.
- Align with National (UK) provision where appropriate.
- Reflect the Values of the College.
- Have a commitment to develop all aspects of students' lives.
- Promote safeguarding through teaching and learning
- Provide equality of opportunity for all students.
- Balance entitlement with personalisation.
- Provide a range of creative learning opportunities and new challenges which enable students to develop Resilience, Resourcefulness, Reflectiveness and Reciprocity.
- Allow for continuity and progression.
- Promote knowledge creation as well as knowledge acquisition.
- Provide opportunities for students to understand their place in the College and the local, national and global community.
- Encourage cross curricular understanding.
- Focus on developing confidence, curiosity, collaboration, communication, creativity, commitment and craftsmanship.
- Help students develop a Growth Mindset.
- Promote a recognition and understanding of the role of different attitudes and values in informing people's perception.

### **Responsibilities**

- The Principal has responsibility for ensuring the curriculum achieves its objective and agreeing any proposed changes to the Curriculum.
- The AH for Curriculum and Learning has responsibility for leading curriculum development at JCG.
- The Heads of Faculty, as a group, are responsible for monitoring, reviewing and proposing any changes to the whole College curriculum, as well as leading and guiding the curriculum within their areas.
- The Heads of Department are responsible for ensuring the appropriateness of and engagement with their own subject specific curriculum, to develop a Scheme of Learning (SOL) which responds to the needs of our students on an annual basis.
- Each member of staff is responsible for the engagement with their aspect of the academic curriculum, and to contribute to the Enrichment and extra curricular provision.
- The governing body is responsible for approving the Curriculum Policy and monitoring its effectiveness

### **Monitoring and evaluation**

- The curriculum should be subject to continual review in order to ensure that it meets the needs of the students.
- The appropriateness and relevance of the curriculum should be a regular discussion item on the agenda of appropriate group meetings e.g. SLT, HoF, HoD

- Any changes to the curriculum should be agreed by relevant personnel, a year in advance where possible.

### **Relationship to other policies**

- Academic mentoring
- Assessment
- Careers education and guidance
- Home learning
- Learning and Teaching
- Lesson Observation
- Individual Student Needs
- Exams
- Safeguarding and Police involvement in school
- Staff Development
- Tracking

**Appendix 1 a**

**Academic Subjects delivered within the timetabled provision 2015-16**

<b>Key Stage 3</b>	<b>Subjects</b>	<b>No of hours per week</b>
<b>Year 7</b>	Art, Biology, Physics, Chemistry, Drama Geography, History, RS, Music, PSHE, Challenge	1
	Technology (DT & Media Studies), Computer Science	2
	English, French, Maths, PE	3
<b>Year 8</b>	Art, DT, Biology, Physics, Chemistry, HE, Computer Science, Drama, Spanish or Italian, Geography, RS, Music, PSHE	1
	French	2
	English, Maths, PE	3
<b>Year 9</b>	Art, DT, Biology, Physics, Chemistry, HE, Computer Science, Drama, Spanish or Italian, Geography, RE, Music, PSHE	1
	French, PE	2
	English	3
	Maths	4
<b>Key Stage 4</b>		
<b>Year 10</b>	PSHE	1
<b>Core</b>	PE	2
<b>Subjects</b>	French, Maths	3
	English (Language and Literature)	4
	Science (Chemistry, Biology, Physics)	6
<b>Option Subjects</b>	3 subjects chosen from: Art, DT, Food and Nutrition, Drama, Spanish, Italian, Geography, History, RS, Sports studies Computer Science (insufficient numbers for viable class for Sept 2016)	2 hrs in 3 subjects
<b>Year 11</b>	PE, French	2
<b>Core</b>	English (Language and Literature)	3
	Maths	4
<b>Subjects</b>	Science (Chemistry, Biology, Physics)	5
<b>Option Subjects</b>	Art, DT, Food and Nutrition, Drama, Spanish, Italian, Geography, History, RS, Sports Studies	3 hrs in 3 subjects
<b>Key Stage 5</b>		
<b>Year 12 Academic</b>	Normally 4 subjects at AS Level chosen from: Biology, Chemistry, Design Technology, English Literature, French, Geography, History, Italian, Maths, Media, Music, Philosophy, Physics, Psychology, Spanish, Sports Studies, Textiles ( Photography 3ppw, Art 4ppw ) Business Studies, Economics, Music Technology offered by collaboration schools.	5
<b>Enrichment</b>	Activities	1 hr
	Higher Education Guidance	1 hr
<b>Year 13 Academic</b>	Normally 3 subjects at A2 level continued from AS in Year 12. Some students continue with 4 subjects ( Photography 2ppw, Art 4ppw )	5 hrs
<b>Enrichment</b>	Activities	1 hr
	Higher Education Guidance	1 hr
<b>Options:</b>	Certificate in Financial Studies and Diploma in Financial Studies offered across both year groups	2 hrs
	Further Maths where appropriate	



## **Appendix 2**

### **The Vision for a student leaving JCG in Year 13**

This student will enjoy life to the full, value her friendships and achieve balance in her life. She will have a thirst for knowledge and already possess a broad understanding of the cultural, historical, geographical and scientific events and ideas which have fashioned her island and her world, and an eagerness to discover more. She will be a rigorous and imaginative thinker. She will have a good range of hobbies and interests, including the Arts and sport, which she wants to pursue. She will leave us with an excellent record of achievement for an academically-demanding course at university or employment which will lead to a stimulating career. She will have the ambition, motivation and staying power which will equip her to study independently and successfully at either. She will apply for internships, work experience and voluntary work in her holidays. She will have grown as an individual who is happy, well mannered and able to find fulfilment in her service to others. She will be thoughtful, open-minded and be able to lead. She will be conscious of the advantages she has enjoyed and of the opportunities and obligations such advantages should bring. She will want to have a positive impact on her community and the world. She will have happy and lasting memories of her time at College and an admiration for those people who have nurtured and shaped her learning.