



# Curriculum Policy

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## Introduction

The curriculum includes all the activities which promote learning and the growth and development of every pupil at the College. The curriculum can be thought of as being made up of four strands: academic, co-curricular, pastoral and unspoken. The unspoken curriculum encompasses the learning and development of pupils from the way they are treated and the way they are expected to behave. Collectively, these strands form a curriculum which upholds the values and beliefs of the College.

## Mission and purpose

In accordance with the school's general aims, the mission of the curriculum can be summarised as below:

*Eastbourne College exists to provide the best possible education for boys and girls. An Eastbourne College education develops pupils academically, broadens their experience outside the classroom, inculcates moral values and prepares them to play a full and effective role in society.*

This document serves to set out the College's curriculum policy and make transparent the way in which the curriculum is structured and delivered to reflect the school's aims and ethos.

## Aims of the Curriculum

The academic curriculum aims to:

- Give all pupils the opportunity to fulfil their potential
- Encourage the pursuit of excellence
- Engender a love of learning as preparation for lifelong academic development
- Develop intellectual curiosity and confidence
- Help pupils achieve the best possible qualifications and skills for entry to higher education or the workplace
- Encourage pupils to take pride in their performance
- Cater for individual learning needs
- Provide sufficient flexibility for extra support or stretch where needed while ensuring equal access and opportunity for all
- Equip pupils with effective life and learning skills in readiness for life beyond the College and in preparation for the opportunities, responsibilities and experiences of life in British society
- Provide opportunities for depth and rigour whilst retaining breadth and coherence

The Eastbourne curriculum offers pupils a wide range of subject choice without compromising the opportunity to excel in co-curricular activities.

## The Development of Skills for Learning

Opportunities exist within the curriculum for pupils to develop core skills that enhance and enable their lives and learning. Development of linguistic ability is achieved through taught English or English as an Additional Language lessons. Drama is a collaborative activity that requires courage and teamwork; all pupils participate in a popular and successful Year 9 House drama production early in their College career. Pupils are able to choose their preferred Modern Foreign Language to pursue towards GCSE, with the option of adding others as optional subjects. The teaching of Latin and Greek, while not accessible to all, provides a further base for developing reading and writing skills.

Mathematics is compulsory for all pupils to I/GCSE level, providing the opportunity for development of numeracy, good logic and problem-solving skills. Application of core mathematical skills is reinforced through experimental and experiential work across the curriculum; notably (but not exclusively) in science, technology and social sciences.

Biology, Chemistry and Physics are taught as discrete subjects throughout the school in state-of-the-art laboratories. The College places great emphasis on the importance of scientific enquiry through investigative work, instilling in pupils a sense of intrigue and objective questioning of the world around them.

Opportunities for the appropriate application of technology to enhance learning abound and the College is continuing to seek new ways in which technology can be used to genuinely enrich the learning experience. We believe that there is a place in every child's education for *e-learning* and not simply *e-teaching*. While we continue to develop a sense of digital literacy and citizenship, pupils are encouraged to select appropriate technology to assist their learning. Some examples of the appropriate *application* of technology to learning can be found in Design & Technology (CAD, CAM), Music and Music Technology (Logic, Sibelius), Science (data logging), Art (Apple, Creative Suite, Photoshop + others), Drama (Video capture), PE (Motion capture, performance monitoring), Geography (GIS); all using subject-specific applications. All pupils in years 9, 10 and 11 are issued with a College-managed iPad to facilitate their learning. In a period of global pandemic, the College successfully transitioned to remote learning, providing pupils with a full academic programme, co-curricular programme, house events and tutorial support.

The College's core values underpin our approach to the development of pupils as individuals and the moral / social code through which they treat one another, their environment and the College community as a whole. Firmly established networks of peers, tutors and Hsms ensure that pupils receive an appropriate balance of support and challenge within the safety of the school's exemplary pastoral systems.

Opportunities for physical, aesthetic and creative development exist both within and beyond the taught curriculum. A wealth of options are available for pupils of all levels and abilities to participate in team sports, art, drama, musical ensembles, dance etc. There are established links with professional organisations to enhance pupils' experiences. *Participation* and *outcome from activity* are key themes that chime with the College's core values.

## Fundamental British Values

The College aims to promote British Values, preparing our pupils for success in a modern Britain. A heavy reliance is placed upon broadening horizons for each and every pupil and this includes developing the core skills of tolerance, respect, teamwork, resilience and building self-esteem. These are all values and qualities that we feel are relevant in order to play a full and meaningful role in society, and are promoted via the house system that lends itself to cultural and sporting competition, democratic principles, social mixing, the development of first-class pastoral care and enhanced PSHE.

The College is dedicated to promoting values that ensure that our pupils develop a strong sense of social and moral responsibility. We prepare pupils for life in Modern Britain because values such as individual liberty, democracy, the law, mutual respect and tolerance are embedded within the curriculum and the school's own core values and Charter of Expectation. In addition these values are promoted at various times throughout the school year, and regularly in assemblies, chapel services and house events. Additionally, our rules and regulations are intended to foster the right habits and responsibilities that encourage a happy, harmonic experience for the benefit of everyone in our community.

As school leaders and Governors, we are responsible for providing a curriculum which:

- is broad and balanced, complies with legislation and provides a wide range of subjects which prepare pupils for the opportunities, responsibilities and experiences of life in Modern Britain actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance
- promotes tolerance of and respect for people of all faiths [or none], cultures and lifestyles through effective spiritual, moral, social and cultural development of pupils, including by engaging pupils in extracurricular activity and volunteering in their local community
- is supported by a well-rounded programme of assemblies, talks and chapel services which offer clear guidance on what is right and wrong

We endeavour to ensure that pupils:

- are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/different to others' faith, feelings and values;
- show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others;
- have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities;
- recognise the difference between right and wrong, understand that actions have consequences, and apply this in their own lives by respecting the law;
- cooperate well, celebrate diversity and resolve conflicts effectively;
- engage positively with life in a democracy; and
- understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.

In short we believe that we allow our pupils to recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral code, understand others beliefs and understand how communities function. These qualities will allow them to participate fully in life in Modern Britain.

## Diversity, equality and inclusion

The College recognises its obligations under the Equality Act 2010 and we are committed to promoting the equality and diversity of all those in our community. We oppose all forms of unlawful and unfair discrimination and will make every effort to comply with the requirements of the Act and its subsequent provisions.

In parallel with the promotion of fundamental British values, the College is committed to being inclusive; we believe that having a diverse population of pupils and staff is one of the school's greatest strengths. As described above, one of the principal aims of the curriculum is to allow every pupil to achieve their potential. Thus, it is essential that inclusion and equality of opportunity are evident in all areas of the curriculum.

Through the delivery of the curriculum, the school aims to:

- Foster an environment free of discrimination, both in and out of the classroom, in which all members of the school community are treated with respect and dignity
- Ensure that classrooms are safe places without prejudice
- Meet the specific needs of all pupils by ensuring that there is no unlawful discrimination on the grounds of any protected characteristic(s)
- Encourage staff and pupils to challenge any negative attitudes
- Avoid the use of stereotypes in examples or the creation of resources
- Actively promote multiculturalism in lessons and to celebrate the multicultural nature of society
- Ensure that classrooms are places where pupils can challenge, discuss, explore and form lasting values, morals and opinions
- Encourage staff to plan lessons that reflect and celebrate the diversity in their classes
- Employ a variety of teaching and assessment methods that guarantee all pupils have equal access to opportunities and participation

By teaching pupils to respect diversity, the College aims to help them form positive relationships, tackle prejudice and make positive decisions throughout their lives by inculcating positive, open-minded attitudes.

The College's *Be You* initiative was launched in 2018 to promote equality and diversity in the College. Led by pupils and staff, the Be You group organise a variety of events throughout the year to promote harmony, tolerance and awareness amongst the whole community.



## Charter of expectation

In alignment with our core values, in 2019 the College launched a consultation amongst pupils and staff to describe what an Eastbourne learner might ideally look like, together with what they should expect from their teachers in delivering the school curriculum. The result of that consultation led to the creation of an agreed charter of expectation as shown below.



## Charter of expectation

- I will seek challenge and pursue excellence
- I will be enthusiastic
- I will be self-disciplined
- I will be resilient
- I will look after myself and others
- I will be optimistic



Examples of the sorts of attitudes and behaviours that underpin the charter are shown below.



## Charter of expectation

### I WILL SEEK CHALLENGE AND PURSUE EXCELLENCE

- I will see challenge as an opportunity to learn and develop
- I will choose the toughest option I think I can manage
- I will be brave and show courage
- I will be a self-starter
- I will challenge in a constructive way

### I WILL BE SELF-DISCIPLINED

- I will complete tasks and activities to the best of my ability
- I will not cause distraction to others
- I will be punctual
- I will meet my prep and other deadlines
- I will bring all the right materials to my lessons and activities
- I will act responsibly and add value to the College community

### I WILL LOOK AFTER MYSELF AND OTHERS

- I will speak up if something is not right
- I will treat people with equality
- I will accept others may have different opinions to my own
- I will show humility
- I will help others to learn and develop
- I will respect the property and privacy of others

### I WILL BE ENTHUSIASTIC

- I will make a positive contribution to the lesson, activity or house community
- I will listen attentively
- I will take an active role in group work
- I will be eager to please
- I will encourage others to succeed
- I will be open-minded and intellectually curious

### I WILL BE RESILIENT

- I will learn from my mistakes
- I will listen positively to criticism
- I will try, even if I am tired or finding something difficult
- I will be prepared to fail, then show perseverance
- I will be willing to ask for help
- I will engage with an ambition to learn

### I WILL BE OPTIMISTIC

- I will value my ambitions and aspirations
- I will work hard to reach and surpass my goals and targets
- I will make the right decisions to enable me to fulfil my potential
- When appropriate I will take risks and try new things
- I will be willing to 'give it a go'



The charter can be found in poster form in classrooms around the school. It is also automatically distributed to pupils' iPads.

## The Year 9 Curriculum

The Year 9 curriculum at Eastbourne is designed to provide a broad academic experience. Pupils will continue with many subjects that they have studied before, but they may also be studying new things, or studying familiar subjects in different ways and with a greater range of facilities and teaching methods.

Within the two week cycle, Year 9 study for 58 lessons of of 50 or 55 minutes each. Games and activities fit around this academic programme and all pupils, whether day or boarding, can complete their prep in school. In Year 9 prep spans supper time from 6:00pm to 8:00pm in all houses, including the day houses. A small amount of afternoon time may also be devoted to academic work.

There are also societies (such as the Hayman Society for junior scholars) that aim to ensure that pupils have every opportunity to develop academically throughout their first year at the College. It is expected that pupils will make a significant amount of use of the Cavendish Learning Resources Centre, and all are taught study skills to help them learn effectively.

## Core Subjects

The majority of the subjects studied in Year 9 are compulsory. These are the 'core' subjects shown below. The numbers in brackets indicate the number of timetable periods per cycle each subject occupies.

Mathematics (6)	History (4)
English (6)	Geography (4)
One Modern Foreign Language (5)	Religious Studies (2)
Biology (3)	PSHE (2)
Physics (3)	Physical Education (1)
Chemistry (3)	Computing / ICT (2)

## Optional Subjects

To allow for personal strengths as well as relative experiences from feeder schools, pupils may choose two additional subjects to study in Year 9.

All pupils must choose two options from:

- Latin (4)
- Classical Civilisation (4)
- German (4)
- Spanish (4)
- English as an additional language (4) if not chosen in lieu of a first modern language
- Supported Study (4)

They may then choose a further three options from:

- Music (3)
- Drama (3)

- Dance (3)
- Art (3)
- Design & Technology (3) / Design Textiles (3)

Those in the accelerated classics programme will choose Classical Greek in lieu of one of the above.

### Setting in Year 9

Some setting according to ability is done in Maths, Science, English and French and to a lesser extent in Geography, History and Classics.

Setting is carried out using information from the previous school, internal testing and from the Common Entrance or Scholarship examinations. These are good indicators for most pupils, but they are not perfect, and teachers assess performance in their subject carefully during the first few weeks of term. Pupils may change set during the year as and when appropriate.

Art, Design and Technology, Physical Education, Learning Resources, Music, Drama, Religious Studies, ICT and PSHE are not set by ability.

### The Languages Enrichment Programme for Year 9

Particularly able linguists have the opportunity to study French, German and Spanish in the same timetable time as others studying just two language subjects. They receive specialist tuition in all three, enabling them to make more informed choices about which languages they may like to study at GCSE.

Pupils that we feel may benefit from this programme are informed during the Introduction Day for new pupils in the Summer Term prior to the start of Year 9.

### The Classics Enrichment Programme for Year 9

Pupils who are particularly confident in Latin follow an accelerated Classics programme. In addition to Latin they study Classical Greek so that they are able to take GCSEs in both subjects at the end of Year 11.

Pupils that we feel may benefit from the Classics Enrichment Programme will be informed during the Introduction Day for new pupils in the summer term prior to the start of Year 9.

## Supported Study in Year 9

Supported Study is an option for those who wish to study one fewer subject in order to make time to focus on their other work, or to better manage a busy co-curricular schedule.

Supported Study takes place in a disciplined classroom environment and a member of staff will be on hand to supervise independent work, and provide non-specialist support and advice on methods of study.

If a pupil finds that their programme becomes difficult to manage during the course of the year, then they may make request to drop a subject in favour of supported study after appropriate consultation with parents, teacher, tutor and Hsm.

## PSHE in Year 9

The PSHE programme aims to broaden our pupils' experience inside and outside the classroom within our community, reinforcing agreed values and prepare them to play a full and effective role in society. The College's values are:

- Pursuit of Excellence
- Participation
- Integrity
- Courtesy
- Kindness
- Pride in performance
- Joy in creativity
- Outcome from activity
- Taking care of those who take care of us

Our responsibility at Eastbourne College is to deliver an education within which our pupils pursue academic excellence and are encouraged to develop their spiritual, moral, cultural and spiritual values. The PSHE department seeks to ensure that these aims are met.

In Year 9, 2 periods per timetable cycle are dedicated to delivering these courses. By enabling pupils with skills of research, analysis and personal organisation, they become better equipped to fulfil their potential as they move through the school.

Details of the structure of these courses can be found in the PSHE scheme of work.

Academic scholars (and others who wish to join) are grouped into one set. In addition to the PSHE programme, they receive specialist teaching to further their skills in research, analysis and debate.

## English as an Additional Language in Year 9

For pupils whose first language is not English and are taking tuition in the English as a Foreign Language course, then separate provision is made. In Year 9 this may happen instead of each pupil's choice of first Modern Foreign Language. EAL pupils are offered the option of studying French *ab initio* as one of their option choices.

All teachers are teachers of EAL and this philosophy lies at the heart of the College's approach. As far as possible, EAL pupils are fully immersed in the standard academic programme of the school. Each pupil for whom English is not their first language has an individual IEP that staff can access directly from pupil pages or set lists in Metis.

## The Curriculum in Years 10 and 11

Year 10 provides pupils with their first real opportunity to make decisions about their own education.

We believe that making GCSE choices is really the start of a process that will continue throughout an individual's education, and it is an important opportunity to give serious thought about interests and talents.

There are 54 periods of 50 or 55 minutes per two week cycle in the timetable for both years 10 and 11.

### Core Subjects

In Years 10 and 11 the core curriculum is made up of the following subjects:

(Numbers in brackets indicate the number of timetable periods per cycle)

Mathematics (8)  
English (9)  
Biology (5) (4 in Year 11)  
Chemistry (5) (4 in Year 11)  
Physics (5) (4 in Year 11)  
First Modern Foreign Language of choice (5) (6 in Year 11)  
English as an additional language (5) if required  
PSHE (2) (1 in Year 11)

### Optional Subjects

In addition to the compulsory subjects, there is space on the timetable for three options. Each pupil must choose three subjects from the following list:

Art (5)	Classical Greek*
Classical Civilisation (5)	ICT (Computing) (5)
Dance (5)	Latin (5)
Design Technology (Product Design) (5)	Music (5)
Design Technology (Textiles) (5)	Physical Education (5)
Drama (5)	Religious Studies (5)
French (5) if not chosen as first MFL	Spanish (5)
Geography (5)	Supported Study (5)
German (5)	History (5)

All option choices have 6 periods per cycle in Year 11.

\* Classical Greek is taught alongside Latin to pupils in the accelerated classics programme.

There are relatively few constraints on what a pupil may or may not choose.

We firmly believe that pupils should have the opportunity to study those subjects they enjoy and feel that they will do best in. To this end, a subject choice combination that falls outside of the blocking scheme may still be accommodated. The Head of Curriculum adapts the timetable blocking scheme each year to cater for all combinations of choices.

## Setting in Years 10 and 11

Setting takes place in Maths, English, Science and Modern Languages and, to a lesser extent, in Classics. Setting is based upon results of end of year examinations in Year 9, eRC data and baseline MidYIS scores. Movement between sets can occur at any time, though it usually takes place after internal examinations in Year 10.

Sets for GCSE option subjects (apart from accelerated sets) tend to be mixed ability. Some setting may occur if more than one set exists in any one timetable block.

## The accelerated classics programme for GCSE

Pupils in the top Latin set follow a course of both Latin and Classical Greek. This is taught within the timetable time normally allocated for an option subject (5 or 6 periods per cycle) with one additional session per week taking place off the timetable. Pupils sit both Latin and Classical Greek GCSEs at the end of Year 11.

## Off timetable Lessons

It is the intention of the College that all academic lessons take place within the normal timetable framework in order to allow pupils full access to the co-curricular programme. In some circumstances however, provision may be made for pupils to pursue an additional subject off the timetable. For example, a small number of pupils wishing to study a fourth GCSE option may do so in consultation with the Head of Department and the Deputy Head (Academic). Such lessons take place at a time arranged with the member of staff involved.

## Supported Study in Years 10 and 11

Supported Study remains an option for those who wish to study one fewer GCSE subject in order to make time to focus on their other work or wider College commitments. In both Years 10 and 11 a member of staff will be on hand to supervise independent work, and will provide non-specialist support and advice on methods of study.

## PSHE in Years 10 and 11

The PSHE programme continues with Year 10 pupils studying two periods per cycle. In Year 11 a specialist programme is followed as pupils develop greater academic maturity. This occupies one period per timetable cycle.

Details of the structure of these courses can be found in the PSHE scheme of work.

## English as an Additional Language in Years 10 and 11

Separate provision continues for pupils for whom English is not their first language. Specialist EAL teaching takes place in the timetable time otherwise allocated to a first modern language. Pupils aim for the IGCSE in EAL at the end of Year 11.

### Sources of advice and information when making GCSE choices

The choice of what to study for GCSE should be the pupil's. Universities and employers look at the grades that young people have achieved at GCSE, and not necessarily at the subjects they were in. Pupils at Eastbourne, in common with those elsewhere, achieve more highly in subjects that they are really interested in and this should guide a pupil's choice.

We recognise that parents are an important source of advice to their sons and daughters. Year 9 parents are invited to meet Heads of Departments and subject teachers in the summer term in order to discuss courses and choices. Pupils should also talk to their Housemaster or Housemistress, their tutor and their subject teachers. Particular queries about the GCSE curriculum as a whole may be directed to the Head of Curriculum or the Deputy Head (Academic).

## The Curriculum in the Sixth Form

### The Sixth Form at Eastbourne College

Moving into the Sixth Form is a very significant step in any pupil's personal approach to academic work. For the first time, pupils have an almost completely free choice of subjects, and have the opportunity to study those that interest them most in real depth.

In timetabled lessons, teachers will increasingly be looking to pupils to take charge of their own studies. Teachers will help to guide pupils through the key parts of the course and will set assignments that will develop understanding, but they will also expect pupils to take much more responsibility for their own learning.

Our aim is to help pupils to prepare for independent work and study at university or in a career. Before accepting the challenge of an Eastbourne Sixth Form education, we expect a commitment from pupils to invest time and effort in sustained and thought-provoking academic endeavour.

### 6th Form Curriculum

The school recognises that all pupils have different academic strengths, unique learning skills and a wide spectrum of talents and interests. Despite the potentially disruptive influence of government reform, the College has taken advantage of enforced change to better tailor its provision according to individual need. Thus, in addition to the core curriculum of 3 A-level subjects, we will also offer every pupil the opportunity to further enhance their directed time according to their individual talents, needs and interests. The complexion of this will vary considerably from individual to individual – an offering that is unique to the College and most importantly, unique to the pupils within it.

Pupils will be able to select a programme to meet their needs and aspirations. This will be in addition to, not at the sacrifice of, all the other opportunities that College pupils enjoy in team sports, music, drama, leadership, the creative arts etc.

The flexibility of the school day and our unique boarding / extended day model means that we can maximise the use of directed teacher time without compromising the opportunity to participate in all the other rich areas of College activity. The revised sixth form programme is designed to complement and enhance all those other offerings.

### The 6th Form Academic Programme

As described above, pupils are expected to study three (possibly four or more) subjects in the sixth form. In addition, sixth form pupils are expected to engage in the 'fourth stream' which allows them to tailor their own curriculum at the top of the school.

The following subjects may be chosen in the sixth form:

Art  
Biology  
Business  
Chemistry

Classical Civilisation  
Classical Greek  
Computing  
Dance

Design & Technology: Product Design  
Drama and Theatre Studies  
Economics  
English Literature  
French  
Geography  
German  
Politics  
History  
Latin

Mathematics  
Further Mathematics  
Music  
Music Technology  
Philosophy & Theology (Pre-U)  
Photography  
Physical Education  
Physics  
Spanish  
Textiles

Pupils study for 11 periods of 50 or 55 minutes in each timetable cycle. Individual subjects also offer 1 period per cycle of focused independent study, referred to as the *12<sup>th</sup> period* or *secondary work stream*.

### The Fourth Stream

In the fourth stream pupils make up to 10 hours per timetable cycle with individual study time and other options. They may choose from the following options with their tariff (in brackets).

- Supervised study (4)
- Extended Project Qualification (4)
- Arts Gold Award (3)
- Medicine and related courses – preparation for university application (2)
- Engineering courses – preparation for university application (2)
- European Computer Driving Licence (ECDL) (2)
- CISI qualification (3)
- LAMDA drama lessons (2)
- Duke of Edinburgh's Award (1)
- Model United Nations and/or debating (1)
- Scholarship enrichment activity – academic, sport, creative arts (3)\*
- MFL speaking session with language assistant (1)†
- English reading lesson (1)

\* compulsory for award holders, by invitation for others

† for those taking modern languages A-levels only

The remaining time should be made up with **individual study** time in departments, the LRC or Futures Centre as organised with a pupil's tutor.

Pupils may, of course, go beyond 10 hours per cycle of time and tutors are encouraged to be positive in encouraging and pushing more able pupils.

Those studying 4 A-levels may wish to engage in some fourth stream activities but are not expected to – their fourth A-level stands in place of the 4<sup>th</sup> stream.

There may be special circumstances for some pupils, which can be discussed with the Head of Curriculum or Deputy Head (Academic).

Examples of these might be:

- those who receive support from the Learning Enrichment Department – they may wish to spend more time on core A-level work and assign time to work in the LE department / LRC / Futures Centre.
- performance athletes may have heavy time commitment which means more time focusing on their core A-levels alongside sports provision is appropriate.

### Requirements for sixth form entry

Eastbourne College has a general requirement that all its sixth form pupils have achieved an average GCSE score of 6.0, although most entrants will achieve a higher GCSE average than this. This is the standard entrance hurdle for acceptance into the lower sixth form.

Some subjects do not require previous study at GCSE. For most subjects, however, a grade 7 or above is a reasonable minimum for acceptance onto an A-level course.

For pupils making application for academic scholarship in the sixth form it is generally expected that they will hold, or be predicted, mainly grade 8 or above at GCSE (or equivalent). In assessing potential, scholarship candidates must demonstrate academic leadership and intellectual curiosity; both in their written work and at interview.

### Setting in the sixth form

Generally, sixth form sets are of mixed ability, though there may be some setting if more than one set occurs in the same timetable block.

### PSHE in the Sixth Form

The PSHE/ General Studies programmes are designed to help foster/ nurture healthy relationships, emotional and mental health and well-being as well as provoke debate, engage critical thinking skills and challenge some easily made assumptions. These skills will be essential for future success and will help prepare pupils for their next step after Eastbourne College.

### EAL in the sixth form

Pupils that have followed the EAL course in the junior school usually do not require any further specialist teaching in order to access the sixth form curriculum. However, separate provision continues for pupils in need and for those pupils joining the sixth form with less experience of learning in English. Specialist EAL teaching takes place in timetable periods tailored around their other subjects. Sixth form EAL pupils all work towards the IELTS exam.

### Futures Planning

Many pupils, but by no means all, have clear ideas about what they want to do after leaving the College. Throughout their school journey pupils receive careers, further and higher education advice through PSHE and

generals studies sessions from the Futures Department. Once in sixth form, this support becomes more frequent and personalised through a holistic Futures Programme supported by specialist sixth form tutors. This enables pupils to make the right choices about their next step after school, be that university, work or something different.

Year 9 to 11 lessons include understanding skills for success in the 21 century workplace, an interest and aptitude assessment to inform GCSE choices, a personality test to identify decision making styles and preparation for summer work experiences

Year 12 sessions include a range of talks related to career pathways and higher education options from university representatives and the College's extensive network of Old Eastbournians, parents and supporters. In Michaelmas term all pupils complete the COA Centigrade questionnaire and the results are used to inform both course and university selection. In the summer term, a Futures Day takes place allowing pupils to take time out of schedule lessons to think seriously about the best next step for them. Supported by a number of university representatives, the day includes information about the university application process, researching courses and making the most of university visits. So as not to intrude upon Y13 lessons, pupils are encouraged to attend university open days in the latter part of the summer term in Year 12. Throughout the year, those considering either a US education or a medical career, benefit from additional support ensuring they are prepared appropriately and ready to make a compelling application. This includes preparation for SAT/ACT tests and UCAT/BMAT tests.

In Year 13 the Bridge-U system is used for university applications; all applications are made online. References are written by the pupils' Housemaster or Housemistress; this is done after consultation with subject teachers and other members of staff who have been involved with the development of the pupils as they move through the school. These are open references and the applicant is welcome to see a copy of the report written about them. Pupils receive support from their personal tutor when assembling their personal statements and they are encouraged to have their statements criticised by teaching staff with expertise in their chosen area of study. For those who wish to receive it, interview technique training is also available; for those studying medicine or applying to Oxbridge, further specific counselling is made available. For those applying to Medicine support is available to prepare for admissions interview. In the run up to, and following the publication of results in August, a team of staff is on hand to advise pupils on the most appropriate course of action according to the outcome of their exams helping them to navigate adjustment and clearing if needed. Ongoing support is available to recent leavers who plan to reapply in the years following their departure from the College.

A Futures Convention is held in March each year. Organised in conjunction with the Old Eastbournian Association and a wide range of university and professional services, this provides a good opportunity for pupils from across the school to explore a future pathway, be that university, employment, gap year or a combination of those. They can pose questions to current practitioners in a broad spectrum of careers, understand more about university entry requirements and get advice on developing their professional and personal skills. Together with their parents, pupils in years 11 and above are invited to attend. New entrants to Year 12 in the following September are also welcome.

The schools hosts two sixth form information evenings during the academic year, one early in the Michaelmas term (for external entrants) and another during the early part of the Lent term. The latter coincides with the Futures Convention and both internal and external entrants are invited to attend. This provides opportunity to meet senior staff and discuss option choices for A-level.

## Oxbridge

Preparation for Oxbridge begins early in any pupil's education if they are to successfully demonstrate the ability and aptitude for learning required to earn a place. Through the academic enrichment programmes offered in the junior school, pupils are carefully guided to give them the best possible chance of success.

In the early part of the Michaelmas term in Year 12, candidates hoping to apply to Oxford or Cambridge present themselves at a meeting convened by the Head of Enrichment. Subsequent to their demonstrating the required acumen and aptitude during the Michaelmas term, each is assigned to an Oxbridge tutor who will help and advise them in the continual development of their experience and skills. Their academic performance is scrutinised throughout the year and they are encouraged to participate in a variety of activities to extend the standard curriculum: extra lessons, personal research, wider reading, educational visits, work experience and external courses become the norm.

In the Lent term of Year 12 the College hosts an Oxbridge Conference for sixth form pupils. Pupils from local independent and maintained schools are invited to attend. The conference provides an opportunity for applicants to meet with representatives of both universities to learn more about courses and the application process. A visit to either Oxford or Cambridge is organised annually also.

In the Michaelmas term of Year 13 academic progress continues to be carefully monitored and candidates are expected to attend practice interviews with teaching staff of both a general and subject specific nature.

The Oxbridge preparation programme is designed to supplement rather than replace an individual's personal preparation which will include research and reading widely and beyond the constraints of the A2 specifications. It has been our experience, year after year, that those who engage most actively in preparation for Oxbridge have the highest chance of earning a place.

## Curriculum Enrichment

### Provision for the Gifted and Talented

Pupils who are considered to be of exceptional ability in many subjects are identified by the Head of Enrichment, are highlighted in the Blue Book register as such and participate in special enrichment activities organised by the Head of Enrichment.

### Identification

Pupils who are considered of exceptional ability in any individual subject should be identified and provided for by the department. (There may well, of course, be considerable overlap with the group above). The Gifted and Talented co-ordinator in every department will inform the Head of Enrichment at least annually of any changes to the department's identification criteria and to the department's list of G&T pupils.

The identification of gifted and talented pupils involves using as many possible sources as possible such as:

- information from parents
- information from previous schools
- results of scholarship and common entrance examinations
- performance indicators against national standards (e.g. MidYIS)
- results of CAT tests
- teacher nomination

### Teaching and Learning

The progress of gifted and talented pupils is heavily dependent on what happens in the classroom and the challenge for the teacher is to meet the needs of each individual to ensure their potential is fulfilled.

Gifted and talented pupils benefit from specific teacher support, and in some cases may need it more than others because they may feel isolated or out of touch with their peers either through being given a different task or simply because of their ability. Classroom tasks for gifted and talented should include differentiated activities which extend the core learning tasks rather than replace them. Methods of differentiation include by input, by outcome, by resource, by support, by grouping, by information, by role and by dialogue.

Where possible, gifted and talented pupils should be given regular opportunity to work in groups with other able children to prevent a false sense of superiority as this can lead to embarrassment or isolation.

Work should allow gifted and talented pupils to experience failure or difficulty from time to time so that they are not suddenly confronted with impossibly difficult work after a long period of easy lessons and tests.

### Enrichment, extension and acceleration

The College provides for gifted and talented in all three ways.

Enrichment occurs in the taught curriculum and through the Enrichment Programmes. Details of enrichment in the taught curriculum can be found within individual departments schemes of work. The College prides itself on the breadth and quality of enrichment opportunity that exists outside in the broader spheres of College life.

Extension occurs in some subjects where the most able pupils may pursue two subjects (e.g. GCSE Latin and Greek or French and Spanish) in the timetable time usually allocated for one. Details of these programmes can be found elsewhere in this document.

Some pupils will enter examinations early (e.g. IGCSE Maths in Year 10). Occasionally, some pupils are accelerated (in the year above their age group) but this usually only happens when pupils have been accelerated at a previous school to give continuity.

## Academic Societies

There are several societies in which pupils may become involved to help foster and develop their academic curiosity.

### The Hayman society

The Hayman Society exists to provide the academic scholars in years 9 to 11 and other pupils who have shown the requisite scholarly acumen with activities, outside the classroom, of an academic and stimulating nature. The Society meets during curriculum time weekly in years 9 and 10, and once per cycle in year 11. Additionally, early evening meetings take place once per cycle and aim to provide stimulation as well as entertainment. The Christmas quiz and Scholars' Feast always prove very popular.. The society also makes occasional visits to support the various activities.

### The Lectern society

The Lectern Society takes its name from the wooden reading desk which is the focal point at our termly formal dinners. A speech is made after the first course, two after the main course and two after pudding. Members may speak on any topic they wish but whether their intent is comic or serious they are encouraged to look outwards from school and the assembled company. With membership confined to 30, all enjoy or endure their turn at the lectern during a sixth form career. Dinners are supported by members of staff but all speeches are delivered by the pupils.

## L6 academic enrichment

All academically more able pupils in year 12 are expected to participate in the extended project course that is delivered in curriculum time once per week. This course encourages pupils to understand the broad nature of key themes such as humanity and thought. It seeks to stimulate an enquiring mind, to question received wisdom, to learn how to think more logically and critically, and to debate and make effective presentations.

An additional period per week is expected, to be spent in the Learning Resources Centre, to allow pupils to pursue their own extended reading. An on-line log is being trialled this year to allow for effective monitoring and support by the Head of Enrichment.

### The Casson society

Named after Sir Hugh Casson (Old Eastbournian), the Casson Society exists to promote a deeper understanding of the world among the willing and receptive. Members should be armed with a healthy curiosity, and should be unafraid to venture away from their chosen field of study. It comprises pupils in their final year at the school, and membership is gained by nomination. Meetings are held once per cycle in the early evening to discuss a range of topics, provoked by pupil presentations. Meetings aim to nurture a marriage between inquiring minds emerging from the cocoon of school life and a world of complexity, oddity and controversy. Contributions from staff mingle with comment from members of the Casson Society to produce a range of perspectives and lively discussion.

## Learning Enrichment / Support

The College operates a policy of integration for pupils needing learning support, while providing additional help through extra tuition from specialist teachers, dispensations in examinations and monitoring as necessary.

The College aims to recruit pupils who will cope with the academic demands and pass the GCSE hurdle for entry into the 6th Form. Children who have experienced some learning difficulties, but are able to achieve 50% in subjects at Common Entrance, and have interests and talents that can be nurtured and developed here should thrive.

The College has a Learning Support department, led by the Head of the Learning Support. Pupils identified with specific learning difficulties will be issued with an Individual Education Plan and their progress monitored. Subject teachers are informed about the pupil's specific needs, and the Learning Support department will work with staff and pupil to ensure that appropriate strategies are in place.

Specialist support lessons may also be recommended and these will be taught within small groups, pairs or individually, according to the identified specific needs. Such lessons will take place around the demands of a pupil's academic timetable and co-curricular activities. We are keen to ensure that every opportunity exists for pupils to achieve their full potential and pupils are encouraged to approach the Learning Support department if they feel we can be of any help.

As pupils approach public examinations additional support will be offered which will cover such areas as study skills including revision and examination techniques. The Learning Support department will do all it can to ensure that pupils entitled to access arrangements for public examinations receive their entitlement.

The school will have regard to any legislative change when providing support for any pupil with Special Educational Needs.

## Performance Monitoring and Management

### Electronic Report Cards (eRCs)

Electronic reports cards (eRCs) are the College's bespoke system for making formative assessment of a pupil's progress as they move through the school.

The eRC system provides an integrated approach that ensures information regarding pupil progress is consistent amongst staff, pupils and parents. By reporting electronically, formative assessment is more consistent and time efficient.

Every pupil receives an eRC twice per term (once in the summer term). The process begins by subject teachers entering pupil grades through a web-based portal. Each pupil receives an attainment grade (aligned to projected outcome in their next public exam) as well as effort grades for prep and class work. At the discretion of the Headmaster, the eRC can be adapted to any desired assessment criteria. Teaching staff are also required to make a short comment on the pupil's progress since the last assessment. Character limits are in place to ensure that the comment is succinct and suitably targeted.

Once the subject grades and comments are complete, pupils meet with their personal tutors to discuss their report. Both tutor and pupil enter comments and reflections at the time of meeting.

Housemasters and Housemistresses then enter their comments and at this point an email is automatically sent to parents alerting them that their son / daughter's latest report card is complete and available to view via the parent portal of the school website. This ensures that parents remain fully informed of the progress of their children and do not have to wait for parent's evenings or end of term reports to be made aware of any issues that might have arisen.

One of the great strengths of the eRC system is that pupils, staff and parents are working with assessment criteria that are understood by all. eRCs encourage (require) frequent dialogue between tutors and tutees and the process has proved to be highly motivating for the pupils. Pupils in year 11 and above set themselves target grades which are visible alongside those being predicted by their teachers. This provokes useful discussion and can have a strong influence on targets moving forward.

The eRC system also focuses teaching staff on aspects of reporting and assessment; improves accountability e.g. prep marking and is aligned to the whole school marking policy; this assists in auditing / work scrutiny by middle and senior management. It also provides a data set which can be used alongside other baseline information e.g. MidYIS, providing refined target setting, VA analysis and strategic planning for HoDs and SMT.

Parents have appreciated the regular, transparent updates on progress and feel more centrally involved in the education of their children.

### Extended eRCs

Extended eRCs are sent home at the end of each term. In addition to an overview of their academic performance, pupils receive a full report of 360° feedback from tutors and Hsms. Each pupil also writes their own report, reflecting on the current term and setting goals for the next. End of term reports are also created electronically and emailed home to parents alongside a letter from the Headmaster. End of term reports are stored centrally in the school database.

### Parents Evenings

At least once in any academic year, parents will have an opportunity to meet with the staff that teach their sons and daughters. Meetings are scheduled so that they occur at the time most relevant to that particular year group. The meetings usually coincide with leave out weekends or holidays, in order to make it easier for boarding parents to attend.

Parents, accompanied by their children, have brief discussions with each member of staff. Should there be insufficient time to discuss all the issues, appointments can be made to visit again, at a time convenient to all.

For some year groups parents are invited to attend additional meetings, for example when making GCSE option choices in year 9, or at the start of the UCAS application process in year 12. Houses also hold frequent meetings for parents, for example when introducing the eRC system for the first time.

Parents should not feel that the parents meeting is the only opportunity to discuss progress. In addition to the transparency afforded by the eRC system, Hsms are always available and appointments can be arranged at any time.

## Academic Management

### Academic Management Team

The Deputy Head (Academic) manages a team of senior staff and is responsible to the Headmaster for the implementation, performance and monitoring of the academic curriculum.

Deputy Head (Academic): Mr J M Gilbert BSc MBA MRSC

Head of Curriculum: Mr P J Canning MA MTeach

Head of Enrichment: Mr D J Ruskin BA

Head of Staff Development: Mrs E J Livingstone Greer BSc

Head of Futures: Miss Gordon BA

Head of e-learning: Mr W M Longden BSc

### Heads of Department

Heads of Department are responsible to the Deputy Head (Academic) for all aspects of the work done in their departments. Heads of Department have a responsibility to promote best practice both within the College and beyond.

Art	Mrs J L A Harriott BA
Biology	Miss V Woodham MBiolSci
Business	Mr J M Bathard-Smith MA
Chemistry	Mr D C Miller BSc MRSC CChem
Classics	Mr P J Canning MA MTeach
Design & Technology	Mr M J Clover BA
Director of Drama	Mrs C E A Sinnett BA MA
Economics	Mr J M Bathard-Smith MA
English	Mrs J E Bathard-Smith BA MA
EAL	Mrs J E Bathard-Smith BA MA
Extended Project	Mr S P Young BA
Futures	Miss Gordon BA
General Studies/PSHE	Mrs J M Kirtley BA
Geography	Mr R K Hart BSc
Government & Politics	Mr R H Bunce MA
History	Mr T J Spiers BA
ICT	Mr I R Shakespeare BSc
Learning Support	Mr A J Spraggon BA
Mathematics	Mr D L Cox MMath
Modern Languages	Mrs A M Millar MA
Director of Music	Mr D K Jordan MA
Head of Academic Music	Mr T G Laverack MA
Physical Education	Mrs J M Simmonds BA
Physics	Mrs E J Livingstone Greer BSc
Religious Studies	Mr A P Wood BA MA MSc
Senior Scientist	Dr A Ball BSc PhD
Textiles	Mrs Z B Cosgrove BA MA LTI

## List of Subject Specifications

### GCSE

Subject	Awarding Body	Specification Title	Specification Code
Art	Eduqas	Art and Design	C650QS
Biology	AQA	Biology	8461
Chemistry	AQA	Chemistry	8462
Classical Civilisation	OCR	Classical Civilisation	J199
Classical Greek	OCR	Classical Greek	J292
Computing	AQA	Computing	8520
Dance	AQA	Dance	4230
Design and Technology	AQA	Design and Technology	8552
Science (Double Award)	AQA	Combined Science; Trilogy	8464
Drama	Eduqas	Drama	601/8420/6
English	CIE	English Language	0990
English Literature	CIE	English Literature	0992
EAL	Edexcel	English as a Second Language	4ES0
French	AQA	French	8658
Geography	OCR	Geography B (Enquiring minds)	J384
German	AQA	German	8668
History	Edexcel	History	4HI0
Latin	OCR	Latin	J282
Mathematics	Edexcel	IGCSE Mathematics	4MA1
Music	Edexcel	Music	1MU0
Physical Education	AQA	Physical Education	8582
Physics	AQA	Physics	8463
Religious Studies	Eduqas	Religious Studies	C120P4
Spanish	AQA	Spanish	8698
Textiles	AQA	Art and Design	8204

### A – Level

Subject	Awarding Body	Specification Title	Specification Code
Art	Edexcel	Art and Design	9AD0
Art and Design: Textiles	AQA	Art and Design: Textiles	7204
Biology	AQA	Biology	7402
Business	AQA	Business	7132
Chemistry	AQA	Chemistry	7405
Classical Civilisation	OCR	Classical Civilisation	H408
Dance	AQA	Dance	7237
DT (Product Design)	AQA	D & T: Product Design	7552
Drama and Theatre Studies	AQA	Drama and Theatre Studies	7262
Economics	AQA	Economics	7136
English Literature	OCR	English Literature	H472
Extended Project	Edexcel	Extended Project	ZPJ30
French	Edexcel	French	9FR0
Further Maths	OCR (MEI)	Further Mathematics B	H645
Geography	OCR	Geography	H481
German	Edexcel	German	9GN0

Greek	OCR	Classical Greek	H444
History	AQA	History	7042
Latin	OCR	Latin	H443
Mathematics	OCR (MEI)	Mathematics B	H640
Music	Edexcel	Music	9MU0
Music Technology	Edexcel	Music Technology	9MT0
Philosophy & Theology	Pre-U	Philosophy & Theology	9774
Photography	Edexcel	Art and Design Photography	9YP0
Physical Education	OCR	Physical Education	H154
Physics	AQA	Physics	7408
Politics	AQA	Politics	7152
Spanish	Edexcel	Spanish	9SP0

## Dates and Review

Date of this policy:	October 2020
Policy drawn up by:	JMG
Date of next policy review:	July 2021
Date for publication of revised policy:	October 2021