

Curriculum Policy



St Andrew's Prep
EASTBOURNE

Executive Summary

The curriculum includes all the activities which promote learning and the growth and development of every pupil at the College. Opportunities exist across the curriculum for pupils to develop core skills that enhance and enable their lives and learning.

The curriculum is underpinned by the College's core values, with the Charter of Expectations describing how pupils (and staff) might embody those principles. Furthermore, the curriculum reinforces fundamental values that will prepare our pupils to be effective, contributing citizens in modern Britain, developing tolerance, respect, teamwork, resilience, and feelings of self-esteem.

Pupils are taught to seek to understand before being understood, to embrace diversity and to develop authentic relationships as they mature physically and emotionally.

The College curriculum is deliberately broad to enable all pupils to play to their individual strengths and develop a love of learning. There is also significant flexibility, to allow pupils of all abilities to make progress according to their needs and aspirations.

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1. 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.

2. Mission and purpose

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

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. The curriculum enables excellent progression, is inclusive for all pupils and promotes their wellbeing.

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.

3. 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, learning and employability 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.

4. 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 blended *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 (datalogging), Art (Apple, Creative Suite, Photoshop + others), Drama (Video capture), PE (Motion capture, performance analysis), 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.

As part of the bridge curriculum, digital competency assessments have been built into academic curriculums

across the college. Throughout Year 9, pupils will be expected to demonstrate competency across five key areas: Information and data literacy, Communication and collaboration, Digital content creation, Safety and Problem solving.

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.

5. 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.

6. Political impartiality

The College serves to ensure that our pupils complete their secondary education with the knowledge and skills to be able to form clear opinions about issues they see in the world. Teachers should feel able to discuss a very broad range of issues and help pupils decipher complex and sensitive topics without promoting partisan political views.

Schools play an important role in preparing children and young people for life in modern Britain, and teaching them about the society and world they grow up in. At school, children and young people are often first exposed to important political issues. Some of these issues might define their future, proving to be the building blocks of a passion which goes on to shape their longer-term interests and career.

Teaching about political issues, the different views people have, and the ways pupils can engage in our democratic society is an essential part of a broad and balanced curriculum. It is an important way in which schools support pupils to become active citizens who can form their own views, whilst having an understanding and respect for legitimate differences of opinion.

Everyone has their own views on particular subjects and teachers at the College are no different. However, it is important that teachers explain things to their pupils in a way that is impartial. Teaching about political issues and the differing views on these is an essential part of the curriculum, helping pupils to form their own opinions and prepare them for later life.

To uphold the school's statutory obligations regarding impartiality, teaching will:

- prohibit the promotion of partisan political views
- take steps to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils

The school will also meet its statutory requirements under:

- Equality Act 2010
- Human Rights Act 1998
- Prevent duty

In addition to promoting fundamental British values, as described earlier in this policy.

The College acknowledges that 'partisan political views' are not limited to just political parties. They may also be held by campaign groups, lobbyists and charitable organisations. Where partisan political views – or material which promote these – are covered as part of the curriculum, teachers should ensure that these are presented with the appropriate context, which supports a balanced presentation of opposing views. This way, teachers can teach about partisan political views effectively, without breaching their legal duties on political impartiality.

Political issues

Determining whether a topic constitutes a 'political issue' may require careful consideration. However, some issues are clearly political, such as those relating to ongoing government activity or on which the main political parties have different views.

Some political issues do not relate directly to government policy at all, for example, campaigns for companies and other organisations, education settings or individuals to change their own policies, practices, and behaviours.

Not all areas of ethical debate are political issues. There are some concepts and views that can be considered as shared principles that underpin our society and not political issues in this context. Examples include a belief in upholding certain rights, such as freedom of speech and protection from violence and criminal activity - or challenging discrimination and prejudice, including racism.

If a teacher is unsure if a topic is a 'political issue' it is advisable to avoid promoting a particular view to pupils. Instead, the teacher should give a balanced factual account of the topic, in line with the school's legal duties on political impartiality.

Finding balance

Teachers are expected to present a balanced presentation of opposing views, where political issues are brought to their attention.

Teachers are expected to exercise reasonable judgement without using a mechanistic approach to ensuring a balanced presentation of opposing views. Where possible, pupils should be presented with at least two significantly different perspectives, rather than several similar ones. In circumstances where teaching focuses on a single view on a political issue for an extended period of time, teachers should avoid promoting this view, instead presenting it without bias and ensure pupils understand its contested nature.

In presenting a balanced account of opposing views, teachers should avoid unsubstantiated theories and conspiracies. Pupils may raise these views, particularly where there is widespread misinformation online. Teachers should be prepared to challenge factually inaccurate claims if they deem this appropriate and necessary. Teachers may also proactively warn pupils about common misinformation relevant to the political issues being taught.

Choosing resources

Before using any resources in teaching, teachers should review these thoroughly. They should consider whether, without specific additional context, the resource may undermine a balanced presentation or promote partisan political views.

Teachers should be conscious of resources from external agencies that might initially appear appropriate but may contain bias and undermine a balanced account of the political issues being taught.

Sensitive political issues

Teachers will focus on the needs of their pupils when deciding how to teach about controversial subjects. Some concepts and views are shared principles that underpin our society and should be reinforced in school. This includes fundamental rights, tolerance and challenging discrimination and prejudice.

Teachers will not present dangerous and discriminatory views unchallenged, and this is not a necessary part of a balanced presentation of opposing views. They should be clear about the facts including laws in place to protect groups targeted by such views, as well as risks and harms of such views. They should also be clear that they have no place in our society.

The same principles also apply to historical examples of discrimination and persecution, which are relevant to current political issues. However, teachers should also consider how best to place these topics in the appropriate historical context.

When teaching about sensitive political issues relating to discrimination, teachers should still be mindful to avoid promoting partisan political views or presenting contested theories as fact. A distinction should be drawn between the shared principle that discrimination and prejudice are wrong, and partisan political views that go beyond this or advocate political reform.

If teachers have concerns that a pupil is expressing extremist views and is vulnerable to being drawn into terrorism, the school's well-established safeguarding policies and procedures should be followed.

Expressing personal opinions

Teachers are encouraged not to express their personal opinions on political issues in the classroom. As a general principle, they should avoid expressing their own personal political views to pupils unless they are confident this will not amount to promoting that view to pupils.

Where staff do share their personal political views, they should ensure that this is not presented as fact and note that there are opposing views which pupils may wish to consider.

External agencies

External agencies, including charitable organisations, can help to enhance and supplement both the delivery of the curriculum and wider school activity.

The school will take steps to ensure that the external agencies used, as well as any materials and communication with pupils, are appropriate and in line with schools' legal duties on political impartiality. The school will ensure that working with an external agency will not compromise the prohibition on promoting partisan political views to pupils.

In all cases, the content and materials used in any engagement with pupils must be:

- reviewed and agreed in advance of any session
- age-appropriate
- aligned to the developmental stage of pupils

Where partisan political views are relevant, the school will take practical steps to ensure they are not promoted to pupils and that pupils still receive a balanced account of the political issues in question.

Under no circumstances should the school engage with any external agencies that take extreme political positions on democracy, the rule of law, individual liberty or mutual respect and tolerance of those with different faiths and beliefs.

Discussing political issues

Pupils' engagement and interest in political issues should be encouraged. The school should not prohibit conversation about these issues, provided the political issues are age-appropriate and presented in a balanced way.

Teachers may also wish to present opposing views to help pupils in the classroom receive a balanced account of the issue. In some cases, this may not be practical, but teachers and staff should be mindful of the risk that some pupils are influenced by the partisan political views expressed by their peers. They should ensure pupils are at least aware of opposing views on political issues that are brought to their attention.

Political activity by pupils

Pupils at the College are of an age at which they may have more developed opinions and a greater awareness of current affairs. The school will help pupils set up networks or clubs to focus on political issues. The environment group and Be You group are examples of these.

School resources, including school-branded social media, should not be used for partisan political purposes. The school will consider the likelihood of this happening when deciding whether to permit certain pupil-led activities.

It may be helpful for teachers and staff to play an active role in supporting pupils to understand the political issues they are interested in, as well as ways they can make a difference and be more actively involved in political action. However, it is never appropriate for teachers and staff to promote their own partisan political views to pupils or encourage them to engage in specific political activity or join specific partisan groups.

In all cases, the school will ensure that and pupil-led activity is conducted sensitively, ensuring that it:

- is not targeted at specific groups of pupils or staff
- does not create an atmosphere of intimidation or fear for other pupils and staff

- avoids pupils feeling that they would be stigmatised for holding or sharing alternative views
- is conducted in line with the school's behaviour policy, avoiding disruption for other pupils and staff

During political events

During periods of heightened political activity and sensitivity, including around elections or in the aftermath of significant political events, teachers will be mindful to avoid activity within the school that could be construed as promoting a particular partisan view.

Teachers and staff can continue to discuss political issues, including political parties, movements, and protests, that may be relevant to pupils. This must be done in a balanced manner and not involve promoting partisan political views on the issue.

Communication

Public displays and communications, to mark significant awareness-raising or community events or for other reasons, are permitted provided they do not promote partisan political views.

The school's legal duties on political impartiality do not extend to its interactions with parents. However, the school should not promote partisan views to parents. If this happens it is important that concerns from parents, carers and others are treated seriously and handled with sensitivity.

Concerns about political impartiality

Where concerns are raised about political impartiality, the school will aim for them to be resolved without using formal complaints procedures.

We expect all parties to be open to engaging in constructive dialogue and reaching an agreement on a way forward. This might include clarification about the nature of teaching or assurances about any processes in place to ensure legal duties on political impartiality are being met.

In some cases, it may be appropriate for the school to take steps to ensure that pupils, who have been subject to imbalanced teaching, receive a balanced account of any political issues raised, as soon as possible. This may involve further teaching or some form of clarification.

7. 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 a one of the school's greatest strengths. As described above, one of the central pillars 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.



8. Relationships and sex education (RSE)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

While this guidance also makes Health Education compulsory in all schools except independent schools, Personal, Social, Health and Economic Education (PSHE) continues to be a compulsory component of our offering.

At the College we believe RSE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education (PSHE) programme. This is also supplemented by our pastoral curriculum revisiting themes and current issues in assemblies, house discussions, tutor groups and Chapel.

Relationship and Sex Education at Eastbourne is part of lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a healthy stable relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical.

In teaching pupils RSE the school has due regard for the Equality Act. For example, our teaching of sex and relationship education is applicable to all sexual orientations and will include teaching aspects of sex and sexual health. At Eastbourne, RSE seeks to enable young people to feel positive about themselves, to manage relationships and access the infrastructure of support available via teachers and other appropriate adults. It is also a key means through which we promote Traditional British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance with those with different faiths and beliefs) such as tolerance and acceptance of other sexualities.

Further details are provided in the schools RSE policy document and PSHE scheme of work.

9. Charter of expectations

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.

10. 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 50 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 runs from 6pm until supper at 6.55pm in all houses and again from 8-8.30pm in day houses; pupils in day houses can work in house until the house closes at 8pm. 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 significant 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)
English (6)
One Modern Foreign Language (5)
Biology (3)
Physics (3)
Chemistry (3)
History (4)
Geography (4)
Religious Studies (2)
PSHE (2)
Physical Education (1)
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, drama, ICT, music, physical education, religious studies 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 invited to join by the admissions department as they are making academic choices in the summer term before joining the College.

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 are invited to join by the admissions department as they are making academic choices in the summer term before joining the College.

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
- 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, two 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 are invited to join) are grouped into one set, which is the same set as for geography, history, ICT and religious studies, enabling them 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 through iSAMS.

11. 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 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. Some pupils may study four options instead of a modern language, following discussion with the Deputy Head (Academic) and head of modern foreign languages.

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

Spanish (5)
Supported Study (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 English, maths, sciences and modern languages (where blocking allows) 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 hods and subject teachers in the summer term in order to discuss courses and choices. Pupils should also talk to their hsm, 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).

12. 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 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
Photography
Physical Education
Physics
Religious Studies
Spanish
Textiles

Pupils study for 11 periods of 50 minutes in each timetable cycle. Individual subjects also offer one period per cycle of focused independent study, referred to as the *12th 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 fourth 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 a 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 / life 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 general 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 school 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 Academic Scholars. 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.

A residential visit to either Oxford or Cambridge is organised annually.

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 super-curricula research and reading beyond the constraints of the A Level 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.

13. 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 ISAM 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. Scholars' Feasts always prove very popular.. The society also makes occasional visits to support the various activities.

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. This is monitored in OneNote notebooks.

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. In addition, sessions support Oxbridge preparation.

14. 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.

15. 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.

The process begins by subject teachers entering pupil grades through iSAMS. 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.

Once complete, an email is automatically sent to parents alerting them that their son / daughter's latest report card is 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 once each term. In addition to an overview of their academic performance, pupils receive a full report of 360° feedback from tutors. 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.

Grade cards

In the reporting period immediately preceding teachers meeting with parents, the report takes the form of a grade card, detailing each pupil's effort and attainment grades only.

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. There are two parents meetings for pupils in year 13, one early in the Michaelmas term and another immediately after February mocks. 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, tutors and hsms are always available and appointments can be arranged at any time.

16. 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 (Academic): Head of Curriculum:	Head	
Head of Enrichment SENCO:	and	Mr J M Gilbert BSc MBA MRSC Assoc CIPD
Head of Development:	Staff	Mr P J Canning MA MTeach Mr D J Ruskin BA
Head Futures:	of	Mrs E J Livingstone Greer BSc MA Miss Gordon BA
Head of learning:	e-	Miss V Woodham MBiolSci Mr P D Martin BA MA
College Librarian:		Mr A P Wood BA MA MSc
Head of Scholars:	Academic	

Heads of Department

Heads of Department are responsible to the Deputy Head (Academic) for all aspects of the work done in their departments.

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

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	8
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	4ES1
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 Design	AQA	Art and Design: Textiles Design	8204

A – Level

Subject	Awarding Body	Specification Title	Specification Code
Art	Edexcel	Art and Design	9AD0
Biology	AQA	Biology	7402
Business	AQA	Business	7132
Chemistry	AQA	Chemistry	7405
Classical Civilisation	OCR	Classical Civilisation	H408
Computing	AQA	Computing	7517
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	OCR	Music	H543
Music Technology	Edexcel	Music Technology	9MT0
Philosophy	AQA	Philosophy	7172
Photography	Eduqas	Photography	A656QS
Physical Education	OCR	Physical Education	H555
Physics	AQA	Physics	7408
Politics	AQA	Politics	7152
Religious Studies	OCR	Spanish	H172

Spanish	Edexcel		9SP0
Textiles Design	AQA	Art and Design: Textiles Design	7204

Policy Owner(s)



Gilbert J

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