

Curriculum Policy - Senior School

Dover College



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Approved By:	CS-M	Date: August 2025
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Next review due by:	July 2026	

1. RATIONALE

Dover College contains pupils of a wide range of ability and is dedicated to ensuring that they achieve their personal best. The aim of the College is that every pupil should adopt a growth mindset and attain their “aspirational grade” in their level 2 and 3 qualifications, which is one grade above their CAT 4 baseline.

Our curriculum is well planned, wide ranging and enriching. Its balance and focus on individual development help us to stimulate an enquiring and critical mind, establishing key skills and a wealth of experience in our pupils, which will prepare them for further studies and life.

The Admissions Policy allows for selection, but the criteria will be broad; admission will depend on whether the candidate can benefit from the courses and the educational provision offered.

The curriculum takes account of National Criteria where appropriate but permits greater flexibility and choice. In particular, it covers linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, creative and cultural education appropriate to the pupils' age, ability and aptitude.

All pupils will have the opportunity to acquire skills in: English (speaking, listening, speaking, and writing); Mathematics as well as linguistic; scientific; technological; human and social; physical; aesthetic and creative education.

2. CURRICULUM OFFER

Over and above the academic curriculum, pupils develop study skills as well as skills of enquiry, creative and critical thinking, self-awareness and personal development.

Pupils in the Sixth Form follow a programme of activities designed to help them achieve a “6th Form mindset” (the VESPA model) and become self-managing reflective learners, which they also put into practice through the completion of the Extended Project Qualification.

We also aim to develop character attributes such as respect of others and self, teamwork, self-motivation, self-regulation and resilience through our extra-curricular provision (see [Extra-curriculum provision policy](#)) which includes various clubs, activities, committees and our Round Square programme.

The school has a rigorous PHSE programme, including RSE (Relationships and Sex education) and Physical Health and Mental well-being (including internet safety and harm).

Individual subjects' schemes of work will also have links to RSE topics and reflect how they contribute to the development of students' social, moral, spiritual and cultural education

(SMSC) and the promotion of British values. This will also be achieved through assemblies, chapel services and focus days as well as the extra-curricular activities and committees.

Our Careers Programme ensures that all pupils receive careers advice and guidance, appropriate to their ages about the choice of courses and careers, and develop an understanding of how the skills and knowledge they are developing prepares them for the world of work. This is also reflected in individual schemes of work (see [Careers Policy](#))

All Pupils will take part in physical education and in two afternoons of “Games” every week. Pupils in Shell and Remove also have timetabled lessons in PE.

All pupils will have the opportunity to learn and make academic progress (See [Assessment policy](#).)

The Curriculum Offer can be found here: [Curriculum Offer 2025-26](#)

3. LEARNING AND TEACHING

Staff meet weekly and during staff days to promote innovative ideas to develop creative, challenging, effective and personalised learning as well as growth mind-set. We aim to inspire and foster a love of learning which students will maintain throughout their lives. The Heads of Department work to incorporate the latest ideas in learning and teaching informed by their membership of national bodies, experience, the sharing of practice with colleagues and continuous training and development.

Learning and teaching standards are regularly reviewed through the professional review cycle.

4. DIGITAL LEARNING

Digital learning is firmly embedded in our curriculum. All pupils and staff have an Apple device and are expected to integrate the use of iPads and technology by pupils in their lessons to enhance teaching and learning. Our Digital Learning Lead regularly visits Departments to support their use of technology to promote learning and encourage shared practice.

4. INDIVIDUAL NEEDS

If pupils have specific individual needs, they will be given education appropriate to their requirements as well as the opportunity for specific curriculum support (see [Send Policy](#)) Methods of differentiation (for SEND/EAL and Most able pupils) are included in all individual subjects' schemes of work.

5. ANNUAL REVIEW CYCLE

During the Michaelmas Term, proposals for curriculum changes for the following year and longer-term planning are discussed by SLT, the HODS committee and the Governors' Education Committee. Decisions on curriculum changes are made in time for the amended information to go in the Sixth Form and Third Form information booklets in the Michaelmas Term for the Sixth Form and at the start of the Lent Term for Third Form. In the Summer Term, final staffing decisions are made, options blocks are created to satisfy a maximum number of pupils' choices and the timetable is compiled.