



CURRICULUM POLICY (SENIOR SCHOOL)

Version: 8
Reviewed by: Deputy Head
Reviewed: September 2021
Next Review Date: September 2022

Senior School Curriculum Policy

Dover College contains pupils of a wide range of ability and is dedicated to ensuring that they achieve the best of which they are capable. The aim of the College is that every pupil should attain the highest possible academic standards.

Our curriculum is well planned, wide ranging and enriching and the underlying philosophy throughout the College is Thinking Differently. Its balance and focus on individual development helps us to stimulate an enquiring and critical mind, establishing key skills and a wealth of experience in our pupils that will be of great benefit to them in the future.

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.

Curriculum – Policy

- 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; linguistic; mathematical; scientific; technological; human and social; physical; aesthetic and creative education.
- **Thinking differently:**

From Shell to Fifth Form, 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” and become self managing reflective learners, which they also put into practice through the completion of the Extended Project Qualification. There is also a coaching programme which aims to produce optimal performance in all our students.

- Over and above our Personal, Social, Health and Economic education and the development of study skills, pupils will have the opportunity to take part in the **Leadership and Service Programme**, including areas such as the Duke of Edinburgh’s scheme and service in the community.
- If pupils have specific individual needs (including those with a statement of educational needs) then they will be given education appropriate to their requirements as well as the opportunity for specific curriculum support (See SEND Policy)
- The school has a rigorous PHSE programme, including relationships and Sex education, physical health and mental well being (including internet safety and harms)
- Pupils from Remove onwards will have objective advice and guidance, appropriate to their ages, about the choice of courses and career (See careers policy)
- Pupils will have a programme of co-curricular activities appropriate to their need (see co curricular provision policy)
- All pupils will have the opportunity to learn and make academic progress. See Assessment Policy.
- Curriculum Offer. See Annex A

- Learning and Teaching

Staff working groups meet during staff days to promote innovative ideas to develop creative, challenging, effective, personalised learning and 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 and by continuous training and development.

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

Digital learning: Digital learning is firmly embedded in our curriculum. All pupils and staff have an Apple device, complete an Apple Teacher qualification and are expected to integrate the use of Ipads and technology in their lessons to enhance teaching and learning. There are regular workshops led by a team of “Digital Leaders” during which colleagues share best practice.

Annual 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 at the start of the Lent Term. 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.

ANNEX 1 – Exclusion Procedures

Exclusion

A pupil may be excluded at any time if the Headmaster is satisfied that a pupil's conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School.

- The pupil's conduct is fully investigated by the Deputy Head;
- The investigating officer's report (either written or verbal) will be presented to the Headmaster;
- If the Headmaster feels formal action is necessary he will conduct an interview with the pupil in the presence of his/her Housemaster/Housemistress;
- Relevant staff will be consulted as will the Chairman of Governors;
- Parents will be kept fully informed and many attend the disciplinary interview which the Headmaster conducts with the pupil;
- It is likely that the pupil concerned will be suspended home before the final disciplinary meeting and decision so that they can consider their position with their parents (or guardian);
- The Headmaster will act fairly and in accordance with the procedures of natural justice and will not expel a pupil other than in grave circumstances;
- Exceptionally in the absence of the Headmaster, the Deputy Head may exclude with the Chairman of Governor's agreement.

Exclusions are followed up with a letter giving details of the pupil's (and parents') right to a review.

Exclusion Review Procedure

In the event that the Headmaster excludes a pupil then the parents of the pupil, or the recognised appointed guardian, have recourse to a review. The procedure under which a written application or a review may be made is as follows.

- The application for a review must be made in writing to:

The Clerk to the Governors, Dover College, Effingham Crescent, Dover, CT17 9RH.
- This application must be received not later than 14 days after the date of notification to exclude the pupil;
- If it is intended to produce any new evidence which was not available to the Headmaster at the time that the decision was made, then details of such evidence must be supplied at the time that the application for the review is made. The College will wish to have an opportunity to investigate the new evidence;
- On receipt of the application a sub-committee of the College Council shall be appointed.
 - It shall consist of two or more members of the Council.
 - This sub-committee shall consider the application as soon as is practicable.
 - The sub-committee shall also have a full report of the incident in writing from the Headmaster.

- After due consideration a meeting may be arranged so that all the issues can be fairly and properly put to the sub-committee.
- All parties shall be able to question each other.
- Both parties shall be allowed to appoint another person to represent their interests.
- When all the evidence has been submitted, the sub-committee shall retire to make their decision. Such decision shall be communicated to the parents, guardians or their representative as agreed within seven days;
- The decision of the sub-committee shall be final.