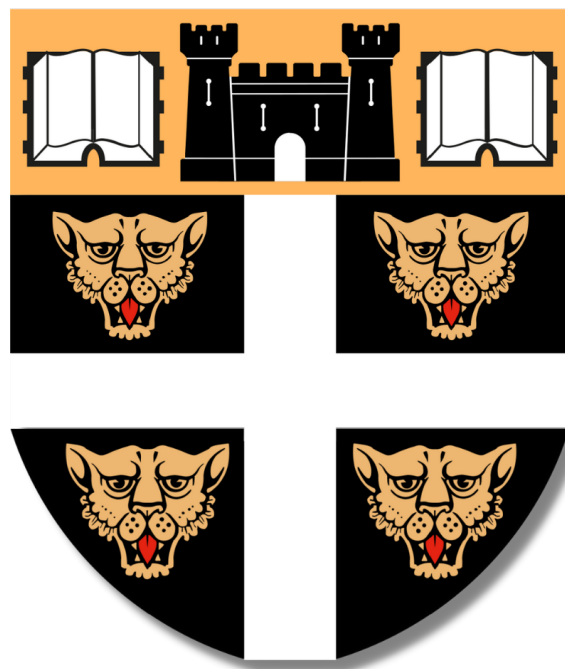


Curriculum Policy - Senior School

Dover College



Owner:	Assistant Head (Teaching & Learning)	Date August 2026
Approved By:	Chair of Education Committee	Date: August 2026
Review Frequency	Annual	

Last reviewed on:	August 2026
Next review due by:	August 2027

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, 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. Study skills are taught to support pupils in developing effective approaches to learning, and these skills are delivered during one study period during Third Form and then again during the three study periods in Fifth Form.

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. Pupils' careers guidance is supported through the Morrisby platform, which uses psychometric assessment to inform personalised career and subject suggestions, helping pupils make well-informed decisions about their post-18 pathways.

We also aim to develop character attributes such as respect for others and self, teamwork, self-motivation, self-regulation and resilience through our extra-curricular provision (see Extra Curricular Annex below) which includes various clubs, activities, and committees.

From September 2026, pupils in Prep 6, Shell and Remove will begin the Hope Curriculum, an innovative programme developed in collaboration with Hope Farm. The curriculum places nature, sustainability and interconnected learning at the heart of education, encouraging pupils to observe, create and understand how everything in the natural world is linked. Pupils will spend three hours each week learning in a working farm environment, exploring the wider relationship between people, food, land and the natural world through hands-on experiences across the seasons. Alongside academic study, the programme is designed to encourage curiosity, independence and practical understanding, complementing classroom learning in practical and creative ways and connecting these themes to subjects across the wider school curriculum.

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).

Pupils from Shell to Fourth Form will take part in physical education and in two afternoons of "Games" every week. Fifth and Sixth Form Pupils only have one afternoon of "Games" per week. Pupils in Shell, Remove and Third Form 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 2026-27](#)

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 line manager meetings with Heads of Department and the appraisal 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. Oversight and support for digital learning is maintained through regular line management meetings with Heads of Department, ensuring the effective use of technology to promote learning and the sharing of good practice across departments. The IT department provides technical support to underpin this work. Staff training during staff days further supports professional development in the use of technology.

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.

EXTRA-CURRICULAR

(ANNEX TO CURRICULUM POLICY)

Policy Statement

The extra-curricular dimension is an essential part of a well-rounded education, as it promotes greater character and social development, including greater interest in community involvement.

We firmly believe that participation in extracurricular activities positively correlates with students' development both academically and personally as these provide our pupils with an opportunity to develop character attributes such as respect of self and others, teamwork, self-motivation, self-regulation and resilience.

Participation, belonging and attainment are connected. Pupils who take part regularly in the co-curricular programme form stronger relationships with staff and with one another, and develop a firmer sense of belonging to the College. That sense of belonging is itself a form of social capital: it makes pupils more willing to contribute, more resilient when work is difficult, and more engaged in the classroom. The co-curricular programme is therefore not an addition to academic life but one of the conditions for it.

Every child is expected to take part in our programme of enriching extra curricular activities which will allow them to broaden their horizon, push themselves out of their comfort, think differently and take responsibility.

The co-curricular programme is structured around the STRIVE framework: Service, Teamwork, Responsibility, Initiative, Vision and Excellence. Every activity on offer is mapped to one or more of these attributes and published as such, so that pupils understand what a given club develops and can build a balanced profile across the six areas over the course of their time at the College. STRIVE gives pupils and staff a shared language for the value of participation, and provides the framework through which the College describes, plans and recognises co-curricular achievement.

Policy rationale

Dover College recognises the co-curricular programme as a valuable part of the learning process and as central to the development of the whole pupil. It supplements and complements classroom learning, and gives pupils opportunities to discover interests, aptitudes and strengths that the timetable alone cannot reach. For boarding pupils in particular, the programme shapes a substantial part of the school week and does much to define their experience of College life.

By encouraging participation in the co-curricular programme we intend to:

- Enable pupils to sample a range of activities and pursuits that will inform the interests they carry into adult life.
- Enable pupils to enjoy a broad range of activities and to develop character through them.
- Enable pupils to extend their interests and enjoyment of particular areas of learning through more in-depth study and activity.
- Enable pupils to develop social skills, forming friendships across year groups and houses and learning to work together cooperatively.
- Enable pupils to contribute to the College and the wider community through service, and to take on responsibility appropriate to their age.
- Enable pupils to build a sense of belonging to the College, which we recognise as a condition for confident academic engagement rather than a by-product of it.
-

Policy Aims

- Ensure a consistent approach to the planning, staffing and delivery of the co-curricular programme.
- Give the school community a clear understanding of the role, purpose and expectations of the programme.
- Set out the minimum participation expected of pupils and how participation is recorded and monitored.
- Ensure that the breadth of the programme is mapped to the STRIVE framework, so that pupils can build a balanced profile of attributes over time.
- Encourage parents to take an interest in and share responsibility for their children's development through active support of the programme.
- Give staff clear guidance for the safe and effective running of activities, including their responsibilities for supervision, registers and health and safety.
-

General principles

The Assistant Head (Co-Curricular) is responsible for the delivery of the co-curricular programme. The general principles are set out below.

Participation

- The expectation is that all pupils take part in at least two clubs each week. Supervised prep does not count towards this expectation. Boarding pupils in Shell to Fourth Form are expected to take part in three clubs each week. Exceptions may be agreed in individual cases between the Assistant Head (Co-Curricular), House staff and parents.
- Lower Sixth pupils supporting an activity are not the supervising adult, are not counted within staffing arrangements, and are not left in sole charge of pupils at any point. The member of College staff or approved provider responsible for the activity retains full responsibility for supervision, registers and safeguarding throughout.
- Participation is monitored by the Assistant Head (Co-Curricular).

Sign-up

- The College uses SOCS as the system of record for the co-curricular programme. Clubs, sign-ups, registers and attendance records are held in SOCS.
- The programme for the coming term is published in SOCS before the start of term, including STRIVE mapping, timings and any charges. Parents are notified when sign-up opens.
- Pupils and parents make their selections in SOCS in advance of the start of term. Pupils who have not done so may complete their selections in tutor time during the first week, supported by their tutor.
- A pupil must be registered for a club in SOCS in order to attend, unless the Assistant Head (Co-Curricular) has agreed otherwise with the pupil's parents.
- Most clubs can accommodate all pupils who wish to attend. Where numbers for a particular activity need to be limited, the Assistant Head (Co-Curricular) will manage places fairly and will support any pupil affected to find a suitable alternative. Pupils joining the College at the start of term are able to make their selections in tutor time and are not disadvantaged by the advance sign-up process.

Timings

- Most after-school activities run from 16:20 to 17:20, Monday to Thursday. Some clubs run at lunchtime, between 12:40 and 13:30.

Registers and attendance

- Staff running an activity take the register in SOCS at every session.
- Attendance is monitored by tutors and by the Assistant Head (Co-Curricular). Where a boarding pupil's participation or attendance gives cause for concern, this is discussed with the Houseparent and, where necessary, the Head of Boarding.
- Where a pupil is registered for an activity and their whereabouts are unknown, the member of staff running the activity contacts the school office immediately.

Communication

- The current programme is published in SOCS and visible to pupils, parents and staff.
- Changes and additions to the programme are communicated through assemblies and tutor bulletins, and the display in the cloisters is kept current. The Assistant Head (Co-Curricular) is responsible for ensuring published information is accurate.

Staffing and safeguarding

- Every activity is the responsibility of a named member of College staff or an approved external provider. Where an activity is led by an external provider, a member of College staff is on site and immediately contactable throughout the session, and is responsible for pupils' medical needs and for their safe departure at the end.
- All staff and external providers running clubs must have a valid DBS check and appear on the Single Central Record.

Cancellation

- Where a club is cancelled, the club leader informs the school office so that parents can be contacted. Pupils who cannot be collected are sent to supervised prep.
-

Service and volunteering

Service is one of the six STRIVE attributes and is central to what the College expects of its pupils. Contribution to the community, whether the College itself or the town beyond it, is understood as part of a pupil's education rather than an addition to it.

Tutor group service

- Each tutor group takes responsibility for a week of service to the College community. Weeks are allocated on a rotational basis across the year, so that every tutor group contributes in turn and the rotation runs continuously through all three terms.
- The nature of the service is agreed between the tutor and the Assistant Head (Co-Curricular), and may include support for College events, care of the grounds and communal spaces, support for younger pupils, or assistance with recycling and operations.
- Tutors are responsible for organising their group's week and for ensuring that all members of the tutor group take part.

Duke of Edinburgh

- Pupils working towards a Duke of Edinburgh award arrange the service element of the award in their own time, outside the school day. The Duke of Edinburgh Manager supports pupils in identifying suitable placements, and directs boarders in particular towards opportunities in the Prep School and the local community.

Prefects

- Prefects serve the College community at events including parents' evenings and open days, and support the supervision of younger pupils. Each prefect holds responsibility for a defined area of service.

Wider opportunities

- All pupils are encouraged to take up the service opportunities available across the College and in the local community. This expectation strengthens from Fourth Form upwards, and all Sixth Formers are expected to hold a service commitment.
 - Service opportunities within the College include games coaching and sports leadership, theatre technical crew, the Archives, among other opportunities..
 - Service opportunities beyond the College include work with local charities and the College's own charity fundraising.
-

Arrangements for sports and activities

The detailed arrangements for Games and Activities are set out in the Clubs and Activities Handbook.

Staffing

- All full-time teaching staff are expected to contribute to the co-curricular programme. The scale of that contribution takes account of other whole-school responsibilities.
- The Assistant Head (Co-Curricular) and the Director of Sport determine staff availability and the weighting to be applied to each member of staff, indicating the scale of contribution expected.
- On that basis they allocate staff to the sports and activities programme.
- The completed allocation is submitted to the Headmaster for approval. Adjustments may be made at that point, or at any point during the year, to meet the needs of the College.
- .

Pupils

- Tutors support pupils in making their selections and are responsible, alongside the Assistant Head (Co-Curricular), for monitoring the participation and attendance of the pupils in their care.
- Where a boarding pupil's participation or attendance gives cause for concern, this is discussed with the Houseparent and, where necessary, the Head of Boarding.

- Pupils may change their selections after the programme has begun with the agreement of their tutor and the Assistant Head (Co-Curricular).
- .

Parental responsibilities and involvement

A holistic education depends on a cooperative approach between parents and the College. Parents are asked to take an active interest in their child's participation in the co-curricular programme and to support the expectations set out in this policy.

Before the start of each term, parents receive the published programme of clubs through SOCS. For each activity this sets out the day and time, the member of staff or provider responsible, the STRIVE attributes it develops, and any charge payable.

Written parental consent is obtained where an activity involves a higher level of risk, takes place off site, or carries a charge of more than £10 per week.

The College holds medical and emergency contact information for every pupil centrally. This information is available to College staff and is not shared with external providers. Where an activity is delivered by an external provider, a member of College staff is present or immediately available throughout the session to respond to any medical need and to access that information. Parents are responsible for keeping the information they have given the College current.

Parents are responsible:

- To support the procedures set out in this policy.
- To communicate any change in circumstances to the College in good time, so that registers can be amended and club leaders informed.
- To report any absence from a co-curricular club or activity through the College's normal pupil absence reporting process.
- To deliver and collect their child punctually where required.
- To inform the College if their child is unable to attend an activity for which they are registered.

Responsibilities of staff and club leaders

- To deliver the co-curricular commitment allocated to them, normally at least two activities each week for a full-time member of staff, in line with the weighting described in the Staffing section of this annexe.
- To plan and run activities that enrich the College's learning programme and give pupils opportunities to extend their interests and discover new ones.
- To identify the STRIVE attributes their activity develops, so that these can be published and recorded against pupil participation.

- To take the register in SOCS at every session and to report any pupil who is registered but not present.
- To familiarise themselves with the risk assessment for their activity and to follow the control measures it sets out, reporting any new or changed risk to the Assistant Head (Co-Curricular).
- To promote and celebrate their activity positively, and to encourage participation.
- To comply with this policy and with the College's safeguarding, health and safety and behaviour policies.
- To liaise as necessary with colleagues, parents and pupils, and to keep the Assistant Head (Co-Curricular) informed of any concerns.
- To cancel an activity only where unavoidable, and to inform the school office and the Assistant Head (Co-Curricular) no later than one hour before the end of the school day where practical.
- To wear identification badges or lanyards at all times, in line with the safeguarding policy.
- To remain with pupils until the end of the session.

Pupils' responsibilities

- To meet the minimum participation expected of them and to make their selections within the time given.
- To attend the activities for which they are registered, reliably and punctually, and to speak to the member of staff running the activity if they are unable to attend.
- To ensure that any absence from a club or activity is reported through the College's normal pupil absence reporting process.
- To take part fully and to give their best effort, whatever the activity.
- To follow the College's behaviour policy and the expectations of the member of staff or provider running the activity.
- To treat the equipment, facilities and spaces they use with care.
- To contribute to the College community through service, and to support younger pupils where the opportunity arises.

Equal opportunities

All activities are open to all pupils and are advertised to all pupils. Where barriers to participation exist, the College seeks to overcome them by:

- Ensuring that sufficient activities are available at no charge for every pupil to meet the participation expectation, so that cost is never a barrier to taking part in the programme.

- Running lunchtime activities, so that pupils unable to attend after school can still take part in the programme.
- Applying the minimum participation expectation flexibly where a pupil has special educational needs, a medical condition, or commitments such as individual music lessons or learning support, so that the expectation supports participation rather than becoming a barrier to it.
- Making reasonable adjustments to activities, equipment or spaces so that pupils with special educational needs or disabilities can take part alongside their peers.
- Ensuring that pupils joining the College during the year are supported to select activities and are not disadvantaged by having missed the usual sign-up period.

Dover College staff running activities are responsible for ensuring they are aware of any additional educational or health needs of the pupils taking part, drawing on the College's learning support and medical records, and for adapting provision accordingly. Where an activity is delivered by an external provider, the Assistant Head (Co-Curricular) identifies in advance any information the provider needs in order to run the activity safely and inclusively, and shares only that information. Full records of pupils' educational and health needs are not shared with external providers.

Health and safety

Staff and providers running activities are responsible for ensuring that:

- Pupils are reminded each half term of the fire evacuation procedure for the space in use, the expectations of behaviour that apply, the arrangements should a session be cancelled, and the timing of the session.
- They are familiar with the College's health and safety policy and with the risk assessment for their activity, and that they follow the control measures it sets out.
- They know how to summon first aid and emergency assistance from the space in which the activity takes place.
- The register is taken in SOCS at every session.
- Any accident, injury or near miss is recorded and reported through the College's normal reporting procedures on the same day.
- Any new or changed risk is reported to the Assistant Head (Co-Curricular).

Dover College staff running activities are additionally responsible for ensuring that:

- They are aware of the medical needs of the pupils in their care and know how to contact parents in an emergency.

External providers are not given access to pupils' medical records. Where an activity is delivered by an external provider, a member of College staff is on site and immediately contactable throughout the session and holds this responsibility.

The College is responsible for ensuring that:

- All required recruitment and vetting checks are completed before any member of staff or external provider works with pupils, and are recorded on the Single Central Record.
- External providers who work unsupervised with pupils are in regulated activity. The College ensures that an enhanced DBS check including a barred list check has been carried out for each such provider, and records this on the Single Central Record before the provider begins working with pupils. Where a provider is engaged through a company or agency, the College obtains written confirmation that the required checks have been carried out and retains a record of that confirmation.
- Risk assessments are prepared by the Assistant Head (Co-Curricular), who is also the College's Educational Visits Coordinator, for activities where one is required, and are made available to those running them. Risk assessments are reviewed annually and following any incident.
- Staff and providers are briefed on the College's expectations of their role, including its safeguarding, behaviour and health and safety policies.
- Appropriate first aid provision is available throughout the co-curricular programme. The College's medical team provides first aid during its hours of operation, and as a boarding school the College has first aid trained staff on site at all times, including house staff and members of the senior leadership team. Those running sporting and higher-risk activities hold a current first aid qualification. External providers working unsupervised are not responsible for providing first aid. Where any injury or medical concern arises, they summon assistance immediately by contacting the main office by telephone, or by sending a pupil to the main office where this is not possible. A member of College staff is despatched to the activity without delay.
- A member of College staff is on site throughout any activity.
- Pupils who are not collected at the end of an activity are supervised until collection or return to their boarding house, in line with the College's arrangements for uncollected pupils.
-

Charges for clubs

The cost of activities is kept to a minimum. Activities run by College staff charge only for the cost of consumable items.

Sufficient activities are available at no charge for every pupil to meet the participation expectation, so that cost is never a barrier to taking part in the programme.

External providers operate their own charging policies. Before an activity is approved, the College considers the cost and its accessibility for families. Any charge is published with the programme in SOCS before sign-up opens, so that parents know the cost before their child selects the activity. Charges are added to the pupil's bill.

Written parental consent is obtained where an activity carries a charge of more than £10 per week.

Concerns and complaints

- Parents or pupils with a concern about any aspect of the co-curricular programme should raise it in the first instance with the Assistant Head (Co-Curricular), who will seek to resolve it informally.
- Where a concern cannot be resolved informally, it is dealt with under the College's Complaints Policy, which sets out the stages of the procedure and the timescales that apply. Nothing in this annexe limits a parent's right to make a formal complaint under that policy.
- Any concern that relates to the safety or wellbeing of a pupil is referred immediately to the Designated Safeguarding Lead and handled under the College's Safeguarding Policy, not under this procedure.
- Any concern or allegation relating to the conduct of an adult working in the co-curricular programme, whether a member of College staff, a volunteer or an external provider, is reported immediately to the Headmaster and handled under the College's procedures for managing allegations and low-level concerns about adults. Where the concern relates to the Headmaster, it is reported to the Chair of Governors. Such concerns are never dealt with under this procedure or by the Assistant Head (Co-Curricular).
- Where the College has a concern about the delivery or quality of an activity, the Assistant Head (Co-Curricular) will raise it with the member of staff or provider concerned. Matters relating to College staff are addressed under the College's staff policies. Where a concern relates to an external provider, the College may suspend or terminate the arrangement.
- Staff with a concern about the co-curricular programme should raise it with the Assistant Head (Co-Curricular) in the first instance. Staff grievances are handled under the College's staff policies
-