

Curriculum Policy

Ampleforth College

Make me to know your ways, O Lord; teach me your paths

Psalms 25:4

Person responsible for Policy	Deputy Head Academic Ampleforth College
Version Number	v9.0
Date Reviewed	September 2026
Next Review Date	September 2027

Policy: At a glance

- This policy sets out the range of subjects that make up our curriculum and how they vary from year-group to year-group.
- It describes our curriculum focus i.e. Benedictine Scholarship.
- It sets out the role of the Learning Support and EAL departments; how support is provided and how student effort and progress are reported on.
- The policy sets out the role of the statutory elements of RSE, FBV and SMSC within our curriculum.
- The policy is informative to all college stakeholders.

Aims and Principles

Rooted in the Catholic Benedictine tradition, education at Ampleforth College is designed to nurture every pupil's God-given gifts and foster a lifelong love of learning. In alignment with our Mission Statement, we view academic rigor as an integral part of the broader search for truth, wisdom, and moral excellence.

Guided by the Rule of St Benedict, our broad and balanced curriculum educates the whole person, mind, body, and spirit, offering all students the opportunity to explore a wide range of subjects and share in a rich heritage where scholarship is deeply prized. Through inspiring teaching, rich resources, and a vibrant culture of sport, music, art, and drama, we encourage our pupils to become resilient, reflective, and proactive learners who seek peace, build community, and use their talents in generous service to others.

Benedictine Scholarship - Developing Virtues

A Benedictine education establishes a lifelong love of learning, good academic habits, best practice in pedagogy, and reflective thought as we search for truth, wisdom, and Christ's invitation to "come, follow me." At Ampleforth College, academic excellence forms part of the fuller formation of each student's God-given potential.

Cultivating Benedictine Virtues and High Expectations

Within the classroom, we explicitly teach strategies that actively promote Benedictine Scholarship. Our curriculum integrates knowledge with the Benedictine Virtues rooted in our Catholic ethos, ensuring a fully inclusive environment where every student is challenged and supported to perform at their best. We foster an ambitious classroom culture defined by high academic and behavioural standards, embedding a deep love of reading, structured revision, and crafted writing. We directly challenge passivity by encouraging students to be self-motivated, resilient, and intellectually curious.

To build an authentic learning community, interaction within the classroom is multidirectional. Students are encouraged to engage in active dialogue with staff and peers; learning with and from one another. We ask our pupils to demonstrate Benedictine virtues by showing attentiveness, integrity, respect, and courage in all they do. Students take ownership of their learning by reflecting on teacher feedback, developing effective learning strategies, and being proactive in seeking help. Excellent work and sustained effort are celebrated through positive Ampleforth Points (APs), with parents kept informed through *My School Portal*.

The Four Ps of Academic Readiness

Explicit instruction in study skills, executive functions (such as time management and organisation), and self-regulation work together to instil the **"Four Ps" of academic readiness**:

- **Prompt:** Arriving on time, demonstrating attentiveness, and showing respect for the learning environment.

- **Prepared:** Equipped with the correct equipment and effective study techniques, memory-based knowledge, and an open, receptive mind.
- **Proud:** Doing the very best of their ability in line with the Benedictine virtues of humility, integrity, and praise for God.
- **Proactive:** Taking ownership of learning, engaging in feedback, asking for help, and showing intellectual initiative.

Supported through classroom activities and our dedicated tutorial system, this holistic framework ensures students develop the academic habits and moral character needed to become the best versions of themselves.

Co-Curricular Breadth

Inspired by the Rule of Saint Benedict, our Years 7–11 curriculum nurtures every pupil's God-given intellect through a balanced pursuit of knowledge. Across the sciences, humanities, languages, and arts, students develop essential literacy, numeracy, and reasoning skills, sparking a deep and lasting love of learning.

We offer an extensive range of co-curricular activities to complement our academic provision. A comprehensive Games and PE programme encompasses major and minor sports, promoting physical development, enjoyment, and a balanced lifestyle. We cultivate an appreciation for literature, music, and the arts, drawing inspiration from the rich heritage of our Benedictine environment and the natural beauty of the Ampleforth Grounds. All students are given opportunities to participate in the performing arts, including music and drama, and to develop leadership through sports, the Combined Cadet Force (CCF), the Duke of Edinburgh's Award, chaplaincy and service opportunities, and a wide array of academic societies and creative clubs.

Pastoral Care and Pupil Wellbeing

Recognising the vital link between wellbeing and academic success, we provide robust pastoral support. The College nurtures every pupil's emotional, social, and spiritual health through our dedicated House and Tutorial systems. Where needed, pupils are further supported by qualified College counsellors and specialised pastoral staff.

Curriculum Delivery

It is natural that the study of Christian Theology is central to the curriculum of a Catholic Benedictine school. Respecting the beliefs of non-Catholic boys and girls and the consciences of all, we hope to communicate and share a lively, articulate and critically aware Christian faith. To this end, all students take public examination courses in the subject and a knowledge and understanding of Catholic belief is supported by all aspects of the curriculum. Moreover, recognising the need for girls and boys personally to appropriate and live out their faith we offer, as a complement to the work of Housemasters, Housemistresses and the Chaplaincy team, a comprehensive Christian Living programme (our version of PSHE and RSE) which covers a wide

variety of moral and social issues and aims to support our students long after they have left the College. Further information can be found in the school's Christian Living incorporating PSHE Policy and RSE (Relationships and Sex Education) Policy.

Heads of Faculty and Heads of Subjects ensure that subject matter and teaching styles are adjusted appropriately in accordance with St Benedict's teaching that we should ask much from the students' strengths and support them in their weaknesses. Adaptive teaching is a core teaching and learning feature with high challenge and high support, setting high expectations for all, but scaling the scaffolding required dependent on ability and understanding. Through regular assessment (low and medium stakes), and reporting, teaching and learning are monitored and evaluated.

Students' progress is recorded through the school grading and assessment procedures, which also include individual targets (known as *Most Probable Grades, MPG's*) in each subject from Years 10 to 13. Quality assurance of all processes is carried out informally through lesson drop-ins and 'book-looks' (recorded on Steplab to analyse trends), and pupil voice. For quality assurance purposes, more complete Subject Reviews also take place on a rota, with a deep-dive-style process of interviews with the HOD, subject teachers and students digging into the quality of the provision. A written report with feedback and next steps is then provided to the department.

In Years 7 to 11, all students follow the National Curriculum including a core curriculum in Christian Theology, Christian Living, English, Mathematics and Science. A wide range of languages is offered, both modern and classical, and students are advised to take at least one to GCSE. In addition, History, Geography, Art, Music, Design and Technology, Drama and Computing are offered as compulsory subjects in Year 7-9 and all of them are options in Years 10 and 11.

In Years 12 and 13 we offer a programme of A Levels and BTECs in the belief that such a curriculum will best serve the interests of the whole student body, bearing in mind the ability range of our students. A broad range of options is available from which students choose to specialise in up to four subjects in Year 12, normally reducing to three. This allows students to develop a depth of knowledge which, combined with a wide-ranging programme of cultural, careers and academic enrichment, provides a good preparation for university study. Students in Years 12 and 13 all take a general Core Christian Theology course, regardless of whether they study A level Christian Theology or not. All students continue to follow a Christian Living course throughout the Sixth Form.

Curriculum Structure

Ampleforth operates a two-week timetable cycle to maintain a balanced curriculum. Lessons are 50 minutes in duration and there are 74 periods for Y7 and 8, and 72 periods for Y9-13 in each two-week cycle.

- In Years 7 and 8, of these, 10 period per fortnight are for PE and Games and 12 (six per week) are for Prep/reading study. This means that there are 52 periods per two-week cycle for the academic curriculum. In addition, there is 1 x 20-minute tutorial every Friday, and

1 x assembly period every Tuesday – all students have a weekly one-to-one tutorial with their tutor.

- In Years 9 to 13, 10 of the 72 are for PE and Games and 2 (one per week) is for Chaplaincy/Deanery sessions. This means that there are 60 periods per two-week cycle for the academic curriculum. In addition, there is a 20-minute tutorial/assembly period each week, and lunchtime slots for one-to-one chats with tutees. Students will have a slightly different timetable depending on their strengths, for example, in Years 9 and 10, some will have additional Mathematics and English lessons or Learning Support intervention periods rather than Latin and/or Greek.

Academic support

We expect that our Sixth Form students will progress to higher education and we aim to prepare them for this progression, as well as to assist them as far as we can to achieve the grades necessary to gain entry to their chosen institutions. Advice is also offered to those who choose not to follow this path, as well as to those who wish to apply to a higher education institution overseas.

In all years, the curriculum followed will depend on the ability of the student. On entry all students are given a MidYIS (Year 7-9) Yellis (Years 10 and 11) or Alis (Years 12) baseline test. The results of these are used to ensure that appropriate *MPGs* are set for individual students.

Subject matter and teaching styles are adjusted and adapted appropriately in accordance with St Benedict's teaching, that we should respond to students' weaknesses with support and to their strengths with challenge and encouragement. Resources and teaching styles are adapted and individualised according to the needs of each student within each class, with departmental schemes of work considering this adaptive teaching. At Ampleforth College, we know that the key to good adaptive teaching in class is to get to know each individual child at our school. To this end, The Learning Support Register and notes about students are shared with staff to provide parity of approaches and to share successful strategies. Through regular reporting and tracking, teaching and learning are monitored and evaluated. Students' progress is recorded through the school grading, tracking and assessment procedures, all supported by the Tutors.

In addition to the adaptive teaching methods used in lessons, further support and enrichment is offered in several ways.

Students who are struggling are encouraged to arrange a support session with their teacher. By being proactive and identifying a slot when they and their teacher are free, they are being independent and taking ownership of their learning. However, if a student is struggling and is not taking the lead, then teachers will prompt and if the message is unheeded, they will timetable the support slot.

There is excellent provision for children with Special Educational Needs (SEND) and English as an Additional Language (EAL), as detailed in the school's Special Educational Needs and Learning Difficulties Policy and English as an Additional Language Policy, both found below.

Learning Support Department

To be read in conjunction with the SEND Policy [SEND Policy.pdf](#)

The Learning Support Department, known as the Learning Hub, is accessible to all students. The Learning Hub provides specialist and general support for learning.

Students who have a Special Educational Need or Disability (SEND) will be placed on the Learning Support Register and appropriate support will be provided. Students can access individual teaching, academic coaching, specialist equipment, pastoral support and explicit teaching for study skills technique. Students usually attend the Learning Hub during designated study periods, lunchtimes or break times.

Where appropriate, students with SEND are taught how to make the best use of technology to assist their learning. Students are encouraged to develop their keyboard skills. All teaching staff are being trained in the use of accessibility features such as Immersive Reader and Voice to Text in Word. Staff are encouraged to share documents in Word format rather than PDF to ensure this software can be used successfully.

Where assessed as appropriate, and in line with Joint Council for Qualifications (JCQ) regulations, students are supported with exam access arrangements. Advice is given to each student to ensure that Exam Access Arrangements are used effectively.

The Learning Hub is located centrally within the school and promotes Quality First Teaching and Inclusion across the College through training, monitoring and regular feedback to staff.

English as an Additional Language

To be read in conjunction with [English as an Additional Language Policy.pdf](#)

Prior to arrival at the school, all overseas students take an English Language assessment. Depending on the results of this, students who need EAL support attend EAL lessons instead of mainstream English. On arrival at school potential EAL students are again tested for their English Language level to determine the best course of English study for them. Students in the Sixth Form, Years 12 and 13, who score below a certain level in the test, or who do not have an English Language qualification at (I)GCSE Level 6 or above, must take IELTS as one of their options so that they have the necessary support for their other subjects and can achieve the required level and qualifications for university in the UK/US or an English-medium course, if applicable. One-to-one lessons may also be required, to provide additional support.

The normal allocation of classes is seven x 50-minute lessons per two-week cycle in Year 7, seven in Year 8, eight in Years 9, and 10, and seven in Year 11, and currently five in Year 12. Year 13 2024-25 is predominantly one-to-ones. All EAL students may request or be guided to have one-to-ones if it is felt that they require further support, either directly with English, or within the other curriculum areas. This will always be discussed with parents beforehand.

The courses followed are aimed at improving students' standard of English in all skill areas, whilst enhancing their appreciation of British culture. In Year 10 and 11 students work towards their Cambridge IGCSE English as a Second Language, or O Level English (designed for nearly native speakers), depending on their level on arrival and length of stay. Some students manage to take the exam within a year, whereas others need the two-year course. If a long-term student takes the IGCSE in Year 10 and passes with a high grade, they will have the opportunity to study for the O Level course in Year 11.

Any student who achieves a Level 6 in the O Level course or a grade C or higher in the IGCSE ESL exam will not need any further EAL support or qualifications in the Sixth Form. However, some students choose to continue with some EAL lessons, either in a group or individually, in order to maintain and further develop their standard of English. In Year 12, students follow a course that prepares them for the IELTS qualification; this is a necessary qualification for any non-native speaker who wishes to study at a UK, USA or English-medium university. The IELTS Band required is very much dependent on the chosen university course and therefore must be checked carefully. These can vary between Band 6 to 7.5.

External qualifications are offered in Years 10-13 to ensure that students joining the College for just one or two years are assured of leaving us with an internationally recognised qualification.

Setting is reviewed regularly, and students are supported in every possible way to ensure they make the best possible progress and maximise their opportunities here.

There is also a Cultural Enrichment programme for all short term EAL students, which includes developing more awareness and understanding about various aspects of British culture and history, as well as trips out to local areas of interest. The EAL Department seeks to embrace the rich variety of culture, languages and diversity of all international students. This might involve the EAL students' prominent role in leading the College's Cultural and Diversity week in March, or giving presentations about their own country and culture, or collectively celebrating Chinese New Year in a local restaurant.

Academic Enrichment

Academic enrichment is provided through subject specific lectures and trips, and through academic activities.

In the Sixth Form, there is a programme of external speakers on a variety of different themes including university applications, careers, current affairs and topics specific to subjects. For Year 13 there is a Headmaster's lecture series from external speakers renowned in their field.

There is also a comprehensive programme of careers provision across the curriculum, led by our Head of Careers, that includes speakers from a range of professional disciplines and support for students to pursue experiences and further study in relation to this.

Assessment

To be read in conjunction with [Assessment Feedback and Marking Policy v8.0.docx](#)

Assessment forms an important part of the learning process at Ampleforth College, as detailed in the school's Assessment, Feedback and Marking Policy. Baseline testing takes place at the start of every academic year, and there are Assessments in all academic subjects, on average every term in Y7-9 (there is greater detail in the assessment policy), and every half-term in Y10 to Y13. These tests inform teaching and provide a useful way of monitoring progress. At the end of Years 7-10 and 12, summer examinations are taken in all academic subjects. Entry into Year 12 to study A Levels requires a minimum of 2 Grade 6s and 3 Grade 5s at GCSE, though exceptions can be made in individual cases. Many subjects require a Grade 7 or above to study at A Level. Students wishing to study a mixed BTEC and A Level provision are admitted following individual discussions.

Reporting

All students receive grades in their academic studies each half term. Outlined below is a description of the grades we award for effort (both in class and for independently completed work) and attainment.

Attainment (BRAG)

R (red)	Currently two or more grades below expectations for age / on course to miss MPG grade by two or more grades
A (amber)	Currently one grade below expectations for age / on course to miss MPG grade by one grade
G (green)	Currently considered at expectations for age / on course to meet or exceed MPG grade
B (blue)	Currently considered above expectations for age / on course to meet or exceed MPG grade

Effort

Effort is measured against the following standards.

Effort: Attitude to learning in class	Effort: Attitude to Prep/independent learning
1. Consistently excellent attitude to learning Criteria: Always hard working in class, punctual, co-operative and engaged.	1. Consistently excellent attitude to prep/independent learning Criteria: Preps completed to best of ability, always on time and showing consistent evidence of excellent effort.
2. Good attitude to learning Criteria: Nearly always hard working in class, punctual, co-operative and engaged.	2. Good attitude to prep/independent learning Criteria: Preps usually completed to best of ability, generally on time and generally showing good evidence of effort.
3. Satisfactory attitude to learning Criteria: Sometimes hard working in class, punctual for most lessons, co-operative and engaged most of the time, but improvement is expected.	3. Satisfactory attitude to prep Criteria: Some preps completed to an acceptable standard, most prep work is submitted on time and showing some evidence of effort, but improvement is expected.
4. Unacceptable attitude to learning Criteria: Late or inattentive on a significant number of occasions. Lacks engagement in class or requires frequent teacher intervention to keep on task.	4. Unacceptable attitude to prep Criteria: Repeated failure to hand in preps or preps often late or preps frequently thin and lacking substance.

Christian Living, Drama (Y9), sixth form Core CT, and Core PE will also give a grade for attitude to classroom learning but no prep grade.

On average, each student will receive a full written report in every subject twice a year.

In addition to the reports and grades which are published on My School Portal, there is a parent-teacher day for each year group. Parents are regularly contacted by Tutors, and parents are encouraged to contact the Tutor straight away with any concerns.

Regulatory requirements

The student's RSE (Relationships and Sexual Education), FBV (Fundamental British Values) SMSC development (Social, Moral, Spiritual and Cultural) development is delivered through the curriculum, both in content included in subjects' schemes of work, through the Christian Living Programme and through other planned learning opportunities in the school.

At Key Stage 3, Ampleforth College chooses to respond to the legal requirement in maintained schools to teach Religious Education and sex and relationships education, and to non-statutory guidelines to cover other aspects of Personal, Social and Health Education (PSHE). Students receive weekly lessons in Christian Theology and are taught PSHE, including drugs, alcohol and sex education, through the Christian Living Programme. There is a policy for the Christian Living programme which incorporates PSHE. At Key Stage 4, students receive Christian Theology through lessons, and students attend Mass at least once each week, prayers daily and have occasional talks and lectures. PSHE is delivered at Key Stage 4 through lectures and the Christian Living Programme.

At Ampleforth College, students in all year groups, including Sixth Form, receive a minimum of three hours sport a week, significantly exceeding the minimum recommendation to schools that 85% of students aged 5-16 take part in a minimum of two hours high-quality PE and school sport within and beyond the curriculum each week.

Computing is taught as a discrete subject in Key Stage 3 (Years 7–9) in line with the National Curriculum framework, incorporating digital literacy, computer science, and online safety.

Religious Studies (called Christian Theology) as per Diocesan Inspection guidelines occupies 10% of the curriculum in KS3 and KS4 and 5% of the curriculum at KS5.

Curriculum Plan

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Examinations	End of Year	End of Year	End of Year	End of Year	Mocks GCSEs	End of Year Y12 BTEC Exams	Mocks x 2 in 2023-24 A Levels/ BTEC exams
Academic Scholarships Scholarships incl. Academic	11+ Development Awards		13+ Basil Hume Awards			16+ Senior Scholarships	
Learning Skills	Tutorial LS/EAL Library course	Tutorial LS/EAL Library course	Tutorial LS/EAL	Tutorial LS/EAL Library course	Start of year study skills LS/EAL	Start of year study skills LS/EAL	Tutorial LS/EAL
Independent learning opportunities	Prize Projects	Prize Projects	Prize Projects	Prize Projects NEAs	NEAs	EPQ NEAs	EPQ NEAs

Collaborative working opportunities	Enrichment week	Enrichment week	Enrichment week	Enrichment week	Independent Learning opportunities	Friendship holiday	BTEC tasks
	Off timetable days	Off timetable days	Off timetable days			Enrichment week	Independent Learning opportunities
	Independent Learning opportunities	Independent Learning opportunities	Independent Learning opportunities	Independent Learning opportunities		FACE FAW	The Alban Roe Project
						BTEC Tasks	
						The Alban Roe Project	
Academic enrichment	Scholarship Activity programme	Scholarship Activity programme	Scholars' Programme	Scholars' Programme	Scholars' Programme	Scholars' Programme	Scholars' Programme
	Subject specific lectures and trips	Subject specific lectures and trips	Subject specific lectures and trips	Subject specific lectures and trips	Subject specific lectures and trips	Subject specific lectures and trips	Subject specific lectures and trips
	Academic activities	Academic activities	Academic activities	Academic activities	Academic activities	Academic activities and societies	Headmaster's Lectures

			Learning to Learn course				Academic activities and societies
Activities focus	Explore	Explore	Explore	1 hobby	1 hobby	1 hobby	1 hobby
				1 specialism	1 specialism	1 specialism	1 specialism
				SERVICE		SERVICE	
Curriculum	Essential Skills	Essential Skills	Essential Skills	GCSE subjects	GCSE subjects	A Levels	A Levels
				(8 to 11)	(8 to 11)	BTEC	BTEC
			Core subjects start GCSE by Easter			EPQ	EPQ
			Breadth elsewhere				
Subjects	Maths	Maths	Maths	Maths	Maths	Christian Living	Christian Living
	English / EAL	English / EAL	English / EAL	English Language and Literature / EAL	English Language and Literature / EAL	Core CT	Core CT
	Christian Theology	Christian Theology	Christian Theology			3 to 5 subjects from:	3 to 5 subjects from:
	Biology	Biology	Biology	Christian Theology	Christian Theology	<i>A Level:</i>	<i>A Level:</i>
						Maths	Maths

Chemistry	Chemistry	Chemistry	Christian Living	Christian Living	Further Maths	Further Maths
Physics	Physics	Physics	Games	Games	English Literature	English Literature
History	History	History	Science (either Biology, Chemistry, Physics or Dual or Single Award)	Science (either Biology, Chemistry, Physics or Dual Award or Single Award)	Christian Theology	Christian Theology
Geography	Geography	Geography	Options (up to 3) from:	Options (up to 3) from:	Biology	Biology
French / EAL	French / EAL	French / EAL	French	French	Chemistry	Chemistry
Class. Civ. / Latin	Class. Civ. / Latin	Spanish	Spanish	Spanish	Physics	Physics
Art	Art	Class. Civ. or Latin and Greek	Latin	Latin	French	French
DT	DT	Art	Greek	Greek	Spanish	Spanish
Music	Music	DT	Art	Art	German	German
Drama	Drama	Music	DT	DT	Latin	Latin
Computing	Computing	Drama	Music	Music	Greek	Greek
Christian Living	Christian Living	Computing	Drama	Drama	Ancient History	Ancient History
Core PE /Swimming	Core PE /Swimming	Christian Living	DT	DT	Art	Art
Games	Games	Core PE	Music	Music	DT	DT
			Drama	Drama	Music	Music

	Games	Computing	Computing	Drama	Drama
		History	History	Computing	Computing
		Geography	Geography	Economics	Economics
		Sport (BTEC L2)	Classical Civilisation	Business Studies	Business Studies
		Enterprise & Marketing (Cambridge National L2)	Sport (BTEC L2)	Politics	Politics
		Classical Civilisation	Enterprise & Marketing (Cambridge National L2)	History	History
			FSMQ	Geography	Geography
				Psychology	Psychology
				Textiles	Textiles
				BTEC:	BTEC:
				Countryside Management	Enterprise and Entrepreneurship
				Enterprise and Entrepreneurship	Countryside Management
				Sport	Sport