

## Curriculum Policy

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### Ampleforth College

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

*Psalm 25:4*

<b>Person responsible for Policy</b>	<b>Deputy Head Academic</b> <b>Ampleforth College</b>
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#### 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, FBC and SMSC within our curriculum.
- The policy is informative to all college stakeholders.

## Aims and Principles

*In order to contribute towards the aims of the Mission Statement, the taught curriculum at Ampleforth College is designed to provide a broad and balanced education for students where all are given the opportunity to study a wide range of subjects, thus sharing in the inheritance of a Benedictine tradition in which learning and scholarship are prized. Our curriculum vision can be found here [Curriculum vision.docx](#)*

Through high quality teaching and resources, we aim to provide an inspiring experience to our students and to encourage in them a love of life-long independent learning. Cultural activity, which includes sport, music, art and drama is an important part of the curriculum and all students have extensive opportunities to participate to a high level.

## Benedictine Scholarship - Developing learning and thinking skills, amongst other skills

Alongside lessons and the various support methods outlined below, we believe it is of the utmost importance that we encourage our students to become resilient, reflective and independent learners. We aim to provide them with effective study habits which will prepare them for life-long learning. Students are encouraged to take ownership of their learning in several ways. In lessons and in marking, teachers give feedback and there is an emphasis on developing students' awareness of what next steps to take to progress their learning. Students are encouraged to reflect on feedback and develop learning strategies and be proactive in asking for help and proud of their work. The students are also encouraged to engage in dialogue with their fellow students so that they learn with and from each other. Our goal is a *community within the classroom*, whereby interaction is multidirectional between all those who are present. The students are also encouraged to engage in dialogue with staff about their work, and to seek help if they require it. We ask of our students to be **attentive**, to show **respect**, and to show **courage**, demonstrating "The Ampleforth Way". Good work is rewarded with positive APs (Ampleforth Points), and parents receive notification of these through *My School Portal*. Learning skills and executive function skills (such as time management and organisation) are supported and developed through classroom activities and the tutorial system.

## 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.

Subject heads 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 – our T&L mantra is “High Challenge and High Support”, setting high expectations for all, but scaling the scaffolding required dependent on ability and understanding. Departmental schemes of work provide for this adaptive teaching. 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<sub>s</sub>*) in each subject from Years 10 to 13. Quality assurance of all processes is carried out informally through lesson drop-ins (recorded on Steplab to analyse trends), in-class book-looks and pupil voice. For quality assurance purposes, more complete Departmental 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.

Ampleforth operates a two-week timetable cycle in order 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 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 providing for 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 in order 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 a number of 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.

The Learning Hub clinic runs one evening a week. This is a drop-in (or invite) session in which students can meet individually with a member of the Learning Support Team for assessment, support or advice.

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. Scholars' Lectures are put on for Years 7 to 11. These are mainly discussions or lectures on wide ranging topics and are often led by visiting speakers or staff from the College. These are open to all with Scholars being expected to attend. 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 example, there is a Forensic Science day for Year 12 Biologists and a trip to the JCB factory for Year 12 DT, Physics, and Business students. For Year 13 there is a Headmaster's lecture series from external speakers renowned in their field.

## 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 also 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)

<b>R</b> (red)	Currently <b>two or more grades below</b> expectations for age / on course to miss MPG grade by two or more grades
<b>A</b> (amber)	Currently <b>one grade below</b> expectations for age / on course to miss MPG grade by one grade
<b>G</b> (green)	Currently considered <b>at</b> expectations for age / on course to meet or exceed MPG grade
<b>B</b> (blue)	Currently considered <b>above</b> 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
<p>1. Consistently <b>excellent</b> attitude to learning</p> <p>Criteria: Always hard working in class, punctual, co-operative and engaged.</p>	<p>1. Consistently <b>excellent</b> attitude to prep/independent learning</p> <p>Criteria: Preps completed to best of ability, always on time and showing consistent evidence of excellent effort.</p>
<p>2. <b>Good</b> attitude to learning</p> <p>Criteria: Nearly always hard working in class, punctual, co-operative and engaged.</p>	<p>2. <b>Good</b> attitude to prep/independent learning</p> <p>Criteria: Preps usually completed to best of ability, generally on time and generally showing good evidence of effort.</p>
<p>3. <b>Satisfactory</b> attitude to learning</p> <p>Criteria: Sometimes hard working in class, punctual for most lessons, co-operative and engaged most of the time, but improvement is expected.</p>	<p>3. <b>Satisfactory</b> attitude to prep</p> <p>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.</p>
<p>4. <b>Unacceptable</b> attitude to learning</p> <p>Criteria: Late or inattentive on a significant number of occasions. Lacks engagement in class or requires frequent teacher intervention to keep on task.</p>	<p>4. <b>Unacceptable</b> attitude to prep</p> <p>Criteria: Repeated failure to hand in preps or preps often late or preps frequently thin and lacking substance.</p>

*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 (regulatory in maintained schools from 2014) is taught as a discrete subject in Years 7-9.

Religious Studies (called Christian Theology/CT here) 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
<b>Examinations</b>	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
<b>Academic Scholarships</b> <a href="#">Scholarships incl. Academic</a>	11+ Development Awards		13+ Basil Hume Awards			16+ Senior Scholarships	
<b>Learning Skills</b>	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
<b>Independent learning opportunities</b>			Prize Projects	HPQ NEAs	HPQ NEAs	EPQ NEAs	EPQ NEAs

<b>Collaborative working opportunities</b>	Off timetable days incl. Oracy Day  Independent Learning opportunities	Off timetable days incl. Oracy Day  Independent Learning opportunities	Off timetable days incl. Oracy Day  Independent Learning opportunities	Wayfinding Day Induction programme  Independent Learning opportunities	Work experience  Independent Learning opportunities	Friendship holiday  FACE FAW  BTEC Tasks  The Alban Roe Project  Independent Learning opportunities	BTEC tasks  Independent Learning opportunities  The Alban Roe Project
<b>Academic enrichment</b>	Scholarship Activity programme  Subject specific lectures and trips  Academic activities	Scholarship Activity programme  Subject specific lectures and trips  Academic activities	Scholars' lectures  Subject specific lectures and trips  Academic activities  Learning to Learn course	Scholars' lectures  Subject specific lectures and trips  Academic activities	Scholars' lectures  Subject specific lectures and trips  Academic activities	Subject specific lectures and trips  Academic activities and societies	Subject specific lectures and trips  Headmaster's Lectures  Academic activities and societies

<b>Activities focus</b>	Explore	Explore	Explore	1 hobby 1 specialism SERVICE	1 hobby 1 specialism SERVICE	1 hobby 1 specialism SERVICE	1 hobby 1 specialism
<b>Curriculum</b>	Essential Skills	Essential Skills	Essential Skills Core subjects start GCSE by Easter Breadth elsewhere	GCSE subjects (8 to 11)	GCSE subjects (8 to 11)	A Levels BTEC EPQ	A Levels BTEC EPQ
<b>Subjects</b>	Maths English / EAL Christian Theology Biology Chemistry	Maths English / EAL Christian Theology Biology Chemistry	Maths English / EAL Christian Theology Biology Chemistry	Maths English Language and Literature / EAL Christian Theology Christian Living	Maths English Language and Literature / EAL Christian Theology Christian Living	Christian Living Core CT 3 to 5 subjects from: <i>A Level:</i> Maths Further Maths	Christian Living Core CT 3 to 5 subjects from: <i>A Level:</i> 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			Biology	Biology
French / EAL	French / EAL	French / EAL			Chemistry	Chemistry
Class. Civ. / Latin	Class. Civ. / Latin	Spanish	Options (up to 3) from:	Options (up to 3) from:	Physics	Physics
Art	Art	Class. Civ. or Latin and Greek	French	French	French	French
DT	DT	Art	Spanish	Spanish	Spanish	Spanish
Music	Music	DT	Latin	German	German	German
Drama	Drama	Music	Greek	Latin	Latin	Latin
Computing	Computing	Drama	Art	Greek	Greek	Greek
Christian Living	Christian Living	Computing	DT	Art	Ancient History	Ancient History
Core PE /Swimming	Core PE /Swimming	Christian Living	Music	DT	Art	Art
Games	Games	Core PE	Drama	DT	DT	DT
			Computing	Music	Music	Music

Games	History	Drama	Drama	Drama
	Geography	Computing	Computing	Computing
	Sport (BTEC L2)	History	Economics	Economics
	Enterprise & Marketing (Cambridge National L2)	Geography	Business Studies	Business Studies
	Classical Civilisation	Academic PE	Politics	Politics
	Classical Civilisation	Classical Civilisation	History	History
		Enterprise & Marketing (Cambridge National L2)	Geography	Geography
		FSMQ	Psychology	Psychology
			Textiles	<b>BTEC:</b>
			<b>BTEC:</b>	Enterprise and Entrepreneurship
			Countryside Management	Travel & Tourism
			Enterprise and Entrepreneurship	Countryside Management
			Sport	Sport