



## Wellington College Belfast

# Curriculum Policy 2025-2026

### 1. College Vision

At Wellington College Belfast, we ASPIRE to deliver academic excellence, in a values rich environment, where students and staff learn, grow and achieve, together.

Our curriculum design and delivery embeds core values, which express the commitment of staff, the aspirations of leaders, and the ASPIRE ethos of the College.

The Wellington College Belfast (WCB) curriculum is designed to inspire and empower all students by fostering a love of learning, nurturing their talents, and equipping them with the knowledge, skills, and values necessary for success in an ever-changing world. Grounded in our core values of **Achievement, Self-Belief, Pride, Integrity, Respect, and Excellence**, our curriculum provides a broad, balanced, and ambitious educational experience that prepares students for their futures.

**Achievement** All students should have the opportunity to achieve their full potential. The curriculum sets high expectations and provides a structured, supportive, and inclusive environment where students are challenged to excel academically and personally. Through adaptive instruction and personalised learning pathways, the College ensures that every student can celebrate success in their learning journey.

**Self-Belief** WCB is committed to fostering a growth mindset, encouraging students to develop resilience, confidence, and determination. By providing a rich and engaging curriculum that includes opportunities for independent learning, problem-solving, and creativity, WCB will empower students to believe in themselves and their abilities, enabling them to face challenges with optimism and perseverance.

**Pride** The curriculum at WCB nurtures a sense of pride in students' accomplishments, their school, and their community. Achievements are celebrated in all areas, from academics to extracurricular activities, and students are encouraged to take ownership of their learning, instilling a sense of pride in personal growth and contribution to society.

**Integrity** Integrity is embedded in all aspects of learning by fostering honesty, responsibility, and ethical decision-making. The WCB curriculum encourages students to engage in reflective thinking, ethical discussions, and real-world problem-solving to develop a strong moral compass. By promoting academic honesty and fairness, we ensure that students understand the importance of integrity in their personal and academic lives.

**Respect** Respect is at the heart of the curriculum, ensuring that students value diversity, inclusivity, and the perspectives of others. Through a rich humanities, arts, and social studies program, as well as collaborative learning experiences, we teach students to engage in meaningful dialogue, practice empathy, and appreciate different cultures and viewpoints. Our curriculum fosters a respectful learning environment where every voice is heard and valued.

**Excellence** WCB strives for excellence in all aspects of education by delivering a high-quality curriculum that is rigorous, relevant, and forward-thinking. By incorporating the latest research, innovative teaching methods, and a commitment to continuous improvement, we ensure that students receive an education that prepares them for further education, careers, and lifelong learning. We encourage students to strive for their best in everything they do, promoting a culture of excellence in academics, arts, sports, and leadership.

In alignment with the College values, the curriculum develops well-rounded individuals who are equipped with the knowledge, skills, and character needed to thrive in the future. WCB is dedicated to creating a stimulating and supportive learning environment that inspires every student to achieve, believe in themselves, take pride in their journey, act with integrity, show respect to others, and pursue excellence in all they do.

## **2. College Values**

The College motto is **Una Discamus – We Learn Together**. Learning is at the core of our curriculum. As a co-educational school we believe that boys and girls learn best together. This prepares them for the challenges and opportunities of life.

As a non-denominational controlled school we seek to provide an environment where children are naturally integrated, with shared values which are open to children of all religions and none.

As a grammar school we seek to provide a supportive and aspirational learning environment through a curriculum offer which delivers excellent outcomes and pathways for all, regardless of cultural or socio-economic background.

## **3. College Priorities for Curriculum review**

- i. To review our approach to Curriculum, in particular around Careers and Life-Long Learning, to ensure we equip students with skills for the 21st Century and open the best possible range of future opportunities.
- ii. To develop a clear system of data tracking and target setting which drives and supports aspiration and attainment in all key stages. This will support the aim of excellent outcomes for each individual student.
- iii. To embed self-evaluation for both Academic and Pastoral leaders, to build consistency in data analysis, planning and delivery. This will support the aim of developing staff and building capacity to sustain improvement.
- iv. To ensure the vision and ethos of the College is understood and supported by all, with a collegiate approach to improving student outcomes which supports high quality teaching in a purposeful learning environment.
- v. To actively engage with our community, drawing on the resources of stakeholders, business partners and higher education providers. Through this we will aim to promote the aims of the College, and further the provision which we offer to our students.

The College believes that the curriculum should provide an education of breadth and quality to every student, irrespective of background, which gives opportunity and pathways to success in life.

The College believes that the term curriculum should be understood in its broadest sense and that it comprises all learning and other experiences planned for its students, as well what students learn through their experience of being at school (hidden curriculum). This policy is organised by considering the intent of the curriculum, its implementation and how its impact is assessed.

#### 4. Curriculum Intent

- To provide an enjoyable, inspirational and innovative learning experience that enables every student to develop into a confident and successful learner
- To achieve and celebrate excellence across a broad and balanced curriculum
- To provide an exceptional level of learning opportunities beyond the classroom for all students
- To promote students' spiritual, moral, cultural and social development through our College values and the taught curriculum
- To develop an understanding of personal, social and health issues such as drugs, sex and relationships and the importance of a healthy lifestyle
- To develop students as confident, creative, resilient, aspirational and independent learners
- To provide careers advice and guidance throughout a student's time at the College which equips them for the next steps in life

#### 5. Curriculum Implementation

##### Structure of the School Day

On a school day there are 8 teaching periods except on Friday where there are 7 teaching periods. There are 39 teaching periods lasting 40 minutes each in a one week timetable.

Monday-Thursday			Friday		
Period	Timing	Duration (mins)	Period	Timing	Duration (mins)
Form Time	8.50-9.00	10	1	8.50-9.30	40
1	9.00-9.40	40	2	9.30-10.10	40
2	9.40-10.20	40	Assembly	10.10-10.30	20
Junior break	10.20-10.40	20	Junior break	10.30-10.50	20
Senior 3	10.20-11.00	40	Senior 3	10.30-11.10	40
Junior 3	10.40-11.20	40	Junior 3	10.50-11.30	40
Senior break	11.00-11.20	20	Senior break	11.10-11.30	20
4	11.20-12.00	40	4	11.30-12.10	40
5 (Junior lunch)	12.00-12.40	40	5 (Junior lunch)	12.10-12.50	40
6 (Senior lunch)	12.40-1.20	40	6 (Senior lunch)	12.50-1.30	40
7	1.20-2.00	40	7	1.30-2.10	40
8	2.00-2.40	40	8	2.10-2.45	35
9	2.40-3.20	40			

## Form Time Structure

Day	Year	
	8/9/10	11/12/13/14
Monday	Form Time	Form Time
Tuesday	<b>Year Assembly</b>	Form Time
Wednesday	Form Time	<b>Year Assembly</b>
Thursday	Form Time	Form Time
Friday	<b>Whole School Assembly</b>	

The above table represents a basic structure that may alter depending on circumstances.

## 5.2 Learning and Teaching approaches

The College curriculum is underpinned by the WCB Learning and Teaching Model which is designed to develop the learning character of our students. The College Learning & Teaching policy sets out the learning and teaching approaches embedded in the College. Through these approaches we seek to develop learners who demonstrate confidence, resilience, aspiration, independence and creativity across their subjects.

Individual departments plan their own programmes of learning and teaching and assessment. Whilst these are governed by the College's curriculum and assessment policies, these are not over-prescriptive to allow as much flexibility as possible. Each department has curriculum maps and assessment policies to ensure consistent implementation across the department.

In addition to the formal taught curriculum, an extensive range of extra-curricular clubs and activities, subject enrichment and trips and visits are offered to all students.

## 5.3 Curriculum structure

### Curriculum at KS3

#### Curriculum at KS3:

All pupils follow a common curriculum which covers the nine areas of learning and their contributory subject strands: Language and Literacy (Communication), Mathematics (Numeracy), Modern Languages (French and Spanish), The Arts (Art & Design, Music and Drama), Environment and Society (History and Geography), Science and Technology, Learning for Life and Work (Employability, Local and Global Citizenship, Personal Development and Home Economics), Physical Education and Religious Education. The period allocation is outlined overleaf.

<b>Subject</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
Art	1	2	2
Careers	0	0	1
ICT	2	2	1
English, Drama and Library	5	5	5
French	2	2	2
Games	2	2	2
Geography	2	2	2
History	2	2	2
Home Economics	2	2	2
LLW	2	2	0
Mathematics	5	5	5
Music	2	1	1
Physical Education	2	2	2
Religious Education	2	2	2
Science	4	4	6
Spanish	2	2	2
Technology	2	2	2
<b>Total</b>	<b>39</b>	<b>39</b>	<b>39</b>

The curriculum provides opportunities across all the areas of learning for pupils to progressively develop skills in the cross curricular skills of Communication, using Mathematics, Using Information and Communication Technology as well as the thinking skills and personal capabilities of Managing Information, Thinking, Problem-Solving and Decision Making, Being Creative, Working with Others and Self-management.

### **Learning for Life and Work**

#### **Year 8:**

2 periods to deliver Personal Development, Citizenship and Employability

In addition, there will be a dedicated Yr8 Careers event

Home Economics delivered as a subject strand as indicated in the table above.

#### **Year 9:**

2 periods to deliver Personal Development, Citizenship and Employability

In addition, there will be a dedicated Yr9 Careers event

Home Economics delivered as a subject strand as indicated in the table above.

**Year 10:**

1 Careers period to prepare students for Year 10 options and future education aspirations.  
In addition, there will be the Dragons Den programme running throughout June.

Home Economics delivered as a subject strand as indicated in the table above.

**Curriculum at KS4**

The KS4 Curriculum is designed so that pupils may follow courses appropriate to their interests and ability.

All pupils will study the following GCSE subjects:

- **English**
- **Mathematics**
- **English Literature (or English support and OCN qualification in Religious Studies)**
- **A Science Option** (outlined below)

<b>Single Award Science</b>	<b>Double Award Science</b>	<b>Biology + Chemistry + Physics</b>
+ 5 Open choices	+ 4 Open choices	+ 3 Open choices

Students will also study a maximum of 5 subjects from the following table.

Art and Design	Food and Nutrition	Music
Business Studies	Further Mathematics	Religious Studies
Digital Technology	Geography	Spanish
Business Communication Systems	History	BTEC Sport
Moving Image Arts	French	Technology and Design
Physical Education	Leisure and Tourism	Physical Education

Students will also study:

- Non-examination Religious Studies and Careers.

## KS4 Period Allocation

Subject	Periods
English	4
Maths	4
English Literature (Or English support and OCN Religious Studies)	3
Science (Minimum depending on strand)	4
Choice 1	4
Choice 2	4
Choice 3	4
Choice 4	4
Choice 5	4
Careers (Employability) & RE	1
LLW	1
Games	2
<b>Total</b>	<b>39</b>

## Curriculum at KS5

Most students return after GCSE to complete their studies in Sixth Form.

- Students must study a minimum of 3 subjects from a prescribed list in Year 13.
- If choosing to study a BTEC qualification, students usually study one BTEC qualification, however in some cases, some students may select two after agreement with a senior member of staff or SENCO.
- Course viability and number of classes will be determined within the limits of resources available and subject to student demand as determined by survey.

All students also follow a non-examination programme of Careers, Personal Development and Games. In Year 14, a Sixth Form talks programme also forms part of the timetabled curriculum.

The courses set out below are offered at Wellington College (2025 – 2026). These have been categorised as Applied, General or BTEC Courses. Curriculum planning takes into account a number of factors including up-to-date labour market information, priority growth areas and careers information. These are considered in the context of students' interests, aptitudes and aspirations.

Curricular planning also takes into account the curricular offer on an area basis, informed through the South Belfast Area Learning Community. All courses offered have currency with, and provide clear progression pathways to, further or higher education, employment or training. Wellington College meets the Entitlement Framework and provides genuine access for pupils to the full range of courses as illustrated below. In addition to the prescribed subject list students have access to a range of additional courses offered through individual student timetabled accommodations in local schools and/or the Belfast Metropolitan College (BMC).

<b>Applied Courses</b>	<b>General Courses</b>		<b>BTEC</b>
Art & Design	Biology	History	Engineering
Health & Social Care (B)	Business Studies	Mathematics	IT
Music (V)	Chemistry	Nutrition and Food Science	Sport
	English Literature	Physics	Travel and Tourism
	Psychology	Politics	
	French	Religious Studies	
	Further Mathematics	Spanish	
	Geography	Sociology	
	Design and Technology	Computer Science	

B = Collaboration with BMC

V = Collaboration with Victoria College Belfast

### **Compulsory Assessment**

The school will adhere to the assessment arrangements specified by The Education (pupil reporting) Regulations (Northern Ireland) 2009 for each area of learning and contributory elements and cross curricular themes.

### **Religious Education**

All students in KS3 and KS4 are timetabled for Religious Studies classes and may choose to progress to Advanced Level Religious Education. All students attend a non-denominational, but Christian act of worship at Year and Whole School Assemblies.



## **Careers Education Information Advice and Guidance**

All students are timetabled for CEIAG/Employability lessons at all Key Stages. In addition to timetabled lessons, a structured series of College initiatives provides the framework within which pupils and parents have the opportunity to express an informed preference of subject choice at KS4 & Post 16. The CEIAG programme is designed to enable students to manage their own career development, to become employable and provide opportunities for the learner to develop skills, competencies, attributes and dispositions necessary for sustained employment.

A brief outline of the initiatives includes:

- Careers lessons and guidance
- Subject specific course information and subject entry criteria information books
- Information presentation for students on subject preferences
- Information presentation for parents on subject preferences
- Student survey at KS4 of subject preferences from which subject options blocks are created
- Careers interview with students and parents
- Careers Fair
- Interview Skills Day
- University visits
- Work Experience
- Employability Skills Development through Young Enterprise events

## **6. Curriculum impact**

The impact of the curriculum is assessed by considering:

- External examination results at both GCSE and A Level
- Assessment data across the school which reflects both the attitude of students to their learning and the progress being made
- The retention of students from Year 12 into the Sixth Form
- The numbers of students applying to join the School in Year 8 and Year 13
- The proportion of students who are able to choose the courses they want to at GCSE and A Level
- The destinations of our leavers at Year 12 and Year 14
- Annual reviews of all subjects through the school's Self-Evaluation processes
- Feedback from students which directly informs departmental review and planning
- The range and variety of extra-curricular and enrichment activities
- The success of students who enter additional academic competitions and represent the broad range of skills developed through College activities.

## **Roles and Responsibilities**

**The Board of Governors:** The Board of Governors is responsible for ensuring the College provides a good quality of education for its pupils. They must ensure that all statutory guidance is adhered to and that the curriculum is delivered in a manner to allow pupils to achieve success at school.

**The Principal:** The Principal is responsible, through the Board of Governors, for curriculum provision at Wellington College Belfast. The Principal must ensure that all statutory guidance is adhered to and that the curriculum is delivered in a manner to allow pupils to achieve success at school. The Principal reports regularly to the Education Committee of the Board of Governors.

**Vice Principal and SLT:** The Vice-Principal and SLT are responsible, through the Principal to the Board of Governors for the curriculum provision at Wellington College Belfast.

**Heads of Department & Teachers in Charge:** Heads of Department & Teachers in Charge should follow the curriculum planning and review Guidance for Long Term, Medium Term and Short Term Planning to meet the needs of the College Curriculum.

**Subject Teachers:** Under the direction of their Heads of Department / Teachers in Charge, subject teachers deliver the appropriate Schemes of Work ensuring pupils are given the opportunity to gain their best possible experience and outcomes.

**Heads of Year & Form Teachers:** Heads of Year & Form Teachers monitor their students' academic progress, behaviour and well-being and support achievement through pastoral guidance.

### **Liaison with External Agencies**


The school avails itself of opportunities provided for In-service Training and Curriculum Support provided by DE, CCEA (and other relevant examination boards), Education Authority and a range of other curriculum providers.

### **Review of the Curriculum Policy**


This policy is reviewed by the Vice-Principal in consultation with the SLT, Heads of Department and Teachers in Charge and updated in line with external guidance and the changing needs of the School. The Board of Governors will annually approve the policy through the Education Committee of the Board of Governors. The process of curriculum review is outlined in Appendix 1.

## **WELLINGTON COLLEGE BELFAST CURRICULUM REVIEW PROCEDURE**


**October** Vice Principal and Senior Leader (School Improvement Systems and Data) meet annually to ensure all NI Curriculum requirements are met.  
Entitlement Framework audit completed.




**December** Vice Principal and Head of Careers meet to discuss new course options arising out of student careers meetings. Labour Market Information analysed including Government policies such as the 10X economy and the Programme for Government.



**January** Area Learning Community opportunities considered and options subjects agreed.



**February** Principal, Vice Principal and Head of Careers agree GCSE and GCE viability based on uptake, results and career utility. Curriculum impact of subjects offered is considered.



**March** Education Committee consultation and ratification of Curriculum Policy.