



WELLINGTON COLLEGE BELFAST

Curriculum Policy 2021-2022

Reviewed by The Board of Governors September 2020

1. College Mission

At Wellington College, it is our Mission to Engage, Educate and Empower students through the provision of a purposeful learning environment, in which high quality teaching leads to excellent outcomes and pathways for all.

Our curriculum design and delivery seeks to deliver three core elements, which express the commitment of staff, the aspirations of leaders, and operational ethos of the College.

- i. To **Engage** all students, we will work to ensure a purposeful learning environment and remove barriers to learning so that every student is inspired to be the best they can be;
- ii. To **Educate** all students, we will focus on promoting high quality teaching and learning and supporting this through the development of staff;
- iii. To **Empower** students, we commit to delivering excellent learning outcomes and pathways for all, regardless of social or economic circumstances.

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. Within this plan we embed equality of opportunity for all.

As a non-denominational controlled school we seek to provide an environment where children are naturally integrated, regardless of religious, ethnic or social 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
- 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	Year Assembly	Form Time
Wednesday	Form Time	Year Assembly
Thursday	Form Time	Form Time
Friday	Whole School Assembly	

Key Stage Assemblies are held each month. 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

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 below.

Subject	Year 8	Year 9	Year 10
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
Total	39	39	39

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 and Mathematics support)**
- **A Science Option** (outlined below, including the introduction of Double Award Science)

Single Award Science	Double Award Science	Biology + Chemistry + Physics
+ 5 Open choices	+ 4 Open choices	+ 3 Open choices

and

- **OCN Level 2 Certificate Personal Success and Wellbeing**

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

Art and Design		Food and Nutrition		
Business Studies		Further Mathematics		Religious Studies
One Choice only	Digital Technology	Geography		Spanish
	Business Communication Systems	History		BTEC Sport
Drama		Media Studies		One Choice only
French		Music		
				Technology and Design

Students will also study:

- Non-examination Religious Studies and Careers.

KS4 Period Allocation

Subject	Periods
English	4
Maths	4
English Literature (Or English and Mathematics support)	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
Total	39

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
- Most students select one BTEC qualification, however some students may select two.
- 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 (2021 – 2023). 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).

Applied Courses	General Courses		BTEC
Art & Design	Biology	History	Engineering (B)
Health & Social Care (B)	Business Studies	Mathematics	IT
Performing Arts	Chemistry	Nutrition and Food Science	Sport
Music	English Literature	Physics	Applied Science
	Economics	Politics	Travel and Tourism
	French	Religious Studies	Uniformed Protective Services
	Further Mathematics	Spanish	
	Geography	Sociology	
	Design and Technology	Computer Science	

B = Collaboration with BMC

Collaboration with Aquinas has proved successful however varies from year to year due to demand and availability.

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 pupils on subject preferences
- Information presentation for parents on subject preferences
- Pupil survey at KS4 of subject preferences from which subject options blocks are created
- Careers interview with pupils and parents
- Careers Fair
- Interview Skills Day
- University visits
- Work Experience
- Employability Skills Development through Young Enterprise events

6. Curriculum impact

The impact of our 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 (Curriculum) 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.

Connection with other Guidance and Policy Documents

The Curriculum Policy should to be considered within the context of the following Policy and Guidance documents:

Curriculum Planning and Review Guidance
Homework Policy
KS3 ICT Policy
Public Exams Guidance
Controlled Assessment Guidance

SEN Policy
Feedback and Marking Guidance
Assessment Policy
Literacy Policy
Numeracy Policy