

Curriculum Policy

Immanuel College

March 2010

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Policy statement

1. This policy should be read in conjunction with the Information Booklet which forms part of the College Prospectus, the Year 7 to 9 Curriculum Guide, the GCSE Information Booklet and the Sixth Form Prospectus.
2. The curriculum seeks to promote the reputation of Immanuel College as a school with excellent standards of Jewish and secular study, which prepares pupils for university and life-long involvement in Jewish learning. The school recognises that Jewish and secular learning shed light upon one another. Its curriculum prepares pupils to contribute confidently to a religiously and ethnically pluralistic society.
3. It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at Immanuel College.
4. The curriculum is designed to reflect the great importance the school places, in the first place, on the individual development of each pupil and on the recognition that the achievement of pupils' potential as individuals is dependent on the quality of their contribution to others in the community; secondly, on pupils' acquisition of the skills of research, evaluation and judgement required for independent study; thirdly, on the development of individual enthusiasms, both curricular and extra-curricular; and fourthly on the development of such qualities as leadership, initiative and creativity.
5. In order to achieve these goals, the curriculum will seek to reinforce the following features of Immanuel College:
 - a) The confidence, talent and high aspirations of its pupils;
 - b) The enquiring atmosphere and enjoyment of discourse which are a prominent feature of the School;
 - c) The support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

Personal, social and health education

6. Immanuel College is committed to providing a comprehensive programme of PSHE for all its pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Head of Personal, Social and Health Education, who works closely with the Director of the Pastoral Team and the Jewish Studies Department.

Pastoral Support

7. The Pastoral Team at Immanuel College, comprised of Heads and Assistant Heads of Section and Form Tutors, provides advice to pupils and their parents about the progress of pupils in their studies, decisions about subject choices for GCSE and A Level and higher education courses and careers.

Essential Skills

8. Immanuel College is committed to providing a curriculum which ensures that all of its pupils acquire and develop skills appropriate to their age and aptitude in the following areas:

- a) Speaking and listening
- b) Literacy
- c) Numeracy
- d) Hebrew reading, granting access to fundamental Jewish teachings and the principal Jewish practices and prayers

Learning experience

9. Immanuel College is committed to providing a curriculum that is sufficiently broad and balanced to meet the needs of all its pupils. In particular, it will ensure that all of its pupils have learning experience of the following areas of education:

- a) Aesthetic and creative (including Art, Drama, Photography and Music)
- b) Human and social (including Economics, Geography, History, Ethics and Philosophy, Politics and Religious Studies)
- c) Linguistics (including English, Hebrew (Biblical and Modern), French and Spanish)
- d) Mathematical
- e) Physical (which is supported by an extensive extra-curricular programme in this area)
- f) Scientific (including General Science in Year 7, along with Biology, Chemistry, and Physics)
- g) Technological (including Art and Design, ICT and Resistant Materials)

Preparation for the future

10. Immanuel College provides an appropriate curriculum for preparing pupils for higher education, career choices and adult life. The Chochmah Programme, offered by the Jewish Studies department, focusses on the contemporary challenges facing the Jewish

community, for example, demographic contraction and ageing and anti-Zionism, as well as personal, social and welfare issues experienced generally in society.

The Careers Department aims to provide pupils with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. It arranges work experience for Lower Sixth students. The Second Deputy Head in charge of the Sixth Form and the team of Sixth Form tutors are responsible for advice about higher education and guidance in the area of applications for admission to undergraduate courses.

Educational journeys

11. The curriculum offers a series of educational journeys that deepen the College's pupils' understanding of their roots and of the situation of the Jewish people in the contemporary world. Whilst this is especially true of the Israel Trip in Year 9 and the Poland Trip in the Lower Sixth, trips to York in Year 7 and Madrid and Strasbourg in Year 10 also extend pupils' knowledge of Jewry past and present. Pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experience of living an observant Jewish life.

The curriculum and the work of the Teaching and Learning Department

12. The College provides appropriately for those pupils with special educational needs (SEN) and those with learning difficulties and/or disabilities. The College's provision in this respect is coordinated by the Teaching and Learning Department and directed by the head of department, who is the College SENCO.

13. Where a pupil has a statement, the SENCO will liaise with his or her teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review the LEA undertakes annually.

14. It is the College's policy to provide individual learning programmes (IEPs) for those of its pupils with specific learning difficulties or disabilities.

The curriculum and members of teaching staff

15. Members of staff should ensure that the learning outcomes required to achieve the goals in the foregoing paragraphs, particularly paragraphs 1 to 5, are embodied in the teaching that implements the curriculum. Teachers should ensure that an appropriate level and standard of homework is regularly set and marked so that learning outcomes may be consolidated and the needs of individual pupils identified and met.

The curriculum, academic excellence and public examinations

16. Whilst accepting the need to prepare its students for public examinations and university entry, the College will strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.