



Teaching, Learning and Curriculum Policy (Senior School)

Runnymede College aims to provide an excellent 21st Century academic education alongside comprehensive support which facilitates high levels of achievement and enables all pupils to make the most of their abilities. We celebrate pupils who are intellectually curious and who explore ideas with responsibility and integrity in this digital information age.

In the Senior School we build on the broad, deep and balanced academic experience of the Prep School, encouraging pupils to develop an enthusiastic love of learning and become independent learners.

This policy outlines our approach to teaching and learning, whilst outlining our curriculum vision.

POLICY AIMS

1. To promote high quality learning and attainment
2. To encourage imagination and creative expression, and to ensure students have a supportive home learning environment
3. To help children to become active, responsible and caring members of the school and the wider community
4. To ensure an appropriate and enriching range of subjects taught and amount of curriculum time provided for each subject, ensuring that Spanish expectations are met.
5. To guide pupils in their selection of academic courses at GCSE/IGCSE and A Level in order to provide the best and most appropriate educational experience for each individual.
6. To develop speaking, listening, literacy and numeracy skills alongside the values of determination and responsibility.
7. To ensure the curriculum supports the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in a global society.
8. To provide a programme which is appropriate to pupils' education needs in relation to personal, social, emotional and physical development.
9. To prepare Runnymede pupils for university life and beyond by facilitating excellent grades at GCSE/IGCSE and A Level and fostering an intellectual appetite. Further to this, we seek to develop the highly qualified employees of tomorrow who exhibit qualities of versatility, resilience, habits of enquiry and well developed skills of communication and collaboration.

HIGH QUALITY TEACHING

Our aim at Runnymede is to ensure high quality teaching that results in effective and successful learning. This means:

- Having high expectations of what the students can achieve and encouraging students to share these expectations
- Having good subject and curriculum knowledge
- Planning and teaching well structured lessons
- Adapting teaching and learning to the strengths and needs of the students
- Modelling good work so that students know how to apply the knowledge and skills
- Questioning students so that they are made to think deeply
- Making use of assessment to improve learning
- Managing behaviour to ensure a good learning environment
- Giving feedback so that students can improve their knowledge and skills
- Encouraging staff to talk about teaching and learning, to observe each other and to plan and organise together.
- This approach can be applied to all subjects taught at Runnymede. Although it may be implemented in different ways in different subject areas, the principles remain the same.

Students at Runnymede should

- Attend school regularly
- Have a positive attitude towards learning.
- Behave in a way that allows themselves and others to learn
- Work well both independently and collaboratively
- Remember what they have learnt and have the confidence to apply it
- Persevere when they find things difficult
- Take pride in their work, always try their best and aim to improve.

Parents and carers at Runnymede should

- Be understanding and supportive of the school's aims and values
- Support their children with their learning
- Communicate and work in partnership with the school to help their children learn and give them social and emotional support

Indications of good learning

- Positive relationships between pupils, teachers, peers and all of the school community
- Students are actively involved in and take responsibility for their learning
- Students are supported, challenged and motivated
- The learning environment is safe
- Learning and lessons are well structured and delivered
- Learning is adjusted to the needs of the students
- Learning encompasses the values of the school
- Use is made of assessment to identify needs and inform planning
- Marking and feedback should be regular and should aim to help students understand how to improve

Features of good lessons include

- Arriving on time: meeting and greeting the students
- Recapping on prior learning
- Making the purpose of the learning clear
- Putting learning into context
- Modelling good English and subject specific language
- Appropriate use of resources
- A purposeful learning atmosphere
- High expectations of work and behaviour
- A balance between teacher and student talk

- Use of differentiated questioning
- Modelling of good answers
- Engaging the students with meaningful activities
- An appropriate pace
- Secure subject knowledge
- Opportunities for students to work collaboratively
- Opportunities for students to reflect on their learning
- Use of timings for activities
- Positive relationships between teacher and students
- Use of a range of assessment strategies
- Consolidation of learning
- Leaving the room clean and tidy for the next class

Differentiation

- This can be achieved in a variety of different ways focusing on both process and content
- Language
- Presentation
- Pace
- Resources
- Variety of teaching and learning techniques
- Extension and consolidation work
- Order of task
- Questioning: progression, number and style
- Assigning roles
- By support
- Modelling and exemplification answers
- Groupings
- Seating plans and classroom layout
- For more information please see the RC SEND Policy.

Planning and development

- Planning should consist of short term, medium term and long term plans
- Planning should focus on what knowledge and skills we want the students to learn
- Activities should be designed to facilitate learning and not to keep students busy
- Differentiation should be planned over time
- Staff meetings and the teaching and learning channel on Slack should be used to share for ideas and good practice
- Some departmental meeting time should be used for planning purposes and for the discussion of teaching and learning
- CPD on teaching and learning is encouraged.

CURRICULUM STRUCTURE

Runnymede College Senior School operates a weekly timetable with fifty 40-minute lessons per week.

The Runnymede curriculum follows the English National Curriculum. Local requirements mean we also teach Spanish Language & Literature and Spanish Social Sciences to Spanish nationals.

All pupils are taught by subject specialists in mixed ability classes, with children of the same age. Pupils may be taught English, Languages, Maths and Science in ability/experience sets if appropriate. Smaller groups are also created if particular support is required.

An entrance assessment is sat by all new pupils, including the CAT4 cognitive test. During the course of an academic year, informal feedback to pupils is provided regularly on an ongoing basis, in the form of teacher discussions and written feedback. Formal internal assessments and feedback opportunities include school examinations, grade reports and full subject reports. The timing of these vary depending on the year group, and the calendar for these is published annually by the SLT.

Formal External assessments are outlined below.

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil age	13-14	14-16	16-18
Year Groups	9	10-11	12-13
External assessment	<p>Pupils are assessed internally only.</p> <p>Option selection for (I)GCSE takes place in the Spring Term.</p>	<p>GCSE/IGCSE examinations at the end of Year 11.</p> <p>Core level Maths IGCSE - selected pupils (Oct/Nov)</p> <p>Additional Maths IGCSE - selected pupils</p> <p>French B2 exam</p> <p>Option selection for A Level takes place in the Spring Term.</p>	<p>A Levels at the end of Year 13.</p> <p>C1 Exam in French in Year 13</p> <p>EPQ in Year 12</p> <p>IELTS in Year 12</p>

YEAR 9

The broad and balanced curriculum outlined below enables pupils to gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education.

The Year 9 curriculum builds upon learning in the Prep School. Heads of Department from both sections meet regularly during the year to discuss content and the appropriate progression of skills within their subject to ensure that Senior School teaching serves to reinforce prior knowledge and skill acquisition.

The Year 9 curriculum allows pupils to develop speaking, listening, numeracy and literacy skills and we believe the subject matter is appropriate to their ages. From this pupils are provided with a firm foundation from which to make choices for their (I)GCSE courses.

Subject	Periods per week	Subject details
Art	2	All pupils study Art
Biology	2	All pupils study Biology
Chemistry	2	All pupils study Chemistry
Computer Science	2	All pupils study Computer Science
Drama	2	All pupils study Drama
English	5	All pupils study English
French	3	All pupils study French in sets
Geography	3	All pupils study Geography
History	3	All pupils study History
Mathematics	5	All pupils study Mathematics
Music	2	All pupils study Music
Physical Education	3	All pupils study Physical Education in House Groups
Physics	2	All pupils study Physics
PSHE	1	All pupils study PSHE in Form Groups with their Form Tutor.
Spanish / Lengua Española	4	Pupils who are Spanish nationals and have Spanish as their first language study Lengua. Non-Spanish nationals study Spanish in ability/experience groups.
Ciencias Sociales / Cutura	2	Pupils who are Spanish nationals and have Spanish as their first language study Ciencias Sociales. Non-Spanish nationals study Cultura.

YEAR 10 and 11

At Key Stage 4 pupils follow challenging and widely respected Cambridge IGCSE courses (with the exception of Art which follows the Edexcel/Pearson Board).

The curriculum outlined below, together with guidance through the (I)GCSE option process, enables pupils to gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education.

All pupils study the core subjects. Pupils then choose five options from the optional subjects.

We are keen to respond to the needs and best interests (academic and pastoral) of individual pupils wherever possible. Pupils may abandon one option subject in Year 11 in order to access additional study periods which support their learning in their other subjects.

Grades awarded are based on the reformed GCSE qualifications grade scale of 9 (the highest) to 1 (the lowest).

	Periods per week	Subject details
CORE Subjects (examined)		
English Language English Literature	6	All pupils study English. English as a 2nd Language if offered for Year 10s who need more support with their English IGCSE 1st language, with intervention in Year 11.
French	4	All pupils study French in sets
Mathematics	5	All pupils study Mathematics in sets
Spanish / Lengua Española	4	Pupils who are Spanish nationals and have Spanish as their first language study Lengua. Non-Spanish nationals study Spanish in ability/experience groups.
Ciencias Sociales / Additional Spanish	2	Pupils who are Spanish nationals and have Spanish as their first language study Ciencias Sociales. Non-Spanish nationals have additional Spanish lessons at that time.
CORE Subjects (non-examined)		
Physical Education	2	All pupils study PE in House Groups
PSHE	1	All pupils study PSHE in Form Groups with their Form Tutor.
OPTIONAL subjects (examined)		
Art	4	Pupils select five option subjects in the Spring Term of Year 9. They are strongly encouraged to ensure a balanced curriculum which includes one science, one humanity and one creative/performance subject.
Biology	4	
Chemistry	4	
Computer Science	4	
Drama	4	
Geography	4	

	Periods per week	Subject details
History	4	
Music	4	
Physics	4	

YEAR 12 & 13 (Sixth Form)

In the Sixth Form, Runnymede offers a programme of study which leads to A Level qualifications. Pupils are expected to have achieved 5 or more IGCSEs at grades A*-C in order to begin an A Level programme at Runnymede.

Pupils select three or four options to take at A Level. Guidance is given in Year 11 by Form Tutors, Subject teachers and the Head of Sixth Form in order to support pupils in making their choices. During the two-year course, some pupils may choose to abandon one option in order to focus on their other subjects. In some circumstances, and with guidance from Tutors and Subject teachers, pupils may opt for a fifth subject.

All students prepare for the International English Language Testing System (IELTS) which they are examined on in Year 12. Students also have the option of obtaining the Extended Project Qualification (EPQ).

A Level grades are awarded on the following grade scale: A* (highest), A, B, C, D and E (lowest). Those who do not reach the minimum standard required for grade E received the non-grade U (unclassified).

	Taught periods per week	Subject details
Examined		
Option 1	8	We allow a free choice of A Level options. Subjects will also have an additional 9th period of supervised study.
Option 2	8	
Option 3	8	
Option 4	8	
EPQ	2	The Extended Project Qualification may be taken by Year 12 pupils who wish to extend their A Level programme.
IELTS	2	All students will attend IELTS lessons to prepare for the demands of university. Some students will need to take the IELTS exam to meet the conditions of their university offer.
Non-examined		
PSHE	1	All pupils study PSHE in Form Groups with their Form Tutor.
PE	2	All Sixth Form pupils attend non-examined "Fit Formers" PE classes.

SIXTH FORM ORIENTATION

A Sixth Form Orientation programme also runs during Years 12 & 13 to prepare and guide pupils in making Higher Education and careers choices.

There are university talks, where key information about the university application process to various countries is shared (including the UK, USA, Spain and elsewhere in Europe). We have visits from university representatives and also host university fairs on our school's premises. We hold regular meetings to support students's applications, including an enrichment club, called Aspire.

We use Unifrog, an online destinations platform, to provide our students with an additional research tool and to help manage the application process effectively. Subject teachers also offer guidance for super-curricular activities to support students' wider learning.

We run a 'Take a Runnymedeian to Work' afternoon to offer our sixth formers opportunities to get a feel for the working world. We also have guest speakers who participate in panel events or presentations and share information about their professional journey with our students.

We have a dedicated Higher Education and Exams Officer that supports applications and provides official transcripts for all university systems worldwide.

HOMEWORK:

Pupils are expected to complete work outside the timetabled curriculum in order to reinforce their learning and prepare for subsequent themes. Managing and completing homework tasks encourages students to develop independent learning skills and take responsibility for their own learning.

Homework is set by teachers regularly, according to a timetable published to pupils and parents at the start of the year. Pupils are always given more than 24 hours to complete a task, and then amount of time to be spent on each task is dependent on the Year Group.

An overview of homework allocation can be found in the Pupil and Parent Handbook.

ACADEMIC ENRICHMENT & LEADERSHIP

Runnymede pupils are challenged according to their ability in lessons, as outlined in this policy. However, many more activities outside of classes allow pupils to develop their intellectual skills and interests.

A variety of academic enrichment activities are on offer at Runnymede, and these are published to pupils termly. Pupils are encouraged to participate in clubs and societies in order to develop their intellectual skills and interests. Pupils are encouraged to take a lead in the organisation and management of a number of these activities, such as the Debate Society.

Pupils are also encouraged to take on leadership roles in the form of House Captains, by acting as representatives on the Pupil Leadership Team. Sixth Form students are able to apply for positions of responsibility including Prefects and Head Pupils.

We also offer an Aspire programme which focuses on those pupils who demonstrate outstanding academic curiosity and performance and are keen to apply to top universities include Oxbridge. They have weekly break-time meetings to help them develop their critical thinking skills. All Sixth Form students also have a weekly form time 'Thinking Thursday' tasks that Head Pupils have prepared. These include reading and comprehensive tasks or challenging questions (e.g. riddles, subject-specific questions).

PSHE: Personal, Social, Health & Economic Education

The PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education) curriculum at Runnymede underpins the pastoral structure of all phases of Runnymede College, with pupils in all year groups discovering, considering and discussing a range of topics appropriate to their age.

PSHE lessons are taught by Class Teachers and Form Tutors in timetabled lessons on a weekly basis. In addition to this cohorts are given addresses about specific topics in assemblies delivered by internal and external staff.

There is more information available to parents on the School website. The School Community also receives a termly newsletter which highlights the key themes which have been discussed in PSHE.

PHYSICAL EDUCATION (PE)

The school is keen to promote a healthy lifestyle and all pupils are expected to take part in timetabled Physical Education lessons (known as "Fit Formers" in the Sixth Form). Additional PE opportunities are offered during lunchtimes and during the after school extra-curricular programme known as "Team Runnymede". School teams regularly take part in local leagues and competitions.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

The school's curriculum structure, plan and schemes of work take account of the needs of all pupils, in terms of ability, needs and aptitude. Pupils with SEND or a support plan are given support and guidance by the SEND team.

In addition, all Year 9 and Year 12 pupils are screened at the start of the year. Heads of Year and Form Tutors use this information to track, monitor and support pupils. Feedback from teachers of class and examination performance is regularly sought to ensure that every Runnymedian receives the help and support they need in order to learn and make appropriate progress.

The specific needs of pupils are discussed at regular meetings by key pastoral staff, including at our weekly Team Around the Child meetings.

More information can be found in the School's SEND Policy.

EQUALITY, DIVERSITY & INCLUSION

Runnymede College was founded on liberal humanist principles and aims to ensure that the curriculum reflects the plurality of ideas and opinions within the school and beyond.

The academic programme seeks to echo the diverse range of backgrounds and life experiences of its pupils. As a community featuring pupils and staff from across the globe and speaking dozens of different languages, we seek to celebrate diversity. We also want to provide opportunities in the classroom for subject teachers to bring attention to historic inequalities and discrimination so that pupils can understand not only the rights of those with protected characteristics in the UK, but also in the content in which these have been enshrined in law.

An annual EDI audit of the curriculum is carried out by Heads of Department under the supervision of the Deputy Head (Academic). Departments report on EDI changes to their curriculum as part of the annual Departmental Review.

OUT OF SCHOOL VISITS

Runnymede recognises the value of out of school visits which complement the formal curriculum to reinforce learning and range widely in scope and scale. Departments seek to take advantage of the cultural, technological, economic and political opportunities cultural and technological opportunities found within the city of Madrid. Further afield, visits include an exploration of Economic issues in China and a combined performing arts trip to London.

This policy should be read in conjunction with the following:

- Department Schemes of Work
- Runnymede College SEND Policy
- Runnymede College PSHE and RSE Policy

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