



CURRICULUM POLICY

St. Clare's aims to provide students with a stimulating, educational experience. We offer a broad and balanced curriculum to all students on the Preparatory International Baccalaureate course and the International Baccalaureate Diploma Programme.

This curriculum is appropriate to the age, ability and gender of the students and reflects St. Clare's mission to advance international education and understanding.

- 1) "Curriculum" is taken to mean organised learning opportunities within the College including:
 - a) timetabled classes
 - b) the activities programme
 - c) other events, such as Study Visits and International Days

- 2) The curriculum is supported by:
 - a) the appointment of appropriately qualified teachers
 - b) continuing professional development opportunities for those teachers
 - c) the provision of suitable learning resources in the Library and elsewhere
 - d) provision of teaching resources such as data projectors and laptops for teachers
 - e) monitoring of student learning using a range of assessment strategies involving subject teachers and Personal Tutors

- 3) The College provides Programmes of Study appropriate to the needs of different students. Currently, these are within the:
 - a) International Baccalaureate Diploma Programme
 - b) Pre-IB/English and Academic Subjects Course

- 4) Each Programme of Study will:
 - a) be of high quality
 - b) be broad, balanced and relevant
 - c) allow differentiation
 - d) ensure continuity and progression
 - e) incorporate the ideals inherent in the College's mission
 - f) contribute to intellectual, physical and personal development

- 5) Students enrolled on the International Baccalaureate Diploma Programme will:
either aim for the complete IB Diploma
or follow a Certificates programme (now called Diploma Course Candidates by the IB) that meets the requirements in 4 above. The College reserves the right to move a student from an IB Diploma Programme to an IB Certificates Programme if the College feels this is the more suitable.

- 6) Continuation from Pre-IB to IB1 and from IB1 to IB2 is entirely at the discretion of the College. A student may not progress from Pre-IB to IB1 or from IB1 to IB2 if, in the judgement of the College, the student's academic progress and/or behaviour are unsatisfactory.



- 7) The subject choices allocated to the applicant will be as stated in the offer letter. Final subject allocations rest with the College and any changes to the choice, allocation or availability of subjects will be entirely at the sole discretion of the College.
- 8) Diploma students will be required to comply with the regulations of the Diploma Programme as set out by the IBO. Students must study six subjects, three at Higher Level (with approximately 240 hours of classes over the two years) and three at Standard Level (with approximately 150 hours of classes over the two years) – see Annex 3. The six subjects must include representatives from each of Groups 1-5, plus either a subject from Group 6 or another subject from the other groups.
- 9) Students must also study Theory of Knowledge (approximately 100 hours of classes over the two years), participate in the CAS programme (a minimum of 150 hours of involvement) and write an Extended Essay. In addition, they will be required to:
 - a) include English as one of their subjects
 - b) participate in the PSHE programme
 - c) participate in special events such as International Days and study visits
- 10) “Certificates” students will have a Programme of Study that includes:
 - a) classes in at least 5 subjects from the DP hexagon (including English)
 - b) full involvement in the CAS programme
 - c) joining the ToK programme (although they would not be required to undergo the full range of final assessments)
 - d) participation in the PSHE programme
 - e) participation in special events such as International Days and study visits
- 11) International Baccalaureate Diploma Programme languages
 - a) we endeavour to offer each student tuition in the literature of their native language. Languages currently offered are:
 - i HL & SL: English; German; Italian
 - ii SL only: Albanian; , Chinese, Czech, , French, , Japanese, Norwegian, Polish, Portuguese, Russian, Slovakian, Serbian, Spanish, Swedish, , Ukrainian, Icelandic, Slovene, Danish, Farsi, Greek, Burmese, Bulgarian, Lithuanian
 - b) We review the provision of modern foreign languages in relation to demand. Languages currently offered are:
 - i Language & Literature HL & SL: English (This can replace Literature for native or fluent English speakers)
 - ii B HL & SL: English; French; German; Spanish
 - iii *ab initio* SL: Mandarin Chinese, Spanish
 - c) From the start of the course teachers identify students who need English language support. This is then provided in small group or one to one teaching.
- 12) Students enrolled on the Pre-IB course will:
 - a) have classes in the core subjects of English language, Maths, Science and Humanities course
 - b) have classes in World Literature and the Arts e.g. Visuals Art, Drama and Music
 - c) include classes in English Literature and in a second language, if they are native English speakers



- d) participate in the PSHE programme
- e) participate in a minimum of 3 Activities that include at least one each from the Creativity and Action categories
- f) participate in special events such as International Days

13) Students on all courses will:

- a) have scheduled classes for at least 20 hours/week unless there are special educational needs for a specific student that indicate a lesser load is required
- b) have classes for 35 weeks per year
- c) normally be placed in classes that do not exceed 15 students
- d) be taught in either mixed ability groups or groups that have been set in relation to ability in specific subjects
- e) be set appropriate homework tasks to facilitate learning and its assessment
- f) be required to make appropriate use of ICT for developing, planning and communicating ideas in both classroom and homework activities
- g) have opportunities for individual consultations with teachers
- h) have opportunities for additional support in the acquisition of English (see Annex 2 EAL learners)
- i) have appropriate provision made for them should they have significant learning difficulties or disabilities (see Annex 1 Learning Difficulties)
- j) be prepared for appropriate external assessment (IB, IELTS, TOEFL, SATs and specific UK university entrance tests such as BMAT and LNAT)
- k) be able to select from a range of Activities that include several related to each of Creativity, Action and Service as well as other cultural, linguistic and intellectual opportunities
- l) be encouraged to participate in outdoor education opportunities and study visits
- m) have opportunities for appropriate, individual careers and higher education advice (see Annex 3)
- n) have weekly one-to-one meetings with their Personal Tutors

Annex 1

Students with Learning Difficulties

e.g. Dyslexia, Dyscalculia, Dysgraphia

Learning difficulties are identified a) at interview and b) through the medical questionnaire filled in by every student before their arrival. Interview forms and medical questionnaires are then used to make a list of students who have learning difficulties. This is used to:

1. ask them to produce a psychologist's report or equivalent if they have not already done so;
2. draw up an Individual Education Plan (IEP) based on the findings of the Educational Psychologist and through discussion with the student;
3. supply information to teachers about the learning difficulty. The report and the IEP are made available to relevant staff who will respond appropriately to the recommendations made;
4. supply information to the IB about the learning difficulty, so that they can give permission for extra time in exams, use of word processor, etc.
5. the same permissions are used in most of our internal exams.



Provision for students with recognised special assessment needs

1. Information is supplied to relevant staff i.e. teachers and Personal Tutor – see above.
2. Responsibility for the measures above lies with the Dean of Students and the Director of Studies.

Provision for students where teachers identify a learning difficulty which has not been identified previously

1. Teachers who feel that a student may have a learning difficulty are asked to refer this on to the Personal Tutor, the Dean of Students, or the Director of Studies.
2. We have informal tests from sources such as the British Dyslexia Society which can be used to see whether a student should be referred on for further investigation.
3. We will recommend an assessment by an educational Psychologist. The assessment should ideally be conducted in the student's first language. A copy of the report and a translation into English should be supplied to the Dean of Students or the Director of Studies.
4. If a learning difficulty is identified, we then follow the procedures for students with recognised special assessment needs, above.

External references:

The International Baccalaureate's policy, 'Candidates with special assessment needs' has been used to inform this document.

http://occ.ibo.org/ibis/documents/general/specific_interest/special_needs/d_x_senxx_csn_0703_1_e.pdf (Passworded)

IBO also has a document on 'Teaching students with particular special educational and learning needs'.

http://occ.ibo.org/ibis/documents/general/specific_interest/special_needs/d_x_senxx_csn_0408_1_e%20.pdf (Passworded)

Annex 2

EAL Learners

The majority of students at St. Clare's will have a language other than English as their mother tongue yet they will be taught a range of subjects through the medium of English. Some students will have reached a high level of proficiency in English, including English for academic purposes. Other students will have developed basic interpersonal skills in English but still require support with cognitive and academic language proficiency. There are no students at the very early stages of English language development as a minimum of at least two years of studying English is required to be admitted onto the IB. A Pre-IB course is also provided for students who still need to develop their cognitive and English language skills. All students on the IB are given, where possible, the opportunity to continue to develop their mother tongue and to gain formal qualifications in their mother tongue.



As the majority of students at St. Clare's are EAL learners, all teachers are responsible for the students' English language development and their learning. All teachers should aim to provide a welcoming environment that is responsive to cultural and linguistic diversity in their classroom so that EAL students feel confident to contribute. They should provide effective models of spoken and written language and take into account the language demands of their subject in their teaching. Appropriate contextual support should be provided. Materials should be differentiated for students at lower levels of English language development while at the same time EAL students should be given the opportunity to engage with cognitively challenging work. Equally, teachers should recognise the ongoing needs of more advanced learners of English, such as managing more complex concepts and language register. EAL students should have opportunities to work and talk in small groups. Language and learning targets should be set.

The English B department assesses all students on arrival and disseminates the information gained from this assessment to all subject teachers and personal tutors. EAL students who are likely to require greater support are identified and further support is provided either in the form of Extra English or Subject Specific Support if there is a referral from a particular department or the student self-refers and their needs are prioritised. There is some liaison between subject teachers and English B teachers with regard to the needs of the learner and the language demands of the subject. There are regular assessment meetings with regard to all students and the HOD of the English B Department adjusts support if students are identified as being at risk of failing or under-achieving.

The HOD of the English B Department also runs a course to support teachers in developing the skills required to support EAL learners. This course, the ESL in the Mainstream Course, runs mainly in the summer term and teachers have found it useful.

The Pre-IB course provides students with eight lessons of English that develop academic skills. Students are entered for PET or IELTS in December and IELTS in June. Additional English lessons can be allocated if students are weaker.

The English B course develops inter-cultural understanding and, through teaching language through a wide variety of topics and literature, encourages critical thinking. The English Language and Literature course is for native speakers or students with a much higher level of English language proficiency than those taking English B (though sometimes students with intermediate levels of proficiency attempt the course as well) and involves the study of topics and literature in greater depth.

Annex 3

Allocation of teaching hours

Each class or tutorial is expected to operate for a specific number of teaching hours.

- a) "Classes" are defined as teaching groups with 3 or more students. "Tutorials" are teaching groups with 1 or 2 students.
- b) The number of teaching hours per week ("**Hrs/wk**") are allocated as follows:

IB teaching:

