



Draft

Curriculum Policy

(Revised October 2018)

CONTENTS

1. DE LA SALLE COLLEGE VISION STATEMENT.....	3
2. SCHOOL MISSION STATEMENT	3
2.1 SCHOOL AIMS TO MEET THE MISSION STATEMENT.....	3
2.2 RIGHTS RESPECTING SCHOOL	4
3. AIMS OF THE CURRICULUM	5
4. PLANNING FOR AND DELIVERING THE CURRICULUM	6
4.1 CURRICULUM ORGANISATION.....	6
4.2 CURRICULUM ROLES AND RESPONSIBILITIES	7
4.3 SCHEMES OF WORK AND LESSON PLANS	8
4.4 THE SCHOOL DAY	8
SCHOOL DAY TIMINGS	9
5. KEY STAGE 3 CURRICULUM – (YEARS 8 – 10).....	10
5.1 SUMMARY.....	10
5.2 KEY STAGE 3 STRUCTURE	11
5.3 SUBJECT WEIGHTINGS	12
6. END OF KEY STAGE 3 ASSESSMENT.....	13
7. KEY STAGE 4 CURRICULUM – (YEARS 11 – 12).....	14
7.1 CORE SUBJECTS.....	14
7.2 OPTIONAL SUBJECTS	15
8. POST-16 CURRICULUM – (YEARS 13 – 14)	16
8.1 ENTRY INTO SIXTH FORM.....	16
8.2 COURSES OFFERED.....	17
9. CLASS SIZES	18
9.1 MAXIMUM CLASS SIZE	18
9.2 MINIMUM CLASS SIZE	18
10. ENTITLEMENT FRAMEWORK.....	19
11. MONITORING AND EVALUATION OF THE CURRICULUM.....	20
REVIEW OF POLICY	21

1. DE LA SALLE COLLEGE VISION STATEMENT

“Growing to Excellence”.

2. SCHOOL MISSION STATEMENT

De La Salle College is an eleven to eighteen all-ability Lasallian school which has and is perceived by the public to have the commitment and the scope to provide a high quality of education of sufficient breadth and depth, not only to fulfil Statutory Requirements but also to serve the needs and aspirations of the local community.

2.1 SCHOOL AIMS TO MEET THE MISSION STATEMENT

AIM 1: The Building of a Lasallian Atmosphere and community spirit which will create the conditions in which all staff can fulfil their roles and all pupils can be active participants in their own education.

AIM 2: The Promotion of a Pastoral Care System which will facilitate the Christian formation of all pupils to meet the challenges of life in modern society.

AIM 3: The Provision of academic and vocational courses which will develop in each pupil his skills and talents; prepare each pupil for public examinations and develop in each pupil a sense of dignity, self-esteem and self-respect.

AIM 4: The provision of a Staff Development Programme to appraise the needs and aspirations of staff as they provide the commitment to and the scope for, a high quality of education.

AIM 5: The creation of an awareness by the school of the needs of the local community and the promotion of the role of the school in that community

At all times, our curriculum provision is guided by the five core Lasallian principles:

- Concern for the Poor and Social Justice
 - We are in solidarity with the poor and advocate for those suffering from injustices.
- Faith in the Presence of God
 - We believe in the living presence of God in our pupils, our community and our world.
- Quality Education
 - We engage in quality education together as pupils, staff and community by thinking critically and examining our world in light of faith.

DE LA SALLE COLLEGE CURRICULUM POLICY

- Respect for all Persons
 - We honour and respect the dignity of all individuals.
- Inclusive Community
 - We celebrate diversity and welcome all members of our community.

2.2 RIGHTS RESPECTING SCHOOL

As a Rights Respecting School, De La Salle College is guided by the articles of the UN Convention on the Rights of the Child (UNCRC). In writing this policy, the following articles were considered:

Art. 3: All organisations concerned with children, for example, schools and the health service, should work towards what is best for each child.

Art. 28: All children have the right to an education.

Art. 29: The purpose of education is to develop each child's personality, talents and mental and physical abilities. Education should prepare children to live responsibly and peacefully in a free society. [*Relevant parts*]

3. AIMS OF THE CURRICULUM

In keeping with our Vision Statement and our Mission Statement, the resources available and DENI guidelines, De La Salle College aims to provide a curriculum that:

- Is in line with all legal curriculum requirements, including the Education (NI) Order 2006.
- Is underpinned by the values of justice, tolerance and respect for diversity.
- Develops young people intellectually, physically, spiritually, morally, socially and emotionally.
- Responds to pupils' curricular needs and interests, is inclusive and supports their individual aptitudes and talents.
- Enables pupils to develop the attributes, knowledge and skills they will need if they are to become successful learners, confident individuals, responsible citizens and effective contributors to society.
- Nurtures in pupils a life-long interest in learning and provides challenge and enjoyment.
- Is broad, balanced and appropriate and promotes coherency, continuity and progression in pupils' learning.
- Engages pupils with other schools, the local community and the wider community.
- Leads to improved levels of attainment for all pupils.
- Makes visionary use of emerging technologies in a safe environment.
- Is informed by the Northern Ireland Skills Barometer.

4. PLANNING FOR AND DELIVERING THE CURRICULUM

This Curriculum Policy embraces the Vision Statement and Mission Statement of De La Salle College, and reflects the curriculum priorities of the school as stated in the goals and targets of the School Development Plan, 2017-20. These curriculum priorities have been identified after an analysis of a range of sources, including examination outcomes, predictive and pastoral data, consultation with parents, pupils and staff of De La College, as well as educational and community partners.

- The curriculum is also consistent with the statutory requirements that schools are obliged to conform to.
- The curriculum takes account of the pupils' differing stages of development, abilities, and attainments and tries to ensure that their individual needs are met.
- The curriculum is largely delivered through Subject Departments, who develop schemes of work which are regarded as working documents.
- The schemes of work will normally include learning intentions, learning and teaching activities, assessment methods and resources.
- At Key Stage 3 schemes will also include reference to Assessment for Learning, Thinking Skills and Personal Capabilities as well as the cross-curricular skills of Using ICT, Communication and Using Mathematics. They will also clearly identify opportunities for progression throughout each year group.
- Assessments and homeworks are designed to test whether the learning outcomes have been met.
- The units of work are evaluated at departmental and Senior Leadership level to help facilitate future planning.

4.1 CURRICULUM ORGANISATION

The delivery of the curriculum is by Subject Department. Each Department has a Head of Department who is responsible for the delivery of his/her part of the curriculum; some departments also have an assistant Head of Department to assist with the responsibility. There are also three Co-ordinators with responsibility for ICT, Numeracy and Literacy. Each Department produces a Department handbook, which includes Department targets and action plans. The work of Heads of Department is overseen by a departmental link member from the Senior Leadership Team. The departmental link will meet with each Head of Department at least twice each term.

In September, Heads of Department, in common with all post holders, prepare reports which are submitted to and discussed with the Principal and SLT links. These reports help in the monitoring

DE LA SALLE COLLEGE CURRICULUM POLICY

and evaluation the College curriculum, and overall, give a clear indication of the school’s curricular priorities and professional training needs. A Curriculum Development Team has been created to ensure the curricular priorities of the school are being identified and met. The CDT consists of:

- Curriculum and Data Manager
- Vice-Principal
- Key Stage Managers (3)
- Faculty Mentors (2)
- Heads of English and Mathematics Departments (2)
- ILT and CEIAG (Careers Education, Information, Advice and Guidance) Coordinators (2)

4.2 CURRICULUM ROLES AND RESPONSIBILITIES

Role	Responsibilities
Board of Governors	To ensure that the curriculum is delivered.
	To ratify curriculum policy.
	To encourage curriculum development.
	To ensure that arrangements are in place to deal with complaints about the delivery of the curriculum.
Senior Leadership Team	To discuss and ratify major aspects of curriculum policy.
	To develop an overview of the curriculum, initiate curriculum development and take the lead in formulating curriculum policy
	To liaise with Heads of Department and the Literacy, Numeracy, ILT and CEIAG Coordinators to ensure appropriate Schemes of Work are in place.
	To monitor and evaluate the delivery of the curriculum throughout all three Key Stages.
	To monitor and evaluate standards of achievement throughout the school.
	To engage with Heads of Department and the Literacy / Numeracy and ICT Coordinators in the process of target setting and action planning.
	To develop collaborative links with our sister school St. Genevieve’s, as well as other schools and education providers.
Heads of Department and Literacy / Numeracy / ICT Coordinators	To take the lead in developing schemes of work appropriate to the needs of our pupils.
	To quality assure the content and delivery of the curriculum.
	To take the lead in the process of target setting and action planning with departmental colleagues and to put in place procedures for monitoring targets
	To monitor and evaluate standards of achievement of pupils within their departments.
	To work towards collaborative learning programmes with other depts.
	To encourage and promote whole staff development within their departments.
Departments	To collaborate with department colleagues in developing schemes of work appropriate to the needs of our pupils.
	To engage with department colleagues in the process of target setting and action planning and to put in place procedures for monitoring targets.
	To monitor and evaluate standards of achievement of pupils within their departments.

4.3 SCHEMES OF WORK AND LESSON PLANS

Each Subject Department is required to have schemes of work for all of its courses or programmes related, where appropriate, to the NI Curriculum and/or examination board requirements. These schemes of work are followed by all departmental staff and their delivery monitored by Heads of Department and SLT link.

Teachers plan for the delivery of individual lessons or sequences of lessons. Schemes of work set out how the content of the course is structured, so that pupils' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment.

The schemes of work in every learning area are devised to ensure equal access for all pupils, irrespective of gender, religious affiliation, nationality, socio-economic background or special educational need.

Electronic versions of schemes of work should be uploaded to Google Drive, where they can be accessed by all teaching staff.

4.4 THE SCHOOL DAY

De La Salle College operates a two-week timetable system, allowing for greater flexibility and a more equitable distribution of subjects.

Pupils are supervised on site from 8:45am. Registration takes place from 8:55am to 9:10am. The school day runs until 3:20pm with the exception of Tuesdays where most taught classes finish at 2:00pm to facilitate an enrichment programme.

Classes are delivered across sixteen twenty minute slots (or timetable units) per day, with a ten-minute break and a forty-minute lunch. Subjects are taught in either forty, sixty or eighty minute blocks, depending on the subject and Key Stage. This flexibility allows us to better meet the needs of all of our pupils.

DE LA SALLE COLLEGE CURRICULUM POLICY

SCHOOL DAY TIMINGS

	Junior School	Senior School
08:55 - 09:10	1 (Reg)	1 (Reg)
09:10 - 09:20	2	2
09:20 - 09:30		
09:30 - 09:40	3	3
09:40 - 09:50		
09:50 - 10:00	4	4
10:00 - 10:10		
10:10 - 10:20	5	5 (Break)
10:20 - 10:30		
10:30 - 10:40	6	6
10:40 - 10:50		
10:50 - 11:00	7	7
11:00 - 11:10		
11:10 - 11:20	(8) Break	8
11:20 - 11:30	9	9
11:30 - 11:40		
11:40 - 11:50	10	10
11:50 - 12:00		
12:00 - 12:10	11	11
12:10 - 12:20		
12:20 - 12:30	12	Lunch
12:30 - 12:40		
12:40 - 12:50	13	
12:50 - 13:00		
13:00 - 13:10	14	12
13:10 - 13:20		
13:20 - 13:30	Lunch	13
13:30 - 13:40		
13:40 - 13:50		
13:50 - 14:00		
14:00 - 14:10	15	14
14:10 - 14:20		
14:20 - 14:30	16	15
14:30 - 14:40		
14:40 - 14:50	17	16
14:50 - 15:00		
15:00 - 15:10	18	17
15:10 - 15:20		
		18

5. KEY STAGE 3 CURRICULUM – (YEARS 8 – 10)

5.1 SUMMARY

The statutory curriculum at Key Stage 3 is called the **NI Curriculum**. It is defined in statements of minimum entitlement, which are set out under the curriculum objectives and key elements, with examples that relate to life and work.

The legislative basis of the NI Curriculum is **The Education Order 2007**, which compels schools to offer a broad and balanced curriculum which *'promotes the spiritual, emotional, moral, cultural, intellectual and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life'*.

This overarching aim is in harmony with the Vision Statement, Mission Statement and Aims of De La Salle College, and the curriculum on offer in the school.

The **Objectives of the NI Curriculum** are to provide relevant learning experiences which help each young person to develop:

- as an individual;
- a contributor to society; and
- a contributor to the economy and environment.

The **main ideas behind the NI Curriculum** are to:

- Provide greater flexibility through reduced requirements
- Enable schools to design a curriculum that meets their needs
- Provide scope for teachers to follow their professional instincts
- Promote more coherent thinking, collaboration and relevance in how learning is presented
- Strike the right balance in skills, capabilities, knowledge and understanding
- Encourage pupils to be independent, motivated learners.

To bring these ideas to fruition, **curriculum development** in De La Salle has led to:

- A more flexible curriculum
 - Minimum subject requirements
 - Themes that engage young people
 - Emphasis on relevance and connected learning
- A focus on Learning for Life and Work
 - Personal Development
 - Citizenship
 - Employability
- The development of Thinking Skills and Personal Capabilities (TS&PC)
 - TS&PC are now an intrinsic part of classroom practice
- An Assessment for Learning (AfL) approach to learning
 - Classroom methodology is employed that focuses on learning, pupil participation and feedback

5.2 KEY STAGE 3 STRUCTURE

In keeping with our Mission Statement, all subjects at year 8 are delivered in all-ability form groups of roughly 20-22 pupils. This continues throughout years 9 and 10 for all subjects with the exception of Mathematics; half of each year group is taught Maths at the same time in streamed groups to allow suitable progression for Gifted and Talented pupils and additional support in small groups for pupils requiring additional help.

In year 8 pupils study both Irish and Spanish and at the end of year 8, they select one of these to study in years 9 and 10.

Discrete CEIAG and Digital Technology (ICT) provision is delivered across each year group.

DE LA SALLE COLLEGE CURRICULUM POLICY

5.3 SUBJECT WEIGHTINGS

Area of Learning	Subject	Year 8		Year 9		Year 10	
		TTUs	%	TTUs	%	TTUs	%
Language and Literacy	English	20	13.2%	20	13.2%	18	11.8%
Mathematics and Numeracy	Mathematics	20	13.2%	20	13.2%	18	11.8%
Modern Languages	Irish	8	5.3%	12	7.9%	12	7.9%
	Spanish	8	5.3%				
The Arts	Art and Design	6	3.9%	6	3.9%	6	3.9%
	Music	6	3.9%	6	3.9%	4	2.6%
	Drama	0	0.0%	4	2.6%	4	2.6%
Environment and Society	History	11	7.2%	10	6.6%	11	7.2%
	Geography	11	7.2%	10	6.6%	11	7.2%
Science and Technology	Science	12	7.9%	12	7.9%	15	9.9%
	Technology and Design	10	6.6%	12	7.9%	12	7.9%
Learning for Life and Work	Employability / CEIAG	4	2.6%	4	2.6%	4	2.6%
	Citizenship	4	2.6%	4	2.6%	4	2.6%
	Personal Development	4	2.6%	4	2.6%	4	2.6%
	Home Economics	6	3.9%	6	3.9%	6	3.9%
Physical Education	Physical Education	8	5.3%	8	5.3%	8	5.3%
Religious Education	Religious Education	10	6.6%	10	6.6%	11	7.2%
Other	Digital Technology	4	2.6%	4	2.6%	4	2.6%

6. END OF KEY STAGE 3 ASSESSMENT

The **Cross-Curricular Skills** of **Communication**, **Using Mathematics** and **Using ICT** are relevant across the curriculum. Emphasis is placed on using, applying and transferring skills effectively in real and relevant contexts.

At Key Stage 3, all schools are required to assess and report each pupil's progress in the Cross-Curricular Skills with reference to the Levels of Progression. The **Levels of Progression** set out, in the form of "can do" statements, a continuum of skills that pupils should be able to demonstrate if they are to build the literacy, numeracy and ICT skills needed to function effectively in life and in the world of work.

Teachers should ensure assessment activities, including CCEA approved assessment tasks, are planned and embedded in learning and teaching. Assessment activities have a clear purpose, for example for formative or summative use. CCEA approved assessment tasks should be used to support the summative assessment judgement for each of the Cross-Curricular Skills.

The assessment of Communication and Using Mathematics is led by the English and Mathematics Departments respectively, with support being provided by other departments. Assessment of Using ICT is led by the ILT Coordinator and carried out through approved CCEA tasks. Assessment of pupil achievement in the Areas of Learning is carried out in accordance with our Assessment policy. Assessment of the Other Skills (Thinking Skills and Personal Capabilities) takes place within the Areas of Learning and is based on qualitative judgements of pupil progress.

Whilst Industrial Action has meant that formal Levels of Progression are not reported, it is hoped that departments are in the position to provide these levels on request.

7. KEY STAGE 4 CURRICULUM – (YEARS 11 – 12)

In years 11 and 12, pupils will follow courses leading to either a GCSE qualification or a level 2 qualification that is equivalent to a GCSE. One of the main aims of the Key Stage 4 curriculum is that, where possible, departments offer at least one GCSE qualification and one level 2 equivalent qualification. Great care is taken during the year 10 Options process and the timetabling process to match each pupil's curriculum to their individual needs.

Most pupils will study either eight or nine level 2 qualifications; the number depends on whether or not the pupil studies English Literature. The highest achieving Mathematics pupils will have the opportunity to sit GCSE Further Mathematics, meaning some pupils have the opportunity to study for up ten qualifications. There is also the opportunity where some pupils may be allowed to follow fewer than eight courses, depending on that child's individual needs.

Some pupils will be given the opportunity to study Level 2 Essential Skills either alongside or in place of GCSE English and Mathematics.

The Key Stage 4 curriculum is divided into three areas:

- **Core Subjects**- Every pupil must study for a qualification in this area.
- **Optional Subjects** – Pupils will pick four subjects leading to a level 2 qualification.
- **Enrichment Subjects** – All pupils are timetabled for non-exam PE and CEIAG.

7.1 CORE SUBJECTS

Subject Area	GCSE	Level 2 Equivalent
English	English Language	
Maths	Maths	
Learning for Life and Work	Learning for Life and Work	CCEA Preparation for Adult Life Level 2
RE	RE	OCN Level 2 Cert in Religious Studies

Depending on outcomes at Key Stage 3, indicative data from Progress through Maths (PtM), Progress through English (PtE) and Cognitive Abilities Tests (CAT4), some pupils will also have the opportunity to study GCSEs in English Literature and / or Further Mathematics.

7.2 OPTIONAL SUBJECTS

Pupils will choose four subjects from the list below. The choice between a GCSE or the equivalent level 2 qualification will be guided by Key Stage 3 and indicative data and will be taken with what we believe to be the best interests of the individual pupil.

Whilst these courses are offered, some may not run without viable numbers.

Department	Subject	Subject
Art	Art	Level 2 Creative Crafts (Double Award)
	Moving Image Arts	
Business Studies	Business & Communication Systems	BTec Level 2 in Business
Drama	Drama	
Geography	Geography	Occupational Studies (Environment & Society)
History	History	
Home Economics	Home Economics	BTec Level 2 in Hospitality
ICT	Digital Technology	Level 2 Cert in IT Technology Applications
Journalism	Journalism	
Modern Languages	Irish	Understanding Business Enterprise with Languages and Tourism
	Spanish	
Motor Vehicle & Road User Studies	Motor Vehicle & Road User Studies	
Music	Music	
PE	Physical Education	Level 2 Cert in Sport
Science	Single Award Science	BTec Level 2 Applied Science
	Double Award Science	
Technology	Technology	Occupational Studies (Technology and Innovation)
Workforce (taught off site)		Occupational Studies (Motor Mechanics)
		Occupational Studies (Construction & Catering / Hospitality)
Prince's Trust XL Achieve Programme		Certificate and Diploma in Personal Development and Employability Skills

8. POST-16 CURRICULUM – (YEARS 13 – 14)

For over 30 years, De La Salle College has offered, in collaboration with St Genevieve’s High School, a wide range of post-16 courses to meet the wide range of needs of our pupils. Pupils have access to:

- GCE AS and A2 qualifications.
- Level 3 equivalent qualifications.
- A small number of level 2 equivalent courses.
- GCSE English and Mathematics.

In keeping with our ethos and to allow progression from Key Stage 4, departments are encouraged to offer level 3 equivalents either alongside or in place of traditional A Levels.

8.1 ENTRY INTO SIXTH FORM

Most pupils entering Sixth Form will study three level 3 qualifications. On an individual basis, a pupil may be permitted to study four level 3 qualifications. There will also be a small number of pupils permitted to return to follow a curriculum that includes level 2 courses, but these pupils will be required to follow at least one level 3 qualification.

Pupils progressing to Sixth Form must fulfil the College’s criteria for entry. The academic requirement for those studying three level 3 qualifications is a minimum of five GCSE (or equivalent) subjects with grades A-C (or Pass or above in equivalents). A grade B at GCSE (or Merit in equivalent qualification) is required for entry into most AS-level and A-level courses. Some courses have higher entry levels.

For those pupils returning to study a curriculum involving level 2 courses, a minimum of four GCSE (or equivalent) subjects with grades A-D (or equivalent) is required.

Further details about entry criteria can be found in the Sixth Form Prospectus.

8.2 COURSES OFFERED

All subjects are offered in collaboration with St Genevieve’s High School.

The following subjects are offered at AS / A2 level:

Applied ICT	Art	Biology
Business Studies	Chemistry	English Literature
Geography	History	Mathematics
Media Studies	Politics	Religious Studies
Technology	Life and Health Science	Drama & Theatre Studies
Moving Image Art	Music	Irish
Sociology		

The following subjects are offered as Level 3 equivalent qualifications:

Business Studies	IT	Engineering
Public Services	Hospitality	Sport
Travel and Tourism	Health and Social Care	Child Care
Creative Media		

The following subjects are offered as Level 2 equivalent qualifications.

Business Studies	IT	Child Care
Essential Skills		

The following subjects are offered at GCSE level.

English Language	Mathematics	
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9. CLASS SIZES

9.1 MAXIMUM CLASS SIZE

The size of classes in the College will be determined by budgetary considerations and DENI regulations (see Circular 2016/11 – Class sizes in Post-Primary Schools):

The maximum class size in De La Salle College is 30. In practical subjects (Science, Art & Design, Physical Education, Home Economics, Music, Technology and Design and Engineering), the maximum class size should be 20, but subject to advice contained in Circular 2016/11 and an appropriate risk assessment being undertaken, the following class sizes may be permitted.

- up to 26 pupils in Years 8 – 10;
- up to 24 pupils in Years 11 – 12;
- up to 20 pupils in Years 13 – 14.

9.2 MINIMUM CLASS SIZE

DENI does not recommend a minimum size for a class, so it is up to the SLT to decide on the viability of classes. Every effort will be made to accommodate course choices after taking into account the demand for the course, timetable arrangements, capacity and budgetary considerations. If the number of pupils choosing a particular course is less than 10, that the class may still run. Possible reasons for this include:

- The number of pupils choosing the course is lower than has been the trend in recent years;
- Pupils have very good reasons for wanting to study the course, including its usefulness for university entrance;
- There is evidence that the course enriches the curriculum;
- The school is able to justify providing the resources to run the class.

10. ENTITLEMENT FRAMEWORK

De La Salle College is EF compliant.

Like all schools, De La Salle College had been asked to fully deliver the Entitlement Framework by September 2015. The philosophy behind the Framework is to improve the breadth, balance and coherence of the post-14 curriculum across Northern Ireland. Schools are being asked to offer a wider range of choices that encompass both general (academic) and applied courses. In doing so, DENI hopes that young people will have access to a curriculum that interests and excites them, and is relevant to their career aspirations and the needs of the local economy. In this context, the Entitlement Framework is an important stepping stone to DENI's vision of a successful school, as outlined in Every School a Good School: A Strategy for School Improvement.

All grant-aided post-primary schools have to offer access to at least 21 courses at both Key Stage 4 and Post-16. In both cases, at least one-third of the courses must be general and at least one-third must be applied. In both cases, all of our pupils have access to many more courses than the minimum requirement.

At the start of each school year, the school completes an Entitlement Framework Audit of curriculum provision at Key Stage 4 and Post-16, the results of which are collated into an annual Entitlement Framework Curriculum Audit Report. Analysis of the College's Report, along with those of other schools in the area, is used to plan for the full implementation of the Entitlement Framework.

The arrangements for the delivery of the Entitlement Framework at Post-16 involve partnership with St Genevieve's High School.

11. MONITORING AND EVALUATION OF THE CURRICULUM

Consideration of the progress made in addressing the curricular goals and targets outlined in the School Development Plan (SDP) is core to monitoring and evaluating the curriculum. The Board of Governors has delegated to the Principal the requirement to monitor, review and evaluate all aspects of the SDP on an annual basis, through verbal and written reports from those members of the Senior Leadership Team who are responsible for each area based on the stated success criteria. Members monitor progress through meetings with those responsible for action plans at least twice per term and report to the SLT and Principal annually. An annual Progress Report will be submitted to the Board of Governors.

Monitoring and evaluation are key components of the school's aim to raise pupil achievement. Within the curriculum, this involves focusing on teaching and learning, the performance of pupils, the effectiveness of teachers and hence the standard of achievement across the whole school.

The work of the Senior Leadership Team is central to the effective monitoring and evaluation of the College curriculum. The Team reviews schemes of work, analyses reports on curricular projects, meets with Heads of Department and Subject Co-ordinators, reviews Department action plans, analyses examination results and promotes curricular innovation.

Some of the broad issues examined include:

- Are all statutory curricular requirements being met?
- Are the needs of all pupils being addressed, including the gifted and talented and those with Special Educational Needs?
- Are lessons sufficiently challenging for pupils?
- Is there continuity and progression in the curriculum between one-year group and the next?
- Is an AfL approach consistently used across the curriculum?
- Are the cross-curricular skills, along with thinking skills and personal capabilities, infused into the taught curriculum?
- How do the curricular areas relate to each other; e.g. is there evidence of planning for connected learning and skills development?
- Are there adequate opportunities for practical and oral work?
- Are pupils achieving their potential in all areas of the curriculum?
- Are subject departments achieving the targets they have set for themselves?
- How does pupil performance, across different subjects and whole school, compare with the benchmark figures for boys in non-grammar schools?
- What are the curricular issues that concern pupils and parents?
- What has been the impact of a particular curricular initiative?

DE LA SALLE COLLEGE CURRICULUM POLICY

The main methods used in De La Salle College to monitor and evaluate the curriculum are:

- SLT meetings, which focus on progress made towards achieving curricular targets.
- Pupil, parent and staff feedback through questionnaires and focus groups.
- End of year progress reports on curricular goals and targets, submitted by Heads of Department to the Principal.
- Subject Department meetings where teachers are able to give their views on the progress being made with a particular target, including pupil achievement.
- Subject teachers self-monitoring and evaluating their teaching, identifying areas of strength and areas that require further development.
- The PRSD programme, which could be particularly useful in encouraging innovation within the curriculum, followed by monitoring and evaluation of the outcomes achieved.
- Induction and EPD classroom observations.
- Classroom observations of new teachers (who have previously completed EPD 2) by the Principal.

REVIEW OF POLICY

In normal circumstances and in accordance with school procedures this policy would be reviewed annually during which pupils, parents and staff will be consulted.

This policy will be reviewed in October 2019.