

Policy	Curriculum, Teaching, Learning and Assessment
Reviewer	Karen Palfreyman: Assistant Head (Curriculum, Teaching and Learning)
Reviewed	Spring 2026
Updates	Clarifications around Access Arrangements for assessments

CURRICULUM

Victoria College is committed to providing a broad and balanced curriculum for pupils of all backgrounds, enabling them to flourish and make the very most of themselves.

The aim of the curriculum is to provide a **world-class, holistic education** that inspires every individual to contribute positively to our schools and to society.

- A **transformative curriculum** in and out of the classroom that inspires excellence, curiosity and independent thinking.
- A **dynamic learning environment** underpinned by kindness, altruism and compassion.
- A **diverse and inclusive community** where everyone is valued and supported to achieve their potential.

The curriculum is designed to:

- Provide a smooth progression from primary stage, through secondary and beyond.
- Build on pupils' prior experiences, skills, knowledge and understanding.
- Offer both support and challenge to all pupils, taking into account their different needs.
- Encourage pupils to recognise and develop individual skills and enthusiasms.
- address aspects of social, economic and emotional education.
- support children and young people in making increasingly informed, independent decisions.

Departmental Curriculum Planning informs shared Schemes of Learning that provide structure and consistency for students, while allowing teachers autonomy and flexibility in their individual lesson planning. Support for students with Special Educational Needs, and those for whom English is an additional language, is provided in-class and via the Student Support team. Students are provided with opportunities to extend their skills and talents, which includes the provision of extension opportunities, as well as intervention and support provision as required.

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KEY STAGE 3

The school follows a 25 period week with lesson times of 60 minutes. In Year 7-9 pupils are taught in mixed ability teaching groups of approximately 22-24 for most subjects. Pupils are reallocated into teaching groups at the end of Year 7 and again at the end of Year 8. During Years 7-9 all students study the same subjects as required by the Jersey Curriculum.

Year 7

- Year 7 are taught in mixed ability forms for all subjects;
- Design & Technology is taught in smaller, mixed ability groups
- Literacy is taught as a separate subject.

Year 8

- Year 8 are taught in mixed ability class groups for all subjects except Mathematics, and French;
- Design & Technology is taught in smaller, mixed ability groups
- Spanish is introduced as a second language.

Year 9

- Year 9 are taught in mixed ability class groups for all subjects except Mathematics and French
- Pupils study Religious Education for 2 periods per week.

	Maths	English	French	Biology	Chemistry	Physics	History	Geography	PSHE	Drama	Music	Art	Design Tech	PE / Games	Computer	IT	Enrichment	Spanish	RE
Y7	3	4	3	1	1	1	1	1	1	1	1	1	1	2	1	1			1
Y8	3	3	2	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Y9	3	3	2	1	1	1	1	1	1	1	1	1	2	2	1			1	2

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KEY STAGE 4 (Year 10 and 11)

Pupils make their option choices in February of Year 9, following an options event in November, which they attend with their parents, a written report and Parents Evening.

All students will follow the core subjects of English, Maths and PE. Students are expected to study at least two Science subjects (all three from September 2026) and are encouraged to choose a Modern Foreign Language and a Humanity. Students study 9 GCSEs unless they take Express Science in which case they study 10. Further Maths is offered as an additional GCSE for our most able mathematicians.

The subjects available as GCSE options, within the curriculum, in addition to English Language, English Literature and Mathematics are:

Art and Design, Biology, Chemistry, Computer Science, Design & Technology (Prod. Design) Drama, Food Preparation & Nutrition, French, Geography, Music, Physical Education, Physics, Religious Studies, Spanish

Pupils are set for Maths and English and are in mixed ability options groups for other subjects.

Maths: 4 periods per week in Y10, 3 periods per week in Y11

English: 4 periods per week in Y10, 4 periods per week in Y11

PSHE: 1 period per week in Y11

Option subjects 2/3 periods per week in Y10, 3/2 periods in Year 11

KEY STAGE 5 (Year 12 and 13)

Students are offered a range of A level courses either in Victoria College or with our collaboration partners. Students will normally commence Sixth Form studying 3 A Level subjects (or their equivalents) over two years with the exams taken at the end of Y13. Students may select Further Maths as an additional A Level. This is complimented by diverse enrichment options, including EPQ, AS Photography and LAMDA, a structured careers programme and support facilities.

Each subject is allocated 5 lessons per week. In Year 12 students are timetabled 2 supervised study periods, or they study for an Extended Project Qualification (EPQ). The EPQ allows pupils to explore their academic interests beyond the confines of the syllabus. It promotes independent learning and helps to develop independent study skills. Students receive one hour of “taught skills” and complete the rest of their project independently, supported by a EPQ supervisor.

Games is Friday Period 5. Sixth form pupils who opt for CCF do not take part in Games lessons

The subjects currently available at A level are:

Art, Biology, Business, CTech Business, Chemistry, Classics, Computer Science, Criminology, Design Technology (Product Design / Engineering), Drama, Economics, English Language & Literature, English Literature, French, Further Maths, Geography, History, Mathematics, Media Studies, Music, Philosophy, Physical Education, Physics, Politics, Psychology, Religious Studies, Spanish

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TEACHING AND LEARNING

At Victoria College the most important role of teaching is to **promote learning in order to raise pupils' achievement**. Teaching includes lesson planning, the implementation of plans, as well as feedback and assessment. It also includes extension, support and intervention strategies.

What does great teaching look like at Victoria College?

We do not prescribe particular teaching strategies or lesson structures, as we trust our subject teachers to make appropriate choices to deliver high quality lessons and adapt these appropriately for the students in their classes.

All lessons should demonstrate:

- Evidence of **expert subject knowledge**
- Evidence of **effective planning**
 - Following a suitably **sequenced and planned** scheme of learning
 - **Purposeful and appropriate activities** that make effective use of curriculum time
 - Appropriate pace / support / scaffolding / stretch (**Adaptive teaching**)
 - **Purposeful feedback** that helps pupils' progress.
- A safe and supportive learning environment
 - Effective behaviour management
 - Appropriate challenge and support
 - Student engagement

As a Voice 21 partner School, we also expect our teachers to:

- Set **high expectations for oracy** (purposeful, ambitious and appropriate opportunities for oracy planned into lessons / schemes of work)
- **Value every voice** (support participation and encourage active listening)
- **Teach oracy explicitly** (plan an support meaningful dialogue through oracy tools)
- Harness oracy to elevate teaching (so that students engage, consolidate and deepen their understanding through talk)

Each half term, the Assistant Head CTL sets a college-wide teaching and learning focus for all teachers to follow. These are designed to build upon each other and support the development of oracy skills. Some will be revisited to ensure that these strategies become embedded as part of our teachers' toolkit. Heads of Department and Faculties support the AHT in the implementation and monitoring of these strategies to encourage and celebrate best practice.

Recent focuses have included:

- Cold Calling
- Think-Pair-Share
- Use of Mini whiteboards.

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ASSESSMENT

We recognise the important role that academic tracking plays in informing teaching and learning, as well as the progress of subgroups (JP, SEN, MLL etc.). **All departments are expected to use Go4Schools to enter pupil assessment data in percentage format** in order facilitate appropriate monitoring and intervention by the relevant Head of Department/Faculty, Head of Year and AHT (Student Progress). Data should also be used by departments to reflect on the effectiveness of individual and subject teaching. Formal written tests are not the only form of assessment that can be useful to track progress, and departments are encouraged to use appropriate assessments. These might include:

- Reading comprehension tasks
- Multiple choice questions
- Individual / group oral presentation
- Skills assessment
- Online assessment
- Extended writing task

In Key Stage 3 subjects must formally assess students **a minimum of 3 and a maximum of 6** times per academic year, excluding End of Year Examinations. All departments should enter cohort **assessment data at least once per term**. These will help to inform Progress Reviews that are sent to parents, as well as being used to identify students who are struggling academically, underachieving or excelling. Heads of Year and the AHT (Student Progress) regularly review this data to inform conversations with students and parents.

In Key Stage 4 and 5 assessments should reflect the assessment style and objectives of the external examination specifications. While different classes may receive slightly different homework and assessments, **it is important that a number of assessments (such as end of unit tests) are common across the cohort to allow progress against MEGs to be monitored.**

Access Arrangements

All students (including collaboration students) must be provided with their Access Arrangements (extra time, Word Processor, coloured paper etc.) for in-class assessments and internal examinations. However, it is not always feasible to provide readers, rest breaks and smaller rooms. Where this impacts a pupil in your class, please liaise at least 48 hours in advance with the SENDCo to ensure essential additional needs are met.

EVALUATING THE CURRICULUM, TEACHING & LEARNING

At the end of each academic year, the Leadership Group meet to plan for the following year. At this meeting, they draw on a range of evidence (for example lesson observations, learning walks, student surveys and assessment data) to outline areas for development the following year. This informs Departmental planning, as well as INSET and Twilight programmes for the following year.

There is an annual Departmental Review meeting in the first half term, whereby the Headteacher and Assistant Head (Curriculum, Teaching and Learning) meet with each Head of Department and their respective Head of Faculty to review the previous year, plan for the year ahead and evaluate their

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Department against the JSRF benchmarks. Following this meeting, each department produces their own development plan based on the school's areas of focus as well as any department specific areas. The Monitoring and Evaluation calendar provides a framework and timeframes for Heads of Department to monitor teaching and learning within their own departments.

Heads of Faculty meet regularly with the Assistant Head (Curriculum, Teaching and Learning), to discuss issues relating to teaching and learning, check progress against development plans and other matters as they arise.

The JSRF and Oracy benchmarks are the basis for informal learning walks, as well as formal lesson observations.

PSHE

The Personal, Social, Health and Economic Education programme at Victoria College works to develop an understanding of responsibility, working with others, self-esteem, and an understanding of local and global issues. It is taught in formal taught lessons (one per week) in Years 7-9 as well as Year 11. Tutor time and drop-down days are used for Year 10 and Sixth Form PSHE. The subject is overseen by a discrete Head of Department who is directly responsible for monitoring its implementation.

CAREERS

Careers and Further Education Careers guidance will be provided by the Head of Careers. The States of Jersey also offers centralised careers advice. The co-ordinators provide support and advice as well as organising additional visits, such as lecture lunches, by outside agencies, speakers and advisers.

There is a rigorous process of university advice and support for university and workplace applications, which is organised by the Head of Careers, the Head of Sixth Form and their Deputy.

Please refer to the separate Careers and Higher Education policy for further information.

EXAMINATION ENTRY

It is Victoria College policy to enter all students for public examinations in the courses they have been following.

In exceptional circumstances, such as failure to complete a significant amount of coursework, the school may withdraw a student's entry for one or more examinations.

Key Responsibilities

- The Head is responsible for monitoring the implementation the school curriculum.
- The Assistant Head (Curriculum, Teaching and Learning) line manages Heads of Faculty who in turn line manage the Heads of Department who are responsible for ensuring that all classes in their departments are taught the requirements of the courses and that lessons are planned, delivered and resourced appropriately.
- The Assistant Head (Curriculum, Teaching and Learning) determines, supports, monitors and reviews the school policies and practices on teaching and learning, which support the whole-school policy on Curriculum, Teaching and Learning.

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- Heads of Department and Faculties monitor the way their subject/s is/are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. They provide strategic lead and direction; support and offer advice to colleagues; monitor pupil progress in specific subject area or activities; provide efficient resource management; and oversee subject- and/or faculty-level data collection and tracking.

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APPENDIX A - HOMEWORK

Victoria College believes that homework can play an important role in supporting the learning of all students. It is our policy to set homework that is purposeful and which adds value to the study completed in lessons.

In Year 7-11, there is a homework timetable which serves to prevent any child being given too much homework in one evening. Homework should be set so that it can be completed on the allocated day.

Homework should be set using Satchel:one. The responsibility remains with the student to ensure they understand what is set.

Homework at each level of the school has a guide time, but it is important to recognise that these are a guide only. We urge parents to monitor how long their child is working. It is important that a sensible balance is maintained of work and play outside school hours.

Victoria College offers a Homework Club, supervised by a teacher each evening. The supervising teacher can support and guide students in completing their homework.

Printing facilities are available for each boy in school from 8am-5pm using their school account.

If a student is struggling to complete their homework in a reasonable amount of time, in the first instance we encourage the student to approach his subject teacher before his next lesson. The subject teacher will then be able to help as appropriate.

Year 7-9

- Boys will receive homework in two subjects each evening
- Homework tasks will typically take 20-30 minutes per subject
- Subjects that see boys once a week may choose to set a longer homework over two weeks
- Homework is not set to be collected in the next day (minimum 3 day gap between setting and collection)
- Tasks that are open ended in nature come with clear guidance to ensure boys know what is expected
- 3-5 hours homework per week for each boy, as a guide
- Creative subjects may set subjects from time to time over a longer period
- NB. Modern Foreign Languages may set two short homework tasks a week to account for learning vocabulary, speaking preparation etc.

Year 10 and 11

- 45 minutes x 2 subjects per evening

Year 12 and 13

- Students should be completing one hour outside of class for every hour of lesson. This is not limited to work set by their teachers, and should include self-directed study and research. For a student studying three A levels at Victoria College, that equates to roughly 15 hours of study a week outside of lessons.

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