



## Abbey Gate College

POLICY: Curriculum	
Scope	Whole College
Responsibility	Director of Studies
Review & Update	November 2021
Governor Approval	Andrew Grime

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## Policy Statement (1)

Abbey Gate College aims:

- 1) To provide full-time supervised education for pupils of compulsory school age, as defined in Section 8 of the Education Act 1996, and beyond, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- 2) To provide subject matter appropriate for the ages, aptitudes and needs and needs of all pupils, including those pupils with an EHC plan.
- 3) To actively promote and not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 4) Ensures that principles are actively promoted which
  - i. Enable pupils to develop their self-knowledge, self-esteem and self-confidence
  - ii. Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
  - iii. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
  - iv. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
  - v. Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  - vi. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(2); and
  - vii. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- 6) To provide opportunities in which pupils will acquire skills in speaking, and listening, literacy and numeracy.
- 7) To provide personal, social, health and economic and economic education which reflects the school's aims and ethos and encourages respect of other people, paying particular regard to the protected characteristics set out in the 2010 Act (a)
- 8) To provide access to accurate and up-to-date careers guidance for all pupils in the Senior School which is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps them to fulfil their potential.
- 9) To provide a curriculum in which all pupils have the opportunity to learn and make progress and to ensure its delivery through effective teaching and learning strategies in order to stimulate high achievement and the full realisation of each pupil's potential.

- 10) To effectively prepare pupils for the opportunities, responsibilities and experiences of adult life by equipping them with the personal, learning and thinking skills they will need to succeed.
- 11) To provide all pupils the opportunity to learn and make progress.
- 12) To provide all pupils with an understanding of how to keep safe, including online, through practices to help pupils to adjust their behaviours in order to reduce risks including the safe use of electronic equipment and access to the internet.

The above aims are supported by appropriate plans and schemes of work as seen in Departmental documentation. In addition the College aims to provide opportunities for pupils to:

- 1) acquire attitudes, values and beliefs with reference to National Curriculum guidelines on Religious Education
- 2) respect and tolerate other races, religions and ways of life
- 3) heighten awareness and understanding of the environment and environmental issues and to encourage a sense of personal responsibility on a local, regional and global scale
- 4) appreciate a variety of aesthetic, creative and imaginative forms and to express themselves creatively through a variety of media
- 5) comprehend information and communicate effectively through the appropriate use of language, number and graphics
- 6) develop the skills necessary to work in collaboration with others, to be sensitive to their needs and to have the confidence to form personal relationships
- 7) develop self-awareness, a positive self-image and the confidence to take advantage of opportunities to develop their own talents and personalities in order to live as independent and self-motivated members of the community
- 8) promote their own good health and physical development
- 9) develop lively, enquiring minds, including the ability to question and to approach the solution of problems in an imaginative and methodical way
- 10) acquire the knowledge, skills and understanding relevant to adult life
- 11) recognise human achievement.

### **Policy Statement (2)**

- 1) This policy applies to all members of the Abbey Gate College community, including those in our EYFS setting.
- 2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to all interested parties on the College website at [www.abbeygatecollege.co.uk](http://www.abbeygatecollege.co.uk). It should be read in conjunction with the College's *Assessment, Careers, Feedback, More Able Gifted & Talented, PSHE, and SEND* policies.
- 4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's *Equal Opportunity* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline

for the next review is no later than 12 months after the most recent review date indicated above.

- 6) The most recent updates were made on account of personnel changes.

### Key Personnel

- 1) Craig Jenkinson: Head
- 2) Marie Hickey: Head of Infant & Junior School
- 3) Andy Green: Director of Studies (Senior School)
- 4) Andrew Grime: Chair of Governing Body
- 5) Damian Stenhouse: Chair of the Academic Sub-Committee

### Principles (1) – Areas of Experience

The College provides experiences to pupils in the following areas:

- 1) **Linguistic** – to develop pupils' communication skills and increase their command of language through listening, speaking, reading and writing.
- 2) **Mathematical** – to help pupils make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.
- 3) **Scientific** – to increase pupils' knowledge and understanding of nature, materials and forces and to develop skills associated with science as a process of enquiry: for example, observing, forming hypothesis, conducting experiments and recording findings.
- 4) **Technological** – to develop skills in the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools equipment, materials and components to produce good quality products and evaluate processes and products.
- 5) **Human and Social** – to develop awareness of people and their environment and how social action, now and in the past, has influenced events and conditions.
- 6) **Physical** – to develop pupils' physical control and coordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. To help pupils acquire knowledge and understanding of the basic principles of fitness and health.
- 7) **Aesthetic and creative** – to give pupils experiences in the processes of making, composing and inventing. To appreciate the aesthetic and creative aspects of all subjects but in particular art, music, dance, drama and the study of literature as they allow for personal, imaginative, and often practical, responses.
- 8) **Religious education** – to provide human and social education and promote spiritual, moral, social and cultural development.

## Principles (2) – Curriculum Objectives

The College has designed its curriculum with the intents:

- 1) To teach the curriculum in the context of the National Curriculum with variation and enhancement in both syllabus content and subjects offered where appropriate.
- 2) To ensure access to the curriculum and inclusivity for all pupils including those with special educational or physical needs.
- 3) To deliver the curriculum using a variety of teaching approaches that suits the needs of different pupils. To match tasks to pupils and balance the challenge with likelihood of success for each pupil.
- 4) To have a basis from which to make informed and realistic choices and decisions at all stages.
- 5) To offer appropriate careers education for pupils receiving Secondary Education.
- 6) To have an informed perspective about the role of the individual in the community, society and the world of work.
- 7) To have a flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns.
- 8) To exhibit a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others which allow the establishment of effective personal and social relationships.
- 9) To appreciate and value the plural, multi-cultural and multi-faith nature of society.
- 10) To understand the causes of inequality of opportunity and treatment afforded to many people on account of ethnicity, gender, social class or disability and the need to remove such discrimination.
- 11) To have political and economic literacy sufficient to be able to contribute to the development of society and participate in it.
- 12) To encourage the development of independent learning.

## Principles (3) – Definitions

- 1) **Breadth** – A broad curriculum will bring pupils into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological). It also acknowledges the value of learning outside the confines of the classroom across subjects and within the community at large.
- 2) **Balance** – A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.
- 3) **Coherence** – A coherent curriculum will be planned as a whole and embrace the different areas of learning and experience so that they do not appear as discrete and unconnected but as contributing to overall progress and achievement.
- 4) **Relevance** – A relevant curriculum will take account of the previous learning of the pupils and their readiness for new experiences.
- 5) **Differentiation** – The curriculum has to allow for differences between children, even of the same age and within the same class. Differentiation involves matching tasks to pupils' ability, balancing challenges with the likelihood of

success for each student across the ability range. It implies a need for variation in teaching approaches and classroom organisation based on preferred learning styles.

### **Infant & Junior School Provision (1) – Overview**

At Abbey Gate College Infant and Junior School we follow the (English) National Curriculum. Whilst we do not have a statutory requirement to adhere to all the content of the National Curriculum, we use the programmes of study and learning objectives to support our schemes of work in all subject areas. In EYFS we follow all the curriculum guidelines for teaching and learning as set out in the new EYFS Framework (2021).

The school provides full time supervised education for pupils of compulsory school age (Education Act 1996, section 8), giving all pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative education. The pupils will acquire speaking, listening, literacy and numeracy skills.

There is one class per year and the curriculum is planned with the National Curriculum objectives for that year group. All schemes of work encourage teachers to differentiate teaching to support and extend each pupil. There is a focus on skills within each area of the curriculum, as well as knowledge and understanding.

Lessons are taught by class teachers and/or specialist teachers. A significant amount of time is allocated to English and Mathematics. The core subject of Science and other subjects are spread throughout the weekly timetable.

If, at any stage, pupils are identified as having additional needs, we provide for the need: this applies as much to extending the more able, gifted and talented as to providing necessary support for those with barriers to learning/disabilities.

PSHE is taught using the PSHE Association programme of study which is adapted to suit the requirements of the pupils and our tolerance and equality and outdoor learning programme. PSHE is usually taught as part of the curriculum project as many learning opportunities are embedded across the curriculum. For example, pupils are encouraged to work collaboratively in many lessons. Teachers highlight opportunities to meet PSHE objectives in all subjects as well as assemblies and school events. This reflects the school's aims and ethos and encourages respect for others (reference Equality Act 2010).

The curriculum provides opportunities for developing pupils' SMSC awareness throughout all subjects and is highlighted in Schemes of Work or individual planning. It prepares the pupils for the opportunities, responsibilities, and experiences of life in British Society.

Teacher assessment is continuous, and attainment is measured using National Curriculum guidelines. Formal tests are also used to track progress and inform planning.

Learning opportunities are further supported by a full extra-curricular programme which enables pupils to extend their interests or develop new skills.

### **Infant & Junior School Provision (2) – Content & Organisation of the Curriculum**

The Infant and Junior School operates Monday to Friday from 8.50am to 3.30pm. The hours spent on teaching during a normal school week, excluding collective worship, registrations and lunch, total 24 hours. The Head and Head of Infant and Junior School ensure teaching hours are appropriate to enable effective teaching of all requirements in EYFS, KS1 and KS2. The EYFS morning and lunch breaks align with the rest of the school. The teaching timetable is designed around the requirements of the new EYFS framework. The timetable is adaptable to meet those requirements.

Transition is carefully considered to ensure transition points are smooth and children's progress is maintained. Before attending school, children and their families are encouraged to attend a variety of transition events, ensuring they are ready to tackle our curriculum and are very familiar with our early years staff and environment on starting school in September. Time is made either throughout the year, for example the year 3 teacher works with Infant 2 on a weekly basis, or during the summer term, where pupils spend time getting to know their future class teacher. This ensures a smooth transition at each point of change for pupils. To ease transition and utilise specialised teaching and facilities, Junior 3 and Junior 4 have lessons at the Senior School on Friday mornings. Junior 5 and Junior 6 pupils remain at the Senior School for the entire day on a Friday.

### **Infant & Junior School Provision (3) – Subject Areas**

The curriculum broadly follows the National Curriculum and uses personalised schemes of work. Lessons are taught by the class teacher or a subject specialist. One full time teaching assistant, three part time teaching assistants and one part-time learning enrichment teacher, working with the Assistant Head of Infant and Junior's who oversees SEND, MAGaT and the Infant and Junior Curriculum, support learning across the school.

The subject areas covered are:

#### EYFS

<b>SUBJECT</b>	<b>TAUGHT BY</b>
Communication and language, including French	Class teacher/Specialist teacher/TA
Physical development	Class teacher/TA
Personal, social and emotional development	Class teacher/PSED teacher/TA
Literacy	Class teacher/TA
Mathematics	Class teacher/TA
Understanding the world	Class teacher/TA
Expressive arts and design	Specialist Music teacher/ Class teacher/TA

## INFANTS

SUBJECT	TAUGHT BY
English including phonics, reading, spelling & writing	Class teacher
Maths and mental maths	Class teacher
Science	Class teacher
Humanities - History, Geography, RE	Class teacher
Computing	Class teacher
Art/DT	Class teacher
PE	Specialist PE teacher
Music	Specialist Music teacher
PSHE	Class teacher
French	Specialist French teacher

## JUNIORS J3/4

SUBJECT	TAUGHT BY
English including phonics, reading, spelling, and writing	Class teacher
Maths and mental maths	Class teacher
Science	Class teacher
Humanities - History, Geography, RE	Class teacher
Computing	Specialist Computing teacher
Art/DT	Class teacher
PE	Specialist PE teacher
Music	Specialist Music teacher
PSHE	Class teacher
Drama	Specialist Drama teacher
French	Specialist French teacher

## JUNIORS J5/6

SUBJECT	TAUGHT BY
English including phonics, reading, spelling, and writing	Class teacher
Maths and mental maths	Class teacher
Science	Class teacher
Humanities - History, Geography, RE	Class teacher
Computing	Specialist Computing teacher
Art/DT	Specialist Art teacher
PE	Specialist PE teacher
Music	Specialist Music teacher
PSHE	Class teacher / PSHE coordinator
Drama/ESB	Specialist Drama teacher
French	Specialist Language teacher
Spanish	Specialist Language teacher
Business Studies (J6)	Specialist Business teacher

#### **Infant & Junior School Provision (4) – Homework**

Homework is an important part of a child's education and helps support, develop and reinforce concepts and ideas talked about in class. It also helps children to become organised and to learn through independent study. The homework task set may also encourage parents to share in their child's education. As advised by the Education Endowment Foundation, teachers use the following approaches when setting homework:

- Considering the quality of homework over the quantity.
- Using well-designed tasks that are linked to classroom learning.
- Clearly setting out the aims of homework to pupils.
- Understanding and addressing any barriers to completion, such as access to a learning device or resources.
- Explicitly teaching independent learning strategies.
- Providing high-quality feedback to improve pupil learning.
- Monitoring the impact of homework on pupil engagement, progress and attainment.

Homework timetables are provided for each class and information about homework and extension tasks set as a task on the Virtual Learning Environment (VLE) and may also be recorded by pupils in their Prep diaries.

It is expected that homework should be completed to the best of a pupil's ability and handed in on time. Junior Pupils are encouraged to be responsible for handing in their homework or discussing extension time with a teacher and infant pupils are expected to complete homework with some support from parents, such as parents helping their child access online maths homework.

Homework is assessed and if it is within a school book, this is highlighted with the code: h/w.

Where there is a need staff make provision for those pupils unable to complete homework at home due to extenuating circumstances. Prep runs from 3.30-4.00pm every afternoon and pupils who attend prep can use this time to complete any homework if required. Additional opportunities to catch up on incomplete work are provided at a time considered appropriate by the teacher and pupil.

#### **Infant & Junior School Provision (5) – Assessment, Recording & Reporting**

Our curriculum enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.

Staff use assessment to evaluate their pupils' achievements in relation to the type of curriculum on offer. They will monitor whether all pupils are achieving their potential and whether teaching styles, content or strategies need to be differentiated to provide a more appropriate learning experience.

### Assessment in EYFS

During each week, time is allocated for Continuous Provision (CP), during which children are guided and observed by teachers who will support pupils where appropriate to enhance learning. Evidence of understanding is recorded by staff in the child's Learning Journey. The evidence in the Learning Journey is then used in conjunction with information and evidence gathered through teacher led activities and formal work to inform the Development Matters tracking document (2021). In addition to this, each week teaching staff record next steps for children in relation to improving their Literacy and Mathematics work.

Each half term, the EYFS pupils are tracked against the EYFS Development Matters document (2021). The pupils are also tracked within the cohort to assess their progress as a class as well as individually. The data is analysed in different ways, including gender, age, specific learning difficulties or personal circumstances such as EAL.

At the end of each year, an EYFS Profile is completed for each pupil which informs parents, staff and, if necessary, outside agencies of progress and attainment for that year.

Attainment Records are kept and Next Steps are highlighted informing planning. Opportunities for the Next Steps to be achieved are provided in lessons and CP time.

### Infant & Junior School Provision (6) – Other Areas

#### Learning Enrichment

All pupils have a right to equal access to the curriculum; however, there are some pupils who require additional support lessons to support their academic progress and to reach their potential. Some of these pupils have been identified as having additional needs including specific learning difficulties; others have gaps in their knowledge or misconceptions which are preventing them from making adequate progress.

The provision of Learning Support is overseen by the Assistant Head and the College Head of Learning Enrichment. The Head of Learning Enrichment and the Assistant Head meet regularly to ensure all procedures for identifying and supporting pupils with additional needs are followed. For details of the College procedures for Learning Enrichment, see the SEND policy.

#### More Able Gifted and Talented

The College has an MAGaT Policy. The Assistant Head works with the MAGaT coordinator to oversee the identification and provision for pupils identified with MAGaT universally or in a curriculum area. The policy gives guidance as to how these pupils should be identified and supported.

Evidence of provision is maintained through data and results, opportunities and events, lesson observations, book scrutiny and progress measures.

## PSHE, RSE & SMSC

All Curriculum areas provide opportunities to promote pupils' spiritual, moral, social and cultural development. The curriculum actively promotes fundamental British Values.

Explicit opportunities to promote pupils' development in these areas are provided in Religious Education and Personal, Social, Health and Economic education (PSHE) at Key Stages 1 and 2. A significant contribution is also made by our school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

Pupils' moral development involves acquiring an understanding of the difference between right and wrong, of moral conflict, a concern for others and the will to do what is right.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good.

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences.

Relationships, Sex and Health Education is taught in an age appropriate manner through the school and encompasses

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Our Schemes of Work linked to the National Curriculum and embrace the four areas of SMSC within its aims and principles:

- To actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- To encourage further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- To encourage respect for democracy and support for the participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- To take practicable steps to ensure that where political issues are brought to the attention of the pupils, they are offered in a balanced presentation of opposing views.

### Co-Curricular Activities

Co-curricular activities are held in great value and provide opportunities to enrich pupils' experiences beyond the curriculum. The activities aim to add to the rounded education that we offer pupils and provide an excellent medium to foster good relationships. The achievements in these activities are shared with the whole school through 'Celebration Assembly', the Weekly Newsletter and the College Broadsheet and website.

### Trips & Outings and Visitors to School

Firsthand experience is an important and valuable opportunity for learning. We believe that pupils should have access to a range of positive learning opportunities and therefore, trips, outings and visitors to the school are encouraged.

In addition, an opportunity for residential trips are provided for all classes from Infant 2 to Junior 6.

### Senior School Provision (1) – Content & Organisation

The Senior School operates Monday to Friday on a 30 period timetable, each period being 50 minutes long. The hours spent on teaching during a normal school week, excluding collective worship, registrations and lunch, total 25 hours. This compares with the recommended minimum of 24 hours/week, suggested for age 12 – 16 by the DfE.

In Year 7 the cohort is divided into Tutor/house groups for pastoral care and Teaching groups for academic work.

Pupils are placed into ability groups for English and Mathematics in Years 7 – 11, Science from Year 9 – 11 and MFL where possible.

If, at any stage, pupils are identified as having an extra educational need, we endeavour to provide it: this applies as much to extending the More Able Gifted and Talented as to providing necessary support for those with specific learning difficulties. A variety of

teaching methods are employed to suit the circumstances of the teaching material, group size and activities involved.

### **Senior School Provision (2) – Key Stage 3**

#### Year 7 and Year 8

All pupils follow the same programme of study. Setting occurs in English and Mathematics. Subjects studied on a weekly basis by all pupils:

English  
Mathematics  
Science  
French  
Spanish  
Art  
Design and Technology  
Drama  
English Speaking Board  
Geography  
History  
Computer Science  
Music  
PE  
RE  
PSHE

#### Year 9

All pupils follow the same programme of study for English, Maths, Science, Geography, History, RE, Computer Science, PSHE, PE. Pupils must select 1 language from a choice of French and Spanish.

Pupils also opt for 2 of the following subjects which allows for the study of a second MFL:

Art  
Design Technology  
Drama  
French  
Music  
Pre-GCSE PE

Setting by ability occurs in English, Mathematics, Science and MFL when possible. In Science the three sciences are studied as discrete subjects. Subjects studied:

English  
Mathematics  
Biology

Chemistry  
Physics  
French  
Art  
Design and Technology  
Drama  
Geography  
History  
Computer Science  
Music  
PE  
Pre-GCSE PE  
RE  
Spanish  
PSHE

During the Spring Term of Year 9, meetings with pupils and parents are held to discuss the choice of GCSE Options for Key Stage 4.

### **Senior School Provision (3) – Key Stage 4**

All pupils will **usually** study the following GCSE subjects:

English (Language and Literature)  
Mathematics

Pupils will generally take 9 GCSE subjects although a small number may be advised to study a reduced curriculum. Pupils are advised to choose:

- 1 Modern Foreign Language
- 1 Humanities or business subject
- 1 practical/creative subject

In accordance with national guidelines, pupils will also take either 3 Separate Sciences or Combined Science.

Pupils can choose 6 subjects from:

Art  
Biology  
Business  
Chemistry  
Computer Science  
Design Technology  
Combined Science (2 GCSEs)  
Drama  
French  
Geography

German  
History  
Physical Education  
Physics  
Spanish

In addition a Sports and PSHE programme is delivered to all pupils. The PSHE programme includes appropriate guidance regarding transition from KS4 to Sixth Form and careers guidance.

Full details of the Key Stage 4 Curriculum, including information on specifications for GCSE Level examinations, are available in the GCSE Options Guide.

### **Senior School Provision (4) – Sixth Form**

The Sixth Form Curriculum enables students to choose from the following subject list:

Art  
Biology  
Business Studies  
Chemistry  
Design Technology  
Economics  
English Language  
English Literature  
EPQ  
French  
Further Maths  
Geography  
German  
Government and Politics  
History  
Mathematics  
Physical Education  
Physics  
Psychology  
Spanish  
Theatre Studies

- Most students will study 4 subjects in the Lower Sixth and 3 in the Upper Sixth.
- 5 periods per subject per week are taught to the Lower Sixth and 6 to the Upper Sixth.
- All students in the Lower Sixth are required to participate in a development/extension programme which comprises PSHE, Community Service, Citizenship and Games.

## APPENDIX 1: Infant & Junior School Curriculum Overview

Foundation		Infant 1		Infant 2		Junior 3		Junior 4		Junior 5		Junior 6	
	%		%		%		%		%		%		%
Literacy and phonics	30	English and Phonics	28	English and Phonics	30	English	28	English	26	English	28	English	24
MATHS	18	MATHS	22	MATHS	22	MATHS	20	MATHS	20	MATHS	18	MATHS	18
Project (7 areas of learning)	16	Project (includes Science, Humanities, PSHE, RS, Art, Computing and Outdoor Learning)	26	Project (includes Science, Humanities, PSHE, RS, Art, Computing and Outdoor Learning)	24	SCIENCE	6	SCIENCE	6	Project (includes Science, Humanities, PSHE, RS, Art, Computing and Outdoor Learning)	15	Project (includes Science, Humanities, PSHE, RS, Art, Computing and Outdoor Learning)	16
PE/PS	4	PE	12	PE	12	HUMANITIES	4	HUMANITIES	4	COMPUTING	3	COMPUTING	3
PSED/Outdoor learning	6	MUSIC	3	MUSIC	3	COMPUTING	3	COMPUTING	3	PE	10	PE	10
Story and prep	14	ASSEMBLIES	6	ASSEMBLIES	6	PE	10	PE	10	ART	3	ART	3
ASSEMBLIES	6	FRENCH	3	FRENCH	3	ART	4	ART	6	MUSIC	4	MUSIC	4
FRENCH	3	Total	100.0	Total	100.0	PSHE/OUTDOOR LEARNING	6	PSHE/OUTDOOR LEARNING	6	ASSEMBLIES	6	ASSEMBLIES	6
Music	3					MUSIC	3	MUSIC	3	FRENCH	3	FRENCH	3
Total	100.0					RS	4	RS	4	SPANISH	3	SPANISH	3
						ASSEMBLIES	6	ASSEMBLIES	6	DRAMA	4	DRAMA	4
						FRENCH	3	FRENCH	3	ESB	3	ESB/Study skills/Enterprise	6
						DRAMA	3	DRAMA	3	Total	100.0	Total	100.0
						Total	100.0	Total	100.0				

## APPENDIX 2: Infant & Junior School Curriculum Comparison

KS1 Curriculum time - Gov recommendations				KS2 Curriculum time - Gov recommendations			
Subject	Recommended time per week*	Total hours over year	Percentage of a 21-hour teaching week	Subject	Recommended time per week*	Total hours over year	Percentage of a 23½-hour teaching week
English	5 - 7¼ hours	180 - 270	24% - 36%	English	5 - 7¼ hours	180 - 270	21% - 32%
Mathematics	3¼ hours	135	18%	Mathematics	4¼ - 5 hours	150 - 180	18 - 21%
Science	1¼ hours	54	7%	Science	2 hours	72	9%
ICT	50 minutes	30	4%	ICT	55 minutes	33	4%
D&T	50 minutes	30	4%	D&T	55 minutes	33	4%
History	50 minutes	30	4%	History	55 minutes	33	4%
Geography	50 minutes	30	4%	Geography	55 minutes	33	4%
Art & Design	50 minutes	30	4%	Art & Design	55 minutes	33	4%
Music	50 minutes	30	4%	Music	55 minutes	33	4%
PE	1¼ hours	45	6%	PE	1¼ hours	45	5%
RE	1 hour	36	5%	RE	1¼ hours	45	5%
<b>TOTAL</b>	<b>17¼ - 20 hours</b>	<b>630 - 720 hours</b>	<b>84% - 96%</b>	<b>TOTAL</b>	<b>19¼ - 22 hours</b>	<b>690 - 810 hours</b>	<b>82% - 96%</b>

### APPENDIX 3: Year 7 Curriculum

7X [30]	ENL1 ENL2 ENL3 4	MAT1 MAT3 4	GEO 2	HIS 2	SCI 3	SPA 2	FRE 2	PSH 1	MUS 1	DRA ESB 1	ART 2	COM 1	PE PE PE PE 2	PE PE PE PE 1	D&T 1	RE 1
7Y [30]			GEO 2	HIS 2	SCI 3	SPA 2	FRE 2	PSH 1	MUS 1	DRA ESB 1	ART 2	COM 1			D&T 1	RE 1
7Z [30]			GEO 2	HIS 2	SCI 3	SPA 2	FRE 2	PSH 1	MUS 1	DRA ESB 1	ART 2	COM 1			D&T 1	RE 1

## APPENDIX 4: Year 8 Curriculum

		Main [30 periods]															
8X	[30]	ENL	MAT1	HIS	GEO	FREN	SPAN	SCI	RE	PE	PE	D&T	PSH	MUS	ART	DRA	COM
		ENL	MAT2	2	2	2	2	3	1	PE	PE						
		ENL	MAT3							PE	PE	1	1	1	2	1	1
		ENL	MAT4							PE	PE						
		4	4						2	1							
8Y	[30]			HIS	GEO	FREN	SPAN	SCI	RE			D&T	PSH	MUS	ART	DRA	COM
				2	2	2	2	3	1			1	1	1	2	1	1
8Z	[30]			HIS	GEO	FREN	SPAN	SCI	RE			D&T	PSH	MUS	ART	DRA	COM
				2	2	2	2	3	1			1	1	1	2	1	1

APPENDIX 5: Year 9 Curriculum

		Main [30 periods]													
9X	[30]	ENL	MAT	PE	CHE1	PHY1	BIO1	GEO	HIS	COM	RE	D&T	DRA	FRE	PSH
		ENL	MAT	PE	PHY2	BIO2	CHE2					MUS	SPAN	ART	
		ENL	MAT	PE	BIO3	CHE3	PHY3					PE	FRE	D&T	
		ENL	MAT	PE				3	3	2	1	DRA		PE	1
		3	3	2	2	2					2	2	2		
9Y	[30]						GEO	HIS	COM	RE					PSH
							3	3	2	1					1
9Z	[30]						GEO	HIS	COM	RE					PSH
							3	3	2	1					1

## APPENDIX 6: Years 10 & 11 Curriculum

Main [30 periods]

ENL1	MAT1	PE	SCIE	SCIE	ART	FREN	ART	DRAM
ENL2	MAT3	PE	CHEM	BIOL	PHYS	BUSI	PE	GEOG
ENL3	MAT3	PE			FREN	GEOG	COMP	SPAN
ENL4	MAT4	PE			BUSI	D&T	GEOG	GERM
					SPAN	MUSI	HIST	HIST
								BUSI
5	5	2	3	3	3	3	3	3

Main [30 periods]

ENL1	MAT1	PE	SCIE	SCIE	GERM	ART	ART	BUSI
ENL2	MAT2	PE	BIOL	PHYS	DRAM	CHEM	BUSI	D & T
ENL3	MAT3	PE			FREN	GEOG	COMP	DRAM
ENL4	MAT4	PE			GEOG	HIST	GEOG	CHEM
					SPAN	STUD	MUSIC	SPAN
							PE	STUD
5	5	2	3	3	3	3	3	3

## APPENDIX 7: Years 12 & 13 Curriculum

Main [30 periods]

A	B	C	D	E
GEOG	SPAN	PSYCH	GEOG	BUSI
PSYC	ART	BIOL	MATH	F Mat
D & T	HIST	MUSIC	CHEM	HIST
POLI	PE	ENLA	ENLI	DRAM
ECON	COMP	PHYS		MATH
5	5	5	5	5

Main [30 periods]

A	B	C	D	E
COMP	ECON	HIST	ART	PHYS
PSYCH	F Math	ENLA	GEOG	ENLI
POLI	CHEM	BIOL	MATH	MUSI
FREN	PE		SPAN	BUSI
6	6	6	6	6

Some students opt to study an EPQ.