

# Harrogate Ladies' College

## Curriculum Policy



### The aims and underlying principles of the curriculum

The curriculum is designed to provide for all pupils, in a safe and secure environment conducive to learning, the opportunities to:

- experience a broad and balanced education which encourages them to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- acquire and develop the knowledge, understanding, skills and qualifications necessary
  - (i) to progress with confidence to the next stage of their life and education through a process which encourages them to engage in lifelong learning.
  - (ii) for adult working life in a changing employment situation.
  - (iii) to participate as effective citizens in a multiethnic society.
  - (iv) to develop for themselves an active and healthy lifestyle.
- enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- develop the Key Skills of literacy, numeracy and ICT.
- develop co-operative and interpersonal skills.
- acquire the study skills necessary to realise their learning potential.
- become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.
- appreciate the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude towards the environment.
- appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.

In the curriculum models that follow there is an understanding that:

- (i) all pupils are entitled to, and should be offered, a comparable range of educational opportunities.
- (ii) there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for.
- (iii) the learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.
- (iv) extra-curricular activities, such as school productions, fund raising activities, school teams, visits, residentials and Work Experience all contribute to the total learning experience.

### The Key Stage 3 Curriculum

The subjects and their timetable allocations based on a fifty period (five day) cycle are as follows:

Subject	Year 7	Year 8	Year 9
English	5	5	5
Mathematics	5	5	5
Science	6	6	6
Language	4 (+4)	4 (+4)	4 (+4)
PE	5	7	6
Technology	3	3	3
History	2	2	2
Geography	2	2	2
Art	2	2	1
RE	2	2	2
Music	2	1	1
Drama	1	1	1
ICT	1	1	1
Latin			4
Information Skills	1		
PSE	1	1	1
Classics	2		

Science, History, Geography, RE, PSHE, ICT and PE are taught in form groups throughout the three years.

English is taught in form groups in Years 7 & 8 and set in Year 9

Mathematics, in Years 7 to 9 sets are created across the year group.

Technology, Food, Textiles and Drama are taught on rotation in Years 7 and 8. Music and Art are also taught on rotation in Year 9.

A second modern foreign language is taught from year 7 this was introduced in September 2009. The students select two languages from French, Spanish and German. Numbers permitting Languages are taught in sets from year 7 to year 9. In September 2009 Classics was introduced in Year 7, this will continue through key stage 3.

## The Key Stage 4 Curriculum

All pupils follow a core curriculum:

English: Pupils study for two GCSEs in English and English Literature taught in sets across the year. IELTS is studied by pupils as appropriate.

Mathematics: This is taught in sets across the year. The top set studies GCSE Statistics alongside their Mathematics. From September 2010 students will study Additional Mathematics alongside their Mathematics rather than Statistics.

Science: Pupils study Dual Award Science to obtain 2 GCSEs. Students can opt to study separate sciences to obtain a GCSE in each science.

PSHE: Taught by tutors and specialist visitors.

PE: All pupils have four lessons of general PE per week

RE: Those who do not choose the full course from the options below are expected to attend general RS lessons.

### The options

Pupils have a choice from 5 Option blocks. The blocks are designed to give maximum flexibility of choice. Students are expected to study one modern foreign language. Subjects on offer are:

Art & Design Design Technology – Food Technology Design Technology – Product Design Design Technology – Textiles Technology	Drama French Geography German History ICT	Latin Music PE RE Spanish Separate Science
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The pupils also follow an enrichment programme where they learn vital life skills. There is also the option to take part in voluntary work.

The time allocation per subject is based on a fifty period (five day) timetable.

Ma	En/En Lit	Sc	PSHE	RE Gen	Opt.1	Opt.2	Opt 3	Opt 4	Opt 5	Enrich	PE
5	6	9	1	1	4	4	4	4	4	4	4

Pupils also participate in a Work Experience placement related to their chosen career, this is organised through the Careers department. This takes place in Year 11, after the completion of GCSEs.

## The Post-16 Curriculum

Pupils may study up to five AS Levels, but are advised to start only three if their GCSE grades are not mainly A or B. Most take three subjects on to A2.

The subjects on offer are:

Accounting	German
Applied Business	History
Art & Design	ICT
Biology	Latin
Business	Mathematics
Chemistry	Music
Classical Civilisation	Music Technology
Design & Technology	Physical Education
English Literature	Physics
Economics	Religious Studies
French	Spanish
Further Mathematics	Textiles
Geography	Theatre Studies

The subjects are timetabled on a sliding scale depending on the number of students.

General PE (one afternoon per week, 4 periods) forms part of the enrichment programme. The pupils have a wide choice of sports in which to partake on and off school premises.

All pupils have a form period (35 minutes) in which PSHE and Career issues (including Further & Higher Education applications) are delivered.

There are also opportunities to become involved in a wide range of optional activities eg, Young Enterprise, Duke of Edinburgh Scheme, House Productions, 'Buddy' reading, Librarian duties, Learn to Lead.

## **Specialist aspects of the curriculum**

**Provision is made for those pupils whose first language is not English** and who need extra support to acquire a working knowledge of English. From years 10-13 these students have IELTS lessons which are taught by a qualified teacher. They also receive EFL lessons in small groups or individually. Lower 6 students in addition attend Saturday morning IELTS lessons if required.

**Provision is also made for those who have Special Educational Needs.** These pupils, currently some 20 in number, are listed with a brief description of their needs. This information is then distributed to each subject teacher. In January 2010 we appointed a qualified Learning Support coordinator to work on an individual basis with these pupils. The sessions are normally carried out during free prep periods during the day. Pupils on the Learning Support Register can apply for Access Arrangements in public exams and the school offers a variety of support for such pupils as appropriate. Currently the support ranges from extra time in examinations through the use of lap tops and the sitting of exams in separate rooms to the provision of readers and scribes to support individuals. Where a pupil has a statement of Special Educational Need, the Head of Learning Support and other relevant parties meet to consider how the school may best meet the pupil's needs.

A place at university is generally the goal for pupils at Harrogate Ladies' College. The Head of Sixth Form offers support and guidance to pupils and their parents in preparation for UCAS applications, through the process and up to the public examination results. At this stage, support and guidance is also offered to pupils and parents over issues arising where candidates have not met the grade requirements of their UCAS offers. An evening event is held at the school to impart information to parents, there is a comprehensive guide to the application process which all upper 6 tutors and parents have access to. Tutors will support and advise the pupils over their personal statements and university/course choices. The school aims to have all UCAS applications completed and dispatched by the October half term in order to give every applicant the best possible opportunities. Advice is also available to support those who may wish to apply to overseas universities-in China and the USA, particularly.

**Career guidance**, to prepare pupils for life after school/university, is provided at the school. The careers department, head of middle school and head of sixth form work together to enable our pupils in year 11 and lower 6 to take the COA Tests which are then discussed by the pupils with a professional careers adviser from COA.