
CURRICULUM POLICY

Harrogate Ladies' College family of Schools:

Highfield Pre School, Highfield and College

SLT Responsibility: Siobhan Scully and Kate Enright

Governor Committee Review: Education

Review Cycle: Biennial

Related Policies

SEND

EAL

Marking

Assessment and Tracking

Homework

Gifted and Talented

Teaching and Learning

Careers

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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;
 - to progress with confidence to the next stage of their life and education through a process which encourages them to engage in lifelong learning;
 - for adult working life in a changing employment situation;
 - to participate as effective citizens in a multi-ethnic society;
 - to develop for themselves an active and healthy lifestyle;
 - to realise their learning potential;
 - to be global citizens;
 - to thrive;
- develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities and a diverse society;
- develop the Key Skills of literacy, numeracy and ICT;
- develop co-operative and interpersonal skills;
- 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:

- all pupils are entitled to, and should be offered, a comparable range of educational opportunities;

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

- there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for;
- the learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved;
- all pupils need to receive education that equips them to enquire and make sense of a changing world and that departments need to allow opportunities to explore themes related to, but not limited to, Everyone's Invited, Black Lives Matter and unconscious bias, giving all pupils a voice in these areas.

Extra-curricular activities, such as school productions, fund raising activities, school teams, visits, residential and Work Experience all contribute to the total learning experience.

Teaching and Learning

Teaching and learning priorities are designed to establish these aims and to maximise the learning opportunities for all pupils through the highest quality of teaching.

The quality of teaching and learning is the responsibility of the class teacher to monitor and evaluate and the Head of Department is to monitor this across the subject. This is achieved in a range of ways, including discussions during departmental meetings, lesson observation and work scrutiny. The Assistant Head, Teaching and Learning in College and Director of Teaching and Learning in Highfield have overall responsibility for the quality of teaching and learning across their phase.

Quality teaching is identified as including:

- High levels of subject knowledge
- Effective planning with clear success criteria and adaptive teaching taking into account the ages, aptitudes and needs of all pupils
- Development and challenge for more able and gifted and talented
- Effective use of lesson time
- High standards of behaviour
- Making effective use of classroom support, such as teaching assistants
- Making effective use of assessments and feedback to help pupils to progress (See Marking and Assessment and Tracking Policies).
- Effective use of homework (refer to Homework Policy for full details).
- Promoting equality, diversity and inclusivity.

Effective learning is identified as including:

- Pupils gain new knowledge and make sustained progress
- Pupils engage in lessons and are willing to try new things
- Pupils are able to apply their learning

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- Pupils are able to work independently and with resilience

Support to develop teaching and learning

A CPD budget is available for staff to access appropriate CPD opportunities. Alongside this, the school is part of the Yorkshire Schools Alliance giving access to subject-specific network meetings and a range of CPD opportunities. Within school, INSET days run along with regular after-school Twilights, and staff meetings in Highfield, with a teaching and learning focus so that teaching staff are able to develop pedagogy and utilise current research-led techniques. The school intranet has a staff section dedicated to teaching and learning, containing current research, articles and training videos and staff are given time to use this during Twilights. Colleagues are encouraged to observe peers and have coaching discussions to develop techniques. In College, each Head of Department has a member of the Senior Leadership Team as their link and meet regularly. Part of this meeting is to focus on teaching and learning to further develop their departments.

Refer to Teaching and Learning Policy for further information.

Curriculum Content and Provision

Highfield

A new curriculum was introduced for all children in Highfield Pre-School and Prep in 2019. The curriculum is designed to be cross-curriculum incorporating thinking skills.

Early Years Foundation Stage

Highfield Pre School (Foundation and Transition) and Highfield Prep (Reception)

The DfE Statutory Framework for the Early Years Foundation Stage and Development Matters in the EYFS documentation are used as the framework for the EYFS at our school.

Early Years Foundation Stage is in this instance the children in Highfield Pre School and Highfield Reception; the curriculum aims are:

- To develop happy and confident learners.
- To know each child and develop their individual needs.
- To encourage the children to be positive about their own abilities.
- To develop and encourage every child to always try their best.
- To develop the children's increasing independence and ability to take initiative.
- To be the Early Years Foundation Stage of a 2 - 18 school, linking and providing smooth transition.
- To be able to relate confidently to known adults.
- To show increasing confidence in making choices and giving reasons for making them.

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- To use space and resources with increasing control.
- To be able to work co-operatively with other children.
- To provide opportunities to play indoors and outdoors.
- To show increasing perseverance and involvement.
- To show evidence of emerging reading and writing and mathematical skills.
- To use an investigative, child centred approach where possible.
- To comply with the Statutory Framework for the Early Years Foundation Stage.
- To implement the Early Years Foundation Stage using the Development Matters in the EYFS documentation.

At Highfield Pre School and Prep School we use the Revised Statutory Framework for the EYFS and the Development Matters in the EYFS documents to plan and deliver an exciting curriculum for our children.

The Principles and themes of the EYFS are:

- A Unique Child;
- Positive Relationships;
- Enabling environments.

These lead to the Areas of Development which underpin all that we do.

Every child is unique and his or her needs are met through our safe and secure environment and the relationships between staff and pupils throughout the EYFS.

Staff plan the curriculum and learning based on the three prime areas of development and four specific areas of development:

- Communication and Language
- Personal, Social and Emotional Development;
- Physical Development;
- Literacy;
- Numeracy;
- Understanding the World – covering all aspects of Science, Technology and Physical and Human features of the world – past and present;
- Expressive Arts and Design – covering all expressive arts: art, music, drama, design.

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All areas of learning will be interrelated at different parts of the school day and year. Planning is based on a thematic approach and long term planning is linked to the Development Matters and Early Learning Goals. Children learn through a variety of teaching approaches: whole class activities, small group activities, individual adult led activities and child initiated play.

At Highfield, Pre-School enhanced provision is provided with opportunities for specialist PE, Music, MFL, Outdoor Learning and Creative Arts, as well as Swimming for Transition children. Children in Reception at Highfield have these opportunities along with weekly swimming lessons.

The adults within the Early Years Foundation Stage are secure role models. Children at Highfield Pre School have a Key Person and the Head of Early Years ensures and co-ordinates a smooth daily routine. In Reception the children are taught by the Reception teachers with an EYFS practitioner assisting and also supporting as a second Key Person.

EYFS practitioners are used to assist and be involved with implementing all curriculum areas under the direction of the Head of Early Years and Reception teachers. All EYFS staff are involved with planning a rich and varied curriculum and timetable of exciting and child focused activities. All EYFS practitioners act as an enabler, sharing books, toys and equipment with individuals, small groups and the whole class.

There is a wide range of ability within this age group and every child is taken from where they are developmentally and taught appropriately for their age and development.

The emphasis of the teaching in the EYFS is building on and having respect for the child's home experience and language, developing this and extending this in ways which the school is best suited to offer.

Special Educational Needs and Disability (SEND)

Pupils with known Special Educational Needs and Disability will be monitored carefully in accordance with the school SEND and Gifted, Talented and Able Policies. We have a designated EYFS SENDCo, Mrs Frances Andrews – SENDCo for Highfield 2-11. Children with English as an additional language, or who have particular developmental needs, will be accommodated sensitively within the class. Within the EYFS there are opportunities for children to develop and use their home language in play and learning. Staff work closely with families to support children's language development at home.

Transition

The Early Years Foundation Stage provides a firm foundation on which to build future academic, social and emotional success. A smooth transition to Key Stage 1 is essential. The children visit their Prep 1 class and teacher. Within school during the Summer Term the children spend time preparing for Prep 1. Pupils, who show a maturity and readiness for experience in the initial stages of the National Curriculum, will be encouraged to develop at their own pace.

Transition within EYFS

During the Summer Term the Reception teachers spend time with the children in Transition, the children visit the Reception classrooms and the teachers also spend time at Highfield Pre School. Staff meet with parents and carers to ensure a smooth transition to full-time school. Children from other settings who join Highfield in Reception are invited to join these sessions. Reception children are given a knitted teddy and

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learning box where this will support them in recognising the setting and provide them with a comfort home to school link when they start school.

The Early Years Foundation Stage has an open door policy for parents to talk to staff about their child and especially at this stage any concerns about the transition from Highfield Pre School to Reception.

When children join the school from another setting, visits and links are made to ensure a smooth transition. Previous Pre-School and home experiences are valued and shared when planning and settling children. Good links are established with other settings and school.

Assessment (Please refer also to the Whole School Assessment Policy)

In the Early Years Foundation Stage effective assessment involves continuous analyse and review of each child's development and learning. Through formative assessment observations, photographs and things the children have made inform and guide planning.

A two-year progress check is completed as part of our baseline and on entry assessments, in line with the statutory requirements, are carried out.

At the end of the EYFS the Early Years Foundation Stage Profile (EYFS Profile) provides a summative assessment. It shows and summarizes the children's progress towards the early learning goals.

During each year of the EYFS photographs, observations, things the children have made and comments they have said are all recorded and show the learning journey each child has made.

Excellence is celebrated in the Early Years Foundation Stage:

- Displaying or showing work, which the children regard as being their best.
- Presentations to parents and peers – assemblies, nativity productions, concerts.
- Share success within the class, EYFS and whole school.

Behaviour management (Please refer also to the Whole School Behaviour Policy)

Behaviour management within the EYFS is incorporated into the whole school Behaviour and Discipline Policy and the Prep School Code of Behaviour. The EYFS Behaviour Management named person is: Mrs Kathryn Wilson (Head of Early Years)

Statutory and welfare policies

In accordance with the Statutory Framework for the Early Years Foundation Stage, as part of Harrogate Ladies' College family of Schools, the Early Years Foundation Stage policies are incorporated into the whole school policies to ensure for a healthy, safe and secure environment for learning.

Highfield Prep School – Prep 1 – 6

Highfield Prep School provides its pupils with full-time supervised education from Prep 1 to 6. Teaching and Learning is the purpose of our school and the curriculum defines what is taught and learnt.

Value is placed on an education which takes the best from traditional and modern methods. Classes are taught in an ordered environment with structured lessons designed to stretch and challenge every child. A variety of teaching methods are used to ensure that every type of learner performs to his/her best ability. We believe that high expectations are the key to high achievement. The curriculum is broad and, although we take the National Curriculum as our base, we exceed this in many ways. Subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with an EHCP or Learning Passport. Children are given the opportunity to work to a very high standard in the intellectual, physical and creative areas of the curriculum.

The curriculum and education that pupils receive at Highfield Prep School enables them to acquire a broad knowledge and understanding of the world they live in and prepares them for the next stage of their education and for future life experiences. Pupils are encouraged to be active and independent in their learning, to participate in discussions, to take responsibility and to assume leadership roles as they progress through the school. The curriculum is designed to be informing, creative, relevant and stimulating and to allow scope for the pupils to develop their talents and interests and help to prepare them for the opportunities, responsibilities and experiences of adult life.

All pupils at Highfield Prep School have the opportunity to learn and make progress. Regular assessments and marking ensure that all pupils are monitored closely and the Head of Inclusive Learning notifies staff of any children with specific needs, who will need adaptive teaching strategies and resources and additional help to access the curriculum.

Each term, staff complete the Pupil Progress spreadsheet to allow easy monitoring of assessment and effort grades. Results are colour coded based on children being emerging, expected or exceeding the standards for their year group. It allows teachers and SLT to see which children require more support in accessing the curriculum. The Reporting System is a comprehensive resource which enables staff and parents to monitor the children's attainment and progress as they pass through the school.

Detailed schemes of work for each subject are stored electronically so that all teachers in each department can access them. Each subject also has a subject handbook.

Inclusive Learning - SEND

The SENDCo provides support for those children with specific learning needs. All staff have access to the Learning Support Register, which is updated regularly. Changes are communicated to the staff through staff meetings. Throughout the year, the register is updated as new pupils join or individual needs are identified. The SENDCo provides the teaching team with detailed information on all pupils who require learning support. Planning of differentiated tasks and activities in lessons is to ensure that subject matter and level is appropriately challenging for all our pupils.

Pupils with EHCPs

Where a pupil has an EHCP, every effort is made to ensure that the needs of that pupil are met. The SENDCo works closely with teachers to ensure they are fully informed about the needs of the pupils and to advise on the best teaching strategies for them.

Highfield Prep School curriculum – Key Stage 1 - Prep 1 & 2

The core curriculum in Prep 1 and Prep 2 will follow the National Curriculum. In Mathematics and Science, we will use the same schemes as those used in Key Stage 2, thus providing continuity and ensuring a smooth transition at the age of 7.

English

We have a very well-resourced library, which the children use regularly.

English skills are taught through a thematic approach; subject matter to teach key Literacy skills is developed through the termly themes and topics.

We use Little Wandle Phonics and our own bespoke spelling scheme to develop skills built on in Reception. Literacy skills are taught through a topic/thematic approach giving the children meaningful context.

Reading for Pleasure is actively promoted throughout the school with each classroom having a class library. Each class also regularly visits the school library. Reading competitions, readathons and author visits are held regularly.

Mathematics

Children gain a secure foundation of knowledge, skills, concepts and the language of Mathematics. They learn to apply their skills with confidence, accuracy and understanding in real life problems and within Mathematics itself. Our Abacus Mathematics Scheme provides a framework and interactive resources which we supplement and extend when necessary. Lessons are carefully planned to incorporate both whole class and adapted group work as appropriate. Teachers incorporate problem solving and reasoning into all their lessons with the skills being taught explicitly. Alongside direct teaching there are opportunities for interactive, oral and practical tasks.

Science

The children are encouraged to ask questions and recognise that these can be answered in different ways. They learn how to work scientifically and practise skills required to observe closely, perform simple tests, identify and classify and how to use observations and ideas to suggest answers to questions. They also

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gather and record data in order to help us answer questions. Our Science work will cover 'plants', 'animals, including humans', 'everyday materials' and 'seasonal changes'.

Outdoor leadership – we make the most out of our outdoor space and grounds and there is a timetable for classes to be taught in our outside classroom.

Creative Arts

Children will explore, develop and evaluate their ideas in art and construction work through a variety of media including clay, paper craft, paint, fabric and other materials. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. The children will also learn about the work of a range of artists, craft makers and designers, describing the similarities and differences and making links to their own work.

Drama

Drama at Highfield Prep School is an important educational experience with timetabled lessons provided for Prep 1-2.

Humanities

Children will develop their knowledge, skills and understanding of events and people in the past and compare them with their own lives. History will be taught as part of a termly learning journey and children will have the chance to go on visits to see, touch and experience aspects of the subject at first hand. Teachers may introduce children to historical periods that they will study more fully at Key Stage 2 and 3. The children will be taught about changes within living memory, events beyond living memory, the lives of significant individuals in the past and significant historical events, people and places in our own locality.

Children will be encouraged to explore their curiosity and fascination about the world and its people. They will develop their knowledge about the world, the United Kingdom and their locality. They will learn basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation to enhance their locational awareness.

RE

RE work will be based on the Christian religion which, forms the fundamental ethos of all three schools. The staff lead regular assemblies. The children learn about the principle Christian Festivals and celebrations from a variety of cultures and religions. This includes attendance at Harvest and Carol services in the Chapel and our performance of the Nativity. In September 2018, a new scheme was introduced to Prep 1 – 6 so that each year group studies Christianity, Judaism and one other unit.

PSHE

A thorough approach to this area of the curriculum is delivered incorporating Social and Emotional Aspects of Learning. This is the main thrust for the Human and Social Education of our pupils, promoting their spiritual, moral, social and cultural development: reinforced through assemblies, our Golden Rules and rewards system. This is fully linked to our work on RSE.

Highfield Prep School Curriculum Key Stage 2 - Prep 3-6

The core curriculum in Preps 3-6 will follow the National Curriculum. In Mathematics and Science, we will use the same schemes as those used in Key Stage 1, thus providing continuity and ensuring a smooth transition at the age of 7.

English

Our curriculum provides pupils with a wide range of educational experiences: Literacy skills are predominantly delivered through the English curriculum although all teachers share some responsibility for the teaching of literacy. As much as is practicable, English is taught through that term's topic in order to make it relevant and exciting for the children.

The marking and presentation policies reinforce literacy skills in all subjects. Progress and attainment are monitored regularly through formative assessments, but also through the annual formal assessments of Reading and Writing, the results of which are recorded and monitored.

Spelling is explicitly taught through our own bespoke scheme based on 'wraparound spelling' and is reinforced throughout the week. Each classroom displays the 'Grow the Code' chart and children are encouraged to refer to this when spelling words in other lessons. This approach can be easily adapted by teachers to provide extra support or challenge. Children who require extra support in the learning of Phonics will continue to follow the 'Little Wandle' keep up scheme.

Drama is an important vehicle to aid the development of speaking and listening skills with timetabled lessons provided for Prep 3-6; this is further reinforced by optional LAMDA lessons.

Reading for Pleasure is actively promoted throughout the school with each classroom having a class library. Each class also regularly visits the school library. Reading competitions, readathons and author visits are held regularly.

Mathematics

Numeracy skills are mainly delivered through the Mathematics curriculum and progress and attainment are assessed regularly. There is also an annual formal assessment of progress in Mathematics, the results of which are recorded and monitored. The Mathematics curriculum enables pupils to use and apply Mathematics, understand shape, measures and data handling, develop a capacity for logical thinking and express themselves independently using number. All pupils are encouraged to explore mathematical problems in a variety of contexts and through a variety of subjects including ICT, DT, Science and Geography.

An annual 'Highfield Maths Day' is held to inspire a love of Mathematics from Pre-School to Prep 6.

Modern Languages

Linguistics are taught through French. We have a specialist teacher for French who provides exciting and stimulating lessons to all children in KS2.

Science

Science is delivered through the Science curriculum and we follow our own, bespoke scheme. This enables pupils to increase their knowledge and understanding of nature, materials and forces and develop enquiry skills, form hypotheses, conduct experiments and record their findings.

Pupils in Preps 4-6 have Forest School lessons where they learn about risk taking and risk management in a safe environment.

Humanities

As in Key Stage 1, Humanities are taught together through the medium of 'Topics.'

Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. At Highfield we seek to inspire in our children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We also seek to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout the children's time at Highfield Prep School, to their further education and beyond.

At Highfield, history is a practical and engaging subject which motivates and inspires our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through the study of individuals, societies, cultures and countries within which they live - and those within the wider world - history enables pupils to gain awareness of what happened in the past and the reasons for these events. We encourage children to ask questions, investigate and begin to make links so that they acquire the knowledge and skills needed to uncover the wonders of the past that have shaped the world they live in today.

Computing

In Computing, we follow the Kapow scheme of work which aims to ensure pupils can: understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation; analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems; evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems and are responsible, competent, confident and creative users of information and communication technology.

Technological Skills and Digital Literacy are developed through each subject area as appropriate.

PSHE

PSHE promotes the children's spiritual, moral, social and cultural development; this is reinforced further by assemblies, the house system and their participation in Chapel services. The PSHE programme is designed to meet the aims of the school and the school ethos. A strong emphasis is placed on the development of moral values, the awareness of what it means to be a good citizen and respect for others and the environment. This is fully linked to our work on RSE.

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Physical Education

The Physical Education curriculum and the Games programme enable all pupils to participate in a wide range of sporting and physical pursuits. In PSHE and Science, pupils are taught about the need for a balanced diet and healthy eating.

Creative Arts

Aesthetic and creative education is delivered through Art and Design. The display of art work is taken seriously and is a focus throughout the school and celebrated in the displays around the school as well as at exhibitions of the children's work.

The creative education of our pupils is also delivered through the Music curriculum, which focuses on encouraging all the children to think of themselves as musicians. There are a wide range of peripatetic instrumental and vocal available to the children and they are also able to participate in a large selection of choirs and instrumental groups.

College

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 (Upper 3)	Year 8 (Lower 4)	Year 9 (Upper 4)
English	6	6	6
Mathematics	7	6	6
Science	6	6	6
Language (MFL)	3 (+3) U3s study French and German.	3 (+3) or 4 (+3) Lower 4 chose two from French, German or Spanish. They have 3 periods if they choose French or German but 4 for Spanish.	4 (+3) or 3+3 Their language choice continues from L4.
French	3	3 or 0	3 or 0
Spanish	0	4 or 0	4 or 0
German	3	3 or 0	3 or 0
Latin/ Classics	1	2	2
Geography	2	2	2
History	2	2	2
RS	2	2	2
Art	1	1	2
Music	2	2	1
Drama	2	1	1
Food and Nutrition	1	1	1
Textiles	1	1	1
Games / Swimming	6	6	6
PSHE	2	2	1
Philosophy for Children	0	0	1
Computing	2	2	2

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Dance	0	0	1
Prep	1	1 or 2	1

Science, History, Geography, RS, PSHE, Latin and PE are taught in mixed ability groups throughout the three years.

In Mathematics and English, in Upper 3 to Upper 4 sets are created across the year group. The pupils are organised into sets for English in the October of Upper 3 and then this is reviewed, by the departments, at key intervals during the academic year. The pupils are organised into sets for Mathematics from entry in the September of Upper 3 and then this is reviewed, by the departments, at key intervals during the academic year.

Food, Textiles, Music and Art are taught on rotation in Upper 3. Drama, Art, Food and Textiles are taught on rotation in Lower 4. Drama, Food, Textiles and Music are taught on rotation in Upper 4. In each case, pupils study each subject for a double period a week for half the year.

A second modern foreign language is taught from Upper 3. In Upper 3, all pupils study French and German. In Lower 4, pupils opt to study two languages out of French, Spanish and German.

The Key Stage 4 curriculum

Year 10 & 11 (Lower 5 and Upper 5)

All pupils follow a core curriculum:

English: Pupils study for separate GCSEs in English Language and English Literature and are taught in sets across the year. English Language as a single GCSE is studied by pupils as appropriate.

Mathematics: This is taught in sets across the year and is allocated 7 periods. The top set studies Further Mathematics, Certificate level 2 alongside their Mathematics in Upper 5.

Science: Pupils are taught in sets and are taught the same content for the Lower 5 year. At the end of Lower 5, a recommendation is made as to the suitability of each pupil for either the separate sciences or the Dual Award.

PSHE: All pupils have a single period of PSHE on their timetables.

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

Pupils can choose four additional subjects from the following list of subjects. Pupils are encouraged to study one modern foreign language.

Subjects on offer are:

Art & Design : Art, Craft and Design	Economics	Latin
Computer Science	French	Music
Food and Nutrition	Geography	Physical Education
Art & Design : Textile Design	German	Religious Studies
Drama	History	Spanish

These optional subjects will be offered subject to interest expressed by pupils when choosing their GCSE options in the Spring of Upper 4. The decision to offer subjects rests with the Principal. Where there is no interest or little interest in one of the options, then the Principal may decide not to offer the subject.

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

Ma	En/En Lit	Science	Opt.1	Opt.2	Opt 3	Opt 4	Opt 5	PE	PSHE
7	7	12 4 Bio 4 Chem 4 Phys	4	4	4	4	4	4	1

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In Normal years, after the completion of GCSEs, Year 11 pupils are supported to take part in a Work Experience placement. Because of restrictions arising because of the COVID pandemic, this was not possible in the Summers of 2020 and 2021.

Key Stage 5 - The Post-16 Curriculum

Most pupils study three A levels, although pupils may study up to four A levels. From September 2021, pupils will have the opportunity to study an advanced Level 3 Diploma in Food Science and Nutrition as an alternative to an A-level course. Pupils also have the option of taking an EPQ.

AS levels will only be taken if a pupil expressly chooses to sit the AS examination.

The subjects on offer are:

Art & Design : Art, Craft and Design	Latin
Art & Design : Photography	Mathematics
Art & Design : Textiles Design	Further Mathematics
Biology	MFL : French
Business	MFL : German
Chemistry	MFL : Spanish
Economics	Physical Education
English Literature	Physics
Food Science and Nutrition (Advanced Diploma Level 3)	Psychology
Geography	Religious Studies
History	Theatre Studies

A selection of these subjects will be offered each year. The choice of which subjects are offered is made by the Principal and based on the expression of interest from prospective Lower 6 pupils in the Spring Term before starting their Lower 6 year. If not pupils express an interest in a subject, it is unlikely to be offered. Where a subject has little interest expressed, it may be offered on a reduced time allocation. In September 2021, only a single pupil expressed interest in studying German and Spanish A-levels, and it was decided to offer these on 6 (rather than 9) periods per week.

Usually, in Lower 6 all subjects are allocated 9 periods per week, and in Upper 6 all subjects are allocated 8 periods per subject per week.

General PE (one afternoon per week, 2 or 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.

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All pupils have a form period (30 minutes) in which PSHE and career issues (including Further & Higher Education applications) are delivered. The school provides an external academic coaching course for Lower 6 pupils to support their adaptation to A Level studies.

There are also opportunities to become involved in a wide range of optional activities e.g., LEAP, Duke of Edinburgh Scheme, House Productions, Librarian duties, Music and Sport clubs and competitions. A full programme of Cultural Enrichment activities is also offered.

Career guidance

To prepare pupils for life after school/university, career guidance is provided at the school. The 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. Year 11 pupils' results are then discussed by the pupils with a professional careers adviser from COA. Pupils participate in a Work Experience placement related to a career they are thinking about pursuing. This takes place in Year 11, after the completion of GCSE's. Work experience is also arranged when required for pupils in the Sixth Form.

Careers is taught by our Head of Careers at specific points throughout the year during our PSHE lessons. The Sixth Form and Middle School pupils also have access to Unifrog and all years have access to START. Throughout the academic year as part of the PSHE programme we have outside speakers who provide career advice, and there is a full programme of Careers Talks offered to all pupils in College. This is managed by the Head of Careers.

The 'Be Inspired' careers support programme is aimed at providing skills and opportunities to all pupils across a wide range of careers. The 'Be Inspired' suite of programmes has expanded to include a range of guest speakers, visits and enterprise activities across the school, including 'Dress a girl' and 'Ethical Enterprise'.

Please also refer to the Careers, SEND and EAL Policies.