
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

Last review: July 2024

Review Cycle: Biennial

Related Policies

SEND

EAL

PSHE

Marking

Assessment and Tracking

Homework

Gifted and Talented

Teaching and Learning

Careers

PRINCIPAL: Sylvia F. Brett BA (Dunelm), MA (London). **COLLEGE VISITOR:** Baroness Harris of Richmond.
Clarence Drive • Harrogate • North Yorkshire • HG1 2QG **T:** +44 (0)1423 504543 **E:** enquire@hlc.org.uk **www.hlc.org.uk**

REGISTERED OFFICE: Harrogate Ladies' College, Clarence Drive, Harrogate, North Yorkshire HG1 2QG.
Harrogate Ladies' College is registered as a Company in England. Registered number 197987. Educational Charity Registered No. 529579.

1.0 Aims of the Curriculum Policy

The curriculum design at Harrogate Ladies' College aims to educate and inspire all pupils so that everyone can make sustained progress in a safe and secure learning environment.

The curriculum at HLC aims to:

- provide a broad and balanced education which encourages pupils to develop a love of lifelong learning so that they can fulfil their potential in an evolving jobs market;
- support pupils so that they acquire and develop the knowledge, understanding, skills and qualifications necessary to progress with confidence to the next stage of their career, including further education and apprenticeships;
- support pupils to develop the full range of skills needed to succeed in the future jobs market, including interpersonal, oracy, communication, literacy, numeracy and ICT skills;
- develop self-aware, global citizens, who participate as effective and responsible citizens in a multi-ethnic society,
- develop learners who are confident and open to change whilst being receptive and respectful to other identities;
- support pupils so that they acquire an understanding of the social, economic and political issues of the world, and of the interdependence of individuals, groups and nations;
- develop pupils ability to self-regulate and independently learn so that they can make independent and informed decisions which affect themselves and others;
- to develop pupils physical development and ability to adopt an active and healthy lifestyle;
- 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 curriculum planning, leaders and teachers at HLC ensure that:

- all pupils are offered courses that meet their needs, and takes account of abilities, aptitudes, interests and any other characteristics;
- all pupils are given 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;
- the curriculum is planned to sequence knowledge and skill development, in a methodical way to enhance learning. Schemes of work are organised to encourage repetition, spacing and build on pupils' prior knowledge.
- lessons create a respectful, purposeful and inclusive learning environment for every learner.

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

2.0 Teaching and Learning

Harrogate Ladies' College (2- 18) aims to educate, and inspire, all pupils so that learning opportunities are maximised and all learners make exceptional progress. HLC aims to create an environment where there is world-class teaching and learning, this is done through sharing high quality learning experiences, continuous professional development and reducing obstacles to learning. Teaching and learning priorities are designed to achieve the curriculum aims and therefore maximise learning opportunities and improve learning outcomes for all pupils through the delivery of high-quality teaching.

The Director of Teaching and Learning in College, and Deputy Head in Highfield have overall responsibility for the quality of teaching and learning across their phase. All staff work with the Inclusive Learning Team to support those with EAL and SEND so that they can achieve their full potential. This is outlined in the EAL and SEND Policies

To develop best practice staff across Pre-School, Highfield and College, 2- 18, staff are encouraged to refer to Harrogate Ladies' College Learning Principles. These principles provide a guidance for all teachers, and support staff, who are involved in providing education, 2-18, at Harrogate Ladies' College. They aim to encourage teacher reflection and the sharing of best practice, whilst encouraging continuous improvement, so HLC can deliver inclusive, world class education; where every lesson, and every learner, demonstrates at least good progress.

The Teaching and Learning Principles outline what effective classroom practice looks like for learners at Harrogate Ladies' College. These are explained in the Teaching and Learning Policy and outlined below:

- Inclusion for All
- Connect
- Recap
- Explain and Model
- Question
- Practise and Scaffold
- Assess and Feedback

3.0 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.

3.1 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:

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

- 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.
- 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

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

- 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.

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.

3.2 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.

iPads

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



3.3 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.

3.4 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 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.

3.5 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.

Tapestry

3.6 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.

Our curriculum is enriched by our ambitious use of technology which promotes connectivity, collaboration, creativity and personalised learning which helps prepare our children for life and work in an ever increasingly digital world.

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.



3.7 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.

The enhanced use of iPads

iPADs

3.8 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.

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

iPADS

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

There is 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 White Rose 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.

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

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 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'.

Preps 1-3 will have Forest School lessons in the Willow Garden. This will be for a half term for each class and will develop risk taking and outdoor skills as well as complementing the curriculum.

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.

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

iPADS

iPad enables students and teachers to expand the ways they think and create. It becomes the tool they need when they need it, whether it's a calculator, a word processor, or a full production studio. Here are some ideas for how to get the most from iPad, based on the four design principles of Apple's vision for learning.

Connectivity

Connected learning is more than basic access to the internet and devices. Technology used at its full potential can provide students with quality content, new ways to access it, and tools to make it relevant to their world. Technology enables students to connect to and interact with content in ways that aren't otherwise possible.

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.

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

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,

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

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.

iPads will be used to enhance learning across the curriculum, not just in Computing. However, transferable skills will add to what we already teach in ICT such as using iMovie, Book Creator, KeyNotes, etc.

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.

Digital Citizenship will be taught as part of the iPad roll out.

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.

6.0 Lower School College Curriculum: The Key Stage 3 Curriculum

6.1 Lower School Setting

Science, History, Geography, RS, PSHE, Classic Civilisation and PE are taught in mixed ability groups throughout the Lower School.

In Upper 3, Lower 4 and Upper 4 Mathematics and English, sets are created across the year group. For English, setting occurs in the October of Upper 3. For Mathematics, setting occurs upon entry in the September of Upper 3. All setting is reviewed by Heads of Year and relevant departments at key intervals during the academic year.

6.2 Upper 3 and Lower 4 Curriculum and Allocation

The subjects and their timetable allocations offered to Upper 3 and Lower 4 is based on a fifty period (five day) cycle, and are as follows:

Subject	Upper 3 (year 7)	Lower 4 (Year 8)
English	6	6
Mathematics	6	6
Science	6	6
*French	3 or 0	3 or 0
*Spanish	3 or 0	3 or 0
*German	3 or 0	3 or 0
Classic Civilisation	2	2
Geography	2	2
History	2	2
RS	2	2
Art	1	1
Music	2	2
Drama	2	1
**Food and Nutrition	1	1
**Textiles	1	1
Games / Swimming	6	6
PSHE	2	2
Computing	2	2

***French German and Spanish** Pupils in Upper 3 and Lower 4 choose two of the three languages to study. Pupils study two languages for 3 periods a week.

****Food and Nutrition and Textiles** Food and Nutrition and Textiles are taught on rotation in Upper 3 and Lower 4. This means that pupils study Food and Nutrition for 2 periods for half the year, and Textiles for 2 periods for half the year. This averages out as one period, per subject, a week.

6.3 Classical Civilisation

In Upper 3 and Lower 4 pupils' study classical civilisation. Classical civilisation allows pupils to learn about the classical world. They will then be able to choose Latin as an optional language in Upper 4, which means that Latin remains a viable option at GCSE for interested pupils.

6.4 Upper 4 Curriculum and Allocation

In Upper 4, all pupils study Maths, English, Games, Biology, Chemistry, Physics, History, Geography, Religious Studies, PSHE and Computer Science. Alongside this core curriculum, Upper 4 pupils chose 4 additional subjects from the option blocks below. One option must be a modern foreign language:

Option A	Option B	Option C	Option D
French Spanish Art English as an Additional Language*	Spanish German Food & Nutrition English as an Additional Language*	Drama Latin Textiles	Music Joint Art & Textiles Food & Nutrition

The subjects and their timetable allocations is based on a fifty period (five day) cycle. The optional subjects are marked with *** on the table below:

Subject	Upper 4 (Year 9)
English	6
Mathematics	6
Science	6
***French	3 or 0
***Spanish	3 or 0
***German	3 or 0
***Latin	3
Geography	2
History	2
RS	2
***Art	4
***Music	4
***Drama	4
***Food & Nutrition	4
***Textiles	4
Games / Swimming	6
PSHE	1
Computing	2

To celebrate the outcomes from the Upper 4 options process, there are a series of celebration events on the completion of the Lower School curriculum. These include music and drama performances and art and textiles exhibitions.

7.0 Middle School College: Lower 5 and Upper 5 (Key Stage 4) curriculum

7.1 Lower 5 and Upper 5 Core Curriculum

All pupils in Middle School follow a core curriculum, this is outlined below:

- **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.

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

- **Science:** Pupils are taught in sets and are taught the same content for the Lower 5 year. At the end of the Autumn Term in Lower 5, a recommendation is made as to the suitability of each pupil for either the separate 'Triple' 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.

7.2 Middle School GCSE Options

Pupils can choose four additional subjects from the following list of subjects.

<ul style="list-style-type: none"> • Art & Design: Art, Craft and Design • Computer Science • Food and Nutrition • Art & Design: Textile Design • Drama 	<ul style="list-style-type: none"> • Economics • French • Geography • German • History 	<ul style="list-style-type: none"> • Latin • Music • Physical Education • Religious Studies • Spanish
--	---	--

Pupils are encouraged to study one modern foreign language. It is recommended that most pupils start with 4 optional subjects, and there is flexibility for some subjects to be dropped as appropriate. This means that able pupils can take 11 GCSE qualifications, with the majority of pupils taking 9 GCSEs.

The curriculum design allows for flexible timing of EAL and SEND pupils requiring additional support.

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.

Maths	English/ English Literature	Science	Opt.1	Opt.2	Opt 3	Opt 4	Opt 5	PE	PSHE
7	7	12 4 Biology 4 Chemistry 4 Physics	4	4	4	4	4	4	1

8. Sixth Form College: Key Stage 5 - The Post-16 Curriculum

Most Sixth Form pupils study three A levels, although pupils may study up to four A levels. The advanced Level 3 Diploma in Food Science and Nutrition is offered as an alternative to an A-level course. Pupils also have the option of taking an Extended Project Qualification (EPQ).

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

8.1 Post-16 Curriculum offer:

Art & Design : Art, Craft and Design	Latin
Art & Design : Photography	Mathematics
Art & Design : Textiles Design	Further Mathematics

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

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 prior to their Lower 6 year. If no pupils express an interest in a subject, it is unlikely to be offered.

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. Where a subject has little interest expressed, it may be offered on a reduced time allocation. For example, if only a single pupil expresses an interest in studying an A-level, the Principal may decide to offer this A Level on 6, rather than 9, periods per week.

8.2 Extended Professional Qualification (EPQ)

All Lower 6 students are allocated one period a week on their timetable to pursue EPQ. During the Autumn term of Lower 6, all pupils receive a series of lessons to introduce them to the EPQ. Following this, in the second half of the Autumn term, students decide whether they wish to continue with the EPQ or not. Students who do not continue with the EPQ are expected to identify alternative ways to stretch themselves, for example by volunteering; by undertaking online courses or by engaging in extra work to consolidate learning in their other A-level subjects. Those who opt out of EPQ use the allocated timetable time to inform their future progress.

8.3 PE and Extra-Curricular Opportunities

PE is timetabled for one afternoon per week, and pupils can take this for 2 or 4 periods. Pupils have a wide choice of sports in which to partake on, and off, school premises.

Extra-curricular activities, such as school productions, fund raising activities, school teams, visits, residential and the Careers provision through 'Be Inspired' talks and activities all contribute to the total learning experience. Optional activities include Duchy Enterprise, Duke of Edinburgh Scheme, House Productions, Librarian duties, Music and Sport clubs and competitions.

8.4 Form time and Career guidance

All pupils have a form period (30 minutes) each week allocated to 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.

To prepare pupils for life after school/university, career guidance is provided at the school. One to Ones between form teacher and tutees occur four times, each academic year, and these conversations include careers related questions. Throughout the academic year, as part of the PSHE programme there are outside

speakers, including representatives from Higher education who also provide career advice. The Sixth Form and Middle School pupils also have access to 'Unifrog' and all years have access to 'START'.

Pupils in Upper 5 and Sixth Form are encouraged to participate in a Work Experience placement related to a career they are considering. This takes place in the Summer term after the completion of GCSE's or during the summer holidays after their Lower 6 study.

Careers is taught at specific points throughout the year during PSHE lessons. This is accompanied with: careers related assemblies, Chapels and 'Be Inspired' Activities, and careers talks offered to all pupils in College. The 'Be Inspired' careers programme aims to provide information, the opportunity to develop skills, and the opportunity to speak to specialists across a range of careers. Events include a whole School 'Be Inspired' Careers Fair, a range of guest speakers, visits and enterprise activities, including Ethical Enterprise.

Sources informing HLC's Curriculum Policy:

The Research Ed Guide to the Curriculum, Claire Sealy (2020).

Teaching Secondary Science, Adam Boxer (2021): Retrieval, The Spacing Effect and Feedback.

Rosenshine's Principles in Action, Tom Sherrington (2019).

<https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction>