

## CURRICULUM POLICY (2016-17)

### Aims of the Curriculum

The curriculum at QEHS supports the aims, ethos and values of the school outlined below:

- This is a friendly, welcoming school, built on foundations of mutual respect and care for others. We work together to become all we can be.
- We share a love of learning and believe in the highest academic standards for everyone. We value education in its broadest sense, knowing that the arts, sport and other opportunities help shape us as individuals and as citizens of the wider world.
- We are committed to enabling all of our students to develop their knowledge and understanding, skills and mindset, so that they can take their next steps with confidence. Our aim is that every child will grow into a happy, fulfilled and successful adult.

### The National Curriculum

In addition to supporting the aims, ethos and values of our school, our curriculum meets the statutory requirements of the National Curriculum and its key aims; namely that the curriculum should:

- Promote the spiritual, moral, cultural, mental and physical development of students
- Prepare students for the opportunities, responsibilities and experiences of later life

### Organisation of the curriculum at QEHS

Our taught curriculum is delivered through a weekly timetable (with some slight variation between week 1 and week 2) with each day divided into 5 periods of either 60 or 65 minutes, resulting in a 25 period week (50 period fortnight). The timing of the day is as follows:

Time	Event
8.55-9.55am	Period 1
9.55-10.15am	Registration
10.15-11.20am	Period 2
11.20-11.40am	Break
11.40-12.40pm	Period 3
12.40-1.20pm	Lunch
1.20-2.20pm	Period 4
2.20-3.20pm	Period 5

### Year 9 (Key Stage 3)

All students in Year 9 follow a broad and balanced curriculum building on work done in middle school in key stage 3 (Years 7 and 8). Regular liaison and planning meetings between middle and high school colleagues ensures that transition and progression are smooth. We aim to prepare students for study at Key Stage 4 through an emphasis on the skills and knowledge required in Years 10 and 11.

Subject	Hours per week	Subject	Hours per week
English	3	Geography	1½
Maths	4	History	1½
Biology	1	RE	1
Chemistry	1	French	1½
Physics	1	PSHE	1½
PE	2		
<b>At the end of Year 8 students choose 3 options for Year 9 from the following:</b>			
Art	2	Second Language	2
Music	2	Technology	2
Drama	2	Cooking	2
Dance	2		
<b>Total: 25 hours</b>			

### Years 10 and 11 (Key Stage 4)

The curriculum in Years 10 and 11 gives students further choice but within an overall framework that ensures they enjoy a broad and balanced education. All students follow a common core of subjects and supplement this with three option choices, one of which must be an EBacc subject. A structured guidance programme ensures that option choices meet the needs of the individual student. The Year 10 curriculum plan is as follows:

Subject	Periods
English Language	3
English Literature	2½
Maths	4
Science (Double or Triple Award)	5½
PE	2
PSHE (including citizenship & RE)	½
Option 1	2½
Option 2	2½
Option 3	2½
<b>Total</b>	<b>25</b>

Options currently available are as follows:

- Languages (GCSE French, German, Spanish, Latin)
- Humanities (GCSE Geography, History, Religious Studies)
- Expressive and Creative Arts (GCSE Drama, Dance, Music, Art, Textiles, Graphics)
- Technology (GCSE Food Technology, Engineering, Resistant Materials, Electronic Products, Graphic Products)
- Other subjects (GCSEs in Business Studies, PE, Computing, and Child Development, BTEC Health and Social Care, OCR Sport, CIDA IT)

Although there is an element of choice, guidance and/or entry requirements ensure that student choices meet the needs of the Attainment/Progress 8 accountability measures, and that the statutory entitlement for students to be able to study an art; technology; humanity and modern foreign language, should they wish to, is maintained.

In addition to the formal taught timetable, students have the opportunity to take part in specific learning activities organised throughout the school year which take the place of normal lessons. Year 10 students take part in a “Life-Skills” day and Year 11 students take part in a “Global Education” day each year, for example. Year 10 and 11 students also take part in a variety of field trips, exchanges and other activities which support their learning and/or are a compulsory part of the courses they take.

### Post 16 (Key Stage 5)

The post-16 curriculum is designed to ensure progression from Year 11 and on to university, further education, training or employment. We offer programmes of study at Level 3 and provide a wide range of academic and vocational qualifications. Prior to choosing their options all Year 11 students undertake a specially designed guidance programme which includes taster sessions, parents’ evenings and an individual interview with a senior member of staff before making their final choices.

Our sixth form prospectus provides information about the courses available to students, the entry requirements and pathways, and the support available to students to help them progress through the sixth form and on to their chosen destination.

Subject	Periods
Option 1	5
Option 2	5
Option 3	5
Enhancement programme & Supervision	2-8
<b>Total</b>	<b>17-23</b>

All students in Year 12 take 3 subjects. In addition, the curriculum and/or pastoral team(s) will direct additional time as follows:

- GCSE Maths – compulsory lessons for students in the sixth form yet to secure a C grade (a C grade in English Language is a requirement for entry into the sixth form)
- Supervision – additional time for students in Year 12 who are working below target grade and require additional support
- UCAS support – additional time with supervisors for students in Year 13 who are supported with their higher education applications
- Supervised study for some students who require it
- Enhancement. All students follow an enhancement programme which provides a range of accredited courses (e.g. EPQ, Open University modules, AS/A2 Further Maths, AS/A2 General Studies)
- Other days throughout the year are used for a variety of timetabled activities covering the academic and pastoral needs of students (safe driving; academic induction; higher education preparation; drugs awareness; advice on alternatives to university).

Our Curriculum and Achievement protocols set out our procedures for dealing with underachievement and option choices, and are shared with students and parents at the start of Year 12.

### **Curriculum Planning and Monitoring**

It is the responsibility of curriculum/subject leaders to plan and manage the curriculum and assessment for their subject areas. They report back regularly to the Head of School, Deputy Head (Teaching and Achievement) and an Assistant Headteacher who are supported by a Curriculum Team, responsible for monitoring progression and performance data, and implementing appropriate systems. Regular reports on the curriculum are made to the Governing Body QEHS Monitoring Committee and, via the termly Executive Headteacher's report, to the full Governing Body