



## **Queen Elizabeth's Girls' School Curriculum Policy**

**POLICY TITLE:** Curriculum Policy

**STATUS:** Statutory

**REVIEWED BY:** Governing Board

**DATE REVIEWED:** Dec 2018

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# Queen Elizabeth's Girls' School – Curriculum Policy (December 2018)

School Values – Courage, Courtesy, Creativity, Integrity, Resilience, Respect, Wisdom

## Vision Statement

The central aim of the school is to encourage the development of each girl's inner resources, so that she acquires the wisdom and integrity to make positive choices in a rapidly changing world. Most importantly, girls to leave our school as well-qualified, confident, caring and happy members of their community, equipped to be capable of supporting themselves financially, contributing economically and socially to wider communities.

We strongly believe that all students are individual and that all should pursue excellence and develop their talents in academic, creative, physical and social skills.

We provide an environment in which learning can flourish and be enjoyed not just as a means to good academic results but as an interest for life, motivated by the school's commitment to provide the girls with access to a full range of study and enrichment experiences.

## Curriculum Intent

To develop, sustain and annually review a rich, broad, balanced and rounded curriculum which:

- Creates an aspirational, high-achievement culture
- Takes into account individual needs and styles
- Develops resilience in academic study, supports wise choices and fosters good physical and mental health
- Unlocks the potential of all students regardless of their background
- Raises standards of attainment across all subjects and promotes female representation in science, technology, engineering and maths careers
- Actively promotes equality and diversity in the local and wider community and engenders mutual respect and tolerance of those with different faiths and beliefs
- Allows students to learn skills alongside a firm foundation of knowledge.

## SMSC

Opportunities for Spiritual, Moral, Spiritual and Cultural leaning are embedded throughout the subject curriculum, reinforced through tutor sessions and enrichment activities and are at the heart of everything we do.

We provide a wide variety of activities to develop students' social skills and community participation.

Our aim is to create a school where students,

- celebrate, understand and appreciate the wide range of cultural influences on their own and others' lives
- have opportunities to reflect on their own spiritual beliefs and those of others
- discuss and understand moral issues whilst still understanding the consequences of their own actions

## Literacy

Literacy is key to students accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers. Literacy skills are developed through the teaching of all subjects. Some students receive extra timetabled literacy support and this replaces some of their modern foreign languages lessons.

### Accelerated Reader

Reading ages are assessed on arrival and support is provided to address particular needs. All students in years 7 and 8 spend 20 minutes reading within each school day, in addition to 20 minutes per day reading homework. The accelerated reader scheme allows students to read books at an appropriate level in terms of grammar and vocabulary for their reading age and has shown to have an impact on student progress.

## Additional Needs

We recognise that some students will need additional support from time to time. With this in mind we have a well-staffed and fully resourced Inclusion team lead by our SENCO. This team includes a number of learning support assistants who offer support across all areas of the curriculum. The Inclusion team facilitate learning and give personalised mentoring opportunities alongside close liaison with the student's teachers, form tutor and beyond to the pastoral team and home.

## Knowledge and Skills

In addition to subject knowledge, young people need to develop essential skills and qualities for learning, life and employment. These include skills that relate to learning in subjects as well as other more generic, transferable skills.

A dynamic, forward-thinking curriculum creates opportunities for learners to develop as self-managers, creative thinkers, reflective learners, problem-solvers, team workers, independent learners and effective communicators.

### **British Values**

We provide many opportunities for students to learn about British Values through subject areas, assemblies, displays, trips and enrichment activities.

British Values are embedded into school routines such as student participation in whole school elections to vote for their student council representatives and our International Day celebrations.

British values, which underpin all that we do, are,

- Democracy
- The rule of the law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

### **Wellbeing**

The pastoral team lead and support positive emotional health, wellbeing and engagement across school. Form tutors and year teams are well placed to keep a watchful eye over the students in their care and identify opportunities to offer support and guidance. Tutor sessions, assemblies and 'Thought for the Day' allow students to focus on developing their resilience, confidence and capacity to learn in a nurturing environment.

The PSHE curriculum includes a range of topics that raise awareness and understanding and promote strategies for developing a positive approach and adopting a 'Growth Mindset'.

The school's curriculum includes the teaching of Mindfulness through the 'Mindfulness in Schools Programme' (MiSP). This develops students' capacity to respond more skilfully in the here and now to life's inevitable challenges. We teach students about the benefits of adopting a healthy lifestyle in terms of diet and the need for regular exercise.

### **Challenge and Resilience**

We aim to create opportunities for all students to achieve their full potential. Through our teaching we challenge students of all abilities to tackle difficult problems whilst supporting them and equipping them with strategies and techniques to follow a structured, logical approach.

### **Use of Technology**

Students use a wide range of technology especially in areas such as Computing, Design & Technology, Music, Media, Geography and Science. Google Classroom is used to share lesson resources and for setting and marking some homework. We use ipads, Apple Mac and PC computers, laser cutters, 3D printers and a range of subscription based websites.

### **Numeracy**

Numeracy is essential as a life skill, for the world of work and to access academic study, especially in areas such as Science, Technology and Humanities.

Numeracy skills are assessed at the start of Year 7 and support is provided during the first term. We continue to support students' numeracy skills with some getting additional lessons by studying only one language.

### **Careers**

Impartial careers advice and guidance is a fundamental part of our careers advice programme, which is informative and relevant to address the needs of every student. Through discrete curriculum teaching across all areas, including Science, Technology, Engineering and Mathematics (STEM), students link subject learning to careers. In doing so, learners also develop the skills they will need to adapt to an ever changing workforce.

Through PSHE lessons, students have access to labour market information to enable them to make informed choices about their next steps. They also have opportunities to engage with employers through careers events, work experience and our after-school careers talks programme.

Students have a range of encounters with Further and Higher education providers to consider their next steps. They also have the opportunity to meet with a qualified careers adviser to receive personal advice.

### **Extra Curricular Clubs**

We want students to enjoy learning and be able to have extended opportunities to explore areas of real interest through lunchtime and after school activities and clubs. These include LAMDA, Art Clubs, Journalism Club, STEM Club, Arts & Crafts Club, Debate Club, Government & Politics Clubs and Cadets. Rock Challenge and the Duke of Edinburgh Award scheme give students opportunities to develop skills including leadership, teamwork and entrepreneurship.

### **Trips and Visits**

The school has a strong tradition of organising trips and visits for students. These events act as motivation and inspiration as well as enhancing and enriching the curriculum. Examples include visits to local landmarks, art galleries and the theatre. We run overseas visits to the Dordogne, Iceland and skiing. Our proximity to Central London allows us to benefit from visits to events such as careers fairs, mentoring opportunities and visits to universities.

### **Sports and Healthy Lifestyles**

We offer the chance for students to take part in a wide variety of sports both in the curriculum and through extra curricular opportunities. Focus is on both competitive sport as well as developing life long participation and an active, healthy lifestyle. Popular activities include athletics, yoga, cross-country, netball, football, swimming, badminton and fitness.

### **Science, Technology, Engineering and Maths**

We provide opportunities for students from all backgrounds to excel in STEM-related subjects and to explore STEM courses and careers. For example, after-school careers talks will cover STEM pathways. Triple Science students in Years 10 and 11 have a bespoke STEM lessons to enhance their understanding of the field and to enter national competitions such as 'Big Bang Science Fair'.

## Key Stage 3 (Years 7, 8 & 9)

Subject	Hours per fortnight		
	Year 7	Year 8	Year 9
English	6	6	7
Mathematics	6	6	7
Science	6	6	7
Art	2	2	2
Computing	2	2	0
Drama	2	2	2
French	3	3	3
Geography	4	3	3
History	3	4	3
Music	2	2	2
Reading (Yr7) / PSHE (Yr 8 & 9)	2	2	2
PE	4	4	4
RE	2	2	2
Spanish	3	3	3
Technology	3	3	3

- Some students study only one language (Spanish), enabling them to receive additional support in literacy and/or numeracy
- Girls are taught in mixed ability teaching groups, apart from Mathematics
- Girls start elements of GCSE in English, Mathematics and Science in Year 9
- Literacy and numeracy catch-up sessions run during the first two terms in year 7
- Students read for 20 minutes during each school day as well as 20 minutes reading as homework each day
- Homework is set according to the homework timetable
- Year 7 PSHE is delivered through sessions where the normal timetable is suspended.

## Key Stage 4 (Years 10 & 11)

Subject	Hours per fortnight	
	Year 10	Year 11
English	8	8
Mathematics	8	8
Science (Double Award)	9	9
PSHE	1	0
PE	2	2
Religious Studies	2	3

Students take the following GCSE examinations,

- English Language and English Literature
- Mathematics
- Combined Science Double Award or Triple Science
- Religious Studies
- Either 3 or 4 options subjects according to the pathways outlined below.

### Key Stage 4 Pathways

Based on the school's progress data, each student will be guided to consider one or two option pathways. There are four options pathways offered by the school. All students must follow one of these.

#### EBacc

This option offer is tailored to students who want to secure the EBacc with the flexibility to study a wide range of subjects. It is suited to students who have a secure grounding across the range of subjects in Key Stage 3.

- French or Spanish
- Geography or History
- 2 additional subjects from the options below

#### EBacc plus Triple Science and STEM enrichment

This option offer is tailored to support breadth and academic success for students with a particular interest and aptitude in the Sciences, Technology, Engineering and Maths (STEM).

- French or Spanish
- Geography or History
- Triple Science
- 1 additional subject from the options below

#### EBacc Plus

This option is tailored to offer additional support to help students to secure the EBacc. Students opt for one subject less, which provides time for additional support in the EBacc subjects. It is suited to students who have a developing grasp of the subjects studied in Key Stage 3.

- French or Spanish
- Geography or History
- EBacc Plus support sessions
- 1 additional subject from the options below

#### Non-EBacc with additional English and/or Maths

This pathway offers support to students who may prefer a less traditional route through Key Stage 4. It offers greater flexibility in subject choice alongside additional support in English and/or Maths.

- French or Geography or History or Spanish
- Additional English and/or Maths support sessions
- 2 additional subjects from the options below

### Option Subjects (5 hours each per fortnight)

**Arts** (comprising Art & Design, Music, Drama, Media and Physical Education)

**Design and Technology** (comprising Computing, Design & Technology and Food Preparation & Nutrition)

**Humanities** (comprising Geography, History, Business, Sociology and Level 2 BTEC in Health & Social Care)

**Modern Foreign Languages** (comprising French and Spanish)

**Computing** is taught as an option subject. In addition, elements of Computing, such as the development of analytical and computational thinking skills are central to the Mathematics curriculum. Additionally, there is emphasis in the PSHE curriculum on the impacts of technology including how to ensure online privacy.

**PSHE** is delivered in timetabled slots in year 10. In year 11, it is delivered through dedicated sessions when the school timetable is suspended.

## Sixth Form

With the 16-19 stage in mind, Queen Elizabeth's Girls' School will aim to:

- ensure that the progression of students through the 14-19 continuum is effected smoothly
- provide access for all students to a curriculum which meets the needs of the individual within a framework of broad and balanced provision;
- facilitate progression to post-18 employment, Further Education and Higher Education.
- Where the school is unable to offer a course we will seek to work with other local institutions to maximise the breadth available.

### Advanced Level Subjects

Art	History
Biology	Mathematics
Business Studies	Media Studies
Chemistry	Music (Barnet Consortium based at Woodhouse College)
Computing	Photography
Drama	Physical Education
Economics	Physics
English Language and Literature	Product Design
English Literature	Product Design Textiles
Film Studies	Psychology
French	Religious Studies: Philosophy and Ethics
Further Mathematics	Sociology
Geography	Spanish
Government and Politics	

*Most students study three A level subjects across two years. Some may add to this by studying a fourth subject where it is appropriate. Courses are only guaranteed to run if there are sufficient numbers.*

### Health and Social Care BTEC Level 3 Extended Diploma

Studying the Extended Diploma will give students a grounding in and theoretical knowledge relevant to the Health and Social Care sector. Students will develop the necessary skills to allow them to thrive in the industry. The two year course is equivalent in size to three A levels and is graded as Pass, Merit or Distinction.

Students will also be able to re-take GCSE English and/or Mathematics where necessary.

We offer girls many opportunities to take part in enrichment activities, extra-curricular activities, visits and trips.