

Queenswood



Curriculum Policy

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CURRICULUM POLICY

Policy Statement

The Queenswood Curriculum delivers a broad and challenging educational experience. Both within the curriculum and as part of the rich co-curricular programme pupils' personal, social, health, financial, physical, moral, cultural and spiritual education is delivered and their understanding of citizenship developed. Pupils are prepared for higher education, careers and life beyond school. The needs of each individual is central to the delivery of the curriculum; Queenswood is committed to supporting and stretching each individual and to giving all the pupils the opportunity to learn and make progress. The curriculum is built mindful of our obligation to foster an inclusive community, and to draw from a diverse range of backgrounds in selecting topics, materials and learning tasks.

Aims and objectives

The general aims and objectives of the curriculum are:

- To enable pupils to develop and acquire skills in speaking and listening, literacy and numeracy.
- To deliver a broad, exciting and academically challenging curriculum.
- To encourage pupils to have high academic expectations.
- To enable each pupil to make progress and fulfil their potential.
- To develop the skills necessary for effective learning.
- To ensure that each pupil is supported and stretched intellectually.
- To provide opportunities for the achievement of excellence in the academic and physical fields/spheres, and in the creative and performing arts.
- To encourage respect for the environment.
- To encourage teaching methods which allow differentiation and excitement in content and in delivery.
- To develop pupils' self-confidence and self-esteem so that they are prepared to take academic risks.
- To encourage pupils to be self-motivated, independent learners, aware of their own learning style.
- To encourage independence of thought, questioning, curiosity, analysis and creativity.
- To foster a love of learning.
- To develop the skills necessary for managing a world of fast-changing technology.
- To equip the pupils to make informed choices at each stage in relation to subjects, universities and career.
- To equip the pupils for the world beyond school, preparing pupils for the opportunities, responsibilities and experiences of adult life.
- To effectively prepare all pupils for the opportunities, responsibilities and experiences of life in British Society.

Teaching at Queenswood

Teachers are required to educate their pupils in such a way as to:

- Enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- Foster pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.

- Involve well-planned lessons and effective teaching methods, activities and management of class time.
- Show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.
- Demonstrate good knowledge and understanding of the subject being taught.
- Utilise effectively classroom resources of a good quality, quantity and range.
- Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- Utilise effective strategies for managing behaviour and encouraging pupils to act responsibly.
- Not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and the protected characteristics as set out in Chapter 1 of Part 2 of the Equality Act 2010.
- Not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

The Curriculum

The curriculum encourages all pupils to develop understanding, appropriate to their age and aptitude, in the following areas: human, intellectual and social, creative and aesthetic, physical, linguistic and literary, mathematical, technological and scientific.

The curriculum is planned by departments in schemes of work which take into account the ages, aptitudes and needs of all pupils. These schemes of work allow teaching to meet the aims and objectives of the curriculum and to allow teachers to educate their pupils as described above. EHCPs are communicated to staff to plan effectively for pupils with individual learning needs. The following skills are promoted by the curriculum:

Linguistic

Pupils develop communication skills and increase their command of language through listening, speaking, reading and writing. They do this across the curriculum but most particularly in English and through learning languages, French, Japanese, Latin and Spanish.

Mathematical

Pupils learn to make calculations, to understand and appreciate relationships and patterns in numbers and space and to develop their capacity to think logically and express themselves clearly. They have opportunities to learn mathematical skills in practical activities, through exploration and discussion. They do this across the curriculum but most particularly in Mathematics, Sciences, Computer Science and Design & Technology.

Scientific

Pupils acquire knowledge and understanding of nature, materials and forces. They develop the skills of enquiry, observation, forming hypotheses, conducting experiments and recording findings.

Technological

Through the study of Design and Technology, pupils learn technological skills. They learn to develop, plan and communicate ideas. They work with tools, materials and components to produce good quality products. They learn to evaluate processes and products. The potential of ICT and its use across the curriculum and beyond is strongly emphasised. Pupils need to be able to retrieve and use information in both electronic and traditional forms. In Computer Science, pupils learn about

algorithms, programming, computer hardware and networks, data representation as well as ICT skills.

Human and Social

Pupils learn about people and the environment. Through the study of History and Geography, they explore human action, now and in the past, and discover the impact that it has had on events and conditions.

Physical

Pupils have many opportunities, through Physical Education lessons, to develop their physical control and co-ordination as well as their tactical skills and imaginative responses. They learn to evaluate and improve their performance. They acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and Creative

Through lessons in Art, Drama, Music, Literature and Dance, pupils have the opportunity to compose, invent and create. They are encouraged in their personal and imaginative responses.

Spiritual and Moral Education

All pupils study Religious Studies in Years 7, 8 and 9. This gives them the opportunity to explore the spiritual and moral side of human existence and to develop their understanding of many faiths and experiences. This provides a substantial contribution to their spiritual, moral, social and cultural development. In addition, all pupils in Years 7-11 attend Chapel twice a week, and those in Years 12 & 13 once a week, which provides further opportunities along with PSHCEE lessons to explore spiritual and moral issues.

Specialist support

In line with Queenswood's commitment to equal opportunities and the individual needs of pupils, a number of specialist support programmes are available, including EAL (English as an Additional Language) for those for whom English is a second language and Personalised Learning for those with specific learning difficulties, gifted and talented qualities, Academic Scholars and Principal's Award holders, and any other pupil who wishes to be supported by the Personalised Learning department.

Individual programmes are devised to enable those pupils with exceptional gifts and talents to benefit from extension activities. These include:

- Scholarship programmes for those who are gifted in academic work, in music, drama, art or sport under the supervision of a mentor.
- Some co-curricular societies and clubs, which are open to all, are provided to enrich and complement the curriculum for those with an interest and / or talent in an academic area, for example: English, History, Politics, Philosophy, Model United Nations and Debating.
- Differentiation is employed as appropriate. Pupils are set in Mathematics, Science (from Year 10) and Modern Foreign Languages.
- Academic scholars may take a fifth GCSE option in their co-curricular time.
- The Extended Project Qualification is offered to Sixth Formers to enhance their research skills.

- A Competitive Universities Entrance programme is run for those pupils who apply to Oxford and Cambridge Universities, Medicine, Dentistry, Veterinary Medicine and any other course that has interviews as part of its selection process.
- In addition, some scholars (not Academic Scholars) have a reduced number of subjects as part of their scholarship provision and to ensure that they are not overloaded.

PSHCEE

All pupils study a programme of Personal Social, Health, Citizenship and Economic Education (PSHCEE) to reflect the School's aims and ethos. This is delivered through weekly PSHCEE lessons, an extensive co-curricular programme, Chapel, and through regular Year Group and House meetings and leadership opportunities. Issues covered within the PSHCEE programme include: child protection, anti-bullying, relationships, sex education, internet safety, smoking, drugs, healthy living, financial awareness, citizenship, and careers advice. It encourages respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010.

Through the PSHCEE programme, both within and outside the curriculum, pupils are prepared for life at school and beyond as an adult. They learn about relationships, about physical and emotional well-being, about responsibility, about moral and spiritual values, and about leadership. All of this enables them to develop in self-confidence.

Pupils have access to accurate, up-to-date careers and futures guidance that focuses on their journey through learning and work and:

1. is presented in an impartial and age appropriate manner;
2. enables them to make informed choices about a broad range of career options, using a wide variety of inputs and psychometrics;
3. helps encourage them to fulfil their potential.

Pupils receive guidance on GCSE and A Level options in the form of face-to-face advice and Option Booklets. In Years 7, 8 and 9, the "STEPS" programme is followed in a series of careers themed PSHCEE lessons. In all years, the Careers Programme is personalised and pupils are engaged individually, as well as through group provision in the form of lectures, talks and trips. A biennial careers convention is held.

Advice and guidance on university applications is delivered by the Careers Co-ordinator, the Senior Deputy Head, the Head of Sixth Form, subject teachers and tutors.

Delivery of the curriculum

Length of the School day

The School day begins at 8.20 am and ends at 5.50 pm. Lessons finish at 4.25 pm, after which there is an activity period, but day pupils can be collected by parents at 4.30 pm. Within this time, pupils will be engaged in lessons, individual study and co-curricular activities appropriate to their needs.

Formal lesson time

The figures below indicate typical weekly lesson time for the various year groups:

| Year Group | Lesson Hours |
|-------------------|----------------------------------|
| 7 | 28.5 |
| 8 and 9 | 29.5 |
| 10 and 11 | 27 (three options) or 30 (four) |
| 12 and 13 | 22 (three subjects) or 28 (four) |

Years 7 and 8 – Key Stage 3

Pupils have lessons in:

| | | |
|-------------|--------------------|---------------------|
| English | Spanish | Physical Education |
| Mathematics | Religious Studies | Design & Technology |
| Science | Computer Science | Music |
| Geography | Art | Practical Cookery |
| History | Drama | PSHCEE |
| Classics | French or Japanese | |

Year 9 – Key Stage 3

Pupils will study a Core course and choose six of twelve Option subjects:

| Core Subjects | |
|----------------------|---|
| English | Science (taught as three separate subjects) |
| English Literature | Physical Education (non-examined) |
| Mathematics | Religious Studies |
| PSHCEE | |

| Option subjects | |
|--|---|
| At least one language | French or Spanish |
| At least two humanities | Classics, Geography, History |
| At least two arts & technology subjects | Art, Computer Science, Dance, Design & Technology, Drama, Music |
| One further subject, chosen freely from the three groups above | |

Years 10 and 11 – Key Stage 4

Pupils will study between 8-11 GCSE subjects taken from the following Core and Option subjects:

| Core Subjects | |
|----------------------|--|
| English | Biology, Chemistry and Physics. The core course leads to the GCSE Combined Science qualification |
| English Literature | |
| Mathematics | Physical Education (non-examined) |
| PSHCEE | |

Pupils usually add three or four subjects to their core programme, selected from those listed below. Pupils for whom English is not their first language may have EAL lessons and take a further GCSE qualification in their first language and Queenswood will facilitate the examination of these qualifications.

| Option subjects | | |
|------------------------|--|--------------------------------------|
| Art | Classical Civilisation | Computer Science |
| Dance | Design & Technology | Drama |
| French | Geography | History |
| Latin | Music | Physical Education (examined course) |
| Religious Studies | Biology, Chemistry and Physics: Separate Science ¹ | Spanish (or Japanese in Y11 only) |

Sixth Form – Key Stage 5

Most pupils study three subjects throughout the Sixth Form, although in exceptional cases, some take an additional subject. The timetable allows for four subjects to be trialled in the first month of the course, subject to blocking. All pupils are also given access to the Extended Project (Level 3), which they are encouraged to complete by December of Y13, and in addition to their academic studies, follow a programme of visiting speakers and PSHCEE sessions each week, and in Y13 have an elective subjects course. The subject options are:

| | | |
|--|-----------------------|---------------------|
| Art: Fine Art / Textiles Technology / Photography | Biology | Business |
| Chemistry | Computer Science | Dance |
| Design & Technology | Drama | Economics |
| English Literature | French | Further Mathematics |
| Geography | Government & Politics | History |
| Mathematics | Media Studies | Music |
| Physics | Physical Education | Psychology |
| Religious Studies | Spanish | Japanese (Y13 only) |

Other related school policies and procedures

- PSHCEE Policy
- Spiritual, Moral, Social and Cultural Policy
- Teaching and Learning Policy
- Personalised Learning Policy
- EAL Policy

¹ Separate Science is taught alongside the Core (Combined) Science course with the additional content for the three GCSEs being taught within the option block. Because all pupils study the Core Science topics, it is possible to transfer between these two courses.