



Curriculum Policy

Rationale

Edgbaston High School is a selective school with an academic curriculum and our standards and achievements are high. Through the curriculum, we concentrate on developing pupils' individual abilities and confidence, providing a tailor-made education for each girl as far as possible.

We are keen to ensure that pupils receive a broad and balanced education and that they undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding. There is a strong emphasis on enrichment generally: both explicitly and through cross-curricular links, educational visits both day and residential, cultural visits and links with industry and the community.

Aims

The curriculum should:

- provide all pupils with opportunity to learn and make progress
- be broad – so that it provides each girl with a wide range of experiences, knowledge and skills, fostering educational development and encouraging independent learning
- be balanced – so that each area of the curriculum is allowed sufficient time for its contribution to be effective
- be flexible and differentiated – so that what is taught and how it is taught is matched to the learning needs of individual pupils, is appropriate to their age, and fully develops their abilities and aptitudes,
- foster the development of the qualities and skills which will enable the pupils to achieve success and fulfilment and effectively prepare them for life in British society:
 - the thirst and capacity for life-long independent learning
 - skills in accessing information and applying knowledge
 - skills of communication (oral and aural), literacy and numeracy
 - breadth of knowledge
 - flexibility in outlook and action
 - creative capability
 - lively and enquiring minds, with the ability to think imaginatively, critically and independently
 - a positive response to opportunities, challenges, responsibilities and change
 - skills of innovation, enterprise and leadership
 - personal moral values, a concern for the environment and respect for religious values and for other cultures, faiths and ways of life
 - an appreciation of human achievements and aspirations
 - self-confidence and independence of mind
 - recognition of the importance of traditional values, born of a strong sense of community: honesty, respect for others, self-respect and self-discipline

Implementation

Central to these aims is the provision of a curriculum which is broad and balanced. Courses at EHS take account of government guidelines, including the National Curriculum, but extend beyond them.

Options

At GCSE and A level, freedom of choice is a priority in our aim of providing a tailor-made education for each individual: pupils can choose from a wide range of subjects, and the option pools are drawn up to accommodate as many of these as possible within the resources available. Whilst the majority of pupils study 10 subjects at GCSE some pupils may study additional subjects and others a reduced number. Our Core GCSE subjects which are compulsory for all pupils are English Language, English Literature and Mathematics. The majority of pupils will study all three Sciences: Biology, Chemistry and Physics, however, some pupils may choose to study two, following discussions with the Head of Science, Head of Year 9 and Deputy Head Curriculum. Most pupils are also expected to study a Modern Foreign Language - French, German and Spanish, however, some may not, again following discussions with the Head of MFL, Head of Year 9 and Deputy Head Curriculum.

At A Level pupils choose to follow one of the following pathways, either:

- 3 A Levels
- 3 A Levels + 1 AS (to be examined at the end of Year 12)
- 3 A Levels + EPQ
- 3 A Levels + Core Maths (to be examined at the end of Year 12)
- 4 A Levels (a small number of pupils may take this option)

We expect most pupils to take 3 A Levels and an additional qualification (AS/EPQ/Core Maths).

Advice and support is provided to pupils when they are choosing their options by all staff. Those particularly involved are: Heads of Year 9 and 11, Heads of Department, Deputy Head Curriculum, Head of Careers and Deputy Head Academic. Option Evenings are organised for both Year 9 and Year 11 and their parents; these give pupils the opportunity to discuss their options further before having to make option choices. In addition to this, individual appointments can be made for pupils and their parents. Information provided by everyone involved regarding option choices is presented in an impartial manner and should show no bias towards particular subjects.

Teaching and Learning

Issues of teaching and learning are high on the professional agenda of the school, and staff are regularly involved in discussions, for example on curriculum development, assessment, homework and the provision for individual needs including able, gifted and talented pupils, through whole school, middle management and departmental meetings and through working parties.

School policies on all of these matters have been drawn up with full staff involvement – see, for example:

- *Assessment Policy*
- *Homework Policy*
- *Special Educational Needs Policy*
- *Able, Gifted and Talented Policy*
- *Teaching and Learning Policy and Guidelines*
- *Independent Learning Policy and Guidelines*

Heads of Department (and other Subject Leaders) take responsibility for the management and monitoring of teaching and learning in their areas, co-ordinating the work of the department through, for example, Departmental Handbooks and Schemes of Work. The SMT takes responsibility for monitoring the curriculum overall.

Pupil Progress

The curriculum, plan and schemes of work take proper account of the needs of all pupils, in terms of ability, need and aptitudes. This includes those with special educational needs or learning difficulties, those for whom English is an additional language, and the most able. Additionally, this may also include pupils who have other particular needs such as those who perform a caring role at home as young carers. Further information is detailed in the linked policies listed at the end of this policy.

Teaching Styles

We aim to use a wide range of teaching styles in response to the needs of individuals. Pupils are made aware of the range of learning styles through the Study Skills programme in Year 7 and different approaches to individual subjects. The development of independent learning and resilience has a high priority in the School and opportunities for stretch and challenge are embedded throughout lesson plans and schemes of work. We encourage our pupils to actively engage with feedback and to recognise their strengths and weaknesses through regular assessment, feedback and target setting.

Enrichment

The curriculum is enriched in a number of ways including cross-curricular links, educational visits both day and residential, cultural visits, and links with industry and the community. In addition, other forms of enrichment are available through extra-curricular clubs and activities. The sixth form curriculum includes timetabled enrichment (see Curriculum Plan below) and pupils have the option of studying for the Extended Project Qualification. All pupils are expected to take at least one Physical Education activity and one Community Service option as part of their Sixth Form enrichment programme. In 2014 we introduced the Level 2 Higher Project Qualification as an extra-curricular option for pupils in Year 9.

The Year 10 curriculum includes a tutorial period: this includes Religious Studies teaching together with sessions on Careers Guidance and economic education, Critical Thinking, and Mindfulness.

As part of our enrichment we organise a series of Academic Lectures. These are overseen by the Senior Teacher working together with the Sixth Form Committee Prefects responsible for organising Academic Lectures. In addition to this we hold an annual subject day for Year 9 and 10 (2015 STEM Day, 2016 Humanities Day, 2017 Language and Literature Day) with a series of workshops and lectures delivered by experts in the field together with a related Careers Fair with representatives from Universities and employers. As part of the subject day we launch our annual EHS Essay competition open to all pupils to enter.

PSHEE

Personal, Social, Health and Economic Education (PSHEE) lessons are included within the curriculum for all key stages. The scheme of work includes citizenship issues as well as study skills and personal, social, health, economic and moral issues. In PSHEE lessons, as well as throughout the curriculum, we encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race,

religion and belief, sex, sexual orientation) and we encourage pupils to respect other people who might follow a different lifestyle from one that they would not choose to follow themselves.

Elements of careers education are incorporated within this programme from KS3 onwards. Spiritual, moral, social and cultural awareness is fostered throughout the curriculum, and particularly through assemblies, PSHEE and RS lessons. We introduced a Mindfulness course into the curriculum in September 2015 which all pupils in Year 7 and 8 complete alongside their Study Skills course. Monday Morning Mindfulness is offered as an extra-curricular activity before school and is open to all pupils who have studied the Mindfulness in Schools programme to attend.

In addition to the Year 7 Study Skills course, revision and study skills are revisited in Year 8 through the PSHEE curriculum, the Head of Year 9 organises a Revision and Study Skills day at the start of the Summer Term and an optional, before school, short revision course is offered to all pupils in Year 11.

The Sixth Form tutorial includes a programme of Careers advice, UCAS preparation, Current Affairs and Life skills over the two years.

For KS3 twice a year the timetable is collapsed to allow for in-depth study of a topic e.g. Finance, eSafety.

A Safeguarding curriculum mapping document has been drawn up to ensure that relevant opportunities are provided to ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHEE), and through sex and relationship education (SRE). This is reviewed annually.

Fundamental British Values

Our curriculum ensures that all of our pupils are equipped and prepared to contribute well to life in British Society. Our aim is for our pupils to become active citizens and have the skills and experience to make a valuable contribution to the school and the wider community.

We actively promote Fundamental British Values throughout our curriculum both in lessons and extra-curricular activities. It is important to our ethos that the promotion of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs is embedded throughout the school in extra-curricular activities, assemblies and the curriculum at all key stages and not simply promoted as a 'bolt on'. A British Values curriculum mapping document has been drawn up to ensure that these values are promoted to all pupils, regardless of age and subjects studied. This is reviewed annually.

Pupils learn to work collaboratively and to share and build on each other's ideas, recognising the importance of critical and independent thought. When political issues are discussed in school, either in lessons or in extra-curricular activities such as assemblies or clubs, a balanced, non-partisan, presentation of views is offered and pupils are not encouraged by teachers or others to support particular political viewpoints (such political views would be those expressed for either a direct or indirect political purpose: to further the interests of a particular political party; or to procure changes to the laws of this or another country; or to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country). All staff challenge discriminatory or extremist opinions or behaviours as a matter of routine. The SMT maintain an overview of pupils' political education to ensure that a balance is achieved over time.

As part of our enrichment provision we organise an Academic Lecture programme and Subject Days. The Senior Teacher – Academic Enrichment is responsible for researching the speaker’s background. Visiting speakers discuss the content of their presentation with a member of staff to ensure that the material is suitable for pupils. We also request a copy of their presentation prior to arrival and reserve the right to edit the final presentation, if appropriate/necessary. All speakers are accompanied at all times by a member of staff.

Careers Education

We provide impartial careers advice and offer information on the full range of training and education options and career pathways to enable pupils to make informed choices and allow all pupils to pursue their particular interests and fulfil their potential. Our practice is informed by the Gatsby Benchmark Standards and the DfE Careers guidance and access for education and training providers (January 2018).

Careers education is an integral part the curriculum and we have a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. Careers education is offered throughout the school from Year 7 through to Year 13. There is a particular focus at key transition points when pupils are making choices about the options available to them. Pupils also complete work experience in Year 11. Financial Wellbeing is also included in the Year 10 and 12 careers programme.

Careers education is embedded into the curriculum as part of the PSHEE programme and this continues in the Sixth Form in tutorial sessions. Departments also offer career related experiences and the Head of Careers audits these so that she has an overview of all provision across the curriculum areas. In-house support for pupils is combined with advice and guidance from independent and external sources in order to ensure impartiality and to keep the guidance as up-to-date as possible. The curriculum is supplemented further by: talks on a range of careers, including talks about gap years and alternative routes into the work place, delivered by external speakers, to which all pupils are invited; visits to workshops and exhibitions; information evenings; and one to one appointments with the Head of Careers. We have also a programme of careers themed assemblies in order to allow pupils to find out about a range of opportunities available to them. Pupil feedback is sought regularly via the Student Learning Forum or School Council, as well as through informal discussion, when organising these events to respond to the interests of current students; student feedback has also been sought on the provision in Years 10 and 12.

All pupils can access the resources in the careers room and have the opportunity to investigate courses, universities and discuss their future plans. Advice through individual interviews is available to all pupils in all year groups.

Assessment

Continuity and progression are considered essential to learning, and work undertaken at each stage should therefore be based on previous achievements. Our policy is, therefore, to use assessment as a formative mechanism to ensure progression, and personal target-setting by each girl is fundamental to this process, as is careful and consistent monitoring. Where there is likely to be movement by pupils from one teaching group (or set or division) to another within the same age cohort, care is taken to ensure continuity.

Monitoring and Evaluation of the Curriculum

Monitoring and evaluation are essential aspects of the school’s aim to raise achievement.

With regard to the curriculum, they involve focusing on teaching and learning: the performance of pupils, the effectiveness of teachers and hence the standard of achievement across the whole school. All staff are involved in this process all the time, although certain colleagues carry specific responsibilities for aspects of the process and there is a systematic programme for monitoring and evaluating over time which allows for different degrees of scrutiny and analysis for different areas of the curriculum at different times. Pupil feedback is an important element of curriculum evaluation this is sought via the annual pupil questionnaire and through the Student Learning Forum. Pupil views are also sought when the curriculum is reviewed.

Organisation

Time allocation to subject areas is given in the curriculum plan, as shown below.

All pupils in Year 12 and Year 13 have timetabled Study Periods. Pupils are expected to work in the Library. Attendance is monitored by the Librarian and Heads of Year 12 and 13. The number of compulsory Study Periods will depend on the curriculum pathway the individual student has chosen:

Year 12

| Combination of qualifications | Compulsory Study Periods |
|-------------------------------|--------------------------|
| 3 A Levels | 8 |
| 4 A Levels | 0 |
| 3 A Levels + 1 AS | 0 |
| 3 A Levels + EPQ | 4 |
| 3 A Levels + Core | 0 |

Year 13

| Combination of qualifications | Compulsory Study Periods |
|-------------------------------|--------------------------|
| 3 A Levels | 6 |
| 4 A Levels | 0 |

Linked Policies:

More Able, Gifted and Talented Policy
 Assessment Policy
 Careers Policy
 Homework Policy
 PSHEE Policy
 Special Educational Needs and Disabilities (SEND) Policy

Curriculum Plan

The units are lessons of 35 minutes; total number per week = 43

Key Stage Three

| | En | Ma | Bi | Ch | Ph | MFL | La | MFL 2 | Hi | Gg | RS | Mu | Dr | Ar | PE | Sw | HE/ Tx | IT | PSHEE | PA | StS |
|---------------|----|----|----|----|----|-----|----|-------|----|----|----|----|----|----|----|----|-----------|----|-------|----|-----|
| Year 7 | 4 | 5 | 2 | 2 | 2 | 5 | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 1 |
| Year 8 | 4 | 5 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 4 | 0 | 2 | 1 | 1 | 0 | 1 |
| Year 9 | 5 | 6* | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 4 | 0 | 2 | 0 | 1 | 0 | 0 |

*The Year 9 Mathematics course will include some lessons on Coding.

Key Stage Four

| | En | Ma | MFL | RS | PE | Opt1 | Opt2 | Opt3 | Opt4 | Opt5 | Opt6 | PSHEE |
|----------------|----|----|-----|----|----|------|------|------|------|------|------|-------|
| Year 10 | 6 | 5 | 4 | 1 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 1 |
| Year 11 | 6 | 5 | 4 | 1 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 1 |

GCSE Options: Art, Biology, Business, Chemistry, Classical Greek, Classical Civilisation, Design Technology - Textiles, Dance, Drama, Geography, History, Food and Nutrition, Latin, MFL: French, German and Spanish, Music, PE, Physics, RS.

Sixth Form

| | Tutor | Enrich | Study Period | Option 1 | Option 2 | Option 3 | Option 4 |
|----------------|-------|--------|--------------|----------|----------|----------|----------|
| Year 12 | 1 | 3 | 4/8 | 9 | 9 | 9 | (9) |
| Year 13 | 1 | 3 | 4/6 | 9 | 9 | 9 | (9) |

AS/A Level Options: Art, Biology, Business, Chemistry, Classical Civilisation, Dance, Economics, English Literature, Food and Nutrition, French, Further Maths, Geography, German, Classical Greek, History C16th, History C20th, ICT, Latin, Media Studies, Music, PE, Physics, Psychology, Pure Maths with Mechanics, Pure Maths with Statistics, RS, Sociology, Spanish, Textiles, Theatre Studies.

Enrichment: Ceramics, Community Sports Leader Award, Cookery – Fine Dining, Creative Art, Drama (LAMDA), Young Enterprise, Italian (GCSE), Latin Primary Outreach, Politics, Pool Lifeguard, Recreational Sports, Personal Fitness, Textiles. Community Service, Yoga, Extended Project (Year 13), Archaeology, Creative Writing.

Year 12

| Combination of qualifications | Tutorial Period | Number of lessons per A Level / AS subject | Compulsory Study Periods | Number of spare periods |
|-------------------------------|-----------------|--|--------------------------|-------------------------|
| 3 A Levels | 1 | 9 | 8 | 4 |
| 4 A Levels | 1 | 9 | 0 | 3 |
| 3 A Levels + 1 AS | 1 | 9 | 0 | 3 |
| 3 A Levels + EPQ | 1 | 9 | 4 | 4 |
| 3 A Levels + Core | 1 | 9 | 4 | 4 |

Year 13

| Combination of qualifications | Tutorial Period | Number of lessons per A Level / AS subject | Compulsory Study Periods | Number of spare periods |
|-------------------------------|-----------------|--|--------------------------|-------------------------|
| 3 A Levels | 1 | 9 | 6 | 6 |
| 4 A Levels | 1 | 9 | 0 | 3 |
| 3 A Levels + Core | 1 | 9 | 4 | 4 |

Key Stage Three

| | En | Ma | Bi | Ch | Ph | MFL | La | MFL 2 | Hi | Gg | RS | Mu | Dr | Ar | PE | Sw | HE/Tx | IT | PSHE | PA | StS | |
|---------------|------|-----------------------------|------------|------------|------------|------------|------------|-------|------------|------------|------------|------------|------------|------------|------------|--------------------------|------------|------------|------------|------------|-------------------------------|------------|
| Year 7 | Sets | Mixed Ability Groups & Sets | Form Group | Form Group | Form Group | Form Group | Form Group | | Form Group | Form Group | Form Group | Form Group | Form Group | Half Forms | Form Group | Bands within Form Groups | Half Forms | Form Group | Form Group | Form Group | Mixed groups from across Year | Form Group |
| Year 8 | Sets | Sets | Form Group | Form Group | Form Group | Sets | Form Group | Sets | Form Group | Form Group | Form Group | Form Group | Form Group | Half Forms | Form Group | | Half Forms | Form Group | Form Group | | | |
| Year 9 | Sets | Sets | Form Group | Form Group | Form Group | Sets | Sets | Sets | Form Group | Form Group | Form Group | Form Group | Form Group | Half Forms | Form Group | | Half Forms | | Form Group | | | |

English - students are set from the outset, beginning in Year 7, based on entrance test results. As pupils progress through each year group sets are re-evaluated based on teacher assessment and knowledge, Key Assessments, and end of Year Examinations. There is always at least one top set and a small set for those who find greater difficulty in English, but the disposition of sets otherwise is made according to the nature of the pupils in that year group. Where possible there is one more English set than there are forms, to allow smaller teaching groups in this core subject.

Latin - In Year 9 the Scheme of work provides for differentiation within fully differentiated groups based on the Year 8 Summer examination results (with particular focus on the language mark) as well as teacher knowledge and in consultation with MFL. Pupils are taught in four discrete sets. Set 1 (Athena) is a Classical Languages set, studying Latin and Classical Greek. Sets 2 and 3 (Juno and Venus) are Latin sets. Set 4 (Ceres) is a Classical Civilisation set.

Maths – the pupils are taught in mixed ability sets for the first term in Year 7. Regular whole-year assessments are made at half term and at the end of term; the results of these tests are used to stream the pupils at Christmas. Pupils remain in sets throughout KS3. Where possible there is one more Mathematics division than there are forms, to allow smaller teaching groups in this core subject.

MFL – setting in Year 8 & 9 is based on a pupil’s performance during the previous year, and their end of year exam results. The aim is to keep pupils in the same groups through Year 8 and 9 as far as possible, unless it is evident from their work and examination results that they are not in the correct group for their ability.

Swimming – pupils are grouped (banded) within Forms on the basis of their swimming ability.

Key Stage Four

| | En | Ma | MFL | RS | PE | Opt1/ Sc1 | Opt2/ Sc2 | Opt3/ Sc3 | Opt4 | Opt5 | Opt6 | PSHE |
|----------------|------|------|------|---------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------|
| Year 10 | Sets | Sets | Sets | Form Group | Options Groups | Options Groups | Options Groups | Options Groups | Options Groups | Options Groups | Options Groups | Form Group |
| Year 11 | Sets | Sets | Sets | Form Group | Options Groups | Options Groups | Options Groups | Options Groups | Options Groups | Options Groups | Options Groups | Form Group |

English - setting of five GCSE sets in Year 10 is on the same principle as KS3, but is not normally changed at the end of the year.

Maths - an extra Maths Division is added for KS4 to enable the less able to be taught in smaller groups so that they receive more individual attention.

MFL – where possible, pupils are set according to ability.

Approved by Council: _____

Date: _____