



# **CURRICULUM POLICY AND PROCEDURES**

## **SENIOR SCHOOL**

Owner	Assistant Head – Data and Curriculum
Authorised by	Headteacher and Governors
Dated	July 2018
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## Policy

In the Senior School at Derby High School we aim to provide a broad, balanced curriculum, with access for all, to mathematical, scientific, linguistic, technological, social and human, physical and aesthetic and creative areas.

We aim to provide a curriculum that

- is based around the National Curriculum but is not bound by it
- provides continuity, progression of learning and differentiation
- provides pupils with challenge and a sense of achievement
- provides all pupils with the opportunity to learn and make progress
- builds confidence and gives satisfaction and enjoyment, thereby giving pupils a positive attitude to learning
- provides opportunities for pupils to develop their independent thinking and learning
- enables the pupils to develop knowledge, understand concepts, acquire skills and develop the ability to choose and apply these in relevant situations
- provides personal, social, health and economic education which reflects the school's aims and ethos
- develops the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- seeks to prepare pupils for the opportunities, responsibilities and experiences of adult life
- provides enrichment and support through provision of additional activities such as educational visits, visiting speakers, field trips etc.

Outside the taught curriculum we aim to provide a range of extra-curricular opportunities that allow pupils to develop many skills relevant to the main curriculum.

We therefore aim to provide "excellence for all pupils in every aspect of academic studies" (DHS Ethos and Aims) and to develop the potential of all members of the school community.

## Procedures

Curriculum content and delivery

### KS3 (U3, L4, U4)

Pupils are taught in their mixed ability form groups for all subjects except Maths, which is set by ability and taught in two sets in U3, three in L4 and U4. English is taught in 3 sets in U4 only and these are set by ability in U4. DT, FN and U4 Art are taught in half-classes, split alphabetically within the form group.

Subjects taught are: English, Maths, Biology, Chemistry, Physics, History, Geography, French, Art, ICT, Design Technology, Food and Nutrition, Religious Studies, Music, PE, Drama, PSHEE (including: sex education, citizenship and careers advice) and Thinking for Learning (T4L). German and Spanish are introduced in the form of a single period a week taster lesson and then either one or the other is taken in addition to French in L4 and U4. Parents are asked to provide information indicating a need to study one or other second MFL but ultimately the decision is taken by the School based on staff knowledge of aptitude in the taster lessons and French lessons.

Subject lesson allocation:

The school works a 42 period week, (1 period = 35/40 minutes)

	Eng.	Maths	Biol. Chem. Phys. ICT RS	Fren.	Germ. Span.	Hist.	Geog.	Food and Nutr.DT	Art	PE	Drama PSHEE	Mus	T4L
U3	4	5	2	4	1 ½ yr each	3	3	2 ½gp ½yr	2	3	1	2	1
L4	4	4	2	4	4	3	2	2 ½gp ½yr	2	3	1	2	0
U4	5	5	2	3	4	2	3	2 ½gp ½yr	2 ½gp	3	1	1	0

#### KS4: GCSE (L5, U5)

All pupils study for GCSEs in English (Language and Literature) and Maths. They choose six optional subjects from Art, Biology, Chemistry, DT, Drama, French, Geography, German, Food and Nutrition, History, Music, PE (GCSE), Physics, RS and Spanish. Pupils must choose at least one science subject and one MFL (exceptions to the latter are sometimes made for pupils with SLD). Pupils also take ICT, PE (core), T4L (Thinking for Learning), PSHEE and RS.

Maths is still taught in three sets. English is also taught in three sets in L5 and U5. Optional subjects are taught in mixed ability option groups. PE, PSHEE, T4L and ICT are taught in mixed groups split such that the GCSE PE group is kept together in core PE.

#### Subject lesson allocation:

The school works a 42 period week, (1 period = 35/40 minutes)

	English (3 sets)	Maths (3 sets)	Option group subjects	PE	RS	ICT	PSHEE	T4L
L5	6	6	4	3	2 ½gp ¼ yr	2 ½gp ½yr	1	2 ½gp ¼ yr
U5	6	5	4	3	1	2	1	0

#### KS5: A Level (L6, U6)

All GCSE subjects are offered to A Level with the addition of Business, Further Maths and Psychology and the exception of Food and Nutrition. The option grid is constructed each year to provide as many of the pupils' option choice combinations as possible. Pupils choose 3 subjects to take at A level, although a small number may take 4 after careful guidance about their suitability. MFM (Maths and Further Maths) is taught on reduced time allocation to able mathematicians, which enables pupils to take MFM as well as 3 other options if they wish, assuming they can cope with the workload. In addition, pupils are encouraged to take on an enrichment activity from a variety of options. These include: EPQ, AS Sociology, Young Enterprise, Engineering Education Scheme, Level 3 Certificate in Food Science and Nutrition and Duke of Edinburgh Gold Award. All pupils also have core PE lessons and a programme of careers advice in L6 and ongoing individual advice in U6. In U6 the 'Truly Educated' programme runs in a carousel with core PE. In this course pupils are taught an eclectic range of non academic skills and are challenged to undertake other activities to broaden their education.

Entry requirements to the Sixth Form are: at least 7 A\*- B/9-6 at GCSE together with any subject specific requirements for those subjects they wish to study. It is expected that the pupils will have GCSE Maths and English at grade 5 or above. Occasional exceptions to these requirements will be made dependent on subject choices and individual circumstances, based on discussions with the Assistant Heads or Headteacher. Conditional

offers, requiring higher grades, are sometimes made to external applicants if demand for places on a course is high.

Subject lesson allocation:

The school works a 42 period week, (1 period = 35/40 minutes)

	Option subjects group	MFM	EPQ	PE, TE and careers	Study periods
L6	8	12	2	2	6+
U6	8	12	2	2	6-14

A varied programme of Sixth Form enrichment which is detailed further in Appendix 1.

### Speaking and Listening, Literacy and Numeracy

Speaking and listening skills are taught within the English curriculum. Literacy is taught by the English department and Library Resource Centre and supported through other subjects (see Literacy Policy). Numeracy is taught within the Maths curriculum and the skills are reinforced within many other subjects.

### PSHEE (Personal, Social, Health and Economic Education)

PSHEE is taught as a discrete lesson throughout Y7-11 and in the Sixth Form is delivered through the programme of careers sessions, talks and tutor support sessions. For all pupils, many elements of PSHEE are also delivered through other areas of school life: tutorial time, assemblies, the pastoral care system, extra-curricular activities and Student Council.

We believe that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils. The ethos of the school, the quality of its relationships, its concern with equality of opportunity and the values which it exemplifies are crucial factors in pupils' personal and social development. As such, the School aims are promoted through PSHEE within the school:

The PSHEE & Citizenship programme seeks to:

- Help pupils to deal with difficult moral and social questions that arise in their lives and in society.
- Help pupils to develop the knowledge, skills and understanding they need to lead confident, healthy independent lives.
- Give pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- Provide education in citizenship and democracy, which will help them to develop a full understanding of their roles and responsibilities as citizens.
- demonstrate care and professionalism, treating each other with respect, tolerance and courtesy;
- develop the potential of all members of the school community;
- encourage a sense of self-worth;
- encourage an awareness of the world beyond the school;
- achieve the highest standards of self discipline, conduct and performance;
- interact constructively with parents and the local community;
- prepare all pupils for the opportunities, responsibilities and experiences of life

For further detail see the PSHEE Policy and Scheme of Work.

### Careers Education (for further detail see Careers Policy)

Part of the preparation for enabling pupils, 'to take advantage of the opportunities and experiences of adult life' is undertaken within the careers programme.

In U4 advice is provided to help pupils make GCSE choices. The Head of Careers speaks to the pupils in PSHEE sessions; a booklet of GCSE courses is provided; there is a GCSE options evening for pupils and parents; and pupils can make individual appointments with a member of staff for careers and choices advice. When the pupils submit their choices a check is made against their future plans.

In L5 the pupils have the possibility of taking part in Work Experience for 1 week near the end of the summer term. A charge is made to the bills of all L5 pupils to cover the cost of Health & Safety checks carried out.

In U5 advice is provided to help pupils make A Level choices. The Head of Careers speaks to the pupils in PSHEE sessions; a brochure of sixth form courses is provided; there is a Sixth Form Information Evening for pupils and parents; and pupils have individual appointments with a member of staff for advice on A Level choices and careers. When the pupils submit their choices a check is made against their future plans.

In the Sixth Form a careers programme is delivered in the L6; personal tutors, the Head of Careers and Head of Sixth Form are all available to provide advice for the pupils and discuss their future career paths with them. At the L6 Parents and Higher Education Evening a visiting speaker gives advice about University courses.

### Maths Sets

Maths is taught in two sets in U3, three sets in L4 and U4. When there are only two sets, these are similar in size with the lower set being slightly smaller if numbers allow. When there are three sets, the third set is kept smaller than the other two sets to allow plenty of help for those who struggle with the subject.

The setting is decided on entry into U3 based on the Entrance test and KS2 results, however pupils may be moved up or down sets when it is decided this will be better for the pupil. Decisions are based on test and exam results and the teacher's knowledge of the individual pupil from classwork and homework.

### English Sets

Pupils are taught in three sets in U4, L5 and U5. The lowest set is kept smaller to allow those students extra help. Setting is decided using staff knowledge of performance during L4 and earlier. English examination results are also taken into account. The pupils are monitored during U4 to see whether the setting decision has been correct, and then changes can be made for the start of L5.

### Differentiation

It is acknowledged that, whilst the intake of Derby High School is selective, there is still a range of abilities within each cohort. In order to ensure that all pupils are, 'given the opportunity to learn and make progress', Heads of Department are expected to make provision for this within department schemes of work and staff are expected to take this into account in their teaching in a variety of ways: see Differentiation Policy.

### Learning Difficulties and Disabilities (LDD) and English as an Additional Language (EAL) (see also Special Needs and Disability Policy)

There are currently no pupils with an Education, Health and Care plan (EHC). However, there is currently one student without an EHC but whose disability /needs require a risk assessment. Before a pupil is admitted to Derby High School with an EHC, a review of his/her educational requirements would take place (undertaken by the SENDCO and reported to the Headteacher). Parents would be advised of any additional costs which they may have to bear for provision of one-to-one support or specialized materials or equipment.

The selective nature of Derby High School means that there are no pupils whom it would be impossible to accommodate within the current curriculum structure. Pupils with LDD follow the normal curriculum and appropriate support and guidance will be put in place for any pupils with emerging needs. Some have lessons with a visiting teacher specialising in learning difficulties. Pupils with dyslexia are not required to take a MFL at GCSE although several do. Guidance about this choice is given by the language staff, the Head of Careers and the Assistant Head- Data and Curriculum. Occasionally, for a pupil with a more severe learning difficulty, they may be exempt from taking the second MFL in Y8 and 9. Teachers use a variety of strategies to aid pupils with LDD,

for example: reducing the number of questions, providing writing frames, giving targeted help in class or out of class. (See also Differentiation Policy and Special Educational Needs and Disability Policy.)

Pupils newly arrived from foreign countries are encouraged to have additional EAL lessons outside school and are withdrawn from those subjects which place an unreasonable strain on their language facility. Teachers will make appropriate adjustments in the volume and complexity of tasks set whilst the pupil's grasp of English is relatively weak. Teachers liaise when required with the EAL teacher via the SENDCO in order to provide information about progress, required skills and a judgment about the length of time for which additional lessons are required.

### Activity Week

During the last week of the Summer Term there is a week called Activity Week when the normal timetable is suspended. Pupils in U4 and L5 are given the opportunity to join a week's language course visit to France or Germany (in alternate years), organised by the MFL department. L5 pupils who do not go abroad use the week to do work experience. Members of U3, L4 and those of U4 who do not go on the language trip follow a programme of activities and trips organised and run by a variety of staff. The L6 follow a programme of activities, speakers and visits organised by the Head of Sixth Form and supporting staff.

### Reading Weeks

For two separate weeks each year there is a Reading Week during which the normal homework timetable is suspended. (Autumn term Reading Week is for all year groups but Spring term Reading Week is for Y7-10 only.) Y7-9 are encouraged to read more widely: a range of fiction books have been graded by the LRC and English department staff and pupils are given guidance about the level they should choose.

Y10-U6 are expected to work independently and make sensible use of their time to do a mixture of: wider reading around one or more subjects; reviewing and consolidating their notes; self determined subject linked internet research or reading; reading for pleasure. Subject teachers do not direct the time, the pupils decide what to do. Departments provide suggested lists for wider reading and/or activities.

No tests are to be set during Reading Week except perhaps on the Monday, for which the learning was done on the previous Friday homework. No tests will be held on the Monday immediately following Reading Week. No homework is to be taken in during Reading Week except on the first Monday (from homework in the previous week).

For the Sixth Form it has been agreed that all work set in the week prior to Reading Week will be submitted on the usual submission day in the week following Reading Week. This is to prevent blurring of the boundaries of the week by departments operating different policies. No new homework will be set during Reading Week.

### ICT (See also ICT policy)

All pupils in Y7-11 have ICT lessons.

All subject departments incorporate the use of ICT within their curriculum, this may take many forms such as: word processing work, internet research, Powerpoint presentations, IWB and data projector activities, use of spreadsheets and graphical presentation of data.

### Thinking for Learning (T4L)

We wish to encourage the pupils to develop their independent learning and thinking skills. To help achieve this Y7 has a discrete T4L lesson and Y8 may have occasional time off timetable to deliver/reinforce habits/skills. In Y10 there are discrete T4L lessons every other week. Art Costa's Habits of Mind are the core framework for the T4L programme, as these are the effective learning behaviours we want our students to adopt. Various strategies are used in classrooms to help students to develop these habits, such as de Bono's Thinking Hats and Thinking Maps.

### Junior/Senior School Curriculum Liaison

The Primary Department is situated within the grounds of the school and provides over half of the senior school intake. We believe it is important to make the transition between the two parts of the school as easy as possible (see transition documentation) and to gain the benefits of co-operation between the sections. Knowledge of the curriculum near the transition boundary is important as is discussion about how things should be taught in order to maximise the benefits to pupil learning. Staff from the other part of the school can be a useful resource for reference and possibly for delivering cross –school activities, lesson observation or teaching when timetabling and other considerations can allow.

The Heads of Department of subject areas that exist in both schools are expected to maintain regular links with their counterpart in the Junior/Senior school.

The aims of these meetings are:

- To ensure that the overall aims of the departments of the separate parts of the school are compatible. Details to be kept in department handbooks.
- To give the HoD/co-ordinator an overview of the scheme of work in each department with particular reference to years 5, 6, 7 and 8. The senior school department should hold a copy of the year 6 SOW in their handbook and the Junior School department the year 7 one for reference.
- To be aware of:
  - The differentiation policy. In particular to share ideas for differentiation other than by outcome.
  - The homework policy.
  - The assessment and recording policy.
- To look at samples of work from these year groups to give an idea of standards achieved at each stage.
- To look for areas of duplication that can be avoided and to look for ideas of topics that are missing or perhaps things that can be recapped and extended in the Senior School or treated from another angle.
- To discuss ways that things are taught to make sure that they are compatible or to gain an understanding of the reason if they need to be different. (This may not be appropriate in all subjects and it is more probable that it will originate from senior school departments who are aware of technical details that would be better addressed in a different way at the earlier stage. Although it may also be an opportunity for Junior School staff to explain why they feel they have to do something differently.)
- To look at opportunities for cross school links within department areas such as: lesson observation; possible joint year 6, 7 events; Senior School staff running an activity for year 6; teaching a 'one off' lesson or topic in the other school; staff from the other school judging competitions etc.

For all pupils entering the Senior School at 11+, the results of end of KS2 tests/DHS Junior school testing results together with Entrance Exam scores are made available to staff.

For pupils transferring from Derby High Junior School, internal tracking results are made available to the Senior School and Senior School and Junior School staff liaise as necessary with regard to individual pupils. (See Transition documentation procedures.)

See also Appendix 1: Sixth Form Enrichment