



CURRICULUM POLICY AND PROCEDURES

SENIOR SCHOOL

Owner	Assistant Head – Data and Curriculum
Authorised by	Headteacher and Governors
Dated	September 2019
Review	September 2020

Related documents:

- Literacy policy
- Careers Education and Guidance policy
- PSHEE policy
- Alcohol, Smoking and Drugs Policy
- Differentiation Policy
- SEND policy
- Homework policy
- ICT policy
- Transition Procedures – Whole School

Contents:

1. Policy aims
2. Procedures
 - a. Curriculum content and delivery
 - i. KS3 (U3, L4, U4)
 - ii. KS4: GCSE (L5, U5)
 - iii. KS5: A Level (L6, U6)
 - b. Speaking and Listening, Literacy and Numeracy
 - c. PSHEE (Personal, Social, Health and Economic Education)
 - i. Purpose of PSHE
 - ii. Delivery of PSHEE
 - d. Careers Education
 - e. Supporting students of all abilities
 - i. Maths Sets
 - ii. English Sets

iii. Learning Difficulties and Disabilities (SEND) and English as an Additional Language (EAL)

f. Activity Week

g. Reading Weeks

h. ICT

i. Thinking for Learning (T4L)

j. Junior/Senior School Curriculum Liaison

Appendix A – Sixth Form Enrichment

1. Policy aims

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.

2. Procedures

a. Curriculum content and delivery

i. 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	Mat hs	Biol. Chem Phys. ICT RS	Fren.	Germ. Span.	Hist.	Geo g.	Food and Nutr. DT	Art	PE	Dram a PSHEE	Mu s	T4L
U 3	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
U 4	5	5	2	3	4	2	3	2 ½gp ½yr	2 ½gp	3	1	1	0

ii. 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
U 5	6	5	4	3	1	2	1	0

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

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

b. Speaking and Listening, Literacy and Numeracy

Please see the Literacy policy for details of how the development of literacy is supported across the curriculum

Numeracy is taught within the Maths curriculum and the skills are reinforced within many other subjects.

Speaking and listening are holistic skills, the development of which is supported by a wide range of teaching strategies across the curriculum.

c. PSHEE (Personal, Social, Health and Economic Education)

i. Purpose of PSHE

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.

ii. Delivery of PSHEE

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.

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

d. Careers Education

Coherent and progressive careers education and guidance is provided to all students in years 7-11. For further detail see Careers Education and Guidance policy

e. Supporting students of all abilities

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 teachers are expected to provide differentiated opportunities in the classroom. Please see Differentiation Policy for further details.

i. 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, 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.

ii. 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.

iii. Learning Difficulties and Disabilities (SEND) and English as an Additional Language (EAL)

Please see SEND Policy for details

f. 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.

g. 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.

Please see Homework policy for details.

h. ICT

All pupils in Y7-11 have ICT lessons.

All subject departments incorporate the use of ICT within their curriculum,

Please see ICT policy for details.

i. 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. The principles behind Art Costa's Habits of Mind (tailored and adapted to suit the DHS context) 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.

j. Junior/Senior School Curriculum Liaison

The Heads of Department /primary subject coordinators are expected to liaise regularly through:

Meetings;

Lesson observations;

Possible cross-phase events;

Cross-phase teaching (where appropriate and valuable).

The aims of this liaison is, inter alia:

- To maintain awareness of changes to SOW and programmes of study in KS2 and KS3;
- To ensure a seamless transition from primary to senior education;
- To share good practice in terms of delivering content and strategies for learning (acknowledging the complementary expertise of primary teachers, in the holistic education of young people immediately prior to entry into the senior school and senior school teachers, in specific academic domains);

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 A: Sixth Form Enrichment

APPENDIX A: Sixth Form Enrichment Overview

We encourage both supercurricular and extra-curricular activities as part of the enrichment programme at Derby High. This best prepares students for their next steps, whether that be university, degree apprenticeships, GAP years or employment.

Skills for Life and Truly Educated

We offer a timetabled enrichment programme for both year groups which is run in parallel with PE and incorporates PSHE & Careers. During this course students are taught an eclectic range of non-academic skills and are challenged to undertake other activities to broaden their education. These includes talks from outside speakers, UCAS workshops, study skills, safeguarding training, sexual health and safe driving, amongst many other things. The programme changes year on year to incorporate student requests and current issues.

As part of this programme we also introduce students to the idea of the supercurricular and extra-curricular, and encourage involvement in a variety of options, some timetabled and others to take place in the students' own time. Independent learning is valued by universities and employers alike and therefore this is also something on which we place great emphasis.

Some examples of timetabled enrichment opportunities:

Extended Project Qualification, Food and Nutrition Diploma

Some examples of other enrichment opportunities:

EES, Business Enterprise, Future Learn courses, Duke of Edinburgh, wider reading.

Other Enrichment Opportunities offered by the school:

Visits – Many subjects organise their own trips, for example, Biology & Geography Field Trips, lectures, Art trip to Chatsworth.

Activity week – There is a designated week towards the end of the summer term for Lower Sixth in which students participate in a wide range of activities such as self-defense and a trip to London to see a West End show.

International Trips - There is a long haul expedition run by the "World Challenge" organisation which goes every other year. Alternate years, Chaplain Jo offers a long haul trip in the October half term. Both of these trips include a volunteer work phase as well. These trips afford those that go many opportunities to develop important life skills. One feature of being a team member is the long preparatory phase in which team building activities and fundraising activities take place.

Leadership – We encourage and foster skills of leadership in all of our sixth formers. Sixth Form students are encouraged and, indeed expected, to volunteer at school events. At these events they will have an opportunity to interact with a wide range of people (from Kindergarten students to adults), to help organise, serve or speak publically. All Upper Sixth students have an opportunity to become a prefect by formal application in the Spring Term of the Lower Sixth year. Generally all students apply and meaningful roles are available to all. The House system is entirely student-led by prefects. Each of the four houses has a House Captain and two Deputy House Captains. All sixth formers undergo child protection training by the DSL.