

# CURRICULUM POLICY

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## WHOLE SCHOOL

The Queen's School seeks to provide a broad and balanced education based on the values of scholarship, character and community. We encourage the development of pupils' individual talents and abilities, enabling them to develop their self-knowledge, self-esteem and self-confidence. Our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We actively seek to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

A programme of personal, social, economic and health education is in place, which reflects the school's aims and ethos and contributes to the preparation of pupils for the opportunities, responsibilities and experiences of adult life.

We aim to enable pupils to acquire knowledge, to learn and to make progress according to their ability so that they increase their understanding and develop their skills. All pupils acquire appropriate skills in speaking and listening, literacy and numeracy. We foster in our pupils the application of intellectual, physical and creative effort, interest in their work, and the ability to think and learn for themselves.

We aim to create an environment within which girls can develop moral and spiritual values together with an awareness of their own and others' cultures.

We provide an education, with subject matter appropriate for the ages and aptitudes of pupils, which enables all pupils within a class to make progress, including pupils with special educational needs and those for whom English is an additional language.

Through appropriate careers guidance, we aim to enable students to develop the skills, knowledge and attitudes to make well-informed, realistic decisions throughout their adult and working lives. Guidance is presented in an impartial manner and we encourage the girls to fulfil their potential. We believe that it is important to offer subjects additional to those in the National Curriculum in order to complement and enrich it and to enable our pupils to pursue particular strengths, interests and enthusiasms in a less prescriptive and restrictive curricular framework.

Nationally, the pattern of examination courses and syllabuses is constantly evolving. The school's curriculum is kept under regular review to ensure that it evolves in line with changing social, economic and technological requirements and that it blends the best of the tried and traditional with the best of the new in order to maximise the opportunities for pupils during their school career and when they leave. At all stages we try to ensure that we offer breadth, variety, relevance, continuity and progression. Any changes are introduced only after lengthy and careful consideration of all relevant factors.

The school provides a framework for pupil performance to be evaluated, by reference to our own aims and against national norms.

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## THE LOWER SCHOOL – RECEPTION TO YEAR 6

In the Lower School we deliver a broad and balanced curriculum which is designed to excite and develop learning. Lessons are differentiated to enable every child to progress and achieve so that those with special needs receive appropriate support, yet gifted and talented pupils are able to be stretched and challenged academically. We teach in a cross-curricular way in the Early Years Foundation Stage, Key Stage 1 and parts of Key Stage 2. Subject teachers are used where appropriate in all Lower School key stages, in order to give pupils a quality education.

### Reception - The Early Years Foundation Stage

In Reception, the curriculum is guided by the 'Statutory Framework for the Early Years Foundation Stage' (2014). Learning in the Early Years Foundation Stage (EYFS) is developed through three Prime Areas of learning. The Prime Areas are *Communication and Language*, *Physical Development* and *Personal, Social and Emotional Development*. The Prime Areas are strengthened by four Specific Areas. The Specific Areas are *Literacy*, *Mathematics*, *Understanding of the World* and *Expressive Arts and Design*.

Planning in the EYFS curriculum focuses on the Early Learning Goals and developing children's skills and experiences. From the Reception class and beyond, we adopt an inter-disciplinary topic approach to curriculum planning and progress and development is measured through a cycle of planning, observation and review. Pupils in the EYFS complete a baseline assessment upon entry to the Reception class and progress is measured at regular points by all EYFS staff.

Encouraging imaginative and inquisitive learners is part of the learning culture at the Lower School. Facilities in the EYFS enable young minds to investigate and question. An enhanced outdoor learning environment (2014) has enabled pupils access to an active play zone, adventure area and a covered outdoor classroom (suitable for all year groups to use). In addition, all weather surfacing has enabled access to the outdoors all year round for pupils. Areas of learning are zoned and offer a superb range of equipment to enhance and support all areas of the EYFS curriculum. In 2016, two new classrooms were added to the Infant provision. They currently house two Reception classes. An outdoor learning environment, specific to EYFS, with a covered area and opportunities for free-flow learning was created in December 2016.

Each classroom offers a small library area for pupils and texts are regularly updated according to pupil preferences and topics currently being studied. In addition, two landing areas have been allocated to house small library provisions for Key Stage Two pupils. These areas offer extra opportunities for pupils to explore and learn.

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## Key Stage 1

As an independent school, our curriculum is based on the National Curriculum, but is broader than and goes well beyond, statutory requirements. Our pupils are encouraged to take an active part in their lessons, express opinions, ask questions and develop a positive attitude towards learning.

The learning journey continues in Year 1, with pupils working much of the time in a thematic and cross-curricular way. This provides a seamless transition from one year to the next. As in Reception, specialist teachers enhance subject delivery through subjects such as sport, computing, music and modern foreign languages. A core PSHE curriculum is in place. This serves well in preparing pupils for Key Stage 2.

Pupils are taught in mixed ability groups, although they may sit in ability groups within the room for certain subjects. Practical activities are explored wherever appropriate and children are requested to explain their learning strategies and evaluate their work. Planning includes provision for pupils with additional needs and extension work and activities are planned for more able pupils. In addition, Individual Care Programmes (ICPs) are in place for those with temporary or less severe difficulties. Pupil provision and progress is evaluated regularly and an Educational Health Care Plan (EHCP) will be initiated when necessary. This applies to all pupils throughout the Lower School.

## Key Stage 2

In Key Stage Two the pupils are taught by specialist subject teachers in modern foreign languages, PE, swimming, music, computing and creative development. Form tutors deliver PSHE lessons. Pupils are placed in sets for mathematics from Year 3 onwards to enable each child to be taught at a level appropriate to her ability in this vital area of the curriculum. Other subjects are taught within the mixed-ability classes. The core and foundation subjects are enhanced by the provision of a variety of enrichment activities and educational visits that take them further afield and foster a curiosity about the world. Teaching staff are able to demonstrate appropriate subject knowledge and an approach to teaching which motivates, encourages and promotes learning. They are encouraged to be multisensory in their approach to assist different learning styles and interact with their pupils.

## Learning Challenge Curriculum

With an emphasis on reasoning and problem-solving to encourage pupils to think for themselves and develop critical reasoning, the Learning Challenge Curriculum is being introduced from January 2017 in all year groups at the Lower School. To complement generous lesson allocations in English and mathematics, underpinning everything the pupils do, the Learning Challenge Curriculum focuses on broadening pupils' experiences to acquire historical and geographical skills, alongside activities to give them life skills and develop resilience.

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The Learning Challenge Curriculum is a bold new approach which aims to make learning more engaging, with plenty of opportunities for enrichment and independent enquiry. Pupils are involved with the questions which underpin the half term or termly unit of study. This way, greater pupil engagement is ignited from the outset, challenging pupils to 'go the extra mile' in terms of their research and encouraging a genuine interest in a topic.

## THE SENIOR SCHOOL – YEARS 7 TO 13

In the Senior School each head of department is responsible for the production of assessment plans and detailed schemes of work. The schemes of work give guidance on learning objectives, effective teaching methods, suitable activities and resources. Teaching and learning strategies are adapted to meet the needs of each learner.

Teachers are expected to demonstrate appropriate knowledge and understanding of the subject matter being taught and to utilise a range of high quality classroom resources effectively. Each department has strategies in place to assess pupils' work regularly and thoroughly. This information is then used to plan teaching so that all pupils can make good progress.

### Key Stage 3

In Years 7 to 9, the aim is to provide pupils with a broad and comprehensive curriculum. They have the opportunity to follow all three separate sciences and to establish a firm foundation in mathematical and linguistic skills. The curriculum includes a programme of PSHE and provides experience in the humanities, technologies and in physical, aesthetic and creative education.

### Key Stage 4

In the GCSE years, the core curriculum is reduced to English and English Literature, mathematics, the three sciences, PE and PSHE. All girls choose at least one modern foreign language. They then have three further option choices from a range of languages, humanities and creative practical subjects. Pupils normally study ten GCSE subjects.

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## Key Stage 5

The minimum requirement for entry into the sixth form is seven or more GCSEs at grades A\* to B, and girls are expected to have at least an A in those subjects to be studied at A-Level. Some subjects require an A\*. Girls elect to study 3 A levels in Year 12, as part of the Queen’s School Baccalaureate. This is a bespoke qualification encompassing extended academic research through the Extended Project Qualification (EPQ), a broader study of complementary subjects chosen by students, critical thinking, interview practice as well as an enrichment programme that includes volunteering, sport and well-being activities.

Queen’s Baccalaureate		
<p style="text-align: center;"><b>Depth of study</b></p> <p style="text-align: center;">Any three A-Level subjects to provide in-depth academic study and to test knowledge, understanding and application.</p>		
<p style="text-align: center;"><b>Broader study</b></p> <p style="text-align: center;">At least two additional units of online study, interview skills, critical thinking, personal finance.</p>	<p style="text-align: center;"><b>Extended project qualification (EPQ)</b></p> <p style="text-align: center;">Development of interdependent learning, time management and research ability through completion of an extended project.</p>	<p style="text-align: center;"><b>Enrichment activities (QUEST)</b></p> <p style="text-align: center;">Formal recognition of non academic pursuits that develop valuable skills and qualities, such as initiative, teamwork and leadership including sport, volunteering, fitness.</p>

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## Lower School Curriculum Statement

In accordance with the guidance and requirements of the EYFS Framework, there is much flexibility and an acknowledgement that pupil-led learning embedded through a cross-curricular delivery is best practice. As a result, the Reception class timetable offers flexibility and extension when and where it is required.

In Key Stage 1 some lessons are divided into 30 minute sessions, to allow for the different length of the afternoon session.

Subjects are currently taught in Key Stage 2 within a weekly framework of 48 periods, each of 30 minutes duration. The Key Stage 2 lessons amount to 24 hours, supplemented by assemblies on three days of the week, registration and extra-curricular activities.

The PSHE/PSED teaching and learning at the Lower School embodies the recommended teaching programmes from the PSHE Association, as well as SEAL, Every Child Matters and the Body Image Curriculum. A whole school approach has been embraced and the key teaching theme for all year groups is introduced at the first whole school assembly at the start of each week. The assembly serves as a spring board for all year groups to develop teaching and learning based on the theme according to pupils' prior knowledge, age and stage of development.

In most subjects pupils are taught in mixed ability groups. Differentiation is planned by task, questioning or outcome and resources are available to provide for this to ensure that girls receive appropriate learning experiences. In Key Stage 2 girls are set according to ability in mathematics.

Teachers are responsible for producing detailed schemes of work and these are overseen by subject leaders. These schemes have been developed through common consent and reflect the overriding ethos of the school. They may vary in format but give guidance on effective teaching methods, suitable activities and resources. The schemes reflect the importance given to the Learning Challenge Curriculum.

All teachers are expected to use the wide range of resources available to them in an effective and motivating manner.

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## Senior School Curriculum Statement

Heads of department, heads of year or heads of school can bring curricular issues to the attention of the Deputy Head (Curriculum). Some proposals or developments may then be considered at senior management level whilst the Governors' Education Committee may be asked to discuss major changes. Any curriculum developments are then incorporated into development planning, which is reported at full Heads of Department meetings.

Subjects are currently taught within a weekly framework of 25 hourly periods. This amounts to a teaching week of 25 hours, supplemented by assemblies, registration, tutorials and extra-curricular activities. Girls can expect to be supervised during all 25 periods in Years 7 to 11. At sixth form level there is greater flexibility and a reduced amount of time is occupied by formal lessons, students being provided with a number of private study periods.

In most subjects, at all ages, girls are taught in mixed ability groups. Setting is only routinely applied in mathematics. Wherever appropriate, differentiation by task or by outcome is used. All departments use Quality First Teaching guidelines to address the needs of individual students in the first instance. Where concerns arise teaching staff make a referral to the SEND department.

In Years 7 to 9, all girls follow a largely common curriculum in order to provide them with a thorough grounding in all subjects in preparation for GCSE choices. The only optional elements concern the languages studied in Years 8 and 9. For these two years girls study either French or Latin and choose between continuing their study of Mandarin or of food and nutrition and design and technology.

In Years 10 and 11 girls study 10 GCSEs containing a core of English, English Literature, mathematics, a modern foreign language and the three sciences. In Years 12 and 13 students study 3 A-levels as part of the Queen's School Baccalaureate. Parents' evenings are timed to coincide with key decision times.

All girls in Years 8 to 11 have one timetabled period each week of Personal, Social, Health and Economic Education and Year 7 have one lesson every two weeks. Our aim is to help the student become open-minded, adaptable, realistic and self-reliant, with respect for other people and a sense of responsibility to the community, to society and to the environment. We aim to lay a foundation for her future development in the world, both at work and at leisure.

End of year examinations are held in the summer term in each of Years 7 to 10 and 12.

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## CURRICULUM PLANS

### Infants

The average number of periods a week per subject is given below. This is an approximate indication only. Topic areas will often overlap into several areas of learning.

Reception:

There are 7 areas of learning which underpin the foundations for early years teaching and learning within the Early Years Foundation Stage Framework, 2014. They divide into the 'Prime Areas' of Communication and Language (CL), Physical Development (PD) and Personal, Social and Emotional Development (PSED). Four 'Specific Areas' follow: Mathematics (M), Literacy (Lit), Understanding of the World (UOW) and Expressive Arts and Design (EAD).

In addition to this, pupils at Queen's are also taught a modern foreign language, swimming and computing.

Infants 45.5 x 30 minutes				
	Reception	Year 1		Year 2
M	10	10	Mathematics	10.5
CL and Lit (including reading, writing and phonics)	10	12	English (including reading, phonics & handwriting)	11
UOW	4	8	UOW	6
Integrated activities	6.5		RE	2
			Music	2
PD	3	3	PE/Games	3
Swimming	1.5	1.5	Swimming	2
EAD	4	5	Art / Design	4
Computing	1.5	2	Computing	2
MFL	1	1	MFL	1
PSED	2	3	PHSE/Citizenship/SEAL/BiC	2
P4C	1	1	P4C	1

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## Key Stage 2

All pupils follow a common curriculum in line with the requirements of the National Curriculum. In addition, girls undertake a modern foreign language for 30 minutes a week. This is an annual carousel of Spanish, French and Mandarin. A dedicated computing lesson is timetabled, as is a PSHE session each week.

All pupils experience a broad balanced curriculum, which allows for progression and continuity, with a common core including:

- Communication and language
- Problem solving, reasoning and numeracy
- Science and technology
- The expressive arts; music, art and drama
- Environmental and social studies and an awareness of political and economic issues
- Interpersonal skills
- Moral and spiritual development
- Recreational skills and activities

Cross-curricular themes and the inter-relatedness of subjects are recognised and developed when planning units of work.

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## Number of periods usually allocated to subjects

	Key Stage Two Subjects			
	47 x 30 minutes			
	Year 3	Year 4	Year 5	Year 6
English	10	10	10	10
Mathematics*	10	10	10	10
Science	4	4	4	4
Computing	2	2	2	2
Humanities	4	3	3	3
Religious Education	1	2	2	2
Creative Development	4	4	3	3
Drama	2	2	2	2
MFL	1	1	1	1
PSHE	1	1	1	1
	Key Stage Two Subjects			
	47 x 30 minutes			
Critical Thinking	-	-	1	1
Music	2	2	2	2
PE / swimming	6	6	6	6
<b>Total no. of periods</b>	<b>48</b>	<b>48</b>	<b>48</b>	<b>48</b>

\*Pupils are taught mathematics in ability sets from Year 3 onwards

The Key Stage 2 curriculum provides:

- An agreed content and assessment for each subject
- Balance and relevance for each child's programme of study
- The opportunity to develop skills for life e.g. team work, leadership, effective communication, problem solving skills.

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## Key Stage 3

Number of 1 hour periods per week per subject. (This is timetabled over a two-week cycle.)

	Y7	Y8	Y9
Subject	Periods per week		
Mathematics**	3	3	3
English	2.5	3	3
Spanish	2	2	2
Mandarin	2	2*	2*
French		2*	2*
Latin		2*	2*
Biology	1	1	1
Chemistry	1	1	1
Physics	1	1	1
History	1	1	1
Geography	1	1	1
Religious Studies	1	1	1
Classical Civilisation	0.5		
Art	1	1	1
Drama	1	1	1
Food & Nutrition	1	1*	1*
Graphic Products (DT)	1	1*	1*
Computing Science	1	1	1
Music	1.5	1	1
Physical Education	2	2	2
PSHE	0.5	1	1
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>

\*subjects which are optional

\*\*Pupils are taught mathematics in ability sets from January Year 7 onwards

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## Key Stage 4

Number of 1 hour periods per week per subject. (This is timetabled over a two-week cycle.)

Subject	Periods per week
Mathematics	3.5
English / English Literature	3.5
Three Sciences	6
PE	1
PSHE	1
Option Block 1	2.5
Option Block 2	2.5
Option Block 3	2.5
Option Block 4	2.5
<b>Total</b>	<b>25</b>

## GCSE Option Choice subjects

Art	Geography	Computer Science	Physical Education
Classical Civilisation	Design Technology	Latin	Religious Studies
Drama	History	Mandarin	Spanish
French		Music	

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## Key Stage 5

### A Level Option Choice subjects

All subjects are taught in 1 hour lessons. Each subject has 10 hours of taught lessons per fortnight.

Art (Pre-U)	English Language	History	Psychology
Biology	Economics	Latin	Physical Education
Business	English Literature	Mandarin (HSK)	Physics
Chemistry	French	Mathematics	Religious Studies
Classical Civilisation	Further Mathematics	Music	Spanish
Computer Science	Geography		Theatre Studies