

CURRICULUM POLICY

THE LOWER SCHOOL – RECEPTION TO YEAR 6

In the Lower School we deliver a broad and balanced curriculum which is designed to provide a holistic education engineered to inspire, promote curiosity and encourage life-long learning. The age, aptitude and needs of all pupils, including those with an EHC plan are taken into account, and the curriculum is designed in a way to give all pupils experience in linguistic, mathematical, scientific, technological, human, social, physical and aesthetic and creative education.

- Independence, responsibility and self-regulation are enabled, encouraged and supported.
- Teamwork, leadership and community service are actively encouraged through a broad range of activities, both within and beyond the classroom.
- We encourage respect for self and others, acceptance of responsibility for one's actions and an awareness of, and sensitivity to, the needs of others within the school, local communities and globally.
- Every girl is encouraged to acquire the skills, confidence, knowledge and experience to support her aspirations and realise her potential in terms of personal, social, moral, cultural, academic and physical development.
- Pupils acquire speaking, listening, literacy, numeracy and computing skills, appropriate to their ability, across the curriculum.
- Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are supported across the curriculum.

Access to Learning

The needs of all learners are taken into account and the curriculum is adapted to suit the needs of each individual as appropriate. Adaptations are made for those pupils with identified SEND, pupils for whom English is an additional language, for more able pupils and for those who have an EHC plan. Progress of all pupils is closely monitored and action plans reviewed to ensure that all pupils are able to make good progress.

The SEND, MAT and EAL policies outline in detail how the needs of individual learners are met. Where appropriate, Individual Support Plans are provided by the SENCO and a pupil centered and graduated approach is adopted in all support.

We are committed to meeting the needs of children with disabilities and The Queen's School complies fully with the requirements of the Equality Act of 2010. Guidelines followed are in accordance with the Children and Families Act 2014 and the SEND and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).

CURRICULUM POLICY

PSHE

The PSHE 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.

The Early Years Foundation Stage

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

In Reception, the curriculum is guided by the 'Statutory Framework for the Early Years Foundation Stage' (2017). Learning in the Early Years Foundation Stage (EYFS) is developed through three Prime Areas and four Specific Areas of learning. Swimming, PE, mandarin, music and computing are led by subject specialists.

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.

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 to learning.

CURRICULUM POLICY

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.

Key Stage 2

In Key Stage Two the pupils are taught by specialist subject teachers in modern foreign languages, PE, swimming, music and computing. Form tutors deliver PSHE lessons. Pupils are placed in sets for mathematics from Year 3 onwards; this enables 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 interact with their pupils and be multisensory in their approach as this facilitates different learning styles.

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 has been introduced in all year groups at the Lower School. To complement generous lesson allocations in English and mathematics, and 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.

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.

CURRICULUM POLICY

Beach School Curriculum

We understand that not all classrooms have four walls, and sometimes the most memorable learning experiences for children happen outdoors. Exposure to natural environments act as a rich stimulus for creative thinking and learning. There are opportunities for challenge, enquiry, critical thinking and reflection, as well as the opportunity to develop the personal skills of perseverance and resilience, and the social skills of cooperation.

Learning outdoors affords our children the opportunity to assess risk and develop skills to manage new situations. This contributes to the personal development of young children, and by not allowing them to take risks, we do them a grave injustice.

The biggest 'risk' in the environment of young children is when there is no risk, because this unavoidably leads to risk averse, inexperienced and unconfident young children. (Horvath, 2010)

Most importantly, we want our children to have a relationship with, and understanding of the natural world around them; we want them to respect nature and the weather, and understand the interdependence of humans, animals, plants and lifecycles. Ultimately, we are preparing our children to be custodians of a heritage which requires the responsibility and moral conscience to care for, and protect it, for generations to come.

Beach School was introduced to the Lower School curriculum in January 2018. Every Year group attends Beach School at least once a term, allowing the children to experience outdoor education in all weather! Lessons are an extension of class-based curriculum, and cross-curricular opportunities are manifold. Children are given the opportunity to approach learning in a completely different way, without the safety of tried and tested methods and resources. This enables their creativity and problem-solving skills to come to the fore, whilst also facilitating opportunities for collaborative learning. Assessment is conducted through observation and dialogue.

Extra-Curricular

All girls from Reception to Year 6 have the opportunity to participate in a range of extra-curricular clubs each term. Club options are repeated or changed on a termly basis in response to the needs and interests of the pupils. Participation in our extra-curricular programme fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. Most importantly, they have the opportunity to 'have a go' and try something different.

Metacognition

Metacognition and self-regulation are about pupils thinking about thinking, knowing what learning means and taking charge of that learning because of that knowledge. Once you know how you learn, you are in a better position to make the most of learning opportunities.

The three major elements of metacognition are:

- The skill of concentrating and knowing what to do when we are stuck
- Updating and monitoring of what we are learning, so constantly improving and reviewing

CURRICULUM POLICY

- The skill of knowing how to be curious, looking for patterns and making connections. Learning Power Characters were introduced to the Lower School curriculum in September 2019. Each character helps to make the learning powers of independence, resilience, curiosity, collaboration and imagination clear to the girls and reinforces the potential these attributes have to make them better learners.

CURRICULUM POLICY

CURRICULUM PLANS

EYFS and KS1

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 (UW) and Expressive Arts and Design (EAD).

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

EYFS and KS1 45.5 x 30 minutes				
	Reception		Year 1	Year 2
Mathematics	10	Mathematics	10	10
CL and Lit (including reading, writing and phonics)	11.5	English (including reading, phonics & handwriting)	11.5	11.5
UW	5	Science	3	3
		LCC	4	4
PD	3	PE/Games	2	2
Swimming	2	Swimming	2	2
EAD	4	Art/ DT	2	2
Computing	2	Computing	2	2
Music	1	Music	1	1
MFL	1	MFL	1	1
PSED (including assemblies)	5	PSED (including assemblies)	5	5
Critical Thinking	1	Critical Thinking/ RE	2	2

CURRICULUM POLICY

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.

Subjects are taught in KS2 within a weekly framework of 48 periods, each of 30 minutes duration. The KS2 lessons amount to 24 hours, supplemented by assemblies, registration and extra-curricular activities.

CURRICULUM POLICY

Number of periods usually allocated to subjects

	Key Stage Two Subjects			
	48 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
LCC	8	8	8	8
Religious Education	1	1	1	1
Drama	2	2	2	2
MFL	1	1	1	1
PSHE	2	2	2	2
Music	2	2	2	2
PE / swimming	6	6	6	6
Total no. of periods	48	48	48	48

*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.

CURRICULUM POLICY

THE SENIOR SCHOOL – YEARS 7 TO 13

The curriculum in senior school is designed to create a caring and supportive learning environment in which every member of the school community is fully supported and is treated with respect. The age, aptitude and needs of all pupils, including those with an EHC plan are taken into account and the curriculum is designed in such a way in order to give all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

We ensure that teaching and learning is of the highest quality and this, together with a broad and balanced curriculum, allows all girls to excel academically, fostering an intellectual curiosity, a love of learning, independence of mind and individual responsibility. Teamwork, leadership and community service are actively encouraged through the broadest range of activities, both within and beyond the classroom. Every girl is encouraged to acquire the skills, confidence, knowledge and experience to support her aspirations and realise her potential in terms of personal, social, moral, cultural, academic and physical development. Pupils acquire speaking, listening, literacy and numeracy skills across the curriculum.

We encourage respect for self and others, acceptance of responsibility for one's actions and an awareness of, and sensitivity to, the needs of others within the school, local communities and globally. We equip girls with the skills to make appropriate choices and decisions and prepare them for the next stage in their lives, whether continuing in education or with future careers and for the responsibilities and expectations of adult life in the 21st Century. Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are supported across the curriculum.

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.

Access to learning

The needs of all learners are taken into account and the curriculum is adapted to suit the needs of each individual as appropriate. Adaptations are made for those student with identified SEND, those for whom English is an additional language, for more able students and for those who have an EHC plan. Progress of all pupils is closely monitored and action plans reviewed to ensure that all pupils are able to make good progress.

The SEND, MAT and EAL policies outline in detail how the needs of individual learners are met. Where appropriate, Individual Support Plans are provided by the SENCO and a pupil centered and graduated approach is adopted to all support.

CURRICULUM POLICY

We are committed to meeting the needs of children with disabilities and The Queen's School complies fully with the requirements of the Equality Act of 2010. Guidelines followed are in accordance with the Children and Families Act 2014 and the SEND and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).

PSHE

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, in line with our school aims and ethos. We encourage respect for other people, and pay particular regard to the protected characteristics set out in the 2010 Act. We aim to lay a foundation for her future development in the world, both at work and at leisure. We provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society.

Careers Education

Our aim is to enable students to develop the skills, knowledge and attitudes which will broaden their horizons and ensure they reach their full potential by making well-informed, realistic decisions throughout their school, adult and working lives. We will endeavour to ensure that students in all year groups gain access to personalised, relevant, impartial information at critical transition points. All students have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and help to encourage them to fulfil their potential.

Extra-Curricular

All girls in Year 7-13 have over 90 extra-curricular clubs to choose from with over 18 different sporting activities; 25 different creative clubs; 30 different academic clubs and 15 cultural clubs. Students sign up to at least three clubs each term and are expected to attend for the full term. Club registration takes place at the beginning of each term. Participation in our extra-curricular programme fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.

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.

CURRICULUM POLICY

The only optional elements concern the languages and technology studied in Years 8 and 9. For these years girls chose to study two of the following subjects: French, Latin, Mandarin or food and nutrition and design and technology.

All classes are taught in mixed ability groupings with the exception of mathematics where setting is applied.

Key Stage 4

In the GCSE years, the core curriculum is reduced to English and English Literature, mathematics, a choice of either triple award or double award science, PE and PSHE. All girls choose at least one modern foreign language. They then have three or four further option choices from a range of languages, humanities and creative practical subjects. Most pupils study ten GCSE subjects.

Key Stage 5

The minimum requirement for entry into the sixth form is seven or more GCSEs at grades 8 to 6, and girls are expected to have at least a grade 7 in those subjects to be studied at A-Level. Some subjects require an 8. Most girls elect to study 3 A levels (some students opt to study 4 A-Levels), 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>Depth of study</p> <p>Any three A-Level subjects to provide in-depth academic study and to test knowledge, understanding and application.</p>		
<p>Broader study</p> <p>At least two additional units of online study, interview skills, critical thinking, personal finance.</p>	<p>Extended project qualification (EPQ)</p> <p>Development of interdependent learning, time management and research ability through completion of an extended project.</p>	<p>Enrichment activities (QUEST)</p> <p>Formal recognition of non academic pursuits that develop valuable skills and qualities, such as initiative, teamwork and leadership including sport, volunteering, fitness.</p>

CURRICULUM POLICY

Key Stage 3 – Curriculum Plan

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	3	3	3
Spanish	1.5	2	2
Mandarin	1.5	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
Graphic Products (DT)	1	1*	1*
Computing Science	1	1	1
Music	1.5	1	1
Physical Education	2	2	2
PSHE	1	1	1
Total	24	24	24

*subjects which are optional

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

Key Stage 4

Reviewed: September 2020 JK

Update due: March 2021

CURRICULUM POLICY

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

Subject	Periods per week
Mathematics	3
English / English Literature	3
Triple award science	7.5
Double award science	5
PE	1
PSHE	0.5
Option Block 1	2.5
Option Block 2	2.5
Option Block 3	2.5
Option Block 4	2.5
Total	25

GCSE Option Choice subjects

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

Key Stage 5

CURRICULUM POLICY

A Level Option Choice subjects

All subjects are taught in 1 hour lessons. Each A-Level/pre-U 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	Design Technology	Theatre Studies