

QUEEN ELIZABETH HIGH SCHOOL

CURRICULUM POLICY

Aims of the Curriculum

The curriculum at QEHS supports the aims, ethos and values of the school by:

- Promoting the intellectual, aesthetic, moral, physical and social development of all students
- Providing opportunities for the creative and performing arts to make a contribution to the education of young people
- Ensuring that equality of opportunity in access to the curriculum is an entitlement
- Ensuring that extra-curricular activities play an important part in school life
- Providing students with every opportunity to be happy and successful learners

The National Curriculum

In addition to supporting the aims, ethos and values of our school, our curriculum meets the statutory requirements of the National Curriculum (2013) and its key aims; namely that the curriculum should:

- Promote the spiritual, moral, cultural, mental and physical development of students
- Prepare students for the opportunities, responsibilities and experiences of later life

Organisation of the curriculum at QEHS

Our taught curriculum is delivered through a weekly timetable (with some slight variation between week 1 and week 2) with each day divided into 5 periods of either 60 or 65 minutes (4 periods on alternate Tuesdays), resulting in a 24½ period week (49 period fortnight). The timing of the day is as follows:

Time	Event
8.55-10.00am	Period 1
10.00-10.15am	Registration
10.15-11.20am	Period 2
11.20-11.40am	Break
11.40-12.40pm	Period 3
12.40-1.20pm	Lunch
1.20-2.20pm	Period 4
2.20-3.20pm	Period 5

Year 9 (Key Stage 3)

All students in Year 9 follow a broad and balanced curriculum which builds on work done in middle school in key stage 3 (Years 7 and 8). Regular liaison and planning meetings between middle and high school colleagues ensures that transition and progression are smooth. We aim to prepare students for study at Key Stage 4 through an emphasis on the skills and knowledge required in Years 10 and 11.

Subject	Hours per week	Subject	Hours per week
English	3	Geography	1
Maths & Computing	4	History	1
Biology	1	RE	1
Chemistry	1	Building Learning Power	1
Physics	1	French	1½
PE	2	PSHE	1
At the end of Year 8 students choose 4 options for Year 9 from the following:			
Art	1½	Second Language	1½
Music	1½	Technology	1½
Drama	1½	Cooking	1½
Total: 24½ hours			

In addition to the formal taught timetable, students have the opportunity to take part in specific learning activities organised throughout the school year which take the place of normal lessons. Year 9 students have three “block” timetable weeks during the year when normal lessons are suspended and students take part in a range of sporting, enterprise or cultural activities in addition to their normal lessons.

Years 10 and 11 (Key Stage 4)

The curriculum in Years 10 and 11 gives students further choice but within an overall framework that ensures they enjoy a broad and balanced education. All students follow a common core of subjects and supplement this with four option choices. A structured guidance programme ensures that option choices meet the needs of the individual student

Subject	Periods
English Language and English Literature	4
Maths	3½
Biology, Chemistry & Physics (or a 2 science option)	6
PE	2
PSHE (including citizenship & RE)	1
Option 1	2
Option 2	2
Option 3	2
Option 4	2
Total	24 ½

Options currently available are as follows:

- Languages (GCSE French, German, Spanish, Latin)
- Humanities (GCSE Geography, History, Religious Studies)
- Expressive and Creative Arts (GCSE Drama, Dance, Music, Art, Textiles, Graphics, BTEC Performing Arts)
- Technology (GCSE Food Technology, Catering, Engineering, Resistant Materials, Electronic Products, Graphic Products)
- Other subjects (GCSE Business Studies, Media Studies, PE, Computing, Child Development, BTEC Health and Social Care, OCR Sport, NVQ Horticulture, BTEC IT)

Although there is an element of choice, guidance and/or entry requirements ensure that student choices meet the needs of the Attainment/Progress 8 accountability measures, and that the statutory entitlement for students to be able to study an art; technology; humanity and modern foreign language, should they wish to, is maintained.

In addition to the formal taught timetable, students have the opportunity to take part in specific learning activities organised throughout the school year which take the place of normal lessons. Year 10 students take part in a “Life-Skills” day and Year 11 students take part in a “Global Education” day each year, for example. Year 10 and 11 students have four “block” timetable weeks during the year when normal lessons are taught in different “blocks” of time to allow for different activities to take place. These weeks are used primarily for extended learning activities, trips and visits and for controlled assessments for GCSE courses.

Post 16 (Key Stage 5)

The post-16 curriculum is designed to ensure progression from Year 11 and on to university, further education, training or employment. We offer programmes of study at Level 3 and provide a wide range of academic and vocational qualifications. Prior to choosing their options all Year 11 students undertake a specially designed guidance programme which includes taster sessions, parents’ evenings and an individual interview with a senior member of staff before making their final choices.

Our sixth form prospectus provides information about the courses available to students (approximately 38), the entry requirements and pathways, and the support available to students to help them progress through the sixth form and on to their chosen destination.

Subject (compulsory 4 subjects in Year 12)	Periods
Option 1	4½
Option 2	4½
Option 3	4½
Option 4	4½
Total	18

All students in Year 12 take 4 subjects. In addition, the curriculum and/or pastoral team(s) will direct additional time as follows:

- GCSE English Language and GCSE Maths – compulsory lessons for students in the sixth form yet to secure a C grade
- Supervision – additional time for students in Year 12 who are working below target grade and require additional support
- UCAS support – additional time with supervisors for students in Year 13 who are supported with their higher education applications
- Supervised study for some students who require it
- EPQ and/or Open University modules for some students in Year 13
- Block days and other days throughout the year are used for a variety of timetabled activities covering the academic and pastoral needs of students (safe driving; academic induction; higher education preparation; drugs awareness; advice on alternatives to university).

Some students in Year 12 will drop an option prior to the end of the year and in Year 13, many students will continue with 3 subjects. Decisions about how many subjects a student takes and how decisions about changing or dropping subjects are made, are set out in our Curriculum and Achievement protocols and are shared with students and parents at the start of Year 12.

Curriculum Planning and Monitoring

It is the responsibility of curriculum/subject leaders to plan and manage the curriculum and assessment for their subject areas. They report back regularly to the Head of School who is supported by a Curriculum Team, responsible for monitoring progression and performance data, and implementing appropriate systems. Regular reports on the curriculum are made to the Curriculum Committee of the Governing Body and, via the termly Headteacher's report, to the full Governing Body

This policy was reviewed and agreed by the Education Committee at their meeting on Tuesday 8 July 2014

Signed		Chair of Education Committee: Linz Charlton	Date	
Signed		Federation Headteacher: Neil Morrison	Date	
Review Date:	June 2015			