

Queen's College London



Curriculum policy

Reviewed September 2018

Next review July 2019

CURRICULUM POLICY

The overall aims of the curriculum follow closely the Principles of Education at Queen's College and, in so doing we aim to:

- provide a curriculum which is broad, balanced, varied and academically challenging and which encourages pupils to fulfil their potential in many different areas relevant to their abilities, skills and interests;
- inspire pupils and stimulate their intellectual curiosity and creativity;
- encourage intellectual rigour and the ability to make informed judgements;
- help pupils to know how to think, rather than what to think.

The curriculum is designed to provide for all pupils, in a safe and secure environment conducive to learning, the opportunities to:

- acquire and develop the knowledge, understanding, skills and qualifications necessary;
 - to progress with confidence to the next stage of their life and education through a process which encourages them to engage in lifelong learning;
 - for adult working life in a changing employment situation;
 - to participate as effective citizens in a multi-ethnic society;
 - to develop for themselves an active and healthy lifestyle;
 - to realise their learning potential;
- develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities;
- develop the key skills of literacy, numeracy and ICT;
- develop co-operative and interpersonal skills;
- become receptive to new ideas and to make independent and informed decisions which affect themselves and others;
- acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations;
- appreciate the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude towards it;
- appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits, and to experience a sense of personal achievement in some of these fields;
- encourage spiritual, moral, social and cultural development.

In the curriculum models that follow there is an understanding that:

- all pupils – including those with physical disabilities and mild learning difficulties – are entitled to, and should be offered, a comparable range of educational opportunities;
- there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for;
- fundamental British values will be promoted and that those values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths (or of no faith) and beliefs are not undermined.
- extra-curricular activities, such as College productions, fund raising activities, participation in College teams and visits all contribute to the total learning experience.

The School (Key Stage 3) curriculum

The subjects and their timetable allocations based on a 46 period (five day) cycle are as follows:

| Subject | Class 3 (Year 7) | Class 2 (Year 8) | Class 1 (Year 9) |
|--------------------------------------|---------------------|---------------------|---------------------|
| English | 6 | 5 | 5 |
| Mathematics | 5 | 5 | 5 |
| Science | 6 | - | - |
| Biology | - | 2 | 2 |
| Chemistry | - | 2 | 2 |
| Physics | - | 2 | 2 |
| French | 3 | 3 | 3 |
| Language and Linguistics | 2 | - | - |
| Spanish / Italian / Mandarin Chinese | - | 3 | 3 |
| Latin / Classics | 2 | 2 | 2 |
| Geography | 2 | 2 | 2 |
| History | 2 | 2 | 2 |
| RS | 2 | 2 | 2 |
| Art | 2 | 2 | 2 |
| Music | 2 | 2 | 2 |
| Drama | 2 | 2 | 2 |
| PE | 4 | 4 | 4 |
| Gym | 1 | 1 | 1 |
| Dance | 1 | 1 | 1 |
| PSHE | 1 | 1 | 1 |
| Computer Science | 2 | 2 | 2 |
| Library | 1 | 1 | 1 |

English, Geography, History, RS, Art, Music, Drama, Gym, Dance, PSHE, Computing and Library are taught in form groups throughout the Classes 3, 2 and 1.

In French, pupils are initially taught in form groups and are then organised in sets created across the year group from October of Class 3 onwards. Sets are reviewed at key intervals across Classes 3, 2 and 1.

In Class 3, pupils undertake an introductory course of language and linguistics. In addition to covering some fundamental ideas about the nature of language, these lessons are also used, on a carousel basis, to cover some basic introductory Italian, Spanish and Mandarin Chinese. Pupils then opt to study one of these languages alongside French during Classes 2 and 1. These groups may be organised into sets depending on the number of pupils opting to study each subject.

In Mathematics, pupils are initially taught in form groups and are then organised in sets created across the year group from January of Class 3 onwards. Sets are reviewed at key intervals across Classes 3, 2 and 1.

In Science in Class 3, and Biology, Chemistry and Physics in Class 2, pupils are taught in form groups. In Biology, Chemistry and Physics in Class 1, pupils are organised in sets created across the year group. Sets are reviewed at the end of Class 1.

In Class 3, pupils study Classics (which includes some introductory Latin) in form groups. In Class 2, pupils study Latin in sets created across the year group. In Class 1, pupils continue to study Latin in sets created across the year group: over the course of Class 1, sets may study Classical Greek alongside Latin or study Classical History without Latin or Classical Greek. Sets are reviewed at key intervals across Classes 2 and 1.

The Junior College (Key Stage 4) curriculum

All pupils study a common core curriculum of:

- **English:** pupils study for separate GCSEs in **English Language and English Literature** and are taught in four sets across the year group and are allocated 6 lessons per week.
- **Mathematics:** pupils are taught in four sets organised across the year groups and are allocated 5 lessons per week.
- **Science:** pupils are taught in four sets organised across the year groups and are allocated 3 lessons per week of each of **Biology, Chemistry and Physics**. A decision is made at the end of Class 1 (based on academic performance over the entire year) as to whether pupils study for GCSE qualifications in each Science or opt for GCSE Combined Science: Trilogy, which leads to two qualifications. Pupils are placed in sets depending on which qualification pathway they follow in Science.
- **PSHE:** pupils are taught in form groups or may have talks which are addressed to the whole year group; one lesson is allocated each week.
- **PE:** all pupils have 4 lessons per week of core PE.

Pupils choose four subjects from the list below, at least one of which must be a Modern Language. Where there are two groups for Modern Languages, these groups will be organised into sets. Each subject is allocated 4 lessons per week. Pupils also have supervised Private Study lessons.

- | | | |
|--------------------|-------------|------------|
| • Art | • Geography | • Mandarin |
| • Dance | • History | Chinese |
| • Drama | • Latin | • Spanish |
| • Classical Greek | • French | • Music |
| • Computer Science | • Italian | • RS |

The subjects and their timetabled lesson allocation based on a 46 period (5 day) week is summarised below:

| Maths | English | Sciences | Option 1 | Option 2 | Option 3 | Option 4 | Private Study | PSHE | PE |
|-------|---------|----------|----------|----------|----------|----------|---------------|------|----|
| 5 | 6 | 9 | 4 | 4 | 4 | 4 | 5 | 1 | 4 |

The Senior College (Key Stage 5) curriculum

Pupils select three A-level subjects from the list below to study in the I Senior and II Senior year leading to A-level qualifications in each of the three subject being awarded at the end of the II Senior year.

| | |
|-------------------------|---------------------|
| Art and Design | History |
| Biology | History of Art |
| Chemistry | Italian |
| Classical Greek | Latin |
| Drama and Theatre | Mathematics |
| Economics | Further Mathematics |
| English Literature | Music |
| French | Physics |
| Geography | RS |
| Government and Politics | Spanish |

In some cases pupils may be permitted to study four A-level subjects over two years. This is only by agreement of the Senior Tutor at the point in the II Junior year when subject choices are made and only under one of these two conditions:

- One of the subjects is Further Mathematics (and the pupil reaches the minimum GCSE Mathematics grade required for the study of this subject);
- The pupil gains six of more 8 or 9 (or A*) grades in their GCSE mock examinations which are sat in November of the II Junior year (and the pupil then goes on to gain the minimum required GCSE grades for the study of these subjects)

All A-level subjects are allocated 8 lessons per week.

Aside from those pupils taking four A-level subjects, pupils in the Senior College, starting with the I Senior cohort, undertake an **Extended Project Qualification (EPQ)**. This involves a taught skills element of 2 lessons per week and a weekly meeting of at least 15 minutes (but longer as necessary) with a supervisor.

For two terms of the I Senior year, each Wednesday afternoon is dedicated to **voluntary work** in the local community or some other **work experience**.

I Seniors have three periods of compulsory **PE** per week; II Seniors can opt take up memberships with a local gym in order to do some physical exercise. All members of the Senior College are invited to continue to play in other College sports.

All pupils in the I Senior and II Senior years have one period of **PSHE** a week.

SUBJECT CHOICES

The Senior Tutor, in consultation with the Senior Leadership Team, Heads of Department and Heads of Section as appropriate, administers the subject choice programme for GCSE and A-level study: timetable blocks are constructed around the options which pupils make and so, in almost all cases, pupils subject choices are accommodated.

Changes of subjects after the deadline for subject choices may be accommodated only with the agreement of the Senior Tutor and where the timetable allows it.

PSHE CURRICULUM

There are timetabled PSHE lessons for all year groups; the programmes of study for these are devised by the relevant Head of Section in consultation with the Pastoral Deputy Head. The PSHE programme is delivered by Form Tutors, Deputy Form Tutors, Heads of Section and outside speakers as appropriate.

The aims of the programme reflect both the ethos of Queen's College and the PSHE guidance provided by the DFE. Spiritual, Moral, Social and Cultural (SMSC) development of pupils is embedded in the programme; the programme also aims to make pupils aware of the nine legal protected characteristics. Economic education is incorporated as appropriate. See the PSHE policy for further details.

CAREERS EDUCATION

To prepare pupils for life after school/university, career guidance is provided at the College. The Head of Careers delivers a series of careers education lessons within the PSHE programme for Classes 3 - 1 (Key Stage 3) and in the Junior College (Key Stage 4). Pupils in I Juniors (Year 10) are encouraged to take part in 'Take Your Daughters to Work Day' during the Michaelmas half term holiday.

All pupils in the II Juniors (Year 11) have an interview with the Head of Careers about their post-16 education and careers plans as part of the A-level choices process. Pupils in the I Seniors (Year 12) take the COA Centigrade test. A follow-up interview with the Head of Careers follows receipt of the results from this test.

There is a well-stocked Careers Room, which is open to all pupils. There are regular lunchtime careers talks, where an outside speaker (often an Old Queen) discusses her work and takes questions from students. A biennial Careers Fair is held with a large number of representatives from a wide range of careers is present: pupils and parents from Class 1 (Year 9) and above are invited to attend.

EXTRA-CURRICULAR ACTIVITIES

There is a wide range of extra-curricular activities on offer at Queen's which take place outside lesson times and these are listed on the College website. These provide opportunities to develop interests beyond the curriculum, further the SMSC development of pupils and includes voluntary work in the local community or other work experience for all pupils in the I Senior year.

ACCESS TO THE CURRICULUM FOR ALL PUPILS

Heads of Department prepare Schemes of Work which ensure that the curriculum is delivered effectively with regard to differentiation, the needs of individual pupils from all ethnic and social groups, the more able and those who are experiencing learning difficulties. Planning of differentiated tasks and activities in lessons is to ensure that subject matter and level is appropriately challenging for all our pupils.

The Learning Support Coordinator provides support for those children with specific learning needs. All staff have access to the Learning Support List on a shared drive, which is updated regularly. Changes are communicated to the staff though by email and at staff meetings. Throughout the year the register is updated as new pupils join or individual needs are identified. The Learning Support Coordinator provides the teaching team with detailed information on all pupils who require learning support.

The needs of more able pupils – as identified using MidYIS baseline data – are met through carefully differentiated tasks and activities in lessons and through the extensive extra-curricular programmes. There is a programme of extra-curricular activities specifically tailored for pupils who are Art or Music scholars.

INFORMATION ABOUT THE CURRICULUM

Curriculum booklets – which summarise programmes of study – are provided for Classes 3, 2 and 1 (Years 7 – 9) and these are uploaded to the parents' section of the website. Similar booklets are provided for the Junior College (Years 10 and 11) which summarise the examination specifications followed for each subject – a more detailed GCSE booklet is circulated at the Class 1 information evening as part of the GCSE choices process. The Sixth Form prospectus gives full details of the curriculum followed in the Senior College (Years 12 and 13).

Further details are provided on the College website.

MANAGEMENT OF THE CURRICULUM

This policy is reviewed annually and the curriculum is reviewed by the Senior Leadership Team on a periodic basis. Curriculum matters are discussed as required at Heads of Department meetings, which are convened at least once each term. Heads of Department are responsible for reviewing and updating department handbooks and Schemes of Work on a yearly basis and producing an annual department development plan which shares aims with the whole College strategic plan. These documents are reviewed on an annual basis by the Senior Tutor and the Principal.