



# CURRICULUM POLICY

## (Senior School)

(This policy is available on the school website or on request)

### AIMS

Our curriculum encourages each pupil

- to develop a flexible and well-stocked mind
- to have an appetite for learning which enables him to cope with changing social, technological and career patterns
- to use that mind to make responsible, informed and realistic judgements
- to use those judgements to reflect on the role of the individual in the community and the world of work
- to achieve qualifications at a level which at least reflects his ability
- to foster a set of personal values rooted in honesty, trust, tolerance, understanding, caring and respect for others
- to use those values to establish effective personal and social relationships
- to develop a spiritual dimension to his life
- to understand the basic rights of other people, especially those ill-placed to promote their own needs
- to understand the causes of inequality of opportunity and treatment afforded on grounds of age, ethnicity, gender, social class, sexual orientation or disability and the need to remove such discrimination
- to possess spiritual, economic and political competence sufficient to be able to contribute to the development of society and to participate in it.

The Headmaster will determine the curriculum subject to approval by the Board of Governors.

### OBJECTIVES

Queen Elizabeth's Hospital recognises that pupils are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. All pupils will have equal access to the curriculum irrespective of background, ethnic origin or disability and the Director of Studies will monitor the performance of all pupils to see that individuals or groups are not disadvantaged.

#### ***Breadth***

Our curriculum brings pupils into contact with the

- different elements of learning ~ attitudes, concepts, knowledge, skills
- different areas of learning ~ aesthetic, creative, human, linguistic, literary, mathematical, moral, physical, scientific, social, spiritual, technological, speaking and listening, numeracy, literacy, use of ICT.
- PSHE course for all pupils in each year
- Appropriate careers advice

**Balance**

Our curriculum ensures that each area of learning receives appropriate attention in relation to other areas and to the curriculum as a whole.

**Coherence**

Our curriculum ensures that pupils are taught in such a way that the different areas of learning and experience are seen to be inter-connected.

**Relevance**

Our curriculum ensures that pupils are taught in such a way that takes account of their readiness for new experiences and future career needs whilst recognising their previous learning.

**Differentiation**

Our curriculum reflects the broad aims of education which apply to all pupils, irrespective of their capabilities. It acknowledges the differences between pupils, even of the same age and in the same class. Pupils and tasks are matched so that, across the ability range, there is a balance between challenge and success. Various teaching approaches and organisational methods are used.

**Progression**

Our schemes of work set out content and skills appropriate of age and developing ability. Our curriculum identifies a pupil's progress through teaching, learning and assessment. The processes of teaching and learning are as significant as curriculum content in determining a pupil's progress and achievement. Assessment recognises the value of both formal and informal learning.

**Equal access**

Our pupils appreciate that

- learning is challenging, engaging, enjoyable and rewarding and that it builds confidence
- regular assessment is a vital part of the learning process.

**PRACTICE: METHODS OF ASSESSMENT AND RECORDING**

Queen Elizabeth's Hospital undertakes the formal assessment of each pupil's achievement through regular assessment and examination.

This undertaking rests upon the following policies and practices:

- detailed objectives and guidance set out in schemes of work and teacher's lesson plans.
- clear, shared learning targets; appropriate marking procedures; standardised testing (where appropriate); internal tests and external examinations.
- fostering links with other schools, particularly feeder primary schools, and with universities and other higher education institutions.
- regular links between school and home - including written reports to parents, annual or biannual parents' evenings, rewards and sanctions, contact with parents via e-mail, letter, interview or telephone call as appropriate - to chart a pupil's progress
- alerting pupils to the expectations of prospective employers, particularly through the Careers Department and work experience.

- homework diaries to promote responsibility in pupils for their own learning and to develop a record of experiences and achievements both inside and outside the school.
- arrangements for staff development (INSET) in support of the curriculum
- arrangements which encourage staff participation in the review and development of the curriculum.
- arrangements which promote the involvement of parents in the school.
- arrangements which provide parents, prospective parents, governors and others with information about the curriculum and the achievements of pupils.

## **SEN, EAL, GIFTED AND TALENTED**

There are separate policies dealing with Special Educational Needs, English as an Additional Language and Gifted and Talented pupils. All pupils including those with Special Needs or a Statement of Educational Needs will receive education which is in accordance with the pupils needs and fulfils the requirements of any statement.

*Reviewed  
03/11*

## CURRICULUM AT QEH SENIOR SCHOOL 2010-2011

The tables show each subject taken, together with the number of 35-minute periods allocated out of a 44-period week.

**Year 7:** Three forms, X, Y and Z All subjects compulsory and taken in form groups, except for maths and French which are taught in ability sets. Games taken as a year group with year 8 on Wednesday afternoons, and activities as a year group on Friday mornings, periods 5 and 6.

English 4	Maths 4	Science 4	ICT/DT 2	Mus/PS 1
History 3	Geography 3	RS 3	French 4	Latin 4
Art 2	Drama 1	PSHE 1	Music 1	Library 1
PE 1	Games 3	Activities 2		

**Year 8:** Three forms, X, Y and Z. All lessons in forms except for maths and French in ability sets, and second MFL in option groups. Games taken as a year group with year 7 on Wednesday afternoon and activities taken as a year group during periods 4 and 5 on Monday.

### Compulsory subjects

English 4	Maths 4	Science 4	DT 2	Library 1
Geography 3	RS 3	French 3	Latin 3	
Drama 1	PSHE 1	PE 1	Games 3	
History 3	Art 2	Music 1	Activities 2	

**Optional subjects:** Spanish or German 3

**Year 9:** Compulsory subjects - all taken in four forms, R, S, T and U, except for maths, in ability groups. Games taken as a year group with year 10 on Tuesday afternoons.

English 4	Maths 5	Physics 3	Chemistry 3	Biology 3
History 2	Geography 2	RS 2	PSHE 1	PE 1
Games 3	Library 1			

**Optional subjects:** one subject to be chosen from each column, number of periods allocated show at the top of the column. French is set in ability groups:

Block A	Block B	Block C	Block D	Block E
4	4	2	2	2
French	Latin	Art	Art	Art
Latin	German	Drama	Drama	Drama
	Spanish	Music	Music	DT
		DT	Latin	
		ICT	ICT	ICT

Note that if Latin is chosen in block D it must also be chosen in block E

**Years 10 and 11:** Compulsory subjects: English (Language and Literature) and maths in ability sets, PSHE and PE taken in carousel system with English. Games for year 10 taken as a year group with year 9 on Tuesday afternoons. Games taken as a year 11 taken as a year group with sixth form on Thursday afternoons.

English 6	Maths 5
PSHE 1	PE 1

**Optional subjects:** one subject to be chosen from each of seven options, four of which have two double periods per week, and three of which have a double and two singles. The four 'double-period' options include biology, chemistry, physics, art, photography, drama, design and technology, history, geography, ICT (AS course) and PE. The three other options include French (still setted, according to demand), German, Spanish, ICT (AS course), RS, business studies, Latin and music.

**External examination courses:** Maths, English Language, English Literature are taken at IGCSE, the top maths set in the Winter examination of year 11, and other subjects at GCSE except ICT, where the AS course is followed in years 10 and 11.

**Year 11 (for 2010-11 only):** Compulsory subjects: English taken in five random groupings, maths in five ability sets, PSHE and PE taken in an option group (which therefore has 6 lessons) Games taken as a year group with sixth form on Thursday afternoons.

English 5	Maths 5	Science and Additional Science 9
PSHE 1	PE 1	Games 3

**Optional subjects:** Four other subjects are chosen in option blocks that contain extra science (converting Core Science and Additional Science to Biology, Chemistry and Physics), art, history, ICT (AS), French, German, Spanish, Latin, RS, design and technology, geography, history, drama, music and business studies.

Note that those who choose Extra Science have two periods of science in this choice, (making 11 periods of science altogether) and two periods of an arts-based GCSE short course: art, history, music or RS.

**Sixth form:** Students choose one subject from each of four option blocks and study four subjects in the lower sixth, on eight periods a week. One subject may be dropped in the upper sixth, when nine periods are allocated to each subject. Subjects are chosen from maths, further maths, English language, English literature, physics, chemistry, biology, French, Spanish, German, Latin, history, government and politics, geography, RS, psychology, economics, business studies, PE, art, drama, music, music technology or ICT

**Note that the options groups in years 9, 10 and 11, and in the sixth form are designed year by year to allow as many boys as possible to study their first choice subjects. Subjects will therefore change places from year to year to accommodate the choices boys have made. Some subjects are limited according to numbers permissible in the specialist rooms. Some courses may not run if there is not sufficient demand.**