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| BRIGHTON GIRLS policy | | |
| **CURRICULUM POLICY** | | |
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# PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by BHHS related to school curriculum. This policy is applicable to Brighton Girls Prep, Senior & Sixth Form School.

# List of Abbreviations & Meanings

A-Level Advanced Level Qualification

BGS Brighton Girls’ School

BTEC the Bachelor of Technology

EAL English as an Additional Language

EPQ Extended Project Qualification

EYFS Early Years Foundation Stage

GCSE General Certificate of Secondary Education

GDST Girls’ Day School Trust

HE/FN Home Economics/Food & Nutrition

HoD Head of Department

ICT Information and Communication Technologies

IEP Individual Education Plan

ISI Independent Schools Inspectorate

MFL Modern Foreign Languages

Ofsted the Office for Standards in Education, Children's Services and Skills

PE Physical Education

SEND Special Educational Needs and Disabilities

SENDCO Special Educational Needs and Disabilities Co-ordinator

Y Year

**May / Should** Advisory

**Shall / Must** Mandatory

# GENERAL REQUIREMENTS

# Introduction

Brighton Girls recognises that all students, irrespective of race, creed or social background, are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression.

We wish to encourage pupils to develop the view that learning should be an enjoyable, challenging, rewarding and confidence building experience.

As a school providing EYFS education for pupils the contents of this policy should be considered in this context.

The curriculum at Brighton Girls aims to give pupils a broad education to show them that learning is an enjoyable, challenging, rewarding and confidence-building experience.

Our curriculum aims to:

• develop a basis on which to make informed and realistic choices and decisions at all stages.

• develop an understanding that assessment is a useful tool for charting progress and diagnosing difficulties.

• develop an informed perspective about the role of the individual in the community, society and the world of work.

• develop a flexible attitude and willingness to take up the challenge of lifelong learning, sufficient to cope with future changes in society, technology and career patterns.

The core subjects of English and Mathematics are taught from years 7 to 11 and all pupils take GCSE examinations in these subjects. Computing is currently taught from years 7 to 9 and reinforced in year 10 for all students with some taking GCSE Computing as an option. Science and Modern Foreign Languages also form part of our core curriculum and it is compulsory to take a Modern Foreign Language at GCSE, except when the academic profile of individual students suggests a MFL would be inappropriate. Physical Education is compulsory for years 7 to 13. The Humanities, creative and technological subjects are taken by all students at Key Stage 3. Students can then opt to carry these on to GCSE and Advanced Level.

The schemes of work developed by departments provide subject matter appropriate for the ages and abilities of the pupils. All schemes of work contain information about use of cross-curricular ICT, communication, literacy and numeracy skills, as well as about how to support SEN and Gifted and Talented students. Setting takes place in MFL and Mathematics from Year 7 and in Science from year 9. Differentiation by task is used in all departments. The curriculum is supported by extension material for the very able and extra help for any pupils who are struggling.

Confidence in speaking and concentration while listening are encouraged in all lessons and there is a strong emphasis throughout the school on literacy and numeracy skills. Homework is an integral part of the learning process, helping girls to reinforce the work undertaken in class and to develop the skills and practice of independent study.

The curriculum provides for girls with statements or additional needs. Pupils with SEND are identified and reviewed at the beginning of each academic year and monitored by the SENDCO through the production of individual education plans (IEPs). Pupils with EAL (even though they do not necessarily need formal support) may have a reduced language curriculum. This is also applicable for girls transferring from other schools at a later stage.

Well-being is an important part of the curriculum delivered as timetabled lessons in years 7-13. Fundamental British Values are emphasised throughout the curriculum. School assemblies address spiritual and social issues of the day, also reflecting the school’s aims and ethos.

Work-related learning is provided in different ways from year 7-13. Use is made of outside speakers, timetabled lessons, Futurewise psychometric testing and careers interviews and work experience in year 11 and the sixth form. This is impartial advice and allows our students to make informed decisions about a range of career options available to them.

The sixth form provides a wide range of courses with most students starting with three subjects at A-Level, a compulsory EPQ and the option of a Liberal Arts course (choices include: MFL or BTEC in Food & Nutrition). The students are encouraged to take an independent approach to their studies and the most able are challenged with more advanced work and given the opportunity to try for Oxbridge. Students who find their courses difficult are supported by clinics and extra help. Robust guidance is given to students when applying for higher education or employment.

A wealth of extra - curricular activities and experiences are offered details of which can be found in a separate brochure for each of the Prep and Senior Schools. It is an important part of the school’s ethos and philosophy that each girl should attend at least one of these although it is not compulsory. A member of staff co-ordinates these and plans are underway to keep a record of individual students’ activities through a database. Departments also offer support clinics for extra help both for examination candidates and younger students.

The curriculum is constantly under review. We aim to give the students a balanced curriculum to ensure that each area of learning and experience is given appropriate attention. We want the students to be able to make informed and realistic choices at all stages. We aim to help them develop an informed perspective about the role of the individual in the community, society and the world of work. We hope that their enjoyment of our curriculum will encourage them to take up the challenge of lifelong learning and enable them to cope with future changes in society.

# Curriculum Organisation

The curriculum and timetable are revised each year following plans in the School Development Plan.

Year 10 and 11 have the opportunity to study 9 GCSEs, the sixth form study 3 A-Levels, though there are some exceptions, These are the Further Maths or Art students who may take this subject as a fourth A-Level.

The Senior School works a 2-week timetable of 5 x 1 hr. lessons.

# Years 7 – 9

This takes into account the National Curriculum but extends beyond it. All girls study one Modern Foreign Language (French or Spanish) and Latin in years 7 and 8; at the end of Y8 they have an option to choose between Latin or Classical Civilisation. Science is taught in Y7 then in Y8 Physics, Chemistry and Biology are taught separately. ICT/Computing is taught as a standalone lesson in all 3 years.

Mixed ability forms are established from entrance tests, interviews and other application data and most lessons take place in form groups. The exceptions are Maths and French where lessons are blocked to allow for setting.

# Subject Number of Lessons

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Y7** | **Y8** | **Y9** |
| English | 6 | 6 | 6 |
| Maths | 6 | 6 | 7 |
| Science | 6 | 0 | 0 |
| Biology | 0 | 3 | 4 |
| Chemistry | 0 | 3 | 4 |
| Physics | 0 | 3 | 4 |
| French | 6 | 6 | 6 |
| Spanish | 6 | 6 | 6 |
| Geography | 3 | 3 | 3 |
| History | 3 | 3 | 3 |
| Religious Studies | 2 | 2 | 0 |
| Latin | 2 | 2 | 3\* |
| Art | 2 | 2 | 2 |
| Drama | 2 | 2 | 2 |
| Music | 2 | 2 | 2 |
| HE / FN | 2 | 2 | 3\* |
| Classical Civilisation | 0 | 0 | 3\* |
| ICT | 2 | 2 | 2 |
| PSHE / Wellbeing | 1 | 1 | 1 |
| Physical Education | 4 | 4 | 3 |
| Dance | 1 | 1 | 1 |

Note: Current Y7-Y9 – choose *either* French or Spanish.

\*Current Y9 - One group studies Latin – the other two groups *rotate* between Classical Civilisation and HE/FN.

# Years 10 – 11

Y10 will study for 9 GCSEs. The compulsory subjects are: English Language, English Literature, Mathematics, MFL, science – either combined science or Triple Science. Students are encouraged to study a humanity and have a free choice of two other options, which includes Triple Science. Each option is taught for 5 hours per fortnight.

All Y10 & Y11 students have a timetabled Well-being lesson and three hours of PE per fortnight.

|  |  |  |
| --- | --- | --- |
| **Subject** | **Y10** | **Y11** |
| English language and Literature | 8 | 8 |
| Mathematics | 8 | 8 |
| Combined Science | 10 | 10 |
| Triple Science | 15 | 15 |
| Options | 5 | 5 |
| Wellbeing | 1 | 1 |
| PE | 3 | 3 |

# Years 12 – 13

Most A-Level students study 3 subjects, the EPQ (compulsory for all) and a Liberal Arts (for example: Language Diploma or BTEC cookery course). Generally each option is taught between 6-9 hours per fortnight; this can vary at the Head’s discretion and according to group size. All students have a timetabled Well-being lesson (1 hr/fortnight) and PE (2 hrs/fortnight) are both timetabled, as is the EPQ with 3 hrs/fortnight. In the autumn term of year 13 there is also a timetable UCAS lesson each fortnight.

# Curriculum: Prep School

# Breadth

A broad curriculum will bring students into contact with the elements of learning – knowledge, skills, concepts and attitudes – and the areas of learning experience – aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual, citizenship and technological.

# Balance

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to others and to the whole curriculum.

# Coherence

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience and contribute to overall progress and achievement.

# Relevance

A relevant curriculum will take account of the previous learning of students and their readiness for new experience.

# Differentiation

Differentiation involves matching tasks to students, balancing challenge with likelihood of success for each student across the ability ranges and therefore it implies a need for variation in teaching approaches and classroom organisation. This is seen through guidance and resources in schemes of work. Policies are in place to cater for students with SEND.

# Progression

Progression ensures that there is planned and logical development of teaching and learning through each stage of the curriculum. There are regular meetings between HoDs in the Senior School and the Prep School to facilitate communications between the two sections of the school. We currently have teachers of PE, Drama, Computing and MFL from the senior school teaching at Prep School pupils to aid transition.

Brighton Girls places emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining students’ progress and achievement. To this end we seek to develop shared experiences between teachers and learners. We also recognise the importance of shared experience between learners themselves and the value of the non-formal learning situations.

Our curriculum is constantly discussed and reviewed regularly at staff meetings where decisions are made to amend or change the curriculum as agreed.

# Appendix

NIL

# Document History

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| BRIGHTON GIRLS CURRICULUM POLICY | 03 | September 2019 | Full review & change of school name | Kate Ashdown | live |

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