



BRIGHTON GIRLS POLICY

CURRICULUM POLICY

Document Control

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Brighton Girls Senior School & Sixth Form

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1. 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 Senior & Sixth Form Schools.

August 2021: This policy will operate as normal unless [Covid-19 system of controls](#) overrule it. Please see appropriate Government and school documentation and risk assessments should the Covid context require changes.

2. 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

3. GENERAL REQUIREMENTS

3.1. 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 and the specific Prep school policies reviewed.

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.

Wellbeing 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.

3.2. 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.

3.3. 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.

3.3.1. Subject Number of Lessons

Subject	Y7	Y8	Y9
English	6	6	6
Maths	6	6	6
Science	6	0	0
Biology	0	2	3
Chemistry	0	2	3
Physics	0	2	3
MFL French or Spanish	6	7	5
Geography	2	2	2
History	3	2	2
Religious Studies	2	2	2
Latin	2	2	2**
Art	2	2	2
Drama	2	2	2
Music	2	2	2
Food & Nutrition / Coding / Design Thinking	2*	2*	2*
Classical Civilisation	0	0	2**
ICT	2	2	2
PSHE / Wellbeing	2	2	2
Physical Education	4	4	3
Dance	1	1	1

Note: Current Y7 & Y9 – choose *either* French or Spanish. New for 2021-22: current Yr8 high ability students given the opportunity to take up the other language as well.

*Design Thinking rota in Years 7, 8 and 9 – new for 2021-22 – each form has two lessons per fortnight for this subject rota – Food&Nutrition is studied in a double lesson for one term; for the other two terms teaching groups have one coding lesson and one design thinking lesson.

** In Year 9 students opt either for Latin or for Classical Civilisation.

3.4. 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 hours per fortnight	Y10	Y11
English language and Literature	7	8
Mathematics	7	8
Combined Science	10	10
Triple Science	15	15
Options	5	5
Wellbeing	2	2
PE	4	3

3.5. Years 12 – 13

Most A-Level students study 3 subjects, the EPQ (compulsory for all to start but if students are doing 4 A Levels or in other appropriate circumstances we will be flexible) 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 (2 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. The double

lesson on Thursday afternoon is for GDST Lead. In Year 13 Friday week 2 afternoon double is an assessment slot teachers can book their students into – so that they do not lose teaching time for assessments.

3.6. 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.

3.7. 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.

3.8. 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.

3.9. Relevance

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

3.10. 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.

3.11. Progression

Progression ensures that there is planned and logical development of teaching and learning through each stage of the curriculum. There should be 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.

4. APPENDIX

NIL

5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
BHHS Curriculum Policy	Initial	September 2016	Full Review	Heidi Boyes	Expired
BHHS Curriculum Policy	01	June 2017	Full Review	Heidi Boyes	Expired
BHHS Curriculum Policy	02	November 2017	New Policy Template	Paul Fairhurst	Expired
BRIGHTON GIRLS CURRICULUM POLICY	03	September 2019	Full review & change of school name	Kate Ashdown	expired

BRIGHTON GIRLS CURRICULUM POLICY	04	August 2020	Covid-19	Kate Ashdown	expired
BRIGHTON GIRLS CURRICULUM POLICY	05	August 2021	Review and update	Kate Ashdown	live

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