



CURRICULUM POLICY AND PROCEDURES

SENIOR SCHOOL

Owner	Assistant Head – Data and Curriculum
Authorised by	Headteacher and Governors
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Related documents:

- Literacy policy
- Careers Education and Guidance policy
- PSHEE policy
- RSE policy
- Alcohol, Smoking and Drugs Policy
- Differentiation Policy
- SEND policy
- Homework policy
- ICT policy
- Transition Procedures – Whole School
- Options Choices procedures

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Appendix A – Sixth Form Enrichment

1. Policy aims

In the Senior School at Derby High School we aim to provide a broad, balanced curriculum, with access for all, to mathematical, scientific, linguistic, technological, social and human, physical and aesthetic and creative areas.

We aim to provide a curriculum that

- is based around the National Curriculum but is not bound by it
- provides continuity, progression of learning and differentiation
- provides pupils with challenge and a sense of achievement
- provides all pupils with the opportunity to learn and make progress
- builds confidence and gives satisfaction and enjoyment, thereby giving pupils a positive attitude to learning
- provides opportunities for pupils to develop their independent thinking and learning
- enables the pupils to develop knowledge, understand concepts, acquire skills and develop the ability to choose and apply these in relevant situations
- provides personal, social, health and economic education which reflects the school's aims and ethos
- develops the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- seeks to prepare pupils for the opportunities, responsibilities and experiences of adult life
- provides enrichment and support through provision of additional activities such as educational visits, visiting speakers, field trips etc.

Outside the taught curriculum we aim to provide a range of co-curricular opportunities that allow pupils to develop many skills relevant to the main curriculum.

We therefore aim to provide “excellence for all pupils in every aspect of academic studies” (DHS Ethos and Aims) and to develop the potential of all members of the school community.

2. Procedures

a. Curriculum content and delivery

i. KS3

Pupils are taught in their mixed ability form groups for all subjects except Maths and English, which are set by ability at the end of year 7, into 3 or 4 sets for L4 and U4. DT, FN and year 9 Art are taught in half-classes, split alphabetically within the form group.

Subjects taught are: English, Maths, Biology, Chemistry, Physics, History, Geography, French, German, Spanish, Art, ICT, Design Technology, Food and Nutrition, Religious Studies, Music, PE, Drama, PSHEE (including; sex education, citizenship and careers advice) and Thinking for Learning (T4L). In Years 8 and 9 all students are studying French and then have picked either German or Spanish as a second language. In year 7 students are doing a carousel of French, German and Spanish throughout the year and then will be asked to select their preference of which two they wish to take forward into years 8 and 9.

Subject lesson allocation:

The school works a 42 period week, (1 period = 35/40 minutes)

Yr	Eng	Mat hs	Biol. Chem . Phys. ICT RS	Fren.	Germ. Span.	Hist.	Geo g.	Food and Nutr. DT	Art	PE	Dram a PSHEE	Mu s	T4L
7	4	5	2	5 caro.	5 caro.	3	3	2 ½gp ½yr	2	3	1	2	1
8	4	4	2	4	4	3	2	2 ½gp ½yr	2	3	1	2	0
9	5	5	2	3	4	2	3	2 ½gp ½yr	2 ½gp	3	1	1	0

ii. KS4: GCSE

All pupils study for GCSEs in English (Language and Literature) and Maths. They choose six optional subjects from Art, Biology, Chemistry, Computer Science, DT, Drama, French, Geography, German, Food and Nutrition, History, Music, PE (GCSE), Physics, RS and Spanish. Pupils must choose at least one science subject and one MFL (exceptions to the latter are sometimes made for pupils with SLD). Pupils also take PE (core), Genius Hour, PSHEE and a Truly Educated program.

Maths and English are still taught in three or four sets. Optional subjects are taught in mixed ability option groups. PE, PSHEE, Genius Hour and Truly Educated are taught in mixed groups split such that the GCSE PE group is kept together in core PE.

Subject lesson allocation:

The school works a 42 period week, (1 period = 35/40 minutes)

	English (3 sets)	Maths (3 sets)	Option group subjects	PE	PSHEE	Genius Hour	Truly Educate d	Study Period
L5	6	6	4	3	1	2	0	0
U5	6	5	4	3	1	0	2	1

iii. KS5: A Level (L6, U6)

All GCSE subjects are offered to A Level with the addition of Business, Economics, Politics, Further Maths and Psychology and the exception of Food and Nutrition. The option grid is constructed each year to provide as many of the pupils' option choice combinations as possible. Pupils choose 3 subjects to take at A level, although a small number may take 4 after careful guidance about their suitability. MFM (Maths and Further Maths) is taught on reduced time allocation to able mathematicians, which enables

pupils to take MFM as well as 3 other options if they wish, assuming they can cope with the workload. In addition, pupils are encouraged to take on an enrichment activity from a variety of options. These include: EPQ, Enterprise, Engineering Education Scheme, Level 3 Certificate in Food Science and Nutrition and Duke of Edinburgh Gold Award. All pupils also have core PE lessons and a Truly Educated programme. The Truly Educated programme runs in a carousel with core PE. In this course pupils are taught an eclectic range of non academic skills and are challenged to undertake other activities to broaden their education.

Entry requirements to the Sixth Form are: at least seven 9-6 grades at GCSE together with any subject specific requirements for those subjects they wish to study. It is expected that the pupils will have GCSE Maths and English at grade 5 or above. Occasional exceptions to these requirements will be made dependent on subject choices and individual circumstances, based on discussions with the Assistant Heads or Headteacher. Conditional offers, requiring higher grades, are sometimes made to external applicants if demand for places on a course is high.

Subject lesson allocation:

The school works a 42 period week, (1 period = 35/40 minutes)

	Option group subjects	MFM	EPQ	PE, TE and careers	Study periods
L6	8	12	2	2	6+
U6	8	12	2	2	6-14

Sixth Form receive a varied programme of enrichment which is detailed further in Appendix A.

b. Speaking and Listening, Literacy and Numeracy

Please see the Literacy policy for details of how the development of literacy is supported across the curriculum

Numeracy is taught within the Maths curriculum and the skills are reinforced within many other subjects.

Speaking and listening are holistic skills, the development of which is supported by a wide range of teaching strategies across the curriculum.

c. PSHEE (Personal, Social, Health and Economic Education)

i. Purpose of PSHEE

We believe that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

ii. Delivery of PSHEE

PSHEE is taught as a discrete lesson throughout Y7-11 and in the Sixth Form is delivered through the programme of careers sessions, talks and tutor support sessions. For all pupils, many elements of PSHEE

are also delivered through other areas of school life: tutorial time, assemblies, the pastoral care system, extra-curricular activities and Student Council.

For further detail see the PSHEE Policy and Schemes of Work.

d. Careers Education

Coherent and progressive careers education and guidance is provided to all students in years 7-11.

For further detail see Careers Education and Guidance policy

e. Supporting students of all abilities

It is acknowledged that, whilst the intake of Derby High School is selective, there is still a range of abilities within each cohort. In order to ensure that all pupils are, 'given the opportunity to learn and make progress', Heads of Department are expected to make provision for this within department schemes of work and teachers are expected to provide differentiated opportunities in the classroom. Please see Differentiation Policy for further details.

i. Maths Sets

Maths is taught in forms in year 7, and then pupils are put into three or four sets in year 8 and beyond. When setting, sets 3 and 4 are kept smaller than the other two sets to allow plenty of help for those who struggle with the subject.

The setting in year 8 is decided based on tests throughout year 7, however pupils may be moved up or down sets when it is decided this will be better for the pupil. Decisions are based on test and exam results and the teacher's knowledge of the individual pupil from classwork and homework.

ii. English Sets

Pupils are taught in forms in year 7, and then are put into three of four sets in year 8 and beyond. Sets 3 and 4 are kept smaller to allow those students extra help. Setting is decided using staff knowledge of performance during year 7. English examination results are also taken into account. The pupils are monitored during year 8 and year 9 to see whether the setting decision has been correct, and then changes can be made for the start of year 10.

iii. Learning Difficulties and Disabilities (SEND) and English as an Additional Language (EAL)

Please see SEND Policy for details

f. Reading Weeks

For two separate weeks each year there is a Reading Week during which the normal homework timetable is suspended. Autumn term reading week is for all year groups but spring term reading week is for Y7-10 only.

Please see Homework policy for details.

g. ICT

All pupils in Y7-9.

All subject departments incorporate the use of ICT within their curriculum,

Please see ICT policy for details.

h. Thinking for Learning (T4L)

We wish to encourage the pupils to develop their independent learning and thinking skills. To help achieve this Y7 has a discrete T4L lesson, which is designed to support broad cognitive development that underpins all specific curriculum skills.

i. Genius Hour

Genius Hour has replaced Thinking for Learning in KS4. It is intended as a bridge between our broad provision for non-curriculum specific cognitive development offered in our year 7 Thinking for Learning (T4L) programme and the application of independent learning behaviours and skills required at 6th form EPQ level.

Genius Hour will comprise delivery of generic study skills and opportunities for students to apply those skills in independent projects. For example, current projects include a timeline and infographic of discrimination in the history of football, a board game exploring the failure of the Mongolian Empire, and a cookbook with recipes for a healthier planet.

Students will develop greater metacognition in terms of knowing how to study effectively and will also benefit from the requirement to apply this learning, as learning is really only embedded through application. Not all GCSE students will go on to undertake an EPQ and therefore Genius Hour will provide, for those students, a vital opportunity for independent study before university.

j. Truly Educated

We have extended our Truly Educated programme into Year 11. Our Truly Educated sessions cover post-16 options; careers; employability skills; revision skills, and critical thinking.

k. Junior/Senior School Curriculum Liaison

The Heads of Department /primary subject coordinators are expected to liaise regularly through:
Meetings;
Lesson observations;
Possible cross-phase events;
Cross-phase teaching (where appropriate and valuable).

The aims of this liaison is:

- To maintain awareness of changes to SOW and programmes of study in KS2 and KS3;
- To ensure a seamless transition from primary to senior education;
- To share good practice in terms of delivering content and strategies for learning (acknowledging the complementary expertise of primary teachers, in the holistic education of young people immediately prior to entry into the senior school and senior school teachers, in specific academic domains);

For all pupils entering the Senior School at 11+, the results of end of KS2 tests/DHS Junior school testing results together with Entrance Exam scores are available to staff if requested.

For pupils transferring from Derby High Junior School, internal tracking results are made available to the Senior School and Senior School and Junior School staff liaise as necessary with regard to individual pupils. (See Transition documentation procedures.)

See also Appendix A: Sixth Form Enrichment

APPENDIX A: Sixth Form Enrichment Overview

We encourage both supercurricular and extra-curricular activities as part of the enrichment programme at Derby High. This best prepares students for their next steps, whether that be university, degree apprenticeships, gap years or employment.

Truly Educated

We offer a timetabled enrichment programme for both year groups which is run in parallel with PE and incorporates PSHE & Careers. During this course students are taught a range of academic and non-academic skills and are challenged to undertake activities that broaden their education. These includes talks from outside speakers, UCAS workshops, study skills, safeguarding training, sexual health and safe driving, amongst many other things. The programme changes year on year to incorporate student requests and current issues.

As part of this programme we also introduce students to the idea of the supercurricular and extra-curricular, and encourage involvement in a variety of options, some timetabled and others to take place in the students' own time. Independent learning is valued by universities and employers alike and therefore this is also something on which we place great emphasis.

Some examples of timetabled enrichment opportunities:

Extended Project Qualification, Food and Nutrition Diploma

Some examples of other enrichment opportunities:

EES, Business Enterprise, Future Learn courses, Duke of Edinburgh, wider reading.

Other Enrichment Opportunities offered by the school:

Visits – Many subjects organise their own trips, for example, Biology & Geography Field Trips, lectures, Art trip to Chatsworth.

Volunteering – we work to coordinate volunteering opportunities in the local area, for example in nearby hospitals or conducting litter picks around Littleover.

International Trips - There is a long haul expedition run by the “World Challenge” organisation which goes every other year. Alternate years, Chaplain Jo offers a long haul trip in the October half term. Both of these trips include a volunteer work phase as well. These trips afford those that go many opportunities to develop important life skills. One feature of being a team member is the long preparatory phase in which team building activities and fundraising activities take place.

Leadership – We encourage and foster skills of leadership in all of our sixth formers. Sixth Form students are encouraged and, indeed expected, to volunteer at school events. At these events they will have an opportunity to interact with a wide range of people (from Kindergarten students to adults), to help organise, serve or speak publically. All Upper Sixth students have an opportunity to become a prefect by formal application in the Spring Term of the Lower Sixth year. Generally all students apply and meaningful roles are available to all. The House system is entirely student-led by prefects. Each of the four houses has a House Captain and two Deputy House Captains. All sixth formers undergo child protection training by the DSL.