



PUTNEY
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Senior School Curriculum Policy

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Aims of the Curriculum

The Curriculum is key to auctioning the school’s core values and achieving our aims, which are:

Core Values

- We are a spirited and vibrant school
- We are inquisitive, intellectually curious, and love learning
- We act with integrity, kindness and a sense of moral purpose
- We are innovative and genuinely open to new ideas
- We are a collaborative and democratic community
- We are ambitious, bold and unafraid of excellence
- We are down to earth

Aims

- To promote the wellbeing of every member of our community
- To provide a vast range of co-curricular opportunities
- To champion student voice
- To instil in our pupils a firm belief that there are no limits to what is possible
- To be active in the wider community
- To attract and develop talented and forward thinking staff who advocate our values

Introduction to the Curriculum

The curriculum at Putney High School, supported by detailed departmental schemes of work, comprises all formal opportunities for learning plus broader opportunities outside the classroom. It delivers the following:

Knowledge

The curriculum has been designed to enable pupils to acquire the knowledge and understanding needed to equip them for life after school. It draws upon and reflects the National Curriculum, offering breadth and balance and seeks to give pupils relevant experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Skills

The curriculum enables pupils to develop the key skills of communication, numeracy, literacy and ICT, alongside higher order skills such as critical thinking, creative thinking, and the capacity for independent learning and academic engagement. Pupils are encouraged to develop a strong work ethic; homework is set regularly and assessment is ongoing; both are vital components of the curriculum. They are also encouraged to work collaboratively to

achieve shared goals. Both the curriculum and its delivery are modern and innovative; pupils are highly digitally literate.

Attributes:

The curriculum has been designed to encourage pupils to develop a lifelong love of academia and scholarship, and to promote their spiritual, moral, social and cultural development. Our provision builds the self-confidence of our pupils and promotes the development of characteristics such as resilience and grit, enabling pupils to take full advantage of the opportunities which they will meet at school and in later life. It prepares girls to contribute to society as responsible citizens, and instills values of moral integrity, respect, tolerance and concern for others.

Inclusivity:

Appropriate provision is made to ensure that all pupils make progress and that all are stretched and challenged to fulfil their potential. The curriculum encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. Pupil's progress and learning are evaluated on an individual basis to ensure that all pupils are able to access the curriculum and the opportunities that it provides. The aptitudes of all pupils are catered for, including those with Special Educational needs. Pupil voice plays a key role at Putney High School. Full regard is made for the guidance within the promotion of Fundamental British Values and the requirements of the PREVENT strategy.

Opportunity:

There are many opportunities for pupils to extend their learning experience through co-curricular activities, fund raising events for charity, work experience, community service, visits in this country and abroad and careers education and advice. This is effective preparation for the opportunities and experiences of life in British society. The careers provision at the school is impartial, and helps all pupils to fulfill their potential; indeed its stated aim is to encourage pupils to embark on their life after school confident in the belief that no door is closed to them.

Achievement:

The curriculum provides both challenge and a sense of achievement. Pupils are assessed in a way which shows their progress (see Assessment & Reporting #343), are proud of their progress, and respect and celebrate the achievements of others. High achievement and exceptional effort is celebrated via the merit system, in year group assemblies and at events such as Prize Giving assemblies at the end of each term and Celebrating Success at the end of each academic year.

Our Curriculum Provision

In constructing our curriculum for the compulsory years, we aim to cover the following areas of learning:

- **Linguistic** (mainly through English, Modern and Classical Languages and Debating, but all curriculum areas have responsibility for students' development in this area)
- **Mathematical** (mainly through Mathematics but with significant contribution from other areas)
- **Scientific** (mainly through Biology, Chemistry and Physics)
- **Technological** (mainly through Computer Science and Resistant Materials and Design Thinking)
- **Human, social, cultural** (mainly through the humanities, languages and PSHE but with significant contributions from all other curriculum areas)
- **Physical** (mainly through PE and Games)
- **Aesthetic and creative** (mainly through Art & Design, Music, Drama and English)
- **Ethical and spiritual** (mainly through Religious Studies and PSHE)

These areas are also communicated through a range of subjects and through the more general aspects of the pupil experience in school (including tutor time, PSHE lessons, assemblies etc.)

Key Stage 3 (KS3): Years 7-9

Curriculum Subjects

As well as English Language, English Literature and Mathematics, girls study Art & Design; Classical Civilisation with Greek; Design Technology: Textiles and Resistant Materials; Computer Science; Drama; Geography; History; Latin (from Year 8); Music; Physical Education; Religious Studies & Philosophy and Debating (in Year 7). They also study two modern languages (full details below).

Additional Curriculum

Life Skills with Citizenship are delivered across the curriculum, during tutor time and through extra-curricular activities. There is an Design Thinking lessons in Years 9. In Year 8 pupils complete an innovative cross-curricular Maths/ICT project.

Science

Science is combined in Year 7. In year 8 a natural sciences tripos curriculum is adopted. From Year 9, Biology, Chemistry and Physics are taught separately by specialists as separate sciences.

Languages

In Year 7 and 8, girls study either French and German or Spanish and Chinese Mandarin. Girls are asked for their preferences as to which combination they would rather study, but no guarantee is made that these choices can be accommodated as other factors (timetabling, tutor group assignments etc.) are also considered. The students then study their allocated pair of languages for two years until the end of Year 8, and also begin studying Latin in Year 8. Each language is studied for two hours per week. In Year 9 pupils continue to study 3 Languages. There is an option to replace 1 of the 3 already being studied with a new language (possible options include: Italian, Latin, Greek and ab initio Spanish). This allows all girls to study all four languages and Latin before making pre-GCSE choices.

Setting : Pupils are set for Mathematics in years 8 and 9. No other subjects set pupils.

Key Stage 4 (KS4): Years 10-11

Core Subjects:

English Language, English Literature and Mathematics – all studied to IGCSE. Biology, Chemistry and Physics – all girls study IGCSEs in three separate sciences for a triple award. The majority of girls study for 10 (and occasionally 11) GCSE awards.

Additional Subjects:

Girls have a free choice of four additional GCSE subjects which includes a Modern Foreign Language. Available subjects include Art, Chinese (Mandarin), Classical Civilization, Computing, Design Technology: Resistant Materials, Drama, French, Geography, German, Greek, History, Italian, Latin, Music, Physical Education, Religious Studies, Spanish and Textiles. Many pupils also sit Additional Mathematics.

Non-Examined Core Subjects:

PSHE, PPE (in Year 10 only), Careers and Physical Education.

Setting: Pupils are only set for Mathematics.

Sixth Form: Years 12-13

We offer a bespoke curriculum which enables pupils to pursue their passions and to benefit from an appropriate level of breadth and depth in their studies. Girls in Years 12 and 13 have a completely free choice of A Level/Pre-U subjects. Most pupils will take 3 A Levels, but this can be supplemented with an additional AS Level (available in a variety of subjects according to demand). They also have the opportunity to undertake the Extended Project Qualification on a subject of their choice. Pupils are able to take 4 A Levels if they wish and if this is an appropriate course of study; advice is available on GCSE results day and at throughout Year 12 to support students to make the most appropriate decision. Most pupils studying Further Mathematics will study 4 A Levels.

Examined Subjects:

Art, Biology, Business, Chemistry, Chinese (Mandarin) (Pre-U), Classical Civilisation, Economics, English Literature, French, Geography, German, Government and Politics, Greek, History, History of Art (Pre-U), Computing, Latin, Mathematics, Further Mathematics, Music, Physical Education, Physics, Product Design – Resistant Materials (Pre-U), Product Design – Textiles, Psychology, Religious Studies, Spanish and Theatre Studies.

Non-Examined Subjects:

The **Curriculum Plus** initiative is a cross-curricular programme of study for all year 12 students. It aims to build the intellectual confidence and agility that will help students to realise their ambitions. Topics include 'futurology', 'The value of poetry', 'The importance of mathematics' and 'The pursuit of truth'.

Sixth form students also benefit from an enrichment programme including Sport & Games Session (with Year 11), a Sports Leadership Award, Community Service in local primary schools, Young Enterprise, and Putney News, a multimedia sixth form news publication and weekly life skills lessons.

Careers Guidance and PSHE

Pupils benefit from a comprehensive careers guidance programme, which is delivered through regular careers events and subject specific Careers Focus evenings with external speakers. Pupils sit the Morrisby Test in year 11 and attend an interview with a careers advisor to discuss possible careers paths. All have access to a specialist Careers Library which is frequently manned by the Head of Careers. Pupils are encouraged to attend external events and open days and the Head of Careers contacts pupils directly with curated and personalized information about events. Each girl is interviewed individually in year 9 about her GCSE choices and in year 11 about her A Level options. Comprehensive guidance is provided in the form of careers booklets and a number of departments run taster sessions. Year 12-13 are advised in ongoing discussions with their form tutor, and the World Class Universities programme supports pupils pursuing an application to leading universities around the world. All girls have support and guidance for university entrance including a dedicated programme for potential applicants for Medicine, Dentistry and Veterinary Science.

All pupils are allocated additional time with their form tutors in order to carry out 'progress mentoring' meetings where their progress is assessed, alongside their personal development.

PSHE is delivered in a discrete 1 hour period (30 minutes for Year 8) in every year group in the school. The programme is designed and planned by the PSHE Coordinator and supported by activities in Form Tutor periods and assemblies. It aims to provide a curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and to prepare them for the opportunities, responsibilities and experiences of later

life. Further detail is available in the PSHE and Life Skills Policy, alongside the schools policies on SRE, Britishness and SMSC.

Inclusion

Putney High School is an inclusive learning community where barriers to learning are removed, enabling all pupils to make progress and achieve their potential. Fostering a sense of inclusion benefits all pupils. There are a number of pupils for whom accessing the full curriculum is challenging without recognition of their needs and tailored provision. The school identifies pupils with SEND and ALN using the Lucid Exact screening test which all pupils sit in year 7. Additional screening tests are carried out where appropriate. A list of SEND and ALN pupils is made available to all staff - with specific transition plans included where appropriate - and data from performance tracking to monitor progress of pupils. Teachers are required to consider appropriate differentiation strategies, and pupils with SEND or ALN are also directed supported by the Learning Enrichment department in additional sessions. Training is provided to staff where necessary to ensure the correct support is provided to students with specific learning needs. The Learning Enrichment department works with the Exams Officer to ensure that appropriate access arrangements are applied in public and internal examinations. The school plays its part in making the provision set out for pupils with EHC plans where applicable.

Further detail is available in the Learning Enrichment/SEND policy.

Implementation and Evaluation of the Curriculum

A number of key staff are responsible for the implementation and evaluation of the curriculum as follows:

Senior Management:

- Formulating and disseminating the School Core Values and Aims
- School development plan
- Overall curriculum provision, breadth and balance and provision for PSHE and SMSC awareness.
- Overall standards of attainment and targets
- Overall quality of teaching and learning

Heads of Department:

Heads of department are responsible for leading their departments and delivery and evaluation of the curriculum as follows:

- Departmental aims
- Departmental development plans
- Subject provision and quality including planning, schemes of work and quality of delivery

- Standards of attainment within the subject area
- Quality of teaching and learning within the subject area
- Assessment and recording within the subject area

Subject Teachers:

- Planning and delivery of lessons
- Assessment and recording of individual pupil progress
- Class and individual attainment and progress

Strategies for Monitoring and Evaluation

In addition to performance management, the Heads of Department meet with their direct line manager at least once per fortnight. All Heads of Department meet at least once every half term with key Senior Staff at meetings of the Academic Board. The Deputy Head (Academic) and Deputy Head Teaching & Learning meet with Heads of Department at key stages throughout the year as follows:

Autumn Term:	Focus – External exam results review and targets, PDP review
Spring Term	Focus – Pupil progress and Teaching and Learning
Summer Term	Focus – Departmental development plans, PDP review and budgets

In addition, strategies employed for monitoring and evaluation at all levels within the school include:

- Lesson observations
- Book and work scrutiny
- Exam analysis
- Staff meetings
- Pupil feedback and pupil voice
- Parent feedback

Co-Curricular Activities

Examples of Extension Activities in Senior School:

Art Club, Christian Union, Dance clubs, Debating Society, Duke of Edinburgh Bronze and Gold Award Schemes, House Drama, Choral and Instrumental groups, Code-breaking Club, Medical Society, Resistant Materials workshops, Textiles workshop, Politics Society, and Putney Ideas Exchange (PIE) talks. There are a number of academic clubs which support the development of the skills, attributes and knowledge listed above and which support the core curriculum.

Musical Activities Include:

Choirs: Chamber Choir, Junior Choir, House Choirs and Senior Choir

Orchestras: Symphony Orchestra, Sinfonietta

Ensembles: A Cappella Vocal Groups and Instrumental Ensembles

Clubs: Theory Clubs and Composition Clubs

Sports Activities Include:

Athletics, Badminton, Cross-Country, Dance, Fitness, Football, Gym Development Squad and School Gym Squad, Lacrosse Teams and Club (includes goal keeper practice), Netball Teams and Club (including shooting club), Rounders, Rowing, Tennis (including Ball Girl Training), Trampolining and Volleyball (and Beach Volleyball in Summer).