

Senior School Curriculum Policy

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Aims of the Curriculum

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

The ethos and aim of the GDST, for girls to learn without limits, is shared by Putney High School.

At Putney High School, we are:

- **INNOVATIVE**
Forward-thinking in our approach to teaching and learning, ours is a culture that is modern, relevant and inspires the ideas-makers of the future.
- **INCLUSIVE**
We offer a holistic education that focusses on the individual and is outward looking - encouraging integrity, compassion, respect, and social responsibility.
- **INTREPID**
Interested and interesting, we are unafraid to stretch our wings and to blaze trails - curious to explore and to challenge limits.
- **INTELLECTUAL**
Scholarly in our approach to learning, we are inquisitive and creative in our thinking, and bold in our ambitions.

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 students 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 students relevant experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Skills:

The curriculum enables students 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. Students 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; students are highly digitally literate.

Attributes:

The curriculum has been designed to encourage students 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 students and promotes the development of characteristics such as resilience and grit, enabling students to take full advantage of the opportunities which they will meet at school and in later life. It prepares students 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 students 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. Student's progress and learning are evaluated on an individual basis to ensure that all students are able to access the curriculum and the opportunities that it provides. All lessons incorporate differentiation strategies to ensure that each student is challenged and supported as appropriate to their own learning style and circumstances. The aptitudes of all students are catered for, including those with Special Educational needs. Student 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 students 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 students to fulfill their potential; indeed, its stated aim is to encourage students 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. Students 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 are 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 student experience in school (including tutor time, PSHE lessons, assemblies etc.).

Key Stage 3 (KS3): Years 7-9

Curriculum subjects

As well as English and Mathematics, pupils study Art; Classical Civilisation with Greek; Computing; Design Technology: Textiles and Design Technology: Product Design (from Year 9); Drama; Geography; History; Latin (from Year 8); Music; Physical Education and Religious Studies & Philosophy.

Modern Foreign Languages

In Year 7 pupils begin learning one Modern Foreign Languages (one Romance Language, one Non-Romance Language). In Year 8 pupils continue with their two Modern Foreign Languages from Year 7 and also begin learning Latin. In Year 9 pupils continue to study three Languages. There is an option to replace Latin with a new language (possible options may include: ab initio Italian, or Spanish).

At GCSE pupils study at least one Modern Foreign Language and may study up to three. All languages are available to study in the Sixth Form. There is also the option for students who are speakers of French, German, Italian, Spanish or Mandarin to join the Bilingual Programme on joining the school in Year 7, leading to a GCSE being taken early in Year 10.

Additional curriculum

Life Skills with Citizenship are delivered through PSHE, as well as across the curriculum, during tutor time and through extra-curricular activities. Year 7 are also taught debating and Science is combined in Year 7. In Year 8, our Natural Sciences tripos enables students to make connections between concepts in Biology, Chemistry and Physics, and develops the underpinning practical techniques and problem solving skills necessary for success at IGCSE. In Year 9, all students begin the IGCSE curriculum in all three separate sciences. They will also study Design Thinking which offers students the opportunity to think of creative and technologically innovative solutions to the problems of today.

Key Stage 4 (KS4): Years 10-11**Core subjects**

English Language, English Literature and Mathematics are all studied to IGCSE. Biology, Chemistry and Physics – most students study GCSEs in three separate sciences for a triple award. There is an option to take dual award science through discussion with the Science department. All pupils study for 10 (and occasionally 11) GCSE/IGCSE awards.

Additional subjects

Students choose four additional GCSE subjects which includes a choice of at least one Foreign Language. Art, Classical Civilisation, Design Technology: Textiles, Design Technology: Product Design, Drama, French, Geography, German, History, Computer Science, Latin, Music, Physical Education, and Religious Studies. Year 10 (and 12) may also join a GCSE course in Ancient Greek which runs outside of the timetable.

Non-examined core subjects

Life Skills with Citizenship, delivered through PSHE include Citizenship, Economic Awareness, Current Affairs, Careers and Physical Education. In Year 10, there is a cross-curricular PPE course which introduces pupils to political theory, philosophy, debating, economics, and philosophy of art.

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. Students in Years 12 and 13 have a completely free choice of A Level/Pre-U subjects. Most pupils will take three A Levels, and can supplement with an additional AS in Maths or some MFL subjects. They also have the opportunity to undertake the Extended Project Qualification (EPQ) on a subject of their choice. Pupils are able to take four A Levels if they wish and if this is an appropriate course of study. Most pupils studying Further Mathematics will study four A Levels.

Examined Subjects

Art, Biology, Business, Chemistry, Chinese (Mandarin) Pre-U, Classical Civilisation, Computer Science, Economics, English Literature, French, Geography, German, Government & Politics, Greek, History, History of Art, Latin, Mathematics,

Further Mathematics, Music, Physical Education, Physics, Design Technology: Textiles and Design Technology: Product Design, Psychology, Religious Studies, Spanish and Theatre Studies.

Non Examined Subjects

Our Curriculum Plus programme is designed to develop the intellectual versatility that students need to excel at the top universities in the world. It is built around two timetabled sessions each week:

- In the first session, students take part in activities ranging from debating to Young Enterprise or volunteering at a local hospital or primary school. All activities are led by students and are designed to inspire greater confidence and engagement in the wider world.
- In the second session, students follow a programme of lectures and seminars that are designed to stimulate debate, generate ideas and encourage them to read more widely with the aim of broadening their knowledge and developing key skills for the future.

Careers Guidance and PSHE

Students benefit from a comprehensive careers guidance programme, which is delivered through regular careers events and subject specific Careers Focus evenings with external speakers. Students 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. Students are encouraged to attend external events and open days and the Head of Careers contacts students directly with curated and personalized information about events. Each student 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 students pursuing an application to leading universities around the world. All students have support and guidance for university entrance including a dedicated programme for potential applicants for Medicine, Dentistry and Veterinary Science.

All students 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 students 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 RSE, Britishness and SMSC.

Inclusion: SEND, EAL and Gifted and Talented

Putney High School is an inclusive learning community where barriers to learning are removed, enabling all students to make progress and achieve their potential. Fostering a sense of inclusion benefits all students. There are a number of students for whom accessing the full curriculum is challenging without recognition of their needs and tailored provision. The school identifies students with SEND and ALN using the Lucid Exact screening test which all students sit in Year 7. Additional screening tests are carried out where appropriate. A list of SEND and ALN students is made available to all staff - with specific transition plans included where appropriate - and data from performance tracking to monitor progress of students. Teachers are required to consider appropriate differentiation strategies, and students 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 students with EHC plans where applicable.

Putney High School is an independent, selective school. A competitive entrance exam and high academic standards applied across all subjects mean that the school does not cater for EAL beginners. All students who speak English as an additional language at Putney are advanced learners of EAL. We recognise that a significant number of our pupils speak more than one language at home, although they do not consider themselves EAL learners. Bilingualism and multilingualism is actively promoted and a specific provision exists to cater for advanced speakers of French, German, Spanish and Mandarin. The SENCO monitors progress and supports underperforming EAL students with aspects of language and communication. All staff have access to the EAL register and should use this to inform their lesson planning, teaching and provision for these students. Support and training for staff is provided by the SENCO.

At Putney we believe that all our students are highly gifted, and the majority could be described as gifted or talented at some stage in their school career in academic, sporting, musical and artistic fields. We aim to support each student during their time here so that they flourish and reach their full potential. In addition, there are some students who are exceptionally able or exceptionally talented and we aim to provide opportunities for those students to engage with across all year groups. We therefore maintain a Gifted and Talented Register. It is the whole school's responsibility to identify, and support gifted and talented students. The criteria should be multiple and flexible. A mix of formal and informal assessment across all departments, which is inclusive in approach, will provide every pupil with an opportunity to show what they are capable of achieving. Identification is an ongoing process. Students are identified using three different criteria: external tests (such as MidYIS,

GCSE and A Levels), internal examination/assessment results and on recommendations from members of staff. These lists are updated and maintained centrally by the Head of Modern Scholarship and shared with staff to enable them to plan their lessons accordingly to meet the needs of each individual student.

Further detail is available in:

- Learning Enrichment/SEND policy #323
- EAL Policy #350
- Gifted and Talented (Senior School) policy #330

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 student 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 – Student 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 (including PSHE)
- Book and work scrutiny (including PSHE)
- Exam analysis
- Staff meetings
- Student feedback and student 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 goalkeeper practice), Netball Teams and Club (including shooting club), Rounders, Rowing, Tennis (including Ball Girl Training), Trampolining and Volleyball (and Beach Volleyball in Summer).