PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

Senior School Curriculum Policy

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Senior School Curriculum Policy

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 departmental schemes of work, comprises all formal opportunities for learning plus broader opportunities outside the classroom. Our relevant, innovative and future focused curriculum is central to our ethos of Modern Scholarship – empowering each and every student to relish challenge, understand the power of her brilliant mind and forge a learning pathway where opportunities for excellence, achievement and enrichment abound.

Our curriculum 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. Our Science of Learning curriculum runs throughout the school and empowers students to make the best use of their wonderful brains. 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 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. Students' 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 adaptive teaching approaches to ensure that each and every student is challenged and supported as appropriate, including those with Special Educational Needs. Student voice plays a key role at Putney High School, and we regularly seek the views of students to enable us to reflect upon and continue to develop our curriculum. Full and considered regard is made for the guidance relating to the promotion of Fundamental British Values (see Britishness Policy #311).

Opportunity:

There are many opportunities for students to extend their learning experience through co-curricular activities, fundraising 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.

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 during Celebrating Success assemblies 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 form 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, Computing, Design Technology: Textiles, Design Technology: Product Design (from Year 9), Drama, Geography, History, Latin (from Year 8), Music, Physical Education and Religious Studies. 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 GCSE. In Year 9, all students begin the GCSE curriculum in all three separate sciences.

Modern Foreign Languages

In Year 7 pupils begin learning two Modern Foreign Languages (one Romance Language, one Non-Romance Language); they are also introduced to Latin within some of the Classical Civilisation lessons. In Year 8 pupils continue with their two Modern Foreign Languages from Year 7 and also have a separate Latin lesson. In Year 9 pupils continue with at least one of

their chosen languages from Year 8 and have the option to choose an additional language from Python Coding, ab initio Italian, Latin, or Spanish.

At GCSE most pupils study at least one Modern Foreign Language. 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 form time and through extra-curricular activities. Year 7 are also taught debating and in Year 9 they 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. Students have the option to choose either Combined Science (for two GCSEs) or study at least two of the three separate sciences. Most students study for 9 (sometimes 10 and occasionally 11) GCSE/IGCSE awards.

Additional subjects

Students choose three or four additional GCSE subjects (dependant on their Science choice) which often includes a choice of at least one Modern Foreign Language. Our options subjects at GCSE are Art, Business, 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.

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 subjects. Most pupils will take three A Levels and 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

Examined subjects at A Level are Art, Biology, Business, Chemistry, Chinese (Mandarin), 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

Students have access to a rich and ambitious programme of opportunities designed to develop the intellectual curiosity, independence and versatility required to succeed at in the world beyond school. The provision is built around two core strands:

- Futures Sessions - Our bespoke Sixth Form programme offers subject specific academic enrichment for students' higher education aspirations. Weekly sessions are designed to stimulate debate, generate original thinking and encourage wider reading, enabling students to deepen their subject knowledge and develop key academic skills. The programme also provides structured support with university applications, admissions tests and interview preparation, ensuring students are well equipped for competitive courses and institutions.
- Timetabled Co-curricular Programme - All students participate in a dedicated, timetabled co-curricular session, offering a diverse range of opportunities such as the GDST LEAD Enterprise programme, the GDST Space Tech Diploma, and volunteering placements in the local community. These activities are carefully chosen to develop confidence, leadership, collaboration and social responsibility, empowering students to engage thoughtfully and actively with the wider world.

Artemis

Every Wednesday afternoon, all senior school students study Artemis. The project is designed to encourage academic exploration through interdisciplinary learning and adventure. Through Artemis students develop an essential toolkit of future proof skills. In the weekly dedicated time, they explore ideas beyond traditional curriculum boundaries, engage in interdisciplinary projects and develop essential skills based on seven core competencies, such as critical thinking, problem-solving, leadership, and digital literacy. The project is unexamined and designed specifically to challenge and inspire each year group.

Careers Guidance and PSHE

Students benefit from a comprehensive and well-structured careers education programme, embedded within the PSHE curriculum and delivered through a spiral approach from Year 7 through to Year 13. Careers learning is strengthened through regular careers events and opportunities to engage with a wide range of external speakers, including employers, alumnae, parents and higher education representatives.

Students take part in a variety of enrichment activities, including Working Breakfasts with alumnae and parent professionals, a biennial Careers Fair, and an annual Careers Week featuring dedicated tasks, events and competitions. Enterprise and employability skills are actively promoted through Learn to Earn workshops, the Tenner Challenge, and an Entrepreneurship Club, alongside a strong focus on financial literacy.

Careers information and opportunities are regularly shared with students via a dedicated Microsoft Teams space, ensuring access to up-to-date and relevant guidance. Students are actively encouraged to attend external careers events, university open days and insight programmes. All students have full access to the Unifrog platform, which provides comprehensive careers advice, university and apprenticeship pathways, and destination planning tools.

In Year 11, students complete the Morrisby Careers Profile and attend a one-to-one interview with a qualified careers adviser to explore potential career pathways. Students in Years 9 and 11 are fully supported with GCSE and A Level option choices, with personalised pathway meetings offered to Year 11 students by members of the Senior Leadership Team.

In the Sixth Form, careers guidance is an ongoing process. Students in Years 12 and 13 receive continuous support through discussions with their form tutors, the pastoral curriculum, alongside access to the Futures Programme, which supports applications to leading universities both in the UK and internationally. All students receive structured guidance on university applications, with specialist support programmes for those applying to competitive courses such as Medicine, Dentistry and Veterinary Science.

In addition, all students benefit from dedicated progress mentoring meetings with their form tutors, allowing for regular reflection on academic progress, personal development, and future aspirations.

PSHE is delivered through a combination of tutor-led form time periods and drop down sessions within the Artemis programme for most year groups. Where this is not the case, students receive their PSHE sessions within timetabled lessons. 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 details are available in:

- PSHE Policy #328
- Senior School RSE Policy #324
- Britishness Policy #311
- Careers Education and Guidance #337
- SMSC #322

Inclusion: SEND, EAL and Gifted and Talented

Putney High School is an inclusive learning community where students are supported to work through challenges in learning, enabling all students to make progress and achieve their potential. Fostering a sense of inclusion benefits all students.

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, alongside data from performance tracking to monitor the progress of students. Teachers are required to consider appropriate adaptive teaching strategies, and departments are supported by the Learning Enrichment team where appropriate. Regular training is provided to staff to reflect outcomes of QTL processes, such as our SLT Learning Walk, pupil progress analysis, or analysis of the changing needs of our students. 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 sure the provision set out for students with EHC plans is provided.

Putney High School is an independent, selective school. A competitive entrance exam and high academic standards applied across all subjects mean that 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 may not consider themselves EAL learners. Bilingualism and multilingualism are actively promoted, and a specific provision exists to cater for advanced speakers of French, German, Spanish and Mandarin. The Head of Learning Enrichment monitors progress and supports underperforming EAL students with aspects of language and communication. All staff have access to the EAL register and use this to inform their lesson planning, teaching, and provision for these students. Support and training for staff is provided by the Head of Learning Enrichment.

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 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. The Gifted and Talented Register is 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 details are 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 and 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.

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

- Lesson Observations & Learning Walks (including PSHE & SEND)
- Work scrutiny (including PSHE)

- Annual Department Review meetings, including exam analysis
- Department Development Plans
- Staff meetings
- Student feedback and student voice
- Parent feedback.

Co-Curricular Activities

In addition to timetabled academic lessons, our students benefit from a rich programme of co-curricular activities and carefully planned trips designed to meet their needs. Across the Senior School, more than 150 weekly opportunities are offered to deepen academic learning while fostering essential character attributes such as leadership, collaboration, resilience, and self-awareness. These experiences also help students build confidence and self-esteem. We regard co-curricular activities as vital complements to the formal curriculum. A diverse range of societies further enriches life at school, providing pupils and staff with opportunities to explore interests and broaden their horizons across a wide variety of fields.

Art Activities:

Art and Craft Club, KnitWits, Textiles Open Studio and Art Masterclasses.

Drama Activities:

House Drama, Theatre Tech Club and rehearsals for whole-school and Key Stage productions.

Musical Activities:

Athena All Stars (Y7-8), Putney Choristers (Y7-8 auditioned), Athena Voce (Y9-13) and Athena Voce Collective (Y9-13 auditioned), Chamber Orchestra, Symphony Orchestra, Sinfonietta, Windband, Rockestra, Instrumental Ensembles, Theory Clubs and Composition Clubs.

Sports Activities:

Athletics, Badminton, Cricket, Cross-Country, Dance, Fitness, Football, Gym Squad, Lacrosse, Netball, Rowing, Tennis (including Ball Girl Training), and Volleyball.

Academic Enrichment Activities:

Debating Society, Enterprise Club, Young Biologists Club, Board Games Club, Chess Club, Duke of Edinburgh Bronze and Gold Award Schemes, Code-breaking Club, Medical Society, Young Reporters, Gardening Club, Forensic Psychology Club and Politics Society.