



CURRICULUM POLICY

This is a whole-school policy, within the framework of which the Primary Phase and the Nursery policies operate as appropriate.

Aims

At Queen Elizabeth's Grammar School we have the following Aims for our curriculum.

- We offer a broad and balanced curriculum which aims to provide our students/pupils with a rich experience in linguistic, mathematical, scientific, technological, social, physical and creative education
- We aim to provide an enjoyable and stimulating education which fosters curiosity, independent thinking and creativity
- We ensure that the planned curriculum is accessible to all students/pupils and delivers subject matter appropriate to the ages and aptitudes of our students/pupils
- We offer a range of enrichment and extra-curricular opportunities which aim to broaden students'/pupils' learning experiences
- We provide students/pupils with access to high quality impartial advice and guidance to support them in making choices about their current and future education and future careers
- We provide personal, social and health education which helps prepare the students for the responsibilities of adult life.

This policy links to our policies on Teaching and Learning, Literacy, Equality, Sex and Relationships, EYFS, SEND and our procedures with regard to Homework and Assessment.

Curriculum offer in each phase of the school

Early Years Foundation Stage

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2017 by the DfE. This Framework specifies the requirement for learning and development in the Early Years; it details seven specific areas of learning and development that we must cover in our curriculum. The three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The additional four areas we must support children with, through which the three prime areas are strengthened and applied, are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We also include Music and ICT skills in our curriculum and devote specific time to the development of thinking skills. Free Play is an important part of the weekly timetable. The amount of time allocated to this will reduce as we progress through the academic year.

Key Stage 1

In KS1 lessons become more formalised during a six-period day. However, this is flexible depending on the nature of the subject matter taught. Every day discrete time is devoted to Phonics, Literacy and Mathematics. Other subjects – Science, Humanities, Art and RE – are woven into Topics; such an approach helps to further develop core skills. French is introduced as a foreign language in KS1. Specialist teaching is offered in Music, Physical Education and Swimming.

Key Stage 2

In KS2 pupils have a six-period day with 45-50 minute lessons. Pupils will study English, Mathematics, Science, Humanities, French, Computing, RE, Art, Music, PSHE, Physical Education, Swimming and Games. Most subjects are taught by the Form Teacher, with specialist teaching for Music, Physical Education and Swimming.

Year 7 and Year 8

In Year 7 and Year 8 our offer is 'National Curriculum plus'. We teach a broad range of subjects, most of which are taught by subject specialists in dedicated well-resourced subject areas. The school operates a 2-week cycle; each day consists of 6 50-minute periods. The subjects taught are English, Mathematics, Science, Geography, History, Ethics and Philosophy (EP), Computer Science, French, German, Spanish, Classics, Latin, Art, DT, Music, PSHE, PE, Swimming and Games.

Upon entering the school, pupils are offered the choice of learning either French or Spanish as their first foreign language. German is introduced in Y8 as a contrasting, non-Romance language. Most subjects are taught in form classes, with sets for English and Mathematics and half-forms for Art, DT, Music and PE. Swimming forms one of the PE lesson in Year 7 and Year 8. 'Creative days' take place during the year to allow pupils time to work in-depth on certain projects.

In Year 8 pupils make their GCSE options, to begin courses at the start of Year 9.

Year 9

The School follows the EBacc principles for Year 9.

All pupils will study

- Mathematics,
- English (Language and Literature),
- Sciences (either GCSE Trilogy Combined Science (2 GCSEs) or 3 separate sciences)
- One foreign language, chosen from French, German, Latin, Spanish
- One Humanities subject (either Geography or History)
- Three further option subjects chosen from: Art, Business, Classics, Computer Science, DT, EP, Geography, History, Latin, Music, GCSE PE. A second language may also be taken as one of the three options.
- PE and Games
- PSHE

Year 10

The School follows the EBacc principles for Year 10.

All pupils will study

- Mathematics,
- English (Language and Literature),
- Sciences (either GCSE Trilogy Combined Science (2 GCSEs) or 3 separate sciences)
- One foreign language, chosen from French, German, Latin, Spanish
- One Humanities subject (either Geography or History)
- Two further option subjects chosen from: Art, Business, Classics, Computer Science, DT, EP, Geography, History, Latin, Music, PE. A second language may also be taken as one of the three options.
- PE and Games
- PSHE

Year 11

All pupils will study

- Mathematics,
- English (Language and Literature),
- Sciences (either GCSE Trilogy Combined Science (2 GCSEs) or 3 separate sciences)
- One foreign language, chosen from the two they have studied at KS3
- Three further option subjects chosen from: Art, Business, Classics, Computer Science, DT, EP, Geography, History, Latin, Music, PE. A second modern language may also be taken as one of the three options.
- PE and Games
- PSHE

Key Stage 5

At KS5 we offer a broad and balanced programme of A level courses, geared towards our students entering university at the end of their courses. Most students will study three A levels; able students may take a fourth.

The subjects on offer are:

Art, Biology, Business, Chemistry, Classics, Computer Science, DT, Economics, English (combined language and literature), French, Geography, German, History, Latin, Mathematics, Further Mathematics, Music, PE, Philosophy, Physics, Psychology, Sociology, Spanish.

Each subject is allocated 12 periods per 2-week cycle. Students also have a PSHE program and a Games afternoon (Games afternoon is optional for Y13).

At each transition between key stages, information is shared between teachers and pupils/students are carefully prepared to be ready for the next stage of their education. Considerable time and care is put into seeing that pupils/students receive impartial advice where choices have to be made.

Careers

Effective and independent careers guidance is an important part of the broad and balanced education which we provide. The school has a dedicated Careers area which is well stocked with up to date material and available to all pupils and students.

Careers advice begins in Year 7 with PSHE lessons including a section of worksheets and discussions designed to start pupils thinking about their own skills and attributes. In Year 8 pupils start to be exposed to employers and are beginning to think more about the range of careers available and we have a full programme of assemblies to help pupils with their GCSE choices and ensure that these match their career aspirations. Pupils all log onto the on-line SACU programme. Year 10 and Year 11 pupils start to concentrate more individually on their career choices but are given a full range of material of all possible Post 16 choices - by assemblies led by internal and external speakers, and local careers events to ensure that pupils are very well prepared for the next phase of their life.

For Year 12 and Year 13 the majority of students still move onto university and careers advice is targeted for these students at choosing the right degree and future career. Students wishing to enter other Post 18 training or employment are fully supported.

The department has external links with the HIVE organisation who provide a school advisor, with the BwD Council's New Direction team and a dedicated business link with Pierce Accountants, Blackburn.

Year 7

Pupils use a national scheme of worksheets through in their tutor group time to consider personal employment choices and to start to think about their skill set.

Pupils attend an annual Roadshow run by BAE.

Year 8

The careers programme in Year 8 contains a number of options assemblies and links to possible careers using the SACU online careers advice site which allows pupils to build up an individual careers profile.

Pupils attend a local Blackburn with Darwen Careers event.

Careers assemblies and a national scheme of worksheets start to introduce the pupils to the world of work.

We run a Meet the Employers event in the Trinity term where small groups of pupils are able to meet and talk to various local employers from a range of sectors.

Year 9

The careers programme in Year 9 starts to encourage pupils to think more clearly about possible options post GCSE. Pupils continue to have assemblies on specific topics and attend the Careers Fair hosted at DACA in March to investigate local and national employment sectors. In the Trinity term they have a session with the Head of Careers in which they further explore the careers and employment advice held on SACU, so that they can start making links to possible careers. Pupils continue to build up an individual careers profile.

Year 10

We have a work experience week in Year 10 for pupils to sample a real working environment using an external agency or self-placements.

Pupils have an assembly about Post 16 apprenticeships delivered by an outside provider.

Pupils have access to the online SACU programme to allow them to research jobs, courses and local employers.

Year 11

We attend the National Apprenticeship Show and National Skills shows for pupils who may not be taking the traditional A level Academic route.

Pupils have an assembly about BTECs and apprenticeships delivered by an external provider. Pupils have access to the online SACU programme to allow them to research jobs, courses and local employers.

Pupils have an A level taster day at QEGS Sixth Form.

Year 12

We have a work experience week in Year 12 for students to sample a real working environment using student self-placements.

We run a Career/Employer morning in school where students are able to talk to experts about their employment area in preparation for Post 18 choices.

Students are taken to at least one regional UCAS Fairs.

Students are encouraged to attend individual university open days and the Head of Careers keeps a record of these visits.

Students attend a UCAS evening which discusses the UCAS process as well as providing information on apprenticeships.

Academic departments provide talks and links to employers.

Learning Support

QEGS believes that every student/pupil has the right to full access to the education on offer. We recognise that some pupils/students will require additional support from time-to-time. Therefore, throughout the school a range of support is on offer. The SENCO operates in all phases of the school, co-ordinating the work of general and specialist Teaching Assistants. See separate SEND policy.

Extra-Curricular Activities and Trips

We firmly believe that learning is not restricted to the classroom. A range of compulsory and voluntary trips enhance our curriculum offer and contribute to the rich educational experience we wish all our student/pupils to have.

In each term, each year group in the primary phase undertakes a day trip related to an aspect of the curriculum being studied. In all years of the senior school, there is a Geography field trip linked to one of the topics studied. Modern Languages offer biennial trips to France, Germany and Spain. Other day trips and longer visits have, in recent years, supported the study of Art, Music, DT, Economics, Mathematics, Physics, Chemistry, Biology, History, Business Studies, Classics and Latin. Such trips are generally offered in response to pupil/student demand, and will continue to be offered as long as such demand exists, thanks to the generosity of our staff.

In addition, a range of extra-curricular activities run at lunchtimes, after school and weekends. Many of these also reflect the interest of the staff who run them so the programme is varied and constantly changing.

PSHE

PSHE is a vital part of our curriculum at all stages of the school. Students/pupils are taught about a variety of personal and social issues, including Sex and Relationships, in a sensitive manner and in a non-threatening environment where all opinions are valued. See also Sex and Relationships policy.

Sports

We value sporting activity highly at QEGS, and all students/pupils are encouraged to participate. We offer teams in football, netball, cricket, athletics, swimming, badminton, tennis and golf as well as a wide variety of other sporting activities in our Games program. The school has been awarded Sports Mark Gold with Distinction for the wide and varied sports programme that is offered.

Roles and responsibilities

- The Head, with the assistance of the Assistant Head (Teaching and Learning) has responsibility for oversight of the curriculum and general organisation including organising the timetable, placement of students, viability of courses and making recommendations to the Governors as to new courses.
- Heads of Faculty, Subject Leaders, Head of Careers and Subject Leaders (in the Primary Phase) have responsibility for strategic leadership and direction of their specific subject. Responsibilities include the organisation and regular review of schemes of work, monitoring and evaluating the work of the subject area, providing efficient resource management for the area and ensuring that the subject curriculum meets the needs of all pupils (see job descriptions for further details).

Updated by Mrs CY Gammon: August 2018

Approved by Board of Governors: 24th September 2018