



**QUEENS' SCHOOL**

*Dare to be Great*

## **CURRICULUM STATEMENT AUTUMN 2023**

### **1. The Queens' Curriculum: Aims**

Our curriculum aims to instil our core values of Scholarship, Tenacity, Altruism and Respect and to develop in students the lifelong learning associated with these values. In their teaching and learning, all of our students should experience, understand and develop:

- **Scholarship:** the ambitious pursuit and achievement of knowledge, across a broad range of subjects, by which we mean:
  - the understanding, retention and recall of facts and information;
  - the ability to justify beliefs and ideas;
  - the experience and creation of sequences and structures for organising learning;
  - an awareness of the cultural 'canon': ideas, people, works which are considered to be significant and stand the test of time;
  - an awareness of space and body, a learnt perception of location and movement;
  - the experience of 'flow', of being 'in the zone';
  - the ability to work independently in a sustained way, using information, creativity and skill;
  - the ability to apply facts, knowledge, perceptions and skills to new situations;
  - the ability to create connections between subjects and to synthesis ideas.
- **Tenacity:** the expectation of supported challenge for students of all abilities and talents; and of persevering in the face of that supported challenge.
- **Altruism:** the habits of working collaboratively and selflessly as part of a learning community.
- **Respect:** the importance of demonstrating kindness, tolerance and respect for others' views, abilities and contexts in learning.

Our curriculum reflects and responds to our specific context as an all-ability school with partial academic selection: challenging and extending the most able and providing pathways for all to develop and hone knowledge, skills, competencies and talents. All students should develop a wide range skills to equip them for life in modern Britain.

Our curriculum is strengthened through our commitment to a programme of Lifelong Learning. This includes guidance on personal, social, and economic well-being (including Sex and Relationships Education); British Values and Careers and Higher Education guidance.

## 2. Provisions & Duties

The school offers a broad and balanced curriculum, with subject content, reflecting the programmes of study and duties laid out in the National Curriculum (2014) and other DfE documentation for Key Stages 3, 4 and 5; in particular:

- to enhance a pupil’s intellectual, physical and personal development.
- to be challenging, relevant and accessible for all pupils regardless of age, gender, ability or ethnicity.
- to allow individuals to progress in a structured educational scheme that provides both choice and challenge.
- to provide a suitable base upon which the individual has the skills and knowledge to move forward into further education or employment.
- to pro-actively identify and encompass the needs of those pupils requiring special provision, including Education, Health and Care Plan and those who are high starters in each key stage.
- to pro-actively identify and encompass the needs of disadvantaged pupils.
- to have a broad range of co-curricular opportunities activities to enrich the pupil’s experience.

The school delivers Relationships and Sex Education as laid out in the DfE’s most recent statutory guidance: [Relationship Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance](#). It is delivered through a combinations of specific Lifelong Learning lessons, dedicated assemblies and talks, and in content across the curriculum. For detail of content and provisions, please see our separate Sex & Relationships Education policy.

## 3. A broad, academic, personalised curriculum

### Key Stage 3

In Y7 to 9, pupils study a full breadth of academic disciplines: humanities, languages, arts, technologies and sports delivered alongside the core of English, maths and sciences. Each subject offers an ambitious curriculum which develops lifelong knowledge. All pupils will follow a full curriculum at Key Stage 3. A very small number of pupils may be withdrawn from a second modern foreign language in Year 8 or 9 in order to have extra support in literacy and numeracy. Other exceptions may be applied to pupils because of a diagnosed specific learning need or serious medical condition.

Subject	Y7 Teaching periods (hours) per fortnight	Y8 Teaching periods (hours) per fortnight	Y9 Teaching periods (hours) per fortnight
English	8	7	8
Maths	6	7	7
Science	6	6	6
MFL*	6	6	6
Technology**	3	3	3
PE	4	4	4
Geography	3	3	3
History	3	3	3
Art	2	2	2
Drama	2	2	2
Lifelong Learning***	3	2	2
PRE	2	2	2
Music	2	2	2
Computing	2	2	2
<b>Total</b>	<b>Every student has 50 hours of teaching per fortnight (25 hours per week); however, one lesson per week is displaced by a Form-Tutor/specialist teacher-led Lifelong learning lesson. The lesson displaced rotates through the working week so no subject is disproportionately affected.</b>		

\*Year 7 pupils study one language across their 6 hours/ fortnight (either French or Spanish). Year 8 and 9 pupils study two languages.

\*\* Students study the full range of Technology subjects in rotation across the year: Product Design, Graphic Products, Textiles and Food Technology.

\*\*\* Lifelong Learning comprises personal, social, health and economic development alongside British Values, Sex and Relationships Education and Careers & Higher Education guidance. In Year 7, the weekly Form Tutor-led lesson is augmented by a further 1 hour per fortnight.

## Key Stage 4

Throughout Y10 and 11, pupils follow a curriculum leading to GCSE qualifications. In line with the our school context and pupil attainment profiles, students will follow an academically-facilitating core of English, maths, science, language and humanity alongside further optional GCSEs. This enables the gaining of the government-recommended 'EBacc' suite of qualifications. In exceptional cases, where diagnosed learning need or medical condition has been identified, extra English and maths studies will be provided in place of one option for a small number of pupils. Core physical education and Lifelong learning lessons are delivered to every pupil.

Subject	Year 10 teaching arrangements 23-24*	Year 11 teaching arrangements 23-24*
<b>CORE SUBJECTS:</b>	All pupils study for GCSEs in English Language, English Literature & Mathematics. All pupils study Science, either Combined Science (leading to two GCSE qualifications) or Triple Science (leading to three GCSEs- in Biology, Chemistry and Physics)	All pupils study for GCSEs in English Language, English Literature & Mathematics. All pupils study Science, either Combined Science (leading to two GCSE qualifications) or Triple Science (leading to three GCSEs- in Biology, Chemistry and Physics)
<b>GCSE English Language</b>	4	4
<b>GCSE English Literature</b>	4	4
<b>GCSE Mathematics**</b>	7	8
<b>GCSE Science</b>	12 (Combined or Triple)	9 (Combined) or 14 (Triple)
<b>Core PE</b>	3	4
<b>Lifelong Learning</b>	2	3
<b>Option: Language</b>	5	5
<b>Option: History or Geography</b>	5	5
<b>Option: other</b>	5	5
<b>Option: other***</b>	5	5
<b>Option subjects offered****:</b>	French Spanish History Geography Religious Studies Classical Civilisation PE Business Sociology Psychology Art Drama Music Food & Nutrition Textiles Resistant Materials Graphics	French Spanish History Geography Religious Studies PE Business Sociology Art Drama Music Food & Nutrition Textiles Resistant Materials Graphics
<b>Total</b>	<b>Every student has 50 hours of teaching per fortnight (25 hours per week); however, one lesson per week is displaced by a Form-Tutor/specialist teacher-led Lifelong learning lesson. The lesson displaced rotates through the working week so no subject is disproportionately affected.</b>	

\*In 2022, we revised our KS4 teaching hours plan and there have been changes in core subjects. The differences between Y10 and Y11 reflect these changes.

\*\*Level 2 Further Mathematics will be taken by 30-50 pupils from the higher Mathematics band in Year 11 each year. Teaching for this qualification will take place in main Mathematics lessons from November of Y11 onwards.

\*\*\* For pupils identified as needing extra foundational support in English and/or maths, they will follow 5 hours/week extra support in place of one option and in addition to GCSEs in English, maths and science will be expected to take at least one language or humanity subject.

\*\*\*\* We do not permit pupils to take more than one social science or more than one subject which is 'new' at GCSE. (Business, Sociology, Psychology, Classical Civilisation)

Pupils begin the study of Key Stage 4 in the Summer term of Year 9, where the final half term of the year in every subject contains GCSE foundation and transition work for pupils who have opted for that subject. In the core subjects of English, maths and science, this transition will begin in the first half of the Summer Term.

## Key Stage 5

Queens' offers an extensive academic Sixth Form curriculum designed to meet the needs of as many Year 11 students as wish to study an academic or predominantly academic curriculum. All A Levels and other Level 3 qualifications are taught as two-year linear courses. All pupils are placed on one of three pathways determined by prior attainment. Each pathway comprises a core of academic learning, academic enrichment, PE and Lifelong Learning which is then differentiated by qualification type, number and combination.

	Hrs/ fortnight	Alexandra Pathway	Elizabeth Pathway	Philippa Pathway
<b>Level 3 qualifications</b>	30	Combination of A-level and BTEC	3 A-levels	3 or 4 A-levels
<b>Enrichment option*</b>	2-10	Level 3 Core Maths OR MOOC OR Technology for Life OR Culture & Society	EPQ OR Level 3 Core Maths OR MOOC OR Technology for Life OR Culture & Society	4 <sup>th</sup> A-level OR EPQ OR Level 3 Core Maths OR MOOC OR Technology for Life OR Culture & Society
<b>Lifelong Learning</b>	3	In both Years 12 and 13, students have a weekly talk called 'Face the Future', which addressed aspects of Higher Education, Careers, Life in Modern Britain.  In addition, they have one taught period of Lifelong Learning per fortnight.		
<b>PE</b>	1	Students choose from a variety of PE activities		

\*Enrichment options will always include EPQ, Level 3 Core Maths and MOOC (Massive Open Online Courses- university-level online enrichment courses provided by Higher Education institutions) but other options will depend on availability of subject staff.

**Subjects currently offered at A-level include:** English Language and Literature, English Literature, Classical Civilisation, Mathematics, Further Mathematics, Biology, Chemistry, Physics, French, Spanish, Music, Art, Drama, Photography, Geography, History, Religious Studies, Government and Politics, Sociology, Psychology, Business (A-level & BTEC), Economics, Computer Science, Product Design, Physical Education (A-level & BTEC).

## 4. Challenge & Super-Curricular Learning

As an all-ability school whose intake is partially selected for academic aptitude, challenge in both forms (academic extension for most- and more- able students; expectation of academic stretch and challenge for all students) is a foundation stone of our curricular provision. As such, we have developed a separate policy for academic challenge, which details the pedagogical enrichment opportunities and interventions we undertake to deliver and monitor and also details the delivery of our bespoke super-curriculum. [Please see our separate policy on the school website regarding this.](#) The expectation is that all students will, in all subjects, experience teaching which offers personalised challenge, as relevant to their academic profile. In terms of the overall structure and delivery of the curriculum model, the following aspects of academic challenge/ extension are embedded:

- Curricula at KS4 and KS5 which offer access to extension and ambitious qualifications such as Level 2 Further Mathematics, GCSE Triple Science, EPQ, fourth A-level. Individual student adaptations to timetable may also be in place in Key Stages 3, 4 and 5.
- Significant timetable weighting of Ebacc subjects at KS3 and KS4, and the expectation of Ebacc entry for the majority of pupils at KS4.
- Academic setting of students in Maths (Year 7-11) and English (Years 9-11).

## 5. Assessment of the Curriculum

At Queens' School we work to ensure that all pupils receive clear, consistent, positive and constructive feedback about their work across all subject areas and to regularly receive information on the progress they are making and how they can improve. The detail of how assessment is used, recorded and responded to in individual lessons, subject schemes, tests, and reports is covered in [our separate Assessment, Marking and Recording and Teaching and Learning policies](#) to be found on the school website. Parents can expect to have progress made against year-specific, aspirational targets, and attitude to learning reported to them at least three times a year.

It is the expectation that all teachers reflect regularly on the progress being made by individual pupils in their classes, and make adjustments to teaching and learning where necessary to facilitate improvement. As such, progress of cohorts, groups of pupils, particularly SEND and disadvantaged pupils, is analysed at senior- and middle-leadership level every half term, underperformance identified and responded to through whole-department and individual teacher action. At the beginning of each academic year, end of key stage outcomes are also scrutinised and, where appropriate, whole school, departmental and/or individual development targets set and reviewed throughout the year.

## 6. Co-Curricular

At Queens' we recognise that the learning that happens outside the classroom is as important as that which takes place within. All students have access to a wide range of opportunities. Co-curricular activities are therefore an essential part of the educational experience at Queens' and there is very much an expectation of participation from all.

- Sport
- Subject enhancement activities
- Clubs and societies
- Music
- Drama
- Duke of Edinburgh
- CCF

Leadership opportunities are available to students in all year groups at different levels: Tutor, House, School as part of our Dare to Lead programme.

## 7. Offsite Curricular Provision

Where an individual pupil's personal, learning, social or health needs are deemed by relevant professionals to require it, alternative offsite education and skills training may put in place for all or part of a pupil's timetable. This would most likely be in conjunction with Chessbrook Education Support Centre and for a very small number of pupils identified in Year 9 and above. Quality Assurance checks are regularly made by Queens' staff.