



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

Curriculum Policy 2019-20

Document Control

Document Ref:		Date Implemented:	September 2019
Version:	2	Date Modified:	June 2019
Revision due date:	July 2020		
Reviewed by:	Jackie Kendall	Sign and Date:	
Authorised by:		Sign and Date:	

Jackie Kendall, Deputy Head, Director of Curriculum and Progress is responsible for reviewing and updating this policy on an annual basis. To be published in July ahead of the next academic year.

Change History

Version	Date	Description

Related Documents/Policies

Reference	Title
	PSHCE Policy
	SEND Policy
	Literacy Policy
	Assessment Policy

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Aims and Values

King Edward VI Handsworth School for Girls considers the following to be key values underpinning the curriculum for our students:

- ▶ A broad and balanced curriculum
- ▶ A logical curriculum structure
- ▶ A fair curriculum model with appropriate time allocations
- ▶ A financially sustainable curriculum
- ▶ A curriculum which allows us to provide a challenging academic environment for the students, whilst supporting those with additional educational needs
- ▶ A curriculum where the aspirations, interests and development of students are at the centre.

Current Practice

KS3 Curriculum

In addition to the prescribed National Curriculum we offer a second Modern Language and Drama to all students.

KS4 Curriculum¹

Whilst encouraging all students to follow a broad and balanced curriculum, we allow students to specialise in areas of the curriculum in which they have a particular interest or strength. It is compulsory for all students to follow GCSE courses in Biology, Chemistry, Physics, English Language, English Literature and Mathematics. They must also choose one humanity and one foreign language. Over 90% of our students each year qualify for the Ebacc. It is normal for students to follow courses in ten subjects at GCSE in normal curriculum time. Provision for PSHCE, PE and general RS is included via curriculum time, but is not linked to qualifications.

Sixth Form Curriculum²

Students may choose 3 A level options from a wide range of subjects. In a small number of cases a fourth subject, such as Further Mathematics may be taken. The Level 3 Extended Project Qualification is compulsory, taught over the two years and assessed in Yr13. A personal development programme is delivered via one lesson per fortnight and students follow an enrichment programme one afternoon a week in Year 12.

PSHCE Curriculum:

The KS3 and 4 PSHCE is delivered via timetabled lessons each fortnight and In Year variation days as deemed appropriate.³ Citizenship and British Values are an integral part of the PSHCE programme but are also delivered across the curriculum, through assemblies and extra-curricular activities.⁴

¹ The timetable is constructed, as far as possible, to accommodate the free choices of each pupil

² The timetable is constructed, as far as possible, to accommodate the free choices of each pupil

³ There is one whole school Activity day during the year, plus time for optional additional year group in-year variation days. A variety of trips and activities occur which enhance and support the curriculum.

⁴ See PSHCE policy.

RS Curriculum:

Our general RS curriculum in KS3 and KS4 is based on the Birmingham LA agreed syllabus (SACRE). At KS4 delivery is via dedicated in year variation curriculum days.

Careers Curriculum:

The Careers programme is an integral part of the PSHCE programme and is monitored and evaluated by the Sixth Form Careers coordinator, Learn to Work careers advisor and the Assistant Head. There is a Careers Evening for years 9 – 13 early in the Spring Term and an independent advisor is on site one day a week to support students 7 – 11 and one day a fortnight for sixth form.

Work-Related Curriculum

Opportunities for work experience occur in Year 11 and throughout the Sixth Form.

Reading, Communication, Writing and Mathematics

All staff, in their general classroom practice are responsible for offering opportunities for development and encouraging high standards in these areas. Our Learning Support Staff are there to help students with specific needs. It is our aim that as many students as possible enter Y12 with the equivalent of Key Skill Level 2 in English and Mathematics.

Extra-Curricular Opportunities

We offer a wide range of sporting, musical and artistic activities and a programme of visits and exchanges both in this country and abroad.

LESSON ALLOCATION

The timetable is based on a 58 fifty minute period fortnight. Two periods a fortnight are dedicated to enrichment time with students opting to either stay on site to take part in these or, with parental consent and supervision, taking up opportunities off site to do voluntary work, work experience, attend masterclasses or partake in structured activities. The subject allocation is described below.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
ART	3	3	2	5	5	11	11
ECONOMICS	0	0	0	0	0	11	11
BIOLOGY	2	2	4	5	5	11	11
CHEMISTRY	2	2	4	5	5	11	11
ENGLISH	8	8	8	8	8	11	11
DRAMA	2	2	2	5	5	0	0
FRENCH	4	3	3	5	5	11	11
GEOG	3	3	3	5	5	11	11
GERMAN	4	3	3	5	5	11	11
HIST/POL	3	3	3	5	5	11	11
Computing	3	4	2	5	5	11	11
MATHS	8	8	7	8	8	11	11
MUSIC	3	3	2	5	5	0	0
P.E. General	4	4	4	4	4	0	0
P.E. GCSE	0	0	0	5	5	0	0
PHYS	2	2	4	5	5	11	11
PSYCH	0	0	0	0	0	11	11
R.E.(core)	3	3	3	Activity Days	Activity Days	0	0
R.E.(opt)	0	0	0	5	5	11	11
TECH	3	4	3	5	5	11	11
PHSE	1	1	1	3	3	1	1
EPQ						2	2

ROLES AND RESPONSIBILITIES

The Head Teacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- the procedures for assessment meet all legal requirements, and students and their parents/carers receive information to show how much progress the students are making, how they compare with school or national expectations, and what is required to help them improve⁶
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions. It is the responsibility of the head teacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

The Governing Body will ensure that:

- it considers the advice of the head teacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political issues must be presented to students in a balanced way.

The Subject Leaders will ensure that:

- the school curriculum is implemented in accordance with this policy.
- Ensure that departmental specific policies and structures reflect the aims and values of this policy.
- Plan the Scheme of Learning for their department, ensuring that it is challenging, developing knowledge and skills.

⁶ See Assessment Policy

MONITORING AND EVALUATION

A Deputy Head is responsible for the monitoring and evaluation of the academic curriculum. They work closely with the Head Teacher and Timetabler. The members of staff with responsibility for PSHCE and Work Related Learning/Careers/Enterprise learning report regularly to the Senior Leadership Team. Recommendations regarding changes in curriculum are referred to the Governors' Teaching and Learning Committee, who also receive an annual report on standards across subjects and year groups.

Reviewed by JAK June 2019

Approved by Governors' Teaching and Learning Committee