



St George's
School Edgbaston

UPPER SCHOOL CURRICULUM POLICY

Revised: July 2019



The Curriculum – Overview and Aims

St George's School provides a broad and balanced curriculum in accordance with the schools' aims; recognising national guidelines and the requirements of the National Curriculum as well as promoting Fundamental British Values.

Considering the nature of the school and the wide ranging abilities of our intake there is an emphasis on giving each of our students the opportunity to strive towards their academic best, securing qualifications that reflect their true potential. It is our intent to lay secure foundations for progression into Further and Higher Education or into the chosen field of an individual's wish. To further enable this, the curriculum can be adapted to make it bespoke to an individual child; taking into account the age, aptitude and needs of a child, including any with an EHC plan; the provision of EAL support; and intervention support for numeracy, literacy, speech & language; thus enabling all our children to learn, develop their understanding and make progress.

We give pupils experience in linguistic, mathematical, scientific, technological, human & social, physical, aesthetic and creative education. We provide for pupils to acquire skills in speaking & listening, literacy and numeracy. We look to promote spiritual, moral, cultural, mental and physical development of children at the school, whilst preparing them for the opportunities, responsibilities and experiences of adult life.

In addition to the academic rigour provided by our curriculum, enrichment activities are also provided both within the timetabled day and as part of the extra-curriculum and are tailored to the needs of our children.

St George's School believes in encouraging pupils to "take ownership" of their own studies wherever possible by following a wide range of learning approaches.

Through the curriculum our children will grow and develop into well-equipped young people, prepared for the next steps in their lives.

Organisation of the Curriculum

Our taught curriculum is delivered through a weekly timetable with each day divided into 6 periods of 55 minutes. This provides students with a length of lesson that allows them to fully develop their understanding and thus promote learning. We also value the role of Learning Support Assistants and Learning Mentors in maximising student achievement and development so we strive to ensure that every class has an LSA and students with the requirement have a learning mentor assigned to them.

Key Stage 3 consists of Years 7 and 8 after which the children choose their options and we run a three-year KS4 consisting of Years 9, 10 and 11.

Timing of the School Day

08:25 – 08:50	Morning Registration / Form Time / Assembly
08:50 – 09:45	Period 1
09:45 – 10:40	Period 2
10:40 – 10:55	Break
10:55 – 11:50	Period 3
11:50 – 12:45	Period 4
12:45 – 13:35	Lunch
13:35 – 13:40	Afternoon Registration
13:40 – 14:35	Period 5
14:35 – 15:30	Period 6
15:30 – 15:35	Return to Form

Key Stage 3

A student in KS3 following an unmodified timetable will have the following number of lessons per week:

Subject	Number of Lessons
English	5
Mathematics	4
Science	4
Design Technology / Food Technology / Photography	2
Modern Foreign Languages	2
Physical Education	2
Art	1
Computing	1
Drama	1
Geography	1

Subject	Number of Lessons
History	1
Music	1
Performing Arts	1
PSHE	1
Religious Education	1
Enrichment	2

Key Stage 4

Towards the end of Key Stage 3 pupils choose their GCSE subjects. Most pupils select 5 core subjects and 4 options, with the aim that the majority of our students will be entered for 8 or 9 GCSEs. The core consists of Core Science, Additional Science, English, English Literature and Mathematics as well as partaking in PSE and Games/P.E. Separate Sciences are considered for some pupils. There are 16 optional subjects offered at GCSE level. Carefully guided choice ensures that the courses taken are balanced and appropriate to the needs and capabilities of the student, with the option blocks being constructed around student choice.

Students in KS4 following an unmodified timetable will have the following number of lessons per week:

	Year 9	Year 10	Year 11
English	4	4	4
Mathematics	4	4	4
Science	5	6	6
Physical Education	2	1	1
PSHE	1	1	1
Option 1	3	3	3
Option 2	3	3	3
Option 3	3	3	3
Option 4	3	3	3
Enrichment	2	2	2

Option subjects at KS4 consist of:

Art	Food Technology	PE
Business Studies	French	PE (BTEC)
Computing	Geography	Photography
Dance	History	Psychology
Design Technology	ICT (BTEC)	RE
Drama	Music	Spanish

In Both Key Stage 3 and 4

- English, Maths and Science are taught in ability sets
- Extra English and Maths intervention is available for those children who require the extra support. There is also provision for EAL, Decoding and Learning Support

Key Stage 5

Students in KS5 have 5 lessons a week in their chosen subjects. At St George's we offer a wide range of subjects at AS level in the Lower Sixth and at A2 in the Upper Sixth. Carefully guided choice towards the end of Year 11 ensures that the courses taken are balanced and appropriate to the needs and abilities of the student, with the option blocks being constructed around student choice. Sixth Formers are encouraged to develop individual responsibility for their own learning, a skill crucial for those moving on to Higher Education and the world of work.

The current sixth form provision includes A level and BTEC pathways.

At least 5 GCSEs at grade 4 or above are normally required for entry into the Sixth Form, although individual student needs are considered.

GCSE grade 6 or above is normally required for acceptance onto an AS or A-Level course, although subject teachers may consider individual circumstances, particularly in the case of subjects not studied at GCSE.

If most GCSEs are no higher than a grade 6, students are advised to study along an alternative Sixth Form Progression Pathway. This is something we will discuss with individuals to meet their specific learning needs and aspirations.

Students normally choose up to four areas of study.

Subjects currently offered at A Level include:

Art	Design Technology	Geography	Photography
Biology	Economics	History	Physics
Business Studies	English Literature	Mathematics	Psychology
Chemistry	French	Maths in Context	RE
Computing	Further Maths	Music	Spanish

The expansion of the current Sixth Form provision has increased range of KS5 programmes now running at St George's Sixth Form, with plans to further develop these new programmes to allow KS4 and KS5 Students to have a coherent progression route from KS4 to KS5 that reflects their aspirations and abilities.

From May 2016 we introduced 7 new BTEC programmes at level 2 and 3, without a reduction in the range of A – Levels currently offered.

ICT – Level 2 and 3	Performing Arts Level 3
Business Studies Level 3	Sport Level 3
Health and Social Care Level 3	Travel & Tourism Level 3

The opportunity to resit GCSE English and Maths is also provided.

Schemes of Work and Planning

Within the curriculum the schemes of work should satisfy tests of breadth, coherence, relevance, differentiation and progression thereby providing:

- a) Information which teachers can use in deciding how a child's learning can be taken forward and in giving the children themselves clear and understandable targets and feedback
- b) All staff with the means of identifying the need for further diagnostic assessments for particular children where appropriate to help their educational development
- c) Overall evidence of the achievements of a child and of what he or she knows, understands and can do

- d) Helpful communication with parents about how their child is doing, with Governors and with the wider community about the achievements of the school
- e) A basis for professional development, in that the process of carrying out assessments, moderations, observations and discussions with other staff will be a basis from which staff can evaluate their own work

Schemes of work should take into account the continuous nature of education. They should also encourage self-confidence and self-esteem. This is vital for learning in all children. Activities such as praising and rewarding the children, helping them take part in assemblies, plays, sports and other activities are all part of this. Where a pupil has a Statement of Educational Needs, or other learning difficulty or disability, we will provide education that fulfils the pupils' needs and the Statements' requirements.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Other Curriculum Areas

Personal, Social, Health and Economic Education

St George's is committed to and fulfils its legal responsibility to promote the personal and social development of each individual pupil. Provision is made for

regular PSHEE lessons which are delivered by teaching staff and specialist providers. We provide appropriate careers guidance for pupils receiving secondary education. Through our PSHEE lessons, Form Time (Collective Worship Programme), assemblies and modelling of behaviour by our staff, we encourage respect for others regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex or sexual orientation.

Our spirit and ethos permeate all aspects of school life, and are of overwhelming importance in influencing the personal and social development of our students.

Our PSHEE programme also covers the requirements of the Relationships and Sex Education curriculum.

Fieldwork / Outdoor Education / Wider Curriculum

St George's School is a very keen supporter of outdoor education and strongly believes that it forms an important part of a student's education. All members of Key Stage 3 and 4 also have the opportunity to experience a wide variety of extracurricular activities and trips. The Duke of Edinburgh Award Scheme is also offered.

Careers Guidance

All students in Years 7 – 13 will take part in a series of employment focused opportunities and experiences which will enable them to plan a future career. Lessons will enable them to develop a series of skills which aid the smooth transition to college, university, apprenticeship or workplace.

At St George's all current and future careers provision will be assessed against The Gatsby benchmarks. The Gatsby Benchmarks are the methods for which good Careers Guidance can and will be assessed against.

Year 7

Key elements:

- begin identifying their skills, attributes and personality and how these relate to future careers
- listen to people who work in non-teaching roles in school and see how the various areas link to the workplace
- explore the financial rewards of working and carry out their own research into job areas they are interested in

Year 8

Key elements:

- revisit their skills to note any developments and changes
- explore the world of work, matching careers to subjects / interest areas
- learn about different pathways at Key Stage 4
- investigate the skills that employers look for and match them with those that are developed in school
- challenge stereotyping in the workplace

Year 9

Key elements:

- again revisit their skill set so they have a deepening understanding of their strengths and how best to apply these to the workplace
- action plan towards a career area and begin to evidence their skills
- understand the advantages and disadvantages of different types of further and higher education
- investigate the type of job opportunities available in Birmingham and why they exist

Year 10

Key elements:

- discover how the work place has changed and what might be different in the next 10 years
- investigate the type of qualifications that are needed for different careers
- examine what it means to be an entrepreneur

Year 11

Key elements:

- make informed decisions as where to study Post 16 or an Apprenticeship may be the best route
- consider their own personal branding to sell themselves at interview
- research into different employment opportunities
- develop the evidence provided for employability skills

Years 12 and 13

Key elements:

- post results advice where necessary

- learn how to use the careers library to research higher education institutions and careers information
- learn how to use the careers software
- investigate Post-18 options
- careers interviews with the Independent Careers Advisor
- monitor individual progress through personal interviews

Additional Opportunities

A range of trips include:

- The Big Bang Fair
- The Apprenticeship Show
- University and College Open Days

We also run a Year 10 Employability week towards the end of the summer term, where students are immersed in a range of work experience style activities to help them focus on careers in preparation for Year 11.

Private Study

Private study plays an important part in encouraging and training students to work independently, and we ask parents to see that priority is given to the completion of school work.

A school planner is given to each of the students in Key Stages 3, 4 & 5, which includes space for a homework timetable and a weekly diary section in which private study work is to be noted when set. Parents are asked to initial the entries at least once a week. Planners are checked by Form Tutors and by senior staff. We encourage pupils to use their planners sensibly and organise their studies in an efficient way. Parents can also use the planner for communication with the school if they choose. Homework is also set and recorded on Doodle which is an online platform where students, parents and teachers can all access resources and materials to enhance their learning.

Children's Welfare, Health & Safety

In all areas of the curriculum, due care and attention is paid to all pupils' welfare, health and safety. The school ensures that the correct level of supervision is provided throughout the day. Children are taught how to work and play together, and how to resolve differences amicably, often through Restorative Practice. Bullying is not tolerated and pupils are involved with reviewing the Anti-Bullying Policy through

the Student Council on an annual basis. Staff receive collective and individual training to ensure up-to-date knowledge, skills and practice.

Monitoring Arrangements

Heads of Faculty and Subject Leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies
- learning walks
- book scrutinies

Heads of Faculty and Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by Head of Teaching and Learning and the Upper School SLT.

**To be reviewed July 2020
or as and when statutory
guidance / legislation changes**