



GUILDFORD HIGH SCHOOL

5-1 CURRICULUM

INSPIRING CURRICULUM, TEACHING & LEARNING

At Guildford High School the curriculum is broad, rich and exciting for all our pupils, focused on our mission to provide a first-class education for academically able girls. Our aim as a school is to inspire our pupils with a life-long love of learning, the skills and qualifications needed in a rapidly evolving workplace and effective preparation for life after school. The school aims to promote creative thinking and creative learning. We are a National Teaching School and aim to be at the cutting edge of teaching and learning.

PROVISION

Guildford High School provides full-time supervised education to pupils of compulsory school age (5-16) and also has a thriving Sixth Form and innovative post-16 curriculum for pupils of compulsory *participatory* age, as well as an EYFS setting for those in Reception year. The Sixth Form curriculum is appropriate to the age and aptitudes of academically able pupils (including those with learning difficulties, whose needs are reviewed annually), in line with the school's mission statement, and helps to prepare them for the opportunities and experiences of university and beyond.

All departmental schemes of work effectively provide for subject matter appropriate for the ages and aptitudes of pupils and provide for pupils to acquire skills in speaking, listening, literacy and numeracy. Where pupils have a statement their educational needs are met through regular monitoring and annual review.

MAXIMISING THE POTENTIAL OF EVERY PUPIL

Curriculum lessons should be well-paced, challenging and fun. Within the curriculum each pupil is encouraged to achieve her full potential and the needs of each pupil, including those with particular talents and those with special educational needs and a statement (or EHC plan), are addressed when composing an individual timetable.

All pupils have equal access to the curriculum and the curriculum enables all pupils to learn and make at least good progress, including those with special educational needs, those who speak English as an additional language and the most able of our very able pupils. The school is committed to ensuring that the provision for pupils with an IEP (Individual Education Plan), including those with a statement or an EHC, is reviewed on an annual basis. The curriculum aims to educate the whole person through creative thinking and creative learning and the curriculum at GHS extends far beyond

the classroom. The curriculum is enriched by a wide range of extra-curricular activities that allow extension opportunities, offering girls a contemporary curriculum which is founded on academic rigour.

CAREERS GUIDANCE

In line with its statutory responsibilities and its Mission Statement of providing a first class education for academically able girls, Guildford High School has a comprehensive and impartial careers programme to help Senior School pupils make the right choices for their future. The information about post-16 and post-18 courses is up-to-date and accurate and delivered in an impartial manner. It enables pupils to make decisions about career options and helps them to fulfil their potential.

KEY VALUES

The academic curriculum and Aspire (PSHE) programme at Guildford High School promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The academic curriculum and PSHE programme encourage respect for groups protected by the UK 2010 Equality Act. As well as providing pupils with social, moral, spiritual and cultural education, the PSHE programme also covers economic education to ensure that pupils leave the school with an awareness of how to manage their financial lives. The rich co-curriculum and assemblies also provide valuable opportunities for SMSC (and economic) education and to promote fundamental British values. Taken together, the curriculum and co-curricular programme, underpinned by outstanding pastoral care, provide all pupils with effective preparation for the opportunities, responsibilities and experiences of life in British society.

OTHER INFORMATION

This policy statement applies to all members of the school community, including those in the EYFS setting, but the Junior School has a separate curriculum document which includes details of the EYFS curriculum provision. Guildford High School seeks to implement this policy through adherence to the details set out in the rest of the document.

This document should be read in conjunction with:

- Mission Statement, Aims & Ethos
- Junior School Curriculum Policy (including details of our EYFS Curriculum)
- Careers Guidance Policy
- Child Protection and Safeguarding Policy
- Generic Teacher Responsibilities
- Generic Head of Department Responsibilities
- Assessment, Recording and Reporting Policy
- Non-examined Assessment Policy

- PHSE Policy and Schemes of Work
- Special Educational Needs and EAL Policy and Provision
- Gifted and Talented Policy
- Equal Opportunities Policy

Guildford High School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document. Guildford High School is also committed to instilling in its pupils through its curriculum the key values of the school, in particular that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the teaching of any partisan political views in any curriculum subject. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

This document is available to all interested parties on the school's website and on request from the main school office. It is reviewed annually, or as events or legislation changes require, by the Deputy Head (Academic). The next scheduled date for review is November 2019.

SENIOR SCHOOL CURRICULUM

The curriculum in the Senior School is planned to:

1. Contribute to the intellectual, physical and personal attainment and development of the pupils
2. Enable the pupils to learn and make at least good, if not outstanding, progress
3. Allow the pupils to develop a variety of learning techniques, including the ability to work on their own and as part of a group
4. Provide pupils with effective preparation for the opportunities, responsibilities and experiences of adult life in British society, and the world at large.
5. Provide for accurate, up-to-date and impartial career guidance for all pupils in the Senior School, including through individual interviews in Year 9, 11, L6 and U6, work experience in Year 11, and other guidance provided in Aspire (PSHE) sessions. A number of compulsory careers events are organised for different year groups. A number of voluntary careers events are open to all pupils or specific year groups. The Aspire (PSHE) Programme and the enrichment weeks for KS3 at the end of Trinity Term also develop essential transferable skills e.g. communication, teamwork, research, understanding one's strengths and relative weaknesses.

6. Give pupils experience in linguistic education by requiring them to take English up to GCSE and two modern languages and a classical language to Year 9 and at least one modern or classical language to GCSE
7. Give pupils experience in mathematical education by requiring them to study Mathematics to GCSE. Their knowledge of Mathematics is developed in a variety of ways, including practical activity, exploration and discussion.
8. Give pupils experience in scientific and technological education by requiring them to take at least Double Award Science at GCSE, Design Technology up to at least Year 9 and Computer Science in Year 7 with the option of continuing it on the carousel in Years 8 and 9 (see *The Curriculum at Key Stage 3*).
9. Give pupils experience in physical education by requiring them to undertake PE and/or Games lessons every week up to Year 11 and having a programme of PE in the Sixth Form
10. Give pupils experience of aesthetic education, for example, by requiring them to study Art and Music in Years 7 and 8 and requiring them to study two of Art, Drama and Music in Year 9 and by enhancing their awareness of the surroundings through assemblies and wall displays.
11. Give pupils experience in creative education, for example, through creative writing in English and through the study of Art, Music, Textiles and Drama up to Year 9
12. Give pupils experience in human and social education, for example, by requiring them to take three humanities up to Year 9 and then at least one humanity through to Year 11.
13. Provide for personal, social, health and economic education, for example in Aspire (PSHE), and give pupils experience in moral, spiritual and social education, for example through school assemblies and form tutor periods. Pupils are prepared for the opportunities, responsibilities and experiences of adult life in British society in this one way.
14. The curriculum is designed to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those from different faiths or with different beliefs. Where political issues are discussed this is conducted in a non-partisan way.
15. Pupils in the Sixth Form are provided with a programme of appropriate activities which allow scope for talents and interests to be developed to continue to prepare for the challenges of adult life.

ENGLISH AS AN ADDITIONAL LANGUAGE PROVISION

When pupils enter the school, we seek from them information about any other languages they speak at home and identify any pupils whose main home language is not English. We offer native speakers' sessions once a week, led by members of the Modern Languages Department, to enable these pupils to gain a GCSE in a language they already speak fluently as well as learning two new modern foreign languages at KS3 level.

In practice, all our pupils whose main language is not English are already fluent in English and require very little, if any, additional support. On occasion, we refer these pupils to the SPAG clinics (Spelling, Punctuation and Grammar clinics) run by the English Department every week. They may also be given a reading mentor to encourage them to read more widely. However, qualifying for this additional

support is based on their results in Suffolk Reading and Spelling Tests rather than on what languages they speak at home. They will therefore be given this additional support alongside native speakers of English who also require it.

SEN and Gifted & Talented – please see full details in the relevant school policies.

CURRICULUM – SUPPORTING INFORMATION

CURRICULUM DEVELOPMENT

The curriculum is managed by the Deputy Head (Academic). The Heads of Department committee (HoDs) meets regularly to discuss issues affecting teaching and the delivery of the curriculum and is chaired by the Deputy Head (Academic).

THE CURRICULUM AT KEY STAGE 3

In Years 7-9, all pupils study:

- English
- Maths (they are set by ability from November of Year 7)
- One Modern Language (French, German or Spanish) in Year 7 and two in Years 8 and 9.
- Latin
- History, Geography and Religious Studies (as three separate subjects)
- Three separate sciences (Biology, Chemistry and Physics)
- Physical Education
- Art
- Music
- Current Affairs
- PSHE
- Technology Carousel (Food Technology, Design Technology, Fashion and Textiles)
- Carousel (see details below)

In addition, Year 7 pupils have a weekly Computer Science lesson and a weekly Drama lesson.

The carousel for Year 7 consists of ten weeks each of Philosophy, Touch-Typing & Psychology. The carousel for Year 8 consists of ten weeks each of Philosophy, Computer Science and Drama. In Year 9, girls choose two of Art, Drama and Music as mainstream academic subjects. The remaining subject is studied as one of three carousel subjects. Girls then choose a further two of the

following six possible carousel courses: Classical Civilisation, Computer Science, Economics, Philosophy, Psychology, Touch-Typing.

In January, all girls in Years 7-9 carry out an independent research project. All departments submit a title from which the girls choose. Girls then have two weeks to research and write their project, which is then given to a member of staff for comments. Girls then attend a meeting with that member of staff in which the project and the research process are discussed further. Girls only receive homework in Maths and English during the two-week period in which the project is being researched and written. The project encourages independence and curiosity and allows for the development of research and presentation skills.

THE CURRICULUM AT GCSE (KEY STAGE 4)

In Years 10 & 11 pupils choose to study between nine and 11 GCSEs. All pupils take GCSE courses in English Language, English Literature and Mathematics (all IGCSE), and continue to study Biology, Physics and Chemistry in preparation for either Double Award IGCSE Science (resulting in two GCSE grades) or IGCSEs in each of the three sciences separately (resulting in three individual IGCSE grades). All pupils continue with at least one humanity subject (History, Geography or Religious Studies) and at least one language, modern or classical, at GCSE. For the remaining subjects, pupils are offered a free choice of subject option combinations.

All pupils also continue to take part in the Aspire (PSHE) and Careers programmes, delivered through a weekly form period, and Physical Education.

In Years 10 & 11, pupils are grouped according to ability in Mathematics. All other subjects are taught in mixed ability groups and any non-timetabled lessons are allocated to supervised private study sessions.

THE CURRICULUM AT SIXTH FORM (KEY STAGE 5)

In the Sixth Form, all pupils study at least three subjects to A Level, with final examinations sat at the end of the Upper Sixth. Most pupils choose at least one additional subject: a GCSE in Ancient History, Astronomy or Portuguese, or an AS Level. All of these are taught over two years, with examinations at the end of the Upper Sixth. The exception here is AS Level Thinking Skills, which is available to pupils in the Lower Sixth, with the examinations sat at the end of that year. Some pupils choose to study four full A Level courses (occasionally five if the fifth is Further Maths). Pupils are given a free choice of subject combinations and are taught in groups of no more than twelve. Pupils can also enter the Singer Research Competition, an internal competition, between the summer of the Lower and Upper Sixth.

Pupils who are intending to sit aptitude tests as part of their university application (e.g. TSA, LNAT, BMAT) are offered extra lessons through weekly timetabled sessions.

All pupils also participate in the Aspire (PSHE) and Careers programme delivered through a weekly Form Period, Physical Education, and a non-examination course in General Studies which is delivered jointly with the Royal Grammar School. The PSHE programme reflects the school's aims and ethos.

GHS Senior Curriculum – Summary Table: periods per week for each subject in each year group. 1 period = 40 minutes, 41 periods per week.

Year Group

	7	8	9	10	11	12	13
Ancient History						3	3
Art and Design	2	2	2*	3	4	8	8
Astronomy GCSE						2	2
Biology	2	2	2	4	3	8	8
Biology Dual Award				3	3		
Chemistry	2	2	2	4	3	8	8
Chemistry Dual Award				3	3		
Drama	1		2*	3	4		
English	4	4	4	5	5		
Geography	2	2	2	3	4	8	8
History	2	2	2	3	4	8	8
Computer Science	1		3	4			
Current Affairs	1	1	1				
Enrichment Carousel	1	1	1				
Latin	2	2	2	3	4	8	8
Classical Greek				3	4	8	8
Classical Civilisation						8	8
Maths	4	4	4	5	4	8	8
Further Maths						4	4
Modern Language 1	4	3	3	3	4	8	8
Modern Language 2		3	3	3	4	8	8
Music	2	2	2*	3	4	8	8
PE (Core)	4	4	4	3	2	2	2
PE (Examination subject)				3	4	8	8
Physics	2	2	2	4	3	8	8
Physics Dual Award				3	3		
Portuguese GCSE						3	3
Psychology						8	8
Economics						8	8

Politics						8	8
RE/RS/Philosophy, Ethics and Religion	2	2	2	3	4	8	8
Technology Carousel	2	2	2				
Textiles				3	4	8	8
Resistant Materials				3	4	8	8
Food and Nutrition				3	4		
PSHE / Form Time	1	1	1	1	1	1	1
General Studies Programme						2	2
AS Critical Thinking						2	
Total Periods Per Week	41	41	41	41	41	41	41

With smaller Sixth Form option groups, we may teach the subject on fewer periods a week if numbers are two or fewer, depending on the subject and the pupils involved. We require a minimum of five pupils to run an AS Level class but we run A Level classes for one pupil if possible, especially if they require it for their university application.

SETTING

- Maths is set by ability from November of Year 7 (five or six sets) until GCSE. In the Sixth Form the Maths sets are split between those who have done the FSMQ Additional Maths qualification in Year 11 and those who have not. Sets one and two in Year 11 take this additional qualification.
- All other subjects have mixed ability classes.

GHS CURRICULUM – SUBJECTS GENERALLY OFFERED AS OPTIONS AT EXAMINATION LEVEL

	GCSE	AS	A Level
Ancient History (taught in L6 and U6)	Y	N	N
Art and Design	Y	Y	Y
Astronomy (taught in L6 and U6)	Y	N	N
Biology	Y	N	Y
Chemistry	Y	N	Y
Classical Civilisation	N	N	Y
Critical Thinking	N	Y	N
Design and Technology: Textiles	N	Y	Y
Design and Technology: Resistant Materials	Y	Y	Y
Design and Technology: Food and Nutrition	Y	N	N
Drama/ Theatre Studies	Y	Y	Y
Economics	N	Y	Y
English Language	Y	N	N
English Language and Literature	N	Y	Y
English Literature	Y	Y	Y
French	Y	Y	Y
Geography	Y	Y	Y
German	Y	N	Y
Government and Politics	N	Y	Y
Greek	Y	N	Y
History	Y	Y	Y
Computer Science	Y	N	N
Latin	Y	Y	Y
Mathematics	Y	Y	Y
Mathematics and Further Maths	N	Y	Y
Music	Y	N	Y
Physical Education	Y	N	Y
Physics	Y	N	Y
Portuguese (taught in L6 and U6)	Y	N	N

Psychology	N	Y	Y
Religious Studies/ Philosophy, Ethics and Religion	Y	Y	Y
Science (Double Award)	Y	N	N
Spanish	Y	Y	Y