



NORTHAMPTON HIGH SCHOOL

CURRICULUM POLICY

This policy relates to the whole school: Senior, Junior & EYFS

THE CURRICULUM

All pupils are entitled to a curriculum that provides opportunities for them to learn, achieve and make progress. The curriculum at Northampton High School builds on pupils' strengths, interests and experiences and develops their confidence in their capacity to learn and work independently and collaboratively. It equips pupils with essential skills in literacy, numeracy, and technology and promotes an enquiring mind with the capacity to think rationally. Above all, the curriculum encourages the enjoyment of, and a commitment to, a lifetime of learning.

To nurture this commitment, the curriculum at Northampton High ensures students receive a broad and balanced education. It gives them opportunities to be creative, innovative and enterprising, promoting their self-esteem and emotional wellbeing to enable them to form worthwhile relationships with others, while developing their capacity for leadership. It also offers effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

The curriculum comprises all the planned activities within and beyond the timetable. It enables us to make explicit the social, moral, cultural and spiritual values, attitudes and ethos that we believe makes Northampton High School unique. The context and organisation of the curriculum ensures that all pupils have access to a full range of learning that will promote achievement, progress and personal development.

We aim only to employ the highest calibre teachers to ensure that the curriculum can be delivered in its entirety by suitably qualified and talented teachers. It is impossible to guarantee a certain teacher will be available to teach individual students because the requirements of all the students are constantly changing and staff sometimes move on, hence the timetable must be adaptable and teachers must have the right skills and experience to ensure success in their areas of expertise.

Pupil progress is measured at regular assessment points in the Senior School and tracked back to baseline data collected by CEM at Durham University in the form of MidYIS and Alis tests. A support and mentoring programme exists to help them perform to the best of their ability and to reach their full potential. Details of this are found in the Academic Review Processes in Appendix A below.

The school implements a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for:

- 1. Full-time supervised education for pupils, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education**

The curriculum is designed to be broad and balanced across all Key Stages. Science subjects are taught separately from Upper Fourth and at least one Modern Foreign Language is studied to GCSE level.

The curriculum for individual students is adjusted to meet their needs, for example by providing additional support in English as an Additional Language, reducing the number of courses studied or providing individual learning support. Pupils identified as being particularly able in a given area are offered appropriate additional activities as opportunities arise; and work is planned taking their needs into account.

The curriculum embraces all areas of experience: human and social, linguistic and literary, spiritual and physical, scientific, mathematical, technological and aesthetic/creative. Cross-curricular visits and projects encourage pupils to see the connections between learning domains. The delivery of the curriculum promotes the development of an enquiring mind, independent learning and the opportunity to develop communication, organisation and team working skills. Opportunities to confront challenges and to develop leadership qualities are also created.

The social, moral, spiritual and cultural understanding of all pupils is a priority and is promoted by a curriculum that commends tolerance, consideration and celebration of the backgrounds, statuses and beliefs of others, and which upholds the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. To achieve this, the curriculum aims to enable pupils to develop their self-knowledge, self-esteem and self-confidence, and to distinguish right from wrong and to respect the civil and criminal law of England. The curriculum also aims to encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely. The curriculum gives pupils opportunities to acquire a broad general knowledge of and respect for public institutions and services in England, whilst encouraging further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. The curriculum is designed to encourage respect for other people; and encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Homework is used to support and develop learning and is used according to the homework policy. As much as possible homework should be set through the 'tasks' function in the school Firefly site where students can submit work electronically if so desired.

When marking written work teachers include formative feedback in the form of comments that encourage continual improvement and ideally include a 'challenge question' to develop further enquiry. The aim of this is to avoid students focusing too narrowly on grades and levels so that they actively consider their own learning dispositions. Where such feedback is given verbally, a note to this effect on the work in question is generally used.

Within subject areas progression between Key Stages is monitored by Heads of Faculty and Subject Leaders. Junior Subject Leaders meet Senior School Subject Leaders and Heads of Faculty to plan curriculum developments and improve transition. Junior School French lessons are all taught by Senior School specialist staff, as are Junior School PE lessons and Senior School subject areas run focused days for Junior School pupils. INSET days are used to focus on teaching and learning issues such as learning styles, provision for different needs and inspirational teaching.

Class sizes are generally restricted to an absolute maximum of 26 students with the average being considerably smaller than this. Examination groups at GCSE generally do not exceed 22 students and A Level groups do not exceed 16 students. The Senior School works a weekly timetable of 40 x 37.5 minute lessons per week, many of these are taught as double periods. There is also a REC (Radically Enhanced Curriculum) period which allows for cocurricular activities to take place and also is the period when PSHEE takes place. Games afternoons also use the REC period as well as Periods 7-8.

Foundation Stage

Our curriculum is carefully planned to offer experience in the prime and specific areas of learning. We plan a mixture of adult-directed and child-led activities. Pupil's choices are carefully monitored to ensure a balanced programme.

The prime areas of learning are:
 Communication and language
 Physical development
 Personal, social and emotional development

The specific areas of learning are:
 Literacy
 Mathematics
 Understanding the world
 Expressive arts and design

The experiences offered to the children are stimulating and enjoyable. Most children are expected to fully achieve the early learning goals by the end of the Foundation Stage. This prepares them for learning in Key Stage 1 and is consistent with the National Curriculum.

Key Stage 1 and Key Stage 2

Although not obliged by law to do so, we adhere to the core requirements of the National Curriculum, as a minimum, whilst supporting breadth across a range of foundation and other subjects. To assist us in doing this we follow the principles of Chris Quigley's Essentials Curriculum, which is linked to the National Curriculum but its core principle is to focus on depth of learning, through Milestone indicators. It is the aim of the school to provide a curriculum that is balanced and broadly based and promotes each pupil's spiritual, moral, cultural, mental and physical development, thereby preparing her for the next step in her education. Each pupil will, as a result, come into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, human and social, literary and linguistic, mathematical, moral, physical, scientific, technological and spiritual).

Subject Number of lessons per week

Subject	KS1 (Years 1&2)	Lower KS2 (Years 3&4)	Upper KS2 (Years 5&6)
English	9.5	9.5	9
Mathematics	10	10	10
Science	3	3	3
Humanities	4	4	3
French	1	1	2
Music	2	2 (Y4 - 1 music + 1 PA)	2 (1 music + 1 PA)
PE, Games & Swimming	4.5	5.5	5
Art	2	2	1
Design Technology	2	2	1
Computing	1	1	1
PSHEE	1	In Form Period	In Form Period

Year 5 and 6 also have 3 lessons of Enrichment, which can be sporting, art/DT or musical.

PA is Performing Arts - Music, drama and dance

Key Stage 3

All students study Modern Foreign Languages – French, German and Spanish from Year 7 and in Year 8 they choose to continue with 2 of these. All pupils take Latin in Years 7 and 8. Most continue in Year 9, but one group gives up Latin to take Classical Civilisation. Computing, Fashion and Textiles, Food Technology, Drama, Music, PE and Transferable Skills are taught in circuses in various combinations over the three years of the Key Stage. Very occasionally a subject may be removed from the curriculum for certain students at Key Stage 3. For the procedural policy followed when dropping a subject during the academic year, please see Appendix B

Setting

Groups are set for Maths (from Y7) and English (from Year 9) and in Latin (Year 9 only). Sets are carefully designed using the full range of academic information available to the heads of faculty, this includes MidYIS and GL data, as well as ongoing assessment data from internal assessments and examinations. The possibility of movement between sets is a prerequisite of setting policy and there must be a strong rationale for using sets at all, which is regularly reviewed with heads of faculty and the Deputy Head Academic.

In general terms, when students are moved between groups (setted or otherwise) this will be based on solid evidence that this is in the best academic interests of the students involved, as agreed by the academic staff, head of faculty and Deputy Head Academic.

Occasionally parents or students may request a set move, such as when a student favours a particular teacher, for perceived academic reasons or to resolve a possible friendship issue. Again any such move will only be granted as long as it is in the best interests academically and/or pastorally of the student involved, taking into account the professional views of appropriate staff and in consultation with the deputy heads.

Subject Number of lessons

Subject	Y7(U3)	Y8(L4)	Y9(U4)
LINGUISTIC			
Latin	3	3	3
Classical Civilisation			3
Spanish	2	2	3
English	5	5	5
German	2	2	3
French	3	3	3
MATHEMATICAL			
Mathematics	5	5	6
Computing	2	2	2
SCIENTIFIC			
Integrated Science	4	4	-
Biology	-	-	2
Physics	-	-	2
Chemistry	-	-	2
TECHNOLOGICAL			
Food Technology	2	2	2
Fashion and Textiles	2	2	2
HUMAN & SOCIAL			
Geography	2	2	2
History	2	2	2
Theology and Philosophy	2	2	2
PSHEE	1	1	1
Transferable Skills	1	1	-
PHYSICAL			
PE	2	2	2
Games	3	3	3

CREATIVE			
Art	2	2	2
Drama	2	2	2
Music	2	2	2

Extracurricular Activities

Please refer to the extracurricular and cocurricular information below.

Key Stage 4

All pupils are required to take the following core GCSE courses; English Language and Literature, Mathematics, Sciences (Biology, Chemistry and Physics, taught as separate GCSE subjects), Modern Foreign Language (German, Spanish or French). While the 'English Baccalaureate' (Ebacc) is not compulsory, in that pupils do not have to take a Humanities subject such as History or Geography, a modern language is considered to be an essential element of the curriculum to Year 11 at Northampton High School.

While the school does not set a fixed number of subjects to be taken at Key Stage 4, it is usual currently for students to undertake 9 or 10 GCSE subjects. A reduction in subjects taken may be appropriate where an optional subject is either not taken at the beginning, or removed during the course. In these cases, the student would take supervised private study and would be advised and monitored by the pastoral guidance team in terms of how that time should best be organised. In the case of a student wishing to drop a subject during the course of Year 10 or 11, a full analysis of the reasons for this, as well as the best subject to remove (if any) will be undertaken, coordinated by the Deputy Head Academic. An initial meeting with the student, subject staff and pastoral guidance team may lead to further meetings with parents, the Deputy Head(s) and/or the Headmistress before a decision is taken.

Removal of a core subject (Maths, English Language/Literature, Science, MFL) is not usually possible, although there may be the option for some students to reduce Science to a dual award and English Literature is very occasionally removed for certain students, usually those from an international background. A Modern Language (as distinct from Latin) must be taken by all, unless a student has a second language (for example a mother tongue spoken at home) and has taken/will take a GCSE in this language.

For the procedural policy followed when dropping a subject during the academic year, please see Appendix B.

See note on setting under Key Stage 3.

Subject	Number of lessons
LINGUISTIC	
Latin	4
Spanish	4
English Language/ Literature	6
German	4
French	4
MATHEMATICAL	
Mathematics	4
Computing	4
Statistics (as enrichment)	0
SCIENTIFIC	
Biology	4
Chemistry	4
Physics	4
TECHNOLOGICAL	
Textiles and Fashion	4
Food Technology	4
HUMAN & SOCIAL	
Geography	4
History	4
Philosophy and Ethics	4
PSHEE	1

PHYSICAL	
Games	3
PE	4
CREATIVE	
Art	4
Drama	4
Music	4

Extracurricular Activities

Please refer to the extracurricular and cocurricular information below.

2. Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an EHC (Education Health and Care) plan;

In all subjects, baseline testing is used to determine ability and promote provision for different needs. Mathematics is set from Year 7 and English from Year 9 and other groups are generally not set by ability. Throughout the school each pupil is given tasks appropriate to her aptitude. Staff use extension materials in order to stretch and challenge pupils with the highest academic potential and may scaffold tasks to support those who need it. Teacher observation and knowledge of each pupil is the most comprehensive tool in assessing the aptitude of pupils and all staff use assessment in their teaching to ensure that all pupils are assessed and make progress. The use of technology, often using mobile devices, contributes to the success of these approaches.

Subject areas use material to support teaching which is a) specifically aimed at the age group and b) caters for a wide range of aptitudes – it can be accessed at a range of levels and from a range of angles.

In Years 10-13 (L5-62), and Year 9 (U4) in some subjects, subject areas follow Public Examination specifications which specify material appropriate for pupils in each year group. All staff take care to ensure that any support materials used are appropriate for the year group they are used with. Staff also use other materials appropriate for the age and aptitudes of pupils, e.g. at Sixth Form level staff use articles from subject specific publications and for more academically able pupils staff may give/recommend more academic material to study.

For pupils with an EHC plan the same subject matter as is given to peers is accessed across the curriculum and provision for their specific needs is evidenced by outcome and groupings. There may also be extra comprehension and reading support given and examination support where appropriate. The SENCO regularly communicates with teachers and pupils to ensure that the subject matter delivered is matched to needs and aptitude. Provision maps (SEN – specific learning needs and ALN – another learning need) are used with all students in need of SEN/ALN support.

Students with EAL are given support by the EAL Coordinator in lessons and outside class. We provide resources to support their acquisition of language. As in any other language, they develop their listening, speaking, reading and writing skills and there are regular tests to support this. Activities include role-plays and discussions. EAL pupils may also give up one subject in order to provide more curriculum time in others. Please see the EAL policy for further details.

3. Pupils to acquire skills in speaking and listening, literacy and numeracy;

Pupils are given many opportunities to express views and to contribute and to listen to others in lessons and these opportunities are built into subject area schemes of work. In English pupils are set formal Speaking and Listening assignments from Year 7(U3) to Year 11(U5) and these range from pair and small group work to delivering an individual extended contribution such as a speech

to the class or wider audience. Many other subjects set presentations as assessments. In lessons pupils often listen to audio/visual material and drama is used in many subjects to reinforce learning. Students may lead an assembly to the whole school.

Literacy is built in to all subjects through their assessment criteria for written work. Many subjects offer subject specific word bank lists to support literacy, particularly for SEN or EAL students.

All subjects aid numeracy in some way. Data analysis is vital to many subjects and in those where numeracy is less prevalent techniques such as timelines, pie charts, graphs and averages are used. Technology supports this and is embedded within schemes of work across the faculties.

4. Where a pupil has a EHC plan, education which fulfils its requirements

The school is a selective school and entry is determined by 11+ examination. We do take pupils with EHC plans and where necessary put in place the resources to provide effective learning and support.

Northampton High School has an effective SENDA Policy which ensures that provision is made for pupils with EHCs and/or LDD. This policy has been devised to promote the successful inclusion of pupils with learning difficulties and/or disabilities at Northampton High. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Please see the SENDA Policy for further detail.

5. Personal, social, health and economic education which reflects the school's aims and ethos

PSHEE:

Foundation stage

In the Nursery and Reception classes we plan activities for personal, social and emotional development based on the pupils needs and particular stage of development. Experiences are planned under the headings:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Content is child centred and can be adapted to meet any needs that arise.

Key Stage 1

PSHEE is taught for one lesson a week by class teachers following the curriculum plan. Other ad hoc contributions are included as and when needed and in response to topical issues and collective group needs. PSHEE topics are incorporated into the school assembly planning and coincide with classwork as much as possible

Key Stage 2

PSHEE is delivered during form tutor time, with one dedicated session per week and other slots that can be used as and when required. Class teachers follow the curriculum plan but also deal with questions that arise from the pupils.

Personal Hygiene is covered in Year 4, Puberty in Year 5 and Sex and relationship education in Year 6. The School Nurse delivers these lessons alongside the class teacher. Resources are shared with parents beforehand and there is an opportunity to discuss the content and delivery.

Y7-11(U3 – U5 Years)

PSHEE is a taught period once a week within the timetable (REC period). The courses' content follows structures determined by the Deputy Head Pastoral, in consultation with the Guidance Coordinators for KS3/KS4 and the Deputy Director of Sixth Form, who brief the specialised teachers.

There is flexibility to adapt schemes of work to introduce other matters needing more urgent discussion e.g. if there is a bereavement in the class.

Outside speakers also give talks to pupils on their specialist subjects and the school Nurse contributes to the programme.

Sixth Form

PSHEE is delivered by specialised teachers within school in a timetabled lesson (REC period), outside speakers on their specialist subjects and the school Nurse, where appropriate.

Please also see PSHEE Policy and Curriculum

6. Appropriate careers guidance for pupils receiving secondary education;

Careers provision, via the school's Inspiring Futures programme, endorses the school's aims and values, endeavouring to prepare each student for adult life so that she may realise her potential and achieve success at each stage of her development. Curiosity, imagination, logical planning, confidence, independent thought and research are all encouraged. There is a commitment to promoting an awareness of Equal Opportunities with regard to gender, ethnicity, religion, background and special needs.

Careers education in the school takes as its working basis the SCAA document "Looking Forward", as well as a range of Inspiring Futures documentation, and the programme helps pupils to achieve the following broad aims:

- Understand themselves and develop their capabilities
- Investigate a broad range of careers and Higher Education opportunities
- Implement their career plans and fulfil their potential

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Careers Education under the banner of Inspiring Futures is delivered in the following ways:

- Careers lessons in Years U4, L5 and U5; talks and life skills in Sixth Form
- Pastoral curriculum in PSHEE generally
- Individual guidance from Form Tutors, Inspiring Futures teachers/volunteers, support for personal research
- Publicity for Open Days, careers workshops and courses
- Work Experience in Sixth Form
- Open access to Careers literature, Careers software, GDST Careers pages and alumnae network
- Visits to Careers and Higher Education Fairs; school's Inspiring Futures evenings,
- Access to and support with the Unifrog programme to assist with understanding of relevant courses at Higher Education
- Activities including Enterprise Programme, Careers Conference and other events in the Inspiring Futures programme.

WORK EXPERIENCE

Work experience is regarded as a valuable opportunity for pupils to learn about the world of work, develop self-reliance and gain insight into the attitudes and skills required by employers. It is encouraged for all Year 12 during school holidays and/or term time as appropriate. All work

experience must be agreed by the careers coordinator (Deputy Director of Sixth Form) so that relevant regulations and insurance matters are correctly covered. Matters of Health and Safety associated with Work Experience are monitored and discussed with the Head via the relevant committee.

7. Where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;

Matriculation requirements for entry to the Sixth Form are set at 5 Grade 5s at GCSE along with minimum Grade 5 in English and Maths (or the equivalent in international qualifications). By negotiation with the Director of Sixth Form and the Deputy Head Academic, matriculation guidelines may be varied if appropriate courses can be designed for individual students. Students who fail to achieve a Grade 5 GCSE English or Maths are required to retake the examinations at the next available session until a passing grade is achieved. Individual subjects may set expected minimum requirements, generally Grade 6 where a GCSE subject is needed for further study, however, occasionally Grade 7 might be deemed necessary. This information is published in the Sixth Form prospectus.

In the Sixth Form, pupils usually choose up to 3 A Levels across a range of subjects along with an academic enhancement element

Curriculum Framework

Sixth Form (Years 12 + 13)

Advanced Level Subjects	
Art and Design	German
Biology	History
Business Studies	Food
Chemistry	Latin
Classical Civilisation	Mathematics
Design Technology – Textiles	Further Mathematics
Economics	Music
Extended Project (EPQ)	Physical Education
English Literature	Physics
Geography	Psychology
French	Religious Studies (Philosophy and Ethics)
	Spanish
Academic Enhancement subjects	
Film Studies (can be taken at AS Level)	Greek (GCSE)
Politics and International Relations	Core Mathematics
History of Art	Performing Arts (from 2018)

A Level courses are delivered in 8 periods (4 double lessons) per week. Enhancement subjects are delivered in 2-4 periods per week. EPQ supervision equates to one period per candidate per week, individually with a nominated academic supervisor.

Options

The Academic Enhancement strand exists in the Sixth Form to extend the opportunities for students to stretch themselves in areas not covered by their courses. Film and Politics AS Levels are offered over two years and the Core Mathematics course allows students who do not choose

Maths A Level to continue with a Maths element in their studies (students who fail to achieve Grade 5 in Maths at GCSE are also supported to retake this examination at this point). Beyond these taught courses all students follow a six-week Advanced Study Skills course in the Autumn Term of 6-1 and this may lead on to an Extended Project (EPQ) if desired.

Enrichment opportunities abound in the Sixth Form and 6-1 students are expected to take advantage of at least one of these electives over the year. There are elective groups for Young Philanthropy, Film, Politics, History of Art, Enterprise and MOOCs. It is also possible to follow an outside activity which may be linked to a potential future career e.g. working in the Junior School or helping at the Records Office, in a charity shop, hospital or other local schools. These activities must be agreed with the Director of Sixth Form.

The Sixth Form experience culminates in the award of one or more Northampton Laureate certificates which celebrate achievements over a student's time at the school, in the areas of artistic, social and environmental, sporting and intellectual excellence.

Leadership Opportunities for Sixth Formers

The Head Pupil team liaises between staff and students and chairs the Student Council. They administer the Big Sister/Little Sister programme and represent the school at public events, such as Open Days, Awards evening and help with marketing by showing around prospective parents or other visitors to the school.

House Captains lead the Houses including taking assemblies, leading House competitions and the Head of Charity coordinates school fund raising activities for the students.

8. All pupils to have the opportunity to learn and make progress

The curriculum is open to all pupils of all abilities and each individual has the opportunity to access the full provision offered. Pupil learning and progression is reviewed systematically both within and outside of the classroom. The school aims to provide an education which allows all students to achieve to the best of their ability and which is personalised and takes into account their individual learning needs, whether or not they have specific learning disabilities or may be considered to be particularly able, gifted or talented. Please see the Provision for Different Needs Policy for further details.

Whole school assessment is undertaken through PIPS, MidYIS, PASS, CAT4 and Alis testing as well as internal end of year examinations and external qualifications. The data from these assessments is made available to all staff in order to more fully match the pupils' needs with the provision offered. They are also used as a tool for self and faculty review and target setting. There is termly contact with parents about pupil performance and progress; either through Short Reports, Termly Assessment tracking (Y10-13), Full Reports or Parents' Evenings. The full programme of assessments and reporting is arranged each year by the Assessment Recording and Reporting (ARR) group in Senior School and by the Junior School Senior Leadership team, and is available to parents via the school calendar.

Heads of Faculty monitor pupil progress through the use of regular progress tests which are used to inform reports to parents. This information is also used by Heads of Faculty to monitor the quality of teaching and learning within their faculties.

Teacher assessment is demonstrated through regular setting and marking of practical and written work. Comprehensive information about pupil attainment, progress and predicted performance is made available through Heads of Faculty from the Academic Deputy and this informs the teaching in the subject areas.

The Sanctions and Rewards system acknowledges that pupils make mistakes and enables them to learn from them and move forward. All form tutors set targets for pupils at the end of each

academic year and Sixth Form students have a progress review in every half term where there is not a report or parents' evening.

Staff training is given throughout the year on various aspects of reflective practice. Staff Working Parties are set up ad hoc to discuss and review various aspects of school provision.

9. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Whole School extracurricular and cocurricular activities

The school aims to develop students who are prepared for the 'tests of life' and not just a 'life of tests'. To do this, heavy emphasis is placed on the importance of taking part in a wide range of extra and cocurricular activities, including, and going far beyond, the general sporting and academic enrichment activities available within the Radically Enriched Curriculum (REC) period at lunchtime.

Educational visits create opportunities for pupils to work in a variety of contexts, on extended tasks both in school and off site (see extracurricular programme). In the Autumn and Summer Terms there are major musical concerts; there is an annual Senior School production an annual Junior School production and a series of House musical, dramatic and sporting competitions. There is an extensive annual programme of visits to Normandy, Cologne, and biennial visits to La Rochelle, Berlin, Barcelona, World Challenge and a ski trip, as well as visits to conferences, the theatre and field trips.

In addition to these whole school extracurricular opportunities the school encourages and offers many opportunities for pupils to develop leadership skills. Each Form has a Form Prefect, and Eco-Prefect who are elected by their peers every term. The form also has two Student Council Representatives, a Charity Representative and a House Representative. The school has a House System and four Sixth Form pupils are elected as House Captains. Each House also has two Deputy House Prefects to assist the House Captain. The Sixth Form are also able to develop skills by leading the Charity Committee, the Social Committee, Marketing and helping PE staff to organise Sports Day

In whole school assemblies students and staff are encouraged to participate. Citizenship, international awareness and fundamental British values are referred to in many areas of school life, from charity fundraising, to trips abroad and the curriculum offer. The two annual Skills Days (July and September) are designed to give pupils additional responsibilities and experiences and to encourage a 360-degree approach to self-awareness and development.

In the Sixth Form the Head Girl, Deputy Head Girl, Sports Captain and Junior School Council Representatives often take the lead on whole school issues. The Head Girl chairs the Student Council and the House Captains are responsible for leading House events. In Junior School the PSHEE coordinator leads the Junior School Council in their weekly meetings and reports to the Head.

Review: June 2017

Reviewed by: HRI

Signed off by SLT July 2017

Appendix A

Academic review in Senior School

At regular points across the Senior School students are assessed and outcomes are compared with baseline data from MidYIS or Alis, via internal assessment analysis spread sheets produced by the Database Manager, which can be found here:

X:\ARR, Exams, Awards\Internal Assessment Analysis

Students who are not performing as well as might be expected are then highlighted by a colour coding method and a separate spread sheet is produced with these students, which can be found here:

X:\Faculty Resources\Underperforming students

This information is then shared with faculty heads, subject leaders and pastoral staff so that detailed use can be made of it to support the learning of those who may be most likely not to reach their potential, or to fail to reach a passing grade in any subjects.

Processes for responding to this information vary to some extent in each Key Stage. In KS3, it is used very sensitively, alongside MidYIS and other forward-focused data, to inform teacher approach and planning. The feedback-based, continuous improvement assessment processes in place mean that academic data in grade format is not generally shared with students or parents; this data should be no exception. However, the Key Stage Team Leader, working with the Head of Pastoral, academic subjects and form tutors, will scan the data for trends and this will feed into tutorials as well as subject support via Deputy Head Academic and academic subjects as required.

At KS4 it is important to pick up potential areas where students may not be achieving as well as expected as early as possible and at each assessment point the Key Stage Team Leader, again working with the Head of Pastoral, academic subjects and form tutors, will feed back to the Deputy Head Academic regarding serious underperformance and organise formal tutorial support with form tutors. Form tutors will initiate a student self-review process and liaise closely with academic subject areas. Where continued underachievement is seen students may be placed on the Lower Fifth/Upper Fifth Mentoring Programme for one or more subjects, with parents involved as required; this process is usually started in the summer term of L5.

At KS5 a similar approach is taken with the Director of Sixth Form and Deputy Director of Sixth Form working closely with form tutors and the Deputy Head Academic to monitor underperformance. Students can earn privileges, such as being allowed to go out of school during non-contact periods, once they have met academic thresholds. Students who struggle to do so will be supported by academic subject staff and asked to complete a self-review process, again leading to the Sixth Form Mentoring Programme (SMP) and links with parents where required.

As a guiding principle, review of academic performance must go hand in hand with consideration of individual student records from the various sources available (MidYIS, CAT4, PASS, Alis etc. as applicable). Clearly, consideration of learning needs, provision maps and any other sources of evidence will help to inform action taken by academic staff.

Appendix B

Procedural policy for dropping subjects during the academic year in Senior School

Rationale

It is occasionally possible for a student to drop an academic subject in KS3, either at the start of the course or during the year, when individual circumstances dictate. This might be because of a physical illness, for second language reasons or for a specific learning difficulty that becomes apparent during the course of the year, or following initial negotiations with parents and SLT. Any lessons missed as a result will be planned for carefully and Students may work in the Library under the supervision of the Librarian and/or with other staff for study support or EAL as appropriate.

In KS4, there is an acceptance that not all students will take 10 subjects (which creates a full timetable), so there will be students taking 9 subjects and attending private study sessions instead. These students work in a supervised study room when numbers become inappropriate for study in the Library under the supervision of the Librarian.

At KS5 the process is managed by the Director of Sixth Form who liaises with the Deputy Head Academic throughout. Generally, students will only drop a subject in Sixth Form when they have started on 4 subjects, although on occasions students will change subjects, drop to 2 A Levels and/or take examinations over 3 years.

Process

- Initial contact from parents and/or student is registered with the Head of Key Stage or Director of Sixth Form and pastoral guidance team. There must be a formal communication in writing from parents before the process can continue in KS3/4.
- Initial meeting with student and pastoral team/tutor to explore the reasons behind the request. Notes taken and parents present if possible (or informed afterwards of the outcome).
- Meeting/discussion with subject teacher and student to discuss possible ways forward, including whether or not it is better to carry on with the subject.
- Period of reflection (approx 1-2 weeks, ideally).
- Decision making meeting with Director of Sixth Form or HoKS and Deputy Head, this may include a formal meeting with parents with the Deputy Head and/or Headmistress if deemed appropriate.
- Parents informed in writing by Director of Sixth Form/Deputy Head and timetables changes made.
- Monitoring meetings with student and tutor put in place with a review of how study time is being used after the first half term (to include HoKS). Tutor reviews student planning on a regular basis thereafter.

Information sharing – suggested wording (proforma)

When students make their original choices, it is in consultation with teachers and parents with a range of support measures in place. In order to be sure that any later changes have benefited from a similar level of scrutiny and support, it is vital that parents are aware and have had a chance to comment on the change. It is understood that much of this process will take place via email and so the proforma below may be included in the body of an email, as long as it is sent for filing with the Head's PA. The proforma is not an essential element, as long as the relevant information has been included in the message.

Please copy and paste the following text into the message, with copies to:
Head, Head's PA, Deputy Heads, Assistant Head (MLG), Director of Sixth Form or Pastoral Team Leader (KS4), Head of Faculty, Subject Leader, Form Tutor

Subject change notice

Name and form of student:

Details of subject change:

Effective date:

Parents informed? (when, how?)

Timetabler/Database Manager informed?

Additional information (if required):