



## **NORTHAMPTON HIGH SCHOOL**

### **CURRICULUM POLICY**

**This policy relates to the curriculum for the whole school: Nursery, Junior, Senior and Sixth Form**

**It includes information about extra and cocurricular activities and the school's enrichment and electives programme in KS4-5**

#### **The curriculum at Northampton High - guiding principles**

All pupils are entitled to a curriculum that provides opportunities for them to learn, achieve and make progress as individuals. The curriculum at Northampton High School builds on pupils' strengths, interests and experiences and develops their intellectual character, their confidence in their capacity to learn and their ability to work independently and collaboratively. It equips pupils with essential skills in languages, literacy, numeracy, science, sport 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 within a compassionate, open-minded and diverse community.

To fulfil 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 and lasting relationships with others, while developing their capacity for leadership and voluntary service. It also offers effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society, and in the wider world as internationally-minded citizens.

The curriculum comprises all the planned activities within and beyond the timetable throughout the age range taught in the school. It enables us to make explicit the social, moral, cultural and spiritual values, attitudes and ethos that we believe make 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 academic achievement and progress, and personal and emotional development.

**The school maintains close scrutiny of the curriculum to ensure that it is fit for purpose and adapted to the needs of the pupils**

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. The Teaching and Learning Manifesto (see Appendix C) and the Teaching and Learning Policy outline the approach we aim to take as teachers to ensure our curriculum is implemented in spirit and action. 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 our aim is always to employ teachers with the right skills and experience to ensure student success in their areas of expertise.

Pupil progress is measured at regular assessment points and tracked back to data collected in the form of GL, MidYIS and Alis tests. Support and mentoring programmes exist to help them perform to the best of their ability at each age range, and to reach their full potential. Details of this are found in the academic tracking and reporting processes in this Policy.

The curriculum is supported by appropriate plans and schemes of work which are overseen on behalf of the Head by the Deputy Head Academic, via heads of faculty and subject leaders in the senior school and the Head of junior school, supported by the Curriculum Coordinator and subject coordinators. Academic reviews in the form of faculty and junior school academic handbooks (held online in Google sites) are maintained and reviewed annually. Faculty Heads report twice a year to SLT and subject leaders meet annually in person with the Headmistress and Deputy Head Academic early in the academic year to discuss developments and learning from the previous year and priorities for the future.

**The school provides 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 Year 9 and at least one Modern Foreign Language is studied to GCSE level by all students (see caveats below).

The curriculum for individual students is adjusted to meet their needs, for example by providing support in English as an Additional Language (EAL), reducing the number of courses studied or providing individual learning support. Pupils identified as being particularly able in a given area are offered appropriate stretch and challenge 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 is inclusive and diverse and we ensure those with protected characteristics are not discriminated against by the content and in the content of lessons and resources. Staff pay close attention to language used in the classroom and within their curriculum areas to ensure inclusivity of all pupils. Under the Equality Act 2010 there are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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.

Prep (an acronym meaning Practise, Reflect, Explore, Prepare and previously known as 'homework') is used to support and develop learning and is used according to the prep policy, which is regularly reviewed to ensure prep is relevant and formative. Prep is set using the school's Google Classroom suite and this allows students and teachers to engage in regular feedback dialogue to ensure learning is appropriate and effectively supported. Feedback is developed in the form of comments that encourage continual improvement, in line with our ethos, and often includes 'challenge questions' 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. Feedback can be given verbally by teachers via the use of Mote software in Google Classroom.

Within subject areas, progression between Key Stages is monitored by heads of faculty and subject leaders. Junior subject coordinators meet senior school subject leaders and heads of faculty to plan curriculum developments and improve transition. Junior school French and Music 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, character education, provision for different needs and inspirational teaching.

### **Intellectual character**

Intellectual character refers to the strengths, skills and dispositions that will most support young people to flourish in a changing world. The school has recently worked with the educationalist Jane Simister to enhance pupils' intellectual development, higher-order thinking skills and metacognition. This work has been enhanced to create a school-wide integrated programme: a bespoke curriculum with key concepts such as curiosity, resilience, originality and reflective thinking at its heart. The agreed dispositions for the whole school are, **Collaboration, Curiosity, Independence, Perseverance and Risk taking.**

### **Digacy programme**

Digital awareness, computing, IT and the general use of technology for teaching and learning come under the umbrella of the Digacy programme following the Digital Competency Framework. Schemes of work reflect the EdTech priorities of the school and other elements of Digacy (such as student eportfolios etc.). More information is held in the document entitled 'Digacy vision - transforming learning through EdTech', held with the school policies.

### **Class sizes**

Academic classes are restricted to a maximum of 26 students with the average being considerably smaller than this. On occasions, larger groups may be in place when activities require this (for example in PE/Games or PSHE).

In 2023 the approximate average pupil to teacher ratio was: KS1 - **10:1**, KS2 – **13:1**, KS3 **12:1**, KS4 **12:1** and KS5 **7:1**.

At KS3 the standard maximum group size is 26 pupils (in practice it rarely reaches the maximum and in 2021 the largest group size was 23). Examination groups at GCSE generally do not exceed 22 students and A Level groups do not usually exceed 16 students.

### **Period length and number**

The senior school works a weekly timetable of 40 x 37.5 minute lessons per week, most of these are taught as double periods of 1 hour 15 minutes. There is also a shared lunchtime across the whole school which allows for a wide range of extracurricular activities to take place, including cross-phase activities.

The junior school also has 40 periods with P1-6 being 37.5 minutes long and P7-8 being 35 minutes long.

There is Late Prep and Late Stay provision in both senior and junior school, with wraparound care available from 7:30am-6pm

### **Early Years and Foundation Stage**

The school is not a registered setting for EYFS as all children are aged 2 and above. 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. 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)	Year 5	Year 6
English	10	9	9	9
Mathematics	10	10	10	10
Science	3	3	3	3
Humanities	3	3	3	3
French	1	1	1	2
Music	2	2	2	2
PE, Games & Swimming	4	5	5	5
Art and Design	4	4	2	2
Computing	1	1	1	1
PSHE	1	1	1	1

Year 5 and 6 also have 2 lessons of Enrichment, which can be sporting, Art/DT or musical.

Staffing ratios for EYFS are outlined in the supervision policy. Classes in the junior school do not usually exceed 24 pupils and are generally much smaller. In 2021 the largest class size was 14 pupils.

### **Key Stage 3**

The academic curriculum at Key Stage 3 comprises Maths (including Computing), English (including oracy and reading), Humanities (including Geography, History, Theology and Philosophy - TP), Sciences, Languages, Sport (PE and Games), Creative Arts (Drama, Art, Textiles, Music, Food) and PSHE (Personal, Social, Health, Economic education).

All students study Modern Foreign Languages – French, German and Spanish in Year 7-8. All pupils also take Latin in Years 7-8. Pupils who join the school in Year 9 and who have not yet covered any Latin are given a differentiated course in Latin language to allow them to study some basic principles. Part of the Latin course requires an understanding of Classical Civilisation and all new pupils are required to complete this element regardless of their ability to complete the language element. In Year 9 pupils choose 3 language lessons

from a choice of French, German, Spanish, Latin and Global Outlook (a languages-infused course taught in English).

Computing, Fashion and Textiles, Food Technology, Drama, Music, PE and Transferable Skills are taught in rotational 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**.

Classes in KS3 do not usually exceed 24 pupils and average around 18-22 pupils. Circus lessons do not usually exceed 18 pupils and average about 12-16 pupils.

### **Setting**

Groups are set for Maths (from Y7) and English (Years 10/11 only), and may be set in Science (Years 10/11 only). Sets are carefully designed using the full range of academic information available to the heads of faculty, this includes MidYIS and PASS data, as well as current data from internal assessments and examinations. The possibility of movement between sets is a prerequisite of setting policy (although changes are unlikely to be frequent) 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, 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 senior leaders.

Set sizes will not normally exceed the maximum group sizes as laid out above. However, on some occasions as assessment schedules dictate, a set may be slightly larger for a limited period of time.

The subject areas that offer setting have a separate setting procedure in their faculty handbooks.

### Curriculum overview at Key Stage 3

Subject	number of lessons		
Subject	Y7	Y8	Y9
<b>LINGUISTIC</b>			
Latin	2	2	3
Global Outlook			3
Spanish	2	2	3
English	5	5	5
German	2	2	3
French	2	3	3
<b>MATHEMATICAL</b>			
Mathematics	6	6	6
Computing	#	#	2*
<b>SCIENTIFIC</b>			
Integrated Science	4	4	-
Biology	-	-	2
Physics	-	-	2
Chemistry	-	-	2
<b>TECHNOLOGICAL</b>			
Food Technology	2*	2*	2*
Fashion and Textiles	2*	2*	2*
<b>HUMAN &amp; SOCIAL</b>			
Geography	2	2	2
History	2	2	2
Theology and Philosophy	2	2	2
Transferable Skills	2*	2*	-
PSHE	1	1	1
<b>PHYSICAL</b>			
PE	2	2	-
Games	2	2	2
<b>CREATIVE</b>			
Art	2	2	2
Drama	2*	2*	2*
Music	2	2	2*

\* These lessons are included in the Creative Circus and rotated through the year

# Computing is included in the Mathematics curriculum in Years 7 and 8

### 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 or as a Dual Award option - decision taken in Year 11), 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. In certain cases, where there is a clearly defined learning need or other relevant concern (for example, as communicated in writing by an Educational Psychologist or GP) an exceptional case for dropping a language at GCSE may be made. In these cases, our preference is for students to take the FCSE (foundation) qualification in a language where possible.

For the procedural policy followed when dropping a subject during the academic year, please see **Appendix A**. There is a protocol regarding core subjects at **Appendix D**. See also note on **setting** under Key Stage 3 above.

Classes at KS4 do not normally exceed 24 pupils and are generally smaller, averaging around 12-20 pupils. Creative subjects, such as Art, PE, Music etc. will not normally exceed 18 pupils.

Science subjects (Biology, Chemistry, Physics) have 3 lessons each with an additional lesson of Unified Science for focused assessment, enrichment and individual support as appropriate.

Students take one or more Enrichment courses in KS4 - see notes in the **cocurricular** section below.

#### Curriculum overview at Key Stage 4

Subject	Number of lessons
<b>LINGUISTIC</b>	
Latin	4
Spanish	4
English Language/ Literature	6
German	4
French	4
<b>MATHEMATICAL</b>	
Mathematics	4



Computing	4
<b>SCIENTIFIC</b>	
Biology, Chemistry, Physics	9 (3x3)
Unified Science	1
<b>TECHNOLOGICAL</b>	
Textiles and Fashion	4
Food Technology	4
<b>HUMAN &amp; SOCIAL</b>	
Geography	4
History	4
Theology and Philosophy (RS)	4
PSHE	1
<b>PHYSICAL</b>	
Games	2
PE	4
<b>CREATIVE</b>	
Art	4
Drama	4
Music	4

**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. Pupil attitudinal testing also takes place in the form of PASS (pupil attitudes to self and school). Throughout the school each pupil is given tasks appropriate to aptitude and ability. 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 mandated 1 to 1 mobile devices, contributes to the success of these approaches. The school uses Google Classroom for administering lesson content and delivering feedback to pupils, from Key Stage 2 onwards.

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, and Year 9 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.

While pupils with an EHC plan are rare in school, we recognise that many students fall into the category of having specific learning needs and disabilities. In these cases, 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 or

additional time offered where appropriate. The Learning Enhancement Coordinator (LEC) regularly communicates with teachers and pupils to ensure that the subject matter delivered is matched to needs and aptitude. Provision maps (SEND – specific learning needs and disabilities and ALN – additional learning need) are used with all students in need of SEND/ALN support. Please see the Learning Enhancement/SEND policy for more information.

Students with EAL are assessed and given support by a dedicated EAL teacher as appropriate to their needs. We provide resources to support their acquisition of language in normal lessons too. 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.

### **Pupils are able 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, not just in English lessons. In English, pupils are given formal speaking and listening assignments from Year 7 to Year 11 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 often lead an assembly to the whole school.

Literacy is built into all subjects through their assessment criteria for written work. Many subjects offer subject specific word bank lists to support literacy, particularly for SEND or EAL students. The Reading Scheme in KS3 is taught formally in Year 7 with a weekly reading lesson. It leads to the Bronze, Silver and Gold reading awards which are awarded at the school's annual awards and celebration ceremony.

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.

### **Where a pupil has a EHC plan, education 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 Learning Enhancement (SEND) 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. Where a specific disability or need requires significant adaptation to the curriculum or learning environment, the school will engage with parents and guardians to ascertain the feasibility of such arrangements before an offer of a place is made.

Please see the **SEND Policy** (Learning Enhancement) for further detail.

### **Personal, social and health education (PSHE) reflects the school's aims and ethos**

### **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**

PSHE 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. PSHE topics are incorporated into the school assembly planning and coincide with classwork as much as possible

### **Key Stage 2**

PSHE is delivered 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.

### **Years 7-11**

PSHE is a taught period once a week within the timetable in a single lesson. The courses' content follows structures determined by the Deputy Head Pastoral, in consultation with the PSHE Coordinator for KS3/KS4 and the 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**

PSHE is delivered by specialised teachers within school in a timetabled double lesson. Outside speakers on their specialist subjects, and the school Nurse, are invited to speak where appropriate.

Please also see **PSHE Policy and Curriculum**

### **Appropriate careers guidance is available for pupils receiving secondary education**

Please see separate **Careers Education and Guidance policy**.

### **The curriculum in the Sixth Form at Northampton High**

The Sixth Form represents the pinnacle of education for students in standard school settings. At Northampton High we believe this stage, in combination with the two years of Key Stage 4, allows our students to flourish at the end of a four-year journey, to enable them to achieve their future dreams and

aspirations. Therefore, the curriculum and cocurriculum must be suitably rich and flexible to give them all the opportunities they need to reach their full potential.

Matriculation requirements for entry to the Sixth Form are set at 5 Grade 6s at GCSE along with minimum Grade 6 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 4 GCSE English or Maths are usually required to retake the examinations at the next available session until a passing grade is achieved. A charge may be levied for retakes. 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 programme guide**.

In the Sixth Form, pupils usually choose 3 A Levels across a range of subjects along with an elective (occasionally it may be appropriate/possible to select more than one elective, by consultation with the Director of Sixth Form). Further Maths is a suitable 4th subject and students may choose an alternative 4th subject to study at A Level, where timetabling allows, and this should be in consultation with the Director of Sixth Form and the Deputy Head Academic.

Occasionally a change to the timetable of one or more students may be needed to accommodate student choices. The policy is always to try to accommodate such student timetable requests where reasonable and practicable and in the best interests of all the students involved.

#### **Taught curriculum overview - Sixth Form Years 12 and 13**

<b>Advanced Level Subjects</b>	
Art and Design	History
Biology	Food
Business Studies	Latin
Chemistry	Mathematics
Classical Civilisation	Further Mathematics
Textiles	Music
Economics	Physical Education
English Literature	Physics
Geography	Psychology
French	Religious Studies (Theology and Philosophy)
German	Spanish
Core Mathematics (AS Level)	
Extended Qualification Project (AS Level)	

A Level courses are delivered in 8 periods (4 double lessons) per week unless classes are very small, in which case there will be a reduction in the taught time, although the full allocation will be still directed by the teacher. Class sizes do not normally exceed 16 students per class at A Level and are usually much smaller. Taught Enrichment classes (electives) are not restricted to a maximum and may change in size over the course.

Taught Enhancement subjects (electives) are delivered in 2 periods per week (Film has an allocation of 4 periods in Year 13 for the AS element) - see notes in the **cocurricular section** below.

Extended Project Qualification (EPQ) supervision is maintained individually with an academic supervisor. The school will nominate the supervisor. There is no set curriculum time for this, although meetings will be carried out throughout the supervision period. These may be more frequent at certain times in the course.

### **Sixth Form enrichment and volunteering**

The Enrichment (Electives) strand in the Sixth Form extends the opportunities for students to stretch themselves in areas not covered by their courses (more information below in the **Cocurricular section**). Film AS Level is 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 4 in Maths at GCSE are also supported to retake this examination at this point. Beyond these taught courses all students follow a taught six-week Advanced Study Skills course in the autumn term of Y12 and this may lead on to an Extended Project (EPQ) if desired.

Wider enrichment opportunities abound in the Sixth Form and Y12 students are expected to take advantage of at least one of these over the year. There are elective groups in many areas (see list below). 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 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 Student Senior Leadership (SSLT) 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. Heads of Houses lead the Houses including taking assemblies, leading House competitions and the Head of Charity coordinates school fundraising activities for the students.

### **All pupils to have the opportunity to learn and make progress**

The curriculum is open to all pupils of all abilities (within the scope of the school's admissions policy) 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 have

particular gifts and talents in academic or other areas. Please see the **Provision for Different Needs Policy** for further details.

Whole school assessment is undertaken through GL, MidYIS, PASS 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 (Year 10-13), Full Reports or Parents' Evenings. The full programme of assessments and reporting is arranged each year by a meeting of SLT, faculty and pastoral representatives in senior school and by the junior school Senior Leadership team.

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. More information on assessment is in the **Assessment Reporting and Recording policy**.

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 via the CPDL programme, the School Consultant Teacher and the GDST. Staff Working Parties are set up ad hoc to discuss and review various aspects of school provision.

### **Whole School extracurricular and cocurricular activities including clubs, visits, sports and games**

The school is committed to providing a holistic education as represented by the High School approach diagram. Extra and cocurricular activities fall into the Reach category of the approach, as managed by the Reach Coordinator, Anna Kilby and Reach Assistant, Steph Knight. We identify children's talents and provide experiences of high quality in order to develop them. The school aims to develop students who are prepared for the 'tests of life' and not just a 'life of tests'. To do this, emphasis is placed on the importance of taking part in a wide range of extra and cocurricular activities, including, the Enrichment and Electives programmes in Key Stages 4-5 and the general sporting, social and academic enrichment activities available in clubs and activities at lunchtime and after school.

Extracurricular clubs commence in the first full week of every term and continue through to the end of term in normal circumstances. Clubs and activities are made available on the school calendar via the SOCS system, which is accessible by parents, pupils and staff members. Clubs and activities are usually confirmed in the penultimate week of the preceding term (e.g. in December for the spring term). Older students are encouraged to set up and run clubs in a wide variety of areas. They have the support of a sponsoring teacher to offer advice and to ensure health and safety standards are maintained.

Educational visits are managed by the Educational Visits Coordinator, Anton Viesel and 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 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 itself. Induction days at the start of the academic year are designed to give pupils additional responsibilities and experiences and to encourage a 360-degree approach to self-awareness and development.

The Head Girl, Student SLT, Sports Captains and junior school Council Representatives represent the student voice 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 PSHE coordinator leads the junior school Council in their weekly meetings and reports to the Head.

The Games and wellbeing programmes in the Sports Faculty significantly enhance the ethos of the school and make a real difference to pupil's health and self-esteem. A wide and varied programme of sports and games plays an important part in the curriculum of all pupils. Many pupils also take advantage of the many opportunities to participate in extracurricular sport. The extracurricular programme at lunchtimes provides an accessible time for all students to get involved and the programme is published on the school calendar. Many after school sports teams and activities are also available.

Sport is played competitively, resulting in many victories and personal best performances. We have reached National Swimming Finals; a recent alumna is an Olympic swimmer and a recent pupil swam for GB in the Paralympic Games achieving a Gold and a Bronze. The GDST provides a range of tournaments and rallies, enabling pupils to compete at national level; the U14 swimmers have been GDST Champions. The U16 Netball team has reached the national finals and the Equestrian team has reached the Royal Windsor horse show. We also take pride in the number of pupils who, although not naturally gifted in sport, try hard and gain the physical and mental benefits of sport, achieving personal bests within the curriculum and beyond.

This high quality of experience is provided by expert and enthusiastic teachers within the Sports Faculty and a well-trained team of coaches. Facilities, including a large sports hall and swimming pool, all-weather sports surfaces, large fields and extensive netball and tennis courts, are well maintained.

Parents are kept informed of impending fixtures via the School's weekly bulletin, High News/Junior News, and fixtures issued at the beginning of each sporting term. Permission to play in teams and to travel to other schools for matches is sought before each fixture in the junior school. Some charges are made for the

hire of external coaching and facilities for extracurricular Games. Parents are encouraged to attend fixtures and junior school inter-house swimming galas, as well as internal Sports Days, in both junior and senior schools.

Sporting achievements are celebrated in assemblies, in newsletters, in High Sports publications and at Awards Events. Colours are awarded in recognition of sporting achievements, as outlined in the School Colours criteria in the fixtures booklet.

In addition to sports and games, there is a wide range of pastimes which reach a higher standard than that term might suggest. Many of these enhance academic activities, such as Science and the Engineering Clubs which are popular in senior school. The extracurricular programme holds a remarkable number of clubs and societies designed to offer stretch and challenge opportunities and to support learning in examination years. Dramatic and musical performances take place throughout the school year; a musical or major show is performed each year. The annual Arts Festival is a highlight of the cultural year.

The Duke of Edinburgh's Award Scheme is popular at Bronze, Silver and Gold Levels. Every two years, there is a popular World Challenge Expedition to a remote destination, for which pupils raise funds through a variety of activities.

The Sixth Form profit from a social Enterprise Scheme and can access a variety of activities via the electives programme of enrichment and enhancement opportunities. The Public Speaking Teams participate in house, external and GDST competitions and frequently win regional prizes. Pupils write for the school's on-line students' newsletter and the Marketing department is pleased to work with pupils in promoting the school, as they tour visitors and contribute to publications.

A plethora of clubs is enjoyable and rewarding for junior school pupils, beyond the very busy sporting arena. Pupils can participate in a wide range of music groups including choirs, jazz and pop band, orchestra and string group, as well as taking individual instrumental lessons. Dance and Speech and Drama are popular activities that offer pupils the chance to take Royal Academy and LAMDA examinations. Pupils can play chess, attend the Digacy, reading and storytelling clubs or improve their coordination through gymnastics. We are always seeking new opportunities for extracurricular activities and welcome any suggestions from staff, pupils or parents.

### **Enrichment and Electives programme (KS4-5)**

As part of the school's aim to ensure a vibrant and inclusive learning environment, the Enrichment and Electives programme offers choice and flexibility within the taught curriculum to students in Years 10-13. Students are able to choose from a wide range of non-examined areas to suit their wellbeing and future skills needs. They can then use these as a springboard for further study or opportunities such as MOOCs or EPQs etc. in the Sixth Form and beyond.

### **Structure**

Enrichment activities are available on Tuesday and Thursday afternoons. Sixth Form Electives form part of the overall programme, with some available on Monday afternoons as well, and are generally not available to Years 10 and 11. Games sessions also run on Tuesdays and Thursdays and all students will be given a day for Games. Activities within Games are managed by the Sport Faculty and this is a compulsory element of the curriculum for all students up to Year 12. Year 10 Games lessons take place on Tuesday and Year 11 Games lessons take place on Thursday. Year 12 Games may take place on either day, although students wishing to take part in competitive team sports will have to choose games on Thursday. The Games day will



impact on the choice of other enrichment activities available. Year 13 students may take advantage of Electives and Games if desired and where appropriate.

Students confirm Enrichment and/or Electives at the start of each academic year and are registered in that subject in SIMS. In Year 10 students may change areas at the midpoint of the year, for example, choosing Yoga from September to February and then switching to Performing Arts enrichment for the rest of the year. Other students may choose to stay in the same elective all year, if numbers allow, and will be asked to confirm their choice at the midpoint. Changes to the Games day can also be made at that point for Year 12 to accommodate the enrichment activity chosen, if appropriate.

Sixth Form students may also change activities at the midpoint, however, some electives are not timetabled (e.g. EPQ, Enterprise and Young Philanthropy) and students may opt out of Electives altogether in certain circumstances, in consultation with the Do6 and DHA. Academic pathways within the Northampton Baccalaureate may also impact on the available or recommended choices for Year 12 students.

It is a key principle of the Year 10 programme that students be able to change at the midpoint if they wish. For planning purposes this means that course content for the second half of the year should be able to accommodate both new students and any that have chosen to continue. Group allocations will be made on the basis of ranked preferences, with any students missing out on a first choice in the initial allocation being prioritised at the midpoint. In exceptional circumstances some students may be asked to take a different course at the midpoint where there are significant pressures on numbers, or if too few students choose a specific enrichment option. As a rule of thumb, enrichment activities should attract at least 6 pupils to be considered viable.

Note that the Enrichment and Electives programme is subject to change year on year based on the popularity of the options in place and any specific requirements or initiatives the school may have from time to time. Teachers may be asked to teach an alternative enrichment subject where this is appropriate, as directed by the Head, in line with the GDST job description. For example, this may be needed where a planned enrichment subject does not run because of low pupil numbers.

The Electives and Enrichment programme flyer can be accessed on the school website here:  
<https://www.northamptonhigh.co.uk/prospectuses/>

**Policy Reviewed: August 2023**

**Policy Reviewed by: Henry Rickman, Deputy Head - Academic**

**Next Review due: August 2024**

## **Appendix A**

### **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 the 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.

**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):

## Appendix B Curriculum review and renewal

Curriculum review happens every year in one way or another. Every few years there is a need for a more comprehensive review that looks at how provision measures up to the changing educational landscape. More regularly, however, the nature of the changing cohorts within school call for alterations and refinements of the timetable and subject areas/key stages can be affected by statutory or examination board issues. This process requires a clear path for decision making so that should the offer to students need to change there is enough time for consultation with staff, parents and students, as well as the publication of information about modifications to the curriculum.

The following timeline attempts to outline the critical points in a two-year process, with year 1 as the current year, for changes to be implemented in year 3 (and then year 4). Points in *italics* relate to the curriculum review timings for faculties, the other points are for information and relate more widely to timetabling, options and advisory processes.

If year 1 is 2023-24, implementation (year 3) would be 2025-26

TT Year 1	Notes	TT Year 2	Notes
September	<ul style="list-style-type: none"> <li>• Timetable issued to students for TT Year 1</li> </ul>	September	<ul style="list-style-type: none"> <li>• Timetable issued to students for Year 2</li> <li>• <i>Final amendments to TT Year 3 prospectus discussed and signed off following changes agreed by SLT in Year 1</i></li> </ul>
October	<ul style="list-style-type: none"> <li>• TT Year 2 Sixth Form welcome evening for Y11</li> <li>• <i>Review of Year 3 academic curriculum needs in faculties/year groups etc.</i></li> </ul>	October	<ul style="list-style-type: none"> <li>• Year 3 Sixth Form welcome evening for Y11</li> <li>• <i>Review of TT Year 4 academic curriculum needs in faculties/year groups etc.</i></li> </ul>
November	<ul style="list-style-type: none"> <li>• TT Year 2 Sixth Form guidance meetings for Y11</li> <li>• <i>Review of Year 3 academic curriculum needs in faculties/year groups etc.</i></li> </ul>	November	<ul style="list-style-type: none"> <li>• TTYear 3 Sixth Form guidance meetings</li> <li>• <i>Review of TT Year 4 academic curriculum needs in faculties/year groups etc.</i></li> </ul>
December	<ul style="list-style-type: none"> <li>• <i>Review of TT Year 3 academic curriculum needs in faculties/year groups etc. competed with recommendations agreed.</i></li> <li>• Option/TT licences renewed for TT Year 2</li> </ul>	December	<ul style="list-style-type: none"> <li>• <i>Review of TT Year 4 academic curriculum needs in faculties/year groups etc. competed with recommendations agreed.</i></li> <li>• Option/TT licences renewed for TT Year 3</li> </ul>
January	<ul style="list-style-type: none"> <li>• GCSE years, making decisions evening for Y9</li> </ul>	January	<ul style="list-style-type: none"> <li>• GCSE years, making decisions evening for Y9</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Faculties/year groups discuss curriculum changes and/or requests for new subjects in TT Year 3 etc. with line managers/DH Academic</i></li> <li>● Messages to staff reminding of timetable protocols</li> </ul>		<ul style="list-style-type: none"> <li>● <i>Faculties/year groups discuss curriculum changes and/or requests for new subjects in TT Year 4 etc. with line managers/DH Academic</i></li> <li>● Messages to staff reminding of timetable protocols</li> </ul>
February	<ul style="list-style-type: none"> <li>● Options deadlines for GCSE and A Level for TT Year 2</li> <li>● Blocking starts for TT Year 2</li> <li>● <i>Curriculum for Year 3 and changes finalised by faculties and sent to SLT</i></li> <li>● Review Year 1 blocks and rationalisation of groups for Y13 in TT Year 2</li> </ul>	February	<ul style="list-style-type: none"> <li>● Options deadlines for GCSE and A Level for TT Year 3</li> <li>● Blocking starts for TT Year 3</li> <li>● <i>Curriculum for Year 4 and changes finalised by faculties and sent to SLT</i></li> <li>● Review Year 2 blocks and rationalisation of groups for Y13 in TT Year 3</li> </ul>
March / April	<ul style="list-style-type: none"> <li>● Staffing grids issued to HOFs for TT Year 2</li> <li>● Part-time staff informed of staffing needs for TT Year 2 (latest)</li> <li>● <i>Curriculum for Year 3 and changes discussed by SLT</i></li> <li>● Staffing grids returned, timetabling ongoing for TT Year 2</li> </ul>	March / April	<ul style="list-style-type: none"> <li>● Staffing grids issued to HOFs for TT Year 3</li> <li>● Part-time staff informed of staffing needs for TT Year 3 (latest)</li> <li>● <i>Curriculum for Year 4 and changes discussed by SLT</i></li> <li>● Staffing grids returned, timetabling ongoing for TT Year 3</li> </ul>
April/ May	<ul style="list-style-type: none"> <li>● Timetabling for TT Year 2 ongoing</li> <li>● <i>Curriculum changes for Year 3 and changes discussed/agreed by SLT</i></li> </ul>	April/ May	<ul style="list-style-type: none"> <li>● Timetabling for TT Year 3 ongoing</li> <li>● <i>Curriculum changes for Year 4 and changes discussed/agreed by SLT</i></li> </ul>
June	<ul style="list-style-type: none"> <li>● Timetable for TT Year 2 completed and running final checks (SLT)</li> <li>● <i>SLT finalises any curriculum changes for Year 3 and publications updated</i></li> </ul>	June	<ul style="list-style-type: none"> <li>● Timetable for TT Year 3 completed and running final checks (SLT)</li> <li>● <i>SLT finalises any curriculum changes for Year 4 and publications updated</i></li> </ul>
July	<ul style="list-style-type: none"> <li>● Timetable for TT Year 2 issued to staff</li> </ul>	July	<ul style="list-style-type: none"> <li>● Timetable for TT Year 3 issued to staff</li> </ul>



NORTHAMPTON  
HIGH SCHOOL

G D S T  
GIRLS' DAY SCHOOL TRUST

## NORTHAMPTON HIGH SCHOOL

### TEACHING AND LEARNING MANIFESTO

As teachers at Northampton High School we believe in our girls and they believe in themselves. A key factor in this is our 360-degree approach to understanding the needs of each pupil via the four areas of our **teaching and learning manifesto**.

Teachers at Northampton High are committed to developing a bespoke programme of learning for each pupil that avoids an off-the-peg mentality and fits with our rich knowledge of them as individuals. This is achieved by:

- 1) excellent **prior knowledge** of the pupils – building up a picture of each girl's previous learning experiences in and out of school;
- 2) careful **use of data** - developing a profile of academic and pastoral information that helps us to ensure that our resources and methodologies match the learning styles of each pupil;
- 3) an understanding of any **external factors** that might impact on a pupil's self-perception or learning, either at a given time or more generally;
- 4) an ongoing sensitivity to **what we see happening** in class as we teach the students, allowing us to adapt dynamically as the situation demands.

Conversations and debate on what the above might mean in practice, to individual teachers, to faculties, key stages and subject areas, as well as to the whole school, are to be encouraged and celebrated. An easy way to remember the manifesto is via the acronym **HOPE** - our Teaching and Learning manifesto, that is, the guiding principles behind our pedagogy, in a nutshell.

Our Teaching and Learning is student-focused and informed by four areas of consideration:

- H** the **history** of the student – what they have achieved in the past, how they have made progress and what their past experience of learning has been
- O** **Observation** by teachers as professionals in the classroom
- P** The **profile** of the students based on benchmarked data, such as PIPs and MidYIS plus PASS, and recent internal assessment evidence
- E** **External** factors – what they bring from home or their lives outside school into school and into the classroom, such as family background, health, friendship problems

All of these contribute to our understanding of each student and help us to help her to learn, make progress, achieve, build self-confidence and experience success.

### GCSE core subjects protocol

#### Core curriculum subjects at KS4

Northampton High school maintains a core curriculum at KS4, which is made up of GCSE (or IGCSE) Maths, English, English Literature, Biology, Chemistry, Physics (or dual award equivalent in all three subjects) and at least one GCSE modern foreign language (MFL). Beyond these core subjects, students can choose up to 3 optional subjects.

The core subjects are considered to be compulsory as they offer a broad and balanced curriculum which allows the best level of continuity from the wider disciplines in the KS3 curriculum. They also ensure that further study can take place in the vast majority of our A Level subjects, even where a GCSE has not been taken.

There may be situations where we find that the educational needs of certain students are not best met by completing the full core curriculum. Exceptions may be made by the Deputy Head Academic on behalf of the Head in these cases, as explained in the protocol below.

Note that **all** students will take Maths, English and the three sciences and that exceptions will not be made for these subjects. A student wishing to drop a science course will be advised to consider the dual science option as this will allow for reduced lesson time.

#### Disapplication from GCSE MFL and/or English Literature

Disapplication from these subjects will only be possible where the following conditions are met:

- Teachers (via referrals) and the Learning Enhancement Coordinator (SENCO) have identified a significant educational learning need that requires more time to be spent preparing for other core subjects. There may or may not also be formal advice about this from a specialist such as an educational psychologist or GP;
- The subject to be dropped is causing specific difficulties for the student *as a result of the need noted above*. The student must have a Learning Enhancement Profile and be recorded on the SEND register for this need;
- Full consideration of the reasons for the disapplication and possible ramifications is undertaken, including discussions with parents, subject teacher(s), head of faculty and Deputy Head Academic;
- The decision is documented fully in CPOMS.

Note that it is not possible to allow a student who drops any core subject to substitute it with an alternative GCSE course. However, where a foundation (or equivalent) course in the *same subject* is available, for example, the FCSE in MFL, we very much encourage students to avail themselves of the opportunity to take such courses.

Review date: August 2023  
Next review due: August 2024