



NOTTING HILL & EALING
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Senior School

Senior School Curriculum Policy

2022-2023



Curriculum Policy

Including Extra-Curricular Policy (Senior School)

Aims

The aims of our school curriculum are:

- To educate each student in a breadth of fields, in such a way that she is able to develop intellectually, creatively, socially, emotionally, spiritually, aesthetically and physically
- To stimulate her enjoyment of learning so that she gains from the variety of curriculum opportunities on offer
- To identify and capitalise on her strengths and interests
- To enable each student to acquire skills in speaking and listening, literacy and numeracy, as well as in linguistic, scientific and technological fields, so that she can be as successful as possible, confident in her abilities and equipped for the challenges that lie ahead, whether they are at the next stage of her school career or beyond, in Higher Education and the future world of work
- To give the opportunity for each student to develop the desire to study subjects further, when it comes to choice over the continuing curriculum at GCSE, A Level, university or beyond, and to foster a life-long passion for learning
- To help each student to take responsibility for her own learning, punctuality, behaviour and attendance, and to understand that education is a life-long opportunity, and that it does not all happen at school, but that strong foundations, good habits and study skills can be laid down at school
- To give each student the opportunity to gain the best qualifications she can, at each level, in order to give her wider choices in the future, where she will find herself in competitive situations where such things may be decisive
- To enable each student to develop the skills and knowledge to make informed choices about possible future Higher Education courses, careers and to gain some experience of the world of work
- To enable students with Specific Educational Needs including those with either Physical or Learning Difficulties and Disabilities to access all the learning opportunities available at the school, and to identify those who may be in need of additional learning support
- To offer equal opportunities in all aspects of school life, recognising the importance of different cultures
- To enable each student to learn about and understand different races, cultures and moral perspectives, to grow spiritually and gain understanding of different religions, and to grow socially, developing self-confidence and good self-esteem so that she can form friendships and relationships, and play a full part in her community and society as a whole, including having due regard to preventing radicalisation
- To consider and develop her own sense of values, including Fundamental British Values (FBV), and their application in the choices she makes in her life. This will also include choices over her health, and her participation in the communities of which she is a part
- In general terms, to develop each student's ability to consider issues critically, to learn independently, to develop her own ideas creatively, and to see how she may apply her intellectual, social and physical abilities, and bring her personal values to bear in her adult life and the chosen fields of her career

The **Teaching and Learning** aims are:

- For all teachers, to teach their subject in an interesting and challenging manner, taking account of recent developments in their subject, bringing breadth, depth, pace and challenge to the classroom so as to stimulate and foster enthusiasm for the subject and to enable each student to realise her potential.
- For all teaching to take account of the broad range of students' preferred learning styles, any special educational needs, and the prior attainment of each individual in a teaching group.
- Intrinsic to teaching should be Assessment for Learning, whereby teachers' lessons are informed by student performance in previous assessments, and whereby teachers encourage students to take responsibility for their learning by providing constructive comments in their marking and by offering individual targets to guide student learning.



Senior School Curriculum Map

The curriculum is developed and delivered by teachers through departmental schemes of work, which are the responsibility of Heads of Department, taking into account the national curriculum where relevant, any required syllabus for the subject at that stage for national examinations, and the ideas of the relevant staff relating to other material which is thought to be of interest or relevance or importance at that stage.

Key Stage 3

In Key Stage 3, students have a broad curriculum which aims to build on learning at KS2. Students are taught by subject specialists in English, Mathematics, the separate Sciences, History, Geography, Philosophy, Religion & Ethics (PRE), Design and Technology, Computer Science, Music, Art, Drama, and PE. In Year 9, students study in greater depth three subjects chosen from amongst Computer Science, Design and Technology, Music, Art or Drama.

The school offers a broad language curriculum. All students study Mandarin in Year 7, and complete a carousel of three modern European languages (German, French and Spanish). In Year 8, students choose any two of these four modern languages to continue studying. Latin is studied by all students in Years 8 and 9.

In Year 9, some preparation for the GCSE/IGCSE courses is begun in subjects where this is possible and relevant.

NB Maths is the only subject set by ability in the school

YEAR 7

Subject	No. of Lessons
English	4
Maths	4
Biology, Chemistry & Physics	2 each
Geography, History & RS	2 each
Chinese	3
Additional MFL (German, French, Spanish)	3 (carousel)
Art	2
Drama	2
Music	2
Computer Science/DT	2 on half-termly rotation
PE	5
PSHCEE	1
Total	40

YEAR 8

Subject	No. of Lessons
English	4
Maths	4
Biology, Chemistry & Physics	2 each
Geography & History	2 each
RS	1
Latin	2
Chinese	3
Additional MFL (German, French, Spanish)	3 x choice of one language
Art	2
Drama	2
Music	2
Computer Science/DT	2 on half-termly rotation
PE	4
PSHCEE	1

Latin is introduced. RS and PE are reduced by one period each.



YEAR 9

Subject	No. of Lessons
English	4
Maths	5
Biology, Chemistry & Physics	2 each
Geography, History & RS	2 each
Latin	2
MFL (Chinese, German, French, Spanish)	3 x choice of two languages
Arts and Technology Subjects (Art, Computer Science, Drama, DT and Music)	2 x choice of three
PE	4
PSHCEE	1

Key Stage 4

Students in Key Stage 4 typically study nine or ten subjects at (I)GCSE. All study the core subjects: English Literature, English Language, Mathematics, and the separate Sciences leading to either a Double or Triple science award. Students are prepared for the IGCSE award in English and English Literature, Mathematics, the Sciences, History, Geography and in French, Spanish and German as this provides rigorous preparation for A Level. The school does not take a view on requiring a particular type of GCSE to be taught (IGCSE or otherwise) but instead focusses on ensuring that each course is appropriate for developing subject understanding and passion.

Students take at least one modern foreign language (many take two) and at least one humanity subject (History, Geography or PRE) and two others from either languages, humanities or other GCSE options including Computer Science, Art, Drama, Music, DT and Latin. Students who either opt for Latin GCSE, or are able linguists, can also opt to study Classical Greek GCSE as an extra which is studied outside the normal timetable.

Students have a programme of classroom visits by the Head of Careers to advise about future careers and A-Level choices. Students also have the opportunity to talk about future careers with a specialist at the start of Year 11, and a Work Experience week at the end of Year 11 provides students with valuable insight into various careers.

Subject	No. of Lessons
English Language and Literature	5
Maths	5
Biology, Chemistry & Physics	3 each
Options x4 (at least one MFL, one humanity)	4 each
PE	3 (one period alternates with Ethics in Year 11)
PSHCEE	1
General Studies/Lecture Programme	1



Key Stage 5

In the Sixth Form, students choose to study three or four subjects in Year 12 for **A Level** from a list of 25 subjects: English Literature, English Language, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Spanish, French, German, Chinese, History, Geography, Philosophy and Ethics, Art, Drama, Music, DT, Latin, Classical Greek, Computer Science, Economics, History of Art, Politics and Psychology. Of these, History of Art, Economics, Politics, and Psychology, are only available at A Level.

Any **combination** is possible: the timetable is blocked to allow the vast majority of students to select the subjects they are interested in, and therefore many students choose a mix of Arts, Languages, Humanities, Science and Mathematics.

A-Level examinations are taken at the end of the two year course in the Summer Term of Year 13. There are no AS examinations in Year 12; instead, students have internal examinations after the Easter break.

Those studying three subjects have the option of following one of four **“Short Courses”**: a GDST Diploma, a Sports Science AS Course, a Photography course, or an Italian course which gives students the option of completing an Italian qualification.

In addition, students also have two periods a week on their timetable for **Electives, Subject Enrichment, and Life Skills**:

- The **Electives** programme takes place in the Autumn of Year 12 and consists of two half-termly non-examined courses based on the interests and passions of the teachers leading them. Topics in the past have ranged from the Science of Cooking, to Surrealism.
- The **Subject Enrichment** programme starts in January of Year 12 and goes through to the January of Year 13. Subject enrichment sessions are led by Heads of Department. In the Spring and Summer terms of Year 12, the courses involve deepening students’ knowledge beyond the confines of any examined syllabus. In Year 13, these lessons explicitly prepare students for entry to university courses, including the most competitive.
- From January of Year 13 onwards, students follow a life skills programme, designed by the **World Ready Lead**: this addresses topics such as personal finance and issues pertaining to life beyond school.

Students in the Sixth Form also take a **Research Skills** short course, to support their completion of the **Extended Project Qualification (EPQ)** and transition into university-style learning.

The EPQ programme is overseen by the EPQ Co-ordinator. Students start on an EPQ in the January of Year 12 and the course is designed to be completed at the end of Year 12. It is highly regarded by universities and considered excellent preparation for university entry. Approximately half of the Year Group will successfully complete an EPQ.

Students also have access to opportunities for:

- Work experience, including through the GDST-run “Rungway” app,
- Community service opportunities,
- Higher Education guidance from the dedicated Director of University Admissions,
- Careers guidance,
- Leadership and Enterprise opportunities, overseen by the Enterprise Coordinator.

NB Letters represent option blocks. Year 12 start with 3 subjects or 4 if they choose Further Maths, which is an additional 3 periods in Y12 and 4 in Y13.

Year 12		Year 13	
A	8	A	8
B	8	B	8
C	8	C	8
D	8	D	8
Research skills (until January) and then Academic Enrichment	2	Academic Enrichment (until January) and then World Ready Course	2



(Optional) Short Course or PE AS	4	PE AS (optional)	4
PE	2	PE	2
PSHE	1	PSHE	1
Lecture	1	Lecture	1

A-Level Subjects

- Art
- Biology
- Chemistry
- Classical Greek
- Computer Science
- Design and Technology
- Economics
- English Language
- English Literature
- French
- Further Maths
- Geography
- German
- Government and Politics
- History
- History of Art
- Latin
- Mandarin
- Maths
- Music
- Philosophy, Religion and Ethics
- Physics
- Psychology
- Spanish
- Theatre Studies

Short Courses

- PE AS
- Italian Short Course (1 year)
- GDST Diploma (1 year)
- Photography (1 year)

Examination Entry

The school enters students for examinations. As stated in the Parent Contract, "the Head shall have the right not to enter a Pupil for an examination if, in the opinion of the Head after due deliberation, it is deemed not in the Pupil's best interest to do so, or if Fees remain outstanding".

Non-examination Teaching

Personal Social Health Citizenship and Economic Education

Personal Social Health Citizenship and Economic Education (PSHCEE) is an integral part of the school curriculum and special timetabled provision is made, so that the whole school has a single lesson each week dedicated to PSHCEE. There is a specialist team of teachers who deliver SRE lessons. Careers guidance is given and study skills are also taught in this session. PSHCEE lessons may be taken by: the Form Tutor, specialist staff or visiting speakers. The programme is directed by the Head of Year and Deputy Head Pastoral.

The Sixth Form has a lecture programme which covers a range of related topics relevant to students at this stage and is directed by the Head of Sixth. Students invite speakers to address Years 11 to 13 as part of our lecture programme. On these alternate weeks, students are able to choose between two invited lecturers. Students lead on all aspects of inviting and hosting the guest speakers, gaining valuable skills and independence.

Physical Education

A full programme of physical education is offered at every stage of a student's career and the school offers many opportunities for students to take part in sport and to gain pleasure and satisfaction from their achievements in this field, both in the mainstream curriculum and through a range of extra-curricular activities.

PE in the Senior school is generally taught in whole year blocks for at least one double lesson to allow for learning team sports, team practice and the provision of inter-house competitions.



During Key Stage 3, girls receive an additional double lesson, which allows girls to experience a wider range of activities.

During Key Stage 4, girls are given the opportunity to select the activities they would like to participate in.

In Sixth Form, PE is timetabled and remains a compulsory element of the timetable, whereby girls can make selection choices to suit their interests, from the encouragement of keeping up their sporting pursuits to taking part in instructor led classes.

Girls also have the optional opportunity to study sport at AS Level in Sixth Form, and one girl is also selected in Year 13 to take on the role of Sports Captain.

SEND, ALN and EAL provision

See also [SEND, ALN and EAL Policy \(Senior School\)](#).

All SEND, ALN, and EAL provision is co-ordinated by the SENCO who works with Heads of Year, Heads of Department, the Learning Support Teacher and Deputy Heads to meet the individual needs of students on the SEND and EAL register and to identify those students who may have specific difficulties or disabilities which require additional help. Very able students are catered for in the regular curriculum and through the many extra-curricular opportunities on offer at the school.

More able students

See also [Rewards Policy \(Senior School\)](#).

Notting Hill & Ealing High School strives to achieve academic excellence and to maximise the potential of all its pupils, including those identified as being outstandingly able, or gifted and talented in one or more fields. The provision for such students is overseen by the Deputy Head (Academic), in part through the Academic Scholars Programme launched in 2021-2022.

The school recognises that it is academically selective and all girls should have access to the below provision so none of this is exclusive to students identified as 'G&T'; however, the identification helps staff to be able to target support efficiently to these students and ensure that they are being stretched academically.

- Opportunities for enrichment and extension; embedding of extension activities and encouragement of pupils to pursue fields of enquiry beyond the syllabus, particularly those prompted by personal interest
- Teaching staff are encouraged to make effective use of appropriate differentiation to allow varied and complementary groupings to bring out the best in every pupil. This includes provision of open-ended tasks and opportunities for problem-solving and investigations; stimulation of higher order thinking skills including conceptualised responses to tasks
- The regular review of school curriculum and departmental schemes of work to provide sufficient stretch and challenge at each key stage such as Additional Maths IGCSE
- Celebration of student work through wall displays and accreditation of outstanding achievements through awarding of distinctions for class work, in assembly and in school newsletters
- Use of outside agencies for enrichment and training e.g. visiting speakers, workshops, Debate Chamber, Master classes, conferences etc.
- Opportunities to take part in school, local and national competitions across all subjects
- Opportunities for students to submit articles to the school magazine or to lead an assembly on chosen topics such as politics, environmental issues and public speaking.
- Opportunities to provide leadership in areas of interest and expertise: the school has a variety of lunchtime clubs and activities enabling students to collaborate and explore personal interests such as Debating club, Year 8 Critical Thinking Club and Pi club
- Cross-curricular projects e.g. suspended whole school timetable e.g. Year 9 Summer Term Drama production
- Oxbridge support programmes; departmental links with universities and national associations; one-to-one and small group supervisions



Organisation of teaching groups

In the Senior school, students are not set by prior attainment except in Mandarin and Mathematics. Other than in these exceptions, subjects are taught in mixed groups determined by the option blocks.

Setting takes place in the following ways:

- **At Key Stage 3**, students in Year 7 are placed in divisions for **Mandarin** based on any prior learning or whether they are starting the language *ab initio*. There is regular review of students' progress in Mandarin and divisions in Mandarin continue into Year 8.
- Students are placed in divisions for **Mathematics** from the start of Year 8, based on internal tests and the end of Year 7 exam. They continue to be set through **Key Stage 4**. All students in the Mathematics divisions are prepared for the IGCSE award which they take at the end of Year 11. There is regular review of each student's progress in mathematics, and there is the opportunity for movement between divisions if it is felt that a student may be better suited to another group. Students in the top set are also prepared for the 'Additional Maths' qualification.

Class sizes are at the discretion of the Head.

- In Years 7 to 11, classes are usually not more than 24 with the following exceptions:
 - In Year 9 they are usually not more than 20 for Drama, Art, DT and Music.
 - In Years 10 and 11, these are usually not more than 16 for Drama, Art and DT, and not more than 18 for Music.
- In the Sixth Form, classes are not usually more than 12.

There will often be the odd exception to this in any given year.

Homework

See also [Marking, Assessment and Homework Policy \(Senior School\)](#).

Students should be set homework on a regular basis to enable them to prepare for the lesson ahead, to consolidate and further their subject knowledge and understanding, and to encourage independent learning and personal responsibility for her work and progress.

Homework set should be appropriate to the knowledge, and prior attainment of the students; it should be manageable in the time and should help to increase the pleasure of studying for each student.

Homework should be regularly marked by the teacher in accordance with the **School Marking, Assessment and Homework policy**, to encourage the student to take personal responsibility for her own learning by providing constructive comments and by offering individual targets.

Parent/School partnership

Successful education depends on a partnership between the school, students and parents, where there is mutual support, commitment and good communication on a student's achievements, progress and enjoyment. Where there are concerns, we welcome hearing about them early from students and parents so that effective measures can be put in place to support a student's progress and development.

The **student diary** is an important means of communication between staff and parents and should be checked regularly in the Years 7-8 by parents and Form Tutors. Parents are encouraged to read with their daughter her progress reports sent by the school relating to her academic achievements and progress. Parents who wish to comment can do so through the link provided in the schoolcomms which will then be shared with the Head of Year. Parents are invited to meet their daughter's teachers to hear about their daughter's progress in parent / teacher meetings. Additional meetings can also be organised between parents and their daughter's Head of Year and other relevant staff as necessary.

We hope that parents will support the school by:



- participating in discussions concerning their daughter's progress and attainments
- being positive as well as realistic about their daughter's ability and offering support and encouragement
- contact school early to discuss matters which affect a student's happiness, progress and behaviour
- giving due importance to homework, and school assessments
- allowing their daughter to take increasing responsibility as she progresses throughout the school

Assessment and Feedback

Regular assessment and feedback are critical to supporting pupil progress. Information about this is detailed in the [Staff Handbook](#), and the [Tracking, Reporting, and Report-Writing Policy](#).

Last Reviewed July 2022, Next Review July 2023

