

## HIGHGATE

**CURRICULUM POLICY****This document contains the following:**

- an introduction to the academic philosophy of the school
- an explanation of how we meet the regulatory requirements for the quality of education provided (curriculum) **(ISSRs 2014, Part 1, Paragraph 2)**
- an outline of the structure of the whole school (Pre-Preparatory School, Junior School and Senior School)
- an outline of the Senior School curriculum at KS3
- an outline of the Senior School curriculum at KS4
- an outline of the Senior School curriculum in the Sixth Form
- notes on the wider curriculum in the Senior School, covering sport and games, information technology, religious education, higher education and careers advice, PSHEE, and extra-curricular activities
- an explanation of our vision for broadening the curriculum

**This document should be read in conjunction with the following complementary documents:**

- Homework, assessment and reporting policy **[ISSRs 2014 Part 1, Paragraph 3 (a), (b), (g); Paragraph 4]**
- Teaching Policy
- Learning support policy **[ISSRs 2014 Part 1, Paragraph 2 (1) (b), (2) (h)]**
- PSHEE syllabus **[ISSRs 2014 Part 1, Paragraph 2 (2) (d)]**
- Higher education advice **[ISSRs 2014 Part 1, Paragraph 2 (2) (e)]**
- Careers and employability policy **[ISSRs 2014 Part 1, Paragraph 2 (2) (e)]**
- Educational trips and lecture programme policy

**1 Introduction**

The school's aim is to be an academic school and a place for learning and scholarship. The curriculum policy of the three constituent parts of the school reflects this aim. Our vision is that our pupils should grow up to be independent learners who are able to explore their thinking within a curriculum which is relevant, engaging and scholarly. Pupils study a wide range of academic subjects up to Year 9. They develop and perfect key intellectual skills in a broad cultural and historical context, so that they can make sense of their learning as a coherent whole. While we want pupils to know things, we also encourage them to weigh the evidence and to be critical of what they hear, see and read. We take account of the ability of every pupil and ensure that each is challenged and her or his talents fostered. From Year 7, a formal enrichment programme (currently under review) provides extra opportunities for the most academically able to explore complex issues in greater depth (see p10 below). When pupils leave Highgate, we want them of course to have the skills for university and the work-place; but also we want them to be knowledgeable and informed young people who have the skills to sustain a life-long love of learning.

**2 Meeting the Regulatory Requirements for the Quality of Education Provided (Curriculum)**

Full details are available in schemes of work: from Year 7 upwards, these take the form of departmental schemes produced by Heads of Department and coordinated by the Deputy Head (Academic). We currently have no pupil with an Education, Health and Care plan. The needs of any such pupil we may have at any time are coordinated by the Director of Learning Support (who

is the SENCO) who ensures that statutory requirements and individual needs are met. The policy is laid out in full in a separate document.

**2.1** All pupils of compulsory school age attend school full-time (25 hours of timetabled lessons per week; 20 when a pupil takes only three A2 subjects in Year 13) and are given experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. By maintaining a very broad range of subjects until Year 9 and having a policy of pupils taking ten subjects to (I)GCSE, the breadth of the educational experience is maintained for as long as possible. To foster linguistic skills, all pupils take GCSEs in English Language and Literature and at least one modern language, while about a third take GCSE in Latin. All pupils take GCSEs in Mathematics and Science (at least four-fifths of pupils study three separate sciences to GCSE). Design Technology is compulsory to KS3, as are human, social, aesthetic and creative subjects (History, Geography, Art, Music and Drama). Many of these aspects are studied across the curriculum (eg creativity is encouraged in project work at KS3 in many subjects (there is a formal cross-curricular project in each year at KS3); social topics are discussed in English Literature, and so on). All the subjects mentioned are available at GCSE. Physical Education (termed SpEx: Sport and Exercise) is provided for in Exercise lessons up to and including Year 10, and all pupils in every year have weekly Sport (Games) lessons. Pupils are supervised in all classes in Years 7 to 11. There are no free periods in these year groups. When a pupil has a 'free' block of time (eg a pupil may arrive in Year 9 having studied no French and there is no alternative option on that block on the timetable), the pupil goes to the Library and is supervised and registered there. Pupils unable to participate in Games are supervised by a member of staff in a published venue. **[ISSRs 2014 Part 1, Paragraph 2, (2) (a)]**

**2.2** Pupils acquire skills in speaking and listening, literacy and numeracy. Attention is paid to these skills across the curriculum and not just in Mathematics, Science, English and Modern and Classical Languages. Pupils are assessed in literacy and numeracy by appropriate work set in each year and by formal examinations and tests. Pupil participation in class at every level ensures that high standards of speaking and listening are maintained, the latter also tested by written work and formal examinations. Questioning and collaborative learning are at the heart of our academic aims and methods, as described in the *Teaching Policy* (qv). We are currently striving to deepen the pupils' literacy by promoting the advantages and pleasures of private reading: see the document on *Reading for Pleasure* **[ISSRs 2014 Part 1, Paragraph 2 (2) (b)]**

**2.3** Lessons are conducted in English; where English is not the pupils' first language, we are satisfied at the point of entry that the pupil is able to cope with the teaching provided. A more formal system of assessment of EAL is now in place and is the responsibility of the Director of Learning Support. When the pupil simply needs help in bettering his/her fluency and understanding, special arrangements are made through the Director of Learning Support. **[ISSRs 2014 Part 1, Paragraph 2 (2) (c)]**

**2.4** Personal, social, health and economic education is provided; these topics as well as fostering respect for others and an awareness of the protected characteristics set out in the 2010 act, are dealt with in the following ways:

- i) There is a formal programme delivered by class or house tutors in fortnightly tutorial periods, aided by experts in particular areas from both inside and outside the school (see separate PSHEE syllabus). In Year 10, there is additionally a carousel of non-examined subjects, and relationships and sex education, and drugs awareness are crucial to that programme. Economic issues are dealt with throughout but also as part of a carousel of non-examined subjects in Year 11.
- ii) Particular PSHEE topics form part of the assembly programme each term and are addressed by members of the senior team; the Chaplain and those in charge of other religious assemblies also frequently deal with relevant topics.

- iii) Teachers are encouraged to deal with such issues in academic subjects as they arise and are highlighted in schemes of work (eg emotional responses discussed in the study of English Literature; social issues in Geography and Science, for example).
  - iv) Religion and Philosophy classes which are compulsory to Year 10 (there is in addition RS GCSE and Pre-U and Philosophy forms part of the non-examined carousel in Year 11) play a crucial role in exploring PSHEE topics.
  - v) Pupils are encouraged to explore issues themselves; groups such as the LGBT and Feminist societies, for example, bring to the attention of pupils some of the protected characteristics of the 2010 Act and serve to promote a spirit of understanding of difference within the school community.
- [ISSRs 2014 Part 1, Paragraph 2 (2) (d)]**

**2.5** Appropriate careers guidance is provided from Year 7 in the following ways.

- i) The Deputy Head (Academic) gives advice on GCSE and sixth form (A Level and Pre-U) choices, which is backed up by Heads of House and tutors in tutorial time. All members of Year 11 are interviewed by a member of the Senior Team or of the Higher Education team to check on the wisdom of sixth form choices and the consequent career and university implications. At the beginning of each round in the choices season, the Deputy Head (Academic) reminds teachers of the need to present details of their subject and its possible career paths in a dispassionate way.
  - ii) The skills key to employability are addressed in tutor and PSHEE time from Y7, following our in-house Connect 7 programme (see Careers and Employability Policy for details). Senior staff also address these and related skills regularly in the annual assembly schedule.
  - iii) Through the formal careers and employability programme, overseen by the Deputy Head (Pupils' Personal Development and Employability), pupils are provided with access to independent and impartial careers guidance and advice. The aim is to enable pupils to gain sufficient information about courses, training, education and occupations beyond school so that they can make well-informed decisions about their subject choices and career pathways. The method and annual programme is listed in the Careers and Employability Policy: this includes the policy on work experience. In Year 10, the visiting speakers programme focuses on inviting people from particular careers.
  - iv) Advice about applying to university is provided by a team led by the Director of Higher Education.
  - v) In addition to the careers policy and programme mentioned above, the advice about choosing GCSEs, A Levels and universities is laid out in three separate booklets which are updated annually.
- [ISSRs 2014 Part 1, Paragraph 2 (2) (e)]**

**2.6** Full schemes of work are in place for pupils under 5 (see Pre-prep documentation) and a full A Level programme is available for pupils between the ages of 16 to 19 (see below). **[ISSRs 2014 Part 1, Paragraph 2 (2) (f), (g)]**

**2.7** All pupils have the opportunity to learn and make progress. The academic programme is open to all pupils. We aim to create a safe environment where all are stimulated to learn and to pursue both a full general programme of education and their own specific interests. There are no barriers to any pupil taking any subject, other than when professional advice suggests that a particular GCSE or A Level would be inappropriate for a particular pupil's ability. Teachers take into account the needs of pupils, as a class and as individuals, when preparing lessons. In some subjects (eg science, languages and especially maths), we set pupils to enable them to make progress at an appropriate level and speed. Teachers pay heed to the Independent Education Plans drawn up for pupils with learning difficulties or with an EHC plan, and provision is made by the Director of Learning Support when he deems a pupil needs extra assistance when their first language is not English. Teachers are also aware of pupils who are deemed 'most able' and consider their needs in their lesson preparation. **[ISSRs 2014 Part 1, Paragraph 2 (2) (h)]** See *Learning Support Policy*

for details of our provision and methods of teaching pupils with learning difficulties and those who are 'most able'.

**2.10** The breadth of the curriculum provides pupils with the experience of many issues which they will face in life in British society. The PSHEE programme at all levels explicitly encourages pupils to think about human relationships in an age-appropriate way; while such issues are regularly discussed in Religion and Philosophy lessons and through the medium of English Literature. The Year 10 PSHEE carousel looks specifically at sexual relationships, drug awareness and internet safety. Topics relating to responsibilities as a British citizen are also provided in the PSHEE syllabus, as well as in the Year 11 Politics carousel; through society meetings, in participation on school councils and in the process in Year 12 of electing the Heads of School. The need actively to promote British values is dealt with, in assemblies with the imprimatur of the Head and senior colleagues and in the discussion of social and cultural values in the PSHEE and tutorial programmes (this element is expanded in the Spiritual, Moral, Social and Cultural Education policy). Preparing a CV is covered in the careers programme, and financial issues are covered in the PSHEE programme and in Maths and Economics lessons. Societies provide other stimuli, whether in the form of visiting speakers on topics such as politics/economics/gap year opportunities etc., or activities such as community service, Duke of Edinburgh's Award scheme or Urban Survival. The Educational Visits and Lecture Programme contributes further to this broader education and cognisance is taken of the British element in the formation of the annual programme. [ISSRs 2014 Part 1, Paragraph 2 (2) (i)]

### 3 The structure of the School and its Curriculum

**3.1 The structure of the School** and its three sections is set out below. Regular meetings between the Heads of the three schools, between the Deputy Head (Academic) and/ or his assistants and Directors of Studies and between Heads of Department and other teachers enable curriculum coherence and provide for curriculum change and development.

Age	NC year	Key Stage			
3-4	Nursery	Foundation	Pre-Preparatory School		
4-5	Reception				
5-6	1	KS 1			
6-7	2				
7-8	3	KS 2			Junior School
8-9	4				
9-10	5				
10-11	6				
11-12	7	KS 3			Senior School
12-13	8				
13-14	9				
14-15	10	KS 4			
15-16	11				
16-17	12	KS 5			
17-18	13				

### 3.2 Senior School: Years 7, 8 and 9 [ISSRs 2014 Part 1, Paragraph 2 (2) (*passim*)]

The curriculum in Years 7, 8 and 9 is designed to give pupils further experience of a wide range of subjects, not only to provide knowledge and to develop critical thinking skills but also to ensure that they can make informed choices about which subjects to continue to GCSE.

All pupils in each of the years study English, Mathematics, Design Technology, French, Geography, History, Art, Music, Drama, Information Technology, Religion and Philosophy, and Physical

Education (Exercise). In Y7, Coordinated Science is taught (one teacher covering all three sciences and concentrating on establishing scientific method), while Biology, Physics and Chemistry are taught separately in Years 8 and 9.

Pupils are taught Latin in Years 7 and 8. Unless they join the school in Year 9 with no Latin, or it is clear that they have reached their ceiling in this subject, they also take Latin in Year 9; otherwise they may take Classical Studies in Year 9. Pupils who show aptitude for Latin may also study Greek in the same single timetable slot in Year 9.

In Year 8, pupils must opt for a second modern language (Spanish, German, Russian, Mandarin). Provision is made for pupils new to the school in Year 9 to catch up quickly with a second modern language: they are given help from the language assistants and incorporated into the Year 9 classes after one term.

Each year group has a double period of Sport (Games) each week.

Pupils study Information Technology as part of their Computing lessons in Years 7-9; no formal qualification is taken in ICT but pupils may opt for Computer Science as one of their GCSEs. An ICT passport is being reviewed in Y9, to ensure that they have and are making use of opportunities to practise key ICT skills.

In addition to tutorial time before school and in the long morning break, each class has a fortnightly tutorial period in the timetable for PSHEE and academic monitoring. [ISSRs 2014 Part 1, Paragraph 2 (2) (d)]

The figures below refer to the numbers of 50-minute lessons allocated in a fortnightly cycle.

Subject	Period Allocation			Subject	Period Allocation		
	Y7	Y8	Y9		Y7	Y8	Y9
English	7	7	6	Design Technology	3	3	2
Mathematics	7	7	6	Art	3	3	2
General Science	8			Music	2	2	2
Biology		3	4	Drama	2	2	2
Chemistry		3	4	Computing	2	2	1
Physics		3	4	Latin/ Latin & Greek/ Classical Studies	4	3	4
French	4	3	4	Spanish/German/ Russian/Mandarin		2	4
History	3	3	3	Exercise	4	4	2
Geography	3	3	3	Sport	4	4	4
Religion and Philosophy	3	2	2	Tutorial	1	1	1

### 3.3 Senior School: Years 10 and 11 (to GCSE) [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (h), (i)]

The GCSE curriculum core consists of:

- English Language (GCSE)
- English Literature (IGCSE)

- Mathematics (GCSE)
- A modern foreign language (IGCSE, but GCSE in Russian)
- Science (IGCSE). All pupils are entered for three separate sciences and exceptions are rare: a decision is made following the y11 mock examinations, in conjunction with pupils and parents, to enter for the Double Award those pupils who may find the larger amount of content in the triple system too much.

In addition, pupils take three other subjects. While guidance is given over the formation of a sensible set of subjects and university/career implications are discussed [ISSRs 2014 Part 1, Paragraph 2 (2) (e)], there is no other compulsion on pupils as regards these further choices. In other words, they may choose any three from History, Geography, Religious Studies, Art, Music, Drama, Design Technology, Computer Science, Latin, Greek, Classical Civilisation, Ancient History (a new subject in Year 10: (pupils may start this subject or Classical Civilisation *ab initio* in Year 10 even if they have not taken Classical Studies in Year 9). In addition to the modern language taken as a core subject, pupils may take a second modern language, the languages on offer being French, German, Spanish, Russian and Mandarin. Pupils make their choices and the blocking system is drawn up to accommodate the first choices of as many pupils as possible (in most years, only three or four out of c150 do not get their first choice set of subjects; and indeed no pupil was disappointed in 2017 - 18).

All pupils in Year 10 have Religion and Philosophy (the course is called Advanced Religious Ethics) fortnightly, whether or not they are taking Religious Studies GCSE. All pupils have a Sport (Games) afternoon weekly; Year 10 pupils have Exercise fortnightly (PE). All pupils, in addition to the tutorial time before school and in the long morning break, have a fortnightly tutorial within the timetable for PSHEE, careers education and academic monitoring. In Year 10 there is also a fortnightly period of PSHEE to cover central issues at this crucial stage: internet safety, substance abuse, sex and relationships, British values. In Year 11 there is a carousel of four subjects (Religion and Philosophy, Economics, Politics and History of Art); the Politics elements serves to address in part the regulatory requirement in the ISI Regulatory Requirements Part 2, Paragraph 5 (see *SMSC* policy) [ISSRs 2014 Part 1, Regulation 2 (2) (d)]

Pupils have lessons in Computing in the Year 10 carousel (these lessons deal too with internet safety). Pupils may in addition opt for Computer Science GCSE.

The allocation of subjects is indicated in the table below (figures are the number of periods of 50 minutes in a fortnightly cycle, non-GCSE time in italics).

Subject	Period Allocation		Subject	Period Allocation	
	Year 10	Year 11		Year 10	Year 11
English	8	8	Latin	6	6
Mathematics	7	7	Greek	6	6
Physics	4	5	Classical Civilisation	6	6
Chemistry	4	5	Ancient History	6	6
Biology	4	5	Spanish	6	6
French	6	6	German	6	6
History	6	6	Russian	6	6
Geography	6	6	Mandarin	6	6
Religious Studies	6	6	<i>PSHEE/ Carousel</i>	1	1
Art	6	6	<i>Religion and Philosophy</i>	1	
Music	6	6	<i>Exercise</i>	2	

<b>Drama</b>	<b>6</b>	<b>6</b>	<b>Sport</b>	<b>4</b>	<b>4</b>
<b>Design Technology</b>	<b>6</b>	<b>6</b>	<b>Tutorial</b>	<b>1</b>	<b>1</b>
<b>Computer Science</b>	<b>6</b>	<b>6</b>			

### 3.4. Senior School: Years 12 and 13 [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (g), (h), (i)]

Pupils in the Sixth Form take four subjects, either A Level or Pre-U, in Year 12; about 20% take four in Year 13, the rest reducing their timetable to three subjects. All pupils who can do so reasonably are encouraged to take four subjects. The choice is made from four option blocks; often the blocking can be altered to accommodate pupils whose first choice is not available on the basic blocking structure. All subjects are taught in a linear fashion; we do not submit candidates for the new AS examinations. We deliberately do not offer five examined subjects; we believe that time should be spent thinking about subjects and reading from prescribed lists and beyond the syllabus. At this level, it is our policy to encourage depth and academic rigour. On the other hand, it is our policy to insist on four subjects being studied in Year 12 and a pupil may drop to three only if there are strong pastoral or previously unrecognised academic grounds for lessening his/her work load. We believe that our pupils are readily able to take four subjects and that it is in their educational interests to keep their options open and as broad as possible for as long as possible.

The qualification to take a subject in the Sixth Form is an A grade at GCSE: this is set as the target. We do make exceptions, but not in Mathematics where it is evident that a pupil gaining less than A is very likely to get no more than a C at A Level. An A grade in specified related subjects is required for subjects not taken at GCSE Level (eg an A in Mathematics for A Level Economics).

The subjects currently on offer (27) in the Sixth Form are:

- English Literature
- History; Government and Politics
- Latin; Greek; Classical Civilisation; Ancient History
- French; Spanish; German; Russian; Mandarin
- Economics; Geography; Philosophy; Religious Studies
- Art; History of Art; Music; Theatre Studies; Design Technology
- Mathematics; Further Mathematics; Computer Science
- Physics, Chemistry; Biology

The Pre-U qualification is offered (not A Level) in English, all Modern Languages, Art, Music, Religious Studies, and Philosophy. In Year 12, eleven periods are normally taught of the twelve available on the block. Some subjects (eg History of Art chooses to use all twelve because of the volume of material on the syllabus). All departments utilise the twelve periods at A2 in Year 13, except if the set (eg in Greek) is small and made up of very able pupils (when the lessons may be reduced to nine or ten).

In addition, Sixth Formers have:

- One tutorial per fortnight in the timetable, in addition to tutorial time at the start of the day and in the long morning break, for academic monitoring, careers and higher education advice and for PSHEE matters. [ISSRs 2014 Part 1, Paragraph 2 (2) (d), (e), (i)]
- Two Sport (Games) periods (ie one afternoon) per week.
- Pupils in Year 12 follow a weekly Critical Method course (ie critical thinking) devised by us to meet the specific needs of pupils. This does not currently lead to any examination, such as in Critical Thinking. In the Lent Term of Year 12, pupils are offered the opportunity to take the Extended Project Qualification.
- In Year 13, a fortnightly Critical Independence lesson in the Michaelmas Term only: this enables the pupils to use the methods practised in Critical Method in Year 12 on an independent project. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (d), (g), (i)]

A Sixth Former therefore has, in Year 12 a total of 51 out of 60 contact periods per fortnight (44 AL/Pre-U lessons, four Sport, one Tutorial, and two Critical Thinking); a pupil keeping four A2 subjects in Year 13 will have 54 contact periods, while the majority studying three subjects will have 42 contact periods.

### 3.5 The Wider Curriculum in the Senior School

- a) **Sport and Exercise (SpEx).** All year groups have Sport weekly. A rich variety of sports are on offer; those naturally interested in sport are encouraged to foster and develop their talents to a high level. On the other hand, it is recognised that not all are natural sportsmen/women and that indeed some pupils prefer more niche sports. We are committed to encouraging physical fitness and provide a full range of activities, so that each pupil at every level can find something to his/her liking and so develop physical fitness and the ability to be part of a team and to work together. Exercise lessons in Years 7-10, formerly styled Physical Education lessons, put the stress on exercise in many forms, and while in Sport pupils will be able to choose different pathways and activities based on a carousel of choice. Thus, sport and exercise are combined in a programme now called SpEx. Competition is encouraged and excellence in team and individual sports, as in other areas of school life, is nurtured and very much valued; yet we are committed to encouraging pupils to feel able to participate and play games if they want to, and we seek to provide them, as well as the elite team players, with the opportunities to play: for instance, we place a particular importance on enabling pupils who join the school in Year 7 and who want to play team sports to do so. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (d), (g)]
- b) **Information Technology.** All pupils have formal lessons in Computing, which includes Information Technology, to the end of Year 9. It is our belief that ICT is a tool and an essential one at that; but we also think that it should be practised throughout a pupil's range of subjects and not taught as an end in itself. The Head of Computing reviews the use of and provision for ICT in the various subjects to ensure that pupils beyond Year 9 are using and developing their skills to an appropriate level and in preparation for university and the workplace. The Year 9 ICT passport to encourage the development and use of key ICT skills across the curriculum is under review with a view to 'beefing it up'. More formal opportunities are currently being planned to enable pupils from Year 10 upwards to have access to specialist extra-curricular help in the ICT rooms and to foster those pupils for whom ICT is a passion; and we now offer a GCSE in Computer Science and A Level from 2017. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (g), (i)]
- c) **Religious Education.** The subject at Highgate is called Religion and Philosophy and the skills of the latter infuse the methodology of the department, especially from Year 9 onwards. Whether or not a pupil chooses to take Religious Studies to GCSE, all pupils have Religion and Philosophy classes till Year 10 (R&P also forms part of the non-examined carousel in Year 11). Highgate has a Christian heritage, while welcoming those of all faiths or none, and the ethos of the school relies heavily on Christian ethics (see separate document on *Spiritual, Moral, Social and Cultural Development*). Religious education serves to open all pupils' eyes to the spiritual dimension in their own and others' lives. It matters to us that our pupils are equipped to live a moral life informed by choices and values and are helped to navigate their way through uncertain and unchanging times. Pupils learn about and discuss moral and ethical issues and study comparative religion, making them aware of the beliefs of others by whom they are surrounded in North London. There is no formal R&P in the Sixth Form, but all pupils attend a religious service weekly where they hear about religious and moral issues. Critical Method lessons regularly contain related matter, as do society meetings such as the Philosophy Society. Heads of Department will identify areas of a religious, moral or ethical nature in their subject Schemes of Work. [ISSRs 2014 Part 1, Paragraph 2 (2) (d), (i)]
- d) **Higher Education and Careers.** Our provision aims to enable pupils to make informed choices about careers and university courses from unbiased teaching, tutoring and information sources



and we encourage pupils at all stages to be ambitious in fulfilling their potential. The Co-ordinator of Employability, answerable to the Deputy Head (Pupils' Personal Development and Employability), is responsible for helping to co-ordinate the Careers education programme within the School and developing Work Experience opportunities for pupils within the wider community, including former pupils (OCs) and the parent body.

The aim is to provide a thought-provoking, informative and stimulating introduction to careers and life beyond Highgate for pupils throughout the Senior School. Pupils are invited to attend careers' evenings and special events such as the Careers Fair, evening Careers Q&A Sessions and half-termly lunchtime Futures Forums. Volunteers drawn from the Highgate parent body and alumni also provide support for the following events and initiatives: the annual Y10 Employability Day (which comprises activities such as CV and interview workshops and career carousels); the Y12 Practice Job Interview days (a process through which every Y12 pupil submits their CV and then has a formal interview with a professional), and also the yy11-12 Employability Mentoring programme. All pupils in Y9 take part in a 4 week employability carousel programme delivered by specialist teachers. This year, a *Connect 7* employability initiative was launched in Y9 with the aim of enabling pupils to set specific targets, with their tutors, that relate to one of the Connect 7 employability capabilities (confident; collaborative; creative; independent, receptive, reliable; self-aware). In addition, there is a biennial Employability Week which aims both to raise awareness of a wide range of issues relating to the world of work and to increase pupils' understanding of the requisite employability skills and capabilities that they should develop now in order to be 'ready for work' in the future. In addition, each year, visiting speakers provide pupils with numerous opportunities to find out more about the different types of career and post 18 options available to them (including entrepreneurship, volunteering and degree/higher level apprenticeships).

The Careers and Employability Specialist runs Cambridge Occupational Analysis careers aptitude tests in Y10 and follow-up interviews in Y11 with independent external careers advisors. S/he also seeks to provide access to a range of work experience placements (to pupils in Y11 and above) through the Work Experience Directory. In addition, through the PSHEE programme and pastoral systems, pupils are given career-based advice in Year 9 about their GCSEs, while the Deputy Head (Academic) is responsible for providing advice on purely academic matters: he introduces the process of choosing GCSEs and A Levels in special assemblies to pupils and on separate occasions to their parents. The giving of GCSE choice advice to individual pupils is the responsibility of the Head of House, who, in conjunction with the Year 9 tutor, delivers such advice in tutorial time. The Deputy Head (Academic) supports the Year 11 tutors in giving advice about choosing A Levels; again, the Year 11 tutors will deliver this advice to individual pupils in tutorial time. The Director of Higher Education is in charge of providing advice on higher education in special assemblies for pupils and parents, tutorial time and in special lunch-time and after-school sessions; she organises a Universities' Fair in May. She supports the tutors in giving advice to individual pupils. The Assistant Head (Sixth Form (Academic)) takes responsibility for pupils applying to Oxford and Cambridge and there is a designated member of staff who specialises in American universities. Separate documents outline specifically what is provided in terms of career, higher education and Oxbridge advice. The PSHE education co-ordinators work with the Deputy Head (Pupils' Personal Development and Employability), and the Divisional Pastoral Heads to ensure that age-appropriate careers advice is given to the pupils, in all years (from yy7-13), through the tutorial systems, PSHE education programme and year group assemblies. [ISSRs 2014 Part 1, Paragraph 2 (2) (e), (i)]

- e) **Personal, Social, Health and Economic Education.** All three parts of the school follow carefully structured programmes of personal PSHEE. These programmes have as their ethos, and often through specific modules or explicit wording, the preparation of young people for life in British

society; and encouraging respect for other people and especially those with the protected characteristics is inherent to the programme. The specific topics are delivered by a variety of means: formal lessons, tutorial periods, assemblies etc. There is a separate PSHEE document giving the precise content of the provision. [ISSRs 2014 Part 1, Paragraph 2 (2) (d), (i)]

- f) **Extra-curricular activities.** A wide range of extra-curricular activities is on offer and is listed in a separate document. All pupils in Years 7 to 11 choose an activity to pursue on Tuesday afternoons (TAA: Tuesday Afternoon Activities) from 4.15pm for Years 9-11 and on Thursdays at 1.30 (TLA: Thursday Lunchtime Activities) for Years 7-8; they are encouraged to pursue a TAA in the Sixth Form too. The specific provision of the aforementioned activities is tailored to the age of the pupils concerned, and care is taken to ensure that there are activities to suit both boys and girls. There are also many department/subject-based societies, as well as many other societies begun and run by pupils, which are open to all members of the school. All pupils are encouraged to attend these and to take part in them. Some activities have an academic base, some are more practical and artistic. At every level we encourage pupils to take up a musical instrument and to take part in the many orchestras, choirs and ensembles. There is a school play at least once a term; many are organised and produced by senior pupils themselves, and involvement in drama is also encouraged at every level. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (d), (g), (h), (i)]
- g) **Trips, visits and visiting speakers programme.** At KS3, there is one residential trip per year, as well as other trips following an agreed plan and maximising the use of London. At KS4, there is a lecture programme: visiting speakers will be invited in prescribed areas to talk to pupils. A similar programme will operate in the Sixth Form where the aim is gradually to put the onus on a committee of Sixth Formers to invite speakers themselves. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (h), (i)]

### 3.6 Broadening the curriculum

- a) **The Knowledge Curriculum.** A major part of our provision from 2009 has been the Knowledge Curriculum. Concerned about the narrowness of public examination syllabuses, we identified areas of study which most, if not all, pupils do not cover in the official departmental syllabuses as they stand. A topic is prescribed for the year. The centre-piece of the delivery is one study week when subject teachers address the theme from the vantage point of their subject, whenever possible, in at least one lesson. There is often a keynote speaker during the week, and there is often too a visit to a relevant London museum or other significant building. In order for the delivery to be more than simply didactic and teacher-led, the week contains activities for the pupils to encourage them to think critically about what they hear, read and see. In other words, the KC aims to provide knowledge and also to hone critical thinking by encouraging the pupils to deal with the unfamiliar, make connections between the known and the unknown and become more enthusiastic about academic learning for its own sake. Follow-up may take the form of a compulsory extended project at KS3 and a voluntary essay prize thereafter; at KS4 and 5, the plenary discussions and debates will reinforce understanding and test for the desired outcome in terms of knowledge and understanding. In the Sixth Form, the Critical Method lectures will frequently be tied in to the themes for the year group, without losing their broader scope. In Year 13, a Critical Independence course replaces the week's programme; delivered over the first term only, it seeks to apply the Critical Method taught in Year 12, enabling pupils to explore the Year 13 Knowledge Curriculum topic by identifying and executing their own research project. The programme outlined above has been suspended as we feel that we have achieved many of our aims in taking pupils beyond the syllabus through academic lessons. We are currently planning a different supra-curriculum which is likely to be based on London and will involve a planned programme of visits and study suitable for each age range. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (d), (g), (h), (i)]

- b) **Academic Forums.** The most able pupils (those holding academic awards and others targeted by teachers, known as the Scholars) meet regularly in Academic Forums. Especially in the Sixth Form, but also in other years, these forums are open to any pupil who wishes to attend and to engage fully in the scholarly debate which they involve. In other words, scholars are directed to attend these meetings but others are encouraged to do so. The forums are delivered by members of staff (occasionally by a visiting speaker) on a rigorously academic topic. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (h), (i)]
- c) **Sixth Form subject lessons in lower years.** History of Art now has structured access to some periods in Years 7, 8 and 10 to teach pupils how to read a painting and to be aware of major artistic periods and genres. This subject is also one of four in the Year 11 non-examined carousel: the others are Politics, Economics and Religion and Philosophy. A similar programme to instil a thorough awareness of politics and current affairs in other years is being planned: this will be delivered to ensure pupils are aware of politics and current affairs; it will also deal with the instilling of respect for the public institutions and services in England. A formal programme for the delivery of the regulatory aspects of politics and civic issues is contained in the *SMSC* policy. [ISSRs 2014 Part 2, Paragraph 5 (b) (iv)]
- d) **'Going Beyond' in lessons.** In addition to the Knowledge Curriculum initiative, a major element of our educational philosophy has been to extend teaching and learning beyond the confines of externally-imposed curricula. Departments have examined what can and should be taught in KS4 and 5 lessons beyond what is strictly set, and have incorporated such crucial topics at appropriate times during the course. See too the *Teaching Policy*. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (g), (h), (i)]

### 3.7 The Prevent Strategy

- a) In the delivery of the curriculum, teachers will at all times follow the school's Child Safeguarding and Welfare policy and will inform the DSL of any comments or behaviour from a pupil which gives grounds for concern.
- b) It is the role of the curriculum to deal with the Prevent strategy in a positive way. See 3.5(f) above for the use of the PSHEE syllabus to deal formally and specifically with British values; see too the PSHEE syllabus itself and the Spiritual, Moral, Cultural and Social policy.
- c) We have identified areas across the curriculum where British values are covered in some form in the normal course of study; teachers will use these opportunities to discuss and promote these values in an appropriate and reasoned way in an academic and scholarly context.

DMF

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