



# WAKEFIELD GIRLS' HIGH SCHOOL

## Curriculum POLICY

### Document Control

#### Document Owner & Contact Person:

Judith Tingle,  
Deputy Head Academic

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# Contents

SECTION	PAGE NUMBER
1 PURPOSE 1.1 LIST OF ABBREVIATIONS AND MEANINGS	2
2 POLICY AIMS	2
3 INTRODUCTION AND OVERVIEW	3
4 KEY STAGE 3 CURRICULUM	5
5 KEY STAGE 4 CURRICULUM	6
6 SIXTH FORM CURRICULUM	7
7 EDGE	8
8 RELATED POLICIES AND GUIDANCE	8
9 MONITORING, EVALUATION AND REVIEW	8
10 KEY CONTACTS	8

## 1 Purpose of the policy

The purpose of this policy is to outline the curriculum offered at WGHS.

### 1.1 List of abbreviations and meanings

HPL	High performance Learning
ACP	Advanced Cognitive Performance Characteristics
VAAAs	Values attitudes and Attributes
EDGE	Enriching and developing girls' education
PSHEEE	Personal, Social, Health and Economic education

## 2 Policy Aims

This policy aims to:

- Outline the rationale for the curriculum offer at WGHS
- Provide detail about the curriculum offer at all key stages

### 3 Introduction and Overview

The school's academic aim is for each girl to develop a love of learning and fulfil their academic potential in an inspirational and distinctively girl-centered learning environment.

Since the start of the academic year in September 2018 the school has adopted a teaching and learning philosophy centered on High Performance Learning (HPL).

HPL is a research based philosophy driven by developments in cognitive psychology, gifted education and neuroscience which has been pioneered in the UK by Professor Deborah Eyre as a vehicle for school improvement and individual progression.

HPL believes that high performance is attainable for everyone and that students can be systematically taught how to be intelligent and how to succeed in school, in the workplace and in modern society. To achieve this HPL recognises the crucial interrelationship played between the school, the students and parents.

This interrelationship, and the cultural change which accompanies it, rests on the "7 pillars of high performance" and is underpinned by a framework of thinking and learning dispositions; the Advanced Cognitive Performance (ACP) characteristics and the supporting Values, Attitudes and Attributes (VAAs). These are summarized as follows:

ACPs: Meta-thinking/linking/analyzing/creating/realizing

VAAs: empathetic/agile/hard working

The ACPs and VAAs, and their respective subsections, therefore perform an integral part of the students' school experience in relation to the taught, extra and hidden curriculums. For example, pupils in Years 7-11 are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the core and extended curriculum. Pupils acquire skills in speaking and listening, literacy and numeracy through the core curriculum.

Furthermore, all pupils in Years 7-11 follow a Core Curriculum of English, Mathematics, Sciences and a Modern Foreign Language (with very few exceptions at GCSE); they develop their kinaesthetic skills through Games and PE. In addition, all girls are involved in the schools enrichment programme, 'EDGE' (see below), and PSHEE.

The curriculum is devised to be accessible to all and does not discriminate against pupils contrary to Part 6 of the Equality Act 2010. In accordance with the HPL philosophy, we endeavour at all times to make appropriate and individual adjustments to educate pupils according to need, so that all students, including those with exceptional ability and those with particular learning needs, make progress in line with their academic potential. Subject matter appropriate for the ages and aptitudes of all pupils is provided through departmental schemes of work. Departmental teaching programmes are designed so that all pupils, including those who are exceptionally able, are identified as having a special need or have English as a second language, have the opportunity to learn and make progress. Learning and progress are monitored and recorded regularly through the school reporting and grading assessment procedures. All pupils who have a special

educational need are given further support, delivered by a specialist team and Individuals Education Plans are in place to ensure classroom provision meets their specific needs.

With particular reference to the VAAs (of HPL), most notably the need to be “empathetic and agile”, fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted throughout the school, in assemblies, Form Tutor time and across the general academic curriculum, as well as in the PSHEE programme. We actively encourage respect for other people and pay particular regard to the protected characteristics set out in the 2010 Act. We strive to fulfil our stated aim of encouraging students to develop qualities of tolerance, altruism and understanding of others both in school and within the wider global community, by insisting on these qualities in all aspects of school life, both within the classroom and beyond.

The “taught” curriculum, as well as the extended curriculum, including PSHEE and Form Tutor time, aims to prepare pupils for the opportunities and responsibilities of adult life by developing a range of attributes, such as perseverance, resilience and risk taking, so that pupils’ experience of school provides an effective preparation for the experiences of life in British society and the increasingly important global community. A wealth of enrichment opportunities exists to stretch the most able and stoke the curiosity of all. These include numerous educational visits, fieldtrips, weekly clubs and annual highlights such as “Languages Week”.

In Years 9 – 11, Careers Education guidance is provided as part of the PSHEE programme in conjunction with a discreet Yr 11 “Futures Thinking” programme. In the Sixth Form, Careers and specialist UCAS guidance is offered to all girls. The Careers programme is presented impartially and provides students with an informed approach to their (many!) post-16 and post-18 options. The programme encourages all to become aware of their strengths, skills, interests and potential, and how these relate to the prerequisites of the modern labour market. For example, the importance and value of work experience is highlighted to Yr 11 students, whereas Yr 12 are encouraged to participate in “Project Acorn” and its associated mentoring scheme. (see WGHS Careers Education and Guidance policy and “WGHS Careers Journey”)

## 4 Key Stage 3 Curriculum

The school week is divided into 30 periods, each 50 minutes long, although we teach over two weeks and the number of lessons is distributed 'per cycle'.

<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Art and Design	3	2	2
PSHEE	2	1	1
Drama	1	1	1
English	6	6	6
French	5	4	(5)
Games	4	4	4
Geography	3	3	3
German/Spanish	0	4	(5)
History	3	3	3
Computer Science	3	2	2
Latin/Classical Civilisation	2	2	(5)
Mathematics	6	6	6
Music	3	3	2
Physical Education	2	1	1
Religious Education	3	2	3
Science	6		
Biology		3	3
Chemistry		3	3
Physics		3	3
Technology (4 groups in carousel: DT1DT2, Food and textiles)	4	3	3
EDGE (Enriching and Developing Girls Education)	4	4	4
<b>Total</b>	<b>60</b>	<b>60</b>	<b>60</b>

At Key Stage 3, most subjects are taught in Form groups apart from Maths which is set based on ability. Games is also set based on prior learning and ability, to allow progress appropriate to the current attainment level. Some subjects are taught in mixed Form groups to allow smaller class sizes e.g. Technology, and dependent on choice, e.g. French, German, Spanish and Classics.

## 5 Key Stage 4 Curriculum

The following GCSE subjects are offered to girls in Key Stage 4.

**All subjects have 6 periods per cycle except English with 8 and Mathematics with 7.**

### GCSE Subjects

<b>Awarding Body</b>	<b>Subject Title</b>
AQA	Art and Design
AQA	Biology
AQA	Chemistry
AQA	Classical Civilisation
AQA	Food Preparation and Nutrition
AQA	Design Technology: Product Design
AQA	Design Technology: Textiles
AQA	Drama
AQA	English Language
AQA	English Literature
AQA	French
AQA	Geography
AQA	German
OCR	Classical Greek (at lunchtimes only)
AQA	History
OCR	Computing
OCR	Latin
AQA	Mathematics
AQA	Further Mathematics (Set 1 and 2 only)
AQA	Music
OQR	Physical Education
AQA	Physics
AQA	Religious Studies
AQA	Combined Science; Trilogy
AQA	Spanish

Girls in Key Stage 4 (Years 10 and 11) follow a common core curriculum and then choose from a range of subject options. Girls take 9 subjects at GCSE (or 10 subjects if they choose to study Greek outside the normal timetable).

All girls take GCSE in English, English Literature and Mathematics and are advised to study at least one Language and some girls choose to take two languages at this level. Girls continue to be set for Mathematics according to ability.

All other subjects in Year 10/11 are taught in mixed ability groups according to option choice.

Girls may choose to study Science and Additional Science (gaining two GCSEs in Science) and hence may choose three other option subjects. Alternatively, they may choose to study Physics, Chemistry and Biology for an award of three GCSEs. They may then choose two other option subjects. Girls wishing to continue with Science at A level may do so regardless of their GCSE Science route.

The non-GCSE subjects taken by all girls are Games (4 periods per cycle in Year 10 and 2 in Year 11), PSHEE - a course including careers and study skills (1 period per cycle in year 10 and 2 in Year 11), Futures Thinking (1 period in Year 11 only) and EDGE (4 periods per cycle with one of the 7 weeks block in Year 10 being PSHEE).

## 6 Sixth Form Curriculum

The following A Level subjects are offered to girls in the Sixth Form.

**All subjects have 12 periods per cycle.**

<b>Awarding Body</b>	<b>Subject Title</b>	<b>Taught</b>
AQA	Art and Design (Fine Art)	WGHS
AQA	Biology	WGHS
AQA	Business Studies	Joint
AQA	Chemistry	WGHS
AQA	Classical Civilisation	Joint
OCR	Computing	Joint
EDEXCEL	Design Technology: Product Design	WGHS
AQA	Art and Design (Art, Craft and Design)	Joint
AQA	Drama and Theatre Studies	Joint
AQA	Economics	Joint
AQA	English Language	Joint
OCR	English Literature	Joint
AQA	French	Joint
EDEXCEL	Further Mathematics	WGHS
EDEXCEL	Geography	WGHS
AQA	German	Joint
OCR	Government and Politics	Joint (QEGS)
EDEXCEL	History Early Modern and Modern	WGHS
OCR	Latin	Joint
EDEXCEL	Mathematics	WGHS
CIE	Music	Joint
OCR	Physical Education	Joint
AQA	Physics	WGHS
AQA	Psychology	Joint (WGHS)
EDEXCEL	Religious Studies	Joint
AQA	Spanish	Joint

All girls in Year 12 study 3 A level subjects except for those girls who study Further Mathematics. They also all have taught lessons in the Extended Project Qualification with the aim that almost all the cohort will submit in Year 12. In addition, girls in Year 12 have Guidance and Information Support sessions with the Head of Sixth Form for one period per cycle, and in Year 12 and 13 a PSHEE lesson with their Form Tutor for one period per cycle.

All students in Year 12 and 13 take part in the EDGE programme for 4 periods per cycle but may complete their own 'Sixth Form Approved Activity' during an EDGE block.

## **7 EDGE (Enriching and Developing Girls' Education)**

EDGE is designed to add that vital edge to girls' academic diet. Top universities and employers call for not just high grades but also for sparks of creativity, resilience, teamwork and leadership; EDGE is designed explicitly to foster these.

Every girl at WGHS is involved on Thursday afternoons. They choose from a menu of about 90 activities (see separate brochure).

Each EDGE activity consists of a 7-week block. During the academic year girls will be able to take part in up to five EDGE activities thus customising a small corner of their timetable. EDGE 1 commences near the start of the Autumn Term, with EDGE 2, EDGE 3, EDGE 4 and EDGE 5 running through the remainder of the year. Year 7 follow their own version of this schedule before accessing the full, a la carte menu in Year 8.

EDGE, in addition to our other extra-curricular provision, means that we are confident our stated aim of encouraging participation in a wide array of extra-curricular opportunities is fulfilled. Girls are able to find their niche and develop self-confidence and their personal skills, such as leadership, teamwork and tenacity in a myriad of ways. EDGE is an aspect of our provision which we know our girls love.

## **8 Related Policies and Guidance**

Careers education and guidance policy

## **9 Monitoring, Evaluation and Review**

The Deputy Head, Academic will monitor the implementation and effectiveness of this policy, review it annually to reflect any changes to the curriculum and report to the Head.

## **10 Key Contacts**

Judith Tingle Deputy Head Academic