



Saint Martin's

Curriculum Policy

Authors	Laura Blackburn/Helen Kirby
Revision	1
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The Curriculum Policy supports the mission of the Saint Martin's School (the School) to provide an excellent all-round education in a stimulating, caring and supportive environment where each individual succeeds.

Pupils receive a broad and balanced education, which is enriched by activities and experiences inside and outside of the classroom to facilitate learning in as broad a range of contexts as possible.

All pupils have full access to the full range of the curriculum, which is flexible to allow an individualised approach to subject combinations.

We aim to create a supportive community, which encourages a sense of social responsibility and spiritual and personal development.

We offer a curriculum designed to nurture high aspirations and prepare pupils for the opportunities and challenges available to young women in the 21st Century.

Aims:

- To provide an outstanding learning experience through excellent practice in teaching and learning
- To encourage each pupil to reach her full potential and strive for excellence by fostering a love of learning
- To meet the needs and abilities of all pupils across our full age and ability range, including those with an Education Health and Care Plan, Special Educational Needs and Disability (SEND), English as an Additional Language (EAL) and pupils who are Able, Gifted and Talented (AGT)
- To allow all pupils to have the opportunity to learn and make progress
- To provide a broad and balanced curriculum which provides each pupil with a wide range of experiences, knowledge and skills, fostering educational development and encouraging independent learning
- To develop reflective learners who understand their strengths and how they can be used and can identify areas for development and know what they can do in order to make progress
- To enable all pupils to acquire skills in speaking, listening, literacy and numeracy
- To allow pupils to experience linguistics, mathematics, science, technology, humanities and social, physical and aesthetic creative and expressive education and to experience a sense of personal achievement in these fields during their time at School
- To develop the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The School will not permit any content that may seek to undermine these values which is underpinned by the Christian ethos of the school
- To provide personal, social, health, citizenship and economic education (PSHCEE) which reflects the School's aims and ethos
- To encourage respect for other people, paying particular regard to the protected characteristics (e.g. religion, sexual orientation) set out in the Equality Act 2010
- To provide a range of extra-curricular opportunities outside the taught curriculum that allow pupils to develop skills relevant to the main curriculum
- To effectively prepare and provide pupils with opportunities, responsibilities and experiences of life in both British Society and in a global context
- To provide pupils below compulsory school age with a curriculum appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- To provide pupils at GCSE and A Level with freedom of choice with regards to options, with the aim of providing a tailor-made education that allows each pupil to follow a programme of study that is appropriate to their needs
- To support, value and safeguard every pupil and member of staff.

Nursery to Year 6

Early Years Foundation Stage (EYFS)

A caring and sensitive approach is adopted in this important part of a child's life; in EYFS the aim is for the pupils to be as happy and stimulated as possible. Emphasis is put on oral fluency in the early years in order to develop a wide vocabulary, encourage clarity of expression and faster ability to reason.

Regular communication between home and School is established and parents are invited to share in their daughter's learning journey by attending events and workshops in School.

The curriculum in EYFS is based on the EYFS framework of three prime areas:

- Personal, social and emotional development
- Communication and language
- Physical development

as well as the four specific areas of learning:

- Literacy
- Mathematics
- Understanding The World and
- Expressive Arts and Design.

Pupils are introduced to phonics using ReadWriteInc materials and early writing is encouraged across all areas of learning. Numeracy is introduced using Numicon materials. Pupils are taken on visits to broaden their knowledge of topics and regular visitors further support their learning. The School's woodland area provides a stimulating outdoor learning environment.

The Curriculum is further enhanced with specialised Dance and Swimming teaching in both Nursery and Reception; and specialist Drama, Physical Education, Music and Modern Foreign Languages in Reception.

Interactive white boards, computers and iPads are also used to support learning.

For Nursery children aged three and over with a Qualified Teacher

- there is at least one member of staff for every 13 children
- at least one other member of staff holds a full and relevant level 3 qualification

In Reception, where the majority of the girls will reach the age of five within the school year, there is at least one Qualified Teacher for every 30 children and at least one other member of staff holds full and relevant level 3 qualification

The curriculum plan for October 2018 is at Appendix 1.

Years 1 to 6

The main aims in Years 1 to 6 are to combine well structured learning with enjoyment and enthusiasm and to promote self esteem and confidence. The pupil's learning is based on the National Curriculum where lessons are carefully planned, progress is measured and monitored and parents receive reports twice a year. Progression and challenge are expected across all subjects. Each pupil's learning is individually structured by form teachers who liaise closely with parents. The aim is to ensure that each child develops her aptitude and

abilities to the full and is helped to achieve a high level of attainment so that she may move through the Key Stages of learning with confidence.

The key focus in Years 1 to 6 is on English, Mathematics, Science and Computing. These subjects are complemented by History, Geography, Religious Education, Art and Design and Technology. Swimming, Physical Education, Music, Drama, Dance and Modern Foreign Languages are all taught by specialist teachers using subject specific facilities. Classes are small and pupils are in ability groups for Mathematics from Year 2 upwards.

Interactive whiteboards and iPads support learning across the curriculum. Years 1 and 2 benefit from outdoor learning in the School's woodland area. Extracurricular activities play a large part in the formation of a pupil's whole personality and a full and varied programme is offered throughout the year.

In addition, a wide variety of music and singing lessons are available and pupils are encouraged to participate in class and School productions.

An extensive range of visits, residential trips and visiting speakers add to the enrichment..

Opportunities are provided to give the pupils a breadth of knowledge and understanding about personal, spiritual, cultural, social and moral issues as well as British Values. PSHCEE/ Social and Emotional Aspects of Learning is delivered during some assemblies and a weekly form period.

The curriculum plan for October 2018 is at Appendix 1.

Monitoring and Evaluation

The Head of Nursery to Year 6 and the Deputy Heads are responsible for the monitoring of the Curriculum supported by the Curriculum Coordinators.

The Curriculum Coordinators

- Lead the production and development of schemes of work to ensure progression and continuity in their subject throughout Years 1 to 6
- Are responsible for the purchase and organisation of resources for their subject
- Support colleagues in the implementation of the schemes of work and planning
- Keep colleagues up to date with current practices and organising relevant training
- Review current practice through monitoring pupils' progress, conducting work and books scrutinies, observing lessons, conducting walkthroughs, modelling lessons and reviewing planning.

The Curriculum Coordinators are supervised by the Head of Nursery to Year 6 who also reviews all forms completed for walkthroughs, scrutinies etc and checks all action points are diarised for completion or review.

The Head of Nursery to Year 6 is also responsible for organisation of the timetable and communicating with the members of the Extended Leadership Team and the relevant staff about changes to the Curriculum.

Senior School

The detail of the Senior School Curriculum is in the schemes of work completed by the Head of each Academic Department and approved by the Deputy Head (Academic). This includes PSHCEE. Careers provision is included in PSHCEE schemes of work.

Pupils are encouraged to achieve their potential in as wide a range of academic, practical, creative and physical activities as possible. PSHCEE is delivered to all pupils. This programme is based on developing a strong values system and covers a wide range of issues relevant to teenage girls.

The curriculum and extracurricular programme in its entirety effectively prepares pupils for the wide range of opportunities, responsibilities and experiences of life in British society.

Year 7

All pupils follow the same broadly based curriculum: English, Mathematics, Science (taught as separate subjects), a Modern Foreign Language, Latin Studies, History, Geography, Religious Education, Art and Design, Information and Communication Technology, Design and Technology, Food, Music, Drama, Physical Education and Dance.

Years 8 and 9

At this stage, pupils choose between Dance and Drama. They opt for a second Modern Foreign Language, Latin or Classical Civilisation instead of Latin Studies.

Years 10 and 11

At the start of Year 10, pupils begin a programme of studies leading generally to examination in ten GCSE subjects. Staff advise pupils on their subject choices and consult parents. A booklet setting out the aims and content of every subject is issued to each pupil and final decisions are made following an evening meeting involving pupils, staff and parents. Pupils are encouraged to continue with as varied a curriculum as possible in order to allow both a wide choice of A Level subjects and career opportunities.

All pupils continue with English Language, English Literature, Maths and Science and most pupils continue with a Modern Foreign Language. Four subjects are chosen from a Modern Foreign Language, History, Geography, Food Preparation and Nutrition, Religious Studies, Classical Civilisation, Latin, Photography, Art and Design, Music and Drama.

The Curriculum continues to be enhanced by Games and a formal Enrichment lesson (see below)

The curriculum plan for September 2018 is at Appendix 1.

Monitoring

The Deputy Head (Academic) regularly monitors and evaluates the Curriculum in all parts of the Senior School by carrying out lesson observations, work scrutinies and asking for feedback from pupils.

The Deputy Head of Senior School (Academic) also scrutinises external exam results and the information obtained from Midyis (the Middle Years Information System), Yellis (Year 11 Information System) and Alis (Advanced Level Information System). The Deputy Head of Senior School (Academic) is also responsible for organisation of the timetable and communicating with the members of the Extended Leadership Team and the relevant Heads of Department about changes to the Curriculum.

Setting

Pupils are set by ability for Mathematics from Year 7, for English from Year 8 and Science from Year 9. Movement is permitted between the sets in discussion with teachers, the pupil, Heads of Department and on approval by the Deputy Head (Academic).

Enrichment and Extra Curricular Activities

Team spirit, initiative, independent thinking and leadership skills are all developed in a wide range of activities including sport, music, drama, the Duke of Edinburgh's Award Scheme and the Young Enterprise Scheme.

The Curriculum is also enriched by an extensive calendar of educational visits to theatres, galleries, factories, castles and through fieldwork. There are residential visits in the UK and abroad. Trips and visits on both a curricular and extracurricular basis enhance the educational experience of pupils.

Sixth Form

The majority of pupils study 3 A Level subjects in addition to an Enrichment programme offering a variety of both accredited and non accredited courses. These include Extended Project Qualification, Gold Arts Award and non accredited courses on Personal Finance, Food and Nutrition, Dance, Italian and Current Affairs.

Careers

All pupils have access to accurate up to date careers guidance which is presented in an impartial manner and enables a pupil to make informed choices about a broad range of career options and allows pupils to fulfil their potential. This includes timely advice to help pupils choose GCSE and post-16 courses.

Careers advice is delivered to all pupils in Senior School through a combination of PSHCEE, Careers fairs and careers lunches with external speakers for Years 10-13.

In Year 9, pupils take part in a work experience day called "Take Our Daughters to Work Day". In Year 11, enrichment has a careers programme including CV and letter writing, interview coaching and mock interviews.

The careers guidance helps to encourage pupils to fulfil their potential. It enables pupils to 'know themselves' and how their strengths, weaknesses and interests relate to the world of work; to learn about different careers and opportunities; to obtain individual guidance; to have some work experience; and to gain information about training, education and occupations beyond school. School consciously works to prevent all forms of stereotyping in the advice and guidance provided to ensure that girls from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

There is a specialist section in the Learning Hub for books on careers and University and advice is offered by form tutors, the Deputy Head (Academic) and the Assistant Head of Sixth Form. The Deputy Head (Academic) is also the Oxbridge Co-ordinator working individually with those pupils who are considering applying to top UK and overseas Universities.

This Policy should be read in conjunction with –

- The Homework Policy
- The Teaching and Learning Policy
- The Learning Support Policy (SEND, EAL and AGT)
- PSHCEE
- Equal Opportunities Policy

Review

The Deputy Head of Senior School (Academic) and the Head of Nursery to Year 6 are responsible for this Policy, its monitoring and review. This policy is reviewed annually by the Deputy Head of Senior School (Academic) and the Head of Nursery to Year 6 and is presented to the Governing Body every two years, or before if necessary. Governors are invited to observe lessons as part of the planned monitoring of the curriculum.

Head Teacher; Nicola Smillie

Signature: _____

Date: _____

Chair of the Governing Body; Carol McNidder

Signature: _____

Date: _____

October 2018	Curriculum plans updated for current academic year
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Appendix 1

Curriculum Plans for current academic year Nursery-

Reception

Nursery is taught in mixed ability classes with activities appropriate to age and development. The educational programme involves activities and experiences for pupils, as follows:-

- Communication and language development involves giving pupils opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- Physical development involves providing opportunities for pupils to be active and interactive; and to develop their co-ordination, control, and movement. Pupils are also helped to understand the importance of physical activity, and to make healthy choices in relation to food
- Personal, social and emotional development involves helping pupils to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- Literacy development involves encourages pupils to link sounds and letters and to begin to read and write. Pupils are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- Mathematics involves providing pupils with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures
- Understanding the world involves guiding pupils to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- Expressive arts and design enables pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The individual needs, interests, and stages of development of each pupil are taken into account and this information is used to plan a challenging and enjoyable experience for each pupil in all of the areas of learning and development.

Nursery 1 in a mixed ability class, after October Half term the number of children on roll changes throughout the year as pupils join the School.

There are 18 pupils in Nursery 2 in a mixed ability class. There are 12 pupils in Reception in a mixed ability class. Each lesson is 35 minutes and there are 8 lessons per day.

Baseline assessments are carried out on entry to Nursery and then teacher assessment are recorded termly throughout EYFS.

All girls are monitored using BASE Assessments, conducted at the start and end of their Reception Year. Results are used to inform planning and are shared with parents.

Years 1 to 6

Overview of Year 1 to 6 Curriculum Allocation 2016/17 per week

Lesson allocation is 35 minutes

* taught in ability groups

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	10	9	8	8	8	8
Library	1	1	1	1	1	1
Maths	8	8*	8*	8*	8*	8*
Science	3	3	4	4	4	4
Computing	2	2	2	2	2	2
RE	1	1	1	1	1	1
PE/Swim (Games 3-6)	2	2	4	4	4	4
Humanities	4	4	4	4	4	4
French	1*	1**	1	1	1	1
Art/DT	3	3	3	3	3	3
Music	2	2	2	2	2	2
PSHCEE/SEAL	Form Time	Form Time	Form Time	Form Time	Form Time	Form Time
Forest School	2	2				
Dance	1	1	1	1	1	1
Drama	1	1	1	1	1	1
Total No of Lessons	40	40	40	40	40	40

Year 1

There are 18 pupils in Year 1 in a mixed ability class.

*MFL is taught for one term a year; when not having MFL, there is a class story

Year 2

There are 21 pupils in Year 2 in a mixed ability class.

Maths is taught in sets and there are 11 pupils in Set 1 and 10 pupils in Set 2

**MFL is taught for one term a year; when not having MFL, there is a lesson on Thinking Skills

Year 3

There are 22 pupils in Year 3 in two mixed ability classes.

Maths is taught in sets and there are 11 pupils in Set 1 and 11 pupils in Set 2

Year 4

There are 22 pupils in Year 4 in one mixed ability class. Maths is taught in sets and there are 11 pupils in Set 1 and 11 pupils in Set 2

Year 5

There are 27 pupils in Year 5 in two mixed ability classes, one with 14 pupils and one with 13.

Maths is taught in sets and there are 13 pupils in Set 1 and 14 pupils in Set 2

Year 6

There are 28 pupils in Year 6 in two mixed ability classes, one with 15 pupils and one with 13.

Maths is taught in sets and there are 12 pupils in Set 1, 10 pupils in Set 2 and 6 pupils in Set 3.

Each lesson is 35 minutes and there are 8 lessons per day.

Assessment

Each girl participates in InCAS at the start of each academic year; results are used to inform planning and are shared with parents. Tests are conducted at the end of every half term in Maths, Reading and Writing and are used to ensure all girls are making good progress.

Monitoring and Evaluation

The Head of Nursery to Year 6 and the Deputy Heads are responsible for the monitoring of the curriculum supported by the Curriculum Coordinators. All teachers are responsible for the delivery of the curriculum.

Senior School

All girls in Senior School have 9 lessons per day (each lesson is 35 minutes in length).

Year 7

Pupils can choose from French, Spanish or German for MFL

Subject	Number of Lessons Per Week	How the Subject is Grouped	Number of Groups	Number of Pupils per Group
English	6	In forms	3	7J: 13 7H: 13 7K: 13
Maths	6*	In ability sets	3	Set 1: 18 Set 2: 12 Set 3: 8
Biology	2	In forms	3	7J: 13 7H: 13 7K: 12
Physics	2	In forms	3	7J: 13 7H: 13 7K: 12
Chemistry	2	In forms	3	7J: 13 7H: 13 7K: 12
MFL (Spanish or French)	4	In mixed ability option groups	3	Spanish (Group 1): 14 Spanish (Group 2): 14 French: 9
Latin Studies	2	In forms	3	7J: 13 7H: 13 7K: 12
Art	2	In forms	3	7J: 13 7H: 13 7K: 12
Drama/Dance ***	2	In forms	3	Drama (Group 1): 19 Drama (Group 1): 18
History	2	In forms	3	7J: 13 7H: 13 7K: 12

Subject	Number of Lessons Per Week	How the Subject is Grouped	Number of Groups	Number of Pupils per Group
Geography	2	In forms	3	7J: 13 7H:13 7K: 12
ICT	2	In forms	3	7J:13 7H:13 7K: 12
Food/Textiles/DT (taught one term each)	2	In mixed ability groups	3	Group A: 13 Group B: 13 Group C: 12
Music	2	In forms	3	7J: 13 7H: 13 7K: 12
Religious Studies	1	In forms	3	7J: 13 7H: 13 7K: 12
Games	2	In ability sets	2	Set 1:19 Set 2:19
PE/Swimming	4	In ability sets	4	Set 1:9 Set 2:12 Set 3:11 Set 4:6
Total	45			
Form time**	5			

* taught in ability groups

** Form time is 30 minutes; two sessions per week are for Assembly, two for PSHCEE and one for administrative matters

*** In Year 7, pupils do drama and dance each for half the year

Year 8

Pupils can choose from French or German for MFL2.

Subject	Number of Lessons Per Week	How the Subject is Grouped	Number of Groups	Number of Pupils per Group
English	6*	In ability sets	2	Set 1: 13 Set 2: 13
Maths	6*	In ability sets	3	Set 1: 12 Set 2: 8 Set 3: 6
Biology	3	In forms	2	8H: 13 8J: 13
Physics	3	In forms	2	8H: 13 8J: 13
Chemistry	3	In forms	2	8H: 13 8J: 13
MFL 1 (Spanish, French and German)	3	In mixed ability option groups	3	Spanish: 12 German: 6 French: 8
MFL2 (German, French) / Classics / Latin	3	In mixed ability option groups	3	German: 2 French: 4 Latin: 10 Classics: 10
Art	2	In forms	2	8H: 13 8J: 13
Drama/Dance ***	2	In forms	2	Dance: 14 Drama: 12
History	2	In forms	2	8H: 13 8J: 13
Geography	2	In forms	2	8H: 13 8J: 13
ICT	2	In forms	2	8H: 13 8J: 13

Subject	Number of Lessons Per Week	How the Subject is Grouped	Number of Groups	Number of Pupils per Group
Food/Textiles/DT (taught one term each)	2	In ability sets	3	Group A: 7 Group B: 9 Group C: 9
Music	1	In forms	2	8H: 13 8J: 13
Religious Studies	2	In forms	2	8H: 13 8J: 13
Games	2	In ability sets	2	Set 1: 13 Set 2: 13
PE/Swimming	1	In ability sets	4	Set 1:11 Set 2: 7 Set 3: 6 Set 4:2
Total	45			
Form time**	5			

* taught in ability groups

** Form time is 30 minutes; two sessions per week are for Assembly, two for PSHCEE and one for administrative matters

*** In Year 8, pupils choose either drama or dance

Year 9

Pupils can choose from French, Spanish or German for MFL

Subject	Number of lessons per week	How the Subject is Grouped	Number of Groups	Number of Girls per Group
English	6*	In ability sets	4	Set 1: 16 Set 2: 14 Set 3: 9
Maths	7*	In ability sets	4	Set 1: 18 Set 2: 16 Set 3: 5
Biology	3*	In ability sets	4	Set 1: 18 Set 2: 15 Set 3: 6
Physics	3*	In ability sets	4	Set 1: 18 Set 2: 15 Set 3: 6
Chemistry	3*	In ability sets	4	Set 1: 18 Set 2: 15 Set 3: 6
MFL 1 (French, German, Spanish)	4	In mixed ability option groups	3	German: n/a Spanish (Group 1): 12 Spanish (Group 2): 14 French: 12
MFL2 (German, French, Spanish)/Classics/Latin	2	In mixed ability option groups	5	German (Group 1): 10 German (Group 2): 8 Latin: 10 Classics: 11
Art	2	In mixed ability option groups	2	9H: 19 9J: 20
Drama/Dance ***	2	In forms	2	Dance: 20 Drama: 18
History	2	In forms	2	9H: 19 9J: 20
Geography	2	In forms	2	9H: 19 9J: 20
ICT	2	In forms	2	9H: 19 9J: 20

Subject	Number of lessons per week	How the Subject is Grouped	Number of Groups	Number of Girls per Group
Food/Textiles/DT (taught one term each)	2	In mixed ability option groups	3	A: 14 B: 13 C: 12
Music	1	In forms	2	9H: 19 9J: 20
Religious Studies	1	In forms	2	9H: 19 9J: 20
Games	2	In ability sets	2	Set 1: 19 Set 2: 20
PE/Swimming	1	In ability sets	4	Set 1:10 Set 2: 10 Set 3 :13 Set 4: 6
Total	45			
Form time**	5			

* taught in ability groups

** Form time is 30 minutes; two sessions per week are for Assembly, two for PSHCEE and one for administrative matters

*** In Year 9, pupils choose either drama or dance

Year 10

Subject	Number of Lessons Per Week	How the Subject is Grouped	Number of Groups	Number of Pupils per Group
English	7	In ability sets	4	Set 1: 17 Set 2a: 15 Set 2b: 11 Set 3: 11
Maths	7	In ability sets	4	Set 1: 18 Set 2a: 15 Set 2b: 15 Set 3: 6
Biology	4	In ability sets	4	Set 1: 18 Set 2: 15 Set 3: 11 Set 4: 10
Physics	4	In ability sets	4	Set 1: 18 Set 2: 15 Set 3: 11 Set 4: 10
Chemistry	4	In ability sets	4	Set 1: 18 Set 2: 15 Set 3: 11 Set 4: 10
French*	4	In mixed ability option groups	1	Block C: 7
German*	4	In mixed ability option groups	1	Block D: 6
Spanish *	4	In mixed ability option groups	2	Block C: 8 Block D: 13
Classics*	4	In mixed ability option groups	2	Block B: 12 Block D: 8
Latin*	4	In mixed ability option groups	1	Block C: 1
Art*	4	In mixed ability option groups	1	Block C: 14
History*	4	In mixed ability option groups	3	Block A: 11 Block B: 13 Block C: 16

Subject	Number of Lessons Per Week	How the Subject is Grouped	Number of Groups	Number of Pupils per Group
Geography*	4	In mixed ability option groups	2	Block C: 8 Block D: 7
Home Economics: Food and Nutrition*	4	In mixed ability option groups	2	Block A: 11 Block B: 10
Music*	4	In mixed ability option groups	1	Block A: 10
RS*	4	In mixed ability option groups	2	Block A: 9 Block D: 13
ICT*	4	In mixed ability option groups	0	n/a
Games	2	Mixed ability	3	Set 1:17 Set 2:20 Set 3:17
Enrichment	1	Mixed ability	3	Group 1: 19 Group 2: 18 Group 3: 17
Total	45			
Form time**	5			

* optional subjects – pupils can select 4 (They will study one from each of the option blocks. The option blocks are generated once the girls have made their four choices)

** Form time is 30 minutes; two sessions per week are for assembly, two for PSHCEE and one for administrative matters

*** Sets 2a and 2b are of equal ability

Option Blocks

Block A	Block B	Block C	Block D
RS Home Economics Art History Music	Home Economics History Classics French Drama	History Geography Spanish Art French Latin	Classics Geography Drama RS Spanish German

Year 11

Subject	Number of Lessons Per Week	How the Subject is Grouped	Number of Groups	Number of Pupils per Group
English	7	In ability sets	3	Set 1:14 Set 2: 13 Set 3: 9
Maths	7	In ability sets	3	Set 1: 15 Set 2: 13 Set 3: 8
Biology	4	In ability sets	3	Set 1: 16 Set 2: 16 Set 3: 10
Physics	4	In ability sets	3	Set 1: 16 Set 2: 16 Set 3: 10
Chemistry	4	In ability sets	3	Set 1: 16 Set 2: 16 Set 3: 10
French*	4	In mixed ability option groups	2	Block A: 9 Block C: 5
German*	4	In mixed ability option groups	1	Block C: 11
Spanish *	4	In mixed ability option groups	1	Block A: 10
Classics*	4	In mixed ability option groups	1	Block C: 11
Latin*	4	In mixed ability option groups	1	Block D: 3
Art*	4	In mixed ability option groups	2	Block A: 9 Block D: 7
History*	4	In mixed ability option	2	Block B: 9 Block D: 14

Subject	Number of Lessons Per Week	How the Subject is Grouped	Number of Groups	Number of Pupils per Group
Geography*	4	In mixed ability option groups	2	Block B: 9 Block C: 4
Home Economics: Food and Nutrition*	4	In mixed ability option groups	2	Block B: 6 Block D: 5
Music*	4	Mixed ability	1	Block B: 4
RS*	4	Mixed ability	2	Block A: 8 Block D: 13
Games	2	In ability sets	***	***
Enrichment	1	In forms	2	Group 1: 20 Group 2: 16
Total	45			
Form time**	5			

* optional subjects – pupils can select 4

** Form time is 30 minutes; two sessions per week are for assembly, two for PSHCEE and one for administrative matters

*** The girls are able to decide what they would like to take for Games in Year 11. They take 4 activities in total. The girls are divided into 3 groups for the first activity of the year. They are then in 2 groups for the remaining 3 activities.

Option Blocks:

Block A	Block B	Block C	Block D
Spanish Art RS French	Home Economics RS History Latin	Drama Geography Classics French German	History Home Economics Geography Art Music

Sixth Form (Years 12 and 13)

In Sixth Form, most pupils are studying for 3 A Levels. The option blocks are created after the girls have made their choices and the girls are taught in mixed ability groups.

Subject	Years 12 & 13
Option A	9
Option B	9
Option C	9
Option D or free study	9
Games	2
Enrichment or free study	7

Students are taught for 7 periods a week if they are in a single student class

Subjects Available

Art Biology
Business Studies
Chemistry Classics
Drama
Economics
English French
Further Maths
German
History
ICT
Maths Photography
Physics Psychology
Religious Studies
Spanish

Enrichment: includes - Italian GCSE, Food and Nutrition, Current Affairs, Dance, Gold Arts Award, EPQ, Personal Finance, supporting reading in the Junior School

Subject	Number of Sets in L6	Number of Pupils in Each Group	Number of Sets in U6	Number of Pupils in Each Group
Art/Photography	1	5	1	3
Biology	1	3	1	2
Business Studies	1	6	1	3
Chemistry	1	5	1	4
Classics	1	7	1	1
Drama	1	1	1	2
Economics	1	6	0	0
English	1	8	1	7
French	1	2	1	4
Further Maths	1	2	0	0
Geography	1	3	1	4
German	1	1	1	3
History	1	8	1	6
ICT	0	0	0	0
Latin	1	1	0	1
Maths	1	6	1	3
Music	0	0	1	2
Physics	1	5	1	5
Psychology	1	4	1	4
Religious Studies	1	4	1	7
Spanish	1	1	1	1

L6 Option Blocks

A	B	C	D	E
History German Maths	Biology Geography Economics RS Latin	Chemistry English Literature Spanish	Physics Business Studies Art French Classics Drama	Further Maths Psychology

U6 Option Blocks

A	B	C	D
Physics Geography Art/Photography Drama French	Maths Art/Photography Psychology English Literature	History Chemistry Business Studies German Classics	Biology Religious Studies Music Latin Spanish