



CURRICULUM POLICY

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Introduction

In the Senior School, this policy is supported by Departmental schemes of work and is linked to other whole school policies such as those on Assessment and Teaching and Learning.

Our curriculum is designed to allow all pupils to learn and to make progress by giving them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Departmental schemes of work outline subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an Educational and Health Care plan where relevant. The curriculum together with extracurricular and social activities, allow pupils to acquire speaking, listening, literacy and numeracy skills (see Areas of Experience below). In each year, the pupils follow a 'THRIVE' programme (covering all aspects of PSHEE and RSE) and they receive appropriate careers guidance from Year 7 onwards (below). The School takes very seriously its responsibility to give its pupils excellent preparation for the opportunities, responsibilities and experiences of adult life. It aims to provide an environment in which individuals are respected and encouraged to reach their full potential. The school is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled, in line with the Equality Act of 2010. Our intention is that all significant groups of pupils receive an excellent curriculum, including those pupils with SEND, those for whom English is an Additional Language, the most able, and those pupils who have other particular needs, such as young carers. The ethos and curriculum of the school ensure that all pupils receive effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society.

Monitoring of Progress Throughout the Senior School

Tracking, monitoring and intervention strategies allow an individual pupil's progress to be assessed against benchmark data produced by the Entrance Exam scores and CEM data (e.g. Midyis, Yellis and Alis). At Key Stage 4 and 5, pupils and parents are made aware of the CEM forecasting data. This data is also used in one-to-one discussions between subject staff and pupils so that an individual target for each pupil can be agreed in each subject. Pupils are encouraged to be aspirational in their target-setting and these targets are revisited during the two years of GCSE and A Level courses so that refinements can be agreed if needed. During the course of the academic year, pupils will discuss their progress against their benchmark CEM data and their individual target with academic and pastoral staff. Reports in KS4 and KS5 also make use of benchmarking data (CEM forecasts) and individual targets to allow parents, pupils and teachers to discuss academic progress with clarity.

Each year group has a reporting schedule defined at the beginning of the academic year. At each reporting point teachers record achievement and attitudinal data such that an assessment can be made about academic progress and whether or not the pupil is achieving above, below or at their expected level, given the benchmarking and prior attainment data available. Data from reporting points is scrutinised by class teachers, Heads of Department, Heads of Year and Senior Staff in order to ensure that strong feedback loops exist in terms of refining classroom strategies (quality first teaching), praise and intervention strategies. A newly appointed Head of Intervention will add further value to the intervention activity that takes place in Years 10 to 13.

Following each reporting point, progress meetings occur, led by the Deputy Headteacher (Academic), and the progress of pupils is carefully analysed using the report data and prior performance data. As well as scrutinising how the cohort is progressing overall, particular groups are specifically looked at (for example, pupils with SEND, EAL and MAT) to ensure that there are no

patterns of low performance in these areas. Pupils who are falling behind are identified in this meeting so that further interventions can take place and the Head of Intervention has a key role in ensuring that these actions occur efficiently and evaluating their overall effectiveness. Pupils who are exceeding expectations or have shown a particular improvement are also identified so that praise is directed appropriately and meaningfully.

Areas of Experience

Linguistic: Pupils develop their communication skills and their command of the written and spoken language throughout the curriculum but most particularly in their study of English Language and Literature and of Ancient and Modern Foreign Languages. In the Senior School, all pupils study English Language and Literature to GCSE and two English courses are offered in the Sixth Form. Students entering the Senior School in Year 7, study both French and Spanish. In Year 8 and Year 9 they then have the choice of two or three foreign languages in Year 8 and Year 9, when German and Latin are offered as well. At GCSE, pupils are expected to study a Modern Foreign Language and the overwhelming majority do so. Latin and Greek are offered at KS4 and Latin, Greek and Classical Civilisation are offered at KS5; these subjects are generally offered jointly with the Boys' Division at this stage. Russian A Level (taught in the Boys' Division) is available to students as they move into Sixth Form. The School offers Mandarin as an additional after-school option, for which a supplement is charged. It is possible for these pupils to complete GCSE Mandarin if they wish. The Modern Foreign Language department and Classics department are very active in terms of offering clubs and trips, which are very popular. Celebration of languages occurs throughout school in assemblies, competitions, culture week and themed activities, such as European Day of Languages in the Autumn term.

Mathematical: Pupils develop their understanding and appreciation of relationships and patterns in number and space as well as their capacity to think logically and express themselves clearly in Mathematics lessons and in areas of the Science, Computing and Technology curriculums. Their knowledge of Mathematics is developed in a variety of ways, including practical activity, exploration and discussion. Pupils study Mathematics throughout KS3 and KS4 and are placed into sets during the first term of Year 7 and thereafter. Sets are periodically reviewed and some pupils change sets as required; this process is led by the Head of Mathematics in liaison with the Head of Lower School and Head of Upper School. An advanced Mathematics course is offered as an extra-curricular option to KS4 pupils, with a number choosing to sit the GCSE Further Mathematics qualification in Year 11. In the Sixth Form, pupils have the option to study Mathematics, and Further Mathematics is also offered. **Scientific:** The study of Science allows pupils to increase their knowledge and understanding of nature, materials and forces and to develop the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. In Science, pupils study a general course in Years 7 and 8 before being split into Biology, Chemistry and Physics groups in Year 9. At GCSE, the majority of pupils study single Sciences except for those who would be best suited to following the Trilogy course, leading to two Science GCSEs. Biology, Chemistry and Physics are taught at KS5 and there is also normally the possibility of taking Electronics in the Boys' Division.

Technological: Technological skills, which include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products, are taught in a variety of subjects at KS3 and KS4. More particularly, the pupils follow a Technology curriculum at KS3 with lessons in ICT/Computing, Textiles, Food Preparation and Nutrition, and Product Design. Each of these courses is offered at KS4 and then Computer Science,

Textiles and Product Design are offered at KS5. Design Engineering is also available to pupils at KS5 and is taught in the Boys' Division.

Human and social: This area, concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions, is particularly taught at KS3 in History, Religious Studies and Geography lessons, which are also offered as GCSE and A Level options at KS4 and KS5. At KS5, Politics and Psychology are added to the subjects offered. At KS5, Religious Studies is taught by the Girls' Division staff and boys may opt to join the class, subject to space; the Psychology teachers work within both the Boys' and the Girls' Division, and their groups are usually single-sex. Politics teaching is shared between the Divisions with some cohorts having mixed classes and others single-sex. Currently, pupils are taught within their own Division in Year 13. In Year 12, pupils are taught in mixed classes in the Girls' Division.

Physical: This area, which aims to develop pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance, is taught through PE and Games lessons at KS3 and KS4. Opportunities for lessons in sports are also offered as part of the Curriculum Enrichment Programme at KS5. Physical Education A Level is offered and teaching is shared between the Divisions with some cohorts having mixed classes and others single-sex. Currently, pupils are taught within their own Division in Year 13. In Year 12, pupils are taught in mixed classes by colleagues from either Girls' Division or Boys' Division. Further opportunities at all stages of the school are offered by the large extracurricular programme of sport. Pupils acquire knowledge and understanding of the basic principles of fitness and health in a number of areas, including PE and Games, THRIVE, Food, and Science.

Aesthetic and creative: This area, concerned with the processes of making, composing and inventing, is present in all subjects with aesthetic and creative aspects, particularly art, music, drama and the study of literature, which call for personal, imaginative, and often practical, responses. Girls study Art and Music at KS3 and these are offered as options at KS4 and KS5. At KS5, both Fine Art and Graphical Communication are offered. Pupils study drama and literature in English lessons up to KS4 and then as optional subjects at KS5. (At KS5, Drama & Theatre Studies is taught by the Girls' Division and offered to both BD and GD pupils). Further opportunities are offered by the extensive extracurricular programme of Art, Drama, creative clubs and Music.

Special Educational Needs and/or Disabilities

Bolton School is an academically selective school to which entry is achieved through a competitive process and/ or examination. There are within the school a small number of pupils with identified special educational needs and/or disabilities (SEND), such as mild dyslexia, dyspraxia, ADHD and hearing disability. In the Senior School, we may withdraw pupils with a specific learning difficulty from KS3/ 4 lessons for specialist teaching as well as endeavouring to cater for such pupils alongside their peers by adopting appropriate classroom practice. At KS5, specialist teaching takes place during a pupil's noncontact time. Where a pupil who passes the Entrance Exam has a statement of needs or an EHC plan and their parents decide that they would like them to attend Bolton School, we work with the authority maintaining the statement to ensure that the latter is satisfied, that the arrangements are suitable and that we are able to provide effective education. Such statements/ EHC plans are reviewed annually by the local authority to ensure that the required curriculum is being provided. The School endeavours to identify at the earliest opportunity any pupil who may have SEND and, where necessary, to provide different levels of intervention to match the pupil's level of need. Where a teacher, parent or outside agency (including feeder school) expresses concern about a pupil which may indicate SEND, the Head of School and the Head of Learning

Support will liaise with the pupil, their parent(s) and teachers in order to agree methods for meeting the pupil's needs. Teaching staff and, where appropriate, support staff are made aware of each pupil's needs so that they may be met in all school settings. All teachers have a responsibility to ensure that each pupil, including those with SEND, is given every opportunity to fulfil their potential within the classroom and therefore to adhere to any recommendations set out in the Learning Support Plan (LSP). It is the responsibility of the Head of Department to ensure that schemes of work and associated resources are appropriate for the needs of those with SEND. In line with the good practice outlined in the DfE Special Educational Needs Code of Practice 2001 and in the SEN and Disability Code of Practice 2014, the School provides Learning Support Plans (LSPs) for pupils with significant learning difficulties or disabilities, and ensures that the admissions, discipline and other procedures (such as arrangements for school trips or examinations) take account of pupils' needs. The Head of Learning Support maintains a register of those pupils with an LSP. The School nurse may be involved with the drawing up of Individual Health Care Plans where appropriate. The School also makes provision for pupils with EAL, both through support in the normal curriculum and by arranging extra tuition when appropriate, for which a supplementary fee may be charged.

More Able and Talented Pupils

In its pursuit of the best possible education for all pupils, the School seeks to extend those pupils who are judged as more able and/or talented (MATS). Identification of MATS pupils is informed by a range of evidence including exceptional performance in MIDYIS/YELLIS/ALIS tests and/or GCSE examinations. It is the responsibility of the teaching staff to be aware of these pupils' needs and to respond to them as appropriate in their lessons. In addition to overarching lists of more able students in each year group, departments maintain and regularly review subject specific lists which identify students with exceptional ability within their subject area. A register of talented or 'elite' athletes is maintained by Heads of Year in liaison with parents and the Physical Education Department. Talented athletes will be invited to join the 'Elite Sports Programme' which operates across the Foundation. A register of talented students with high ability in creative and/or expressive arts is maintained by the Head of Theatre Studies, Speech and Drama in conjunction with the Head of Art and Heads of Design Technology. Enrichment activities outside the class are also offered to pupils in the Dymond Society which comprises pupils awarded scholarships and the Head's Award.

THRIVE

The THRIVE curriculum (which covers all aspects of PSHEE and RSE) is designed to help give pupils the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed, active and responsible citizens. THRIVE lessons actively encourage respect for other people, with particular regard to the protected characteristics under the Equality Act of 2010 and to Fundamental British Values. THRIVE lessons are taught by Form Tutors and, where appropriate invited speakers from internal and external agencies, to all pupils in all year groups for one period (50 minutes) per cycle. They include information on Citizenship. Teachers have access to on-going support and guidance as part of their own professional development and teaching materials are reviewed for quality and relevance. The Deputy Head (Pastoral) together with Heads of Year and Heads of School, have a role in quality assuring the THRIVE curriculum.

Careers Information, Education, Advice and Guidance (CIEAG)

The Girls' Division aims to be a centre of excellence and to provide an environment in which all individuals are encouraged to reach their full potential. Work related learning and enterprise education are therefore seen as integral parts of the CIEAG programme. CIEAG begins in Year 7 and

continues throughout the key stages. Impartial advice is given to pupils so that no bias or favouritism is shown towards a particular education or work option, and pupils are helped to make informed choices and encouraged to reach their potential. The CIEAG programme is delivered through a variety of means: discrete modules as part of THRIVE curriculum together with form and year group activities and talks. These include the Business and Enterprise Day for Y12 students. In Year 10, pupils complete the psychometric 'Morrisby' test followed by Morrisby interviews, attended free of charge by each pupil with their parents. The bi-annual Careers and Higher Education Fair is organised by colleagues working across the Foundation and is regularly attended by over 100 exhibitors from the world of HE and employment. The Fair is very well attended both by Bolton School pupils and parents as well as members of the local community. Help is also given to pupils in finding work experience opportunities.

The Curriculum Enrichment Programme (CEP) and Extended Project Qualification in the Sixth Form

The Curriculum Enrichment Programme takes place one lesson each a week. Pupils either pursue a whole year programme or two half year programmes. The Head of Sixth Form may populate some groups or recommend particular choices for individuals, but a significant element of student choice is exercised. The courses offered may include: Art Foundation (Year 13 only), British Sign Language Level 1 (Year 12 only), Leadership Level 3 Award (Year 12 only), Sport, Study Skills, Introduction to Russian, University Survival (Year 13 only), Food Matters (Year 12 only) and Financial Awareness. The courses have been selected and designed with the aim of enhancing students' academic and professional skill sets as well as providing for areas that may not otherwise be catered for once a pupil narrows their subject range at A Level.

All pupils are given the opportunity to pursue the Extended Project Qualification in Sixth Form. This is launched to pupils in the Spring Term of Year 12. By the end of Year 12, there is a cohort of pupils registered on the Project Q platform and researching their chosen title. Pupils are matched to a supervisor and given individual or small group sessions on a regular basis to support them as they complete their production log and their project. Presentations take place in the Spring term ahead of the Easter submission deadline. Typically, between 25 – 40 pupils complete EPQ each year and the programme is successfully led by a Foundation EPQ co-ordinator.