

Curriculum Policy

Whole School Curriculum Aims and Objectives

Our School Ethos

At Withington we aim to create an environment in which all pupils are supported and encouraged to reach their full potential, academically, socially and personally.

True to our founding principles, we are a school where the pleasure of learning is its own reward. The Withington ethos recognises that understanding the value of learning and knowing how to learn sustains and enriches us throughout our lives.

The golden rule of respect for self, respect for others and personal responsibility underpins our school community where diversity is celebrated, teamwork valued, and every pupil is encouraged to play her part, older pupils and alumnae providing inspirational role models.

Combining a wealth of extra-curricular activities with an exceptional academic experience, each girl has the opportunity to develop her talents, skills, interests and character, as well as a strong sense of responsibility which extends beyond the classroom and into the wider world.

Our School Aims

- To sustain an innovative and inspiring place of learning where our pupils grow into resilient, independent lifelong learners, curious and passionate about their world
- To nurture our pupils' personal development and character, promoting respect and responsibility, enabling our pupils to thrive and to meet challenge confidently, compassionately and collaboratively
- To support a diverse, inclusive and open-minded school community and to work in partnership with local, national and international organisations for the benefit of our pupils

Our Curriculum

Withington Girls' School is committed to providing a stimulating curriculum, which is appropriate to the high academic ability of the intake. The curriculum, along with diverse extracurricular activities, seeks to broaden pupils' interests providing a wide-ranging and balanced educational experience.

Withington Girls' School believes that learning is an ongoing process and seeks to establish an environment where lifelong learning is encouraged amongst all members of the school community. The school aims to achieve this by inspiring all individuals to acquire knowledge, skills and concepts whilst developing the ability to think analytically, critically and creatively.

The Curriculum across the Junior and Senior Schools is designed to:

- Enable all pupils to have the opportunity to learn and make progress.
- Ensure the highest quality of teaching and learning across a broad curriculum to help pupils to an excellent standard of academic achievement; to foster an intellectual curiosity, a love of learning, independence of mind and individual responsibility.
- Take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- Not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- Create a caring and supportive learning environment in which every member of the school community, including pupils and staff, is well-known and well-supported and in which their individual needs are met.
- Provide opportunities for teamwork, leadership and community service through the broadest possible range of activities, both within and outside the classroom.
- Encourage every girl to acquire the skills, confidence, knowledge and experience to extend her aspirations and realise her potential in terms of personal, social, spiritual, moral, cultural, academic and physical development.
- Encourage respect for self and others, acceptance of responsibility for one's actions and an awareness of, and sensitivity to, the needs of others within the School, local communities and globally.
- Effectively prepare pupils for the opportunities, responsibilities and experiences of life in British Society.
- Encourage all pupils to make appropriate choices and decisions and prepare them for higher education and future careers and for the responsibilities and expectations of adult life in the 21st Century.
- Not discriminate against pupils contrary to Part 6 of the 2010 Equality Act.
- Preclude the promotion of partisan political views in the teaching of any subject in the school.

Staff Development

Extensive and research-led CPD training is provided to update and develop standards of teaching and learning. Initiatives in curriculum development and teaching and learning styles, are monitored to ensure teachers are well-equipped to deliver the curriculum effectively. CPD days, termly twilight sessions, and fortnightly CPD sessions are delivered throughout the year. Staff are regularly encouraged to attend at least one external course during the academic year and to update and report at staff meetings and departmental meetings on relevant updates, and content.

Junior School

Curriculum Overview

- The Junior School educates children aged 7 to 11. Pupils are class based but some lessons are taught by subject specialists (some of which are Senior School staff) or by class teachers in specialist rooms in the Senior School.
- The curriculum is broad, comprising: English, Mathematics, Science, MFL, History, Geography, Religious Studies, Latin, Art, Design & Technology, Music, Drama, PSHCE, Thinking and Learning skills, Mindfulness and PE.
- The curriculum encourages children to respect Fundamental British Values. In subjects across the curriculum, children are taught to respect each other and each other's opinions; to be cooperative and collaborative; to be tolerant, and to support each other during lessons. Children are encouraged to take personal responsibility for their own choices, ambitions and aspirations.

The subjects on offer ensure that all pupils experience a linguistic, mathematical, scientific, technological, human and social, physical, and creative education. The methods of teaching also ensure that pupils acquire speaking, listening, literacy and numeracy skills. All pupils have the opportunity to learn, to make progress and to become prepared for the opportunities, responsibilities and experiences of life in British society.

The following foundation subjects are also taught on a weekly basis:

- Science
- Computing
- Geography/History
- Art/Design
- Modern Foreign Language (French, Spanish and German)
- Music
- Physical Education
- PSHE
- Religious Studies
- Latin (Year 3)

Planning

The curriculum is planned in two phases. We agree a long-term plan for each year group which indicates what topics are to be taught in each term. The Subject Coordinator is responsible for reviewing subject plans on an annual basis.

Through detailed medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We use a variety of sources including the National Curriculum to help inform and update our medium-term planning in the foundation. The plans indicate the teaching taking place each week and are a working document, annotated with any amendments, assessments or comments.

The curriculum is planned carefully so that there is coherent and full coverage of all aspects of the National Curriculum and there is planned progression in all curriculum areas.

Monitoring and Review

The Deputy Head of the Junior School is responsible for the day-to-day organisation of the curriculum and for ensuring that all long- and medium-term planning is in place. They ensure that all documentation is kept up to date to reflect curriculum developments and link with the whole school development plan. These changes are agreed and recorded on Junior School Development planning sheets and are kept in the online central Curriculum File.

Subject coordinators monitor the way in which their subject is taught throughout the school; examining long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject coordinators also have responsibility for monitoring the way in which resources are stored and managed, and for supporting the staff in the teaching of their subject. Liaison with the Senior School Subject department is an important aspect of their role. In some subject areas, the coordinator is the Senior School Subject Leader and the policies are kept in a whole school Subject File.

Different aspects of the Junior School curriculum are discussed at the weekly Junior School staff meetings and at scheduled subject meetings led by the curriculum coordinators.

Teachers have the freedom to plan their own schedule of work and produce their termly plans in consultation with the subject coordinator. These are then included in the relevant Subject File. Short term planning is recorded in their school diary/planning book and is readily available.

Teaching is observed and books monitored throughout the year, to enable good practice to be shared.

Curriculum Plans and Time

The table below indicate the number of lessons a week, out of forty, allocated to each subject.

Subject	Lesson Allocation Per Week
English	8
Mathematics	8
Science	4
Geography	2
History	2
PE	5
Music	2
DT/Art	2
Languages	1
RS	1
ICT	2
PSHCE	2
T&L Skills	1

A weekly Thinking and Learning Skills Lesson (T&L) takes place for each class. These include areas such as philosophical, creative and critical thinking, questioning skills, investigating types of learning styles and reasoning; many of these skills are ingrained in the Junior Curriculum. Through these specific Skills Lessons pupils learn to improve their potential by developing positive thinking and learning dispositions. Pupils gain an understanding of how these skills can be applied in all areas of the curriculum, encouraging them to be independent and creative thinkers and learners. In Year 6, thinking and learning skills are incorporated into curriculum challenges and they also have a lesson of Mindfulness during the Autumn Term.

Individualised Learning

Pupils who have special educational needs are identified and appropriate support and challenges given. The Head of Learning Support liaises with form teachers and the Deputy Head of Juniors. The pupils are screened at the start of each academic year, and at the end of each term the class teacher identifies pupils who have any weaknesses and they are further monitored and supported.

Senior School

The Learning Experience

The curriculum is designed to be broad and well-balanced. Details of the curriculum content for different years can be found in the Curriculum Plan below, but pupils of compulsory school age will gain full-time supervised experience of the following educational areas:

- Linguistic (including English, French, Spanish, German, Latin and Greek)
- Speaking, listening, literacy and numeracy skills
- Mathematical
- Scientific (including Biology, Chemistry and Physics)
- Technological (including DT, Food Technology, Textiles and ICT)
- Human and Social (including History, Geography, Religious Studies and Classical Studies)
- Physical (including PE GCSE and A Level, netball, hockey, lacrosse, football, gymnastics, swimming, trampolining and other sports and games, encouraging participation at all levels)
- Aesthetic and Creative (including Art, dance, Drama, Music, literature and a range of extra-curricular activities)

Pupils above compulsory school age receive a programme of activities appropriate to their needs. This will include not only the academic subjects of their choice, but also compulsory time dedicated to one or more of:

- Extended Project Qualification
- Any other research-based, accredited courses that they choose
- Enrichment Courses

This is in order that they retain breadth, have opportunities to extend their learning beyond the examination specifications, and develop skills useful for higher education, employment and lifelong learning.

Withington Girls' School is committed to ensuring that pupils' learning is systematically supported, guided and encouraged so that they become effective learners, understand how they learn, possess a range of effective study techniques, and can take responsibility for their own learning.

Pupils are expected to:

- Bring previous experiences, expectations and styles to their learning.
- Develop academically, emotionally, socially, physically and spiritually at a pace that is challenging but suitable for them.
- Take account of feedback and information given on their progress in school.
- Be actively involved in their own learning.

Teaching should:

- Enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- Foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- Build self-esteem and encourage respect for all other individuals.
- Include all pupils in a variety of opportunities so that every individual has appropriate access to the whole curriculum.

- Not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Not discriminate against pupils contrary to Part 6 of the 2010 Equality Act.
- Encourage pupils to develop independent learning skills.
- Teach pupils a range of interpersonal learning skills to enable them to make full use of the curriculum offered.
- Promote positive attitudes to learning and self-discipline.
- Encourage the development of critical thinking.
- Provide opportunities for pupils to take an active part in their learning.
- Encourage pupils to become reflective learners.
- Maintain an attractive physical environment to motivate pupils' learning.

Withington Girls' School believes that the purpose of teaching is to promote active learning, rooted in the principles of metacognition, and that teaching should allow pupils to develop independent study and research skills where that does not compromise their ability to make the progress required by, for example, examination specifications. Teaching should encourage pupils to participate in and contribute to lessons and homework tasks in ways that challenge and extend their existing knowledge.

The school aims to ensure that teaching is of the highest possible standard, that it is well resourced and takes place within an ordered and supportive environment. There is an expectation that teachers will develop their own skills, knowledge and understanding of teaching, through internal and external training courses and by taking initiative to develop their teaching methods and styles to take account of new research, technological developments and current thinking on best practice. There is a further expectation that they will share good practice within and between departments. Senior leaders will ensure that the organisation of the school day and year support good teaching and that other school policies and systems support this Curriculum Policy.

Teachers must:

- Ensure the programme of study in their subject has breadth and balance and provides progression and continuity.
- Deliver well planned lessons with effective teaching methods, activities and management of class time.
- Demonstrate good knowledge and understanding of the subject matter being taught.
- Plan, deliver, monitor and evaluate their courses effectively.
- Employ a range of teaching strategies to include the learning needs of all pupils.
- Show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons.
- Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- Utilise effectively classroom resources of a good quality, quantity and range.
- Ensure that pupils experiencing specific difficulties with their work are offered additional support.
- Utilise effective strategies for managing behaviour and encouraging pupils to act responsibly.
- Ensure to the best of their ability that pupils are prepared for the next stage of their education.

Details on Assessment, Feedback and Reporting can be found in the Assessment, Feedback and Reporting Policy.

Details on Homework can be found in the Homework Policy.

Details on the use of AI in the curriculum can be found in the AI Policy.

Learning Support

The support of Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD) within the context of Withington Girls' School aims to encourage all pupils to achieve academically in relation to their ability and to thrive socially and in extracurricular activities in order to fulfil their potential. The School aims to promote inclusion and access to the curriculum, whilst embracing diversity and caring for the needs of the individual.

The school will:

- Provide appropriately for pupils with SEND in accordance with the Special Educational Needs and Learning Difficulties Policy.
- Where a pupil has an EHC Plan, it is the local authority's responsibility to ensure that an annual review takes place for this plan. However, it is the policy of Withington Girls' School to check that these reviews take place and to provide an education which fulfils the requirements of their plan.
- Make available particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

Further details can be found in the Special Educational Needs and Learning Difficulties Policy.

English as an Additional Language

Withington aims to enhance the learning experience of all its pupils, including those who have English as an Additional Language (EAL). The School seeks to identify pupils requiring assistance in this area as quickly as possible, and to address their needs through the targeted work of the Learning Support Team. Where appropriate, this may include group sessions or one-to-one sessions with the Learning Support Mentor. More details can be found in the English as an Additional Language Policy.

More Able

All members of the school community including the teaching and support staff, Senior Leadership Team, and Governors, are fully committed to meeting the needs of More Able pupils within the school.

The school will provide appropriately for pupils identified as More Able in accordance with the More Able Policy through the targeted work of subject teachers and extra-curricular provision.

Personal, Social, Health and Citizenship Education

Withington Girls' School is committed to providing an effective PSHCE programme to all pupils. This programme should be delivered at a time and in the manner that is most appropriate to the age and the needs of the pupils. Details can be found in the PSHCE Handbook. The PSHCE programme reflects the school's aims and ethos, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

Relationships and Sex Education

Full details of provision of Relationships and Sex Education (RSE) can be found in the RSE Policy.

SMSC

Spiritual, moral, social and cultural values are central to life at Withington. SMSC is a thread that runs through the pastoral system, the academic curriculum, the extra-curricular programme, PSHCE teaching, assemblies and all aspects of the day-to-day life of the School. We take regular opportunities to celebrate the diversity of our School community and we continue to enjoy and develop strong links with other Schools and communities in our own local area and across the globe.

Withington Girls' School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through all of this, the School's Ethos and Values are actively promoted, which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Where political issues are brought to the attention of pupils while they are in attendance at school, taking part in extra-curricular activities provided or organised by or on behalf of the school, or in them marketing and / or promotion of school (including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere) pupils are offered a balanced presentation of opposing views.

Careers

Withington Girls' School provides ongoing careers advice to pupils through the Careers Department, led by the Head of Futures. In terms of opportunities, both formal and informal, this includes discussion of subject options and their impact on future choices with relevant members of the school community. This advice is tailored to the individual needs of the pupils and enables pupils:

- to know how their strengths, weaknesses and interests relate to the world of work.
- to gain information about training, education and occupations beyond school.
- to obtain individual guidance.
- to have some work experience.

Careers guidance at Withington Girls' School is presented in an impartial manner, helps to encourage pupils to fulfil their potential, and enables them to make informed choices about a broad range of career options. It is guided by the 'Gatsby' benchmarks to ensure best practice.

Extra-Curricular and Enrichment

Withington Girls' School believes that extracurricular and other enrichment activities play a vital role in the provision of a broad and balanced educational experience. It therefore provides opportunities for pupils to develop leadership and team working skills through the provision of a wide and varied extracurricular and enrichment programme, including Citizenship Days which all the pupils participate in, sports teams, dance competitions, theatrical productions, orchestras and ensembles, Model United Nations and the Duke of Edinburgh's Award, debating as well as a variety of subject specific activities. Participation in these activities is monitored to ensure that all pupils take advantage of the opportunities available at school and that they balance these commitments with the requirements of their academic work.

The Timetable

The school day consists of eight periods, four each in the morning and the afternoon, totalling 40 periods per week. Most periods last 35 minutes but those immediately after morning and afternoon registration last 40 minutes. Most subjects are taught in double periods to allow sufficient time for practical work or further development of ideas. The learning of language, however, is best facilitated by frequent exposure so modern languages and Latin are often taught in single periods.

Pupils in Years 10 and 11 study towards GCSE examinations. They are required to take GCSEs in:

- English Language
- English Literature
- Mathematics

They must choose either to study Biology, Chemistry and Physics as three separate GCSEs or to take the Trilogy Science GCSE, in which all three disciplines are studied and which counts as two GCSEs.

They are then given free choices for their other GCSE subjects (three choices for those taking Separate Sciences and four choices for those doing Trilogy). They are required to choose at least one Modern Foreign Language among their GCSE subjects.

Sixth Form pupils choose whether to study three A Levels or four A Levels. They are advised on this by their subject teachers and the Deputy Head Academic. Those opting to study Further Maths at A Level are encouraged to study two further subjects; those opting to take three A Levels are encouraged to undertake an Extended Project Qualification. Beyond this, they are given a free choice of which subjects to study from the range that the school offers.

Senior School Curriculum Plans

Year 7 Curriculum

The Third Form Curriculum is based broadly on the National Curriculum and is intended to give the pupils breadth and balance. There is no setting for any subjects and pupils attend classes in their form groups. Some of the practical subjects benefit by being taught in smaller numbers and the form groups are subdivided for these periods.

Pupils choose one Modern Language, and are allocated a second Modern Language (out of French, Spanish and German).

Subject	No. of Periods
English	4
Mathematics	5
Modern Language 1	2
Modern Language 2	2
Latin	2
PSHCE	1
Biology	2♦
Chemistry	2♦
Physics	2♦
History	2♦
Geography	2♦
Religious Studies	1
Music	2♦
Design Technology *	2♦ for half the year
Food and Textile Technology *	2♦ for half the year
Art	2♦
Information Technology	2
Drama	1
PE	4♦

*Subjects marked with an asterisk are taught as $\frac{1}{2}$ or $\frac{3}{4}$ form groups

♦Subjects marked with a diamond are taught as double periods.

Each form has 4 periods of PE.

Year 8 Curriculum

In Year 8, the emphasis is still on balance and no subjects are dropped at this stage, although the number of lessons per week varies slightly in some cases from Year 7.

Subject	No. of Periods
English	4♦
Mathematics	5
Language 1	2
Language 2	2
Latin	2
Biology*	2♦
Chemistry*	2♦
Physics*	2♦
History	2♦
Geography	2♦
Religious Studies	2♦
Music	2♦
Design Technology *	2♦ for half a year
Food and Textile Technology*	2♦ for half a year
Art	2♦
Drama	1
Information Technology	1
PE	4♦
PSHCE	1

*Subjects marked with an asterisk are taught as $\frac{1}{2}$ or $\frac{3}{4}$ form groups.

♦Subjects marked with a diamond are taught as double periods.

All Mathematics lessons are timetabled at the same time so that the Year can be divided into three sets, based on their ability. All other lessons are taught in forms.

Modern languages follow directly from the pupils' choices at the beginning of Third Form.

Year 9 Curriculum

The Year 9 curriculum is designed to maintain breadth so that the pupils have the widest possible choice of GCSE subjects in Years 10 and 11.

Subject	No. of Periods
English	5
Mathematics	5
Language 1	2
Language 2	2
Latin	2
Biology*	2♦
Chemistry*	2♦
Physics*	2♦
History	2♦
Geography	2♦
Religious Studies	1
Music*	2♦
Design Technology *	2♦ for half a year
Food and Textile Technology*	2♦ for half a year
Art	2♦
Drama	1
Information Technology	1
PE	4♦
PHSCE	1

*Subjects marked with an asterisk are taught as half-form groups or smaller groups.

♦Subjects marked with a diamond are taught as double periods.

This Year group is divided into five sets for Mathematics based on ability, and for English in mixed ability groups. This allows for a smaller number of pupils in set four so that these pupils can have greater individual attention.

Pupils study two Modern Foreign languages, which are determined by their choices on entry to Third Form.

Year 10 and 11 Curriculum

By February half-term of Year 9, pupils will have chosen which subjects they wish to study as GCSEs and they will continue with these subjects for next two years. In all, they will take 9 GCSEs at the end of the Year 11, plus Further Maths for those who are able.

Some subjects are still compulsory and all pupils study English and English Literature, Mathematics, at least one Modern Language, ICT and either Trilogy Science or the three Separate Sciences. In addition, the Lower Fifth have a timetabled PSHCE lesson which is used for discussion of important issues and also allows some time for careers guidance.

Subject	Number of Periods
English/English Literature	6
Mathematics	5
PSHCE	1

There are four **groups** of each of the above subjects, other than PSHCE, which is taught in forms. Mathematics sets are arranged according to ability so that pupils who find the subject more difficult can have greater individual attention.

If pupils opt for Trilogy Science, then they will have **3 periods** each of **Biology, Chemistry and Physics**. In addition, they study one more GCSE option than pupils who study separate Sciences. Pupils who have chosen to study the separate sciences will have **4 periods** each of **Biology, Chemistry and Physics**.

Pupils in will also have selected one subject to take as a GCSE from each of the four columns below. These columns are organised in order to allow the greatest number of pupils to study their preferred subjects, with the stipulation that they must choose to study at least one modern foreign language.

1	2	3	4
Separate Science	Separate Science	Separate Science	DT
PE	Geography	Separate Science	Geography
Music	History	Drama	History
Art	RS	RS	Art
Spanish	Comp Sci	Spanish	Spanish
French	French	Food & Nutrition	Food & Nutrition
		Latin	German

Pupils all have non-examined **PE** lessons, the number of which will depend on the options which they choose. They will also take a general, non-examined course in **Religion and Philosophy** for half of the year, focusing in Year 10 on the Holocaust.

Pupils also have the opportunity to choose one Enrichment activity from the following list:

- GCSE Greek
- Higher Project Qualification
- Independent Study

Enrichment activities take one lesson per week, with GCSE Greek requiring a commitment to additional lessons at lunch time and after school. The HPQ also requires students to put in extra time beyond lessons.

The curriculum followed by Year 11 follows that studied in Year 10, with the exception that the Enrichment period is replaced by an extra English lesson per week for all pupils. The subjects that pupils chose as Options in Year 10 continue into Year 11 and subject groups remain the same.

English, Mathematics, Science and a Modern Foreign Language continue to be compulsory.

Year 11 have a timetabled lesson in their form groups to follow their PSHCE programme and they also continue to receive advice on careers.

All pupils have some timetabled PE lessons although the actual number of periods varies because of the differential between Trilogy Science and Separate Science.

Pupils in Year 11 also follow a non-examined course in Religion and Philosophy, focusing in Year 11 on Justice and Equality.

Sixth Form Curriculum

In Year 12, most pupils choose four subjects, though they have the option to study three subjects. Pupils wishing to study Further Mathematics may do so, but the whole course equates to two of the four subjects. Each subject is allocated eight periods of 35-40 minutes per week, with some exceptions where there are very small class sizes. There are no requirements to study any particular subject(s).

In Year 13, a number of pupils will continue with all of their Year 12 subjects to full A Level, although some who studied four subjects in Year 12 may choose to drop one and continue with three, and most who undertook an EPQ in Year 12 should have finished it by the end of that year.

An Enrichment programme runs in Years 12 and 13. The course contains core elements of PSHCE, Careers, Financial Literacy and Mental Health Awareness. There are extra lessons for those applying to Oxbridge, preparing for Olympiads, or keen to extend their knowledge beyond the A-level specifications. All pupils are expected to take part in some physical activity and some voluntary service. Beyond those compulsory elements, pupils have a choice of a range of bespoke subjects, which are not examined and which run for ten weeks each. As far as possible, the Enrichment programme is timetabled to allow as many student options as possible to be accommodated.

Following the results of the GCSE mock examinations, current pupils will have a personal interview with the Careers Department to discuss their future plans.

Pupils will then be required to make firm decisions regarding their A Level choices in February. The subjects are arranged in 'blocks', based on the subject combinations chosen by the pupils. Most will be able to study their selected subjects, but there may be a very few pupils whose preferred options cannot be fitted into the blocking system along with choices made by other students. Blocks for 2024/25 are:

A	B	C	D
Biology	Biology	Biology	Biology
Chemistry	Chemistry	Chemistry	Chemistry
Maths	Maths	Maths	Maths
Politics	Spanish	Psychology	Psychology
Art	Physics	Economics	Economics
Further Maths 1	RS	Comp Sci	Further Maths 2
Latin	English Lang	Classics	Drama
English Lit	History	History	English Lit
	Music	PE	
	German	French	
	Geography		

Some pupils may change their minds after making their choices. Changes to subject options will be accommodated as long as subject sets are not full (we aim to keep group sizes to a maximum of 14, although in some circumstances and with the agreement of teaching staff, some groups may be slightly larger), and the combination of subjects is possible within the existing blocking system.

This Policy is reviewed annually.

Reviewed September 2024

Tom Bennett

Deputy Head Academic