



The Tiffin Girls' School

Curriculum Policy

REVISED MARCH 2021

Introduction

1. The Curriculum of The Tiffin Girls' School includes all aspects of education and enrichment provision that are organised by the school, occurring on the school site or via off site educational visits. The Tiffin Girls' School curriculum is broad and balanced and supports the school vision to create 'an intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society', school motto 'sapere aude: dare to be wise' and school values of 'Community', 'Love of Learning' and 'Character'. Our academic curriculum is enhanced and supported by our pastoral curriculum and through a wide variety of enrichment activities including sporting, arts and vocational clubs and societies.

Aims

2. The Tiffin Girls' School aims to provide a curriculum that:
 - Supports students in achieving highly, appropriate to our selective academic context – which invariably means teaching beyond the curriculum
 - Fosters a lifelong love of learning, providing an engaging and enjoyable education and guiding students in their understanding of the wider context
 - Helps students develop the skills of inquiry so that students can develop creative thinking and problem solving
 - Stretches and challenges students in developing and applying their knowledge, understanding and skills
 - Provides a broad education that focuses on developing the whole child, fosters resilience and supports them in being prepared for life after school
3. The teaching and learning and the curriculum at The Tiffin Girls' School are always looking to be enhanced or improved, especially as we aim to become a research-driven community. The curriculum includes all aspects of education and enrichment provision organised by the school.
4. The school's curriculum follows statutory requirements of academy schools and carefully plans programmes of study appropriate for our students at every key stage.
5. It is balanced and broadly based, and promotes the spiritual, moral, social, cultural (SMSC) and physical development of our students and prepares our students for the opportunities, responsibilities and experiences of adult life.
6. The subject curriculums are designed vertically and made up of knowledge and skill acquisition; promote deep learning as well as stretch and challenge. The Teaching and Learning strategies used are based on research around effective learning strategies, promotes inclusivity and diversity, and there are links between different subject areas to enhance learning.

7. Personal, Social, Health, Economic (PSHE) and citizenship education are an integral part of pastoral curriculum that runs in Year 7 through to Year 13. In addition, there are many opportunities for practical citizenship. Full details of these programmes and opportunities are included in the Relationship and Sex Education (RSE) Policy and Curriculum Outlines for the pastoral programmes.
8. The Careers and Work Experience Policy sets out the aims, entitlement and provision by which students are provided with appropriate careers guidance and an appropriate programme of enterprise education through a variety of opportunities in Key Stage 3, 4 and 5.

Practice

The Academic Curriculum

9. The school's curriculum is planned and structured to ensure that students are best prepared for their next steps, learning the knowledge and skills today that can be confidently applied to future learning and transitions. The school uses the National Curriculum and curriculums required by exam boards but does not insist that these need to be followed. All lessons take place within the planned timetable of 25 one-hour periods per week.
10. A summary of the structure of the School's academic provision per year group is detailed below:

Year Group	Maths, English, French/Spanish, Sciences	Geography, History, RS, Latin (or Classical Civilisation Yr 9)	Art, DT, Music, Drama	PE	Computer Science	Economics, Psychology
7-9	Core	Core	Core	Core	Core	
10-11	Core	Option	Option	Core/Option	Option	
12-13	Option	Option	Option	Option	Option	Option

11. In Years 7, 8 and 9 we teach a curriculum that reflects a broad and balanced education that enhances a student's ability to reach their full potential. Students in Years 7-9 study Maths, English, Biology, Chemistry, Physics, Religious Studies, French, Spanish, Latin, Design and Technology, Art, Computer Science, Music, Geography, History, PE, Drama. There is also one period of PSHE and Citizenship each week. In the summer of Year 8, students have the option to choose between either Classical Civilisation or Latin to study in Year 9. Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. Some subjects (namely Maths, English, Biology, Chemistry, Physics and French) start elements of the GCSE in Year 9. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.
12. In Years 10 and 11 students follow GCSE courses including a range of core and options subjects. The core curriculum is made up of English Language, English Literature, Maths, Biology, Chemistry, Physics and one foreign language (French or Spanish). Students can then choose up to three option subjects to complete their KS4 curriculum of 10 GCSE subjects. The options subjects are Art, Computer Science, Drama, DT Graphics, DT Resistant Materials, French, Geography, History, Latin, Music, PE, RS and Spanish. Students also take two core PE lessons, one Private Study lesson and one Pastoral lesson where the PSHE and Citizenship curriculums are taught. These are non-examined aspects of the curriculum.

13. In Years 12 and 13, subjects follow A Level specifications. Students choose four subjects to begin their studies, with most then choosing to continue three to A Level in Year 13. There are no AS Levels studied. These subjects are Fine Art, Biology, Chemistry, Computer Science, DT Product Design, Drama and Theatre Studies, Economics, English Literature, French, Geography, History, Maths, Further Maths, Music, Physics, Psychology, RS and Spanish.
14. The academic curriculum is designed to best prepare students for their future pathways, providing a range of options routes at GCSE and A Level via the process outlined below.

KS4 and 5 Option System

15. The GCSE and A Level options system operated by the school, any entry requirements for courses, and any entry requirements for entry to the Sixth Form are set out in the appropriate options booklets published on the school website.
16. At GCSE, students choose either French or Spanish as their core Modern Foreign Language and three options subjects from those offered (see paragraph 11 above). At A Level, students choose four subjects to study in Year 12 from the range offered. In both cases, a reserve choice is made to allow for timetabling restrictions.
17. The School's approach to GCSE and A Level Options is simple: we provide students freedom of choice when deciding upon their GCSE and A Level subject composition from the range offered. Only then does the School begin to construct the timetable. This ensures that students are able to follow pathways most suitable for them, an aim that is supported by pastoral and academic staff input into the decision making process. If it is not possible to accommodate a student's options, the reserve choice will be used and this will be communicated to the student.
18. GCSE and A Level Options are considered to be final upon the commencement of the first year of teaching of the course i.e. Year 10 for GCSE and Year 12 for A Level. We do recognise that students may feel uncertain about their options and so may wish to alter them once they start. As such, students are allowed to change their options within the first three weeks of the autumn term. It is important that students are heard whilst considering their options choices and as such possible changes should be discussed with the relevant Head of Year and the Assistant Headteacher (Curriculum and Progress) or the Head of Sixth Form. It must be made clear to the student that no decision will be made at that point and all requests for changes are dealt with on a case by case basis. Any change is subject to agreement by the Headteacher and the capacity for the timetable to accommodate the change.

The Pastoral Curriculum

19. The Pastoral Curriculum for Years 7 to 11 is written and devised by the pastoral team. The Pastoral Curriculum is designed to underpin and support the academic and enrichment curriculum provision by encompassing aspects of personal, social, health and economic education alongside a focus on citizenship, e-safety, personal wellbeing and an exploration of the values that the school promotes and which underpin British Society.
20. The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner whilst the school curriculum promotes the values underpinning British Society including democracy, the rule of law and liberty. This encourages tolerance of diverse and varied attitudes and active citizenship.
21. The Pastoral Curriculum is updated regularly and available on the school's website.

Religious Education

22. Religious Education is delivered to all students through curriculum lessons in KS3 and by participation in the life and ethos of the school. The School's pastoral care, pastoral programme and SMSCD delivered through the academic curriculum all allow students to develop their understanding of the values underpinning British Society including liberty, the rule of law and respect.
23. Parents/carers have the right to withdraw their children from Religious Education.

Relationships and Sex Education

24. The school provides Relationships and Sex Education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. Further details can be found in the Relationship and Sex Education Policy.
25. Parents/carers may withdraw their children from Relationships and Sex Education without giving reasons.

Physical Education

26. All students in Year 7 to Year 12 are expected to take part in the school's Physical Education and Games programme. Students can only be excused from PE lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Enrichment (Extra Curricular) Activities

27. The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. This includes music, sport, drama, the Duke of Edinburgh Award, volunteering and various societies. All students are encouraged to take part in a programme and participate fully in school life. The range of enrichment activities offered are detailed [here](#) on the school website.

Homework

28. Homework is set for a number of purposes and will be supportive of the curriculum. The Homework Policy outlines the purpose and practice of homework in more detail.

Parent Engagement

29. Parents/carers who have concerns about any aspect of the curriculum can discuss these in the first instance with the student's form tutor or subject teacher. Parents/carers are also offered regular drop in consultations with the Headteacher and Deputy Headteacher or another member of the Senior Leadership Team during the year at which concerns can be discussed and subsequent action taken.

Equal Opportunities

30. Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, religion or belief. This is in line with the School's Equality Policy.
31. Disabilities: In accordance with the statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Policy and Plan.

Differentiation

32. A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs. Please see the Teaching and Learning Policy for more detail.

Special Educational Needs or Disabilities

33. The school has a Special Educational Needs or Disabilities Policy for students who may require additional support. The school will determine the appropriate programmes of study in consultation with the parents/carers as per the policy and in accordance with the SEND Code of Practice. SEN support will be provided to students as part of our inclusive and holistic intervention programmes.

Disapplication / Individualised Learning Plans

34. In accordance with the law, the school has the right to respond to individual needs by modifying the programme of study for any student in order to:
- allow a student to participate in extended work-related learning
 - allow a student with individual strengths to emphasise a particular curriculum area
 - allow a student making significantly less progress than other students of her age to consolidate her learning and progress across the curriculum
35. Decisions about any of the above will only be made after discussion with the student, parent Assistant Headteacher (Curriculum and Progress) and the Headteacher, the latter of whom has sole authority to make the final decision.

Monitoring and Review

36. This policy will be monitored by the Senior Leadership Team who will report to the Headteacher on its implementation on a regular basis. The Senior Leadership Team will monitor this progress through Link Meetings, where the intent, implementation and impact of the curriculum are discussed.
37. The Headteacher will report to the Governing Board on the implementation of this policy and will recommend any changes.
38. The school publishes its curriculum on the website as per the statutory requirement. Heads of Department are required to update Curriculum Outlines for each year group annually.
39. This policy should be read in conjunction with the following school policies:
- Assessment and Feedback
 - Behaviour for Learning
 - Careers and Work Experience
 - Equality
 - Examinations
 - Homework
 - Relationships and Sex Education
 - SEND Policy
 - Teaching and Learning
 - Trips

Appendix 1 – Curriculum for 2020-21

Appendix 2 – Practice for Academic Setting

Appendix 1 – Curriculum for 2021-2022

Weekly Cycle (Hours)	Year 7	Year 8	Year 9	KS4	Year 12	Year 13
1	English (3)	English (3)	English (3)	English (4)	Option 1	Option 1
2						
3						
4	Maths (3)	Maths (3)	Maths (3)	Maths (3)	Option 2	Option 2
5						
6						
7	Science (3)	Science (3)	Science (3)	Science (6)	Option 3	Option 3
8						
9						
10	PSHE (1)	PSHE (1)	PSHE (1)	PSHE (1)	Option 4	PSHE (1)
11	PE (2)	PE (2)	PE (2)			
12	DT	DT	DT			
13	Art	Art	Art	PSHE (1)	Option 4	Private Study
14	Drama	Drama	Drama	Private Study (1)		
15	IT	IT	IT	Option 1 (Fr/Sp)		
16	Music	Music	Music	Option 2	PE (1)	Private Study
17	Latin	Latin	Latin or CC		PSHE (1)	
18	RS	RS	RS		HE Prog	
19	French (1)	French (2)	French (2)	Option 3	Private Study	Private Study
20	Spanish (1)					
21	Geog (2)	Geog (1)	Geog (1)	Option 4		
22	History (2)	History (1)	History (1)			
23		Spanish (2)	Spanish (2)	PE (2)		
24						
25						

Appendix 2 - Practice for Academic Setting

Whilst most students are taught in mixed ability groups, there are some cases where it is enhanced teaching and learning to set students by ability. Given the high ability of our students, sets are determined given the *relative* ability and aptitude demonstrated by students. In all cases students are expected to achieve highly such that students not selected for the upper sets aim to achieve grade 7-9 at GCSE.

Setting occurs in the following subjects and year groups:

a) Maths

- In Year 7, all students are taught in forms and therefore mixed ability groups.
- In Year 8 students are split into upper and lower bands. In Year 9 students are split into two upper, two middle and two lower bands.
- In Year 10 and Year 11, two classes pursue an accelerated course that enables them to study the Additional Maths curriculum in Year 11, with the option of sitting Additional Maths together with GCSE at the end of Year 11.
- Students are invited into the accelerated classes by the Head of Maths at the end of Year 9. Students who are invited onto the accelerated course will have demonstrated an outstanding ability in Maths.
- At A Level, students pursue Maths along one of two routes:
 - Route 1 -The “normal” route – A Level completed in Year 13
 - Route 2 - an accelerated route that allows students to complete the A Level Maths curriculum in Year 12 (sitting the exam at the end of Year 13) before moving on to study Further Maths at AS or A Level in Year 13.

b) PE

- Students take PE between Years 7 to 12. Students come to the school with a range of sporting abilities and are taught in sets immediately in order to support student progress given their starting points.
- In Years 7 to 9, students are taught in sets within half the year group, that are defined given assessment outcomes across a range of sports. These are then refined over the course of Key Stage 3.
- In Years 10 to 12, students are able to make their PE curriculum bespoke by selecting PE pathways that follow a curriculum model.