CURRICULUM POLICY

(Senior School)

AIMS

Our curriculum promotes the QEH aims of curiosity and creativity. These are also encapsulated in our Learning Characteristics which seek to encourage learners

- to have an appetite for learning which enables him/her to cope with changing social, technological and career patterns
- to make responsible, informed and realistic judgements
- to use those judgements to reflect on the role of the individual in the community and the world of work
- to achieve qualifications at a level which at least reflects a student's ability
- to foster a set of personal values rooted in honesty, trust, tolerance, understanding, caring and respect for others reflective of the school's values
- to enable students to gain insights into the origins and practices of their own cultures, and into those of the wider community
- to be culturally aware, recognising not only the differences but also the similarities between different peoples and to resist racism by challenging extremism when it arises and promoting British values when appropriate.
- to use those values to establish effective personal and social relationships
- to develop a spiritual dimension to their life
- to understand the basic rights of other people, especially those ill-placed to promote their own needs
- to understand the causes of inequality of opportunity and treatment afforded on grounds of age, ethnicity, gender, social class, sexual orientation or disability and the need to remove such discrimination in line with the Equality Act 2010.
- to possess spiritual, economic and political competence sufficient to be able to contribute to the development of society and to participate in it.
- to develop digital intelligence to augment their learning across the curriculum and to prepare them for careers in the 21st Century.

The Head will determine the curriculum subject to approval by the Board of Governors.

OBJECTIVES

Queen Elizabeth's Hospital recognises that students are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. It should enable students to distinguish right from wrong, to act consistently with their beliefs with a view to the consequences of their own and others' actions. It should meet the needs of each individual and take account of their differences. All students will have equal access to the curriculum irrespective of background, ethnic origin or disability and the Deputy Head (Academic) will monitor the performance of all students to see that individuals or groups are not disadvantaged. The senior school curriculum also takes into account the work that has already been done by a

proportion of our intake whilst in the QEH Junior School. Transition arrangements into the QEH senior school are carefully managed at all stages to try to ensure a coherent programme for all our students.

Breadth

Our curriculum brings students into contact with the:

- different elements of learning ~ attitudes, concepts, knowledge, skills
- different areas of learning ~ aesthetic, creative, human, linguistic, literary, mathematical, moral, physical, scientific, social, spiritual, technological, speaking and listening, numeracy, literacy, use of ICT
- Key elements of personal development including PSHE (see separate policy/scheme) and economic education
- Appropriate careers advice

Balance

Our curriculum ensures that each area of learning receives appropriate attention in relation to other areas and to the curriculum as a whole.

Coherence

Our curriculum ensures that students are taught in such a way that the different areas of learning and experience are seen to be inter-connected.

Relevance

Our curriculum ensures that students are taught in such a way that takes account of their readiness for new experiences and future career needs whilst recognising their previous learning either in the QEH Junior School or in other feeder schools.

Differentiation

Our curriculum reflects the broad aims of education which apply to all students, irrespective of their capabilities. It acknowledges the differences between students, even of the same age and in the same class. Students and tasks are matched so that, across the ability range, there is a balance between challenge and success. Various teaching approaches and organisational methods are used.

Progression

Our schemes of work set out content and skills appropriate to age and developing ability. Our curriculum identifies a student's progress through teaching, learning and assessment. The processes of teaching and learning are as significant as curriculum content in determining a student's progress and achievement. Assessment recognises the value of both formal and informal learning.

Equal access

Through our ongoing assessments we are able to monitor student progress and make adjustments where necessary for the particular needs of individuals or groups. Students are identified in Year 7 (and at other entry points) who have particular needs and appropriate support is in put in place in close liaison with our Learning Enhancement department. Information from external agencies is also considered in this process.

PRACTICE: METHODS OF ASSESSMENT AND RECORDING

Queen Elizabeth's Hospital undertakes the formal assessment of each student's achievement through regular assessment and examination.

This undertaking rests upon the following policies and practices:

- detailed objectives and guidance set out in schemes of work and teacher's lesson plans.
- clear, shared learning targets; appropriate marking procedures; standardised testing (where appropriate); internal tests and external examinations.
- fostering links with other schools, particularly feeder primary schools, and with universities and other higher education institutions.
- regular links between school and home - including written reports to parents or interim assessments every half-term, annual or biannual parents' evenings, rewards and sanctions, contact with parents via e-mail, the school portal, letter, interview or telephone call as appropriate - to chart a student's progress
- alerting students to the expectations of prospective employers, particularly through the Futures Department and work experience.
- The use of Microsoft Teams as the vehicle for sharing resources, setting work and encouraging collaborative teaching and learning
- arrangements for staff development (INSET) in support of the curriculum
- arrangements which encourage staff participation and student voice in the review and development of the curriculum.
- arrangements which promote the involvement of parents in the school.
- arrangements which provide parents, prospective parents, governors and others with information about the curriculum and the achievements of students.

SEN, EAL, GIFTED AND TALENTED

There are separate policies dealing with Special Educational Needs, English as an Additional Language and Gifted and Talented students. The provision for students with Educational Health and Care Plans will be co-ordinated by the HLE who will ensure that curriculum and pastoral provision is in accordance with the care plan and effectively meets their needs. The Disability Access Plan should also be referred to.

CAREERS GUIDANCE

This is overseen by the Head of Futures and is covered in the careers policy and the provider access policy.

CURRICULUM AT QEH SENIOR SCHOOL 2024-25

The tables show each subject taken, together with the number of 35-minute periods allocated out of a 45-period week.

Year 7: Three forms: W, X and Y. All subjects compulsory and taken in form groups, except for maths, which is taught in ability sets. Games taken as a year group on Monday afternoon. History, geography, RP on rotation for 2 periods.

English 4	Maths 4	ICT/D&T 2	Spanish 3	Latin 3
History 3	Geography 2	RP 3	Science 4	PSHE 1
	Drama 2	Music 2	Art 2	Games 3
Library 1	PE 2	Enrichment 3		

Year 8: Four forms: W, X, Y and Z. All lessons in forms except for maths and French in ability sets, and second MFL in option groups. Games taken as a year group on Wednesday afternoon.

Compulsory subjects

English 4	Maths 4	D&T 2	History 3	Enrichment 3
Geography 3	RP 3	Spanish 3	Latin 3	Music 1
Drama 1	Art 1	PE 2	Physics 2	Chemistry 2
Biology 2	Games 3			

Optional subjects: French or German 3

Year 9: Compulsory subjects - all taken in four forms, R, S, T, and U except for maths, in ability groups. Games taken as a year group with year 10 on Tuesday afternoons.

English 4	Maths 5	Physics 3	Chemistry 3	Biology 3
History 3	Geography 3	RP 3	Enrichment 3	PE 2
Games 3				

Optional subjects: one subject to be chosen from each column, number of periods allocated shown at the top of the column. French is set in ability groups:

Block A	Block B	Block C	Block D
3	3	2	2
Spanish	Latin	Art	Art
Latin	German	Drama	Drama
	French	Music	Music
		D&T	D&T
		ICT	ICT
		Latin	Latin
		Greek	
		Classical Civ	

Note that if Latin is chosen in block C it must also be chosen in block D

Year 10: Compulsory subjects: English (Language and Literature) and maths in ability sets, Games taken as a year group with year 9 on Tuesday afternoons. Enrichment comprising PSHE delivered in three periods on Thursday afternoons.

English 6	Maths 5

Optional subjects: one subject to be chosen from each of seven option blocks, four of which have two double periods per week, and three of which have a double and two singles. The four 'double-period' options include physics, chemistry, biology, art, photography, drama, D&T, history, geography, RP, computer science and PE. The three other options include French (still setted, according to demand), Spanish (setted, according to demand), German, geography, RP, history, business, Latin, Classical Civilisations and music.

External examination courses: DT is taken at IGCSE and other subjects at GCSE. The top maths set(s) take their exam in the summer series of year 10 and go on to take Level 2 Further Mathematics in year 11.

Year 11: As for Year 10 above but without Enrichment and with one period of PSHE per week, one period of PE and a study period.

Sixth form: Students choose one subject from each of four option blocks and study four subjects in Year 12, on eight periods a week. At the end of the autumn term Year 12 students have three routes available to them – drop one subject and pick up the EPQ, continue with four subjects plus an EPQ or simply continue with four A Levels. After the Year 12 internal exams (there are no external exams) most students drop down to three subjects who have not already done so, although a few carry on with all four. The aim is to ensure maximum flexibility. Subjects are chosen from maths, further maths, English language, English literature, Film Studies physics, chemistry, biology, French, German, Spanish, Latin, Ancient Greek, Classical Civilisation, history, politics, geography, RP, psychology, economics, business, PE, art, photography, drama, music, music technology or computer science.

Note that the options groups in years 9, 10 and 11, and in the sixth form are designed year by year to allow as many students as possible to study their first choice subjects. Subjects will therefore change places from year to year to accommodate the choices students have made. Some subjects are limited according to numbers permissible in the specialist rooms. Some courses may not run if there is not sufficient demand.

REVIEW:

Date policy updated	June 2026
Date policy to be reviewed by	September 2027 or earlier if required
Policy Owner	Deputy Head (Academic)