



TOLWORTH GIRLS' SCHOOL & SIXTH FORM CURRICULUM POLICY

Governing Body Committee: Quality of Education Committee
Date revised and approved: Q of E June 2022, FGB July 2022
Next Review: June 2024

The vision for the academy is

- To provide a secure, nurturing and inspirational learning environment
- To develop confident and happy young people who make a positive contribution to our society
- To encourage respect for others, resilience and a love of learning in all students
- To engender in our students, the skills needed so that they can shape their own future

We believe that it is important that all our students experience a broad and balanced curriculum that will prepare them fully for the challenges of the 21st century.

Curriculum Intent

Tolworth Girls' School & Sixth Form has designed a curriculum that:

- Provides a broad curriculum prioritising a strong academic core of subjects.
- Provides a curriculum that balances academic with personal development and wellbeing
- Provides a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Provides a wider curriculum that supports students' spiritual, moral, social and cultural development.
- Encouraging an appreciation of British Values of democracy, the rule of law, individual liberty, tolerance and respect.
- Provides subject choices that support students' learning and progression and enable them to work towards achieving their goals.
- Ensures equal access to learning for all students, with high expectations for every student and appropriate levels of support and challenge.
- Provides careers advice and guidance throughout a student's time at school
- Develops students' leadership, communication, enquiry, resilience, creativity, collaboration, and independent learning skills.
- Ensures that all students develop essential literacy, ICT and numeracy skills.
- Promotes healthy (physical and mental) and balanced lifestyles.
- Develops a love of learning and a commitment to becoming life-long learners.

Curriculum Implementation

We offer a Foundation two-year curriculum and a three-year enriched and enhanced three-year curriculum.

The traditional start to the Foundation curriculum provides the platform for a more innovative enriched and enhanced three-year curriculum from Year 9 onwards. In Year 9, students start GCSE courses

alongside a carousel of themed curricular experiences, including Musical Theatre, Technology (STEAM), Mandarin and Computing.

The rationale for this curriculum offer is to give our students a deeper learning experience in Years 9-11, allowing extended opportunities for:

- *Deepening students' understanding*
- *Exploring content in more depth*
- *Further developing students' skills*
- *Providing enrichment opportunities*

Year 7 & 8

In year 7 and 8, students follow a common curriculum. All students in the Foundation curriculum are taught in Mixed Ability classes, except for Maths where they are taught in Core and Fast Track Groups. The subjects and lesson allocations are shown in the table below. The ABC lessons focus on developing key skills such as problem-solving, critical thinking and oracy. In addition to this, students have a 30-minute tutorial session Monday to Thursday. During this time, they have year assemblies, literacy and numeracy activities together with careers and personal development activities. Students have a one-hour PSHE lesson once a week. This takes place instead of one of the lessons below on a rotating basis.

Subject	No of Lessons a fortnight	
	Year 7	Year 8
Maths, English	7	7
Science	6	7
MFL, Technology	4	4
History, Geography, RS	3	3
Art, Dance, Drama, IT, Music, PE	2	2
ABC	1	0

Year 9

In Year 9, students study a core curriculum consisting of English, Maths, Science, RS, non-examined PE and PSHE. In addition to this, they study either History or Geography together with two other options. Students are encouraged to choose an MFL and a practical subject. The subjects offered each year are set out in the Options Booklet, which is available on the school website. The additional carousel of themed curricular experiences ensures that the Year 9 curriculum is broad, balanced and engaging. In addition to this, students have a 30-minute tutorial session Monday to Thursday. During this time, they have year assemblies, literacy and numeracy activities together with careers and personal development activities.

Students have a one-hour PSHE lesson once a week. This takes place instead of one of the lessons below on a rotating basis.

Table of subjects and allocation time

	No of lessons a fortnight
Subject	Year 9
Maths, English, Science	8
Options x 3	3 x 6
RS	4
Carousel	2
PE	2

Year 10 & 11

In year 10 and 11, students study a core curriculum consisting of English, Maths, Science, RS, non-examined PE and continue to study the three options they chose for year 9. In addition to this, students have a 30-minute tutorial session Monday to Thursday. During this time, they have year assemblies, literacy and numeracy activities together with careers and personal development activities.

Students have a one-hour PSHE lesson once a fortnight. This takes place instead of one of the lessons below on a rotating basis. Students in year 10 have a weekly Wellbeing lesson that focuses on resilience and maintaining good physical and mental health.

Table of subjects and allocation time

Subject	No of Lessons a fortnight	
	Year 10	Year 11
English	8	9
Maths	7	9
Science	9	10
3 x Options	3 x 6	3 x 5
RS	4	5
PE	2	2
Wellbeing	2	0

Year 12 & 13

In the Sixth Form, entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, religion or belief. The option system operated by the academy and entry requirements for entry to the sixth form courses are set out in the Sixth Form options booklet.

Table of subjects and allocation time

Students on an A Level/ Level 3 Vocational Course Pathway

Subject	No of lessons a fortnight	
	Year 12	Year 13
Options x 3	3 x 9	3 x 10
EPQ		2

Resits in GCSE English & Maths are available as is the Community Sports Leaders Award (CLSA)

Students on a Level 2 Pathway

Subject	No of lessons a fortnight
	Year 12 Level 2
English & Maths GCSE	2 x 4
Travel & Tourism BTEC Level 2 (Equivalent to 2 GCSEs)	16
Health & Social Care BTEC Level 2 (Equivalent to 1.5 GCSEs)	12

In addition to this, students have a 30-minute form time Monday to Thursday. During this time, they have year assemblies, tutorial sessions and 1-1 meetings. All Sixth Form students have a one-hour PSHE lesson once a fortnight. This takes place in a rotating slot on the timetable.

Inclusion

Teachers will plan lessons so that students with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

In accordance with the law, the academy has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, 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

Decisions about any of the above will only be made after discussion with the student and parents/carers.

Disabilities

In accordance with the statutory requirements the academy aims to make the curriculum accessible to all students as far as is reasonably practicable.

Religious Education

Religious education is available to all students through the life and ethos of the academy, the pastoral care, the tutorial programme, our Collective Acts of Worship and the curriculum including Religious Studies GCSE. Parents/carers have the right to withdraw their children from religious education.

Collective Worship

The academy has a programme of collective worship involving some whole-academy assemblies, Lower and Upper School Assemblies and Year assemblies.

Sex Education

The academy provides 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.

A full statement of the academy's Sex and Relationship Education policy is available to parents/carers.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all students, but parents/carers may withdraw their children from any other part of the sex education provided without giving reasons.

Physical Education

All students are expected to take part in the academy's Physical Education programme (reasonable adjustments will be made where needed).

Enrichment Activities

The academy has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All students are encouraged to take part in the programme.

Homework

The academy expects homework to be set in order to extend the learning experience of students. The Homework policy clearly indicates the amount and type of homework that a student may expect on a weekly basis. Each student is issued with a homework timetable at the start of the academic year.

Curriculum Impact

The impact of this curriculum is assessed considering:

- External examination results at GCSE, A Level and BTEC
- Twice yearly formal review meetings of each department
- The involvement of students, particularly Key groups in extra-curricular and enrichment activities
- The retention of students from Year 11 into the Sixth form
- The proportion of students who are able to choose the courses that they want at GCSE , A Level and BTEC
- The destinations of our leavers at Year 11 and Year 13
- Annual reviews of the PSHE programme.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Roles and Responsibilities of the Governing Board

This policy will be monitored by the Quality of Education Committee; with updates reported as needed to the Full Governing Board.

Concerns and Complaints

Parents/carers who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's tutor.

If the issue is not resolved parents/carers should make an official complaint in writing to the Headteacher.