



## Curriculum Policy

Colfe's School provides a stimulating and rigorous curriculum which combines the best of traditional and contemporary approaches. It is designed to challenge and engage all our pupils, irrespective of gender or cultural background, and to stretch the academically gifted cohort that attends our academically selective school, whilst also supporting those with SEND. Through our teaching, we equip children with the skills, knowledge and understanding necessary for them to be able to make informed choices as they progress through school and, indeed, life. In an increasingly utilitarian educational climate, we aim not only to equip our students for the next stages of their careers, but also to foster a genuine scholarship and love of learning which will enrich their adult lives whatever their chosen career paths.

Our aim is to ensure our curriculum provides our pupils with a broad and balanced range of outstanding experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. All teachers recognise their collective responsibility to develop literacy, numeracy, speaking and listening. Whilst pupils explore concepts of 'wellbeing' through discrete PSHE lessons and assemblies, our co-ordinated approach to pastoral support across the school underpins everything we do.

The curriculum is continuously reviewed and evaluated in response to the evolving needs (and changing profile) of our cohorts. Recent significant changes have included:

### **EYFS:**

- The introduction of a new EYFS curriculum, developed in response to the statutory EYFS framework introduced from September 2021 and carefully tailored to the needs of our cohorts. Further detail on this can be found in our EYFS policy.

### **Key Stages 1 and 2:**

- Rewriting the Junior School Humanities curriculum in order to be more representative of our pupils and our community.
- Revisions to the Maths curriculum to develop problem-solving & reasoning skills and to support with transition to secondary school.
- Revisions to the Science curriculum to provide more opportunities to work scientifically.
- Revisions to the RS curriculum to include focus religions.

### **Key Stages 3, 4 and 5**

- The introduction of greater flexibility in the number of GCSEs students in Year 10 and Year 11 pursue, enabling additional capacity for support and extension;
- Revisions to the curriculum in Year 7 and 8 in response to changes to the curricula at our major feeder schools, including entirely new curricula in Science and Modern Languages;
- The introduction of Computing, GCSE Computer Science, and sixth form provision for Computing via a Cyber-EPQ and A level Computer Science.

- The introduction of a [GCiE \(Goldsmiths Colfe's Interim Examination\)](#) as a unique alternative to the AS Level in Year 12 (in which Goldsmiths' College certify our Year 12 courses, providing a qualification that carries UCAS points for university admission);
- Revisions to the way that support for students with identified SEND is timetabled, including introducing greater flexibility for students to reduce the number of languages they study earlier in their careers, to free up time in their curriculum for specialist tuition from the Head of Learning Support and their team.

### **All Key Stages**

- A major review of Diversity in the Curriculum across both Junior and Senior Schools- see Diversity in the Curriculum statement for further information.

The school's leaders aim to instil a culture in which schemes of work are continuously reviewed and refined. This is supported through the Junior School Subject Leader Forum, where Subject Leads work towards a collective goal and share best practice in teaching and learning. A significant proportion of the school's extensive programme of professional development for teaching staff is reserved for departments to work together, and Senior School Heads of Department are encouraged to make collaborative planning a core focus of this time. A dedicated Curriculum Development budget is reserved to support Heads of Department to develop and ultimately introduce major changes to their curriculum (for example, a change of exam specification).

The remainder of this policy outlines the school's curriculum and its approach to the leadership of curriculum design). The policy should be read alongside a separate EYFS curriculum policy which more detail on our approach to the EYFS curriculum, and other key academic policies, including those covering assessment, reporting, marking and feedback,

## **Overview of provision: Junior School**

Colfe's Junior School provides full-time supervised education for pupils aged 3-11. The Junior Director of Studies has strategic oversight of the planning and organisation of the curriculum. Junior Subject Leaders ensure that their subject provides continuity and progression from the beginning of EYFS to the beginning of Key Stage 3 and in doing so liaise with colleagues working across EYFS, KS1 and KS2, and with key academic leaders in the Senior School. The curriculum is designed to support our academically able cohort to achieve as well as their peers in the maintained sector in English and Maths in reduced teaching time, allowing for far greater time spent on other curriculum areas.

### **EYFS**

Our curriculum adapts the best practice outlined in the September 2021 EYFS framework and revised Development Matters to the needs of our cohort, which includes an unusually high proportion of more able children compared to maintained settings. Pupils receive specialist teaching in PE, swimming, Expressive Arts and Design (including Music and Drama) and Forest School. Our EYFS curriculum policy sets out our approach in more detail.

### **Key Stage 1 and Key Stage 2**

We use the National Curriculum as our starting point and aim to provide a broad and balanced range of experiences appropriate to pupils' stage of development. We also provide numerous opportunities for learning outside the classroom through a broad range of co-curricular provision and carefully planned educational visits.

All children study:

English

Mathematics

Science

Humanities  
Computing  
P.E.  
R.E.  
PSHE  
Art and Design Technology  
Music

In Years 1 and 2, the Form Tutor teaches most subjects, with specialist teaching in Music and PE. From Year 3 onwards, pupils begin to be taught by specialist teachers, although responsibility for English and Maths remains primarily with the Form Tutor. In Year 3, pupils also begin studying Modern Languages, alternating between Spanish and French each year.

Pupils are set by ability in Mathematics from Year 5 onwards. A key focus of teaching from Year 5 onward is to support pupils to prepare for Entrance Exams in January of Year 6, as well as to exceed National Curriculum expectations for the end of Key Stage 2 by the end of Year 6.

## **Overview of provision: Senior School**

Colfe's Senior School provides full-time supervised education for pupils aged 11-18. The school day consists of six fifty-minute periods across a two-week cycle. It begins with registration at 8.25am and ends at 3.40pm. The school library is open from 8am until 6pm (4.30pm on Fridays).

### **Years 7-9**

The core subjects are:

English

Mathematics

Science

Modern Languages

History

Geography

Mathematics is set from January of Year 7. Pupils in the top set for Mathematics begin an accelerated pathway that leads to GCSE Further Mathematics from the spring term of Year 9.

English is taught in mixed ability groupings in Years 7-9. Pupils receive an additional Literacy period each fortnight in Year 7, which is set to allow for targeted provision for pupils who are identified as benefitting from additional support with core literacy skills, as well as extension for more able pupils. The school uses the nationally standardised PIRA assessment (which all pupils sit at the start of Year 7) to help ensure each pupil receives the right provision and to identify pupils who would benefit from additional support.

In Years 7 and 8 pupils follow an accelerated Science curriculum which aims to cover the KS3 Science curriculum at a pace that will allow pupils to begin GCSE study in the Sciences as three separate disciplines from Year 9. Science is set from Year 9 onward.

All pupils complete an introductory programme in French, German and Spanish in Year 7 on a carousel programme. Pupils typically opt to study two of these three languages in Year 8 and Year 9, before opting to study at least one modern language at GCSE. A small number of pupils choose to reduce the number

of modern languages they are studying earlier than the end of Year 9, typically for reasons connected to an SEND diagnosis; these pupils continue to study a smaller number of modern languages whilst receiving specialist support from the SEND department and modern language teachers to maximise their chances of success in the languages that remain.

Latin, Religion & Philosophy, Art, Drama, Music, ICT and Design Technology are taught throughout Years 7 and 8. Pupils opt to study three of these subjects in greater depth from Year 9 onward. Students in Year 9 who show a particular aptitude for classical languages are offered an accelerated combined course in Latin and Greek, designed to lay the foundations for two GCSEs in Latin and Greek by the end of Year 11.

PE is taught in mixed classes in Years 7 and 8 and is single-sex from Year 9. There is also a dedicated Games afternoon once a week. PSHEE is delivered by form tutors during tutorial time, in year/house assemblies and in sessions where the normal timetable is suspended.

Programmes of study and schemes of work are influenced by but do not necessarily follow the requirements of the National Curriculum. From Year 9 onward, there is an increasing focus on preparing students for the requirements of GCSE courses; in some core subjects (e.g. Sciences) departments begin to cover the GCSE specification.

## Years 10-11

Our individualised approach to choosing GCSE subjects means all pupils will be able to achieve to the best of their ability, whatever their interests and future aspirations. The standard number of GCSEs nationally is currently 8; however, pupils at Colfe's complete between 7-12 GCSEs, depending on the choices they make.

Our GCSE curriculum is designed to offer pupils as much flexibility as possible and we have adapted the science offering to allow this. All pupils study Mathematics, English Literature and English Language.

We want all pupils to have a successful and rewarding two years of GCSE study. We want them to be able to pursue their extra-curricular interests in all areas, such as sport, art, music and drama, as well as be successful in their academic subjects. We know this is largely down to choosing the right subjects, and right number of subjects, at GCSE.

Science option	Who is this option right for?	Number of option subjects	How many GCSEs will a pupil take?
Triple science: 3 GCSEs (one in each subject). 15 lessons per fortnightly cycle.	This option is right for those who excel in science and can manage the quicker pace of lessons.	Pupils will choose 4 option subjects.	10, 11 or 12 GCSEs, which may include Further Mathematics or Gratin (Greek and Latin).

Triple science: 3 GCSEs (one in each subject). 21 lessons per fortnightly cycle.	This option is right for those who have a strong interest in science but who would benefit from having more lessons in each subject.	Pupils will choose 'Triple Science' as one of their options + 3 other option subjects.	9 GCSEs.
Trilogy science: 2 GCSEs (across the three subjects, with reduced content). 15 lessons per fortnightly cycle.	This option is right for those who may not be as strong in science or who want to have the flexibility to take more option subjects.	4 option subjects (one of which may be study skills).	9 GCSEs OR 8 GCSEs + study skills.

Year 9 pupils receive a personalised GCSE Options Form in early January, eight months before they will start Year 10. The form contains recommendations for the science course option, as well as for the following subjects. These recommendations are based on assessments carried out in the Autumn Term, as well as consultations with teachers and Ms Coode, Head of Learning Support.

**Modern Languages:** We strongly suggest pupils chose one modern language as an option subject. Teachers will recommend which language(s) they believe will be best for a pupil to study; this recommendation features on the GCSE Options Form.

**Study Skills:** For some pupils, taking Study Skills is the right option. Often this will be instead of a modern language but it can replace any option subject. Study Skills is a programme that the school has developed, which provides pupils with additional work in core subjects, as well as support with study skills and organisation. The programme has become increasingly popular as the school supports pupils to address the challenges that the pandemic has presented.

**Further Mathematics:** Those in the top set of Mathematics will be given the opportunity to take the accelerated Mathematics and Further Mathematics course. Eligibility to take Further Mathematics is indicated on the GCSE Options Form.

Pupils may opt for any of the following GCSE courses:

### Languages

French

Latin (or the accelerated course leading to GCSEs in Latin and Classical Greek)

German

Spanish

### Humanities

Geography

History

Religious Studies

Arts/Creative

Art & Design

DT - Resistant Materials or Textiles

Drama

Media Studies

Music

Physical Education

Computer Science

Pupils are set by ability in Maths and Science from Year 9, and English from Year 10; all other subjects are taught in mixed-ability classes.

In Years 10 and 11, there is a non-examined, fortnightly 'Eudaimonia' lesson, in which pupils study and discuss topical political, social, economic or ethical issues. Drop-down days in other year groups on these topics complement this timetabled provision.

Pupils have a dedicated Games afternoon once a week plus, in Years 7-9, a period of timetabled PE. PSHEE continues to be delivered through form tutors, year/house and school assemblies, and sessions where the normal timetable is suspended.

All pupils take the Futurewise New Generation Psychometric profiling in Year 10 (late summer) with an interview with an independent careers advisor in the September of Year 11. Later in the year, they are interviewed to discuss A level choices and possible careers by the Sixth Form Management Team or another senior member of staff such as the Director of Studies.

### **Years 12-13**

Our Sixth Form programme of learning and support helps Sixth Form pupils achieve what they want to achieve and continues the personalised approach offered at GCSE. The school is proud of its track record in supporting pupils to secure places in some of the country's most competitive university courses and apprenticeships; our curriculum is designed with that end in mind, and combines first-class teaching in A Level and BTEC courses with excellent pastoral support and carefully timed support for life beyond Colfe's, led by our Head of Careers. Students are supported to identify their personal goals and empowered to tailor their Sixth Form curriculum to achieve them.

Year 12 students take four A level subjects (or BTEC equivalent) because this provides students with welcome breadth curriculum for longer; some pupils ultimately choose to carry all four subjects forward to A Level in Year 13. We recognise that many students take time to decide which three subjects to carry forward to A level; many pupils change their mind over the course of their first Sixth Form year about which subject to drop at the end of Year 12, particularly when they are studying a subject for the first time in the Sixth Form.

Colfe's have developed a unique partnership with Goldsmiths' College, University of London for our Sixth Form curriculum, Goldsmiths moderate and validate our end-of-year examinations in Year 12, enabling students to achieve a GCIE (Goldsmiths Colfe's Interim Examination) in each of their subjects. These qualifications are recognised by UCAS. The school's intention was to provide an externally validated qualification which students could reference on UCAS applications, without forcing students to face the significant disruption to teaching time caused by traditional AS exams at the end of Year 12.

Further information about how the school supports its pupils to prepare for life beyond the Sixth Form can be found in the summary document *Careers and Higher Education beyond Colfe's*.

### **Learning Difficulties, Disabilities, and Special Educational Needs**

Colfe's fully supports the general principles set out in the Special Educational Needs and Disability Act 2001 and the Equality Act 2010. We regard it as a fundamental principle that all children accepted into the school should have full access to the curriculum and should be enabled to fulfil their potential. The Directors of Learning Support, the school's SENCos, works closely with HoDs, Subject Leads and individual subject teachers to ensure all teachers are aware of the specific needs of pupils and are able to use appropriate strategies.

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