



Clifton High School

co-educational nursery pre-school to sixth form

Policy applies from EYFS to Sixth Form	Curriculum
Date policy updated	22.09.2020
Date policy to be reviewed	22.08.2021
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A shaded area denotes a regulation to which all schools must comply	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Policies

Assessment and Reporting
British Values
Early Years Foundation Stage (EYFS)
English as an Additional Language (EAL)
Enhanced Learning
Futures and Skills
Gifted and Talented
Homework
Native Speakers
Spiritual, Moral Social and Cultural (SMSC)
Teaching and Learning

Curriculum Aims

Clifton High School aims to provide an environment that fosters curiosity, creativity and confidence, deliver first class teaching that inspires, challenges and celebrates each pupil for who they are and what they do. The curriculum policy, plans and schemes of work are designed to take into account the ages, aptitudes and needs of all pupils, including those pupils within the Enhanced Learning Department (ELD), who have English as an Additional Language (EAL), who have an Educational, Health and Care Plan and provide pupils with an experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Academic success is important at Clifton High School and the entry process includes assessments which ensure that the School selects pupils with academic ability. Emphasis is also put realising each child's individual brilliance. With this in mind, social and personal developments are crucial, and therefore individuality as well as achievement, is celebrated. The Personal, Social, Health and Economic (PSHE) programme supports the meeting of the School's aim and ethos and encourages respect for others leading to each pupil fulfilling their potential.

The aim of the School is to produce free-thinking pupils with belief in themselves, confidence to pursue their ambitions and the resilience, flexibility and adaptability to succeed whatever life presents. Alongside this Clifton High School believes that the privilege of an excellent education brings with it responsibility and the aspiration is to prepare the pupils for the opportunities, responsibilities and experiences of life in British society and beyond so they are ready to make a real and positive contribution.

The curriculum at every stage is designed to ensure every pupil has the opportunity to learn and make progress, offering quality and balanced coverage of, and extension of the national curriculum. All sections of the school curriculum are reviewed as appropriate to ensure that the breadth and depth of study is modern and in line with national trends.

French, English Combined Programme (FECP)

Clifton High School is the only school in Bristol to offer French speaking children and young people the opportunity to follow both the French and the English curriculum at the same time. The combined programme enables French speaking pupils to follow the English curriculum and learn to speak and write

English fluently, while at the same time, acquiring the same knowledge and methodology as if they were receiving their education in France. As a result, each year the pupils obtain official certification which keeps their options open should they wish to return to France and integrate back into the French education system in the future.

The French curriculum is incorporated into the individual pupil's regular day-to-day timetable and this tailor-made programme will be carefully designed to each child's specific requirements and learning needs allowing them to be active members of Clifton High School and its community, enjoying all the benefits that this provides.

Gifted and Talented and Enhanced Learning

The Gifted and Talented and Enhanced Learning registers are updated at least once per year. The process by which pupil's provision is tailored is outlined in these separate respective policies.

Careers

Accurate and up-to-date careers guidance is incorporated into PSHE, Life Skills and Futures and Skills. The provision is increased as pupil's progress through the Senior School with emphasis being placed on providing impartial guidance to allow pupils to make informed choices which will ultimately allow them to fulfil their potential.

Reduced Curriculum

Pupils who have individual needs including having English as an Additional Language (EAL) or attend lessons with the Enhanced Learning Department (ELD) or are part of the FECP sometimes follow a reduced curriculum. In order for a pupil to follow a reduced curriculum by dropping a subject, the relevant manager needs to discuss this with the pupil and parents. All pupils who are on a reduced curriculum must have written parental approval.

The Hive – Early Years Foundation Stage (EYFS)

The EYFS Curriculum emphasises exploration, investigation, discovery and problem solving. Activities are planned which closely match each pupil's individual interests. The School takes into account each pupil's preferred learning styles, children's play is carefully observed and then stimulating and enjoyable activities are planned to provide opportunities for further learning. Weekly on-site Forest School sessions are part of the timetable.

The EYFS Curriculum places a strong emphasis on exploration, investigation, discovery and problem-solving. Modern and safe garden and playground areas provide ample opportunity for children's outside learning. Thought-provoking questions posed by staff at the appropriate time foster deeper thinking skills, embed learning and begin to develop and challenge an enquiring mind. The EYFS Curriculum consists of the following seven areas of learning

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

More information can be found in the EYFS Policy.

Years 1 and 2

The Year 1 and 2 Curriculum covers all requirements of the Key Stage 1 National Curriculum but is in no way constrained by its provisions. Teaching is regularly reviewed in light of changes in educational thinking and practice to ensure that a broad and balanced curriculum is maintained, which gives boys and girls the opportunity to discover and develop every talent.

The curriculum for Years 1 and 2 is based on the following areas of learning

- English and Drama
- Mathematics
- Science
- Theme (Geography and History)
- Art and Design Technology
- Music – taught by a specialist Music teacher
- Physical Education (including swimming) – taught by specialist PE teachers
- Personal, Social and Health Education (PSHE)
- Religious Education
- Information and Communication Technology (ICT)
- Modern Foreign Languages

All the subjects listed above are taught by the class teacher unless stated otherwise.

Pupils in Years 1 and 2 take part in a variety of educational visits to local places to enrich their learning. This includes visits to a Forest School twice per term. In Year 2, children have the option in taking part in extra-curricular activities including sports clubs and individual music lessons. Each term, the extra-curricular activity timetable is available for parents to view on the School website.

Taster days and parents' information evenings are offered throughout Year 2 to allow a smooth transition for children into The Junior School with the majority of pupils staying at Clifton High School.

The Junior School

The Junior School Curriculum covers all requirements of the Key Stage 2 National Curriculum but is in no way constrained by its provisions. A great emphasis is placed on the need to provide a breadth of study and ensure our teaching is broad and balanced to allow pupils to develop each and every talent and interest. A Junior School Curriculum Review is completed each summer and is reviewed annually by the Junior School Leader, to ensure that the provision, balance of lesson time and schemes of work were up-to-date and suitable. As children move through the Junior School, a greater proportion of their subjects are taught by subject specialist teachers, some of whom are Senior School specialists. The table below shows the curriculum breakdown

Subject name	Number of periods per fortnight	Year groups who are taught by specialists
English (including Drama and spelling)	10	
Mathematics (including mental arithmetic)	10	Years 5 and 6
Topic (History, Geography and Science themes)	3	
PSHE	2	
Art (including Design and Technology)	2	Year 6
Science	3	Year 6
Computing	2	
Technology	3	
Reading	2 (1 in Year 6)	
Enrichment (including sports fixtures)	4	
Reasoning	2	
Swimming	2	Years 3 – 6
Gym	2	Years 3 – 6
Games	6	Years 3 – 6
Music	1	Years 3 – 6
Singing	2	Years 3 – 6
Modern Foreign Languages Carousel	2 (3 in Year 6)	Years 3 – 6
Leadership Programme	2	

There is a wide range of educational visits throughout the Junior years including annual two night residential visits to an outdoor education centre and many day visits to local educational attractions in order to enrich the curriculum.

The Junior years offer diverse extra-curricular provision, with over thirty weekly clubs being available to Juniors each term. These include sporting, musical, artistic/creative and interest activities. Each term, the extra-curricular activity timetable is available for parents to view on the School website. All children are given the opportunity to represent Clifton High School in sports fixtures.

Throughout Year 6, opportunities are given for the children to attend taster sessions and joint activities with Year 7 to allow them to have a smooth transition into the Seniors. It is expected that all pupils will progress into the Senior School.

Years 7 – 9

Pupils follow a core curriculum of English, Mathematics, Biology, Chemistry, Physics, Computing, History, Geography, Art, Drama, Music, Product Design, Food and Nutrition, PSHE and Physical Education. Pupils choose from two modern foreign languages from French, German and Spanish. Latin is compulsory in Years 7 and 8. If pupils wish to continue with this subject into Year 9 then it replaces some technology lessons.

The Diamond-Edge Model is followed in Years 7 – 9. This means that pupils are taught Mathematics, English, Biology, Chemistry and Physics in single-sex and streamed ability classes. The remainder of the subjects is taught in mixed gender and mixed ability classes.

All pupils receive a fortnightly tutorial period where they set and evaluate targets before having an individual conversation with their tutor about their progress and any pastoral concerns.

Year 7 attend an overnight residential Bonding Trip, soon after the start of the Autumn Term, and then are invited to attend a range of optional residential visits throughout Years 7 – 9 including ski trips, sports tours and World Challenge expeditions. Senior School departments arrange regular

educational day visits to enrich the learning in their subjects. The Higher Level Project Qualification (HLPQ) course is also offered to pupils in Year 9.

Pupils in Years 7 – 9 have to regularly attend at least two extra-curricular activities weekly each term from a choice of more than sixty clubs available. These include sporting, musical, academic and artistic/creative based activities. A termly extra-curricular timetable can be viewed by pupils and parents on the School website. Individual music lessons and Speech and Drama courses are also available.

Years 10 – 11

Pupils study a core curriculum of English Language and English Literature, together with Mathematics which is taught in streamed ability classes. Pupils then choose a further six GCSE subjects from: Art & Design, Biology, Chemistry, Computing, Drama, Food and Nutrition, French, Geography, German, History, Latin, Music, Physics, Product Design and Spanish. Each GCSE subject is allocated 6 periods per fortnight on the timetable except for Mathematics and English which are allocated seven periods in Year 10 and eight periods in Year 11.

All pupils take at least two of the Sciences and at least one Modern Foreign Language with the exception of English as an Additional Language (EAL) and French English Curriculum Programme (FECP) pupils.

Option blocks are set according to pupils' choices following individual appointments with a Head of Year and the Assistant Head, Head of Sixth Form, pupils and their parents. These meetings are designed to inform pupils how well they are likely to achieve in a subject and also cover balance and career direction discussions. Pupils have the opportunity to change their options by discussion with the Deputy Head, Second Master. In certain circumstances, the School reserves the right to withdraw a subject from the GCSE curriculum if there is not sufficient pupil interest.

In addition to these GCSE qualifications, pupils also have weekly off-site games lessons and fortnightly gym lessons. The Life Skills course makes up and enriches the remainder of the curriculum time. PSHE topics, current affairs, careers and optional courses (e.g. Sports Leadership Award, Mandarin, First Aid and photography) all form part of this course. In Year 10, some of these sessions are programmed to allow pupils to complete the Duke of Edinburgh Bronze Award.

All pupils receive a fortnightly tutorial period where they set and evaluate targets before having an individual conversation with their tutor about their progress and any pastoral concerns.

There are a range of optional residential visits throughout Years 10 and 11 including ski trips, sports tours, Language visits and World Challenge expeditions. Senior School departments arrange regular educational day visits to enrich the learning in their subjects.

Pupils in Years 10 must attend at least two weekly extra-curricular activities to take part in each term from a choice of more than sixty clubs available. Pupils in Year 11 must attend at least one extra-curricular activity for the Autumn and Spring Terms only. Clubs include sporting, musical, academic and artistic/creative based activities. Individual music lessons and Speech and Drama courses are also available.

During the A level options process, all Year 11 pupils meet with either Head Years 10 and 11 and the Assistant Head, Head of Sixth Form and their parents. These individual meetings allow pupils to discuss their suitability to follow their desired course and ensure that pupils are aware of facilitating subjects and the necessity to keep their options open. Options evenings and Year 11 and 12 bonding and taster days also form part of this process. After their GCSE results, there is an opportunity for pupils to change their A level options by discussion with the Deputy Head, Second Master.

Sixth Form

The majority of Year 11 pupils continue into the Sixth Form and we also welcome students from other local and overseas schools. All students take three advanced level subjects. Most students also complete either a standalone AS level, taught over two years, or an Extended Project Qualification (EPQ) during their time in the Sixth Form.

There are currently eighteen subjects offered at A level: Art & Design, Biology, Business, Chemistry, Drama, English, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Physics, Sociology and Spanish. There are currently 6 subjects offered at AS level: French, German, Spanish, Music Technology, Politics, and PE.

Students' preferences govern the option blocks, and in most cases, this allows all students to follow their favoured combination of subjects. Each subject is given ten periods per fortnight on the timetable and the remainder of their time is allocated to off-site games lessons, Futures & Skills sessions and study periods. There is no minimum number of students required for a subject to run but in a Year 12 class with just one or two students, they can be given a lowered timetable allocation of eight or nine periods per fortnight respectively. Likewise for AS courses the usual five periods can be reduced to four per fortnight for small classes. In certain circumstances, the School reserves the right to withdraw a subject from the A level curriculum if there is not sufficient pupil interest.

In addition to following their examination courses, Sixth Form students follow the Futures and Skills Careers Programme (incorporating PSHE) to provide students with impartial advice in order to allow them to make informed choices regarding their next steps after leaving Clifton High School. These lessons are taught by different teachers with a range of experiences. Students have a timetabled Games (Physical Education) afternoon each week. EPQ projects, the Duke of Edinburgh Gold Award and World Challenge are all popular additional pursuits that the students are encouraged to participate in to enhance their Sixth Form experience and gain additional UCAS points.

Year 12 and 13 students are put together in small forms. Each student has a tutor who monitors their pastoral and academic progress and also guides the student through the UCAS procedure if applicable.

Realising Individual Brilliance

In addition to the curricular and extra-curricular provision, pupils also have opportunities to show their brilliance in one of the enrichment events that the School offers. These include Whole School musical productions, UK Mathematics Trust challenges, local Language and Science competitions, music concerts, sports fixtures and the many events which form part of the annual School Marquee Week, which showcases all pupils of Clifton High School.

Covid Adjustments

The curriculum offering remains the same whilst restrictions are in place, however there will be fewer Educational Visits. Options Meetings and Information Evenings may be held remotely.