



MALVERN ST JAMES  
Girls' School

## Curriculum Policy and Plan

This policy is the responsibility of the Director of Teaching and Learning to review and update biennially.

### Scope

This policy outlines the Curriculum provision at Malvern St James from the Early Years Foundation Stage (EYFS) to Year 13, adhering to regulatory requirements and taking into account the ages, aptitudes and needs of all pupils. All pupils have the opportunity to learn and make progress.

Effective observance of the policy will enable pupils to fulfil their potential; ensure continuity and progression within the School and between phases of education, increase pupils' choice during their School career and help pupils develop personal moral values, respect for religious values and tolerance of others' cultural practices, beliefs and ways of life.

### Aims:

The policy, plans and schemes of work aim to support the Fundamental British Values (FBV) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The School actively promotes pupils' experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Pupils acquire speaking, listening, literacy and numeracy skills. They are prepared for the opportunities, responsibilities and experiences of life in both British and global societies.

Also reflected within **the whole school aims, vision and values statement:**

- To provide, within a spiritual context, a high quality, innovative and forward looking all-round education for girls which will enable them to discover their talents and maximise their potential and develop a lifelong love of learning to gain personal fulfilment.
- To encourage pupils to be open and engaged learners who seek challenge and are curious about the world around them, and who develop independent thinking and learning skills as well as empathy and cultural awareness, equipping them to play an active part in our increasingly global society.
- To promote the benefits of all-girls' education to prepare girls for leadership roles and to instil a culture of achievement that sets no limits in order that girls pursue excellence, enjoy challenge, achieve success, and acquire high self-esteem, confidence and self-belief.

- To provide effective high-quality, innovative and dynamic teaching, mentoring and support that enables pupils to achieve academic or other success in relation to their abilities and to develop their personal potential.
- To foster a Growth Mindset philosophy and ‘can do’ ethos to underpin all teaching and learning: pupils are effectively challenged in class, they take intellectual, creative and physical risks, they enjoy their learning and achieve highly.
- To provide a wide range of enrichment and extra-curricular activities to enable each girl to discover and pursue her individual interests and talents to support her personal development.
- To encourage pupils to be open and engaged learners who seek challenge and are curious about the world around them, and who develop independent, lifelong, thinking and learning skills.
- To prepare girls effectively for Higher Education and future careers so that they have the skills, qualifications and aptitudes to lead successful and fulfilling lives.

### **Curriculum Content, Years Reception (R)-13:**

The Malvern St James curriculum:

- provides equality of access and opportunity for all pupils;
- meets the requirements of those pupils who need special provision, including SEND and More Able pupils, and those for whom English is an additional language;
- provides continuity and progression from one key stage to the next;
- is enriched by extra-curricular activities;
- Is supported by an effective system of tutoring.

The Director of Teaching and Learning oversees whole school curriculum and extra curriculum development in discussion with Heads of Subjects and the Senior Management Team, and reports three times a year to the Governors’ Education and Pastoral Committee, on these developments. The school is responsive to need (e.g. range of GCSE and A Level subjects offered) and compliant with legislation.

**Form groupings:** Heads of Prep Key Stage 1 and EYFS, Prep Key Stage 2 and Head of Year (HOY) in the Senior School and Sixth Form allocate these, overseen by the Director of Pastoral Care. Forms are reviewed annually. Extraordinary moves between forms within the academic calendar year can only be authorised by the Director of Pastoral Care, in discussion with the Headmistress.

**Timetabled teaching class groupings:** Heads of Prep and Pre-Prep /Heads of Subjects and the Timetabler allocate these in discussion with the Director of Teaching and Learning, where they are different from form groups; there is input from HOYs where appropriate. Timetabling is overseen by the Director of Teaching and Learning.

**The timetable** in the Management Information System (MIS) contains 50 periods per week; single lessons are 30 minutes long, with 5 minutes for pupil changeover between single lessons. Most lessons are doubles, lasting 1 hour and 5 minutes. Some subjects in Years 7-13 exploit the two-week timetable (Week A and Week B) where appropriate. This ensures curriculum coverage, optimised learning and pupil progression. Other lessons are timetabled within the school day where a girl has study time, or during lunchtimes and post-4pm, such as: Learning Support and EAL; optional 1:1 paid

lessons in instrumental music, languages, Speech and Drama and academic coaching; Language conversation groups to support IGCSEs (known as 'Conflab' in Years 10-13, not charged to parents).

Significant changes to timetables can only be authorised by the Director of Teaching and Learning in discussion with the Headmistress. Girls and parents/guardians requesting changes to option subjects within the academic year (Years 8-13) and/or requesting any deviations from standard year group curriculum provision are referred through HOYs to the Director of Teaching and Learning. Parents/guardians requesting exceptional moves between year groups during their daughter's time at the school go through the Director of Teaching and Learning, who makes recommendations to the Headmistress.

## Prep Department Curriculum Overview

Pupils are organised into six class groupings:

- Year R and 1 which includes EYFS
- Year 2
- Year 3
- Year 4
- Year 5&6 in two forms

Pupils in all years may be taught together where larger class sizes are deemed appropriate or necessary to the subject being taught, for example: Drama or Physical Education. In some cases, the organisation of the class groupings allow for setting in certain subjects such as in English and Mathematics in Years 5 and 6. Some subjects, such as Expressive Arts and Art and Design Technology may be taught in a Circus, with groups.

The **school day** is split into eight periods for Years R-2, nine periods for years 3 - 4 and ten periods for Years 5 and 6. Flexibility has been incorporated to accommodate any mixed key stage classes.

**Years 1 – 6 Curriculum** follows the principles of the new National Curriculum. Modifications to these programmes may exist in some areas, if Heads of Subject consider it appropriate. Some variations also exist in the percentage of the teaching week allocated to individual subjects as compared with the National Curriculum.

**Timetable:** the curriculum in Years R - 2 is based on 40 periods a week, for Years 3 – 4 it is based on 45 periods a week and the curriculum in Years 5 - 6 is based on 50 periods a week. These periods average 30 minutes. In some cases, these periods are taught in blocks, although the aim is to ensure a suitable length of time for lessons to enable maximum focus and learning in class.

### Pre-Prep 1 and Pre-Prep 2 Lesson Allocation:

Pre-Prep 1 and Pre-Prep 2 Subject Allocation	Periods Per Week
English	12
Mathematics	10
Art, Design & Technology	2
Humanities (History, Geography and Religious Studies)	3
Science & Woodland School	3
Music	2

Computing	2
French	1
Physical Education (PE)/Outdoor adventure	2
Swimming	2
PSHEEC	1

### Year 3 and Year 4 Lesson Allocation:

Year 3 and Year 4 Subject Allocation	Periods Per Week
English	10
Mathematics	12
Art, Design & Technology	2
Humanities (History, Geography and Religious Studies)	3
Science	4
Music	2
Computing	2
French	2
Physical Education (PE)	5
Performing Arts	2
PSHEEC	1

### Year 5 and Year 6 Lesson Allocation:

Year 5 and Year 6 Subject Allocation	Periods Per Week
English	11
Mathematics	10
Art, Design & Technology	4
Humanities (History, Geography and Religious Studies)	4
Science	4
Music	2
Computing	2
French	2
Physical Education (PE)	6
Performing Arts	2
Enrichment	2
PSHEEC	1

### EYFS

The seven areas of learning form the key structure of the curriculum for Early Years Foundation Stage (EYFS). All work in EYFS is linked to topics and themes surrounding the 7 areas of learning.

The School has opted out of the regulations on Learning and Development. Even so, the Early Learning Goals form the key structure of assessment for the EYFS. Malvern St James offers structure for learning that has a range of starting points - content that matches the needs of young pupils and activity that provides opportunities for learning both indoors and outdoors. The key principles of the Early Years Foundation Stage for Personal, Social and Emotional Development form the basis of lessons, along with relevant aspects of Social and Emotional Aspects of Learning (SEAL); constant

consideration is still given to the five key aims of Every Child Matters. The provision of Teaching and Learning for EYFS at Malvern St James is guided by the following frameworks and documents:

- EYFS Statutory Framework
- The National Curriculum in England
- Promoting Fundamental British Values through SMSC (Spiritual, Moral, Social and Cultural)

All subject-specific skills, such as Numeracy and Literacy, are tied in with the themes for each month with further educational focus determined by the pupils' interests and needs. The amount of time spent on each key principle is variable, depending on the needs of the pupils; however, it is approximately six to seven periods a week.

The Foundation Stage 7 areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language
- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

### **Purposeful Play**

Purposeful Play is a very important feature of the Foundation Stage. Through play our pupils explore and develop learning experiences, which help them to make sense of the world. Play also allows flexibility for child initiated activities, which build on pupils' natural curiosity and creativity.

**Subject Focus** is on:

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language
- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

### **Senior School Curriculum Overview**

#### **Years 7 – 9**

#### **Forms:**

There are intakes at Year 7 (one class in Year 6 to two in Year 7) and 9 (two classes in Year 8 to three in Year 9). Key Stage 3 is organised into the following class groupings:

- Years 7&8 vertical forms: 4 form groups (each named '7/8' with the form tutor's three-letter code)
- Year 9 forms: 3 form groups (each named '9' with each form tutor's three-letter timetable code)

### **Curriculum & Timetabling:**

The curriculum in Years 7 - 9 is based on 50 periods a week. In most cases, these are taught as double lessons. Pupils are taught by specialist teachers in specialist teaching rooms. PE (timetabled for each year group as a whole) and PSHEEC (timetabled in forms) often feature team teaching or whole-year lessons, as appropriate.

Years 7 and 8 are timetabled for subject lessons in two classes each, labelled A and B for timetabling purposes; this is not a set or stream but rather a mixed-ability, year-specific unit. This is distinct from the vertical forms in 7 and 8, which are purely for tutoring purposes.

The humanities and sciences are all timetabled with their specific subject names and taught separately, to enable specialism and depth. French and Latin are currently the core languages in Years 7 - 9. Year 9 Biology, Chemistry, Physics and Mathematics start their GCSE course, for maximised practical skills and full specification coverage by the end of Year 11. A choice of German or Spanish is offered to girls and their parents/guardians in Year 8 as an additional second Modern Foreign Language (MFL).

### **Setting and Personalisation**

Sets in Years 7-11 are determined by the relevant Head of Subject, using entrance data, evidence of prior attainment, teacher recommendation, initial whole-school assessment (Cognitive Ability Tests or CAT4 for short), General Screening including Reading Age, Spelling Age, CEM data (CEM stands for the Centre for Evaluation and Monitoring, a research group based at the School for Education, University of Durham: we use their tests named Midyis, Yellis and Alis), internal school progress data and subject-specific screening.

In Years 7 – 9, pupils are taught in sets in Mathematics, the three Sciences and Languages.

In Year 7, French is usually set during the Autumn Term and Latin sets follow the French sets.

In Year 8, French and Latin are set, as are Spanish and German when there is more than one class.

In Year 9, there are normally three sets in French and two sets in Spanish. In Latin, Set 3 is for Beginners. There are opportunities to begin French, German, and Spanish in Year 9.

Year 9 English has one Set 1, for higher ability extension and two parallel Set 2s. Mathematics, Sciences and Languages including Latin are set, whilst all other Year 9 subjects are taught in forms. For most subjects, Year 9 is very much an introduction to the more formal study habits, confidence and aspirations required for GCSE success, whilst maintaining breadth of subject coverage, although the GCSE courses do commence for Science and Mathematics.

Languages and Latin sets may be slightly smaller in size than form groups, where selected individuals are instead timetabled for 1:1 Learning Support, 1:1 English as an Additional Language (EAL), specialist paid coaching and/or directed study time. Such timetable variations are agreed with parents via the Head of Learning Support/SENCO)/EAL Co-ordinator/Modern Foreign Languages (MFL) Co-ordinator as appropriate; they are reviewed at least annually, to ensure flexible and personalised provision.

### **Flexible Provision:**

Other variations sometimes occur for the More Able and/or Scholars, where parents have requested more flexible provision and timetabling has been adjusted where possible. This is to enable individual participation to a high standard and to promote a high level of attainment in areas of potential, talent or competition. Sports and Riding Scholars might come in slightly later on one day or leave earlier,

agreeing to miss a year or indeed a key stage of one non-core subject (e.g. Latin or second MFL), so they can maximise specialist coaching opportunities; Music Scholars might have a Visiting Music Teacher (VMT) lessons in their specialist instrument(s) within the school day, where agreed with all parties, omitting a non-core subject. The More Able might pursue, say, three MFL plus Latin and/or any number of extra-curricular languages and activities. Such timetable flexibility can be continued throughout a girl's time at the school, if logistically possible.

We aim to know all girls very well throughout the School, which helps us to do our best to accommodate their bespoke learning needs, reviewed at least annually. Form Tutors, Housemistresses, HOYs, The Head of Learning Support, SENCOs and EAL Co-ordinator are all consulted as appropriate.

### Year 7 Lesson Allocation:

Year 7 Subject Allocation	Periods Per Week
English	6
Mathematics	6
Art	2
Technology (Materials, Graphics, Textiles across the Key Stage)	2
Food and Nutrition	2
Drama	2
French	3
Physical Education (PE)	6
Geography	2
History	2
Computing	2
Latin	3
Music	2
PSHEEC	2
Religious Studies (RS)	2
Sciences:	
Biology	2
Chemistry	2
Physics	2

There are two double lessons (four periods) of Design and Technology each week. Two are for Technology, ensuring a broad base of provision in all technological areas by the end of Year 9. Two are for Food and Nutrition, as a distinct area within this field. See Design and Technology Department Handbook for further details.

Mandarin, German and Spanish are offered as optional clubs at no extra charge, for those girls keen to experience additional languages; these are offered subject to demand, needing sufficient numbers to run. The Head of MFL co-ordinates brief taster sessions for girls in the Spring or Summer Term of Year 7, to enable girls to make informed choices about their second MFL for Year 8.

### Year 7 Philosophy of Learning

Philosophy of Learning is delivered in Year 7, through targeted PSHE and also through other curriculum subjects, for example through a Team Tech project in IT lessons. The aim is to encourage pupils to think about 'how' and 'why' they learn things. It would enable pupils to develop and apply crucial information literacy skills that will assist them to become more independent and informed learners. It involves not only searching and locating information but questioning, thinking and making judgements about the information that you do find. These are key skills that lead to the development of effective citizenship.

### Year 8 Lesson Allocation:

In addition to the subjects taught in Year 7, pupils in Year 8 are given the choice of a second foreign language (Spanish or German), for three periods per week. To accommodate this, Year 8 have one fewer Mathematics period than they had in Year 7 and two fewer Design and Technology periods than in Year 7. A second language, delivered at an accelerated pace, may not be an appropriate route for all pupils, especially those who are receiving Learning Support. For those pupils who do not take up a second Modern Foreign Language, the lessons can be allocated to one-to-one Learning Support or one-to-one English as an Additional Language (EAL) teaching.

Year 8 Subject Allocation	Periods Per Week
English	6
Mathematics	5
Art	2
Technology/Food and Nutrition (Week A/Week B alternating)	2
Drama	2
French	3
PE	6
Geography	2
German or Spanish	3
History	2
Computing	2
Latin	3
Music	2
PSHEEC	2
Religious Studies	2
Sciences:	
Biology	2
Chemistry	2
Physics	2

Design and Technology is taught on the two-week timetable, to enable full curriculum coverage and continuity of learning, where girls have a lesson of Technology one week and Food and Nutrition the next. These are labelled Week A and Week B.



## Year 9 Lesson Allocation:

GCSE Biology, Chemistry, Physics and Mathematics commence from Year 9, to enable a three-year GCSE course and more time for embedding knowledge and understanding. Existing girls and parents choose their final GCSE subjects by February half term of Year 9 (to enable further monitoring, plus timetabling and staffing for the following academic year); the subjects are then blocked by Easter, so new entrants to Year 10 choose from 5/6 blocks thereafter.

Year 9 Subject Allocation	Periods Per Week
English	6
Mathematics	5
Art	2
Technology/Food and Nutrition (Week A/Week B alternating)	2
French	3
Drama	2
German or Spanish or EAL	3
PE	6
Geography	2
History	2
Computing	2
Latin	3
Music	2
PSHEEC	2
Religious Studies	2
Sciences:	
Biology GCSE	2
Chemistry	2
Physics	2

Design and Technology is taught as for Year 8, alternating Technology and Food and Nutrition in Weeks A and B. There are two periods of Design and Technology each week.

In Year 9, **Careers Education and Guidance** comes to the forefront of the PSHEEC programme. All pupils receive formal lessons and subject talks to prepare them for their first big decision-making exercise, GCSE (General Certificate of Secondary Education) options. Parents and guardians are invited to an Options Evening and then a Parents' Consultation to discuss their daughter's progress and choices.

**Flexibility:** In Year 9, the choice of Modern Foreign Languages is continued from Year 8 (French plus either German or Spanish). As in Year 8, this may not be an appropriate route for all pupils, especially those who are receiving Learning Support. For those pupils who do not study a second Modern Foreign Language, the lessons can be allocated to **one-to-one Learning Support or one-to-one EAL teaching**. A curriculum EAL class is taught at the same time as Spanish/German/Mandarin, for girls who benefit from core EAL provision. There are beginners' classes in both French and Latin for girls joining the School in Year 9 who have not previously studied those subjects. Spanish and German are fully differentiated to cater for the needs of complete beginners and those with various levels of competence.

Girls can study and be entered for **extra-curricular language GCSEs and/or A Levels** from Year 9 upwards, where their first language is not English and when they are deemed to be ready to undertake the examinations; this is subject to parental permission and subject to the support of both the language teacher/coach and the Head of Modern Foreign Languages.

### **Years 10 – 11 (KS4) Curriculum overview**

There is an intake of new girls at Year 10. Key Stage (KS) 4 is organised into the following class groupings:

- Year 10: 3-4 form groups ('10' with the form tutor's three-letter code)
- Year 11: 3-4 forms ('11' with the form tutor's three-letter code)

### **GCSE Subjects**

Girls all take **5 core GCSEs**:

- English Language
- English Literature
- Mathematics
- Double Science (or DS: 2 GCSEs, with two units of each of the three sciences)

They also have the following non-examined subjects on their timetables:

- PSHEEC/Wellbeing
- PE (core)
- EAL class (if English is not their first language and further class teaching is required).

In addition to the 5 core GCSEs, girls choose between **3 and 5 additional examined option subjects**. **The norm is 9 or 10 GCSE/IGCSEs in total**, where some girls take the minimum of 8, whilst others will reach 11, perhaps via first-language and/or extra-curricular languages coaching, for example.

### **Option Subjects available, offered subject to demand:**

Art and Design

Art and Design: Textiles

Business

Classical Greek (lessons taught post 4pm and this is in addition to option choices)

Computer Science

Drama

Design and Technology: Product Design

Economics

Food Preparation and Nutrition

French

Geography

German

History

Latin

Music

GCSE Physical Education (PE)

Science EITHER Triple (3 IGCSEs in Biology, Chemistry and Physics) OR Double (2 IGCSEs across 3 disciplines)

Religious Studies

## Spanish

**Triple Science (TS)** is an option open to all, should they wish to have more Science on their timetables – it is not restricted by ability, although the greater content and depth of subject material in each science subject, does make this a little more challenging. It adds a third unit in each of Biology, Chemistry and Physics, thus enabling separate certification of each as full GCSEs. New girls joining Year 10 have GCSE Biology, Chemistry, Physics and Mathematics catch-up sessions, to ensure they have the necessary understanding of the Year 9 GCSE content.

Pupils are **encouraged to follow a broad and balanced range of subjects** and the advice is that their options should ideally include at least one Arts/Technology subject, one Humanities subject and one Language. This broadly follows the English Baccalaureate (EBacc) outline, whilst permitting individual variation to suit aptitudes and talents. Both general and personalised recommendations are made to ensure this. In some cases, individual pupils are allowed to deviate from the normal pattern if it is considered appropriate; this caters for the needs of the More Able, for scholars, for those learners with SEND (Special Educational Needs and Disabilities) or requiring EAL provision. Some pupils who benefit from Learning Support take fewer subjects.

The **number of options** taken is a positive and personalised decision, made by and with each individual and her parents/guardians; the process takes into account abilities, skills and aspirations. We aim to maximise both attainment and well-being, ensuring that each girl has sufficient time for her own independent learning, private study for preparation and any other activities.

Subjects follow examination board specifications as agreed and discussed with the Director of Teaching and Learning and the Headmistress. GCSE Level subject specifications have been revised by the examination boards at key points between September 2015 and September 2019. Heads of Subject must continue to keep up to date with all relevant developments and amendments as advised by the Examination Boards; courses are chosen with great care to maximise academic potential and to ensure appropriate academic rigour to support future post 16 choices. The subject entries in the GCSE Options Booklet (available on the School website) are updated as appropriate.

### **The timetable and lesson allocation**

The timetable has a maximum of 50 periods a week, but Year 10 and 11 pupils have at least 2 periods a week of timetabled study time, labelled as Personal Study on their timetables. There is a formal Change of Subjects procedure for any requested alterations to timetables during the GCSE courses.

Religious Education (RS) is provided within the PSHEEC curriculum in Years 10 and 11, delivered by RS Specialists and identified as RS on the PSHEEC termly plans.

A mixture of GCSEs, IGCSEs (International GCSEs) and equivalent Level 2 Certificates are offered, according to the Head of Subjects' recommendations, to maximise girls' attainment. Please see Subject Handbooks for specific details. That which is best for our learners is the priority, not the changeable rules on whether a certain qualification counts or does not count in that year's results league tables.

Pupils are set for Mathematics. The Mathematics course leads to the IGCSE Mathematics and, for some at the top end of the ability range, Free-Standing Mathematics Qualification (FSMQ) in Additional Mathematics. English is taught as the two separate IGCSEs, in forms; girls have different teachers for English Language and English Literature and the lessons are separately timetabled. Other subjects are taught in their option groups. PE is timetabled for the whole year group; PSHEEC is

timetabled in forms. Both subjects often feature team teaching/whole-year lessons, as appropriate. A curriculum EAL class is taught, for girls who require core EAL provision; based on pupil entrance, attainment and progress data, the EAL Co-ordinator allocates girls to the class – it is not compulsory for all EAL girls, just for those who will benefit.

Existing girls and parents choose their provisional A Level (Advanced Level) subjects in November of Year 11 and their final A Level subjects by February half term of Year 11 (to enable further monitoring, plus timetabling and staffing for the following academic year); the subjects are then blocked by Easter, so new entrants to Year 12 choose from 4 blocks thereafter.

Core Subject Lesson Allocation		Periods Per Week
English Language		4
English Literature		4
Mathematics		5
Double Science		9
(or Triple Science)		12)
In addition:		
Physical Education (PE)		4
EAL (as advised)		2
Private Study		2

**Options** (most girls choose 4, some 3 or 5)

Option Subject Lesson Allocation					
Periods per week	Option 1	Option 2	Option 3	Option 4	Option 5
	4	4	4	4	4

## Sixth Form Curriculum Overview

There is an intake at Year 12. The Sixth Form is organised into the following class groupings:

- Years 12 &13 vertical forms: 10 form groups (each named '6' with the form tutor's three-letter code)

Vertical forms enable excellent induction, bespoke tutoring and a cohesive, strong Sixth Form community.

For their curriculum, pupils are taught by specialist teachers in specialist teaching rooms/areas. PE (timetabled for each year group as a whole) and PSHEEC (timetabled in forms) often feature team teaching or whole-year/whole-Sixth lessons, as appropriate.

All Advanced Level (A Level) subject specifications were revised by the examination boards at key points between September 2015 and September 2019. Heads of Subject and the Sixth Form team must continue to keep up to date with all relevant developments; courses continue to be chosen with great care to maximise each girl's academic potential to ensure appropriate academic rigour to support future post 18 choices. The subject entries in the Sixth Form brochure (available on the School website) are updated as appropriate.

### A Level Options:

Current procedure is that girls choose 3 Linear A Level subjects in the first instance (in some circumstances a few pupils may choose 4) along with an Extended Project Qualification (EPQ) and/or a single stand-alone **AS**, where this co-teachable with the A Level and available. Any pupil who wishes to study a single AS will be given this option once A Level blocks are fixed. Girls may also choose to do **LEITHs** as an extra-curricular subject, which also awards significant UCAS points.

The **EPQ** allows pupils to experience real university-style independent learning in areas outside of their A-level choices and develop personal responsibility and motivation. It can take the form of an essay or a more practical based product plus report and is equivalent to 50% of an A level and worth more UCAS points than an AS. It is highly regarded by many universities and can result in a lower offer or place a student in a more competitive position.

For specific guidance on each subject, please refer to the Malvern St James Sixth Form brochure. Courses require sufficient numbers to run and are offered subject to demand.

### Courses on Offer in the Sixth Form

Art and Design: Fine Art  
Art and Design: Textiles  
Biology  
Business  
Chemistry  
Classical Civilisation  
Computer Science  
Design and Technology: Product Design  
Drama and Theatre Studies  
Economics  
English Literature  
Extended Project Qualification (EPQ)  
French  
Food Science and Nutrition Level 3 Certificate/Diploma  
Further Mathematics  
Geography  
German  
Politics

History  
IELTS (for those new girls without first language English GCSE)  
Latin  
Leiths Basic Certificate in Food and Wine (additional charge)  
Mathematics  
Music  
Physical Education: BTEC Level 3 Diploma/Subsidiary Diploma in Sport  
Physics  
Psychology  
Religion and Philosophy Spanish

Re-sit lessons are available in IGCSE English Language and IGCSE Mathematics if required.

Year 12 have a timetabled Enrichment lesson every week. The offer varies annually; girls are offered subjects in Weeks 1-2 of Year 12 and choices are made by Week 3.

Girls joining the Sixth Form are required to attend **International English Language Teaching System (IELTS)** weekly classes, if they do not have at least C or above in first language GCSE English Language. Lessons are timetabled and there is no extra charge. They are able to take the IELTS examinations at various points in Years 12 and 13 as required, subject to the recommendation of the English as an Additional Language (EAL) Co-ordinator. Girls thus fulfil UK university entrance requirements for international students, as well as UK Visas and Immigration (UKVI) rules.

There is a formal Change of Subjects procedure for any requested alterations to timetables during A Level/BTEC Level 3 courses.

## Year 12

- Each subject is allocated ten periods a week, although for small group sizes, the lesson allocation may be reduced to eight or less periods per week.
- Some may study more or fewer subjects.
- Pupils are expected to sit any AS examinations at the end of the Year 12, where available in that subject, (or at the end of Year 13 where an AS may be taught over two years e.g. AS Mathematics).
- Timetabled IELTS classes take place in Year 12 and continue into Year 13 as required, for girls needing the IELTS qualification for university entry. Two periods a week are allocated.
- Enrichment: 2 periods per week
- PSHEEC: 2 periods per week
- PE: 4 periods per week
- SAT/ACT (American University Entrance tests) lessons and Young Enterprise participation are offered post-4pm
- An additional Maths lesson per week has been introduced for some Year 12 girls. This 'Maths for Scientists' course is a class for anyone studying Science, but not studying Maths A Level. This is a recognition that the new A Level science subjects are demanding significantly higher levels of mathematical skills.

## Year 13

- Pupils continue to study three linear A Level, although some may be continuing with four.
- Each A Level course is given ten periods each week in Year 13. For small group sizes, the lesson allocation may be reduced eight or less periods per week.
- Timetabled IELTS classes continue into Year 13 as required, for girls needing the best possible scores for their IELTS qualification for university entry. Two periods a week are allocated.
- PSHEEC: 2 periods per week

- PE: 4 periods per week
- SAT/ACT (American University Entrance tests) lessons are offered post-4pm
- Successful Young Enterprise leaders optionally mentor Year 12 companies at lunchtimes or post-4pm

## University Preparation

This is overseen by the Higher Education (HE) Co-ordinator, with support from the Head of Sixth Form and Head of Careers. It is timetabled within PSHEEC and Form Times, with individual tutorials and twilight sessions also being a strong feature of the provision.

Girls are introduced to The Universities and Colleges Admissions Service (UCAS) course. They are prepared for the UCAS University Fair and how to gain the most from university open days. School Liaison Officers from nearby universities are invited to speak to the students about 'Choosing your Subject' and 'Life at University'.

Specialist routes are well catered for: for girls applying to Art Foundation, a session is held to explain the routes of entry and opportunities available; the Head of Art mentors those interested, giving detailed portfolio and interview guidance; the Director of Music or the Head of Drama as appropriate mentor any CUKAS/Conservatoire/Drama School applicants. Dedicated SAT/ACT teaching and application advice is also provided, for those keen to apply to American universities; we are an SAT examination centre.

For those considering an application to Russell Group Universities, Oxford, Cambridge or other early applicants such as Medics, a specialised programme is offered, with specific advice on interviews and applications. This is complemented by MedSoc and twilight sessions (called 'Russell Up'), to make girls more confident when challenges are encountered. Girls are encouraged to take as many practice papers as possible for the various university entrance tests as relevant, such as the Thinking Skills Assessment (TSA). Heads of Subjects (or a specified member of their departmental teams) mentor the aspiring HE applicants within their particular subject area(s) and ensure suitable extension and preparation. Support and advice are tailored to the individual needs and interests of the girls, utilising the expertise of the Head of Careers, governors, alumnae, parents and all relevant staff.

University visits are organised by the HE Co-ordinator, Head of Sixth Form and Head of Learning Enrichment. Girls are encouraged to complete Massive Open Online Courses (MOOCs), undertake work experience, enter prestigious course-related competitions and read widely and deeply beyond their taught course specifications.

## Whole-School Strands

### Learning Principles

Our overarching principles of learning are to:

- Nurture the emotional, social, intellectual, spiritual, moral, creative and physical well-being of learners;
- Meet the individual needs of each child/young person;
- Challenge and stimulate curiosity, a desire and love of learning, as well as their aspiration to achieve;
- Give the confidence to take risks and learn from mistakes; encourage them to take steps towards independent learning;
- Encourage learners to listen to, and value, the opinions of others;
- Motivate them to persevere (growth mindset);
- Encourage application of their learning to other areas of their life;
- Value and nurture the process and outcomes of learning.

## Learning Support

This should be read in conjunction with the SEND Policy and the 3 Year Accessibility Plan.

SEND (Special Educational Needs and Disabilities) provision is coordinated by the Head of Learning Support, More Able provision by the Head of Learning Enrichment, and EAL (English as an Additional Language) provision is coordinated by the EAL Co-ordinator. They in turn oversee members of their departments, which include SENCO, and specialist Learning Support and EAL teachers.

Learning Support is an integral part of the School's Curriculum Policy and describes the way we meet the needs of pupils who experience barriers to their learning including physical, emotional or social barriers. The School is committed to providing an inclusive curriculum and appropriate high quality education to all of our pupils, from EYFS to Year 13, whatever their needs and abilities. The school adopts a 'whole school approach' which means that the staff of the school are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment. The School is committed to inclusion - to develop cultures, policies and practices that include all learners.

The aim is to create a sense of community and belonging, and to offer new opportunities to learners who, previously, may have experienced difficulties. The school operates an equal opportunities policy for pupils with special educational needs who are afforded the same rights as other pupils. All students should have both a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and the opportunity to be fully included in all aspects of school life.

Educational inclusion is about equal opportunities for all learners, whatever age, gender, ethnicity, impairment, educational attainment and background. This does not mean that we treat all learners in the same way, but rather, that we use a graduated response with pupils to take account of their varied needs.

## Wellbeing

A Wellbeing programme is being developed across the School and is delivered, where appropriate within PSHEEC sessions. The programme covers three main strands: Growth Mindset, Wellbeing and Mindfulness. The aim is to put Wellbeing firmly at the heart of what we do at MSJ, to ensure that girls learn strategies to cope with the demands and rewards of a challenging and enriching curricular and co-curricular life at school. This will support our drive towards encouraging a Growth Mindset amongst the girls.

## Care Plans

The school creates and maintains its own **Health and Care Plans** (responsibility of the Health & Wellbeing Centre and Director of Pastoral Care), **Pastoral Care Plans** (responsibility of the HOY, Housemistress and Director of Pastoral Care) and **Individual Education Plans** (responsibility of the Head of Learning Support/SENCo ). These are where an individual girl's history, data, support and strategies are collated, made available to staff and each girl's parents/guardians and reviewed.

Where a pupil has an **Education Health Care Plan ('EHC Plan')** and once the School has ensured that the provision specified in the EHC Plan can be delivered by the School, the recommendations will be followed. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.



## Enrichment

Enrichment opportunities are available to all pupils across the curriculum, designed to educate each pupil in a breadth of fields, in such a way that she is able to develop intellectually, creatively, socially, emotionally, spiritually, aesthetically and physically; to stimulate her enjoyment of learning so that she is able to gain pleasure from the variety of curriculum opportunities on offer; to identify her strengths and interests, and to keep her future options open for as long as possible. These are not General Studies, but rather platforms for a broad exploration of critical creativity and intellectual endeavour.

In all years and with parental support, girls are able to take regular individual or small group instrumental lessons, taught by Visiting Music Teachers (VMTs); they can also have Speech and Drama lessons delivered by specialist teachers. Where relevant, examinations are taken in these areas, such as Associated Board (AB) examinations or LAMDA (London Academy of Music and Dramatic Art) qualifications. Many girls avail themselves of these enriching opportunities at some stage of their school career.

SAT/ACT classes (for US university entrance) in the Sixth Form count as Enrichment of the core offer. Girls are encouraged to enter academic competitions where relevant and other opportunities, be they Scholarship and More Able Programmes, enhance girls' experience at each stage. This is co-ordinated by the Head of Learning Enrichment and encompasses a huge breadth of visits, conferences, challenges and discussion groups (e.g. Somerville Suppers).

From Year 9 onwards, at any stage deemed appropriate by the Head of Modern Foreign Languages and relevant specialist language teachers, girls are able to study for GCSE/A Level in a large range of extra-curricular languages; this enriches the girls' experience and is offered subject to parental permission.

Again from Year 9 upwards, girls can undertake the Duke of Edinburgh's (Dof E) Award at all three levels, Bronze, Silver and Gold. New entrants in Years 10 and 12 are also offered these excellent opportunities. This is led by the Head of Outdoor Pursuits and is very well supported by the girls. We are an accredited DofE Centre.

The School's varied activities programmes provide further choices to enrich the girls' all-round education, from Model United Nations (MUN) to Debating Society, from Archery to Dance. Weekend activities are open to Day Boarders. Girl-led societies are a strong feature of the provision, enriching the education of the participants and the leaders. Young Enterprise features heavily in the experiences of both Year 6 (core) and Year 12 (optional activity). The school is a well-renowned stronghold of enthusiastic participation in this valuable national scheme; it is overseen in Year 12 by the YE Co-ordinator.

Years 12 and 13 have the sought-after opportunity to study for the Leiths Basic Certificate in Food and Wine. It is rigorous in its theoretical and practical coverage, being a prestigious qualification for those girls who undertake it. This runs over five terms, attracts an additional charge and is delivered by Leiths-trained teachers. We are an accredited Leiths Centre and have specialist facilities for delivery to the exacting standards required.

## Enrichment lessons

**Years 5 and 6:** pupils are timetabled for Enrichment Lessons, which account for 2 periods. These lessons provide an opportunity for girls to explore something new or extend their knowledge of subjects they have a passion for, in greater depth. A list of options is provided in Year 5. Girls are expected to choose their options, which must include at least one term for each subject, which includes options such as: Independent Learning, Young Enterprise, Classics and Spanish. Staff liaise closely with girls and parents to support informed choices that enable girls to develop their creative and learning abilities to the full.

**Year 12:** timetabled Enrichment complements the main curriculum, and accounts for 2 periods per week. Girls may have the chance to obtain a qualification, strengthening academic attainment and assisting applications to universities. Subjects on offer in Enrichment vary each year, according to demand and are overseen by the Head of Sixth Form, in conjunction with the Director of Teaching and Learning. Girls consider:

- their main A Level subjects

- workload
- hobbies and interests
- aspirations after Year 13
- how they will present themselves to universities and employers

**Young Enterprise (YE):** company meetings are held at lunchtimes and post-4pm, by arrangement with advisors and the YE Co-ordinator

For further details on Enrichment, please see GCSE and A Level Information booklets and/or the School website.

### **Extra-Curricular Activities**

An extensive and age appropriate extra-curricular programme is on offer at no extra charge to all pupils throughout the School, with both lunchtime, after-school and weekend sessions available. Form tutors work with pupils on an individual basis to determine the appropriate number and style of extra-curricular activities to suit their needs and interests. Specific information on activities and Senior School academic subject Drop-ins are available on the Shared Pupil Resources Team.

A wide range of specialist additional lessons (e.g. instrumental music, languages, Academic Coaching, Speech and Drama) are available for pupils and are timetabled according to an individual's commitments. These attract an additional charge.

A full range of matches and tournaments against other local schools is organised throughout the weekend. A rich variety of extra-curricular activities is organised at the weekend for both full boarders and day boarders. Girls are able to work independently in the School Library or the House as they wish. Specific information on activities and matches available are published on the dedicated Sports Website and on the School calendar.

### **Preparation (Prep) / Homework**

Regular preparation extends and consolidates lessons, encourages independent learning and helps to develop sound study skills. Pupils are set preparation on a regular basis to enable them to prepare for the lesson ahead, to consolidate and further their subject knowledge and understanding and to encourage independent learning and pupil personal responsibility for her work and progress.

At the start of the academic year, pupils in Years R – 2 receive Reading Record Books, which are supported by weekly letters from the Head of Pre-Prep KS1 & EYFS, detailing expectations of additional preparation activities that can be done at home.

Each pupil from Year 3 to Year 13 is issued with a Prep Diary. This is for them to record their prep, organise their week and evaluate their progress. Girls in Years 3 - 9 have a preparation timetable. Prep timetables are prepared by the relevant HOY responsible for Key Stage at the start of each School year and are posted on the Shared Pupil Resources Team. The HOY aims to ensure that there is as good a balance of subjects and time as is possible and advisable, according to age and Year Group.

During tutorials, form tutors discuss with pupils, individually and as a group, how to use their Prep Diary to balance schoolwork, extra-curricular activities and other commitments. Resident Boarding Tutors also see individuals regularly in the House to monitor progress, to take questions and to provide the guidance. Housemistresses, Form Tutors and HOY have good oversight of girls' working habits and are fully alert to any changes in study behaviours, attainment or other academic issues needing action.

Prep length generally increases per subject as girls move up the school; girls are given the tools and the support to make empowering and independent decisions about time management. There is age-appropriate, allocated Prep

time in all the non-Sixth Form Houses; Sixth Form boarders are given more 'light touch' guidance in Houses and are directed to specific enforced allocations only in individual cases where appropriate.

If a girl does not complete a prep, there is a system of age-appropriate actions and sanctions, including attendance at subject drop-ins, workload management support from Form Tutors and Boarding Tutors, contact with the House and/or parents/guardians, detentions, a step-up in even more supervised prep and impact on Progress Reports. We support the girl in addressing and ameliorating the issue, we keep parents informed as appropriate and aim to ensure continuity of academic progression. See Rewards and Sanctions Policy for further details.

## Year Group Prep/Homework Timings

### Preparatory Department:

Form	Weekly Homework Expectations			
Pre-Prep 1	<ul style="list-style-type: none"> <li>• Spellings</li> <li>• Reading</li> <li>• Mental Aural Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional Short Topic Activity to be done with support from an adult.</li> </ul>		<p><b><i>Parents are invited to contact the School if they are concerned about the amount of prep being done by their daughter, whether this seems too much or too little.</i></b></p>
Pre-Prep 2				
Year 3		<ul style="list-style-type: none"> <li>• English</li> </ul>	To total no more than 20 minutes a night.	
Year 4		<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>		
Year 5		<ul style="list-style-type: none"> <li>• Science</li> </ul>	To total no more than 30 minutes a night.	
Year 6		<ul style="list-style-type: none"> <li>• Humanities</li> </ul>		

### Year 7:

For pupils in Year 7, prep is staggered in the first half term, to enable girls to settle in to study routines and to try new activities: Week 1 Voluntary tasks, not an expectation; Week 2 (English and Maths), Week 3 (English, Maths, Science and Languages), Week 4 (all in.) The expectation is that each prep should take approximately **20 minutes** to complete. Although Girls may receive up to 4 preps on some days, they may choose to complete the work on a different night, depending on their other commitments and depending on when the work is due.

### Year 8:

Week 1: Voluntary tasks, not an expectation. Week 2 onwards:

In Year 8, the expectation is that each prep should take approximately **25 minutes** to complete. Although girls may receive up to 4 preps on some days, they may choose to complete the work on a different night, depending on their other commitments and depending on when the work is due.

### Year 9:

Expectation of no more than **30 minutes** per subject and a minimum average of 10 hours' prep a week. Quantity of prep may vary from week to week; for example, one week, there may be a shorter prep which may be followed by an essay prep in the next week, taking more time. Girls are expected to do one hour's prep or further reading after 6.30pm, because it is likely that they will not have done two hours before supper (activities or paid lessons). Prep downstairs in the boarding Houses is 7.30pm-8.30pm. Day boarders are welcome and recommended to join this too. Girls may also use this time to catch up on wider reading or the news. Although girls may receive up to four preps on some days, they may choose to complete the work on a different night, depending on their other commitments and depending on when the work is due.

### Years 10 and 11:

No more than **45 minutes** maximum per subject twice a week, or 1.5 hours per subject per week. This is flexed according to controlled assessment deadlines, the proximity of internal or external examinations and the nature of the subject; Mathematics and MFL preps tend to be shorter and more frequent, for improved retention, for example.

### **Sixth Form:**

Girls are advised to spend the equivalent amount of time they have for lessons on their preparation (an hour for an hour, as a minimum). Sixth Form pupils may choose to work in the Sixth Form Centre, as well as the Library, House or ICT Suites in other areas of the School. Form Tutors and Subject Teachers monitor individuals assiduously and provide assistance and guidance where needed. Early intervention is essential in the case of any concerns and these are logged as appropriate and communicated to relevant people including pupils, Form Teachers, HOY and parents where appropriate. Serious or persistent concerns are referred to Heads of Subjects and HOYs for further action, compliant with the Rewards and Sanctions Policy.

Please see the Assessment, Recording and Reporting Policy and Department Handbooks for specific information.

### **Personal, Social and Health and Economic Education and Citizenship (PSHEEC)**

Please read in conjunction with the PSHEEC Policy.

Malvern St James is committed to delivering PSHEEC to all pupils and to this end a programme is delivered through tutors and specialist staff and aims to cover topics concerning health, relationships, citizenship and careers.

As Citizenship is statutory for Years 7-11, the subject is referred to as PSHEEC in those years. Where only either Prep (R-6) or Sixth Form (Years 12 and 13) are referred to, the C for Citizenship does not appear in the subject title (but is inherent as one of the four all-through strands). When R-13 are referenced in their entirety, the subject is labelled as PSHEEC.

The time devoted to PSHEEC is enhanced by the rich and broad range of experiences offered to all girls. This combined with the School's own powerful ethos, reinforced through assemblies and the pastoral system, makes a Malvern St James education a coherent journey of personal growth.

The Government's review of PSHEEC in March 2013 concluded that the subject would remain a non-statutory subject and no new programme of study would be published. The DfE has however stated in section 2.5 of the National Curriculum Framework (December 2014), that "All schools should make provision for personal, social, health and economic education (PSHEEC), drawing on good practice."

The advice regarding statutory Citizenship, SRE (Sex and Relationships Education) and SMSC (Spiritual, Moral, Social and Cultural Development) has also been taken into consideration. Working with this guidance, we fulfil our legal responsibilities to promote the well-being of pupils, provide advice and guidance on sex, relationships and drugs, as well as providing careers education, financial awareness and understanding citizenship and promoting Fundamental British values.

### **Rationale**

Personal, Social, Health and Economic Education and Citizenship aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. School plays an important part in preparing young people for the responsibilities, opportunities and challenges of life in a modern, diverse democracy. Our school community is a reflection of this and we encourage genuine responsibility and participation for our pupils.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect

our common humanity diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and our learning.

PSHEEC for all pupils aims to provide opportunities to:

- develop their personal, social and life skills:
- have respect for themselves and others
- value the differences and similarities between people;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- know and understand what constitutes personal health and well-being
- be aware of safety issues and manage risk in their own lives
- understand British values
- encourage pupils to take responsibility for their own health and well-being
- acquire knowledge and understanding of important issues that may affect their lives and the lives of others;
- reflect on their experiences and learn from them;
- develop their own attitudes and values;
- learn and discuss in a safe learning environment through the establishment of clear ground rules which are made explicit to the pupils and reinforced consistently.
- respect other people, local communities and the wider world;
- stimulate pupils to consider the part which they can play in the community, the country, Europe and the wider world;
- engage in active participation in the school, the local and global community:
- develop good relationships with other members of the school and wider community;
- be independent, self-disciplined and responsible members of society;
- understand basic principles of Citizenship issues:
- be positive and active members of a democratic society;
- develop their skills of enquiry and communication;
- develop financial awareness
- prepare pupils for the world of employment.

### **All-through school approach**

The PSHEEC curriculum is divided into 4 strands:

- Citizenship (statutory for Years 7-11)
- Economic Wellbeing and Financial Capability Personal Wellbeing
- Sex and Relationships Education (SRE)

PSHEEC education at Malvern St James is delivered through a 'spiral curriculum'. Pupils are taught a series of recurring themes, each lasting a series of lessons, which pupils will experience each year. At each year, the level of demand increases and learning is progressively deepened. External speakers are used to enrich the school's planned PSHEEC education programme.

Opportunities for learning and development in PSHEEC occur in many parts of School life; SMSC, Fundamental British values and Citizenship aspects appear in subjects' schemes of work as appropriate. Assemblies are used to impart a whole School approach and Tutor Time enables teachers to discuss any issues with their class. The Chaplain has a key role and is invited into Senior Management Team meetings as appropriate, is a lead on SMSC and the Prevent Strategy, is on the Safeguarding Pupils team led by the Deputy Head and Director of Pastoral Care and also teaches RS.

The Preparatory Department PSHEEC is the responsibility of the Head of the Preparatory Department which is overseen by the Director of Pastoral Care and Director of Teaching and Learning. These strands have different objectives which relate to the National Curriculum objectives.

KS3, KS4 and KS5 PSHEEC is the Responsibility of the Head of PSHEEC which is overseen by the Director of Pastoral Care and Director of Teaching and Learning. These strands have different objectives which relate to the National

Curriculum objectives. Statutory Religious Education is delivered by specialists within Year 10-11 PSHEEC, labelled as RS on the PSHEEC termly plans.

PSHEEC is an integral part of the school curriculum and pastoral care provision and comes under both the Director of Teaching and Learning and Director of Pastoral Care's umbrellas. Dedicated, age appropriate timetabled provision is made and is kept under frequent review, at least annually, to respond to need. The PSHEEC Curriculum is being reviewed this year for the Preparatory and Sixth Form departments, to ensure continuity and age appropriate progression throughout all key stages.

Where appropriate, Careers guidance is given and study skills are also taught in PSHEEC. Most PSHEEC lessons are taught by the Form Tutor, with input from specialist staff and visiting speakers. For specific details on the PSHEEC programme, please refer to the PSHEEC Policy, PSHEEC Handbook and the Preparatory department handbook.

## **Careers**

The School's Careers provision enables pupils to make informed choices about a broad range of study, volunteering, employment and career options. Careers education appears both within PSHEEC and well beyond the timetabled curriculum.

The Head of Careers works most closely with the Senior School (Years 7-13) and particularly Year 8 upwards, delivering the Careers curriculum, also introducing relevant placements, volunteering and then Work Experience in Year 11 and beyond. It is a key strand throughout the school; examples include the annual EYFS/Pre-Prep 'People Who Help Us' day (parents visit lessons in their professional capacities, to feature a range of employment opportunities and enhance the girls' understanding of the world of work) to detailed option talks in Years 9 and 11. Positive and constructive encouragement is given, to enable girls to fulfil their potential.

A full-time, qualified Head of Careers has a dedicated office adjacent to the Library, for ease of access to her particular target audience of Years 7-13; in fact, girls and/or parents/guardians can make appointments with her at any stage of their education, be they Year 6 and under, recent leavers or more established alumnae. Impartial and informed advice is given, with reference to valuable resources, websites and specialist publications. The Head of Careers supports teachers', girls' and parents' research into the choices available.


The Head of Careers works closely with the Director of Teaching and Learning, the Head of Sixth Form, the Higher Education Co-ordinator the Head of PSHEEC, as well as Heads of Year to deliver a broad Careers education. The Head of Careers also works closely with the External Relations Manager/OGA Secretary to utilise the skills and experience of our large and supportive alumnae body; this may include talks, lectures, visits, work placements, mock interviews and professional advice. Examples of topics from external speakers include talks on Gap Years, Gemology, Apprenticeships, talks from Alumnae about their career paths and study in the USA.

Girls are routinely called in key year groups for 1:1 interviews and tailored advice, be it on GCSE Options, A Level Options, Year 11 Work Experience, Higher Education (HE) Options and Year 12 Personal Development. Mock interviews are offered with external specialists, be they alumnae, members of Council (governors), parents or local employers as appropriate. This is tied in with the 'Russell Up' programme for the Sixth Form, to include mock Oxbridge and early entry interviews.

A Careers Fair is held on a biannual basis, where employers and Universities are invited to provide a stand and to meet girls in Years 9 to 13 and their parents/guardians, to provide them with an inspirational idea of the range of opportunities available to them upon completion of their studies.

This policy should be read in conjunction with the following documentation:

- Teaching and Learning Policy
- Assessment, Marking, Recording and Reporting Policy
- SEND Policy
- Rewards and Sanctions Policy
- EAL Policy
- Examinations Policy
- Equal Opportunities and Race Equality Policy
- 3 Year Accessibility Plan
- EYFS Policy
- More Able Policy
- SMSC Policy
- PSHEEC Policy
- Curriculum Plan
- Careers Education and Guidance Policy
- Relationship and Sex Education Policy

<b>Authorised by</b>	Resolution of the School Council
<b>Signature</b>	
<b>Date</b>	June 2019

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