



ALLEYN'S SCHOOL CURRICULUM POLICY

Name of Policy	Curriculum Policy
ISI Regulation	Part 1: Quality of Education; 2a
Reviewed by	SMT
Author/SMT	Mrs A McAuliffe, Deputy Head (Academic)
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This policy applies to the Senior School.

This policy document details the aims of the school and curriculum alongside an outline of how the curriculum is delivered in each Key Stage of the Senior School.

Alleyn's Junior School has its own Curriculum Policy which is published separately. We aim to provide continuity between the Junior and Senior School Curricula. The Director of Studies of the Junior and the Deputy Head Academic of the Senior School meet regularly and Heads of Departments formally discuss issues relating to their curriculum area at least twice a year.

As well as the School's Vision Statement, a number of other policy documents also contribute to curriculum policy and delivery:

- Assessment, Recording and Reporting Policy
- Homework Guidance for Staff and Parents
- Specific Learning Differences Policy
- More Able and Talented Policy

School Vision

'Co-educational excellence for all, in a caring, friendly, welcoming community'

1. Nurturing holistic excellence for all, developing curiosity, reflection, determination, independence and a lifelong love of learning;
2. Promoting well-being in a kind, caring and safe environment where every individual can flourish;
3. Offering opportunities, both inside and outside the classroom, to develop skills, insight, empathy, creativity, leadership and teamwork;
4. Valuing diversity in welcoming to the Alleyn's community people of different backgrounds and beliefs
5. Building positive local, national and international partnerships and providing opportunities for our pupils and staff to make a difference;
6. Cherishing our community of pupils, parents, staff and alumni, and honouring our continuing commitment to Edward Alleyn's charitable foundation of 'God's Gift'

The aims of the curriculum, and how these are delivered, are underpinned by the School's overall Vision and the values which it seeks to promote.

Curriculum Aims

- To educate boys and girls together enabling them to gain the best preparation for further education and working relationships in later life.
- To provide a first-class all-round education to those of high intellectual promise and academic potential. To this end, subject departments will provide stretch and challenge as well as support as appropriate in order to enable all to make progress in their learning and achieve high academic standards. The learning support department monitors and supports those who are identified with specific learning differences or those with English as an additional language.
- To produce students who are independent life-long learners; confident, articulate and caring; who value achievement and co-operation; and who have high aspirations for themselves and their community. The aim is to do this by:
 - developing logical, critical and imaginative thinking across a full range of academic disciplines;
 - enabling students to develop their thinking and learning skills and acquire transferrable skills such as speaking, listening, literacy and numeracy by incorporating them into the teaching of subjects;
 - offering a broad and balanced range of subject opportunities appropriate to a student's level of study;
 - providing, progressively, an element of choice to meet individual needs, abilities and interests;
 - embracing a range of teaching styles and learning opportunities supported by appropriate self-evaluation and independent assessment;
 - fostering an appreciation of moral responsibility and the spiritual dimension of life;
 - actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - developing pupils and students personally, socially and culturally;
 - engaging with and be responsive to educational developments and research;
 - inspiring an extensive programme of co-curricular activities.
- To assist in actively promoting of the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for - and tolerance of - those with different faiths and beliefs and for those without faith while at the same time ensuring that nothing in the schemes of work could serve to undermine those Fundamental British Values. This is promoted in a holistic curriculum that helps to teach the value of kindness and good moral sense in activities both within and outside the classroom.
- The School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of life in London and elsewhere, adult life and citizenship. The School ensures that children are taught about safeguarding, including online safety, as part of its broad and balanced curriculum. Central to this is the work of the Head of PSICHE, but all staff involved in planning the curriculum will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.
- We also consider how the curriculum and co-curriculum can help in promoting a healthy school: developing a School ethos and environment which encourages safe and healthy lifestyle for pupils; covering relevant issues through Relationships and Sex Education delivered through the PSICHE programme; providing high quality Physical Education and sport to promote physical activity;

appreciating a sense of 'the other' aside from purely materialistic interpretations of the meaning of life, enabling an appreciation of what constitutes a spiritual understanding; encouraging a sense of gratitude for the opportunities we have in our community of Alleyn's and the wider British society; promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being both as an individual and as part of wider modern British society.

- Careers education forms an important part of our curriculum and we place great emphasis around building excitement about Careers. At each stage, there is a different focus: from curiosity about careers in the Lower School, via more formal exploration of careers in the Middle School to decision-making in the Upper School. These stages help to prepare learners to make well-informed decisions as they embark on next steps towards university and/or apprenticeships, having started to actively consider what is important to them in their bigger picture of life and work in the future. Activities for pupils range from reflecting on their strengths and skills; exploring jobs of the future; gaining insights about different ways of working such as employment, freelancing and entrepreneurship, building relationships (network); learning goal setting techniques; undertaking work experience; learning about personal branding and how positive purposeful use of social media can be in career development. They will also write CVs; practise interviews; get clear on multiple routes towards their career goals and understand more about how the economy, politics and society connect with their own lives and careers.

Curriculum Outline

The following tables show the breakdown of the curriculum in each Key Stage. The School is committed to enabling students to follow their chosen options wherever possible so there are some individual exceptions to these patterns. Adaptations to the curriculum are occasionally made to accommodate pupils with Specific Learning Differences, including those with an EHC plan or those for whom English is an additional language.

Key Stage 3 Curriculum

The primary aim is to ensure a broad and balanced curriculum which provides appropriate opportunities for pupils with specific interests, aptitudes, abilities. There is a common curriculum for Years 7-8 with some guided choice in Year 9.

Subject	Year 7	Year 8	Year 9
	lessons per 10-day cycle		
English	7	6	7
Maths	7	7	7
Modern Languages ¹	6	4	2 or 3: 5 periods each*
Language 2		5	
Latin	5	5	
Geography	3	4	3
History	3	4	3
Religious Studies	2	3	3
Biology	3	3	4
Chemistry	3	3	4
Physics	3	3	4
Alley'n's Learners' Programme ²	2	1	2
Computing ³	2	1	
DT/Food & Nutrition ³	4	4	
Art	4	3	
Music	4	3	
Drama & Dance ⁴	2	2	
PSHE ⁵ /Tutor	2	2	2
Creative option 1 ⁶			4
Creative option 2			4
Language 3 or Creative 3 ⁷			5*
PE & Swimming	4	4	4
Games	4	3	4
TOTAL	70	70	70

- Notes:

- 1 Mathematics is grouped by ability in Year 9
- 2 In Modern Languages in Year 7, pupils have a 5-week carousel of French, German and Spanish. They then choose the two languages they want to continue. They start the first of these after half-term in February and add the second in Year 8.
- 3 In Year 8, Computing and ALP follow a carousel with pupils studying each for half the year.
- 4 In Years 7 and 8, Food and Nutrition and Design Technology operate as a carousel with pupils studying each for half the year.
- 5 In Years 7 and 8, pupils follow a carousel of two terms Drama and one term Dance.
- 6 PSHE is delivered through the tutor programme as well as by outside speakers and organisations. The aims of PSHE at Alleyn's are to ensure that pupils are taught skills that are central to personal and professional success in life. It helps them to learn about, and understand, what it means to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. A detailed outline of the PSHE programme can be found in the relevant schemes of work for each year group.
- 7 In Year 9, pupils choose between continuing with either two or three languages (Latin, French, German or Spanish – depending on which ones they currently study) and either two or three creative subjects, choosing from Art, Computing, Design Technology, Food, Drama and Music.
- 8 Pupils opting for the three-creative-subjects route will also have a single period per cycle following a carousel of Philosophy and History of Art.

Key Stage 4 Curriculum

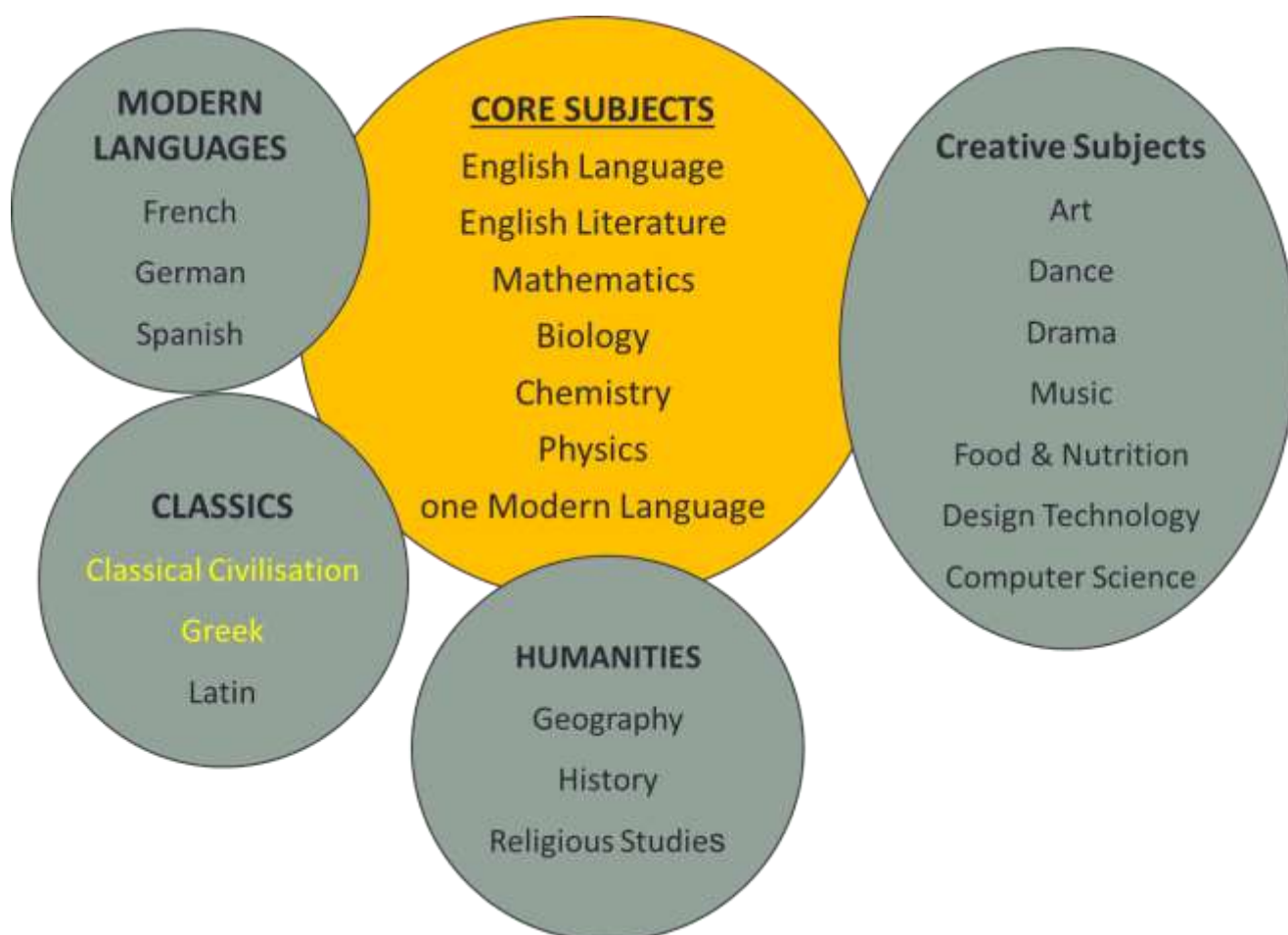
Subject	Year 10	Year 11
	lessons per 10-day cycle	
English	9	9
Maths	9	9
Biology	5	6
Chemistry	5	6
Physics	5	6
Modern Language	7	6
Option 1	7	6
Option 2	7	6
Option 3	7	6
Alley'n's Learners' Programme		2
PE	3	2
Games	4	4
PSHE/Careers/Tutor	2	2
TOTAL	70	70

Notes:

- Pupils take a common core of subjects (English Language, English Literature, Mathematics, three sciences and a Modern Foreign Language) and then choose three additional options (see note below)
- The timetable is designed to satisfy nearly every combination of subjects
- All pupils take 9 or 10 GCSE/IGCSE, depending on whether they are entered for the Double (Trilogy) Science award or separate sciences.
- Mathematics is setted, the pupils in the two sets 1 and 2 also cover the specification for the Further Maths GCSE and are entered for the exam. (This is in addition to the 9 or 10 core qualifications)
- All pupils study Biology, Chemistry and Physics as separate sciences. At the end of Year 10, a decision is made as to whether pupils continue to follow the course preparing for three examinations ("Triple Science", resulting in separate qualifications in Biology, Chemistry and Physics) or preparing for the Double Science (or Trilogy) award (still studying all three sciences separately, but with reduced content, resulting in two GCSEs). In 2021-22, all pupils remained in their teaching groups for Year 11 and the decision about entry is made after the Mock examinations in January.
- Personal, Social, Citizenship, Health Education – all pupils will undertake an age-appropriate programme of PSHE which will promote an understanding of human anatomy and physiology, emotional and physical development, relationships and sexual activity, contraception, the transmission of sexual diseases, smoking, alcohol, drugs and other harmful substances, both legal and illegal. The programme will involve consideration of attitudes, values, beliefs and ethics.
- In Year 11, the tutor periods are divided between PSHE and Careers Education and Guidance (more detailed information about the Careers programme can be found in the section *Careers Education and Guidance* on the School's website)

Option Subjects

In addition to the compulsory core, pupils choose three additional option subjects according to their interests and strengths. Subjects are arranged in curriculum areas to help pupils make a broad and balanced choice. They are encouraged to select subjects from at least of three curriculum areas below. While it is possible to specialise in particular areas of the curriculum, strongly specialist selections will require the approval of the Head of Middle School and the Deputy Head (Academic).



Key Stage 5 curriculum

We offer three different Pathways in the Sixth Form: Students following Pathway 1 study **four** A-Level subjects in Year 12 and continue with either **three or four** subjects in Year 13. Pathway 2 students choose three A-Levels plus an AS in either Mathematics or English Language ~~or other qualification~~ which they will complete over two years. Pathway 3 students choose three A-Levels plus an EPQ (which they complete early in Year 13). In addition to their timetabled periods, students are required to study in the library for four periods per week.

Subject	Year 12	Year 13
	lessons per 10-day cycle	
Block A	12	14
Block B	12	14
Block C	12	14
Block D	12	14
Enrichment	4	
Games	4	4
PSHE / UCAS / Tutor	2	2
TOTAL	58	62

The following subjects are available in the Upper School:

<i>Subjects</i>	
Art	Greek
Art History	History
Biology	Latin
Chemistry	Mathematics
Classical Civilisation	Mathematics AS
Design Technology	Further Mathematics
Drama and Theatre Studies	Media Studies
Economics	Music
English Literature	Philosophy
English Language AS	Physical Education
EPQ	Physics
Film Studies	Politics
French	Psychology
Geography	Religious Studies
German	Spanish

Subject Notes:

- We aim to offer subjects provided there is a minimum number of students to make the subject viable and subject to staffing and timetabling constraints.
- **Further Mathematics** leads to two A Levels (Mathematics and Further Mathematics) and counts as **TWO** choices.
- Students following Pathway 2 or 3 will also have one lesson of Core per week in Year 12.