



MALVERN ST JAMES
Girls' School

Curriculum Policy and Plan

This policy is the responsibility of the Deputy Head Academic 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:

Through the policy, plans and schemes of work the School actively promotes the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and does not discriminate against pupils or promote partisan political views. It encourages respect for other people, particularly those with protected characteristics (as set out in the Equality Act 2010). The curriculum incorporates the desired learning outcomes in relation to fundamental British values published by the DfE. Pupils gain these understandings through PSHEEC programmes (where questions about extremism may arise), assemblies and the schemes of work in relevant curriculum subjects.

The School actively promotes pupils' experience in linguistic, mathematical, scientific, technological, human, social, cultural, economic, 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 a high quality, innovative and forward-looking all-round education for girls which will enable them to discover their talents, maximise their potential and develop a lifelong love of learning.
- To encourage pupils to be open, independent and engaged learners who seek challenge and are curious about the world around them, equipping them to play an active part in 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, achieve success, acquire 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 prepare girls effectively for Higher Education and a diversity of future careers so that they have both the academic and ‘soft’ skills, qualifications and aptitudes to lead successful and fulfilling lives

Curriculum Content, Nursery to Year 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 Deputy Head Academic oversees whole school curriculum and extra curriculum development in discussion with Heads of Subjects and the Senior Leadership Team, and reports to the Governors’ Education and Pastoral Committee on these developments. The school is responsive to need (e.g. range of I/GCSE, A Level and BTEC/Diploma subjects offered) and compliant with legislation.

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

Timetabled teaching class groupings: Where they are different from form groups, the Head of Prep, Heads of Subjects (HOS) and the Timetabler allocate these in discussion with the Deputy Head Academic; there is input from HOYs where appropriate. Timetabling is overseen by the Deputy Head Academic.

The timetable in the school’s Management Information System (iSAMs) contains 50 periods per week; single lessons are 30 minutes long, with 5 minutes for pupil changeover between double lessons. Most lessons are doubles, lasting 1 hour and 5 minutes. A few subjects, such as Modern Foreign Languages 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 also timetabled within the school day where a girl has personal study time, or during lunchtimes and post-4pm, such as: Learning Support and English as an Additional Language (EAL); optional 1:1 paid lessons in instrumental music, languages, Speech and Drama and academic coaching; language conversation groups to support GCSEs (known as ‘Conflab’, for those studying modern foreign languages in Years 10-13).

Significant changes to timetables can only be authorised by the Deputy Head Academic in discussion with the HOY and Timetabler. Pupils 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 Deputy Head Academic. Parents/guardians

requesting exceptional moves between year groups during their child's time at the school go through the Deputy Head Academic, who makes recommendations to the Head.

Prep Department Curriculum Overview

Pupils are organised into the following year groupings:

- Early years foundation stage (EYFS)
 - Nursery
 - Reception
- Key Stage 1 (KS1)
 - Year 1
 - Year 2
- Key Stage 2(KS2)
 - Year 3
 - Year 4
 - Year 5
 - Year 6

Pupils in a number of 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, Art and Design Technology may be taught in a carousel, with groups.

The **school day** is split into eight periods for Years 1 and 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.

Nursery and Reception

The EYFS follows the principle of child-initiated and adult-supported learning opportunities, in addition to quality first teaching. During this stage of education there is complete flexibility with the teaching periods. In the Nursery Year, pupils will be given exposure to topics but activities will be adjusted to suit their age and stage of development. At MSJ we take a holistic approach to early years teaching and plan activities based on the interest of the pupils, and their next steps.

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:

- Early years foundation stage (EYFS) statutory framework
- The National Curriculum in England
- Promoting fundamental British Values as part of SMSC (Spiritual, Moral, Social and Cultural) in schools which encourages respect for others particularly those with protected characteristics

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

Years 1 – 6 Curriculum (KS1 and KS2) follows the principles of the National Curriculum. Modifications to these programmes may exist in some areas, if considered 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 for Years 1 and 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.

Nursery Subject Allocation

Periods Per Week

Years 1 – 2 Subject Allocation:

Years 1 and 2 Subject Allocation	Periods Per Week
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English	12
Mathematics	10
Art, Design and Technology	2
Humanities (History, Geography and Religious Studies)	3
Science and Woodland School	3
Music	2
Computing	2
French	1
Physical Education (PE)/Outdoor adventure	2
Swimming	2
PSHEEC	1

Year 3 and Year 4 Subject Allocation:

Year 3 and Year 4 Subject Allocation	Periods Per Week
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English	11
Mathematics	11
Art, Design and 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 Subject Allocation:

Year 5 and Year 6 Subject Allocation	Periods Per Week
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English	11
Mathematics	11
Art, Design and 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

Years 5 and 6 Enrichment: pupils are timetabled for Enrichment Lessons, which account for 2 periods per week. These lessons provide an opportunity for pupils 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.

Pupils 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 Gardening. Staff liaise closely with pupils and parents to support informed choices that enable pupils to develop their creative and learning abilities to the full.

Senior School Curriculum Overview

Key Stage 3: Years 7 – 9

Forms:

There are intakes at Year 7 (change from 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 and 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 and 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 and where appropriate, 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.

For most lessons, 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. Some subjects are set, as detailed later in this document.

The humanities and sciences are all timetabled with their specific subject names and taught separately, to enable specialism and depth. French and Spanish are both taught in Years 7 – 9. In Years 8-9 pupils also take Latin. In Year 9 pupils start their GCSE courses in Biology, Chemistry, Physics and Mathematics, to maximise learning of practical skills and full specification coverage by the end of Year 11. Any pupil joining in Year 10 will have compulsory science catch up lessons in the three sciences and are expected to also engage in independent work as part of this catch-up provision.,

Setting and Personalisation

In Years 7 – 9, all subjects are taught in form groupings except for where they are set, as detailed below.

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, also known as CAT4), and 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 Year 7, pupils are taught in sets in Mathematics, the sets determined a few weeks into the Autumn term.

In Years 8 - 9 , pupils are taught in sets in Mathematics, Science and French.

Flexible Provision:

Due to individual needs, it may be that certain language lessons may instead be used for timetabled 1:1 Learning Support, 1:1 English as an Additional Language (EAL), specialist paid coaching and/or directed study time. These timetable variations are agreed with parents via the HOY/Head of Learning Support/SENCO)/Head of EALas appropriate and in discussion with the Deputy Head Academic; they are reviewed at least annually, to ensure flexible and personalised provision.

Other variations may sometimes occur for pupils, where parents have requested more flexible provision and timetabling has been adjusted where possible. This may be 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. a second language), 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. Such timetable flexibility can be continued throughout a girl's time at the school, if logistically possible and where it is felt that this best suits the need of the individual.

We aim to know all pupils very well throughout the School, which helps us to do our best to accommodate their bespoke learning needs, reviewed at least annually

Year 7 Subject Allocation:

Year 7 Subject Allocation	Periods Per Week
English	6
Mathematics	6
Art	2
Design and Technology 2	
Food and Nutrition	2
Drama	2
French	3
Spanish	3
Physical Education (PE)	6
Geography	2
History	2
Computing	2
Music	2
PSHEEC	2
Religious Studies (RS)	2
Sciences:	
Biology	2
Chemistry	2
Physics	2

Year 8 Subject Allocation:

In addition to the subjects taught in Year 7, pupils in Year 8 take Latin for three periods per week. Latin, 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 choose not to take Latin or one of the Modern Foreign Languages, the lessons will instead 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
Design and Technology	2
Food and Nutrition	2
Drama	2
French	2
PE	6
Geography	2
Spanish	2
History	2
Computing	2
Latin	3
Music	2
PSHEEC	2
Religious Studies	2
Sciences:	
Biology	2
Chemistry	2
Physics	2

Year 9 Subject 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 pupils and parents choose their final GCSE subjects by February half term of Year 9; the subjects are then blocked, so new entrants to Year 10 choose from 5 blocks thereafter.

Year 9 Subject Allocation	Periods Per Week
English	6
Mathematics	5
Art	2
Design and Technology	2
Food and Nutrition	2
French	2
Drama	2
Spanish	2
PE	6
Geography	2
History	2

Computing	2
Latin	3
Music	2
PSHEEC	2
Religious Studies	2
Sciences:	
Biology	2
Chemistry	2
Physics	2

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 child's progress and choices.

Flexibility: In Year 9, Modern Foreign Languages and Latin are continued from Year 8. As in Year 8, this may not be an appropriate route for all pupils, especially those who are receiving Learning Support/EAL. For those pupils who do not study a MFL/Latin, one of these lessons can be allocated to **one-to-one Learning Support or one-to-one EAL teaching**. There are beginners' classes in both French and Latin for pupils joining the School in Year 9 who have not previously studied those subjects. Spanish is fully differentiated to cater for the needs of complete beginners and those with various levels of competence.

Pupils 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 pupils 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

Pupils all take **5 core GCSEs**:

- English Language
- English Literature
- Mathematics
- Combined Science (2 GCSEs, with two units of each of the three sciences)

They also do the following non-examined subjects:

- PSHEEC
- PE (core)
- Enterprise, Entrepreneurial and Economic education programme
- EAL class (if English is not their first language and further class teaching is required).

In addition to the 5 core GCSEs, pupils choose between **3 and 5 additional examined option subjects**. **The norm is 9 or 10 GCSE/IGCSEs in total**, where some pupils 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 (including Textiles)

Business

Classical Greek (lessons taught post 4pm and this is in addition to option choices and where they are also studying Latin)

Computer Science

Drama

Design and Technology: Product Design

Food Preparation and Nutrition

French

Geography

History

Latin

Music

GCSE Physical Education (PE)

Triple Science (3 GCSEs in Biology, Chemistry and Physics)

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 more challenging. Any pupil considering a science A Level is strongly advised to choose Triple Science. It adds a third unit in each of Biology, Chemistry and Physics, thus enabling separate certification of each as full GCSEs. New pupils joining Year 10, whether they are doing Combined or Triple Science, have compulsory GCSE Biology, Chemistry, and Physics 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, interests and areas of strength. Both general and personalised recommendations are made and 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 may 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 Deputy Head Academic and the Head. 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 pages, 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 will also have timetabled study time, labelled as Personal Study on their timetables, depending on the number of GCSE options that they choose to study. There is a formal Change of Subjects procedure for any requested alterations to timetables during the GCSE courses.

A mixture of GCSEs and IGCSEs (some International GCSEs are followed, according to the Head of Subjects' recommendations), to maximise pupils' attainment. Please see Subject information on website for specific details.

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 GCSEs, in forms; pupils 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 pupils who require core EAL provision and where this is a requirement of entry; based on pupil entrance, attainment and progress data, the Head of EAL allocates pupils to the class – it is not compulsory for all EAL pupils, just for those who will benefit.

Existing pupils and parents choose their provisional A Level (Advanced Level)/BTEC 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, so new entrants to Year 12 choose from 4 blocks thereafter.

Core Subject Lesson Allocation	Periods Per Week
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English Language	4
English Literature	4
Mathematics	5
Double Science	9
<i>(or Triple Science</i>	<i>12)</i>

In addition:

Physical Education (PE)	4
EAL (as advised)	2
Enterprise, Entrepreneurial and Economic education (Yr10)	2

Options (most pupils choose 4 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 and 13 vertical forms: 6-8 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 subject pages available on the School website, are updated as appropriate.

A Level Options:

Current procedure is that pupils choose 3 Linear A Level subjects in the first instance (in some circumstances a few pupils may choose 4, normally where they study Further Mathematics alongside Mathematics) along with an Extended Project Qualification (EPQ) and/or a single stand-alone **AS**, where this is 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. Pupils 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. The EPQ is completed in Year 12 to allow full focus on A Level subjects in Year 13.

For specific guidance on each subject, please refer to the Malvern St James Sixth Form subject pages on the School website. 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

Politics

History

IELTS (for those new pupils without first language English GCSE and where recommended)

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 coaching is available in GCSE English Language and IGCSE Mathematics if required.

Year 12 have a timetabled Enrichment lesson every week. The offer varies annually; pupils are offered subjects in Weeks 1-2 of Year 12.

International pupils 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 or where it is recommended to improve their English for university entrance. 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 Head of EAL. Pupils 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 up to ten periods a week, depending on group sizes.
- 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.
- Timetabled IELTS classes take place in Year 12 and continue into Year 13 as required, for pupils needing the IELTS qualification for university entry. Two periods a week are allocated.
- Enrichment: 2 periods per week
- PSHEEC: 2 periods per week
- Community Service: 2 periods per week, plus extended time between 16:00 – 18:00 for local placements
- PE: 4 periods per week
- An additional Maths for Science lesson per week 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 12 Enrichment: timetabled Enrichment complements the main curriculum, and accounts for 2 periods per week. Pupils 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 Deputy Head Academic. They include a Mental Health First Aid qualification, photography, coding and MOOCs (Massive Open Online Courses).

Pupils consider:

- their main A Level subjects;
- workload;
- hobbies and interests;
- aspirations after Year 13;
- how they will present themselves to universities and employers .

Year 12 Community Service: Year 12 all participate in up to four periods of Community Service, which is organised for one afternoon a week. There are a variety of local causes which are supported, including visits to care homes and working for charities.

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

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 pupils 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

University Preparation

This is overseen by the Head of Sixth Form and two UCAS mentors. The Head of Careers supports the UCAS team by meeting regularly with pupils to discuss their options. University preparation is timetabled within PSHEEC and Form Time, with individual tutorials and twilight sessions also being a strong feature of the provision.

In Year 12, pupils are introduced to the Universities and Colleges Admissions Service (UCAS). They also have access to Unifrog to research their chosen institution, course and help draft their personal statement. Pupils attend the UCAS University Fair alongside the Oxford and Cambridge Conference. Pupils are also advised on how to make the very most out of university open days and are advised to attend no more than two. School Liaison Officers from nearby universities are invited to speak to the students about 'Choosing your Subject' and 'Life at University' and other universities such as Imperial, King's and UCL have also send representatives to the school to answer questions and provide valuable information about life at university.

Specialist routes are well catered for: for pupils 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 mentor any

Conservatoire/Drama School applicants. Dedicated SAT/ACT teaching and application advice is also provided, for those keen to apply to American universities.

For those considering an application to Russell Group Universities, Oxford, Cambridge or other early applicants such as Medicine/Veterinary science, a specialised programme is offered, with specific advice on interviews and applications. This is complemented by MedSoc, and twilight sessions (called 'Russell Up'). The aim of these supplementary sessions is to prepare pupils to approach these applications, and any potential interviews, with confidence. Pupils 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) for University of Oxford applicants. 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 pupils, utilising the expertise of the Head of Careers, governors, alumnae, parents and all relevant staff. The Law Society helps support pupils interested in reading Law at university by preparing them for the LNAT and any potential interview.

SAT/ACT classes (for US university entrance) will be organised for anyone in the Sixth Form considering an application to a US university.

University visits are organised by the Head of Sixth Form, Head of Careers and Head of Learning Enrichment. Pupils 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. Pupils are encouraged to consider apprenticeships and degree apprenticeships which are an increasingly popular and competitive alternative to standard university entrance.

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.

STEAM

At Malvern St James, we have a future focused approach to education which values the arts as much as the Sciences. This is why we have STEAM. STEAM stands for Science, Technology, Engineering, Arts and Maths. We believe in the value of integrating the arts into the traditional teaching and understanding of STEM subjects to broaden the reach and horizons of pupils across the senior school.

Our rapidly changing world needs enthusiastic polymaths who are ready to work in an adaptable and collaborative manner.

Our multi-disciplinary approach to curriculum development and design encourages our pupils to be flexible, creative and critical thinkers who are able and willing to draw on a wide range of skills and knowledge to respond effectively to those challenges. Being good communicators, innovators and intuitive thinkers means that they can adapt swiftly and be excellent problem solvers. This gives our pupils the confidence to be outward looking, to volunteer for projects and work collaboratively with others.

We are constantly looking at new cross curricular ways of bringing more STEAM activities into the school day so that STEAM is embedded into teaching and learning. Most jobs are about working in teams. So we arrange collaborative projects with universities and industry such as the CREST awards which give our pupils a taste for sharing and testing ideas with people they don't know, with other students and academic researchers.

Our pupils also get involved with national events and awards like British Science Week, Engineering UK, Imperial College's Science at Heart competition, the National Cyber Security Agency's initiatives, the Institution of Engineering and Technology's Faraday Challenge.

It's important for pupils to see examples of the application of knowledge in everyday life so we go outside the classroom as often as we can. These visits demonstrate how subjects come together if you have an enquiring mind. Regular trips are arranged for girls through Years 9 – 12. For example :

- RAF Cosford (where history, physics and DT are brought to life);
- Babcock Onshore (which shows the wide range of jobs that come under the heading of Engineering – so often a mystery)
- Bletchley Park (maths, computing and history coming together)
- Morgan Motor Company (with examples of work in engineering, economics and DT)

Our STEAM curriculum encourages pupils to consider engineering as a future career and to appreciate that if they have studied product design or art, they will bring to their technical and scientific work an aesthetic appreciation. They also bring a creative approach, grounded in experimental thinking and the development of a design or concept.

To support the fusion of learning, our performing arts department regularly collaborate with STEM subjects to produce productions in drama, such as recent Y10 plays *Tissue*, and *The Domino Effect* which drew on scientific thinking so that pupils could explore the links between the two.

When choosing A level subjects we aim to create timetabling blocks so that pupils are able to combine arts and sciences such as:

- Physics and Maths - with Art or Design Technology
- Biology and Chemistry - with Psychology and Music or Art
- Chemistry – with Classics and Latin

This integrated curriculum approach gives our pupils an advantage and is one of the reasons so many of them go on to study such interesting and diverse STEAM related degrees. Every year over 50% of Year 13 leavers go on to read STEM related subjects at top Russell group universities such as Design

Engineering at Imperial College, or Computer Science at Durham, Architecture at Nottingham or Medicine at Edinburgh and Cambridge while combining passions in Music or the Arts.

Enterprise, Entrepreneurship and Economic Education

Enterprise and entrepreneurship features significantly in the experiences from Year 7 through to Year 12 via a broad enterprise and entrepreneurship programme. The aim is to help pupils develop their knowledge, skills and mindset required to be successful entrepreneurs in the future. There are a number of opportunities throughout the year groups for pupils to learn about key concepts of entrepreneurship, including identifying business opportunities, developing business plans, understanding market research and managing financial resources. The aim is also for them to develop their communication, teamwork and problem-solving skills through a range of practical activities, including business simulations, case studies and group projects. Year 10 have weekly timetabled Enterprise and Entrepreneurship lessons and Year 12 have the option to engage in Young Enterprise or equivalent as well as the whole year learning about financial literacy and economic education as part of an enterprise programme incorporated into PSHEEC.

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. They take the form of extension activities within the regular curriculum, activities for scholars and subject enthusiasts to explore a subject in greater depth beyond the curriculum in various competitions, lectures and talks, clubs and societies, co-curricular trips and visits, partnership work with industry, as well as extra paid lessons in specific disciplines.

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 co-ordinated by the Head of EAL. They in turn oversee members of their departments, which include specialist Learning Support staff 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

Wellbeing is a key focus across the School and education to support this is delivered within PSHEEC sessions. The programme covers several strands, including: Growth Mindset, Wellbeing, Mindfulness, Resilience and Safety. The aim is to ensure that pupils learn strategies to cope with the demands and rewards of a challenging and enriching curricular and co-curricular life at school, as well as developing life-skills which will support them beyond MSJ.

Care Plans

The school creates and maintains its own **Health and Care Plans** (responsibility of the Health Centre and Deputy Head Pastoral), **Pastoral Care Plans** (responsibility of the HOY, Housemistress and Deputy Head Pastoral) and **Pupil Profiles** (responsibility of the Head of Learning Support/SENCo). These documents incorporate relevant details such as the pastoral or learning support needs of the pupil, with input from the HOY, Housemistress and Deputy Head Pastoral. In addition pupil's history, data, support plan 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.

Extra-curricular Music and LAMDA: 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 pupils avail themselves of these enriching opportunities at some stage of their school career.

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

Academic enrichment: Pupils are actively encouraged to enter academic competitions across the subject areas and to embrace other opportunities, including those that are part of the Scholarship and More Able programmes, enhance pupils' experience at each stage. The latter 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). There are numerous academic clubs and societies to offer experiences beyond the curriculum and to opportunities for creativity, learning new skills and providing stretch and challenge e.g. Model United Nations (MUN), Debating, dissection club, Med Soc and Law Soc.

Activities programme: 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. The School's varied activities programmes provide further choices to enrich the pupils' all-round education, from academic clubs, to music, drama/stage management, climbing, and dance. Pupil-led societies are a strong feature of the provision, enriching the education of the participants and providing numerous collaboration, teamwork and leadership opportunities. At weekends a full range of matches and tournaments against other local schools are organised as well as a wide variety of activities for both full boarders, which are also open to day pupils. Pupils are able to work independently in the School Library or the House as they wish. Specific information on activities and the matches available are published on the dedicated Sports Website and on the School calendar. Pupil participation in clubs and activities is tracked to ensure that all are taking advantage of the offer and managing their time well.

Duke of Edinburgh's (DofE) Award from Year 9 upwards, pupils can undertake the Duke of Edinburgh's (DofE) 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 DofE and is very well supported by the pupils. We are a licenced DofE Centre.

LEITHS: 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 pupils 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 an excellent specialist LEITHS cookery room for delivery to the exacting standards required.

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 Prep, detailing expectations of additional preparation activities that can be done at home.

Each pupil from Year 3 to Year 9 are issued with a Prep Diary. This is for them to record their prep, organise their week and evaluate their progress. Pupils 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 pupils' 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 pupils move up the school; pupils 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 are detailed in the Assessment, Marking, Recording and Reporting Policy.

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 pupils. 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 Preparatory Department PSHEEC is the responsibility of the Head of the Preparatory Department which is overseen by the Deputy Head Pastoral and Deputy Head Academic. 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 Deputy Head Pastoral and Deputy Head Academic. These strands have different objectives which relate to the National Curriculum objectives.

PSHEEC is an integral part of the school curriculum and pastoral care provision and comes under both the Deputy Head Academic and Deputy Head Pastoral's umbrellas. Dedicated, age appropriate timetabled provision is made and is kept under frequent review, at least annually, to respond to need.

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.

Religions and belief systems are delivered through EYFS, KS1, KS2 and KS3 Religious Studies lessons with the aim to foster respect for others. In EYFS, KS1 and KS2, Christianity, Hinduism, Islam, Buddhism, Judaism and Humanism are covered. Special occasions, places of worship, special objects and important events within these religions are taught and celebrated. Sikhism and Judaism are taught in Year 7, Christianity and Buddhism in Year 8 and Ultimate Questions and Islam in Year 9, which is outlined in relevant Schemes of Work. The focus through these lessons is on discussion, inclusivity, diversity, openness and questioning, building skills as well as knowledge. In addition to formal lessons, religion and belief systems are often an inclusive part of whole-school assemblies.

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) a 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 pupils' understanding of the world of work) to detailed option talks in Years 9 and 11. Positive and constructive encouragement is given, to enable pupils to fulfil their potential. The school makes full use of Unifrog throughout Years 7-13 and also encourages individual subjects to signpost careers advice via the delivery of the academic curriculum.


The Head of Careers is available for meetings with pupils and/or parents/guardians, who 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', pupils' and parents' research into the choices available.

The Head of Careers works closely with the Deputy Head, the Deputy Head Academic, the Head of Sixth Form, the wider UCAS team, 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. A weekly Pudding Club takes place, where Alumnae and outside speakers are invited in to talk about their experiences and different career paths including talks on Gap Years, Apprenticeships, and study abroad such as in the USA.

Pupils 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.

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
- External Examinations Policy
- Equal Opportunities, Diversity and Inclusion Policy
- 3 Year Accessibility Plan
- EYFS Policy
- More Able Policy
- Spiritual, Moral, Social and Cultural Policy
- PSHEEC Policy
- Relationships and Sex Education Policy
- Careers Policy

Authorised by	Resolution of the School Council
Signature	
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