Highclare School

CURRICULUM POLICY (whole school)

This policy includes the **Individualised Learning Policy** for those students who have additional needs; including SEND, EAL and the need for greater stretch and challenge.

Highclare aims to provide high quality teaching and this is underpinned by a broad balanced curriculum throughout the school, allowing pupils to achieve intellectual breadth and depth. We aim to challenge pupils so that each pupil takes pride in his / her work and attains the highest levels of which she / he is capable. Pupils are encouraged to have high expectations of themselves and to learn to work in co-operation with one another. This contributes to each pupil achieving his or her full potential and developing values of self-respect and self-discipline, alongside tolerance and respect for others.

This is consistent with the school aims:

- *To provide high quality teaching and to encourage independent learning and individual excellence in a secure and happy environment.*
- *To motivate each learner to achieve his/her full potential.*
- *To develop the values of self-respect and self-discipline, alongside tolerance and respect for others and the environment.*

The general aims of the curriculum are:

- To enable pupils of all abilities to learn and make progress, this includes those with special educational needs/learning difficulties and English as an additional language.
- To encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others.
- To generate a passion for knowledge and learning.
- To provide a broad and balanced curriculum for every child.
- To stimulate pupils to think for themselves.
- To help each pupil achieve the best possible results .
- To enable pupils to develop self-reliance, self-esteem and self-confidence .
- To give an informed perspective about the role of the individual in the community and in wider society.
- To promote health and fitness.
- To prepare for the future in an increasingly technological world.
- To understand British Values and prepare for life in modern Britain.
- To know and understand the Protected Characteristics and how these affect our and others' lives.
- To show respect and tolerance to the protected characteristics.

The curriculum includes all those activities designed to promote the intellectual, personal, social, physical, spiritual and moral development of our pupils. It includes not only the formal programme of lessons but the informal programme of co-curricular (enrichment) and extra-curricular activities which contribute to the school's ethos.

Highclare School will provide additional support for those pupils who are identified as requiring assistance in the curriculum. Support may be for academic, pastoral, behavioural, linguistic or medical needs and is provided by the Learning Support/Success department, as well as teachers and teaching assistants.

All pupils are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression.

Breadth	Bringing all pupils into contact with a range of areas of learning (knowledge, concepts, skills and attitudes) and experience (aesthetic, creative and social, linguistic and literary, mathematical, moral, physical, scientific and technological).
Balance	Ensuring that pupils have an opportunity to study subjects representative of all disciplines.
Coherence	Planning the curriculum as a whole, embracing the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to the overall progress and achievement.
Relevance	Taking into account the previous learning of pupils and their readiness for new experience.
Differentiation	Matching teaching, assessment and tasks to the ability and needs of all pupils.
Progression	Providing continuity within the curriculum from Year 1 to Year 13 and assessing, recording, monitoring and evaluating the work produced at all stages.
Teaching and Learning	Teachers have high expectations of their pupils and use a range of teaching methods. Shared experience between teachers and learners should be developed with the promotion of the view that learning is enjoyable, stimulating, rewarding and confidence-building.

Various curricular areas reinforce and complement each other so that the concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing pupils' understanding, competence and confidence.

Teachers seek constantly to maintain and improve good standards from pupils of all abilities and to assess expectations and achievements.

Provision is made for more able, SEND and EAL pupils (*see appendices*). ISPs and pupil profiles / target sheets (Prep School) are used to identify the individual needs of these pupils and they are used by teachers to ensure that they make progress commensurate with their needs. Methods of teaching and support are tailored to their individual needs and every effort is made to encourage progress.

When pupils with Special Educational Needs (SEND) / EHCP Plan are admitted to the school, the relevant SENCO/ALNCO will assess their needs and an ISP /pupil profile and risk assessment, if required, will be prepared to enable staff to provide teaching which will allow the pupil to make progress. The curriculum will be tailored to meet the needs of such pupils. Annual reviews with parents and the LEA will take place for pupils with an EHC Plan.

Highclare provides Religious Education up to KS4 and Sex, Health and Relationships Education where appropriate. Personal, Social and Health Education and Citizenship is provided throughout all Key Stages.

IT is used extensively across the curriculum. Pupils should be enabled to retrieve and use information in both electronic and traditional forms, relevant to their age and in line with our online safety policy.

Highclare follows the general guidelines of the National Curriculum but does not adhere strictly to the details.

The broad policies of each Key Stage of the school are outlined below. The details of these policies can be found in the long term planning and schemes of work in the individual Key Stages of the school. *See also the attached Curriculum Tables.*

EYFS

Practitioners within the Early Years Foundation Stage recognise that Early Childhood is a time of vital importance in children's development, when children develop rapidly physically, intellectually, emotionally and socially. Practitioners also recognise that children develop and learn in different ways and at different rates.

Practitioners are committed to providing a high quality practice thereby, ensuring the children are provided with a high quality early years experience which will improve their outcomes. Pupils from Swans and Cygnets are led by Early Years Practitioners and also have teacher input in mathematics and phonics.

Practitioners observe children, and note their skills and interests. This enables practitioners to plan and provide experiences which meet children's individual needs and which are appropriate to each child's stage of development. This ensures all children make progress towards the Early Learning Goals.

Practitioners recognise that play underpins the delivery of the Early Years Foundation Stage and that play underpins all learning and development for children. We aim to provide a balance of adult-led and freely chosen or child-initiated activities delivered through both indoor and outdoor play

KS1

The core and foundation subjects are taught separately and the children have access to all aspects of the curriculum.

The organisation of sessions provides a balance of whole class, group and individual activities. The children are taught in mixed ability classes with differentiated work appropriate to their needs.

KS2 - Yr3, Yr 4, Yr 5, Yr 6

In KS2 opportunities are offered to meet the different ways that children learn. Teaching will be targeted to whole classes or groups or individuals. Classes are of mixed ability with differentiated work, as appropriate. Where there is more than one class in a year group, mathematics and English may be taught in ability sets.

In KS2 the core and foundation subjects are taught separately. In addition, MFL is taught from Swans.

In Yr5 11+ preparation lesson are also offered as an additional club after school. A range of extra-curricular activities enriches the experience of the children in Reception to Yr6.

KS3 – U3 (Yr7), L4 (Yr8), U4 (Yr9)

All pupils enjoy the full curriculum range at KS3 (English, mathematics, biology, chemistry, physics, ICT and computing, MFL, geography, history, religious studies, art, DT, performing arts, food and nutrition, , PE and PSHCE). We also run a 'skills and values' reading programme at KS3 and an enrichment Super-Curriculum covering many aspects, such as careers, Duke of Edinburgh employability skills, project and teamwork amongst others

All pupils study French and Spanish at the start of U3. From January of U3 pupils can choose to specialise in the language of their choice. For pupils who wish to maintain an interest in more than one language, an opportunity to do this is provided outside the main curriculum.

The different science disciplines (Biology, Chemistry, Physics) are taught in blocks in U3 and L4. Separate sciences are timetabled in U4.

The majority of subjects are taught in form groups of mixed ability. The exception is mathematics which is taught in two ability sets, from September of U3 until end of L4. In U4, the core subjects are taught in three groups, set by ability in mathematics and science, with mixed ability in English. Practical subjects are taught in three house groups throughout KS3.

KS4 – L5 (Yr 10) and U5 (Yr 11)

Pupils follow a GCSE course of 8 or 9 subjects. The following are compulsory:

- English Language
- Mathematics
- Combined Science, or Triple Science
  Physics, Chemistry and Biology
- English Literature

Pupils then choose a further three subjects from the following:-

- Art and Design
- Business
- Computer Science
- Design Technology
- Drama
- Food Preparation & Nutrition
- French
- Geography
- History
- Creative iMedia (BTEC)
- Photography
- Physical Education (BTEC)
- Religious Studies
- Spanish

All subjects are taught as mixed ability groups except for mathematics and science. These are grouped by ability and the year group is usually divided into three sets. The year group is also usually divided into three mixed ability groups for English.

For the optional subjects the year group is usually divided into four or five options to provide choice therefore these groups may be small.

PSHCE is taught throughout KS4 and includes careers education. Recreational PE is taught throughout KS4.

The number of GCSE subjects studied reflects the needs and abilities of pupils. The decision of whether a student studies triple or combined science is based upon academic performance throughout KS3, both in class and assessments. Pupils with SEND may study one less option and receive addition learning support time.

For pupils spending time out of school for specialist training, eg, in Tennis, football etc, individual timetables are prepared by the Deputy Head of Senior School: Academic after consultation with parents and sometimes trainers.

SIXTH FORM

Students in sixth form will usually take three A-levels (or Level 3 equivalent). The subjects currently available in sixth form are:

- Applied Science (AQA L3 Extended Certificate)
- Art, Craft and Design
- Biology
- Business Studies
- Chemistry
- Computer Science
- Drama and Theatre
- English
- French
- Geography
- ICT – L3 BTEC
- History
- Law
- Mathematics
- Music
- Photography
- PE – L3BTEC
- Physics
- Psychology
- Religious Education
- Travel & Tourism – L3 BTEC
- Sociology
- Spanish

All subjects are taught in small mixed ability groups, usually of between 2 and 12 students. Generally, each subject is allocated 4.5hrs in the L6 and 5hrs in the U6 year. This time may be reduced if pupils are being taught in a very small group of 3 or fewer students.

Alongside their A-levels, L6 students follow a study /research skills programme leading to the Extended Project Qualification (EPQ).

All sixth-form students have one hour of recreational PE per week, an enrichment fortnight of activities is arranged during the year and enrichment activities are arranged.

Sixth-form students will have a number of private study periods in the week, when they are expected to make use of the designated study centre/room.

All students are encouraged to take part in periods of voluntary work, community service or work experience. They are also expected to contribute to the wider life of the school eg taking on leadership roles in enrichment and extra-curricular activities and at school events or as mentors to younger pupils.

A typical L6 timetable comprises:

3 or 4 A-level subjects	13.5 / 18hrs
EPQ study/research skills	1hr
PE	1hr
Private Study	6 / 10.5 hrs
Total	26hrs

A typical U6 timetable comprises:

3 or 4 A-level subjects	15 / 20hrs
EPQ	1hr
PE	1hr
Private Study	9 / 4hrs
Total	26hrs

INDIVIDUALISED LEARNING POLICY

Highclare School believes that all children are entitled to an education that will enable them to develop their full potential and achieve individual excellence, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, and to support them in finding appropriate challenge in the learning environment.

Learning Support (SEND)

Introduction

Definition of SEND:

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and / or education support, we shorten this to SEND.

Highclare School will provide additional support for those pupils who are identified as requiring such assistance. Support may be required for academic, behavioural, emotional, communication, and/or medical needs.

The Learning Support Department is committed to implementing the major elements of the SEND Code of Practice 0-25 (2014). Some of the requirements of the SEND CoP 2014 do not have direct application to independent schools but it is good practice to adhere to it where able. School also aims to implement where appropriate, use good practice outlined in the white paper *"Every Child Achieving and Thriving"*. All teachers are teachers of SEND. Every teacher is responsible and accountable for the progress and development of all pupils in their class.

Aims and Objectives

- To identify pupils requiring support signposting parents/carers to assessors if necessary.
- To provide support for these pupils.
- To formulate Individual Support Plans (ISPs) in the Senior School, or Individual Target Plans (ITPs) in the Preparatory School for identified pupils, with specific targets outlined.
- To review the support provided for pupils through APDR cycles – Assess, Plan, Do, Review
- To liaise with parents, teachers, heads of departments, site heads, heads of key stages, curriculum heads, other key staff and external agencies as necessary.
- To identify the roles and responsibilities of staff in the Learning Support Department.
- To maintain a register/audit of pupils requiring support on SIMS.
- To support and advise departments and teachers with regards to new legislation which affects pupils with special educational needs or disabilities.

Identification

Pupils may be referred to the Learning Support Department from a variety of sources: teachers, form tutor, personal tutor or following information from a previous school, following blanket testing, diagnostic tests, individual interviews, data tracking and lesson observations.

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability will be considered within one or more of the following categories of need:

Cognition and Learning needs. These include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties. These include:

- ADD
- ADHD
- OCT
- Tourettes
- Anxiety and depression
- Attachment Disorder

Communication and Interaction needs. These include:

- Speech, language and communication needs (SLCN)
- Autism

Sensory and/or Physical needs. These include:

- Visual impairment (VI)
- Hearing impairment (HI – including deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as deafblind)
- Physical disability (PD).

Pupils with Education and Health Care plans (EHCP) will automatically be put on the Learning Support Register and other pupils with special educational needs and disabilities will be identified as having SEN Support. All of these pupils will have an ISP or ITP.

On SIMS, pupils with an EHCP will be identified with the code **E** for EHCP. Those pupils receiving support will be identified with a **K**. Those pupils being monitored will be identified with an **M.**

Some pupils will receive group support, others one-to-one or have in-class support. Support may be daily, weekly, half-termly, depending on the individual's needs.

Sometimes a pupil will need input or advice from an outside agency. If a pupil is required to have an external assessment of their needs, for example, by an educational psychologist, this will be at a cost to the parents and will be a private arrangement between parents and the assessor. However, learning support colleagues and senior leadership can provide contacts for parents and names of professionals to carry out external assessments.

Education Provision

1. Learning Support may include pupils with English as an Additional Language (EAL), though EAL in itself is recognised as not being SEND.

2. Different strategies for teaching will be required for some pupils on the Learning Support Register. Regular reviewing and monitoring of the provision for pupils on the Learning Support Register will take place. The statutory requirements and procedures for Annual Reviews of pupils with EHC plans will be fully complied with.

3. In the Senior School, the Learning Support Department will liaise with the School's Examination Officer regarding examination concessions and access arrangements for pupils and will ensure staff are informed.

4. In the Prep School this is done via the KS1 ALNCo and KS2 Learning Success Coordinator. The KS2 Learning success Co-ordinator is also the Prep School SENCO (unqualified) and has an overview of all children with SEND.

5. Learning Support will make appropriate provision for pupils who require additional support when taking part in school trips and will liaise with the school's Health and Safety representative when carrying out any necessary risk assessments.

Policy Links:

- EYFS Policy Document

English as an Additional Language (EAL)

Introduction

Highclare School is committed to achieving individual excellence for all of its students. An integral component of this aim is to embrace each child's life experiences and needs and to welcome the diversity every individual brings to the school.

A number of children have particular learning needs and these are provided for in the classroom and in conjunction with the Learning Support Department (Learning Success in the Preparatory School) and the Gifted and Talented provision within the school, across the three sites and all Key Stages. For those children whose main language at home is a language other than English and are learning English as an additional language (EAL), Highclare School recognises that these children may have specific linguistic needs.

Aims

- To value the cultural and linguistic experiences that pupils with EAL bring to the school.
- To meet the academic, social and emotional needs of children with English as an additional language.
- To implement strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To enable EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.

Assessment/Implementation/Strategies

- The skills and needs of the EAL pupils will be assessed and appropriate provision made throughout the school.
- Pupils may be identified as EAL by parent/pupil disclosure on entering the school, by teaching staff, by assessments, through literacy and vocabulary work, testing, 11+ examinations, teacher observation, pupils being heard read, parents' evenings, communication with parents and completion of personal details for school data (SIMS).
- Pupils' progress will be monitored regularly and will affect individual curriculum provision and planning.
- Resources will be provided to success and monitor pupils with EAL.
- Teachers will recognise the child's mother tongue to boost the child's self esteem: the child has the potential to become a bi-lingual adult.
- Classrooms will value cultural differences and foster a range of individual identities.
- The amount of time taken to become fluent in an additional language will be acknowledged as will the child's strengths.

Teaching and Learning

- Prompt assessments will inform provision and any necessary action.
- Assessments can take place upon registration at the school, at the entrance test, in reading and spelling tests and in literacy work, for example.
- Information from assessments will be passed on to Learning Support / Success and other relevant staff, as will information from parents regarding a child who has EAL.
- Pupil progress meetings will be carried out termly and intervention registers completed.
- Differentiated work, where applicable, for EAL pupils to be shown in lesson plans.
- High expectations-pupils to contribute more than one word answers.
- Appropriate and challenging learning objectives set for EAL pupils.
- Recognise that EAL pupils will need more time to process answers.
- Give newly arrived young children time to absorb English-a 'silent period' often occurs when a child understands more English than they can use.
- Model good examples of English – written and spoken
- Use collaborative learning techniques and a variety of teaching styles.
- Vocabulary work to cover technical as well as the everyday meaning of key words, metaphors and idioms.
- A range of reading materials provided to highlight the different ways English is used.

- Effective opportunities given for talking in the classroom.
- Encourage transference of knowledge and skills of one language to another.
- Older pupils are encouraged to make use of a bilingual dictionary in lessons.

Provision

- All involved teaching EAL pupils will liaise regularly.
- Parents and staff to be aware of the school's EAL policy.
- Relevant information on EAL pupils will be disseminated to staff working with them.
- Pupils with EAL will be added to the EAL Register.
- The SENCO/ALNCO will give guidance and support for staff working with pupils with EAL.
- Effective liaison with parents from teachers, SENCO/ALNCO, and other relevant staff will take place regularly.
- External advice and support from other agencies may be used to support EAL pupils.
- Where pupils are taking external examinations, they may be eligible for access arrangements, eg. Use of bilingual dictionary.
- Individual Support Plans (ISP) / Individual Target Plans (ITP) with targets may be compiled for those pupils identified with specific EAL needs.
- ISP/ITPs for EAL pupils to be reviewed regularly.
- EAL Policy to be reviewed annually by the SLT and Learning Support / Success Coordinators.
- If further additional EAL support is required, this can be arranged - the level of provision would need to be agreed in advance and the cost would be charged to parents
- Where appropriate, older pupils may be prepared for an appropriate GCSE English qualification.

Additional Stretch and Challenge

Definitions

Gifted pupils are those with strong intellectual and academic abilities. Talented pupils excel in specific areas, for example, music, art, design, drama, dance or sport. Gifted pupils in the 11 – 18 years age range are generally taken to be those in the top five percent of the national ability range. Gifted learners may have special abilities in one or more subjects. Gifted pupils in the 5 – 11 years age range are defined as working at least 2 years above their chronological age. Talented pupils are defined according to specific criteria in areas such as sport.

Just as pupils with special educational needs benefit from work specially designed for them, so some pupils benefit from work of a kind suited to their highly developed capabilities.

Aims and Objectives

- To identify pupils who are gifted and talented and ensure that this information is available to all staff.
- To provide a teaching and learning environment that allows these pupils to develop to their full potential, in line with the school aims.
- To ensure that the curriculum offered in all subject areas provides a suitable and challenging learning experience for all pupils.
- To offer differentiated learning and extension tasks, where appropriate, in order to challenge, encourage and motivate pupils to strive for individual excellence, providing learning appropriate to the pupils' individual abilities whilst looking after them socially and emotionally.
- To encourage pupils to get involved in challenging enrichment activities both in school and outside of school that will help them to develop and enhance their gifts and talents
- To maintain and review a register of all pupils identified as gifted and talented and to monitor their progress. Since relative ability may change over time, pupils may enter or leave the register at any time.

Procedure

Identification

Gifted pupils may be identified by teaching staff using evidence from subject specific performance. The school also uses a number of standardised ability tests and assessments throughout the different key stages as a basis for identifying our gifted pupils including:

- Reception baseline tests (BASE)
- Interactive computerised assessment system (INCAS)
- Assessment Profile on Entry for Children and Toddlers (ASPECTS)
- Progress in Understanding Mathematics Assessment (PUMA)
- Progress in Reading Assessment (PIRA)
- Verbal reasoning (VR) and Non-verbal reasoning (NVR)
- Entrance examinations
- Middle Years Information System (MidYIS)
- Year 11 Information System (YELLIS)
- GCSE examinations

Pupils who show evidence of having particular talents may be identified on entry to the school or by subject teachers.

Action

All pupils, once identified, will be placed on a gifted and talented register which will be reviewed regularly. Differentiation and extension activities for gifted and talented pupils should be outlined in teachers' planning so that extra opportunity is provided in normal class activity. These pupils will be monitored and appropriate action will be taken where necessary. They will be encouraged to participate in challenging enrichment opportunities.

Pupils with identified talents will be encouraged to showcase their talent in a variety of ways, both at school and in the wider community.

Enrichment Activities

In Key Stage 3 Enrichment is timetabled for one hour per week as part of the Highclare Super Curriculum. This includes activities such as public speaking an debating, CREST Awards, the Bronze Duke of Edinburgh's Award and the Level ½ Higher Project Qualification.

Throughout KS3, two 30 minute periods per week are devoted to developing pupils' skills, values and character. These sessions are centred around British Values, but also look at current affairs, careers education and study/revision skills at times throughout the year. These sessions provide opportunity for pupils to become independent learners and to put TAKE CHARGE into practice.

In the spring term, the sixth form have a varied enrichment fortnight with sessions arranged covering topics such as first aid, university finance and mindfulness.

Co-curricular Activities

For U3 to U6 a variety of extra-curricular activities is offered during lunch times, before and after school. These are not compulsory but pupils are encouraged to take part in at least one activity a week. Activities include chess club, drama club, debating club, choir and many other musical and sporting clubs. Some departments offer additional help to pupils of all ages in surgeries or clinics and these take place at lunchtime or after school.

Written by:	Adopted by the Board:	Review Cycle:	Most Recent Review:
MV/September 2009	November 2009	Annual	September 2026

Appendix 1 – Curriculum Models

HIGHCLARE SCHOOL

Curriculum Allocation (per week)

Key Stage One (Infants)

	English	**Mathematics**	**Science**	**Computing**	**History / Geography**	**Art / DT**	**Music**	**RE / PSCHE**	**PE Games Swimming**	**Spanish**	**Assembly**	**Registration, Guided Reading and Spelling**
Yr1	390 mins (6hrs 30 mins) + 50 mins story: TOTAL: 440 mins	360 mins (6 hours)	60 mins (1hr)	30 mins	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	210 mins (3hrs 30mins)	30 mins (½ hr)	30 mins (½ hr)	120 mins (2 hrs)
Yr2	390 mins (6hrs 30 mins) + 50 mins story. TOTAL: 440 mins	360 mins (6hrs)	60 mins (1hr)	30 mins	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	60 mins (1hr)	210 mins (3hrs 30mins)	30 mins (½ hr)	30 mins (½ hr)	120 mins (2 hrs))

Appendix 1 – Curriculum Models

HIGHCLARE SCHOOL

Curriculum Allocation (per week)
Key Stage Two (Junior)

Subject	Yr3	Yr4	Yr5	Yr6
English (including 60 mins of 11+ tuition)	420 mins	420 mins	420 mins	420 mins
Maths	360 mins	360 mins	360 mins	360 mins
Science	120 mins	120 mins	120 mins	120 mins
History / Geography	60 mins	60 mins	60 mins	60 mins
RE	60 mins	60 mins	60 mins	60 mins
PSHCE	60 mins	60 mins	60 mins	60 mins
Computing	60 mins	60 mins	60 mins	60 mins
Art/DT	60 mins	60 mins	60 mins	60 mins
MFL	60 mins	60 mins	60 mins	60 mins
Music	60 mins	60 mins	60 mins	60 mins
PE/GAMES/Swimming	180 mins	180 mins	180 mins	180 mins
Assembly	30 mins	30 mins	30 mins	30 mins
Registration & Start of the Day activity	120 mins	120 mins	120 mins	120 mins

DES Circular 7/90 recommends a minimum of 21 hours of teaching time each week for children in key stage 1 and a minimum of 23 ½ hours of teaching time each week for children in key stage 2, exclusive of registration, collective worship, breaks and lunch.

Highclare Preparatory School Key Stage Two
Breakdown of Subjects and Hours

Subject	What we teach per week	Total hours over year	Percentage of a 25-hour teaching week
English	7 hours	220.5	28
Mathematics	6 hours	207	24
Science	2 hours	69	8
COMPUTING	1 hour	34.5	4
Art & Design and Design Technology	1 hour	34.5	4
History / Geography	1 hour	34.5	4
MFL	1 hour	34.5	4
Music	1 hour	34.5	4
PE/GAMES	3 hours	103.5	12
RE	1 hour	34.5	4
PSHCE	1 hour	34.5	4
TOTAL	25 hours a week	862.5	

Appendix 1 – Curriculum Models

HIGHCLARE SENIOR SCHOOL

Curriculum Allocation Key – Senior School (KS3)

Curriculum allocation (shown as number of teaching hours per week)

Year	NC Year	English	Drama	Maths	Biology Chemistry Physics	History	Geography	French	MFL [1]	Music	ICT/Computing	PSHCE	Religious Studies	Art	Design Technology	Food & Nutrition	PE	Enrichment	TOTAL (hours)	Assembly / Form Period / Independent Learning Skills	TOTAL
U3	7	3.5	1	3.5	3	1	1	2		1	1	0.5	1	1	1	1	2.5	1	**25**	2.5	27.5
L4	8	4	1	4	3	1	1		2	1	1	0.5	1	1	1	1	2.5		**25**	2.5	27.5
U4	9	4	1	4	3	1	1		2	1	1	0.5	1	1	1	1	2.5		**25**	2.5	27.5

Curriculum Allocation – Senior School (KS4)

Year	NC Year	English	English Lit	Maths	Biology	Chemistry	Physics	Option A	Option B	Option C	Option D	PE	PSHCE	TOTAL (hours)	Assembly / Form Time	TOTAL
L5	10	4		4	6			2.5	2.5	2.5	2.5	1.5	0.5	**26**	1.5	27.5
U5	11	4		4	6			2.5	2.5	2.5	2.5	1.5	0.5	**26**	1.5	27.5

[1] French or Spanish