

COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

A2 Curriculum Statement

COMMITTEE	Curriculum & Student Matters
SLT RESPONSIBLE	Suzanne Parrott Vice Principal (Curriculum & Data)
REVIEW	Annually
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APPROVED BY THE GOVERNING BODY	

Colchester County High School for Girls

THE CURRICULUM 2021-22

Curriculum Intent

The curriculum at Colchester County High School for Girls (CCHSG) is designed to enable students to be independent, resilient and ambitious learners. At CCHSG students will develop the knowledge and skills to become life long learners, successful, enjoy life and be able to compete in a sustainable global economy whilst making a positive contribution to society.

CCHSG offers a broad and balanced curriculum which incorporates a curriculum matrix with a wide range of choice. The CCHSG curriculum aims to promote the spiritual, moral, cultural, mental and physical development of each student, incorporating cultural capital and prepares students for the opportunities, responsibilities and experiences of adult life. Timely information, advice and guidance is central to supporting students through the next stages of their education and career.

Our personalised curriculum is based on the National Curriculum and is enhanced by an expansive co-curricular programme. As changes to the National Curriculum occur and other educational initiatives come into force, the school incorporates them into the curriculum.

The school is committed to the principles and practice of equal opportunities across the curriculum, and will endeavour to ensure that every activity offered in the school is available to every student irrespective of ethnic origin, race, nationality, religion, disability or economic background.

Implementation

Religious Education: is provided for all students in Years 7 to 10 and forms part of the Year 11, 12 and 13 Personal, Social, Health, Careers and Citizenship Education (PSHCE) programme. Parents may choose to withdraw their child from these lessons.

Health Education: is part of the curriculum; fitness, hygiene and the physical and moral aspects of relationships and sex education (RSE) are included within this programme. Parents have the right of withdrawal from RSE education lessons.

SEND: personalised arrangements will be made to cater for any student with special needs – academic, social, emotional or medical.

Most Able: the school has a programme of activities to develop most able students. Students in Year 9 have the opportunity to complete the AQA Level 2 Project and in Year 12 the AQA Level 3 Extended Project Qualification. In Mathematics Year 11 students have the opportunity to be entered for the Free Standing Mathematics Qualification (Advanced Additional Mathematics).

Years 7 and 8 (Key Stage 3)

The more able cohort follows an accelerated 2 year Key Stage 3 programme which provides students with a broad base of knowledge on which to build.

Students study the following subjects:

Art, Biology, Chemistry, Computing, Creative and Critical Thinking, Drama (Year 7), English, French, Geography, German, Healthy Living, History, Latin (Year 8), Mathematics, Music,

PSHCE (including careers and citizenship education), Physical Education, Physics and Religious Education.

In Year 8 students are given the opportunity to study Microsoft Office Specialist Units for Power Point, Excel and Word and the GCSE in Religious Studies is started.

Years 9, 10 and 11 (Key Stage 4)

The three year Key Stage 4 curriculum enables students time to develop subject mastery, to commit knowledge to long term memory, to develop connections to new knowledge and therefore to use knowledge fluently.

Students follow a curriculum containing compulsory and optional elements. The curriculum pathway followed depends on the individual student and could result in a different number of GCSE qualifications.

Compulsory:

GCSE courses: English Language, English Literature, a Humanities subject (History or Geography), Mathematics, a Language (French, German or Latin), Biology, Chemistry, Physics and Religious Studies

Non-examination courses: Careers Education, Health-related Fitness, Physical Education and PSHCE (including citizenship education). The delivery of Computing takes place across the Curriculum and includes E-safety.

Optional:

GCSE courses: Art, Computer Science, Drama, Music, Physical Education, Psychology and French, Geography, German, History or Latin if not chosen as a compulsory subject

Year 9 – The Matrix

The Year 9 Matrix blends the transition between the accelerated two year Key Stage 3 programme and the three year Key Stage 4 programme. The Key Stage 3 programme has been designed to provide students with a broad base of knowledge and skills on which to build. The curriculum in Year 9 is “fluid” with the opportunity to explore a different GCSE option if required. The three year Key Stage 4 curriculum enables students time to develop subject mastery, commit knowledge to long term memory, develop connections to new knowledge in order to use this knowledge fluently.

The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days. The Matrix provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. The enrichment days will focus on Computer Science, Creative Arts, Geography, History, the environment, well-being and Enterprise Education. Selected students will also complete the AQA Level 2 Project Qualification. Some elements of The Matrix may lead to opportunities to take additional qualifications, for example the Level 1 Young Learners Chinese Test.

Years 12 and 13 (Key Stage 5)

All students follow non-examination PSHCE which includes elements of Creative and Critical Thinking and a P.E. course.

Some students will complete the AQA Level 3 Extended Project Qualification (EPQ).

GCE A level subjects:

Art and Design, Biology, Chemistry, Classical Civilisation, Computer Science, Economics, English Language, English Literature, French, Further Mathematics, Geography, German, History, Latin, Law (as a distance learning course), Mathematics, Music, Physical Education, Physics, Psychology and Religious Studies are all offered. All subjects follow linear specifications.

Curriculum Guidance

The school issues its own Key Stage 4 booklet of information and guidance, together with a prospectus for the Sixth Form. After consultation with parents and students, every effort is made to produce a timetable allowing each student the subjects of her choice. The school also employs an independent careers advisor who works with students to support curriculum choices.

Homework

Regular homework is an integral part of the school curriculum. Parents are provided with the homework timetable and are asked to inform the school if there is any concern about their daughter doing too little or too much homework.

Impact

Student progress is regularly assessed and the results recorded and reported to parents.

The School is committed to providing the fullest possible Careers Education, Information, Advice and Guidance (CEIAG) programme for all of our students. We believe CEIAG makes a vital contribution to preparing young people for the opportunities and responsibilities of adult life. Destinations of students at the end of KS4 and KS5 are monitored.

Students are independent, resilient and ambitious learners who develop the knowledge and skills to be life long learners, successful, enjoy life and able to compete in a sustainable global economy whilst making a positive contribution to society.

Students are successful in their examinations and therefore can access the next stage of their education and career.

Information availability

Parents who wish to do so may see copies of the documents mentioned in the Education (School Curriculum and Related Information) Regulations 1991: these include schemes of work, syllabuses and the prospectus.

In addition, information is available concerning the Governors' approved arrangements for the consideration of complaints about the curriculum and for parental appeals against non-admission.

Unless otherwise stated, the information given in this document relates to the school year 2021-22.

Every effort has been made to ensure that these particulars were correct in relation to that year at the date of publication.

Where future changes in the arrangements could be foreseen they have been mentioned in the document but it cannot be assumed that there will be no further changes before the start of, or during, the school year 2021-2022 or in relation to subsequent years.

Related policies

CEIAG Policy No. 58

