



# SURBITON

HIGH SCHOOL

## Curriculum – Senior School

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## Surbiton High School Ethos and Aims

The Surbiton High School curriculum is designed to meet the overall School aim of bringing out the best in everyone: to discover the best in everyone, to expect the best in everyone, and to support everyone to achieve their personal best.

- Surbiton High School aims to **inspire, encourage and empower** our young people to discover and liberate the very best of themselves, exceeding their potential in an intellectually rigorous and challenging academic environment, balanced with outstanding pastoral care and support

We achieve these aims through our *Charter for Happiness and Well-being*. Our children:

- are **inspired** to deploy their highest strengths to tackle all situations, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- are **encouraged** to find their niche, to be fully engaged in educational activities and to meet the highest challenges that come their way
- are coached and **encouraged** to develop strong relationships, to be empathetic and responsive to the needs of themselves and others
- are **empowered** to lead a meaningful life, to be able to understand what their goals are and to know what they are striving for
- are **empowered** to draw strength from celebrating their accomplishments, in order to tackle new challenges

We achieve these aims through our inculcation of *Learning Habits*. Our children:

- are **inspired** in their thinking, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- are **encouraged** to be emotionally invested in their learning, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- are **empowered** to be fully involved in their learning, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- are **inspired, encouraged and empowered** to be productive, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning



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## Policy Statement

Surbiton High School provides full-time supervised education for pupils of compulsory school age (ages 5-18) and education appropriate to pupils at the EYFS and pupils aged 16-19. The curriculum is designed to allow scope for the development of their talents and interests at all stages.

Surbiton High School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy. In addition, it seeks to provide students with an effective preparation for the opportunities, responsibilities and experience of adult life in British society. The curriculum supports the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In addition, we provide a PSHE programme, delivered as a discrete subject mainly by Form Tutors, which gives pupils experience in spiritual, moral, social, cultural and economic education appropriate to the age and ability of its pupils, and which is in line with the School's Aims and Ethos. In addition, PSHE "SCOPE" mornings are held (Surbiton cope). Details of how this is delivered can be found in our PSHE Policy and PSHE Schemes of Work, which are available on request.

We also provide impartial Careers Guidance to our students, including advice on which GCSE and A-level subjects to choose. Further details can be found in our Careers Policy, which is available on request.

The curriculum is planned to be appropriate for the ages and aptitudes of the pupils (including any pupils with a statement of special needs, whose needs are reviewed annually); where a pupil has identified specific learning difficulties, appropriate support and guidance is provided through their Individual Education Plan/Learner Profile; where a pupil has a statement of Special Educational Needs (or EHCP), education is provided to meet its requirements. An EHC plan will be provided for students with significant learning difficulties or disabilities. Further details can be found in our Special Educational Needs Policy. In summary, the curriculum provision enables all students to have the opportunity to learn and make progress including those with special educational needs or learning difficulties, those for whom English is an additional language and the most able.

Our specific curriculum aims are:

- Providing a broad, balanced, challenging and enriching educational experience for all pupils.
- Offering a wide range of co-curricular activities and enrichment programmes.



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- Working in partnership with parents; encouraging them to be actively involved in their child's education.
- Preparing pupils for their subsequent education and their future lives.
- Celebrating success and achievement.

Furthermore, the curriculum at Surbiton High School subscribes to all of the following United Learning core characteristics:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause;  
Common assembly themes
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – of ourselves and others in all that we do;
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests;
- **Determination** – to overcome obstacles and reach success;
- **Kindness and compassion**

Our curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the School. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Surbiton High School implements a written policy on the curriculum which is supported by strategic long term, medium term and short-term plans.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of our Senior School community.

Surbiton High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

This policy is available to relevant parties in accordance with our statement on the provision of information, which can be found on the School's website, and should be read in conjunction with the following documents:

- Curriculum - Boys' Preparatory School
- Curriculum - Girls' Preparatory School
- Careers Policy
- Teaching and Learning Policy

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- PSHE Policy
- PSHE Schemes of Work
- Special Educational Needs Policy
- Highly able, Gifted and Talented Guidance

This document is reviewed annually by Hannah Horwood, Vice Principal Academic, or as events or legislation require and, in addition, is subsequently checked and monitored by the School's Compliance Officer. Once checked by the Compliance Officer, this policy is sent to LGB Members so that they can familiarise themselves with it and monitor its implementation going forwards. The next scheduled date for review is April 2022.

## Curriculum Structure

There are 5 teaching periods per day of 65 minutes each. There are class changeover times in between lessons to enable teachers and pupils to move from one lesson to another. We operate a weekly timetable with the use of a Week A and Week B timetable where some lessons are taught in alternate weeks. SCOPE days, during which the curriculum is suspended for a half-day or full-day, ensures in-depth provision for specific PSHE topics during the academic year.

The Surbiton High School curriculum can be tailored to the needs of individual pupils. All pupils will study the core subjects with the vast majority following the standard curriculum. A small number of pupils in each year group may study fewer subjects to support their health, learning enrichment need or talent in sport. An example might be a tennis scholar studying one language less in Year 8 and Year 9 to facilitate their club level training.

### *The Year 7 Curriculum*

There are 3 teaching periods per week of the core subjects of English, Maths and Science; both English Language and English Literature are taught in English lessons and Science is taught as separate Sciences. Pupils are given a taste of the Modern Foreign Languages of French, German and Spanish, as well as Latin, having 1 period per week of each. 1 period per week is given to History, Geography, RS, Art, Music, Drama, Design Technology and Computing. 2.5 periods per week are given to PE; this includes one double period each week and one single period per fortnight. One and a half periods per week are given to PSHE (Personal, Social and Health Education) which also encompasses LTS (Learning and Thinking Skills). These lessons are usually delivered by members of the year team.



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## ***The Year 8 Curriculum***

There are 3 teaching periods per week of the core subjects of English, Maths and Science; both English Language and English Literature are taught in English lessons and Science is taught as separate Sciences. Pupils make a choice to study 2 Languages, choosing from French, German, Spanish or Latin; 2 periods per week are given to each language. The majority of girls will study 2 languages; a minority will study 1 language and follow a Learning Support programme (OPAL) instead of a second language. 1 period per week is given to History, Geography, RS, Art, Music, Drama, Design Technology and Computing. 3 periods per week are given to PE: this is taught as one double lesson and one single lesson. 1 period per week is given to PSHE usually delivered by the year team.

***The Year 9 Curriculum*** follows the same pattern as the Year 8 programme. In January of the academic year, the process of choosing GCSE options is started. Pupils and parents are informed about this through: PSHE lessons, assemblies, an information booklet, mentoring meetings, and an *Options Evening* event.

## ***The Curriculum in Years 10 and 11***

English Language and English Literature (2 separate GCSE courses) are taught over 4 periods per week. Maths is taught in 3 periods per week. Pupils are expected to study at least one Modern Foreign or Classical Language at GCSE as part of their core curriculum (pupils with a specific learning enrichment, health need or high sporting commitments will not always study a language). Pupils choose between Separate Sciences (taught over 6 periods per week), or Combined Science (also taught over 6 periods per week). The Curriculum is designed to flex to the interests and strengths of each pupil, very occasionally a pupil may take 2 separate sciences from Biology, Chemistry and Physics to enable a broader range of options to be selected. Option subjects are given 2 periods per week, and these include:

- Ancient Greek
- Art and Design
- Art Photography (Photography portfolio required)
- Classical Civilisation
- Computer Science
- Dance (Audition required)
- Design Technology (Graphics, Resistant Materials, and Textiles)
- Drama
- French
- Geography
- German



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- History
- Latin
- Music
- Physical Education (Academic)
- Religious Studies Spanish

If a pupil opts to study 10 GCSE subjects, they will select 4 option subjects (one of which should be a language). Pupils who study fewer than 10 GCSE subjects may opt for a period of learning enrichment support (OPAL) and /or Private Study sessions.

2 periods per week are given to Physical Education.

1 period is given to PSHE.

Typically, pupils will study between 8 and 10 GCSE subjects; however, some pupils may study fewer GCSE subjects based on ability, other commitments, or medical needs.

Further Maths GCSE equivalent is available for the most able mathematicians when they enter Year 11. This is an additional qualification which is taught within the 3 periods of Maths, it is not a separate timetabled GCSE option.

## ***The Sixth Form Curriculum***

The Sixth Form Curriculum is designed to provide a range of learning opportunities, in both the core curriculum and the Co-curricular programme, that enable pupils to specialise in areas where they are particularly talented and interested, whilst at the same time broadening their horizons, giving them opportunities for leadership and personal agency, and preparing them for their subsequent education and future lives.

The Extended Project Qualification (EPQ Level 3) is offered to pupils as an opportunity to develop an interest above and beyond the material covered in A-level subjects and also engage with and develop independent study skills.

AS Maths studied over 2 years (allocated 2.5 periods per week) is available and is particularly supportive for those pupils taking A-level subjects which require mathematical skills i.e. sciences, Computing, Geography, D&T, Psychology, Economics and Business.

AS Further Maths is available from September 2021 and is studied over 2 years (allocated 2 periods per week). This is available and particularly supportive for those pupils taking A-level Maths with an



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aim to studying a physical sciences based degree in the future but who do not want to commit to the full Further Maths course.

**In Years 12 and 13**, pupils usually study 3 A-level subjects plus either an EPQ, AS Maths or AS Further Maths over two years. Many pupils will study 3 A-levels only. Some pupils may study 4 subjects, depending on ability and interest. Students opting to take 4 A-levels will need to have their curriculum offer confirmed by a member of SLT.

**In Years 12 and 13**, the teaching allocation is 5 periods per subject per week.

Subjects included in the curriculum offer are:

- Ancient Greek
- Art
- Art Photography
- Biology
- Business
- Chemistry
- Classical Civilisation
- Computer Science
- Dance
- Design Technology (Textiles)
- Design Technology (Product Design)
- Drama and Theatre Studies
- Economics
- English Language
- English Literature
- French
- German
- Geography
- History
- History of Art
- Latin
- Mathematics (and Further Mathematics)
- AS Maths (and Further Mathematics) (over 2 years)
- Music
- Philosophy
- Physical Education

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- Physics
- Politics
- Psychology
- Religious Studies
- Sociology
- Spanish

2 periods each week are allocated for Physical Education (non-examined) (*Healthy Lifestyle*).

PSHE is delivered through a suspended timetable model with mornings, afternoons or whole days dedicated to the delivery of specific PSHE topics.

Pupils are expected to develop good study habits in the Sixth Form; there is a supervised study area where there is an Academic Mentor available, as well as access to careers resources and guidance. The Oxbridge preparation programme is available to those girls who have the ability and interest, alongside specific preparation for Medicine, Dentistry or Veterinary Science applications. Please see Highly Able (Gifted and Talented) Guidance for further information.

We endeavour to run all subjects every year, however, there may be occasions a subject may not run as pupil uptake is low. Any decisions of this nature will be made with the consent of the Principal.

Sixth Form teaching groups will not normally exceed sixteen pupils and only then with the consent of the Principal.

## **Procedures for Review and Development**

A whole-school curriculum review is conducted annually. The planned and delivered curriculum is reviewed by the Senior Leadership Team and coordinated by the Vice Principal (Academic), as well as when events and/or legislative change requires alteration.

Heads of Department are responsible for the ongoing delivery and review of each subject curriculum area. A Senior Leadership Team annual *Results Analysis Review* quality-assures the effectiveness of curriculum delivery and impact. This is in tandem with the School's Performance Management procedures, lesson observations, learning wanders and pupil work scrutiny.

	English Language & Literature	Mathematics	Science (separate or combined)	Art	Art Photography +	Classical Civilisation	Computing	Dance ++	Design & Technology	Drama	Geography	Greek (Ancient)	History	French	German	Spanish	Latin	Music	Philosophy & Religious Studies	Physical Education (GCSE)	Physical Education	PSHE / LTS/B2B	Private Study	
Year 7	3	3	3	1			1		1	1	1		1	1	1	1	1	1	1	1	2.5	1.5		<b>25</b>
Year 8	3	3	3	1			1		1	1	1		1	4 periods total*			1	1	1	3	1		<b>25</b>	
Year 9	3	3	3	1			1		1	1	1		1	4 periods total**			1	1	1	3	1		<b>25</b>	
Year 10/11,	4	3	6	4 of these @ 2 periods each (including a minimum of one language)																2	1	1	<b>25</b>	

\* In Year 8, pupils choose 2 languages, each of which is allocated 2 periods per week; if 1 language is chosen, pupils follow an OPAL programme of Learning Support.

\*\* In Year 9, pupils continue with their language choices, each of which is allocated 2 periods per week; if 1 language is studied, pupils follow an OPAL programme of Learning Support.

+ GCSE Art Photography: there are typically 12 spaces on this course and a portfolio can be requested to help with selection

++ GCSE Dance GCSE is open to girls via audition only

GCSE Core/Additional Science are both taught over 6 periods per week.

- Typically, pupils study between 8 and 10 GCSEs Pupils taking OPAL study for 9 GCSEs. Some pupils may study fewer GCSE subjects, usually for medical reasons or because of very heavy time commitments to sport or the performing arts. Their curriculum is bespoke and determined on an individual case-by-case basis. The underlying principle is that pupils follow the curriculum pathway which best plays to their strengths.

	Art/* Art Textiles Art Photography Biology Business Studies Chemistry Classical Civilisation Computing Dance* Creative Writing Drama & Theatre Studies DT Graphic Products DT Textiles Economics English Language English Literature French Further Mathematics Geography German Greek History History of Art Latin Mathematics Music Philosophy Physical Education Physics Politics Psychology Religious Studies Sociology Spanish				
Year 12, 3 subjects	3 of these @ 5 periods each	1	2.5	2	<b>17/18/19.5</b>
Year 12, 4 subjects	4 of these @ 5 periods each			2	<b>22</b>
Year 13, 3 subjects	3 of these @ 5 periods each	1	2.5	2	<b>17/18/19.5</b>
Year 13, 4 subjects	4 of these @ 5 periods each			2	<b>22</b>

## Notes

Girls are given guidance as to the most suitable pathway (in terms of number and choice of subjects studied) to follow at A-level.

- Within the Art option, Fine Art or Art textiles can be studied and either of these can be combined with Art Photography as a separate A-level subject.
- Dance is by audition only

- PSHE is delivered through a suspended timetable model.
- EPQ consists of one taught period and one supervised research period per week.
- Both AS Maths and AS Further Maths consist of two and a half periods per week, taught over two years.

### Document Information

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Name of individual/department responsible	Hannah Horwood, Vice Principal (Academic)
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