



Curriculum Statement 2021

| | | | |
|--|---|----------------------------|---------------|
| Status | Non - Statutory but information required on website | Date created | January 2019 |
| To be put on the school website? | Yes | Date first approved | February 2019 |
| Responsibility for this overview (job title) | Assistant Headteacher | Date last reviewed | January 2021 |
| Governors' Committee with responsibility for its approval | Teaching and Learning | Frequency of review | Annually |

Contents

| | |
|--------------------------------------|------------|
| 1. Aims | 1 |
| 2. Legislation and Guidance | 1-2 |
| 3. Roles and Responsibilities | 2 |
| 4. Organisation | 3 |
| 5. Inclusion | 5 |
| 6. Monitoring arrangements | 6 |
| 7. Links with other policies | 6 |

1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all students, which complies with our STEAM agenda
- Enable students to acquire knowledge, understand concepts and develop skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards lifelong learning, teaching skills which will be transferable beyond life at AHS
- Ensure equitable access to learning, with high expectations for every student and appropriate levels of challenge and support
- Provide subject choices that support students' learning and progression, and enables them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Prepare students for life in a fast-changing world

2. Legislation and Guidance

This statement reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to

curriculum-related expectations of governing bodies set out in the Department for Education's [Governance Handbook](#) and our funding agreement.

3. Roles and Responsibilities

a) Governors

The governing body will monitor the effectiveness of the curriculum, ensure that it meets the needs of our students and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including students with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from Year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced
- When necessary 'blended learning' is in line with our remote learning policy

b) Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- They manage requests to withdraw students from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for students with different abilities and needs, including students with SEND.

c) Subject Team Leaders

Subject Team Leaders are responsible for ensuring a suitable curriculum is in place in their subject area and that:

- Curriculum intent is clear
- Schemes of Work are in place and being followed using AHS 80/20 guidance (an approach we use where 80% of the delivery and content should be the same for all students with 20% allowance for individuality of the teacher)
- There is an appropriate level of support and challenge in the curriculum on offer for all students
- The use of 1:1 technology is used appropriately to enhance the learning and understanding of students
- Changes to KS2 curriculum are reflected in KS3 Schemes of Work
- There is an appropriate KS3 curriculum to equip and prepare students for KS4 study
- KS4 and KS5 courses are considered and chosen appropriately.

d) Teachers

Teachers must ensure they are following the Schemes of Work as set out by their Subject Team Leader and follow the 80/20 guidance. Teachers are expected to contribute to ensuring Schemes of Work are up to date.

4. Organisation

a) Curriculum Approach

Aylesbury High School offers every student a balanced and broad curriculum which is forward-looking, innovative and of the highest academic quality. Our staff set standards of excellence for themselves and for their students, helping each student to reach her full potential and recognising her individual needs. Through the formal curriculum and through a planned programme of activities outside the classroom, we cultivate self-confidence, independent thinking, tolerance and a sense of responsibility in our students. We believe that learning is enhanced by a happy, friendly and secure environment characterised by co-operation and mutual respect. The school provides opportunities for girls to develop their skills and their ideas through the arts, sport and recreation, House activities and community involvement. In all that we do, we aim to prepare students for life in the fast-changing world of which they will become adult members, ready to play an active and positive part in the local, national and international community. Information on our curriculum intent and implementation can be found on the subject pages under the curriculum area of our website.

- i)** Our current curriculum model is as follows and is reviewed each year in the spring term. Abbreviations are used in the following image as follows: Ar - Art, Bi - Biology, Bu - Business, Ch - Chemistry, Co - Computing, Cv - Community Involvement, Cz - Citizenship, Da - Dance, De - Design Technology, Dr - Drama, Ec - Economics, El - English Literature, En - English (Language), Eg - Engineering, Fd - Food, Fr - French, Ge - Geography, Gm - German, Hi - History, L4L - Learning for Life, Ma - Maths, Mc - Statistics in Context, Mf - Further Maths, Mu - Music, MUN - Model United Nations, Pc - Psychology, Ph - Physics, Pf - Personal Finance, Po - Politics, POP - Primary Outreach Project, Py - Photography, Sc - Science, Sp - Spanish, Sp Ldr - Sports Leaders, Sw - Swimming, Te - Technology, Tx - Textiles, Ye - Young Enterprise.

| | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|-------|--------------|-----|-------|-----------|----------|---------|---------|----------------|--|-------------------------|-----------|----|----|----|--------|----|---|--------|--|--|
| KS3 | En | Ma | Sc | Fr | Gm | Sp | Ge | Hi | RS | Ar | Da/Sw | Dr | Mu | PE | Co | L4L/Cz | Te | | | | |
| | Y7 | 6 | 6 | 6 | 8/3 | 8/3 | 8/3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 50 ppf | | |
| | Y8 | 6 | 6 | 6 | 4 + 4* | | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 50 ppf | | |
| Y9 | 6 | 6 | 6 | 4 | 4 | | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 50 ppf | | |
| * (students choose 2) | | | | | | | | | | | | | | | | | | | | | |
| KS4 | En | Ma | 3Sc | PE | L4L/Cz/RS | Creative | Lang | Hums | Opt1 | Quals | | | | | | | | | | | |
| | GCSEs | 2 | 1** | 3 | 0 | 0 | 1 | 1 | 1 | 1 | 10 GCSEs | | | | | | | | | | |
| | Y10 | 7 | 6 | 12 | 4 | 1 | 5 | 5 | 5 | 5 | | | | | | | | | | | |
| | Y11 | 6 | 7 | 12 | 4 | 1 | 5 | 5 | 5 | 5 | | | | | | | | | | | |
| | | | | B/C/P | | | Ar | Fr | Bu | *** | | | | | | | | | | | |
| | | | | | | | Co | Gm | Ec | | | | | | | | | | | | |
| | | | | | | | Da | Sp | Ge | | | | | | | | | | | | |
| | | | | | | | Dr | | Hi | | | | | | | | | | | | |
| | | | | | | | Eg | | RS | | | | | | | | | | | | |
| | | | | | | | Fd | | | | | | | | | | | | | | |
| | | | | | | Mu | | | | *** any further choice from Cr/Lang/Hums | | | | | | | | | | | |
| | | | | | | PE | | | | | | | | | | | | | | | |
| | | | | | | Tx | | | | | | | | | | | | | | | |
| KS5 | Y12 | 3/4 A Levels | | | | | | 0-8 ppf | | Class (1 ppf) | | 27-47 ppf | | | | | | | | | |
| | Y13 | 10 ppf Y12 | | | | | | 0-8 ppf | Tut Pd (1 ppf) | Class (1 ppf) | Cv (4 ppf for 10 weeks) | 30-45 ppf | | | | | | | | | |
| | | Arts | Eng | Hums | MFL | Maths | Science | Tech | Ext | | | | | | | | | | | | |
| | | Ar | El | Bu | Fr | Ma | Bi | Co | Sp Ldr | | | | | | | | | | | | |
| | | Da | En | Ec | Gm | Mf | Ch | De | Da (AS) | | | | | | | | | | | | |
| | | Dr | | Ge | Sp | | Pc | | Ma4Ch | | | | | | | | | | | | |
| | | Mu | | Hi | | | Ph | | EPQ | | | | | | | | | | | | |
| | | PE | | Po | | | | | Ma (AS) | | | | | | | | | | | | |
| | | | | RS | | | | | Mc | | | | | | | | | | | | |
| | | | | | | | | | Mf | | | | | | | | | | | | |
| | | | | | | | | MUN | | | | | | | | | | | | | |
| | | | | | | | | Pf | | | | | | | | | | | | | |
| | | | | | | | | Py (AS) | | | | | | | | | | | | | |
| | | | | | | | | POP | | | | | | | | | | | | | |
| | | | | | | | | Ye | | | | | | | | | | | | | |

ppf = periods per fortnight

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----|----|-----------|----|----|---------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------|------------------------|-------------------|-------|-----------------------------------|--------------------------------|--------------------|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|----|-----|----|----|----|----|----|----|----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | | | | | | | | |
| Y7 | Ma | Ma | Ma | Ma | Ma | Ma | En | En | En | En | En | En | Sc | Sc | Sc | Sc | Sc | Sc | L | L | L | L | L | L | L | Ge | Ge | Hi | Hi | Rs | Rs | Ar | Ar | Mu | Mu | Da | Da | Pe | Pe | Co | Co | Te | Te | Te | Te | Te | Te | L4L | L4L | | | | | | | | | | |
| Y8 | Ma | Ma | Ma | Ma | Ma | Ma | En | En | En | En | En | En | Sc | Sc | Sc | Sc | Sc | Sc | L1 | L1 | L1 | L1 | L2 | L2 | L2 | L2 | Ge | Ge | Hi | Hi | Rs | Rs | Ar | Ar | Mu | Mu | Da | Da | Pe | Pe | Co | Co | Co | Te | Te | Te | Te | L4L | L4L | | | | | | | | | | |
| Y9 | Ma | Ma | Ma | Ma | Ma | Ma | En | En | En | En | En | En | Sc | Sc | Sc | Sc | Sc | Sc | L1 | L1 | L1 | L1 | L2 | L2 | L2 | L2 | Ge | Ge | Hi | Hi | Rs | Rs | Ar | Ar | Mu | Mu | Da | Da | Pe | Pe | Co | Co | Co | Te | Te | Te | Te | L4L | L4L | | | | | | | | | | |
| Y10 | Ma | Ma | Ma | Ma | Ma | Ma | En | En | En | En | En | En | Sc | Sc | Sc | Sc | Sc | Sc | L1 | L1 | L1 | L1 | L2 | L2 | L2 | L2 | Ge | Ge | Hi | Hi | Rs | Rs | Ar | Ar | Mu | Mu | Da | Da | Pe | Pe | Co | Co | Co | Te | Te | Te | Te | L4L | L4L | | | | | | | | | | |
| Y11 | Ma | Ma | Ma | Ma | Ma | Ma | En | En | En | En | En | En | En | Bi | Bi | Bi | Bi | Ch | Ch | Ch | Ch | Ph | Ph | Ph | Ph | O1 | O1 | O1 | O1 | O1 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | O2 | | | | | | | | |
| Y12 | A | A | A | A | A | A | A | A | A | B | B | B | B | B | B | B | B | B | B | C | C | C | C | C | C | C | C | C | C | D | D | D | D | D | D | D | D | D | D | D | D | E | E | E | E | E | E | E | E | St | L4L | | | | | | | | |
| Y13 | A | A | A | A | A | A | A | A | B | B | B | B | B | B | B | B | B | B | C | C | C | C | C | C | C | C | C | C | D | D | D | D | D | D | D | D | D | D | D | D | D | E | E | E | E | E | E | E | E | St | St | St | St | Cv | Cv | Cv | Cv | TP | L4L |
| | Ma | Maths | | L | Language - French, German and Spanish | | | | | | | | | | | | | Ge | Geography | Ar | Art | Co | Computing | A | Sixth Form Block A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | En | English | | L1 | Language 1 | | | | | | | | | | | | | Hi | History | Da | Dance/Swimming/PE | Te | Technology - DT, Food or Textiles | B | Sixth Form Block B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sc | Science | | L2 | Language 2 | | | | | | | | | | | | | O1 | Option 1 - MFL | Rs | RS | Da | Drama | C | Sixth Form Block C | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Bi | Biology | | | | | | | | | | | | | | | | | O2 | Option 2 - Hum | Mu | Music | L4L | Learning for Life | D | Sixth Form Block D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Ch | Chemistry | | | | | | | | | | | | | | | | | O3 | Option 3 - Creative | PE | PE | TP | Extended Tutor Period | E | Sixth Form Block E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Ph | Physics | | | | | | | | | | | | | | | | | O4 | Option 4 - Free choice | | | Cv | Community Involvement (10 wks) | St | Study Time | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

- ii) In KS4 (Year 10 - Year 11) the majority of our students will take 10 GCSEs. In addition to the compulsory subjects, students must choose one Creative subject, one Humanity subject and one MFL subject. Their tenth subject is a free choice from the last three categories. Some students will be entered for Further Maths GCSE in addition to their other choices. Full details of KS4 can be found on the Options page of the school website each year when published.
- iii) In the Sixth Form (Year 12 - Year 13) the majority of our students will take three A Levels. Some students will take four A Levels and in exceptional cases, Further Mathematicians may take five A Levels. We aim to deliver a broad range of A Levels to give students the opportunity to pursue a wide range of career aspirations. Students taking three A Levels are expected to take an Extension Study in Year 12. This is usually a non-examined course but two AS options and the Extended Project Qualification (EPQ) are also available. In addition, Year 13 students who have not completed an EPQ in Year

12 have another opportunity to do so. Full details of Sixth Form courses can be found on the Options page of the school website.

b) PSHE and SMSC

Our Learning for Life (L4L) programme delivers areas of the curriculum that are not covered by academic subjects as well as complementing some of the skills they will learn in their other lessons. It allows us to cover Relationships and Sex Education (RSE) (which becomes compulsory during 2020-21), Spiritual, Moral, Social and Cultural development, British Values and Careers education.

- Throughout our L4L curriculum we aim to create confident, resilient individuals capable of making informed decisions and making the most of opportunities that will help them to live happy, healthy lives.
- In Year 7 we help our new students settle into school with lessons on friendship and study skills. We also look at digital safety and puberty before starting the Bounce Forward Programme which aims to build emotional resilience and the ability to deal with setbacks. As part of our commitment to Inclusion and Diversity, we educate students on bullying, including racism and homophobia. Students also look at the Declaration of Human Rights and the 2010 Equality Act as part of their Citizenship presentations.
- Year 8 students focus on physical and mental health and RSE. We also revisit diversity. They also study the Citizenship topic of the law and prepare and present a mock trial.
- Year 9 L4L rotates around the three areas of Citizenship, World Development and PSHE, where they cover topics such as First Aid, Options and Careers and Self Esteem.
- In Years 10 and 11 the students are taught PSHE (Personal, Social and Health Education) on a rotation with Citizenship and Religious Studies. They cover topics such as RSE, mental health, personal safety, assertiveness and study skills.
- In Year 12, students hear from a range of speakers on topics such as drugs education, road safety, study skills and relationships education. In the spring term, students start to consider options for higher education and alternatives.
- In Year 13 all students take part in a fortnightly Current Issues programme where speakers come in to discuss topical issues. Additionally, all students complete a 10 week Community Involvement placement, where they go out and volunteer their time in the local community.

c) Trips, visits and International links

We value the opportunities that trips and visits offer to our curriculum. As such, there are many off site visits arranged, both as part of the curriculum and to offer experience beyond the curriculum. We have partner schools in France, Germany, Spain, Sweden and India and also have Italian links through our previous participation in Erasmus. In the summer term we usually organise two Activity Days to complement our curriculum. Activities planned for this year have been slimmed down due to Covid and are being held in school rather than trips. As follows:

Year 7 - Creative Olympics

Year 8 - STEM Day

Year 9 - Enterprise Day

Year 10 - Wellbeing Day

d) Further Information

Further information about the curriculum intent and implementation of subjects on offer at AHS can be found on our school [website](#) under the Curriculum/Subjects (multiple options) or [Curriculum/Options](#) sections.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEND can study all subjects, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our Equality Diversity and Community Cohesion Policy and in our SEND Policy and Annual Report.

In exceptional cases, students will be allowed to drop a subject in order to support them in completing an education phase. However, this decision will only be taken when it is in the best educational interest of the student and will always be made by the Headteacher.

6. Monitoring arrangements

- Governors monitor whether the school is complying with its funding agreement and teaching a broad and balanced curriculum which includes the required subjects, through school visits and reports made to the Teaching & Learning Committee or the Governing Body.
- The Leadership Team monitors the curriculum through learning visits, academic reviews, deep dives, student and staff surveys, student focus groups and conversations in line management meetings.
- Subject Team Leaders monitor the way their subject is taught throughout the school through team meetings, monitoring weeks, learning walks and conversations with individual members of their team. They also have responsibility for monitoring the way in which resources are stored and managed, including Non Examined Assessment tasks.
- Data to be evaluated includes: admission numbers (in and out), exam results, attendance, option trends including STEM, destination choices, etc.

7. Links with school policies

This policy links to the following policies and procedures:

| | |
|--|---|
| Careers Policy | Pupil Premium Policy |
| Drug Education and Incidents Policy | PREVENT Strategy |
| Educational Visits Policy | SEND Annual Report |
| Equality Diversity and Community Cohesion Policy | SEND Policy |
| Homework Policy | Relationship and Sex Education Policy |
| Marking and Feedback Policy | Remote Learning Policy |