

Chelmsford County High School for Girls

Curriculum Policy (with effect from September 2019)

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AIMS

The overall aim of the Curriculum Policy at Chelmsford County High School for Girls is the promotion of the intellectual and personal growth of students to enable them to make the most of the opportunities offered in their lives, to develop a commitment to lifelong learning and an awareness of internationalism.

The curriculum provides breadth, balance, and relevance to highly able students. It also delivers progression in understanding, knowledge and skills. At CCHS, we believe all students need to be articulate, creative, enquiring, knowledgeable, principled, reflective and resilient. These attributes form the CCHS Learner Profile and are embedded in our work across the School.

Students should encounter a variety of teaching and learning styles, and have their individual learning needs met. The curriculum provides access to a wide range of subjects at an appropriate level and delivers high levels of literacy and numeracy. The curriculum aims to move students forward at a rate appropriate to their abilities.

INTENT

The vital concept which animates the CCHS curriculum is ambition. This is clearly communicated through our School vision – developing the leaders of tomorrow – and our School aims:

- the pursuit of excellence
- fulfilling individual potential
- contributing to the local and global community.

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IMPLEMENTATION

To realise our vision and aims requires institutionalised curriculum challenge, i.e. demanding and stimulating experiences across the School. Our challenge model has seven elements:

- Scheduled: habitual challenge, e.g. daily lesson activities
- Extension: amplified challenge, e.g. Curriculum Support Booklet activities
- Enrichment: deep challenge, e.g. Enrichment Day activities
- Overarching: cohesive challenge, e.g. Internationalism activities

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Last Amended: November 2017	Committee Responsible for Review: Curriculum	
Last Approved: November 2017	Date of Next Review: Jul 2019	Model: CCHS
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- Excellence: examination challenge, e.g. GCSE and A level
- Ancillary: complementary challenge, e.g. extra-curricular activities
- Innovation: novel challenge, e.g. special projects

At Key Stage 3 (KS3), the curriculum is broad and balanced. Students study a range of subjects including English, Mathematics and Science, taught in their separate disciplines, with Philosophy taught in Year 7 specifically. Beyond this core, Geography, History and Religious Education are taught as separate Humanities. Drama, Art and Music comprise the Creative and Expressive curriculum. French and German are learnt by all students throughout KS3, with Latin for all students being introduced at Year 8 and continued into Year 9. Computing is studied as a separate subject throughout KS3. Students are offered the opportunity to study Mandarin as an after-school academic enrichment experience in Year 9. This can be carried on into Years 10 and 11 as an extra-curricular GCSE course.

At Key Stage 4 all students study GCSEs in a core of Mathematics, English Language and Literature, the three separate sciences, and one of either French or German. Students are also expected to study at least one of either Geography or History. They then choose an additional subject from the following: Art, Computing, Drama, Latin, Music, RS or Spanish. Finally, they choose another subject from the total offered, depending on their individual strengths and preferences. Careers guidance is provided to all students, as is statutory RE and core PE.

Post-16, students can choose to study a programme of A levels. A range of subjects is available including: Art, Biology, Chemistry, Economics, English, French, Geography, German, Government & Politics, History, Latin, Mathematics, Music, Philosophy & Ethics, Physics, Psychology, Spanish and Theatre Studies. Students choose four A level subjects in Year 12.

Alongside their main programme of study, students are also able to choose an additional course: Extended Project Qualification (EPQ), Further Maths or GCSE (ab initio) Italian. Some PE experience is compulsory in the Sixth Form. All students undertake Community Service in Year 12. Preparation for Higher Education applications is offered where relevant.

In addition to discrete subjects, the curriculum includes compulsory PE for students in all year groups and PSHE sessions throughout the School, including Work Related Learning and Careers.

- Roles and Responsibilities. The design of the curriculum is the responsibility of the Headteacher together with the Governors.
- The implementation is the responsibility of Subject and Faculty Leaders, and their SLT line managers.

IMPACT

Monitoring, Evaluation and Review

Last Amended: November 2017	Committee Responsible for Review: Curriculum	
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- Curriculum provision is monitored termly by the SLT reporting to the Governors' Curriculum Committee.

Related documents

- General Equality Policy
- Teaching and Learning Policy
 - Guidelines for Schemes of Work
 - Guidelines for Good Teaching and Learning
- Examination Policy
- Internal Assessment Policy
- Homework Policy

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