

# Curriculum Policy

*Reviewed Autumn 2018*

*Next review Autumn 2019*

At Oxford High School we believe that all girls regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

At Oxford High School:

- We offer a curriculum to provide our girls, aged 4 – 18, with a rich experience in linguistic, mathematical, scientific, technological, human, social, physical and aesthetic and creative education.
- Our varied and balanced curriculum blends academic studies with creative and aesthetic options whilst offering opportunities for girls to participate in a wide range of life-enhancing and stimulating extra-curricular activities to broaden and enrich their experiences.
- We ensure that our planned curriculum is accessible to all girls and delivers subject matter appropriate to the ages and aptitudes of our girls.
- Through our timetabled and non-timetabled curriculum we aim to ensure that each individual feels valued, learns to be sensitive and tolerant towards others, grows in integrity and responsibility, and is ultimately able to face the challenge of adult life with justifiable self-confidence.
- We aim to provide an enjoyable, excellent, and stimulating academic education which fosters curiosity, independent thinking, and creativity.
- We aim to provide opportunities to equip all our girls with the confidence and desire to become lifelong learners and to relish intellectual challenge whilst reaching their potential.
- Girls, as they move up through the school, are given opportunities to develop and acquire skills in speaking, listening, literacy, and numeracy.
- We provide a PSHCE<sup>1</sup> programme which helps girls prepare for the choices, opportunities, responsibilities, and experiences they will face in life as they develop as individuals and understand their role within their local and global communities.
- We aim to give the girls effective preparation for the opportunities, responsibilities and experiences of life in British society.
- We provide the girls with access to accurate, up-to-date, impartial careers guidance. This enables them to make informed choices about a broad range of career options and their plans for university.

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<sup>1</sup> Personal, Social, Health and Citizenship Education

- Through appropriate careers guidance and support, we prepare students for the next stage of their lives, for higher education and adult life.
- Our dedicated and well-qualified members of staff are committed to providing high quality teaching and support for all our girls.

### **Organisation and Planning**

- The curriculum is taught through discrete subjects and linked topic areas where relevant.
- Schemes of work set out the long-term plan of what is to be taught over the year.
- Where appropriate more detailed medium term plans set out learning objectives, teaching strategies, resources, assessments, and success criteria for topics covered.
- Short-term plans are those written on a weekly or daily basis.
- Wherever appropriate, teachers look for ways to make cross-curricular links in their planning.
- In the Junior School, specialist teaching is introduced gradually from Reception.
- In the Senior School, external examinations are not taken early thus allowing for the development of a more questioning approach, a deeper level of understanding, and the pursuit of pupil interest to explore topics and ideas which may not be on the formal examination specifications.
- Heads of Departments (Senior School) liaise wherever practicable with the relevant Subject Leader (Junior School) to ensure continuity and progression across the phases.
- The needs of all girls, both in and out of the classroom, are monitored and accommodated throughout their time at school.

### **The Role of Head of Department and Subject Leader**

- To provide a strategic lead and direction of the subject
- To ensure that a Scheme of Work for that subject is drawn up and reviewed and revised regularly, to ensure curriculum coverage, continuity, access and progression for all girls, in the light of new developments in that subject
- To monitor and evaluate the work of the department
- To ensure all girls are appropriately supported
- To support and offer advice to colleagues on issues related to the subject
- To provide efficient resource management for the subject  
(See job descriptions for further details.)

### **The Curriculum and Inclusion**

Oxford High School aims to recognise the uniqueness of every individual and the contribution that each pupil brings to the school community. The curriculum is designed to be accessed by, and provide opportunity for, all girls.

If a girl is identified as having special educational needs, the school aims to address their needs. In meeting these responsibilities the school will follow the guidance of the SEND Code of Practice (January 2015) and the GDST SEN Fundamental Principles, Policy, and Guidance.

(See OHS Special Educational Needs Policy)

The school aims that the needs of girls who have been identified as Gifted and Talented are recognised and supported.

## **Monitoring and review**

- The Headmaster, through the Deputy Head – Academic and Assistant Head - Curriculum, working with the Heads of Departments is responsible for monitoring the way the curriculum is implemented in the Senior School.
- The Headmaster, through the Head of Junior School, working with the Junior School Director of Studies and Subject Leader, is responsible for monitoring the way the curriculum is implemented in the Junior School.
- The Senior School Curriculum Committee of all Heads of Departments meets twice termly to discuss matters related to the curriculum.
- The Junior School Leadership Team and the Junior School Curriculum Team meet regularly to discuss matters related to the curriculum.
- Lesson observations by line managers, and others as appropriate, and work scrutinies take place throughout the year.
- Further monitoring and review of the curriculum and its effectiveness on learning takes place through the quality assurance process, which includes lesson observation, a scrutiny of work, and discussion with students. In addition to this, there are reviews of the results of external examinations and parents and girls are invited to give feedback on girls' reports.

## **Junior School Curriculum**

- There are 15 classes in the Junior School and the curriculum is planned around 9 lessons of 30 minutes per day.
- The class teacher is at the heart of learning, progress and welfare of girls, and there are specialist teachers in Art, Mandarin Chinese, French, Latin, Music, PE and Science.
- Learning is tailored to individual strengths, needs and talents.
- The Junior School follows a broad curriculum based on, but not restricted to, the Early Years Foundation Curriculum for Reception and the National Curriculum in Years One to Six.
- The school is continually looking for opportunities to enrich our provision and opportunities for the girls to visit historic sites, religious centres, theatres, museums, art galleries and other places of interest as well as to hear outside speakers and theatre groups, to participate in a variety of workshops, and to develop the girl's individual talents and critical skills are embraced.

## **Reception**

In Reception, the 'Framework for the Early Years Foundation Stage' provides the context for the learning and development that occurs in the girls' first year at the Junior School.

Planning reflects the different ways in which the girls learn. The Early Years' team are mindful of the diverse needs of girls, the different experiences, interests, skills and knowledge that they bring to the classroom; we value all girls equally.

In order to underpin a culture of learning we use the 'Characteristics of Effective Learning' to support the girls.

These characteristics are:

- **Playing and Exploring** – children investigate and experience things and ‘have a go’;
- **Active Learning** – children concentrate and keep trying if they encounter difficulties and enjoy achievements;
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Through these characteristics the girls are encouraged to set their own challenges, build resilience and become powerful learners.

The ‘Early Learning Goals’ consist of three prime areas and four specific areas. The goals are delivered through teacher led and well planned, purposeful independent activities.

### **Prime Areas**

The Prime Areas cover the knowledge and skills which are the foundation of future progress. These begin to develop quickly in response to relationships and experience and run through and support learning in all other areas.

They are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

### **Specific Areas**

The four specific areas include essential skills and knowledge.

They are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Girls have opportunities to practise their reading regularly in school. We use a combination of several reading schemes and “real” books. In most cases, girls start on a series of graded texts according to their level of reading experience and ability. The girls are allocated a class reading book, according to their own reading ability, that is taken home to be read with their parent. Sharing books with interested adults, talking together about the pictures and text of a story reaps benefits throughout girls’ time in school. They are encouraged to read as broadly as possible across a level and are taught within a language-rich environment with an emphasis on learning phonics.

Music, Mandarin, PE and Swimming are taught by specialist teachers. Girls begin swimming in the Spring Term of Reception.

### **Year 1 and 2 – Key Stage One**

The Year 1 and 2 curriculum builds on the Early Years Foundation Stage Curriculum by covering strands of the National Curriculum. This provides a broad and balanced syllabus which inspires the girls and aids the transition from Reception to Year 1. Maths and English are taught separately every day. Girls have regular PE lessons at Bardwell Road and at the Senior School, comprising of games, gymnastics, dance and swimming.

Music, Mandarin, Art, PE and Swimming are taught by specialist teachers.

## **Years 3 – 6 – Key Stage Two**

A broad and balanced curriculum is provided, which encompasses and exceeds all aspects of the National Curriculum.

### **English**

English is a subject in its own right but it is also a tool for instruction, comment and learning in all other areas of the curriculum. The basics of reading and writing, including grammar and punctuation, form an integral part of learning at school. Each class has a daily English lesson. The weekly curriculum can typically be split into comprehension, writing (Big Write), grammar and punctuation, spelling and literature. Sessions include drama, public speaking and the development of study skills.

### **Mathematics**

Mathematics is taught through a mastery approach using the 'Maths No Problem' scheme. Each class has a daily Maths lesson. There are regular mental arithmetic sessions and assessments to develop and secure the girls' calculation strategies and rapid recall skills. Investigative skills to tackle open-ended challenges and problems are developed throughout the scheme.

### **Science**

Science is taught in a fully equipped classroom by a science specialist in KS2. Wherever possible it is presented through practical work and there is a wide range of resources. Girls are encouraged to develop their skills further by conducting investigations in school and occasionally at home.

### **Computing**

Computing and ICT skills are taught progressively through the school to enhance learning and understanding, using a range of PCs, laptops, tablets and other devices, and are used throughout the curriculum. Coding begins in the EYFS and KS1 where girls use resources such as 'Cubetto' to learn about the fundamental principles.

### **Music**

The aim of our Music teaching is to encourage every girl to develop her abilities in listening and appraising, performing and creating music to as high a level as possible. Making music is team work and, as such, we all take part. We all sing. We wow our audiences and learn that practice makes perfect! Music lessons are taught by specialist teachers throughout the school.

All classes are involved in musical performances. Music is a vital part of school life and features in many school occasions.

A wide variety of extra-curricular musical activities are offered including choir, orchestra and other chamber ensembles. Informal concerts provide another opportunity for performance.

Visiting instrumental teachers are available to provide private lessons during the school day; please see the section on extra-curricular options.

### **Physical Education**

In PE lessons, girls develop their physical literacy; developing skills, confidence, knowledge and understanding while performing in gymnastics, dance, games, athletics and swimming. They have the opportunity to be creative, competitive, work with others and develop a positive attitude towards an active and healthy lifestyle.

All girls have three lessons of PE a week. These lessons are all taught by specialist teachers from Junior and Senior School.

From Year 4, inter-house events take place and all girls are encouraged to participate. From Year 5, fixtures take place, for selected teams against other schools. These include hockey, netball, football, tennis, cricket, rounders and cross-country. We also enter the GDST Netball Tournament.

If for any reason girls are unable to take part in their PE lesson, parents should provide an explanatory note to the class teacher.

## Swimming

- Girls in Reception have weekly swimming sessions from the Spring Term.
- Girls in Years 1 - 5 have weekly swimming lessons until the end of the Spring Term.
- Girls in Year 6 have weekly swimming sessions until Spring half-term.
- In Year 4, 5 and 6 girls have an inter-house gala and all girls are encouraged to participate.
- Swimming squad takes place weekly at the Senior School pool.

## Junior School Curriculum Allocation 2018-2019

Junior School Timetable Y1-Y6/Number of 30 minute lessons per week\*/\*\*/\*\*

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English (inc. Phonics)		14	14	10	10	10	10
Maths		10	10	10	10	10	10
Science		2	2	3	3	3	3
History Geography RE		3	3	5	5	5	5
PSHE		1	1	1	1	1	1
Computing		2	2	2	2	2	2
Mandarin	1	1	1	2	2	2	2
French			1	2	2	2	
Latin							2
Physical Education/Swimming	1 + 'Forest School'	5	5	5	5	5	5
Music	2	2	2	3	3	3	3
Art		2	2	2	2	2	2

\*Some lessons are organised as 'doubles' meaning that some are 1 hour in length.

\*\*Reception & Y1 have fewer lessons per week due to earlier finish.

\*\*\*Reception follow an EYFS curriculum as detailed above. Those lessons which are timetabled discreetly are included in the table.

## CURRICULUM IN YEAR 7 - 2018-19

The Curriculum in Year 7 is exciting and challenging. Students join the School with many and varied interests, skills and achievements and enjoy beginning the Senior School with a common exploration of the subjects offered.

The week provides a balance of lessons: the length of lessons are 30 (single), 60 (double) or 95 (triple) minutes long.

SUBJECT		LESSONS (per subject per week)	HOMEWORK (minutes per subject per week)
English Literature and Language		5	15, 25
French		3	10, 20
Geography		3	30
History		3	30
Latin		3	15, 15
Mandarin Chinese		3	10, 20
Mathematics		6	2 x 20
Physical Education		5	None
Religious Studies		3	30
Combined Sciences (Biology, Chemistry and Physics)		6	2 x 20
Circus †	Art, Drama, Textiles,	5	20
	Music/Computer Science	3/2	^
Computer Science		1	^
PSHCE		1	^
Total periods/time per week		47	5 20 hours

† *These are rotating short courses.*

^ *In these subjects, homework is set occasionally, usually for preparation or research.*

Sometimes a piece of homework is set over a period of days or weeks. In the early years, this is broken into manageable chunks so that girls know how to spend their time each evening. Later on, girls are expected to manage their time appropriately. If there are problems, it is essential to let us know about these as soon as possible so that additional support can be given.

Note: In the Spring Term, Year 7 students will choose two modern foreign languages (for when they are in Year 8) from French, Mandarin Chinese (both studied in Year 7), German, Russian or Spanish. We recommend that girls choose one of the languages studied in Year 7 (French or Mandarin Chinese) and one 'new' language (German, Russian or Spanish). With Latin (studied in Year 7) she can opt for 'Gratin' - which is an accelerated Latin course with the addition of Ancient Greek.

## **CURRICULUM IN YEAR 8 - 2018-19**

In Year 8 girls study Latin and 2 modern languages. The modern languages are French, Chinese (both studied in Y7), German, Russian and Spanish. With Latin they can opt for 'Gratin' - which is an accelerated Latin course with the addition of Ancient Greek.

Below is a summary of the teaching periods and the homework allocated to each subject per week. The week provides a balance of lessons: the length of lessons are 30 (single), 60 (double) or 95 (triple) minutes long.

<b>SUBJECT</b>		<b>LESSONS</b> (per subject per week)	<b>HOMEWORK</b> (minutes per subject per week)
English Literature and Language		5	50 (20, 30)
Mathematics		5*	50 (10, 20, 20)
Combined Sciences (Biology, Chemistry and Physics)		6	50 (25, 25)
French*/Mandarin Chinese/German/Russian/Spanish		8	30 (10, 20)
Circus †	Art, Drama, Textiles	5	20
	Music/Computer Science	2/3	^
Geography		3	30
History		3	30
Latin <i>or</i> Latin with Greek (Gratin)		3 4	2 x 15
Sport		5	None
Religious Studies		3	30
PSHCE		1	^
Total periods/time per week		Max 48	5 hours and 50 minutes

\* *Maths is taught in sets (French may be taught in sets)*

† *These are rotating short courses*

^ *In these subjects, homework is set occasionally, usually for preparation or research*

Sometimes a piece of homework is set over a period of days or weeks. In the early years, this is broken into manageable chunks so that girls know how to spend their time each evening. Later on, girls are expected to manage their time appropriately. If there are



problems, it is essential to let us know about these as soon as possible so that additional support can be given.

Note: In the Spring Term 2019, Year 8 students will make their curriculum choices for when they are in Year 9, allowing them to spend more time on subjects most appropriate for their developing interests. In Year 9, all girls will study English Language, English Literature, Mathematics, Biology, Chemistry and Physics. In addition, they will also study five subjects chosen from:

- Two languages: French, Chinese, German, Russian, Spanish, Latin, Ancient Greek
- Two humanities: Geography, History, Religious Studies
- Once: Computer Science, Music, or a third language or third humanity

Girls should choose two languages - at least one of which should be modern, two humanities (Geography, History or Religious Studies), and a fifth subject. The fifth subject can be a third language, the other humanity, Computer Science or Music.

Girls have short courses in Art, Drama, Music and Textiles, and have Sport and PSHCE.

### **CURRICULUM IN YEAR 9 - 2018-19**

The Core subjects are English, Mathematics, Biology, Chemistry and Physics. Girls also study 5 subjects chosen from:

- Ancient Greek , Chinese, French, German, Italian, Latin , Russian, Spanish
- Geography, History, Religious Studies
- Computer Science, Music or a third language

Girls should choose two languages - at least one of which should be modern, two humanities (from Geography, History or Religious Studies), and a fifth subject. The fifth subject can be Computer Science, Music, a third language, or the other humanity.

Girls have short courses in Art, Drama, and Textiles, Dance/Strength Conditioning and Mindfulness, and also have Sport and PSHCE.

SUBJECT		LESSONS (per subject per week)	HOMEWORK (minutes per subject per week)
English		5	55 (15, 40)
Mathematics		5*	40 (2 x 20)
Biology		4	30
Chemistry		4	30
Physics		4	30
Two languages	Ancient Greek, Chinese, French*, German, Italian, Latin, Russian, Spanish	3	Between 30 and 45

Two humanities	Geography History RS	3	40 (20, 20)
Plus one of these subjects	Computer Science Music 3 <sup>rd</sup> Language 3 <sup>rd</sup> Humanity	3	^ ^ See languages above 40 (20, 20)
Circus	Art, Drama, Textiles, Dance/Strength Conditioning and Mindfulness	5†	20
Sport		5	None
PSHCE		1	^
Total periods per week		48	7 hours

\* *Maths is taught in sets (French may be taught in sets)*

† *These are rotating short courses*

^ *In these subjects, homework is set occasionally, usually for preparation or research.*

The week provides a balance of lessons: the length of lessons are 30 (single), 60 (double) or 95 (triple) minutes long.

Sometimes a piece of homework is set over a period of days or weeks. In the early years, this is broken into manageable chunks so that girls know how to spend their time each evening. Later on, girls are expected to manage their time appropriately. If there are problems, it is essential to let us know about these as soon as possible so that additional support can be given.

In the spring term of 2019, Year 9 students will make their curriculum choices for when they are in Year 10. In Year 10 they will study: core - English Language, English Literature, Mathematics, Biology, Chemistry and Physics, and have 3 or 4 options chosen from:

- French, Chinese, German, Italian, Russian, Spanish
- Latin, Greek
- Geography, History, Religious Studies
- Computer Science
- Music, Art, Drama, Textiles.

*Notes:*

- They can choose at most one of Art or Textiles
- They are expected to study at least one MFL for GCSE
- There is an option of Double Science - still studying 3 separate subjects - which allows an alternative option to be taken if wanted.

There are also Sport and PSHCE lessons.

## CURRICULUM IN YEAR 10 - 2018-19

All girls study for 9 or 10 GCSEs. The core subjects are: English Language, English Literature, Mathematics, Biology, Chemistry, Physics. Plus they choose 3 or 4 options from:

- French, Chinese, German, Italian, Russian, Spanish
  - Latin, Greek
  - Geography, History, Religious Studies
  - Computer Science
  - Music, Art, Drama, Textiles

- Notes:*
- They can choose at most one of Art or Textiles
  - They are expected to study at least one MFL for GCSE
  - There is an option of Double Science, still studying 3 separate subjects - which allows an alternative option to be taken if wanted
  - There are also Sport and PSHCE lessons

SUBJECT	CORE/ OPTIONAL	LESSONS (per subject per week)	HOMEWORK (minutes per subject per week)
English Literature and English Language	Core	6	70 (20, 50)
Mathematics	Core	5	70 (20, 20, 30)
Biology	Core	12	60 (30, 30)
Chemistry			60 (30, 30)
Physics			60 (30, 30)
Biology (Double Award)	Core	9	45 (15, 30)
Chemistry (Double Award)			45 (15, 30)
Physics (Double Award)			45 (15, 30)
Geography	Optional	4	30, 30
History	Optional	4	30, 30
Religious Studies	Optional	4	30, 30
Latin	Optional	4	30, 30
Ancient Greek	Optional	4	30, 30
French	Optional	3	60 (15,15,30)
Mandarin Chinese	Optional	3	60 (15,15,30)
German	Optional	4	60 (15,15,30)
Italian	Optional	4	60 (15,15,30)
Russian	Optional	4	60 (15,15,30)
Spanish	Optional	4	60 (15,15,30)
Computer Science	Optional	4	30, 30
Art	Optional	5	60
Drama	Optional	4	60
Music	Optional	4	30, 30
Textiles	Optional	5	60
Sport	Core	4	None
PSHCE	Core	1	Occasional
Total per week		Max 45	8hrs 20mins - 9hrs 35mins

The week provides a balance of lessons: the length of lessons are 30 (single), 60 (double) or 95 (triple) minutes long.

Sometimes a piece of homework is set over a period of days or weeks. In the early years, this is broken into manageable chunks so that girls know how to spend their time each evening. Later on, girls are expected to manage their time appropriately. If there are problems, it is essential to let us know about these as soon as possible so that additional support can be given.

### *Dropping and Changing Subject Options*

Once GCSE subject options have been confirmed in Year 9, girls should stay with their choices. Under exceptional circumstances, a girl may decide to change subjects. This should happen before the end of September of Year 10 and in consultation with the subject staff concerned, parents, the Head of Year 10 and the Deputy Head – Academic. Subjects are only ‘dropped’ under exceptional circumstances. The times to review this are at the start of the year, just before the autumn half term, after the summer term exam or after the Year 11 mocks in the spring term.

## **CURRICULUM IN YEAR 11 - 2018-19**

### **The compulsory core subjects (leading to GCSE or IGCSE) are:**

- English Language and English Literature
- Mathematics
- Biology, Chemistry and Physics (leading to Double or Triple Award)

### **Additional core studies (not leading to GCSE) are:**

- Sport
- Tutor period/PSHCE

Three or four optional subjects are also studied (the expectation is that at least one of these will be a modern foreign language); they are chosen from option blocks that vary from year to year depending on student choice. An outline of the curriculum for each subject can be found on our school website.

Subject	Core/ Optional	Lessons (per subject per week)	Homework (minutes per subject per week)
English Language	core	5	80 (20, 60)
English Literature	core		
Mathematics	core	5	80
Biology	core	12	80 (20, 20, 40)
Chemistry			80 (20, 20, 40)
Physics			80 (20, 20, 40)
Biology (Double Award)	core	9	80 (20, 20, 40)
Chemistry (Double Award)			80 (20, 20, 40)
Physics (Double Award)			80 (20, 20, 40)
Religious Studies (GCSE)	optional	4	30, 40
Geography	optional	4	30, 40
History	optional	4	30, 40
Latin	optional	4	30, 40
Ancient Greek	optional	4	30, 40
French	optional	3\\	70 (15, 15, 40)
Mandarin Chinese	optional	3\\	70 (15, 15, 40)
German	optional	4\\	70 (15, 15, 40)
Italian	optional	4\\	70 (15, 15, 40)
Russian	optional	4\\	70 (15, 15, 40)
Spanish	optional	4\\	70 (15, 15, 40)
Computer Science	optional	4	30, 40
Art	optional	5	70
Design Technology	optional	5	70
Drama	optional	4	70
Music	optional	4	30, 40
Textiles	optional	5	70
Sport	core	4	(practices/matches)
PSHCE	core	1	-
Total lessons/time per week		Max 44 (depending on options taken)	Approx. 9 hrs 50mins to 11hrs 10mins

\\ Plus a weekly conversation lesson.

## SIXTH FORM STUDIES 2018-2019

### **YEARS 12 and 13 – subjects offered to A Level**

Our Sixth Form curriculum has been created with an awareness that intellectual achievement begins but does not end with excellent examination results, and success in girls' future careers is likely to require more than academic prowess. The 360 Programme has three components: Academics, Horizons and Perspectives.

#### **Academics**

*A Levels* - We offer 26 A Level subjects:

We expect that most students will study four subjects in Year 12 and three subjects in Year 13. Other routes are possible: for example, students who choose Further Mathematics can take five subjects in Year 12; some students will continue with four subjects in Year 13. As in Years 10 & 11, there are no fixed option blocks for our A Level subjects. We construct the option blocks each year from students' actual A Level choices, with the result that for many years every student has been able to study her first-choice combination of subjects.

Since September 2016 all A Levels at OHS have been linear, and students sit A Level exams only at the end of Year 13. If a subject is dropped at the end of Year 12, no formal qualification will be obtained.

There are considerable benefits to a public exam-free Year 12: there is greater freedom for students to discover and explore particular interests, and take risks. This promotes independence and is a better preparation for university study. Rigorous internal assessments on a half-termly basis throughout both Year 12 and 13 with results available to students, parents and staff within days will confirm progress. Public AS exams (and associated mock exams) would interrupt the overall learning process. Continuous study gives our students the best chance of the highest grades at the end of Year 13.

Art	English Literature	Latin	Psychology
Ancient Greek	French	Mandarin Chinese	Religious Studies
Biology	Further Mathematics	Mathematics	Russian
Chemistry	Geography	Music	Spanish
Computer Science	German	Philosophy	Textiles
Drama	History	Physics	
Economics	Italian	Politics	

#### *Extended Research Project*

In addition to A Level subjects girls in Y12 (2018-19) all study towards an Extended Project. The Extended Research Project (ERP) is an opportunity to carry out independent research on a topic entirely of one's choice. A successful outcome is evidence not only of intellectual curiosity and engagement with a subject beyond the confines of the A level specification, but also of the ability to work independently, of skill in planning, selection, and refinement through reflection. Top selecting universities greatly value independent research and it is highly regarded by them. We support girls with seminars on research skills and regular meetings with an appropriate supervisor in school as well as a supervisor who is a university academic or relevant professional. All students embark on an ERP at the start of Year 12.

#### *Critical Thinking*

This course focuses on the construction of arguments and trains students to recognise flaws, assumptions, and the misuse of evidence. There is no public exam but competitive universities and employers use tests involving Critical Thinking questions to assess applicants. The skills developed are useful in other subjects, especially at university, and in interviews. The first module of the Critical Thinking course in the autumn term of Year 12 is compulsory for all students.

## Horizons

This strand of the 360 Programme focuses on developing the academic and transferable skills needed for success at university and beyond, and the benefits of being a Girls' Day School Trust Sixth Former.

Through the GDST's Careerstart Programme students have access to a wide range of internships and insight days at top global companies such as Siemens, Rolls Royce and Barclays.

The GDST alumnae mentoring programme matches each Oxford High School Year 12 student with a GDST young alumna. Their dedicated mentor is on hand throughout the Sixth Form to give advice about A level study, university choices and life at university. All OHS Sixth Formers are automatically members of the GDST Alumnae Network, a network of over 70,000 alumnae and the mentoring programme is their first step to building their lifelong network.

Our partnership with the Open University's digital platform, FutureLearn, and the GDST gives OHS Sixth Formers a unique and innovative on-line MOOC-style course which focuses on how to make the transition from school to university smoothly and prepares them for life at university and beyond with topics such as budgeting, time management, negotiation and interview skills.

Our collaboration with other leading schools in the GDST family focuses on developing an understanding-based approach and university-style learning. Our Sixth Form Conference and scholars' programme (known as OWLS and run in collaboration with scholars and staff at Wimbledon High School GDST) provide many opportunities for students to develop agile thinking, an understanding based approach to learning and to benefit from the links Oxford High School has with leading Russell Group universities.

## Perspectives

The third strand of the 360 Programme is about understanding and developing students' relationships with the world they live in, helping them to become confident adults who approach the future with a sense of fulfilment and purpose. It has three parts:

- *Self*: focus on sport, health, wellbeing and careers
- *Community*: opportunities for responsibility and leadership within school and in the wider community. A wide range of opportunities are available including Young Enterprise, the Sports Leaders award, school magazine editorial committee; organising a club; mentoring pupils in local primary schools through one of our outreach projects; voluntary work at a food bank, hospice, etc.
- *Wider world*: understanding current affairs; workshops and visiting speakers on a range of political, economic, and humanitarian issues.

## Curriculum Map · 360 Programme

	12	13
<b>Mathematics &amp; Further Mathematics</b>	15	15
Modern Foreign Languages	9*	9*
Other A Level Subjects	9	9
ERP	1	1
Critical Thinking	1	
Perspectives	2	2
Sport	2	2
PSHCE	1	1

\* Plus a weekly conversation lesson