OXFORD
HIGH SCHOOL
GDST

Curriculum Policy

Applies to whole school, including EYFS

Last Reviewed: September 2026 by Deputy Head Academic Senior & Prep **Date of Next Review: Summer 2027**

Introduction

At Oxford High School (OHS) it is our vision that every student will *Go Beyond*:

- Educationally - every student is inspired to break through their own perceived limits and thrive at all levels
- Pastorally - every student is supported with a net to catch them and raise them up to face their challenges with spirit, integrity and courage
- Co-curricularly - every student to have the spirit and courage to say yes to opportunities, to fail with grace and rise with tenacity
- Community - be an active citizen who enriches the world around them.

Because our students are all people who will change the world for the better.

A curriculum which challenges, extends, supports and encourages, is essential if this vision is to be achieved.

At Oxford High School:

- We offer a curriculum to provide our students, 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 students 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 students and delivers subject matter appropriate to the ages and aptitudes of our students.
- 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 students with the confidence and desire to become lifelong learners and to relish intellectual challenge whilst reaching their potential.
- Students, as they move up through the school, are given opportunities to develop and acquire skills in speaking, listening, literacy, and numeracy.
- We provide a Personal, Social, Health and Citizenship Education (PSHCE) programme which helps students 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. This programme is designed to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.
- We aim to give the students effective preparation for the opportunities, responsibilities and experiences of life in British society.
- We provide the students 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.
- 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 students.
- We want to foster independence and leadership skills in our students. This will be appropriate to their age and stage of education but over their time in school they will be prepared and equipped to Go Beyond after they have left.
- Students take responsibility for their own learning. We work with pupils to meet their developing need and interests, and provide flexibility in programmes of study to achieve this wherever possible and beneficial.

Delivery

The curriculum at OHS is delivered by highly skilled, specialist staff at each stage. All OHS teachers participate fully in the school's development process and uphold the Girls Day School Trust (GDST) Teacher Standards:

GDST Teacher Standards

Our teachers are pioneers in, and shapers of, the future of girls' education. They are committed to helping every girl fulfil her potential and her dreams, and to equip her with the knowledge, skills and confidence to make her mark on the world, making the most of the possibilities and confronting the challenges of the 21st century.

Caring

- Committed to the wellbeing and welfare of girls
- Providing a safe and supportive learning environment
- Seeing education as the development of the 'whole child'
- Knowing each girl as an individual and caring both about her academic progress and her life outside the classroom
- Creating opportunities for and supporting girls to develop their own self-knowledge, self-confidence, emotional literacy, social awareness, and resilience
- Kind, approachable, encouraging, respectful, fair and consistent
- Promoting excellent behaviour and modelling the same standards of integrity, self-discipline and consideration expected in the girls
- Working with parents/carers and community organisations in the best interests of every girl

Effective

- Skilful communicators
- Creative classroom practitioners with a wide range of teaching strategies that inspire and motivate girls
- Planning, structuring and sequencing lessons and schemes of work
- Flexible and ready to adapt to changing needs
- Differentiating to challenge and optimise the progress of all girls
- Using assessment and feedback supportively and constructively
- Providing a learning experience which fosters:
  - critical thinking and higher order skills
  - independent and collaborative work
  - creativity and intellectual curiosity
  - pupils' own understanding of the learning process
- Embracing new techniques and technologies
- Actively reviewing, developing and innovating in their own practice

Engaged

- Committed to the broader life of the school and the GDST family, and contributing to its ethos
- Valuing and contributing to the part that co-curricular learning plays in a broad and balanced education
- Sharing their practice, supporting and guiding colleagues, and willing to collaborate with learning communities within and beyond school
- Contributing to the role played by the school in the local, national and global community
- Promoting and setting an example of expectations of pupils in terms of tolerance, open-mindedness, contribution to the lives of others and commitment to society

Knowledgeable

- Experts in their own disciplines
- Possessing an infectious enthusiasm for their specialisms
- Understanding how their own subject fits in to the broader curriculum of the girls they teach
- Knowing how girls learn and develop – physically, socially, emotionally and intellectually
- Understanding girls' diverse individual needs and how to cater for them
- Embracing research and developments in their own specialisms, in pedagogy, and in wellbeing/pastoral issues, and able to apply these to their own practice
- Committed to their own professional development and life-long learning

Curriculum time is allocated so that the appropriate amount of guided learning hours (including direct teaching and any other supervised or directed study time) provided for each examined subject is met. This varies slightly by exam awarding body and qualification but is approx. 120-130 hours per GCSE course, and approx. 360-380 per A Level/Pre-U qualification.

Students are active participants in their learning and are encouraged to assess their progress through the curriculum regularly via formative assessments, but also regular mentoring sessions with their tutors which are a continuous conversation with termly meetings (see the *Grading and Reporting Policy* for details). Pupils develop an understanding of how they learn.

Parents are encouraged to be active partners with students and teachers in their children's learning. Subject parents' evenings are held where parents discuss curricular progress with teachers and other events are held as appropriate to support and guide parents and students in curricular choices.

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 over sequences of lessons.
- 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 Pre-Prep and Prep Schools, specialist teaching is introduced gradually from Reception.
- In the Senior School, external examinations are not taken early by whole cohorts thus allowing for the development of a more questioning approach, a deeper level of understanding, and the pursuit of student interest to explore topics and ideas which may not be on the formal examination specifications. Exceptions to this include modern language GCSE examinations where students are already fluent or native linguists, where entries may be made in Year 10.

- Heads of Departments (Senior School) liaise wherever practicable with the relevant Subject Leader (Pre-Prep and Prep School) to ensure continuity and progression across the phases.
- The needs of all students, 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

See job descriptions for full details. Key tasks include:

- 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 students, in the light of new developments in that subject
- To monitor and evaluate the work of the department
- To ensure all students are appropriately supported
- To support and offer advice to colleagues on issues related to the subject
- To provide efficient resource management for the subject

Access to the curriculum

OHS aims to recognise the uniqueness of every individual member of the school community and the contribution that each student brings. The curriculum is designed to be accessed by, and provide opportunity for, all students regardless of age; special needs; disability; racial or cultural heritage; religious belief; sexual orientation; or gender identity. The full breadth and depth of the curriculum should be enjoyed by all.

If a student 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*: further details are contained in the *OHS Special Educational Needs Policy*. The School's SENDCo works in partnership with the Heads of Department to support pupils who either have confirmed or suspected SEND.

Pupils for whom English is an Additional Language (EAL) are identified on entry and given tailored programmes of support to ensure that they are able to fully access the curriculum.

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

Diversity & British Values

Increasing the range of people and groups represented in the curriculum is a priority and is considered whenever curricula are reviewed. The school's Diversity and Inclusion Working Party liaise with subject leaders and assist in these reviews. The working party includes staff and students.

Increasing the representation of minority groups in the curriculum augers with promoting Fundamental British Values of developing in pupils an understanding of the importance of identifying and combatting discrimination; understanding that the freedom to choose and hold other faiths and beliefs is protected in law; and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Whilst these outcomes will primarily be achieved through the school's spiritual, moral, social and cultural (SMSC) provision, all staff are responsible for promoting Diversity and upholding Fundamental British values in their lessons.

Monitoring and review

- The Head, 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 Head working with the Assistant Heads of Pre-Prep and Prep School Deputy Heads, is responsible for monitoring the way the curriculum is implemented in the Pre-Prep and Prep School.
- The Senior School Curriculum Committee of all Heads of Department meets approximately four times per term to discuss matters related to the curriculum.

- The Pre-Prep and Prep School Leadership Team and the Pre-Prep and Prep 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 students are invited to give feedback on students' reports.

Pre-Prep and Prep School Curriculum

- There are 16 classes in the Pre-Prep and Prep School and the curriculum is planned around 10 lessons of 30 minutes per day. Some of lessons are merged into 'doubles' or 'triples'. Two lessons a week are dedicated assembly times.
- The class teacher is at the heart of learning, progress and welfare of students, and there are specialist teachers in art, Mandarin, Latin, music, PE, PSHE, computing and science.
- Learning is tailored to individual strengths and needs supported by effective marking and feedback.
- The Pre-Prep and Prep School follow 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 its provision and opportunities for the students 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 student's individual talents and critical skills are embraced.
- All students follow a Global Studies programme that endeavours to enable students to have a growing understanding of connections to other people and places; an awareness and understanding of current global challenges; the ability to communicate with people from other cultures and places; the ability to recognise, evaluate and question other points of view and to be able to reflect upon how sustainable their lifestyles are.

Reception

In Reception, the 'Statutory Framework for the Early Years Foundation Stage' provides the context for the learning and development that occurs in the students' first year at the Pre-Prep School.

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

The curriculum has been designed to balance core skills in literacy and numeracy with a future-ready focus, an engagement in global studies alongside a variety of other subjects taught by specialists. We have the perfect balance of inspiration and care, a stimulating environment and teachers who really listen.

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

The exploration of high quality texts forms the basis of writing where the children begin to understand how to adapt their work to cater for different genres and audiences. They begin to include grammatical structure in their writing and have the opportunity to produce work independently as part of the weekly 'Big Write'. A dedicated phonics lesson is delivered four times a week and we embed handwriting into the phonics lessons. The children are taught to write using cursive handwriting.

In maths there is an emphasis on a depth of mathematical fluency and understanding, using the Numicon Scheme. Numicon is a physical and visual approach to teaching maths that helps the child to see connections between numbers.

As the year progresses, the aim is to develop understanding of more complex mathematical ideas**,** such as how two fours make eight, odd and even numbers, and so on. This lays the foundation for their understanding of number all the way through school.

Art, Music, Mandarin, PE and swimming are taught by specialist teachers. Students begin swimming in the summer 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 students and aids the transition from Reception to Year 1. Maths and English are taught every day. Music, Mandarin, art, PE, PSHE, computing 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. The intention is to provide an engaging, fun and challenging curriculum that is contextual and relevant.

English

The school promotes a love of literature across a range of genres and supports the creative process of writing. The weekly curriculum can typically be split into comprehension, independent writing (Big Write), grammar and punctuation, spelling and literature. It is the high quality of English teaching that enables the pupils to access and express themselves in nearly all other subjects.

Mathematics

Mathematics is taught through a mastery approach using the White Rose scheme. Each class has a daily maths lesson. There are regular mental arithmetic sessions and assessments to develop and secure the students' 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 dedicated, well-equipped classroom by a science specialist in KS2. The bespoke curriculum has been designed to cover all of the National Curriculum objectives but it also extends to include much of the subject-matter covered by the non-statutory guidance. Furthermore, the higher year groups' curricula incorporate objectives with the aim of pre-teaching (at an age-appropriate level) key topics that the pupils will encounter during KS3. Wherever possible, hands-on investigative activities are incorporated in order to enable pupils to improve their experimental methodology.

Art

Art is taught in a well-resourced specialist art room for Reception to Years 1-6 by an art specialist. Students are introduced to a wide range of artists, craftspeople and designers and their associated skills. Pupils are encouraged

to develop their own style of work at all stages of the curriculum, whilst being inspired by the artwork of others.

Computing

Computing and ICT skills are taught progressively through the school to enhance learning and understanding. This covers a range of topics including coding, presentational skills and communication. E-safety is a recurring theme in the curriculum. Chrome books are used from Year 1 and from Year 3, pupils also have a school iPad.

Humanities

History, R.E. and Earth Studies (Geography) are taught as discrete subjects from Year 1 to Year 6. The intention is to expose the children to a wide array of topics that serve to expand their knowledge and act as an impetus for discussion. Often these subjects are interwoven with Global Studies or national and international themes at specific points in the academic year. Geography is entitled Earth Studies as it encompasses environmental learning through a child led/teacher facilitated approach.

Global Studies

Global Studies is an opportunity for a year group to focus on particular regions or countries. Usually on a termly basis, the intention is to provide a platform from which the children can see beyond their own local community and learn to appreciate the myriad of cultures, languages and history of different people around the world.

Mandarin

Mandarin is taught through Reception to Y6. The goal is to develop the skills of speaking, reading, listening and typing alongside the learning around Chinese culture. The curriculum provides a progressive learning though the school with the goal for the pupils to sit the YCT exam in Y6.

Music

The aim of our Music teaching is to encourage every student to develop their 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, students develop their physical literacy, which includes developing skills, confidence, knowledge and understanding while performing in gymnastics, dance, games, athletics, swimming, and various other activities.

They have the opportunity to be creative, competitive, work with others and develop a positive attitude towards an active and healthy lifestyle. We also work on expanding their knowledge of sportsmanship throughout all activities.

All students have three lessons of PE a week (PE, Games and Swimming).

From Year 3, fixtures take place with selected teams against other schools. These include hockey, netball, football, tennis, cricket, rounders and cross-country. The school also enters the GDST Netball and Football rallies.

From Year 4, inter-house events take place, and all students are encouraged to participate.

Swimming

- Students in Reception have weekly swimming sessions in the summer term.
- Students in Years 1 and 2 have weekly swimming lessons throughout the academic year.
- Students in Year 3 to 6 have weekly swimming sessions until the end of the Spring term.
- In Year 4, 5 and 6 students have an inter-house gala and all students are encouraged to participate.
- Swimming squad takes place weekly at the Senior School pool.

PSHE

PSHE is taught as a distinct weekly lesson by a specialist teacher from Year 1 to Year 6. It is a mindful approach to PSHE and the lessons are based on the Jigsaw PSHE scheme. This comprehensive scheme brings personal, social and health education together with relationship building, emotional literacy, social skills and spiritual development. The PSHE curriculum is fully compliant and goes beyond the statutory requirements to prepare the pupils for a complex and ever-changing world.

Pre-Prep and Prep School Curriculum Allocation

Pre-Prep and Prep 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 in EYFS/KS1)	11	13	13	10	10	10	10
Maths	9	10	10	10	10	10	10
Science		2	2	3	3	3	3
Global Studies	2	2	2	2	2	2	2
History Earth Studies RE		5	5	5	5	5	4
PSHE	1	1	1	2	2	2	2
Computing		1	1	2	2	2	2
Mandarin	1	1	1	2	2	2	2
Physical Education/(Swimming)	1 (1)	3.5	3.5	6	6	6	6
Music	2	2	3	3	3	3	3
Art	1	1	1	2	2	2	2
Latin							1

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

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

*** Pupils in Reception, Year 1 and Year 2 attend two sessions of Forest School in the autumn and spring term and one session in the summer term.

Senior School (Year 7-13) Curriculum

The Senior School Curriculum is delivered via a timetable comprised of 10 periods per day, where each period is 30 minutes in duration. Each year group has a single period for assembly, leaving 49 'teaching' periods in the week. Each year group is also allocated private study periods.

Five minutes is added for a changeover between a single lesson and double lesson when timetabled in periods 1-

3, or periods 6-8. Hence, the week provides a balance of lessons which are 30 (single), 60 (double) or 95 (triple) minutes long.

Curriculum in Year 7

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	40 (15, 25)
French		3	30 (10, 20)
Geography		3	30
History		3	30
Latin		3	30 (15, 15)
Mandarin Chinese		3	30 (10, 20)
Mathematics		5	40 (20, 20)
Religion, Politics and Ethics (RPE)		3	30
Sport		5	None
Combined Sciences (Biology, Chemistry and Physics)		5	40 (2 x 20)
Circus †	Art, Drama, Textiles	5	20 ^
Music		2	^
Computer Science		2	^
PSHCE		2	^
Total periods/time per week		49	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 students know how to spend their time each evening. Later on, students 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. Your daughter can use the 'Homework Timetable' on page 20 of her Student Planner to help with homework organisation.

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 students 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

In Year 8 students 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.

SUBJECT		**LESSONS** (per subject per week)	**HOMEWORK** (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)		5	50 (25, 25)
French or Mandarin Chinese German or Russian or Spanish	2 subjects+	3 4	30 (10, 20)
Circus †	Art, Drama, Textiles Computer Science	5 4	20 ^
Music		2	^
Geography		3	30
History		3	30
Latin *or* Latin with Ancient Greek (Gratin**)		3 *or* 4	30 (15, 15)
Sport		5	None
Religion, Politics and Ethics (RPE)		3	30
PSHCE		2	^
Total periods/time per week		Max 49	5 hours and 50 minutes

* *Maths is usually taught in sets*

† *These are rotating short courses*

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

** *Gratin is an accelerated Latin course with the addition of Ancient Greek.*

\+ *It is not possible to do 3 'new' languages in Y8, i.e. pupils must do at least one of French, Mandarin Chinese, Latin (rather than Greek)*

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 students know how to spend their time each evening. Later on, students 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. Your daughter can use the 'Homework Timetable' on page 15 of her Student Planner to help with homework organisation.

Note: In the Spring Term, 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 students 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 (which could be one of the above languages or Italian) or third humanity

Students have short courses in Art, Drama, Textiles, Science Challenge, Positive and have Sport and PSHCE.

Curriculum in Year 9

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

- Ancient Greek, Chinese, French, German, Latin, Russian, Spanish and Italian
- Geography, History, Religion, Politics and Ethics (RPE)
- Computer Science, Music or a third language

Students 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 third humanity.

Students have short courses in Art, Drama, Textiles, Science Challenge, Positive 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, Latin, Russian, Spanish, Italian	3	Between 30 and 45
Two humanities	Geography History RPE	3	40 (20, 20)
Plus one of these subjects	Computer Science Music Italian or another language 3rd Humanity	3	^ ^ 30-45 40 (20, 20)
Circus	†Art,Drama,Textiles, Begbroke Science Challenge	5 *or* 3/2†	20
Sport		5	None
PSHCE		2	^
Total periods per week		49	7 hours

* *Maths is usually 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 students know how to spend their time each evening. Later on, students 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. Your daughter can use the 'Homework Timetable' on page 20 of her Student Planner to help with homework organisation.

In the spring term, 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 (Triple Award or Double Award), and have 3 or 4 options chosen from:

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

Notes:

- They can choose at most one of Art or Textiles
- They are expected to study at least one MFL for GCSE
- If a student chooses Double Science - still studying 3 separate subjects – they can potentially choose 5 options.

There are also Sport and PSHCE lessons.

Curriculum in Year 10

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

- French, Chinese, German, Russian, Spanish, Italian
- Latin, Ancient 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 (triple)	Core	12	60 (30, 30)
Chemistry (triple)			60 (30, 30)
Physics (triple)			60 (30, 30)
Biology (double)	Core	9	45 (15, 30)
Chemistry (double)			45 (15, 30)
Physics (double)			45 (15, 30)
Geography	Optional	4	60 (30, 30)
History	Optional	4	60 (30, 30)
Religion, Politics & Ethics	Optional	4	60 (30, 30)
Latin	Optional	4	60 (30, 30)
Ancient Greek	Optional	4	60 (30, 30)
French	Optional	4	60 (15,15,30)
Italian	Optional	4	60 (15,15,30)
Mandarin Chinese	Optional	4	60 (15,15,30)
German	Optional	4	60 (15,15,30)
Russian	Optional	4	60 (15,15,30)
Spanish	Optional	4	60 (15,15,30)
Computer Science	Optional	4	60 (30, 30)
Art	Optional	5	60
Drama	Optional	4	60
Music	Optional	4	60 (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 students know how to spend their time each evening. Later on, students 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. Your daughter can use the 'Homework Timetable' on page 20 of her Student Planner to help with homework organisation.

Dropping and Changing Subject Options

Once GCSE subject options have been confirmed in Year 9, students should stay with their choices. Under exceptional circumstances, a student 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

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

- English Language and 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	6	70 (20, 50)
English Literature	core		
Mathematics	core	5	70 (20, 20, 30)
Biology (Triple)	core	12	60 (30, 30)
Chemistry (Triple)			60 (30, 30)
Physics (Triple)			60 (30, 30)
Biology (Double Award)	core	9*	45 (15, 30)
Chemistry (Double Award)			45 (15, 30)
Physics (Double Award)			45 (15, 30)
Religion, Politics & Ethics (GCSE)	optional	4	60 (30, 30)
Geography	optional	4	60 (30, 30)
History	optional	4	60 (30, 30)
Latin^	optional	4	60 (30, 30)
Ancient Greek^	optional	4	60 (30, 30)
French^	optional	4\\	60 (15, 15, 30)
Mandarin Chinese^	optional	4\\	60 (15, 15, 30)
German^	optional	4\\	60 (15, 15, 30)
Russian^	optional	4\\	60 (15, 15, 30)
Spanish^	optional	4\\	60 (15, 15, 30)
Computer Science	optional	4	60 (30, 30)
Art	optional	5	60
Drama	optional	4	60
Music	optional	4	60 (30, 30)
Textiles	optional	5	60
Sport	core	4	(practices/matches)
PSHCE	core	1	-
Total lessons/time per week		Max 45 (depending on options taken)	Depends on options taken

**If a student chooses double science, they can potentially choose 5 options.*

^We expect students to study at least one modern foreign language for GCSE.

\\ Plus a weekly conversation lesson.

Curriculum in the Sixth Form (Years 12 & 13)

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 students' future careers is likely to require more than academic prowess. The 360 Programme has three components: Academics, Horizons and Perspectives.

Academics

We expect that most students will study four subjects in Year 12, and continue with three of these subjects in Year 13. However, our timetable also provides for those students who wish to study five subjects at A Level and/or continue with all of their subjects into 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 their first-choice combination of subjects. Occasionally, it is necessary to review the number of sets provided from Year 12 into Year 13 if a significant number of pupils have decided not to continue with the subject. If it is feasible in this scenario, a set will be 'collapsed'.

All A Levels at OHS have are 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	RS 'Philosophy, Ethics and Theology'
Ancient Greek	French	Mandarin Chinese	
Biology	Further Mathematics	Mathematics	
Chemistry	Geography	Music	Russian
Computer Science	German	Physics	Spanish
Drama	History	Politics	Textiles
Economics	Italian	Psychology	

Extended Research Project/ Extended Project Qualification

In addition to A Level subjects students in Y12 all study towards either an Extended Research Project (bespoke OHS programme) or an Extended Project Qualification (AQA). 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. However, some pupils will work more successfully within the framework provided by a formal qualification so studying for an Extended Project Qualification (EPQ) is also available.

Top selecting universities greatly value independent research and it is highly regarded by them. We support students 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/EPQ 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 Students' 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 OHS 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 OHS 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 students 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

	Year 12	**Year 13**
Mathematics & Further Mathematics	15	15
Modern Foreign Languages	9*	9*
Other A Level Subjects	9	9
Critical Thinking	1	-
Perspectives	2	2
Sport	2	2
PSHCE	1	1
Extended Research project	1	-
Assembly	1	1

* Plus a weekly conversation lesson

Homework for Sixth Form students can be set after any lesson, with the general expectation that students will spend approximately 4 hours per subject, per week completing tasks set and directed by their teachers.

Additional self-directed reading, consolidation and university preparation, for example, will be expected from students on top of this time.