



Portsmouth
High School

GDST
GIRLS' DAY SCHOOL TRUST

Curriculum Policy

Pre-School, Prep, Senior and Sixth Form

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Part of the Girls' Day School Trust family of schools

Curriculum Policy

It is the aim of the school to provide a curriculum that is balanced and broadly based and promotes each girl's spiritual, moral, cultural, mental and physical development, thereby preparing her for the next step in her education. Each girl should, as a result, come into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, human and social, literary and linguistic, mathematical, moral, physical, scientific, technological and spiritual). It is intended that:

- The curriculum is appropriate to the needs of all girls at different stages of their learning, and takes into account age, experience and aptitude, enabling the girls to contribute with confidence within the school community and the outside world.
- The curriculum acknowledges the differences between children, even of the same age, by generating variation in tasks and content so that there is a balance between the need for challenge, the likelihood of success and the importance of embracing and coping with failure as a means of extending learning.
- The curriculum is structured to allow for effective continuity and development through systematic co-ordination of key aspects within each area of study. Schemes of Work at the beginning of Key Stages acknowledge prior experience.
- The curriculum incorporates the National Curriculum (NC) KS3 and KS4 for Years 7 to 11 and the requirements of the A-Level specifications at Sixth Form level. However, at all levels, the NC is not the sole determinant of the curriculum.
- All of the above is delivered and supervised by fully-qualified teachers, coaches and trainers, in accordance with GDST policy.
- Staff at all levels share the responsibility for ensuring provision. Each Head of Department/Faculty (or the member of staff in-charge of a subject area) is responsible for developing a programme of study appropriate to the students' needs and abilities. This may include the use of Schemes of Work published by QCA or other agencies, in addition to those of their own creation. Subjects leaders are expected to monitor and evaluate regularly the effectiveness of these Schemes of Work in their Quality Assurance policies.

Please also see
Effective Teaching and Learning Policy
British Values Policy
Inclusion

Foundation Stage

The early learning experiences provided at Portsmouth High School follow the National Curriculum for the age range, 'Development Matters'. Our curriculum is carefully planned to offer experience in the prime and specific areas of learning. We plan a mixture of adult-directed and child-led activities. Pupil's choices are carefully monitored to ensure a balanced programme.

The prime areas of learning are:

Communication and language
 Physical development
 Personal, social and emotional development

The specific areas of learning are:

Literacy
 Mathematics
 Understanding the world
 Expressive arts and design

The experiences offered to the children are stimulating and enjoyable.

Early learning goals

Most children are expected to fully achieve the early learning goals by the end of the Foundation Stage. This prepares them for learning in Key Stage 1 and is consistent with the National Curriculum.

Key Stage One and Key Stage Two

Although not obliged by law to do so, Trust schools adhere to the core requirements of the National Curriculum, as a minimum, whilst supporting breadth across a range of foundation and other subjects.

The curriculum is generally delivered through a subject based timetable. At KS2 there is much cross-over between subjects and a greater emphasis on an enquiry led curriculum, leading to a thematic approach. Year 6 have some specialist teachers from the senior school to aid in transition and to give a greater academic depth.

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	10	10	10	10	10	10
Maths	10	10	10	10	10	10
Science	3	3	5	5	5	5
Art	2	2	2	2	2	2
Ballet	1	1				
Drama			1	1	1	1
Design Technology	2	2	2	2	2	2
Geography	2	2	2	2	2	2
Choir Practice	1	1	1	1	1	1
History	2	2	2	2	2	2
ICT	2	2	2	2	2	2
Mandarin						1
Music	3	3	3	3	3	2
French	1	1	2	2	2	2
PE/Games	3	3	6	6	6	5

RS						
Latin						
PSHE						

Key Stages Three and Four

Trust schools largely adhere to the core requirements of the National Curriculum whilst supporting breadth across a greater range of subjects. In both Key Stages 'Sophia' (or thinking skills) is a mandatory lesson and this promotes the notion of individual thought, creativity and enquiry.

Periods across Key Stages are 30 minutes long, many being grouped into double periods, or in some cases for creative subjects, into triples.

Subject	Year 7	Year 8	Year 9
Art**	3	3	2
Choir	1	n/a	n/a
Computer Science**	2	2	2
Design Technology**/Food Tech*/Ceramics*****	3	3	2
Drama**	3	3	2
English	6	6	6
French/Spanish	3	3	3
Geography	2	2	3
Games/PE	5	5	5
History	2	2	3
Latin/Mandarin/Support****	2	2	2
Maths	6	6	6
Music**	3	3	2
PSHE	1	1	1
Religious Studies	2	2	3
Science	6	6	9 (taught as separate sciences)
Sophia/Form Time***	1	1	1

*For Year 7-8, alternating half the year with DT

**In Year 9 the pupils opt for three of the five creative subjects in order to focus on the ones they like best

***Taught every other week

**** Pupils are recommend following discussion with parent and staff to attend a maths/English support session instead of continuing with a second language.

***** Ceramics is only taught in Year 9 alternating with Food Tech

In KS4 pupils opt for 3 Option choices from the following: Art, Classical Civilisation, Computing, Design Technology, Drama, Geography, History, Latin, Mandarin, Music, Physical Education (academic) and Religious Studies.

Subject	Year 10 and 11
Biology	4
Chemistry	4
English	6 and 8 in Y11
Form Time	1
Games/PE	3
Maths	6 and 8 in Y11
Modern Foreign Language*	5
Options	5 in Y10 and 4 in Y11
Physics	4
PSHE	1
Sophia	1

*Pupils may drop this at the Headmistress' discretion to attend support sessions in maths/English.

Key stage five

In KS5 the students opt for generally 3 A Levels and the EPQ. The time allotted to all options is 9 periods a week, including 30 minutes of directed study. In Year 13 this rises to 10 periods. EPQ is allotted 4 periods in Y12 and 2 in Y13. Games continues into the Sixth Form with three periods assigned to it and there exists an enrichment program of activities ranging from car maintenance to presentation skills and career advice.

Fulfilment of regulations for ISI Paragraph 2, sub-paragraph 2:

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- a) See above tables for EYFS, KS1-KS5
- b) See above tables
- c) n/a
- d) provided from YR to KS4 with it then being part of enrichment in KS5
- e) dedicated careers member of staff who also teaches careers through PSHEE programme
- f) see EYFS/Foundation above
- g) n/a
- h) built into SoW, LDD policy etc
- i) in SoW and see separate evidence

Date of Policy: 13 February 2018

Date of Review: 2020

J Paget Tomlinson Deputy Head (Academic)

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