



**Queen's College, London &  
Queen's College Preparatory School**

*Curriculum Policy*

*Due for review Summer Term 2025*

# Curriculum Policy

Queen's College, London comprises of Queen's College ("the College"), operating at 43-49 Harley Street, [for pupils aged 11 to 18 years] and Queen's College Preparatory School ("the Preparatory School") operating at 59-61 Portland Place [for pupils aged 4-11], collectively referred to in this policy as the School unless otherwise stated.

## Introduction

The curriculum embraces all of the intended learning opportunities, experiences and outcomes that a pupil has in her time at the School. The curriculum will be planned and purposeful in its delivery. It will be monitored, evaluated and regularly reviewed. The overall aims of the curriculum follow closely the [Principles of Education](#) at Queen's College, London and, in so doing we aim to:

- provide a curriculum which is broad, balanced, varied and academically challenging and which encourages pupils to fulfil their potential in many different areas relevant to their abilities, skills and interests;
- inspire pupils and stimulate their intellectual curiosity and creativity;
- encourage intellectual rigour and the ability to make informed judgements;
- help pupils to learn how to think, rather than what to think.

The curriculum is designed to provide for all pupils, in a safe and secure environment conducive to learning, the opportunities to:

- acquire and develop the knowledge, understanding, skills and qualifications necessary to:
  - progress with confidence to the next stage of their life and education through a process which encourages them to engage in lifelong learning;
  - prepare for adult working life in a changing employment situation;
  - participate as effective citizens in a multi-ethnic society;
  - develop for themselves an active and healthy lifestyle;
  - realise their learning potential;
- develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities;
- develop the key skills of literacy, numeracy and IT;

- develop cooperative and interpersonal skills;
- become receptive to new ideas and to make independent and informed decisions which affect themselves and others;
- acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations;
- appreciate the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude towards it;
- appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits, and to experience a sense of personal achievement in some of these fields;
- encourage spiritual, moral, social and cultural development.

In the curriculum models that follow there is an understanding that:

- all pupils – including those with physical disabilities and learning support needs – are entitled to, and should be offered, a comparable range of educational opportunities;
- there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for;
- fundamental British values will be promoted and that those values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths (or of no faith) and beliefs are not undermined;
- extra-curricular activities, such as College productions, charity fundraising activities, participation in College teams and visits all contribute to the total learning experience.

This curriculum policy is supported by appropriate written plans and schemes of work which take into account the ages, aptitudes and needs of all pupils, including those pupils with an Educational Health Care plan.

The aims of the curriculum are to:

- provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, digital, technological, human and social, physical, aesthetic and creative education;
- ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- deliver personal, social, health and economic education which reflects the aims and ethos of the school, and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- provide access to accurate, up-to-date careers guidance (for pupils receiving secondary education) that is presented in an impartial manner and enables them to make informed choices about a broad range of career options; and helps encourage them to fulfil their potential;
- deliver (for any pupils below compulsory school age) a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- provide (where the school has pupils above compulsory school age) a programme of activities which is appropriate to their needs;
- ensure that all pupils have the opportunity to learn and make progress;
- prepare pupils for the opportunities, responsibilities and experiences of life in British society.

The School will ensure pupils' experience includes the following areas:

**Linguistic** – We will develop pupils' communication skills and increase their command of language through listening, speaking, reading and writing.

**Mathematical** – We will ensure pupils can make calculations, understand and appreciate relationships and patterns in numbers and space, as well as develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics will be developed in a variety of ways, including practical activity, exploration and discussion.

**Scientific** – We will increase pupils' knowledge and understanding of nature, materials and forces, as well as develop the skills associated with science as a process of enquiry.

**Digital** – We will give specific opportunities for the pupils to develop skills linked to digital literacy they will need via use of EdTech and where appropriate AI tools, to help prepare them for the contemporary world of research and work. We will

encourage them to think critically about the dangers and harms associated with these tools, along with their strengths.

**Technological** – We will develop pupils’ technological skills, including the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

**Human and social** – We will teach pupils about people’s relationship with their environment, and how human action, now and in the past, influences events and conditions. The subjects of English, History, Geography and Religious Education / Philosophy, Theology and Ethics all make important contributions to this area.

**Physical** – We will aim to develop pupils’ physical control and co-ordination, their tactical skills and imaginative responses, as well as help them to evaluate and improve their performance. Pupils will also acquire knowledge and understanding of the basic principles of fitness and health.

**Aesthetic and creative** – Pupils will experience the processes of making, composing, inventing and appreciating. There are aesthetic and creative aspects of all subjects, but some make a particularly important contribution, including Art, Music, Drama and the study of English Literature, because they call for personal, imaginative, and often practical, responses.

## **The Prep School Curriculum**

We recognise our responsibility to prepare pupils for an ever-changing future in which they will use and implement the wide range of skills and learning we have instilled in them, in various walks of life.

To achieve this, we have adopted a creative approach to the delivery of our curriculum. This is to ensure our pupils not only receive the vital knowledge they require but also have apt experience applying their skills and learning in a variety of challenging contexts designed to promote thinking, problem solving and collaboration.

Each half term, a year group will use a fun and engaging focus topic from which all other learning will stem. Below is an overview of the creative curriculum topics each year group will cover.

## Creative Curriculum Topics across the Preparatory School

	Michaelmas Term		Lent Term		Summer Term	
	1	2	1	2	1	2
Reception	All about me	Let's celebrate!	Reuse, Reduce and Recycle	Once upon a time...	Amazing Creatures Big and Small!	Under the Sea
Year 1	What makes me, me?	My World, Your World, Our World	Toys: past, present and future	Who's afraid of the big, bad wolf?	Wild things	Where does chocolate come from?
Year 2	My London	Forces of Nature	The Poles	Inspirational Women – Wow Women	Africa – Amazing Africa!	Ancient Greece
Year 3	Identity	Power of the Gods	Revolt and Invasion	Making the land fruitful	Food glorious Food	Star gazing
Year 4	Our changing World	Sustain to remain	Survival of the fittest	I'm a survivor	My spirit animal	Sell me that sandwich
Year 5	Natural Disaster	Shooting stars	Victoria's Empire	Tudor Rose	Travel and Survival	Travel and Survival
Year 6	World Powers	Global Superpowers World War I	World War II	Worlds in Need World War II	Journeys around the world	Journeys around the world

The Preparatory School is comprised of:

- **The Early Years Foundation Stage:** Reception
- **Pre-Prep:** Years 1 and 2
- **Prep:** Years 3 to 6

As such, our curriculum subject policies are organised to reflect the different stages of development of our pupils.

Through the delivery of a creative curriculum, we still ensure each subject is given due coverage to allow our pupils to experience the broad and balanced education we believe in.

## Subject Allocation Across Queen's College Preparatory School

	Rec	FI	FII	FIII	FIV	FV	FVI
<b>English</b>	16	19	19	16	16	19	16
<b>Maths</b>	15	16	18	16	15	17	16
<b>Science</b>	4	5	5	4	4	6	6
<b>Humanities</b>	4	5	5	4	4	4	6

<b>RE</b>	1	2	2	2	2	2	2
<b>Computing</b>	3	3	3	3	3	3	3
<b>French</b>	2	2	2	3	3	3	3
<b>Art</b>	3	3	3	3	3	3	3
<b>Dance</b>	2	2	2	2	2	2	2
<b>P.E.</b>	4	8	5	12	11	12	12
<b>Drama</b>	-	-	-	2	2	2	2
<b>Music</b>	4	4	4	4	4	3	3
<b>PSHE</b>	1	1	2	2	2	2	2
<b>SMSC</b>	1	1	1	1	1	1	1
<b>Philosophy</b>	-	1	1	1	1	1	1
<b>History of Art</b>	-	-	-	-	2	-	-
<b>Latin</b>	-	-	-	-	-	2	2
<b>Chinese</b>	-	-	-	-	-	-	2
<b>Total</b>	<b>60</b>	<b>72</b>	<b>72</b>	<b>75</b>	<b>75</b>	<b>82</b>	<b>82</b>

## The Early Years Foundation Stage

### Overarching Principles

The EYFS is based upon four principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

All areas are equally important and interconnected. The overarching principles underpin the delivery of our curriculum in all subjects across Reception. Our learning and development is categorised into:

Three prime areas of learning:

- Communication and Language

- Physical Development
- Personal, Social and Emotional Development

Along with four other specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At the Preparatory School we believe that these areas are of equal importance and are interdependent in promoting the development of a rounded child. This cross curricular learning along with the overarching principles set the foundations of our creative curriculum followed in the later years.

In addition to this, our pupils in Reception also benefit from specialist teaching in dance, art, music, French and PE.

For further information pertaining to the EYFS curriculum, assessment and planning, please refer to the Early Years Foundation Stage Policy.

## **Pre-Prep and Prep**

Our creative curriculum and curriculum content and coverage across the Pre-prep and Prep reflect the content of the National Curriculum, the ISEB syllabus and requirements of the London Consortium of Independent Schools, leading to 11+ Common Entrance examinations during Year 6.

We fully prepare our girls for the wide array of senior school entrance exams they will face at 11+, facilitating the successful and smooth transfer of pupils into secondary education. We do so whilst providing a full and broad and balanced curriculum, ensuring our pupil's education is not narrowed in any way.

For further details relating to individual subjects, curriculum coverage and long-term plans, including any schemes of works used to deliver our curriculum, please refer to our individual subject policies.

As girls progress through the school their curriculum is further enriched by the addition of specialist teaching in Latin, Chinese, history of art, philosophy and drama.



## **Equal Opportunities**

The content of the programmes of study and schemes of work are appropriate for the ages and aptitudes of our pupils to ensure that all have an opportunity to learn and make progress. We have a policy of strict non-discrimination on grounds of race, sexual orientation, religion, physical ability/disability or class, which is supported in all curriculum areas. It is expected that, a wide diversity of teaching methods and resources be used, to reflect the differing backgrounds and needs of the pupils. We integrate the Fundamental British values through our creative curriculum which support the wellbeing and emotional literacy of the pupils.

## **SEND and Learning Support**

All pupils, regardless of their age and ability, have the opportunity to learn and make progress. This is the responsibility of all staff members. We aim to meet the requirements of any pupils with any special educational and learning support needs, including those who are more able, adapting the teaching methods and resources as necessary. Children with an education, health and care plan (EHC) making an application for a place with us will be considered for a place in accordance with our Admissions Policy and Procedures. A place will be offered if we believe that it can provide an appropriate learning environment and that it is able to fulfil the child's needs, as set out in their statement and the resulting Individual Education Plan. The school further recognises its duty to be guided by the SEN Code of Practice with reference to pupils with EHCs. For details of provision for pupils with specific needs, please consult the SEND and Learning Support Policy Document.

## **Spiritual, Moral, Social and Cultural Education**

Spiritual, moral, social and cultural education helps children develop personal qualities and an informed view of the world, which are valued in a civilised society; for example, kindness, empathy, honesty, respect for difference, moral principles, independence, self-respect and respect for others. We seek to teach these qualities across the curriculum, the wider curriculum and throughout school life.

### **Spiritual**

Beliefs, religious or otherwise, inform our pupils' perspectives on life and their interest in, and respect of, different people's feelings and values. The curriculum promotes a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Pupils are encouraged to use imagination and creativity in their learning and develop a willingness to reflect on their experiences.

## **Moral**

The curriculum promotes the ability of pupils to recognise the difference between right and wrong and apply this understanding in their own lives. This includes developing an understanding of the consequences of their actions and an interest in investigating and offering reasoned views about moral and ethical issues.

## **Social**

The curriculum promotes the development and application of a range of social/interpersonal skills in different contexts, including working and socialising with others from different religious, ethnic and socioeconomic backgrounds. Pupils are encouraged to develop a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels, is promoted as appropriate to the ages of our children.

## **Cultural**

Pupils develop an understanding and appreciation of how cultural influences shape the heritage of different peoples and nations. Pupils are encouraged to develop a willingness to participate in, and respond to, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Pupils develop an interest in exploring, understanding and respecting cultural diversity. The extent to which they understand, accept, respect and celebrate diversity is demonstrated by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

## **Personal, Social and Health Education**

As well as being integrated into all curriculum areas, PSHE (including Citizenship) lessons are timetabled for all pupils in Years 1 to 6 with a scheme of work for each year group, which is resourced appropriately. Teachers have the freedom to use these sessions in different ways in response to situations that arise with the pupils in their forms. Form teachers are normally responsible for the delivery of Circle Time/PSHE lessons. The Head of Prep/PSHE oversees the delivery of the subject. In accordance with the School's aims and ethos, assemblies, RE lessons and Form times are also seen as important opportunities to expand the pupils' awareness of the wider world and of moral issues, individual responsibilities and human qualities, including the teaching of British Fundamental Values throughout the curriculum. Opportunities for health education are also utilised in PE and science. Furthermore, teachers take every opportunity to allow the pupils to reflect on the wider world and their contribution to the common good.

## **Relationships and Sex Education**

In the Pre-prep and Prep, Relationships Education is taught in the Summer Term and is taught in line with the PSHE scheme of work (see PSHE subject policy).

Sex Education is currently non-statutory. Before teaching any content, the resources and curriculum (including vocabulary) will be shared with parents, and parents will have the right to withdraw their daughter after consultation with the Headmistress.

## **Education Visits and Special Events**

Educational visits are an important part of the curriculum. They enrich and enhance the pupils' learning. Teachers are encouraged to organise visits appropriate to the curriculum and also to look at the possibility of visits to school by other professionals, experts etc. This area is overseen by the Educational Visits Co-ordinator to ensure there is a range of trips, visits and workshops across the year in different subject areas.

## **Curriculum Enrichment**

From the moment they enter the school we ensure our pupils have a broad, well-rounded educational experience. Music, dance, drama, art and PE are important parts of the curriculum. We make full use of our central London location to provide activities that bring learning to life at every opportunity. The pupils are taught French by a specialist native French speaker from Reception onwards. Following senior school entrance examinations in January, the Form VI pupils develop their independent learning and research skills through a variety of cross curricular enrichment projects in their studies of mathematics, English, science and history. As part of this they undertake visits, attend workshops, create performances and take part in specialist curriculum days and sporting activities.

## **Outdoor Learning**

To further enrich our curriculum and also improve well-being and health across the school we will aim to deliver one outdoor lesson a week. In Prep this will be timetabled in and will generally be non-core subjects such as French, music, art, humanities, RE, PSHE or where appropriate maths and/or English. We aim to invigorate and excite our learners, providing them with opportunities to interact with the environment around them and actively engage in their learning.

## **Co-Curricular Activities**

At the Preparatory School we offer a range of optional after school co-curricular activities and clubs, run by teachers and other professionals from Monday to Thursday. The co-curricular programme forms an integral part of the curriculum enrichment we offer to our pupils. The activities offered vary from term to term and wrap around care is offered from 7:30am to 6pm. The Co-curricular Coordinator oversees this area of the curriculum, under the direction of the Deputy Head (Academic).

## **The College**

### **Key Stage 3 Curriculum**

The subjects and their timetable allocations are based on a 45 period (five day) cycle. English, Geography, History, Philosophy, Theology & Ethics, Art, Music, Drama, Gym, Dance, PSHE, Science (including Biology, Chemistry and Physics in Class 1), and Computer Science and Digital Literacy are taught in form groups throughout Years 7, 8 and 9.

Thrive is a programme of study taught on a carousel basis through Years 7 and 8 which takes as its focus critical thinking, ideas about resilience and ways in which kindness can be fostered within our community. This in-house curriculum was developed in response to pupil feedback about a gap in their learning. The development of Thrive involved a range of teachers across the College developing a bespoke curriculum for Queen's pupils. More details can be found here: [https://my.chartered.college/impact\\_article/teaching-students-to-thrive-a-case-study-from-an-independent-london-secondary-school-for-girls/](https://my.chartered.college/impact_article/teaching-students-to-thrive-a-case-study-from-an-independent-london-secondary-school-for-girls/)

In French, pupils are initially taught in form groups and are then organised in sets created across the year group from October of Year 7 onwards. Sets are reviewed at key intervals across Key Stage 3.

In Year 7, pupils undertake an introductory course of language and linguistics. In addition to covering some fundamental ideas about the nature of language, these lessons are also used, on a termly carousel basis, to cover some basic introductory Italian, Spanish and Mandarin Chinese. Pupils then opt to study one of these languages alongside French during Years 8 and 9. These groups may be organised into sets depending on the number of pupils opting to study each subject.

In Mathematics, pupils will be taught in sets from Year 8. Sets are reviewed at key intervals across Years 8 and 9. In 2023-24, there will be four sets in Years 8-9.

In Year 7, pupils study introductory Latin and Classical Studies in form groups. In Year 8, pupils study Latin in form groups. In Year 9, pupils continue to study Latin in sets created across the year group: over the course of Year 9, sets may study Latin throughout the year or study Classical History and Literature without Latin. Sets are reviewed at key intervals across Year 9.

## Key Stage 4 Curriculum

The Key Stage 4 curriculum has recently been reviewed. Pupils in Year 10 and 11 now follow the same curriculum model. The timetable is based on a one-week cycle of 45 lessons, each of length either 35 or 40 minutes.

### Year 10 and 11 Curriculum

All pupils study a common core curriculum of:

- **English:** pupils study for separate GCSEs in **English Language and English Literature** and are taught in four sets across both Years 10 and 11. 6 lessons are allocated per week.
- **Mathematics:** pupils are taught in sets organised across the year groups and are allocated 6 lessons per week. In 2021-22, there will be four sets in Year 10 and three sets in Year 11.
- **PSHE:** pupils are taught in form groups or may have talks which are addressed to the whole year group; one lesson is allocated each week.
- **PE:** all pupils have 4 lessons per week of core PE.

Pupils choose four subjects from the list below, of which at least:

- One of which must be a **Modern Language** (French, Spanish, Italian or Mandarin Chinese) or Latin. If pupils chose to study two Modern Languages, one of these must be French. Where there are two groups for Modern Languages, these groups will be organised into sets.
- Two of which must be a **Science** (Biology, Chemistry, Physics or Computer Science). Pupils can study up to four Science subjects.
- Each subject from the list below is allocated 4 lessons per week. Pupils study either 9 or 10 GCSE subjects in total. Pupils who study 9 GCSE subjects have an additional 4 lessons of supervised Private Study each week.

Art	Dance	Latin	Spanish
Biology	Drama	French	Music
Chemistry	Geography	Italian	Philosophy,
	History		Theology & Ethics

Computer  
Science

Mandarin  
Chinese

Physics

## Key Stage 5 Curriculum

Pupils select three A-level subjects from the list below to study in Years 12 and 13, leading to A-level qualifications in each of the three subjects being awarded at the end of Year 13.

Art and Design	Italian
Biology	Latin
Business (new in 2024/25)	
Chemistry	Mathematics
Drama and Theatre	Further Mathematics
Dance	Music
Economics	Physics
English Literature	Politics
French	Psychology
Geography	Religious Studies
History	Spanish
History of Art	
Computer Science (although this will not be offered from 2024/25)	

In some cases, pupils may be permitted to study four A-level subjects over two years. This is only by agreement of the Deputy Head Academic at the point in Year 11 when subject choices are made and only under one of these two conditions:

- One of the subjects is Further Mathematics (and the pupil reaches the minimum GCSE Mathematics grade required for the study of this subject);
- The pupil gains six or more 8 or 9 (or A\*) grades in their GCSE mock examinations which are sat in November of Year 11 (and the pupil then goes on to gain the minimum required GCSE grades for the study of these subjects). Discussions will take place with each pupil intending to embark on 4 A-levels.

All A-level subjects are allocated 8 lessons per week.

Aside from those pupils taking four A-level subjects, pupils in the Sixth Form, starting with the Year 12 cohort, undertake an additional, timetabled qualification. They select from one of the options below (which are run each year subject to a certain minimum number of pupils selecting that option):

- An **Extended Project Qualification (EPQ)**. This involves a taught skills element of two lessons per week and a weekly meeting of at least 15 minutes (but longer as necessary) with a supervisor.
- The **Young Enterprise Company programme** which involves a weekly after-school commitment of one hour and will be undertaken jointly with Wetherby Senior School.
- **Model United Nations.**
- **Duke of Edinburgh Gold Award.**
- **ISTD Modern Theatre or Contemporary Dance qualifications.** This involves a taught element of two lessons per week. This qualification will only be available should not student wish to follow the Dance A-level.
- **Level 2 Sports Leadership Award** which includes two lessons per week in addition to activities included within core PE lessons.
- **LAMDA Drama** graded examinations, with one or two 30 minutes lessons scheduled each week, as required, in preparation for these.
- **Level 3 HSK qualification in Mandarin Chinese** which involves up to four lessons per week including some conversation classes within this allocation.
- **DELFL** which is the French equivalent of IELTS for English or HSK for Chinese.

For two terms of Year 12, each Wednesday afternoon is dedicated to **voluntary work** in the local community or some other **work experience**.

Year 12 and 13 pupils have three periods of compulsory **PE** per week. All members of the Sixth Form are invited to continue to play in other College sports.

All pupils in the Sixth Form have one period of **PSHE** a week.

### **Subject Choices**

The Deputy Head Academic, in consultation with the Senior Leadership Team, Heads of Department and Heads of Section as appropriate, administers the subject choice programme for GCSE and A-level study: timetable blocks are constructed around the options which pupils make and so, in almost all cases, pupils subject choices are accommodated.

Changes of subjects after the deadline for subject choices may be accommodated only with the agreement of the Deputy Head Academic and where the timetable allows it.

## **PSHE Curriculum**

There are timetabled PSHE lessons for all year groups; the programmes of study are devised by the Director of Pupil Welfare in consultation with the relevant Head of Section and the Deputy Head Pastoral. The PSHE programme is delivered by Form Tutors, Deputy Form Tutors, Heads of Section and outside speakers as appropriate.

The aims of the programme reflect both the ethos of Queen's College, London and the PSHE guidance provided by the DFE. Spiritual, Moral, Social and Cultural (SMSC) development of pupils is embedded in the programme; the programme also aims to make pupils aware of the nine legal protected characteristics. Economic education is incorporated as appropriate. See the PSHE policy for further details as well as our statement on SMSC and Fundamental British Values.

## **Relationships and Sex Education (RSE)**

RSE is not delivered in isolation; it is firmly embedded in all curriculum areas, including PSHE. The *main* content is delivered in PSHE lessons and is supported in Science and Philosophy, Theology & Ethics lessons. RSE is delivered to all year groups in the College and the compulsory subject content is age and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and the wider College community with the aim of providing pupils with the knowledge they need. Materials used reflect the needs of all pupils. Age, developmental stage and cultural backgrounds of the pupils are considered in relation to any material used.

RSE is normally delivered by external experts or Form Tutors in year or form groups. On occasion it may also be delivered by other staff involved in the provision of RSE, for example the Director of Pupil Welfare, College Nurse or Heads of Section. See the Relationship and Sex Education Policy for further details.

## **Careers Education**

### **Enterprise & Partnerships**

Students are fully prepared for life beyond Queen's through our extensive Enterprise and Partnerships programme. Initiatives focus on developing



employability and enterprise skills; these include resilience, creativity and critical thinking, confidence, working with others, independence and leadership.

Throughout their time at Queen's, students will be fully prepared to make choices about their future path and educated about how careers are already evolving and likely to change further over the next decade and beyond.

- All students across the College are given access to Start Careers, which includes Careers lessons (taught through PSHE and selected form times), labour market information (LMI) linked to London boroughs, virtual work experience opportunities and a personal online locker which allows them to record their personal achievements. Each year group follows a specific theme and set of lessons, starting with 'Foundations and Your Future' in Class 3 and finishing with 'Post 18 Options and Personal Development and Growth' in IIS. Start Careers lessons are also linked to the Gatsby benchmarks, a framework for careers guidance in schools.
- All Class 2 students take part in the Tycoon Enterprise Programme, within their Thrive lessons. This allows students to understand and apply information covered in lessons such as budgeting, effective marketing, working together as a group and presenting effectively.
- All Class 1 students take part in an Experience Haus workshop, developing cross-curricular design and thinking skills, applying this to a 'real-world' scenario before presenting their ideas. This is an excellent opportunity for students to work with an award-winning design company, considering how they may apply various types of thinking to how they learn in school.
- All IJ students are given free access to the Morrisby Online Test, which takes place in school and also includes a one-to-one interview with a Morrisby advisor. This is completed prior to choosing A Level options and gives them a clearer idea of academic strengths, skills and future careers.
- All I Senior students are given free access to MyUniChoices, which is followed up with a one-to-one interview to discuss their results and work experience. MyUniChoices provides a detailed report, following completion of the test. This allows students to research different degree options, providing crucial information in the summer term, when they may be visiting universities.
- I Seniors also complete the 'Introduction to Professional Skills' course on Wednesday afternoons in Michaelmas Term, prior to beginning their work experience in October. This includes a mock graduate recruitment assessment day and time to complete a virtual work experience placement through Start.
- I Senior students take part in a work experience/voluntary service programme during Wednesday afternoons, which gives them an invaluable experience of life outside of Queen's and allows them to build and understand important

employability skills. As an enrichment option, they may choose to take part in Young Enterprise which is an excellent way of learning more about how companies operate.

- Our biennial Careers Fair takes place in March (most recently in 2024) – students are thoroughly prepared beforehand, through PSHE and form time, through Careers Fair booklets. Prior to the fair, they research companies who will be in attendance as well as preparing important questions to ask. This helps students to understand various workplaces and sectors and also allows them to understand the links between their subjects and future careers.
- Students are also engaged in initiatives, such as the Girls Human Rights Festival – all students are given the opportunity to apply for ambassador positions and to be part of a Human Rights Hub which allows them to plan and take part in talks with people from various legal professions and those aligned with human rights causes.
- Engagement with other schools, through our Partnerships programme, is also important. As part of the Southwark Schools' Learning Partnership (SSLP), students work with other schools on sustainability programmes, events and competitions.
- We have a developed academic programme between QCL and partnership schools such as Sarah Bonnell and QCPS, across subjects such as Science, Languages and Drama.

## **Extracurricular Activities**

There is a wide range of extracurricular activities on offer at the College which take place outside lesson times, and these are listed on the College website. These provide opportunities to develop interests beyond the curriculum, further the SMSC development of pupils and include voluntary work in the local community or other work experience for all pupils in Year 12.

## **Access to the Curriculum for All Pupils**

Heads of Department prepare Schemes of Work which ensure that the curriculum is delivered effectively with regard to differentiation, the needs of individual pupils from all ethnic and social groups, the more able and those who are experiencing learning difficulties. Planning of differentiated tasks and activities in lessons is to ensure that subject matter and level is appropriately challenging for all our pupils.

The Learning Support Coordinator provides support for those pupils with specific learning needs. All staff have access to the Learning Support List on a shared drive, which is updated regularly. Changes are communicated to staff through email and at

staff meetings. Throughout the year the register is updated as new pupils join or individual needs are identified. The Learning Support Coordinator provides the teaching team with detailed information on all pupils who require learning support.

The needs of more able pupils – as identified using MidYIS baseline data – are met through carefully differentiated tasks and activities in lessons and through the extensive extra-curricular programmes. There is a programme of extra-curricular activities specifically tailored for pupils who are Art or Music scholars.

## **Information About the Curriculum**

Summary information about the curriculum is provided on the College website, with more details of the programmes of study provided on the Virtual Learning Environment, Firefly, which is accessible to parents, pupils and members of staff. A booklet for Years 7 - 11 is produced and uploaded to Firefly and this summarises the examination specifications followed for each subject in Years 10 and 11 – a more detailed GCSE booklet is circulated at the Year 9 information evening as part of the GCSE choices process. The College website gives full details of the curriculum followed in Years 12 and 13. There is a newly developed area of the website related to Teaching and Learning, which showcases and evidences particular initiatives including through podcast discussions on the theme of 'Resilient Ready' launched in January 2024.

## **Use of external tutors**

The College aims to offer the highest possible standard of Teaching and Learning and to differentiate this as appropriately as possible for each learner. This relies on our comparatively small class sizes, which allows for each teacher to gain greater knowledge of the needs of each pupil, and to seek to differentiate their teaching as appropriately in light of this understanding. This represents a normal approach to high quality teaching. As a body of learners, the pupils need to take increasing responsibility for their own dispositions to learning as they move through the College. As such, in the context of classroom learning they should know when they are working at an expected level, and where there are opportunities to stretch and develop themselves academically.

It is expected that from time to time, some pupils will require some strategic intervention outside of the classroom, to support their extension in a subject or support with parts of their learning that needs greater focus. This is where subject specific clinics matter, hosted at a lunchtime or after school, with a subject specialist, who can provide this opportunity for a strategic reflection. Pupils can work with

some structured guidance or look to address a certain area for development or extension. This support will usually take place in a small group setting, depending on how many pupils decide to opt for use of the subject clinic (these sessions are compulsory for some pupils). Additionally, a subject teacher or a Head of Department can be available to meet to discuss a particular question related to the subject or to consider a particular point emerging from a test or an examination. This takes place on an ad hoc basis and can be requested by a pupil at any time.

This form of general intervention is different from the specific support offered by the Neurodiversity and Adaptive Learning Department which offers ongoing support to a pupil with a specifically assessed learning need, and separately paid for support sessions with a specialist member of staff. The College cannot offer one-to-one tutoring, in addition to the above. This moves beyond the remit of mainstream educational provision, and whilst it is understood that some parents may choose to make use of private tutors, this will be in addition to the provision that the College can reasonably offer. It is important to note that, for the vast majority of Queen's pupils, the education already provided in school should be sufficient to meet all of their academic needs, so in principle the College views the use of private tutors as unnecessary for most pupils.

The College cannot offer quality control of tutoring provision that parents may choose and parents should be aware that concerns do exist in this area as to the nature of 'shadow education.'<sup>[1]</sup> However, evidence does suggest that there can be positive effects from high quality strategic tutoring intervention.<sup>[2]</sup> Whilst we are conscious that intervention is useful for some pupils, in some subjects for a specific length of time to aid understanding and increase confidence, as a College, we do not recommend that the tutor work on homework tasks on a regular basis with the pupil (unless this is declared to the classroom teacher). It is important that our teachers know at what level each pupil is working independently so that they have a full picture of their pupils' progress. Similarly, we believe in the importance of independent learning skills and an overreliance on tutor input does not allow for the vital development of these skills.

If parents wish to accelerate their daughter's progress, for instance before a public examination, with some one-to-one input, we recommend using a tutor with experience of teaching the specification so that examination technique and learning done in the classroom is suitably reinforced. Parents or pupils could ask the Head of Department or classroom teacher for a possible suggestion, if such a scenario arises.

It should be noted that the College is committed to successful implementation of Educational Technology, and there is evidence that the use of these technologies can

supplement mainstream learning and areas for focused curriculum development, which can often replace the need for private tuition.<sup>[3]</sup>

Full time members of the teaching staff at QCL are not permitted to offer any tutoring in term time, to member of the QCL pupil body, or external pupils.

<sup>[1]</sup> [Private Supplementary Tutoring: What Implications for Classroom Learning? | Unesco IIEP Learning Portal](#) [Accessed 25/7/24]

[Governing private tutoring for public good: Lessons from international experiences | PROSPECTS \(springer.com\)](#) [Accessed 25/7/24]

<sup>[2]</sup> [Undertaking complex but effective instructional supports for students: A systematic review of research on high-impact tutoring planning and implementation \(ed.gov\)](#) [Accessed 25/7/24]

<sup>[3]</sup> [Technology Integration in the Classroom: Tools and Strategies for Educators \(reachandteach.net\)](#) [Accessed 25/7/24]

## **Sensitive Materials on the Curriculum**

From time to time, in certain subjects sensitive material will be engaged with in the curriculum. Certain subjects are more disposed to a necessary engagement with these topics. Typically, these would be PTE, English, Drama, Biology and History.

Common examples that might be considered under the heading ‘sensitive materials’ might be:

- An image of an aspect of war if a pupil was studying the context of World War II or the Vietnam war. These could be images that might appear in a textbook or online footage, appropriately illustrating in an age-appropriate way difficult parts of the context of war.
- In an age-appropriate way the exploration of an act of violence in a piece of English literature.
- In Philosophy, Theology and Ethics, abortion and euthanasia will be explored (as ideas) as a normal part of engaging in medical ethics, and the surrounding debates as to definitions of parameters of life and death.
- In Biology, when exploring the themes of animal rights, it would be appropriate for an image or clip of battery farming to be shown in order to convey the nature of the modern industrial food industry.

Appropriately framed and analysed difficult and sensitive materials, constitute a legitimate and necessary part of the school curriculum and this part of the policy is designed to outline how responsibility for respective parties is defined. Most importantly the pupils and teachers who engage respectfully with such parts of the curriculum, help to ensure that the educational experience is a positive as possible.

As teaching professionals, the responsibility lies upon the teacher to set up and warn where there might be a difficult or challenging idea to be discussed in the curriculum, so that the class is aware of it and prepared, for example for a use of a piece of language and idea, or perhaps an image which will be encountered. Typically, this should be done in the preceding lesson. It is for the pupils to act respectfully in these areas of the curriculum so they can be explored with maturity and discretion.

It will not be customary for parents to be forewarned about any parts of the curriculum in this regard other than sharing of curriculum themes on the PSHE programme.

If a pupil feels that an idea, word or image has landed inappropriately, they should first of all seek to mention this to the class teacher at an appropriate juncture – typically at the end of a lesson or a conversation at break or lunch time. If the pupil feels unable to do this, then they should speak to either their Head of Year or the Head of Department. If for any reason a pupil does not consider this possible, then they can speak directly to the Deputy Head Academic.

If a parent feels, on behalf of the pupil, that there has been an inappropriate engagement in a classroom setting they should, as a first port of call, make contact with the Head of Year or Head of Section. Normally the Head of Section will engage with the Head of Department and the Deputy Head Academic to explore the parameters of the subject matter and to consider whether the material could be better approached in a different way. A conversation and follow-up meeting should take place between the class teacher, the Head of Department and the Deputy Head Academic.

In each of these instances, the teacher operates as a non-partisan and non-political gatekeeper to the idea or the questions to be explored. Underpinning the ethos here is of course the idea that in a sensitive and age-appropriate way challenging aspects of curriculum content should still be engaged with, in a supportive and careful way. In no way does the College seek to censor its teaching professionals, but it does seek to remind teachers to operate within these parameters. It should also be made clear, that concerns about approach to classroom practice apply only in very occasional situations.