

# Norwich School

## Curriculum Policy (Senior School)

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### Overview

Norwich School is committed to a curriculum which is both broad and demanding and which seeks to maximise the academic, aesthetic, physical and personal abilities of all of its pupils, including those with Special Educational Needs and/or Disabilities (SEND) or for whom English is not their first language (EAL) or those deemed able, gifted or talented. Our ethos and aims refer to the inculcation of academic depth and co-curricular breadth, along with the opportunities for leadership and service.

All pupils will have the opportunity to learn and to make progress.

The curriculum aims to promote opportunity and understanding regardless of gender, race, religion or sexuality. This is done in a context that does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The Personal, Social and Health Education (PSHE) and the Curriculum Vitae (CV) programmes have been devised with this in mind. Each department handbook also indicates subject specific coverage of spiritual, moral, social and cultural (SMSC) development as appropriate.

Pupils' educational experience will thus include supervised lessons in the following broad areas: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative.

Full details of subjects by year group can be found in the curriculum plan, appended below and available to parents.

### Monitoring progress

As they progress through the school, pupils will attain skills in speaking and listening, literacy and numeracy with such skills being regularly assessed through written work or through oral and practical demonstration. The Deputy Head (Director of Studies) is responsible for such development and for the effective oversight of pupil learning, teaching and assessment. Differentiation as part of teaching is expected and will be catered for both in class and through subject specific symposia.

The Deputy Head (Director of Studies), with the Assistant Head (Teaching & Learning) monitors both pupil progress and teaching methodology through regular lesson observation, assessment system and the reporting mechanism. Heads of Department oversee the performance of their staff, observe and review them and offer advice where necessary. Review includes inspection of written work.

Central to the curriculum are the creative and physical, and personal development areas of education to help develop the diverse talents of all and produce rounded young adults. The school is proud of its heritage and connections with the Cathedral and the relationship built up over the centuries. The Cathedral choristers are educated at school and there is much emphasis placed on the musical and creative side of the school life. All pupils have to study a creative subject (Music, Drama and Art/Design) until the end of L5; the majority take at least one to GCSE.

Similarly, the role of Games is central to pupil development. All pupils have the opportunity to take part in team games and to trial for the school squads. For those who are not natural games players, a "Potted Sports" programme exists with the main purpose of helping all pupils to find a sport which they enjoy and in which they can find success. The stated aims of sport are to develop people capable of excelling in a high performance sporting

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environment as well as providing a rich, broad range of sporting experiences for all to inspire to improved capability, and sport for life.

### **Assessment**

Pupils are assessed regularly with the expectation that weekly homework will be set and marked quickly. Homework is supposed to be challenging in content and to take learning onwards rather than being simple repetition of work already done.

Assessment is to be constructive and to point the way to improvement. It should also be used to inform teachers and Heads of Department of any curricular development that might need to be made.

Teachers are expected to praise what is good and to use assessment to underscore attainment. A system of merits, citations, distinctions and Head Master Commendations should be used to highlight good academic performance (see Behaviour Policy).

### **Marking**

Each Department is required to follow the guidelines of the School Marking policy:

At Key Stage 3 (L4 to L5)

- Core subjects one piece per week to be assessed.
- Other subjects a minimum of one piece every ten days.

At Key Stage 4 (M5 to U5)

- one piece per subject per week to be assessed

At Key Stage 5 (Sixth Form)

- 1 piece per subject per week.

It is recognised that not all assessment will be written and that some pieces will carry over a longer period.

Marking is to be accompanied by constructive comment and to point the way for further development. It is expected that Heads of Department will oversee the standards of marking within their department and to use assessment as a basis to inform themselves of the nature and standards attained within a given group. It is also expected that assessment will be used to evolve curricular planning within the departments and whole school contexts.

Departments should develop their own individual marking strategies beyond the basic requirements.

### **Homework**

The School seeks to set regular work and to mark it promptly. There is a homework timetable for each year group below the Sixth Form, and the homework notebook enables pupil, tutor and parent to keep up to date and acts as a contact point. Pupils are assessed by such marking, by testing and by regular annual examination. Marks are recorded by teachers.

Poor work will be required to be redone and, if that is unsatisfactory, a pupil may be placed in a work detention.

Homework should seek to stretch and interest pupils at each stage and should be of appropriate length (see homework timetable for guidance).

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In cases where homework is not done, or not submitted when requested, it is usual to set a second deadline. If still not done a work detention will be given.

Poor academic performance may also lead to a pupil being raised at Assessment Points. If improvement is not forthcoming they may be put on Report which means that (s)he will present to each teacher at each lesson each day a card on which the teacher will have to write a comment.

Pupils who have done particularly well, or who are causing concern, are raised by Heads of Department with the Deputy Head (Director of Studies).

There are half-termly and termly grade cards and a full written report at least once a year. Parents' evenings are integral to the reporting process with the expectation that there will be a full dialogue between subject teachers and parents. The timing of these is designed to encompass main decision points (options, for example) in each year (**see guidance on report schedules and writing under "Reports and reporting"**).

Parents are also encouraged to contact the tutor or subject teacher as soon as an issue arises, rather than to wait for a reporting point.

### **Merits, Distinctions and Head Master's / Housemaster's Commendations**

Members of the school are to be encouraged by a system of merit marks to be shown to a tutor and housemaster for pieces of commendable work which reflect a good effort. Outstanding pieces of work may be granted a distinction which is recommended by the subject teacher and by the Head of Department. A selection of these will be confirmed by the Head Master when he sees the pupil and the piece of work in question.

Merits and citations are a means of recording good achievements by pupils at any academic standard; they are a mark of relative progress. Distinctions should be awarded for work at any age that is outstanding by academic criteria.

To confirm these awards the subject teacher fills in the appropriate merit or distinction slip and the pupil takes the merit slip first to his Tutor and then to his Housemaster. The distinction slip is taken by the pupil to the Head of Department of the subject concerned and then to his/her House Tutor and finally to the Head Master. Merits, citations and distinctions count towards the Sayer Mason trophy. There is an electronic on-going record of the points by House, Section and pupils for these awards.

Head Master's Commendations (HMCs) are awarded termly to those in receipt of reports and are based on the quality of performance in relation to the ability of the pupil concerned. As a rule of thumb, HMCs will be awarded to those obtaining eight grades in total at 4 and 5 grades for attainment, as determined by Heads of Section and the Deputy Head (Director of Studies). It is possible to award HMCs to those who have shown a much greater determination and made much better progress academically than would be expected of them.

Housemaster's Commendations are awarded to those who have gained eight grades at O or V or more for effort or have shown sustained effort across the subject area or made obvious improvements in their approach.

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### **Pupils with Special Educational Needs and/or disabilities (SEND)/English as Additional Language (EAL) and the able, gifted and talented**

Mindful of the Children and Families Act 2014 and the SEND Code of Practice 2015, the school will seek ways to maximise the ability of all pupils, including those with SEND or EAL, and those recognised as gifted and talented, to access the whole curriculum and learn and make progress by:

- Assessing pupils' ability through its entrance procedures (written examinations or tests, reports from feeder schools, interviews), MiDYIS tests, diagnostic screening, consultations with or testing by educational psychologists
- Open and continuous discussion with parent/guardians
- On-going assessment by the school's Special Educational Needs & Disability Coordinator (SENDCo) and the Deputy Head (Director of Studies) by reviewing provision
- Arranging support lessons as appropriate
- Providing support and guidance for teachers on pupils' SEND
- Making appropriate changes to the individual's curriculum to meet the needs of pupils as appropriate
- Access to the school counsellor or nurse
- Providing levels of differentiation commensurate with a pupils' needs and ability

The Deputy Head (Director of Studies) and SENDCo, are responsible for liaison with Local Authority advisors and for oversight of the individual's provision. Statements / Education, Health & Care (EHC) plans are reviewed annually. The school works closely with a well-qualified EAL teacher. The school SENDCo is responsible for the day to day liaison over all matters pertaining to SEND and EAL provision.

Parents are expected to give the school complete information about any learning difficulties experienced at previous schools or elsewhere and to provide the school with up to date relevant professional information.

Each pupil in the Senior School is screened for SEND on entry.

Pupils with SEND will have "Individual Education Plans" (IEPs) and timetables adjusted to suit individual requirements where needed. Progress of such pupils will be monitored through the reports, grading points and regular staff meetings. Details of individuals' needs are sent to teaching staff, are available on the shared drive and in hard copy in the Common Room.

Unless negligent under the terms of this policy, Norwich School accepts no responsibility to the pupil or parents caused by or arising out of any failure to detect or refer a learning difficulty or other condition or special educational need.

### **Referral or concerns about pupils**

Teachers and tutors can refer a pupil throughout the year using the Record of Concern form available from the SENDCo. Referral can result either in keeping an eye on a pupil's progress in one subject or area (presentation of work, organisation, behaviour, etc.) or in putting the pupil on academic/pastoral report card (red), which is then monitored by the tutor and Academic Deputy Head. If the pupil is referred by a teacher, the Deputy Head (Director of Studies) and the SENDCo will communicate with the tutor/housemaster before making any decision. *For further information on SEND see Policy for Special Education Needs and/or Disability.*

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### **Pupils with EAL needs (see English for Academic Purposes Policy - EAP)**

The school conducts its learning in English and there is an expectation that all pupils are able to communicate effectively in English. There are a number of pupils in the school who have learned English as an additional language (EAL) in addition to their mother tongue. These pupils may be added to the learning support register for the purpose of specific learning difficulties but not for language deficiency, in accordance with SEND Code 2105. Additional language assistance is provided through the EAP tutor. All pupils are included in full lessons for all classes in the school, including English. In practice, such assistance is sometimes required in the first term. We have a qualified EAL teacher who can contribute or members of the English department help with this work; under the direction of the Learning Support department.

Screening tests (entry tests for our international pupils) are conducted to allow us not only to identify potential pupils with EAP or EAL but also the level of support they may require. Those who are deemed likely to need support are given a further, qualitative assessment which is used to inform a scheme of support, if it is seen to be required.

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### APPENDIX 1 – The Curriculum Plan

#### School Timetable

The week is divided into 40 teaching periods. Each pupil has two Games sessions (ie 5 periods), and until the Sixth Form, is taught for 39 periods and has one tutor period, making a total of 40.

Senior School Timetable												
	9.00 9.40	9.40 10.20	25 min break	10.45 11.25	11.25 12.05	12.05 1.05 lunch then 5a	12.05 12.45	1.05 1.45	1.45 2.25	15 min break	2.40 3.20	3.20 4.00
	1	2		3	4	5a	5	5a	6		7	8
<b>Mon</b>												
<b>Tues</b>												
<b>Wed</b>												
<b>Thur</b>												
<b>Fri</b>												
<b>START OF DAY:</b> Bell 8.25; Registration 8.30 for 8.40 start in Cathedral												

#### Weekly Lesson Allocation

##### L4 (Year 7)

The following subjects are studied in L4 (with weekly lesson allocation):

- English (4)
- Mathematics (4)
- Science (Biology, Chemistry and Physics taught separately) (6)
- Geography (2)
- History (2)
- Latin (2)
- Religious Studies (2)
- Drama (2)
- Music (2)
- Two from French, Spanish or German (4)
- Art and Design (2)
- PSHE (1)
- Games (5)
- CV (1)
- Tutorial (1)

##### U4 (Year 8)

U4 weekly lesson allocation:

- English (4)
- Mathematics (4)
- Two from French, German or Spanish (6)
- Science (Biology, Chemistry and Physics taught separately) (6)
- Geography (2)
- History (2)
- Latin (2)
- Religious Studies (2)

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- Art and Design (2)
- Music/Drama (2)
- CV (1)
- PSHE (1)
- Games (5)
- Tutorial (1)

### L5 (Year 9)

- English (4)
- Mathematics (4)
- Modern Languages (3 or 6) (1 or 2 from French, German and Spanish)
- Science (Biology, Chemistry and Physics taught separately) (6)
- Geography (3)
- History (3)
- Latin & Greek or Classics (2)
- Religious Studies (3)
- Creatives (3) (Art/Design or Drama or Music)
- CV (1)
- PSHE (1)
- IT/Computer Science (1)
- Games (5)
- Tutorial (1)

The five Classics sets range from a Latin/Greek set to a pure Classical Civilisation set.

At the end of U4 pupils opt for a Creative (Art/Design, Drama, Music) which can then be taken through to GCSE. There are opportunities to switch Creatives and to take three to GCSE in consultation with the Deputy Head (Director of Studies). They also can opt for 1 Language to follow through to GCSE in U5. Pupils may also opt for a 2<sup>nd</sup> Language in place of either History, Geography or RS. These pupils will need to have the support of the relevant HoD.

All pupils have two Games sessions.

### M5 and U5 (GCSE) (Years 10 and 11)

The following subjects are studied to GCSE:

- **English**
  - **English Literature**
  - **Mathematics** (5)
  - **A language** (French or German or Spanish on three periods per week, or German or Spanish on four periods a week each as an option alongside French)
  - **Science** (Biology, Chemistry, Physics are taught separately; each science has three periods per week) (9)
  - **THREE Options** (from Classical Civilisation, Computer Science, Geography, German, Greek, History, Latin, Religious Studies, Art, 2D design, 3D design, Drama, Music, PE, Spanish)
  - Games (5)
- } taught together on 5 periods

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A total of nine or ten GCSE subjects are studied by each pupil. All subject areas are studied for at least two years (L4-L5) before choices are made. Parents and pupils are consulted at option points. Games form part of the curriculum in every year, as do the tutorial provision and assembly time.

### **Sixth Form (Years 12 and 13)**

The qualification for the Sixth Form is six B grades or 6s and better in those areas chosen for study. The Sixth Form is fast-paced and the demands of work necessitate an organised and mature approach.

In the Lower Sixth pupils opt to take three or four subjects, the usual allocation for which is seven periods per week, apart from Further Maths. AS level exams are taken in the summer of the Lower Sixth in the unreformed A levels. Thereafter most pupils cut to THREE subjects to study through to A2 taken at the end of Upper Sixth. At each stage the Advice Team will help with decision-making. In both Lower and Upper Sixth there are "Futures" periods which look at university entrance, employment, life after school and generally prepare pupils for their post-school years. There are also Independent Study and Community Service programmes.

### **Subjects available:**

Art	German	Religious Studies
Art History	Greek	Spanish
Biology	History	Sports Science
Chemistry	Latin	Theatre Studies
Classical Civilisation	Maths and Further Maths	
Design (2D & 3D)	Music	
Economics	Philosophy	
English Literature	Physics	
French	Politics	
Geography		
Business and Enterprise		
Computer Science		
Psychology		

The school reserves the right not to offer a published option if the numbers choosing it make it unviable.

The school will endeavour to timetable the subject choice of every pupil. However, the school cannot guarantee to timetable all subjects in every possible combination.



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### APPENDIX 2 – Reports and Reporting

#### Grade Cards (half-term reports)

Parents are informed of the progress of an individual by means of grade cards or reports, depending on the time in the reporting cycle for each year group at half-terms and at the end of term in those terms when a full academic report is not written. A strong incentive is provided by high grades at these points. Parents' Evenings occur for each year group once a year, at least, and at times best suited to a year's academic decision points.

The dates for completion of grades and reports are entered in the school calendar.

The following grade definitions apply:

#### Effort – effort/application in class and with homework

O	Outstanding	Enthusiastic, contributing to nearly all lessons. Set tasks are always handed in on time and completed to the best of their ability, being presented in a very clear and organized form. Often takes the initiative with regard to their own learning and progress.
V	Very Good	Consistently positive application both in class and outside lessons, with detailed and thoughtful written responses handed in on time. Sometimes takes the initiative for their own learning and progress.
G	Good	Some good engagement in lessons. Work is almost always handed in on time and shows, generally, good application. Takes some steps on their own initiative towards improving their own performance.
M	Moderate	Barely adequate contribution to lessons. Work is normally handed in on time. There is mediocre application to learning outside class. Engages with learning only as directed.
U	Unsatisfactory	Minimal contribution to lessons or needs frequent reminders to stay on-task in class or frequently does not submit set pieces on time or work is often incomplete or poor (in content and presentation) due to carelessness or lack of time spent on it.

#### Attainment – production of work

5	Outstanding results are achieved consistently, placing the pupil within the top 5% of the subject cohort. Work shows independence and flair with the standing being well above expected at this stage.
4	Consistently produces a very good standard of work.
3	Usually produces a good standard of work.
2	Work has achieved no more than the basic level expected at this stage.
1	Work is below the standard expected at this stage.

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Parents access grade cards and reports via the Parent Portal and can email comments to tutors as necessary.

### **Academic/pastoral report card**

For pupils where academic performance is causing major concerns, an Academic Report Card may be issued. This is obtainable from the Deputy Head (Director of Studies), who will arbitrate on the duration of the pupil's time on academic report. Occasionally such a report might be appropriate for pastoral issues.

### **Report Writing**

The aim of reports is to record both for school and parental purposes the strengths and weaknesses of a pupil's academic attainment in the term. Grade cards require a brief comment from each subject teacher; in particular, a report containing M or U grades will have an explanation and a way forward.

Where pupils are taught by two teachers in the Sixth Form, a report from each is required. Shared sets in Key Stages 3 and 4 may be split.

- Comment will cover:
- Attainment and progress through the term. This can be a simple judgment on attainment in understanding or the acquisition of subject-based skills. A positive section is always beneficial at this point.
- Comment on the ability of the candidate to apply understanding and skills commensurate with the subject. How effectively has the pupil learned?
- Comment on a pupil's linguistic, writing, mathematical, analytical, scientific and graphical skills.
- Comments on behaviour, attitude and approach in class and to the pupil's peers.
- Indications as to the way forward for better progress and attainment. This could include advice on techniques for writing, approach to practical work, writing up of practicals, presentation, oral involvement, and organisation. It could be simply advice on how to get the best from lessons.

### **House Style**

In order to make reports effective for all, a uniformity of style is required. Reports are computer generated. Report templates are accessed through the iSAMS database. The iSAMS Manager will publish details on how to access the database.

### **Subject Reports**

Reports should be individual. Statements of work covered during the term may be incorporated into the body of the report, where it is appropriate to a pupil's progress or exemplifies such progress, thereby tailoring each report to the individual.

### **Tutor Reports**

The purpose of these reports is to provide an overall assessment and comment which shows that the tutor knows the tutee well enough to offer guidance the parent can have confidence in. Tutors will liaise with Housemasters over which areas are to be covered by whom. The tutor report will pull together all academic aspects upon which Housemasters might also comment.

This guidance relates to FOUR areas:

- Academic progress
- Extra-curricular activity

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- Personal and social development
- Future targets/aspirations

The report should not rehearse what parents already know, but comment on progress (either how it may be achieved or what might be built upon) in the four areas, commend achievement and/or reflect on the present state of affairs. Tutors are responsible for checking that reports are on time, accurate and all subjects are received. Not all areas will be relevant for all years or for every report.

### **Academic progress**

Comment will be made on good and poor attainment grades using the information provided by subject teachers. There will be advice on how to make improvements and emphasis on points made by subject teachers. Tutors might also comment on:

- how the tutee responds to poor effort grades;
- merits or distinctions gained;
- how well presented a tutee's work is generally;
- how well organised he or she is (homework on time?);
- patterns of behaviour and detentions, if not dealt with elsewhere;
- how stressful the tutee finds academic pressure;
- notable strengths or weaknesses.

Examples of good academic reports and reporting guidance are circulated to all staff and are available on the staff shared drive (L: Drive) to consult.

### **Extra-Curricular activity**

These activities contribute breadth in the curriculum. The report may touch upon the extent to which the tutee has taken up the opportunities we offer to build breadth into their curriculum. It may comment on the following:

- What evidence is there of interest in wider political, cultural and aesthetic life?
- How involved is he or she in the school's extra-curricular life: e.g. Scouts, Young Enterprise, debates?
- What qualities do these extra-curricular activities allow your tutee to develop, e.g. leadership?

### **Personal and social development**

Comment will reflect something of the tutor's sense of the maturity of the tutee and may cover the following:

- how effective a member of the school community the tutee is;
- how well the tutee co-operates in groups, or works alone;
- how aware the tutee is of the needs of others, and how they then respond;
- what the tutee's attitudes to bullying, stealing or other behaviours are;
- how decisive, assertive, sensitive, proactive or passive the tutee is;
- how the tutee deals with problems, stress, difficulties or disappointment.

### **Future targets/aspirations**

The tutor has to make some assessment of what the tutee thinks they will make of their lives. This may be easier to talk about in the older year groups as tutees' views about the future firm-up. But even in the youngest groups there are questions about how they are settling in, subject choices and other opportunities to reflect on. There may be improvements in areas such as punctuality to consider, and individual targets may be set in any area of life – ranging from how tutees deal with each other, their friends and parents,

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and of course, themselves. Questions might be asked about:

- self-discipline, the ability to plan and organise to achieve particular goals;
- the way forward from some event or behaviour;
- subject choices
- a tutee's level of achievement and the realism of their aspirations.

### **Previous years' reports may offer guidance.**

The results of conversations held with tutees, or questionnaire responses may also be incorporated as part of the many ways of building on a tutee's reactions to and views of their own progress.

### **Housemaster Reports**

Housemaster Reports represent the last major commentary of the whole report package. Each Housemaster will have his own style and may concentrate on certain aspects in the report; there will be some liaison with the Tutor. Senior managers are responsible for reading through given year groups and indicating to the Head Master pupils in need of special attention. Tutors chase missing reports and ensure that reports are accurate and developed. Housemasters too check to see that all is well. Housemasters indicate to the Senior Management Team reports of concern or potential Head Master Commendations.

Reports that are misspelled or ambiguously phrased will be returned.

Senior Managers are also responsible for writing accompanying letters to parents in cases where warning shots need to be reinforced or a required pattern of behaviour/work demanded.

### **Administration of reports**

Full academic reports are written on all pupils in year groups to a schedule that matches the particular demands of each year group. The schedule for the year is presented to all staff and published on the website at the start of the academic year. The schedule for each term is incorporated into the calendar each term. All reports and grade cards are completed through iSAMS and accessible to parents via the Parent Portal.

### **Targets and Tracking**

In conjunction with the reporting process, the Deputy Head (Director of Studies), Housemasters, Assistant Head (Heads of Section) or Tutors may set targets for individual pupils.

### **Internal examinations**

Internal examinations are held in the Trinity Term: for L4-L5 pre-half term; M5 and L6 post half-term. Mock GCSEs are taken by Upper 5 in the first two weeks of the Lent Term; mock A Levels for the U6 in the first week of Lent Term. Individual departments may set informal mock exams during lesson time.

### **MidYis tests**

Pupils in L4 and L5 sit the MidYis test in the first and second weeks of the Michaelmas Term. There is thus the possibility that a large number of pupils will do the tests twice. Pupils' scores are given to Heads of Section, Housemasters and Tutors and are available to individual pupils on request. MidYis scores are used, in particular by the Assistant Head (Teaching & Learning), Assistant Director of Studies and Deputy Head (Director of Studies), to help track individual performance in a pupil's progress through the school to GCSE and to inform teachers of possible difficulties. They will be used in conjunction with dyslexia screening to try to identify any potential learning difficulties; this takes place in the

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Michaelmas Term.



### APPENDIX 3 – PSHE AND CV Programmes

#### PSHE and CV Programme

PSHE is taught in formal 40 minute weekly lessons for L4, U4 and L5 pupils. Lessons are taught by staff given specific guidance and training where necessary.

Weekly PSHE lessons will be formally accompanied by:

- Scheduled tutorial activities.
- Specialist sexual health discussions delivered to tutorial groups in U4.
- Specialist guest speakers each term focusing on Alcohol, Drugs, Sex, Online Safety, Mental and Physical Health.

And informally via:

- The academic curriculum of subjects such as Biology, RS and PE.
- School, Section, Year and House assemblies delivered daily.
- The pastoral and disciplinary systems within the School.
- Day to day interactions between pupils, staff and other members of the wider community.

All staff should deliver the PSHE programme with specific knowledge and understanding of the relevant school policies on: Drugs, Behaviour, Safeguarding and Anti-Bullying. PSHE is taught in mixed sex classes, although on occasion special talks (e.g. some Sex & Relationships sub-topics) may be delivered to single sex groups.

It is important that lessons are conducted in an atmosphere where pupils and staff show respect for each other and for the learning environment. Pupils should be allowed to develop their own ideas and values and not be imposed upon. PSHE is delivered using a variety of teaching methods which include: discussion, role-play, worksheets, DVDs and outside speakers.

Pupil progress will be monitored using regular assessment of pupil's PSHE Diary by teachers and House tutors. Class discussions will aim to build on previous year's work and will quickly highlight any lack of understanding.

#### PSHE in the Sixth Form

PSHE provision in the Sixth Form is through a series of lectures, the Futures programme and, where appropriate, follow up in tutorials. Topics such as alcohol and drug awareness, driving awareness, relationships, sexual health and life beyond school are all covered. Opportunities for involvement in the wider community are provided through the Community Service programme and community action days. These are coordinated as part of the Games programme and during pupils' free periods.

#### CV Programme

*Curriculum Vitae* is a skills-based course that is taught in 40 minute lessons to the first three years of the upper school; L4, U4 and L5. Pupils typically spend four weeks on a topic before rotating to another teacher, and a different topic area.

CV activities are grouped in to themes (see below). Teaching staff have been attached to a theme to reflect their skills and teaching background. Most themes are returned to each year, so that pupils experience structure and progression through the theme. A pupil moving through the school has the opportunity to develop their skills in each area or even

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revisit topics that they have enjoyed, or where perhaps they require additional support. Although the themes are flexible, a broad variety of activities can take place within each. Teachers are encouraged to reflect and review the activities they deliver, so that the course responds to student needs and feedback.

- **Study and Information Literacy** takes pupils through the effective use of learning resources and study skills. The course is driven by the Librarian's team, and teachers with a background in delivering effective study and revision skills.
- **IT skills:** Each year pupils move through a stepped programme to introduce the basics of essential software including word processing, spreadsheet, presentation and database applications.
- **Philosophy and debate introduces** the younger pupils to the respected *Philosophy for Children* course, before providing dedicated opportunities to study critical thinking and the credibility of evidence. It also provides a forum for debate, covering UK values and political institutions.
- **Activity and Survival** is run by the Duke of Edinburgh Award team. By the end of L5 all pupils are fully equipped with the foundation skills needed to participate in D of E events and expeditions.
- **Rights and international CV** echo themes found in the PHSE programme, and runs only in L4 and U4. Pupils are introduced to the concept of Human Rights. They are also encouraged to think about an international dimension to their CV, especially with respect to the value of languages, travel experience and a broader outlook.
- **Enterprise** provides a creative outlet to promote entrepreneurship, resilience, risk taking and creativity. The theme also includes some personal finance education and careers guidance. There are numerous practical opportunities throughout, including an externally recognised 'learning for enterprise' programme in U4.

### CV in M5 to U6

The CV course is designed to encourage progression, and to lead up to M5, U5 and Sixth Form activities in which students will already have a strong foundation. M5 and U5 pupils continue with a shorter Study and Information Literacy programme to deliver some of the higher level skills they will need (to support the L6 Independent Study, for example). Debating groups such as *Amnesty*, *Model UN* and *Model Arctic Council* are clearly signposted activities for pupils to follow up on ideas and skills they have practised through CV. The school also runs the Duke of Edinburgh programme from M5 and beyond. Enterprise is driven through *Young Chamber of Commerce* in M5, and the school has an active *Young Enterprise* company scheme. *Community Enterprise* is now also a feature of the Sixth Form Community Service programme.