



IPSWICH HIGH SCHOOL

WOOLVERSTONE HALL  
SUFFOLK, ENGLAND

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# Senior School Curriculum Policy

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2022 – 2023

**Senior School Curriculum Policy 2022/2023**

Ipswich High School is a proprietorial school owned by Ipswich Education Limited (IEL), whose Board has the legal responsibility to ensure that all regulatory requirements are met. This means that the Proprietorial Board has a role that is different to many independent schools. It is the role of the Proprietorial Board to provide the school with strategic guidance and oversight. The Proprietorial Board, therefore, have powers of scrutiny and are enabled to make recommendations for change and improvement. The Proprietorial Board are supported by voluntary advisors who will offer their advice as a "critical friend". Board meetings are held every term.

The policy was ratified by the Proprietorial Board on the 7<sup>th</sup> February 2023

## Introduction

At Ipswich High School the curriculum is creative, broad and balanced, designed to fulfil our mission to provide an excellent all-round individual education for pupils aged 3-18. The curriculum provides opportunities for each pupil to develop their potential within a supportive, happy community, encouraging the pursuit of academic excellence through intellectual curiosity, independence of thought and openness to new ideas. The curriculum is enriched by a wide range of extra-curricular activities to promote the holistic development of all pupils, giving them the skills, knowledge and understanding to become capable, confident, caring members of society.

We support the pupils throughout their studies here at Ipswich High School and enable them to manage their curricular workload without it necessitating a reduction in their extra-curricular participation.

**1. We provide full-time supervised education for pupils aged 3-18 which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.**

The curriculum at Ipswich High School is supported by appropriate plans and schemes of work and it supports our aims to:

- Recognise and value the individuality of each pupil
- Provide opportunities for each pupil to develop their potential within a happy, supportive community
- Encourage self-confidence, integrity and discipline
- Provide a broad, balanced curriculum and a wide range of extra-curricular activities which promote the academic, moral, aesthetic, physical and social development of every pupil
- Encourage the pursuit of academic excellence through intellectual curiosity, independence of thought and openness to new ideas
- Promote adaptability, problem-solving and communication skills to enable the pupils to function well as individuals, and as team members
- Promote enthusiasm for learning which will last throughout life
- Prepare the pupils to play a full part in the fast-changing world
- Foster a sense of responsibility for others and respect for their needs and values

The timetabled curriculum should be viewed in conjunction with our enrichment programme.

All pupils are encouraged to engage in extra-curricular activities to provide greater breadth to their academic studies and to promote the moral, aesthetic, physical and social development of every pupil.

The enrichment programme is published each year for the following academic year. The Deputy Head (Pastoral) arranges the options available for each year and ensures that all pupils are registered for an appropriate range of activities within the enrichment slots available in the day. The activities cover sport, music, drama, art and other options such as science clubs and creative writing. Other activities such as Duke of Edinburgh expeditions take place over the weekends and during the summer holidays.

Departments also organise subject-specific educational visits, many of which contribute to the pupils' spiritual, moral and cultural development as well as enhancing their academic understanding. Recently, for example, there have been visits to art galleries, the theatre, the Space Centre and the battlefields of Flanders. There have also been residential field trips to the Lake District, Wales, Germany, France, Spain and New York. The World Challenge team visited Cambodia in the summer of 2018. These trips have enabled pupils to experience the wider world and different cultures.

Pupils across the school are also involved in whole school fundraising for the school's nominated charity through non uniform days, sponsored endurance events and cake bakes. Our pupils are therefore considerate of people who are less fortunate themselves and as a result often raise thousands of pounds year on year.

### **2. Our curriculum provides subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement and EHC plans.**

We ensure that our curriculum provides subject matter appropriate for the ages and aptitudes of our students. Pupils who have EAL needs are given additional support in small groups to help them progress and this provision is outlined in our *EAL policy*.

Pupils with special educational needs and students with learning difficulties and/or disabilities are also given additional support. This is outlined in our SEN Information Report.

We are committed to offering an inclusive curriculum to ensure that all our pupils can make progress whatever their needs or abilities. Ipswich High School ensures that provision is made for our pupils with statements and EHC plans and that we provide an education which fulfils the requirements. See *SEN Information Report* for further details.

We provide appropriate extension opportunities or activities for all pupils. All lessons are designed to promote an enthusiasm for learning and to provide challenge, encouraging each individual to develop their gifts and talents. This recognition of the individuality of each pupil extends to our extra-curricular activities and students are encouraged to be involved with as many areas of interest as possible, whether sporting, musical, artistic, linguistic, technological, scientific, mathematical, philosophical, cultural or human and social.

### **3. Our pupils acquire skills in speaking and listening, literacy and numeracy.**

Pupils are given a wealth of opportunities to express their own views and to listen to those of others in all lessons and in extra-curricular activities. In many subjects, for example, pupils are set presentations to research and deliver to the rest of the group.

In English, speaking and listening forms an important part of the curriculum in KS3 and KS4. There are also speaking and listening assessments in Modern Foreign Languages for GCSE, IGCSE and for A Level MFL examinations. All pupils entered for these MFL examinations from Years 10-13 are offered additional specific oral lessons.

Pupils are also able to develop their speaking and listening skills through Drama which is part of the Performing Arts curriculum for years 7 and 8 and is an option which can be taken in Year 9, and at GCSE and A Level. Participation in school productions is very popular, whether in acting or stage management roles. Drama is also used for teaching and learning in other curriculum lessons.

All form groups lead year group assemblies once a year and many pupils contribute to other assemblies or engage in public speaking in other forums such as presentations on Open Days or in competitions. Speaking and listening are also fundamental to the PSHE/RSE programme.

The curriculum encourages pupils to develop their literacy skills through reading and writing whether in timetabled lessons or through extra-curricular activities. All pupils are given induction in use of the Learning Resource Centre when they enter the senior school in Year 7, and they will be asked to read and to develop subject-specific vocabulary in all areas of the curriculum. Literacy is built in to all subjects through assessment criteria for written work.

Numeracy is addressed through use of numbers and analysis of numerical data in all subjects in the curriculum as well as being taught in subjects such as Mathematics and Science.

### **4. We provide personal, social and health education which reflects the school's aims and ethos.**

PSHE at Ipswich High School aims to support the aims and ethos of the school by enabling the pupils to recognise and value their individuality, encouraging self-confidence, fostering a sense of responsibility for others and respect for their needs and values, therefore also playing an important role in promoting the spiritual, moral and social development of students. RSE is a mandatory subject to be taught and is taught as part of PSHE as well as other subjects where appropriate e.g., Science.

The programme also promotes adaptability, problem-solving and communication skills to enable the pupils to function well not just as individuals and as team members. Health, well-being, an understanding of citizenship and careers education are part of the PSHE programme. PSHE/RSE therefore contributes to both breadth and balance of the whole school curriculum.

PSHE is taught in one 55 minute slot per fortnight by a team of teachers for Years 7-9 and in block periods for Years 10-11. This is supplemented by invitation guest speakers and educational talks that provide opportunities for pupils to plan and work together and maintain relationships under different circumstances and to put their curriculum lessons into a broader context.

### **5. We provide appropriate careers guidance for pupils receiving secondary Education.**

Careers guidance at Ipswich High School is designed to equip pupils with the skills, knowledge and understanding to manage their own lifelong learning and career development, enabling them to understand and develop their individual capabilities and preparing them to play a full part in the fast-changing world. Information about careers is presented in an impartial manner; enables pupils to make informed choices about a broad range of career options and helps them to fulfil their potential.

Some careers guidance is provided through the PSHE programme and also throughout the mainstream curriculum in lessons. This may include individual subjects providing opportunities to attend specific career focused conferences, inviting in outside speakers or providing specialist support and guidance for students when making GCSE and A Level choices with a particular career or vocation in mind.

In Year 7 and Year 8 the focus is on developing self-awareness and an understanding of the importance of relationships with others.

Year 9 pupils take part in 'Take Your Child to Work Day'. Extensive preparation work is also undertaken in preparing pupils when making their GCSE choices. This includes a series of tutorial activities, workshops and open evenings, all supported by subject staff, Heads of Year and Department.

Pupils in Year 10 undertake a career profiling exercise. This is then followed up with an interview with the Head of Years 10/11 or the Head of Sixth Form in preparation for making post-16 choices.

After their GCSE examinations the pupils also undertake a two week long work experience.

In the Sixth Form pupils are introduced to the UCAS process and explore course and career choices. This is supported by a range of guest speakers and visits to Higher Education institutions.

To further supplement the careers programme to help enable pupils to develop life skills they can work towards achieving their Bronze, Silver and or Gold Duke of Edinburgh Awards, participate in various competitions, raise funds for charity, run enrichments, board on a flexi or full-time basis as well as learn basic cookery in years 7 and 8.

### **6. Pupils who are above compulsory school age receive an individualised programme of study.**

*See Appendix 1d for an overview of Sixth Form Curriculum*

### **7. All our pupils have the opportunity to learn and make progress.**

The curriculum is open to all pupils and everyone has the opportunity to access the full provision offered. The curriculum is designed to be sufficiently challenging, but not too demanding by ensuring that all schemes of work are progressive from year to year and prepare all pupils with the foundations of skills and knowledge required at GCSE. Even though the KS3 national curriculum is not followed in the lower school, elements are incorporated into schemes of work if deemed appropriate.

The Lower School curriculum is designed to give all pupils experience of a breadth of subjects so they can find their own individual strengths and interest. This then enables all pupils to refine their own curriculum into Year 9, where a good breadth is still maintained prior to pupils opting for their GCSE subject choices.

Pupil learning and progression is reviewed on a regular basis and is monitored within departments, as well as by Heads of Year, Form Tutors and SLT. Results from MidYIS and Alis testing is made available to staff and is used to help monitor progress made by all pupils. Progress of specific pupil cohorts e.g. EAL, more able pupils, SEN, pupil gender and so on are monitored internally from internal assessment data and are also reviewed from external examination data. This information is shared with Heads of Year and Heads of Department and is used to identify if there are specific trends, which then drives interventions if required. The *Inclusion and SEN* policy, along with the *EAL policy* both outline the actions taken to try and ensure that the progress of these specific pupil cohorts is in line with their peers.

All data within Ipswich High School is used by teachers as a teacher tool as staff are aware of its limitations. Baseline data helps to provide some information to support

the tracking system for all pupils from year 7 to 13. This is used in conjunction with teachers' assessments of pupils' work.

Parental involvement in pupil progression is on-going and parents can contact the school at any time to discuss their child's progress in any aspect of the curricular or extra-curricular programme. There are formal opportunities for contact between school and parents at least once a term, either in parents' meetings, tracking reports or full written reports.

Pupils are encouraged to be involved in their own learning and are asked to reflect on the progress they are making in individual lessons or as an overview. Pupils in Years 7-10 write a self-assessment at the end of every year and they set themselves targets. These are discussed in meetings with form tutors. Formal, full reports are seen by the pupils during report readings and discussed with tutors before going home.

Teaching staff are responsible for ensuring that all pupils have the opportunity to learn in the classroom by ensuring lessons are well-prepared, appropriately targeted and take account of the needs of the pupils. Opportunities to learn are presented through creative approaches to teaching and learning, designed to stimulate effective motivation for learning in the classroom and for life-long learning.

All students in the senior school are expected to adhere to the Code of Behaviour agreed by the School Council and staff. Any pupil whose behaviour detracts from another pupil's opportunity to learn will be seen in the first instance by the classroom teacher and, if necessary, can be escalated [see *Behaviour Management and Discipline Policy*].

### **8. We prepare our pupils for the opportunities, responsibilities and experiences of life in British society**

Leadership opportunities are provided throughout the school. All forms in Years 7-11 elect Form Captains, and the house system allows pupils in Year 11 to experience a leadership role as Deputy House Captains. Year 12 students act as House Captains, working closely with their deputies and their supporting member of SLT, along with the Deputy Head (Pastoral). Pupils in the Sixth Form can also stand for election as Heads of School, and for many other responsibility roles as members of a diverse Prefect Team.

Pupils can also develop their understanding of responsibility by representing their form on the School Council or by involvement in fund-raising initiatives. Issues of citizenship, democracy, environmental awareness and life beyond school are frequently addressed in assemblies, as well as in other areas of the curriculum.

The timetabled curriculum, the enrichment provision and the PSHE programme at Ipswich High School provide a vibrant, rich and balanced overall experience, preparing pupils for the opportunities, responsibilities and experiences of adult life.



Author	K Extance
Role	Head of Senior School/Co-curricular
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Reviewed By	LCL
Review Date	November 2023

## Appendix 1: Senior School Curriculum

As a response to national reform at both GCSE and A level, 'in-depth learning' across the curriculum has never been more significant. We provide pupils with the teaching time and academic rigour to achieve their full potential in all the subjects that they take, ensuring quality above quantity at all levels.

The Senior School timetable is based on a fifty-period fortnight. There are five 55-minute lessons each day. The allocations shown on the next pages indicate the number of lessons which are taught in each subject per fortnight.

### Appendix 1a: Curriculum Years 7 and 8

Pupils follow a broad and challenging curriculum with each year being slightly different in order to provide variety in the curriculum offer for each year group.

	Year 7	Year 8	Notes
Subject	Periods	Periods	
Mathematics	5	5	Mathematics is taught in sets in both Years 7 and 8 (and up to and including Year 11).
English	5	5	
Science	8	6	
Performing Arts	6	5	This includes music, drama and dance
Art & Design	6	6	This includes food science, art and design technology
PE/Games	5	4	
Language	4	4	In Year 7 the language studied is French or Spanish- this is the pupil's choice.
PSHE	1	1	
Latin/Classics	2	2	

History	2	2	
Geography	2	2	
Religious Studies	2	2	
Computing	2	2	
Second Language Option		4	This can be French or Spanish.

### Appendix 1b: Curriculum Year 9

Towards the end of Year 8 pupils start to consider their option subjects for Year 9. This process, prior to GCSE option decisions allows the pupils to take some control of their learning and fulfils the deep learning ethos that is required to achieve high GCSE and A Level grades.

**The Year 9 curriculum has a broad subject base with a core which prepares pupils for GCSE studies. This core includes:**

Subject	Periods
Mathematics	7
English	7
Science	9
PE/Games	5
Language	3
PSHE	1

Pupils then have a choice of 4 option subjects from the list below. Each option subject is allocated 3 lessons per fortnight.

Art & Design	History
Classics	Latin
Computing	Music
Design and Technology	PE
Dance	Religious Studies
Drama	Spanish
Food Studies	
French	

Geography	
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### Appendix 1c: Curriculum Years 10 and 11 (GCSE)

The following table shows the number of lessons per fortnight allocated to the core subjects taken by all pupils in Years 10 and 11:

English Language and English Literature	7	2 GCSE subjects
Mathematics	6	1 GCSE subject
Double Science	9	2 GCSE subjects
Physical Education	4	Not examined

PSHE is 'core' for all Year 11 pupils and is taught in half a day slots every half term throughout the year.

In addition to the 'core', pupils choose 4 GCSE subjects (which are allocated six teaching lessons per fortnight). The options are:

Art & Design	Geography	Triple Science
Computing	History	Spanish
Design and Technology	Latin	
Drama	Music	
Food Studies	Physical Education	
French	Religious Studies	

#### NOTE:

Pupils take nine GCSE subjects in total (unless a subject e.g. a foreign language is taken early due to fluency), with five core subjects and four option choices. We strongly recommend that all pupils take at least one foreign language as one of their chosen subjects.

### Appendix 1d: Sixth Form Curriculum

Pupils undertake A Level exams at the end of two year courses.

The Sixth Form at IHS seeks to build on each pupil's achievements and interests to support them as they move forward on their academic and personal journey towards university and adult life.

We strongly believe that our Sixth Form offer of three A Levels, an optional EPQ \*and Enrichment forms the best combination of academic rigour, intellectual extension and breadth of experience for our pupils. We know that universities offer places based on three A Level subjects rather than four and we fully concur with admissions tutors when they tell us that they value a student who is a rounded individual capable of excellence in the classroom and enjoyment outside it. If pupils wish to study to four A Levels, this is possible, provided they have the necessary GCSE grades. Some pupils may wish to study 4 A Levels either for Oxbridge or to broaden their academic interests. Strong mathematicians often take A Level Further Maths.

At Ipswich High, we can offer pupils the chance to tailor their Sixth Form experience to fit their own unique ambitions. Students may have the opportunity to broaden their outlook through any of the activities offered as part of the Enrichment Programme.

All pupils will be given the opportunity to work on the AQA Extended Research Project, the equivalent standard of an AS Level qualification which is highly valued by universities for the research, presentation and writing skills it teaches successful candidates.

\*In Year 12, most pupils take three A Levels in subjects of their choice. There is the opportunity to do Further Mathematics as a fourth A Level if pupils are very strong within Mathematics.

A Level choices are made from the following subjects (although this is subject to student interest):

Art	History
Biology	Latin
Business Studies	Mathematics
Chemistry	Further Mathematics
Classical Civilisation	Music
Computing	Physical Education
Design Technology	Physics
Economics	Psychology
English	Spanish
French	Theatre Studies
Geography	

In addition to the A Level choices, Year 12 pupils are encouraged to complete the **Extended Project Qualification** (AQA exam board). It is highly valued by universities and employers.

Since its introduction to IHS in 2010, the EPQ has proved very popular with students and teachers alike, and students' results have been outstanding. The EPQ offers students the chance to explore and extend their interests beyond the A Level syllabus. The qualification encourages independent thought and study, along with self-confidence. The EPQ earns extra UCAS points, as the grading system has equivalency with AS points and, more recently universities have been offering lower entrance grades to students with top grades in an EPQ.

NOTE:

1. Currently, Sixth Form pupils have nine lessons per fortnight in each of their option subjects.
2. Pupils have two lessons per fortnight of **Physical Education**.

## **Appendix 2: Ipswich High School British Values Statement**

British values are embedded within the school curriculum at Ipswich High School for pupils, contributing to our spiritual, moral, social and cultural education. This

approach supports the development of the whole child and ensures our pupils leave school prepared for life in modern Britain. We recognise that such development is most successful when these values and attitudes are promoted by all the staff, who provide a model of behaviour for our pupils. By promoting these values, both pupils and staff feel empowered to challenge opinions or behaviours in school which are contrary to British values.

Ipswich High School follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of: faith, ethnicity, gender, sexuality, political or financial status, or similar. We are dedicated to preparing pupils for their adult life beyond school and ensuring that we promote and reinforce British values to all our pupils.

### **British Values have been identified by the government as:**

1. Democracy
2. Rule of law
3. Individual liberty
4. Mutual respect
5. Tolerance of different faiths and beliefs

### **Democracy**

The principle of democracy is reinforced at Ipswich High School for pupils: democratic processes are respected and followed for important school decisions such as the selection of the Head Pupils and form leader positions. The school also holds its own 'mini-elections' at times of general elections and, more recently, for the EU referendum. The principle of democracy is explored in History, PSHE and Religious Studies, as well as in form time and assemblies, so that the pupils understand how citizens can influence decision-making through the democratic process.

Pupils are empowered by having a 'voice' in important issues. The various school councils and committees provide a forum for their collective voice to be heard and their ideas and suggestions acted upon.

### **The Rule Of Law**

We place great importance on ensuring the pupils can distinguish right from wrong. The importance of laws, whether they govern the individual, the class, the school or the country, are reinforced at Ipswich High School. Pupils are taught the rules and expectations of the school by their tutors and these are reinforced by the wider teaching body. They are also taught to manage their behaviour and to take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We endeavour to help pupils to understand the consequences of their behaviour and actions through our Code of Conduct. Staff follow the Behaviour Management Policy in order to ensure consistency in expectations and behaviour.

In PSHE, pupils are taught the value of, and rationale for, the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

### **Individual Liberty**

At Ipswich High School, the pupils are treated as individuals. They are actively encouraged to make independent choices and to understand that certain roles have a level of responsibility. The staff educate and provide boundaries for pupils so that they can make informed choices within a safe environment. Pupils are encouraged to know and exercise their rights and personal freedoms, whilst respecting those of others, and are advised on how to exercise these safely, for example through e-safety and the tutorial programme.

Pupils are taught how to be resilient and how to cope with difficult choices and situations but are also supported in their development of positive self-esteem, self-confidence and self-awareness.

### **Mutual Respect**

Respect is an integral part of the school's ethos: pupils are expected to respect others within and beyond the school community. Pupils learn how their behaviour impacts on others and how to ensure the impact is positive and respectful. Adults in the school model respectful behaviour both in their interactions with pupils and with each other. Discriminatory behaviour is challenged as a matter of routine.

Classroom behaviour is such that pupils are encouraged to listen carefully when others are contributing and to discuss or debate ideas in a positive manner. PSHE classroom rules are explicit in their expectations of mutual respect.

The school pays particular regard to the Equality Act 2010 and the protected characteristics set out in it.

The Equality Act uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful.

#### **The protected characteristics are:**

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity.
- Race.
- Religion or belief

- Sex
- Sexual orientation

In our school we teach Protected Characteristics through assemblies, restorative approaches, antibullying sessions and during tutor sessions. We also teach subject specific lessons in our PSHE programme.

### **Tolerance of Those of Different Faiths and Beliefs**

Cultural appreciation and understanding forms part of our curriculum. The pupils are taught about tolerance and harmony between different cultures, explicitly in PSHE, Religious Studies, Geography and History, and implicitly in other areas of the curriculum. We use curricular opportunities to encourage critical thinking and deeper understanding of difference and beliefs. They acquire an appreciation of, and respect for, their own and other cultures and understand that people with different faiths or beliefs to oneself should be accepted.

Our school assembly topics include friendship; care and consideration; helping others and celebrations from a range of faiths and world events.

Ratified by Chair of the Proprietorial Board

Signature: -----

Mr Jamie Smith

Date: -----