



Curriculum Policy

The aims and underlying principles of the Curriculum

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

1. experience a broad and balanced education which encourages them to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
2. acquire and develop the knowledge, understanding, skills and qualifications necessary:
 - 2.1. to progress with confidence to the next stage of their life and education through a process which encourages them to engage in lifelong learning.
 - 2.2. for adult working life in a changing employment environment.
 - 2.3. to participate as effective citizens in a multiethnic society.
 - 2.4. to develop for themselves an active and healthy lifestyle.
3. enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
4. develop the Key Skills of literacy, numeracy and ICT.
5. develop co-operative and interpersonal skills.
6. acquire the study skills necessary to realise their learning potential.
7. become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
8. acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.
9. appreciate the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude towards the environment.
10. 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.

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

1. all students are entitled to, and should be offered, a comparable range of educational opportunities.
2. there are differences in the abilities, aptitudes, interests and other characteristics of students. Policies on Learning Support, English Language Training and Gifted and Talented Pupils outline how we ensure that individual needs are catered for.
3. the learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.
4. extra-curricular activities, such as school productions, fund raising activities, school teams, visits, residentials and Work Experience all contribute to the total learning experience.

KEY STAGE 3

SUBJECTS	YEAR 7		YEAR 8		YEAR 9	
	LESSONS Per Week	PREP TIME Per Week (Mins)	LESSONS Per Week	PREP TIME Per Week (Mins)	LESSONS Per Week	PREP TIME Per Week (Mins)
RE	2		2		2	30
Art	2	20	2	25	2	30
Drama	2		2		1	
English	4	40	4	50	5	60
French	4	40	4	50	4	60
Geography	2	20	2	25	2	30
History	2	20	2	25	2	30
Latin/Class Civ	2	20	3	25	3/2	60/30
Maths	5	40	5	50	5	60
Music	1		2	25	2	30
Science	5	40	5	50	6	90
Spanish					3	30
D T: Resistant Materials	2	20	2	25	2	30
DT: Food/Textiles	2	20	2	25	2	30
ICT	2		2		2	
PE/Games	7		7		7	
Life Skills	1		1		1	
Activities	2		2		2	
Totals	48	4 hrs 40 mins	50	6¼ hrs	52/51	9 or 9½ hrs

The subjects and their timetable allocations are based on a 59 lesson, six-day week.

Extra lessons in Music, Speech and Drama, Tennis Coaching, Learning Support and English Language Training are, where possible added into blank spaces in the students' timetable. Similarly subject specific coaching may be added if requested. If this is not possible these lessons are added on rotation. During non-timetabled lessons and evening preps girls work supervised in one of the study rooms.

Science, English, Mathematics and French are taught in ability sets in year 9.. Latin is taught in Year 7 and 8. In Year 9, Classical Civilisation is offered for those not studying Latin. Spanish is offered from Year 9. Throughout the key stage DT Food and DT Textiles are taught in a rota.

For girls boarding:

Y7 have no supervised evening prep after supper.

Y8 have 30 mins supervised prep each evening after supper.

Y9 have 1 hour supervised prep each evening after supper.

KEY STAGE 4
YEAR 10/11

	LESSONS Per Week	PREP TIME Per Week (Mins)
English	6	105
Maths (extra lesson in Y11)	5/6	70
Science	9	210
Each Full GCSE Subject	4	70
RE/DT/RE Short Courses ECDL	2	35
RE: General Course	1	
PE/Games	5	
Life Skills	1	
Activities	2	
Totals	Variable from pupil to pupil	

The subjects and their timetable allocations are based on a 59 lesson, six-day week.

Extra lessons in Music, Speech and Drama, Tennis Coaching, Learning Support and English Language Training are, where possible added into blank spaces in the students' timetable. Similarly subject specific coaching may be added if requested. If this is not possible these lessons are added on rotation. During non-timetabled lessons girls work supervised in one of the study rooms.

All students follow a core curriculum:

English: Students study for two GCSEs in Language and Literature and are taught in ability sets across the year.

Mathematics: This is taught in ability sets across the year.

Science: Students study Science and Additional Science leading to two GCSEs. This is taught in ability sets across the year.

Foreign language: Students study at least one foreign language at GCSE. French is taught in ability sets. Some overseas girls will not take a foreign language.

ICT: Students take either short course GCSE or ECDL.

Life Skills: Taught by staff and outside speakers.

RE: Students study either the short course GCSE or a General Course.

PE/Games

The options:

Students have a free choice of subjects and the Director of Studies aims to build the blockings round these choices. The subjects on offer are:

Art	DT Food	History	Spanish
Drama	DT Textiles	Latin	Triple Award
DT Resistant	French	Music	Science
Materials	Geography	RE (0.5)	

For girls boarding:

Y10 and 11 have supervised prep each evening after supper. Year 10 work in one of the Study Rooms and Year 11 work in their study bedrooms. Each girl is expected to do a minimum of 1 hour independent study each evening.

KEY STAGE 5
YEAR 12/13

	LESSONS Per Week Yr 12	PREP TIME Per Week (Mins)	LESSONS Per Week Yr 13	PREP TIME Per Week (Mins)
Each AS/A Level Subject	8	5 Hours	8	6 Hours
Careers	1		1	
RE	0.5		0.5	
PE/Games	5		5	
Life Skills/Lecture	3		3	
Totals	Variable from pupil to pupil			

The subjects and their timetable allocations are based on a 59 lesson, six-day week. Students generally study four subjects at AS level and most take three subjects to A2. The subjects are offered

Biology	Geography	Physical Education
Business	History	Physics
Business & Economics	History of Art	Psychology
Chemistry	ICT	Spanish
Class Civ	Latin	Theatre Studies
Design Technology	Mathematics	Travel and Tourism
English Literature	Further Mathematics	
French	Music	

Extra lessons in Music, Speech and Drama, Tennis Coaching, Learning Support and English Language Training are, where possible added into blank spaces in the students' timetable. Similarly subject specific coaching may be added if requested. Students also have the option of taking the Leith's Food and Wine course. During non-timetabled lessons and evening preps girls work supervised in their study bedrooms.