

- Introduction to QES curriculum and options - Cathy O'Neill QES Headteacher



# Our Curriculum



Key Stage 3



Key Stage 4



Sixth Form

# Our Curriculum – The Foundations

For over 400 years we've been providing "Scholarship and Care" for the young people in our community. This remains at the heart of our provision. In establishing our curriculum *intent*, planning its *implementation* and evaluating its *impact* at each Key Stage, we call upon our 21st century iteration of this foundation.

## QES Values

We believe in a Values led education:

- respecting traditions & the past
- working hard and doing your best
- being decent to people
- being friendly, polite and courteous
- looking out for other people
- getting involved
- respecting the environment
- thinking of others less fortunate
- encouraging global citizenship
- understanding life is about more than money or material things.

## QES Successful Learner Model

A successful learner is one who:

- has an awareness of the ways in which they learn
- can respond positively to feedback
- has a wide repertoire of learning skills
- can learn alone or with others
- can listen
- can concentrate for a long time
- can use time effectively
- is creative
- enjoys and values learning
- is at ease with doubt
- has appropriate personal goals
- can transfer and build on previous learning

They have these personal qualities:

- a sense of self-worth and emotional well-being
- open-mindedness
- a willingness to take risks
- a sense of their place in the world
- curiosity
- a desire to question and challenge
- perseverance and a willingness to practise
- a regard for the learning of others

## QES Literacy

Our definition of Literacy:

"We recognise the fundamental importance of language in terms of a young person articulating their own world view, personality and sense of self. To be literate is to have a voice; it opens the door to a happy emotional, social and professional life. Empowering young people to feel confident in their use of language - including reading, writing and speaking - is therefore at the heart of our focus on 'scholarship & care'."

We also:

- understand that learning happens both in and outside the classroom and therefore value the significance of our the diverse range of **extra-curricular** activities we provide.
- recognise the specific nature of the curriculum at each Key Stage



# Our Curriculum – Principles for Key Stage 3

Our Key Stage 3 curriculum is of value in its own right,  
recognising three years of learning to be celebrated and enjoyed.

## Curriculum

We want the curriculum at Key Stage 3 to:

- prepare children for 21st century life as young adults
- be broad and balanced, varied, creative and flexible
- enable children to develop into effective independent learners inside and outside the classroom
- provide children with a deep body of knowledge they can build upon in their future learning
- enable departments and leaders to establish specific structures and narratives over time, build upon sequencing, and ensure pupils make progress
- allow for choice beyond Year 9
- enable a teacher to create a classroom climate that can inspire and support all children

## Pupils

We want pupils in Years 7, 8 and 9 to:

- develop into effective **QES Learners** (see model)
- understand and model our **School Values**
- feel safe and healthy
- be excited to learn
- understand themselves as learners
- be engaged in every lesson
- have fun
- grow in confidence
- feel empowered
- generate a strong sense of self efficacy
- enjoy school
- contribute positively to their school community

# Our Curriculum – Principles for Key Stage 4

During Year 9, pupils receive support and guidance in choosing their options and can choose QESstudio or QES courses.

## Curriculum

**We want the curriculum at Key Stage 4 to:**

- be broad and balanced
- prepare pupils for 21st century life as young adults
- provide children with a deep body of knowledge they can build upon in their future learning
- enable departments and leaders to establish specific structures and narratives over time, build upon sequencing, and ensure pupils make progress over time
- allow for choice beyond Year 11
- enable a teacher to create a classroom climate that can inspire and support all children

## Pupils

**We want pupils in Year 10 and 11 to:**

- develop into effective QES Learners (see our Successful Learner Model)
- understand and model the QES Values
- feel safe and healthy
- be excited to learn
- understand themselves as learners
- be engaged in every lesson
- have fun
- grow in confidence
- feel empowered
- generate a strong sense of self efficacy
- enjoy school
- contribute positively to their school community
- be well prepared for external assessment
- have an excellent foundation for the next steps in their education, training or employment

## Options

**The curriculum offer of options at Key Stage 4 is founded on the following principles:**

- pupils' needs come first
- breadth and balance
- choice
- flexibility of provision
- ability to access progression routes

- pupils' needs come first
- choice
- breadth and balance
- flexibility of provision
- ability to access progression routes:  
the world of work, Apprenticeships, Further and  
Higher Education



## The Compulsory Core:

- Maths
- English
- English Literature
- Science – three different approaches

Pupils wanting to study 3 Separate Sciences use one of their options to create the additional time

Plus PD

# Our Curriculum – Courses at Key Stage 4

Our provision for students in Years 10 and 11 also combines three elements.

Compulsory Core	Options	Additional																		
<p><b>All students study</b></p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• English</li> <li>• English Literature</li> <li>• Science – Double Science worth 2 GCSEs</li> <li>• Personal Development lessons</li> </ul> <p>Students wanting to study 3 Separate Sciences use one of their options to create the additional time.</p>	<p><b>Students have a choice of 5 of the following courses:</b></p> <table border="1" data-bbox="810 739 1651 1358"> <tr> <td data-bbox="810 739 1225 811">Art</td> <td data-bbox="1225 739 1651 811"><u>iMedia</u></td> </tr> <tr> <td data-bbox="810 811 1225 868">Business</td> <td data-bbox="1225 811 1651 868">Latin</td> </tr> <tr> <td data-bbox="810 868 1225 925">Computer Science</td> <td data-bbox="1225 868 1651 925">Modern History</td> </tr> <tr> <td data-bbox="810 925 1225 982">Design &amp; Technology</td> <td data-bbox="1225 925 1651 982">Music</td> </tr> <tr> <td data-bbox="810 982 1225 1039">Drama</td> <td data-bbox="1225 982 1651 1039">PE</td> </tr> <tr> <td data-bbox="810 1039 1225 1096">Food</td> <td data-bbox="1225 1039 1651 1096">Religious Studies</td> </tr> <tr> <td data-bbox="810 1096 1225 1153">French</td> <td data-bbox="1225 1096 1651 1153">Separate Science</td> </tr> <tr> <td data-bbox="810 1153 1225 1210">Geography</td> <td data-bbox="1225 1153 1651 1210">Spanish</td> </tr> <tr> <td data-bbox="810 1210 1225 1268">History</td> <td data-bbox="1225 1210 1651 1268">Textiles</td> </tr> </table>	Art	<u>iMedia</u>	Business	Latin	Computer Science	Modern History	Design & Technology	Music	Drama	PE	Food	Religious Studies	French	Separate Science	Geography	Spanish	History	Textiles	<p><b>All students also:</b></p> <ul style="list-style-type: none"> <li>• Follow a comprehensive Personal Development, Form Time and Assembly programme,</li> <li>• Take non-examined PE lessons</li> <li>• Participate in work experience during the Key Stage.</li> </ul>
Art	<u>iMedia</u>																			
Business	Latin																			
Computer Science	Modern History																			
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Our advice has always been:

- aim for *breadth* and *balance*...
- think about *progression* routes ...

Take core plus:

- at least one of the humanities
- at least one language
- a technology or arts subject

Name:

Form:

**Early Indication Survey**

There are 2 possible routes available for students at the start of Year 10. Completing this form will allow us to look at how many students wish to follow each route.

For each route you will need to choose 5 options in total. Please tick the box to indicate which route you are considering and then follow the steps for that route.

<p><b>Route A</b> <input type="checkbox"/></p> <p>1. Choose 5 subjects from the GCSE Options Box</p> <p>2. We recommend you include a Language (French, Latin, Spanish) and a Humanity (Geography, History, Modern History) as part of your 5 option choices</p>	<p><b>Route B</b> <input type="checkbox"/></p> <p>1. Choose a Pathway(s) from the Pathways Box (each pathway counts as 2 of your option choices)</p> <p>2. Then choose 3 other subjects from the GCSE Options Box (1 other subject if you have selected 2 Pathways)</p> <p>3. Choose whether you would prefer to carry on with Games or whether you would like to take Business &amp; Enterprise class each week</p>
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Pathways		
Art & Design	<input type="checkbox"/>	Health <input type="checkbox"/>
Conservation & Environment	<input type="checkbox"/>	Materials Engineering <input type="checkbox"/>
Digital Creatives	<input type="checkbox"/>	Performing Arts (Dance/Drama) <input type="checkbox"/>
Engineering	<input type="checkbox"/>	Music <input type="checkbox"/>
Fashion & Textiles	<input type="checkbox"/>	Sports <input type="checkbox"/>
Food	<input type="checkbox"/>	
<b>AND</b>		
Business & Enterprise	<input type="checkbox"/>	OR Games <input type="checkbox"/>

Single Subjects		
Additional English and Maths	<input type="checkbox"/>	iMedia <input type="checkbox"/>
Art	<input type="checkbox"/>	Latin <sup>1</sup> <input type="checkbox"/>
Business Studies	<input type="checkbox"/>	Modern History <sup>2</sup> <input type="checkbox"/>
Computer Science	<input type="checkbox"/>	Music <input type="checkbox"/>
Design & Technology	<input type="checkbox"/>	PE <input type="checkbox"/>
Drama	<input type="checkbox"/>	Religious Studies <input type="checkbox"/>
Food	<input type="checkbox"/>	Separate Science <input type="checkbox"/>
French	<input type="checkbox"/>	Spanish <input type="checkbox"/>
Geography	<input type="checkbox"/>	Textiles <input type="checkbox"/>
History <sup>2</sup>	<input type="checkbox"/>	

<sup>1</sup>This will be an additional option to the 5 main subjects and will run after school 3.30 – 5.30pm (var TBC)

<sup>2</sup>Both the History courses lead to the same qualification so you can't opt for both

...learning happens in so many diverse ways and places, from the rugby pitch to the orchestra, from the trip to Barcelona to the performance in the Carol Service, School productions, trips to the theatre, Work Experience, university visits, climbing up a mountain on a Duke of Edinburgh expedition, going to science club or baking a cake...

