



RGS SURREY HILLS

CURRICULUM POLICY

RGS Surrey Hills has the following curriculum aims:

- To create a supportive and caring learning environment that gives the pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the core academic and co-curricular (age-appropriate activities) programme
- To ensure that pupils acquire speaking, listening, literacy and numeracy skills
- To promote academic excellence by providing rigorous and innovative educational experiences that challenge and inspire students to reach their full potential
- To provide challenging learning experiences appropriate to the age, ability and aptitude of all pupils (see Special Educational Needs and Most Able policies)
- To provide personal, social, health and economic education (see PSHEE policy)
- To offer opportunities and experiences within the curriculum to explore social, moral, spiritual and cultural themes
- To promote Equality, Diversity, and Inclusion (EDI) across all aspects of the curriculum, fostering an environment where every student feels valued, respected, and supported regardless of their background, race, ethnicity, gender, sexual orientation, religion, ability, or socioeconomic status.
- To offer accurate, up to date and impartial careers guidance to pupils to enable them to make informed choices about their futures and to enable pupils to achieve the best possible qualifications for further, higher education and employment (see Careers Education and advice policy)
- To inspire our pupils and instil in them a love of learning, inquiry and knowledge so that they question, discuss rationally and make informed decisions
- To enable pupils to develop the skills and attitudes that motivate them to learn and are necessary for independent learning
- To ensure that depth and rigour are balanced by breadth and coherence in our curriculum
- To teach pupils self-respect through an understanding of their own self-worth
- To enable pupils to respect, appreciate and acknowledge the achievements and aspirations of others
- To teach pupils to be positive members of a community through respect for fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths or beliefs, as well as commitment

to the IDEALS of Round Square – International understanding, Democracy, Environmental awareness, Adventure, Leadership and Service to the community

THE CURRICULUM

The curriculum at RGS Surrey Hills is planned to ensure a breadth and balance of subjects are studied throughout the 11-16 age range. Courses are constructed to suit the aspirations, abilities and interests of our students. This focus on choice and flexibility is continued in our Sixth Form provision. The subject matter is appropriate for the ages and aptitudes of pupils. To enrich the curriculum and to link with the Round Square ideals all students in Years 7-9 undertake adventure activities and expeditions. All students are baseline tested (baseline data does not take account of SEND or EAL) to assess potential in examinations; students are tracked and assessments are undertaken to measure attainment and progress. Half-termly assessments (HATS) are set by departments, with years 10, 11, 12 and 13 also having more centralised assessment/ mock periods appropriate to their curriculum. The curriculum is delivered through a Week A and Week B 10-day timetable in 60-minute lessons, to allow all subjects a variety of learning slots dispersed across the two-week cycle. The school has a One Year GCSE programme which runs separate courses of study for primarily, although not exclusively, EAL students but others where appropriate, in order to prepare students for transfer into mainstream Sixth Form programmes. EAL support is also provided in mainstream classes for those students identified as requiring support.

KS3 – Years 7 and 8

In Years 7-8, the following subjects are taught: Art, Computer science, Design and technology, Drama, English, French, Geography, History, Mathematics, Music, Physical education, Science and Spanish are taught in class groups by subject specialists. In some subjects students are set by ability and where there are more than two groups setting may be within 2 parallel streams.

In Year 7 and 8 students pick either Spanish or French to study, with some students following a literacy programme if that is more appropriate for them.

All students follow a compulsory PHSEE programme which is delivered during tutor time

The academic progress of students is tracked through the reporting system and academic data trackers. This is overseen by the Deputy Head Academic and Academic Data Manager. Relevant data is then shared with the Heads of Year 7 and 8 to help oversee the academic progress of the students.

KS4 – Years 9-11

At GCSE most students study between 8-10 (I)GCSEs. The core GCSE curriculum consists of English (Language and Literature), Maths (Further Maths offered to some students) and Science (Combined/Triple). Students then select up to 4 option subjects. The subjects offered are Art, Business studies, 3D design, Computer science, Dance, Drama, French, Geography, History, Music, PE (Sports Science), Religious Studies, Spanish. All students follow a compulsory PHSEE programme which is delivered during tutor time. EAL students are provided with a separate EAL sets in English leading to a GCSE in either first or second language English as appropriate.

When picking their option subjects students are encouraged to pick subjects for the correct reasons based on interest, enjoyment, and future aspirations in terms of careers. Each subject provides a summary for students in a GCSE information booklet supported by an options process during the first and second terms in Year 8. We aim for a maximum group size of 20, dictated by the size of the classrooms. In some subjects the groups can be much smaller. The option blocks in the timetable are designed to allow the maximum number to study their preferred combination of subjects.

Some students will sit fewer than 8 GCSE. These students will be identified based on the baselines CAT4 data, in conversation with the SENCO and progress being made during their GCSE courses. For some students this will require them to not sit GCSE English Literature and/or an option subject based on individual needs. For SEND students additional support in English and Maths can then be put in place through the Learning Development Department.

Years 12 and 13

In the sixth form, students study either the International Baccalaureate Diploma Programme or the A Level programme. IB students have eight lessons of 1 hour per fortnight for higher level subjects and five lessons of 1 hour for each standard level subject. All A Levels subjects are allocated 11 lessons per fortnight. We aim for maximum group sizes of 10-15 students, but this varies considerably. IB students undertake Theory of Knowledge (TOK) in three, 60-minute lessons per fortnight and 150 CAS hours over the five term programme. IB students undertake the extended essay and this element is also made available to A Level students.

The curriculum is constantly under review and the school reserves the right to make changes during the school year, as well as year by year. A Level and IB students have a personal tutor. Both programmes have terminal examinations which prepare students for the challenges of university whilst also providing them with both the hard and soft skills, plus knowledge, that make them more attractive to prospective employers.

Our part-time Careers Advisor supports students with applications for higher education, employment or apprenticeships and works with the tutor team and Heads of A level and IB programmes to facilitate transition.

IB subjects: Biology, Business and management, Chemistry, Chinese*, Economics, English, Environmental systems and societies, French, Geography, German*, History, Italian*, Japanese*, Mathematics, Physics, Psychology, Russian*, Spanish, and Visual arts. *Native speakers only, with a range of other languages such as Norwegian and Arabic also being provided for where necessary.

A Level subjects: Art, Biology, Business studies, Chemistry, Computer science, Economics, English literature, Geography, History, Mathematics, Further mathematics, Media Studies, Music, Politics, Physical education, Physics, Psychology, and Theatre studies.

The International Programme

This programme follows the same timetable structure as mainstream school and has a curriculum designed to facilitate entry to the mainstream sixth form programmes of the school after one year. There is a significant emphasis on developing and improving English language skills, with a particular focus on speaking, reading and writing. Class sizes are small and English teachers are experienced in teaching EAL. Mainstream subject teachers deliver the specialist subjects. This programme is managed by our international programme leader.

The programme prepares international students for (I)GCSE examinations in readiness for sixth form study at either IB or A Level. Students are assessed prior to offer, and then again on arrival, and are placed in the English set most suited to their language ability. The course offered is as follows:

One Year Intensive GCSE Programme (Pre-IB) (ages 15-16 years):

This course is designed for those students with more advanced linguistic skills, wishing to achieve between six and nine GCSEs in one year. The subjects offered are as follows:

English (1st and 2nd language), Mathematics, Further mathematics*, Biology, Chemistry, Physics, Business studies, History, Geography, Art, German, French and Spanish. Students whose first language is not offered as a taught subject will also be able to sit a GCSE in their first language where available.

*Only to suitable students

CURRICULUM POLICY AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Learning Development Department

The Learning Development Department supports students at RGSSH who are neurodiverse and who have disabilities (SEND), offering teaching that is 'additional to and different from' that received in the classroom, and making reasonable adjustments to accommodate individual needs. The department works with pupils who have a variety of neurodivergent needs including dyslexia, dysgraphia, dyscalculia, attention deficit disorder and autism. This list is not exhaustive and students with other needs have access to the department as required.

The department consists of a full-time SENDCo, 4 part-time specialist teachers, 2 learning development assistants and 1 speech and language therapist. The department is housed in a self-contained building with rooms for one-to-one teaching. Staff within the department liaise frequently with subject teaching staff.

Students are withdrawn from lessons on a rotation basis in Years 7 and 8. In Years 9, 10 and 11, students will be withdrawn at times best suited, either through an alternative timetable due to a reduced number of GCSE subjects or during activity time if required. In the sixth form, lessons are arranged to coincide with private study time. The department does not withdraw students from mathematics, English or science. There is provision for some in-class support, usually in English, mathematics, and science. Learning support lessons are 45 minutes to 1 hour long, and the number of lessons received by the individual student is dependent upon their needs.

Learning support lessons are individually planned. The focus may be either literacy, mathematics, social skills or language support; some students receive lessons in more than one of these areas. Lessons also aim to develop study skills, revision, examination techniques, and personal organisation. It is the aim of the department to help each student to realise their potential by developing strategies for successful independent learning which can be applied across the curriculum.

In the autumn term each year, the whole of Year 7 is screened to identify any students who may have literacy difficulties, identify those who may benefit from additional support and to inform teaching in the mainstream lessons. Further screening for access arrangements is carried out between Year 9 and Year 11, as per the current JCQ guidelines. The learning development department seeks to implement recommendations contained in educational psychologists' or specialist assessors' reports, where the necessary expertise exists within the department.

A 'Pupil Profile' is produced as required for students who attend lessons in the department. This outlines their specific needs, strengths and areas of difficulty. It also offers strategies and reasonable adjustments for subject teachers and information about access arrangements for tests and exams. The 'Pupil Profiles' are available to all. Once needs are identified, the learning support teacher plans targeted interventions for each student. Pupil

Profiles are written in September and October and reviewed on an on-going basis. The department operates an open-door policy and meetings are scheduled with parents as required to discuss pupils' needs and progress.

The SENDCo and specialist teachers within the department undertake the assessment of students and applications for access arrangements for GCSE, GCE and IB in compliance with the requirements of the JCQ (Joint Council of Qualifications), and the IB. Where students transfer to a new educational setting, this information is shared in compliance with the JCQ and IB.

The SEN Manager area of iSAMS contains SEND information, and support and access arrangements. Other information including the school Word Processor Register is accessed via TEAMS. All information is updated throughout the academic year and is available to all staff at RGSSH. There is close liaison with the learning development department and all other members of staff to set realistic targets for individual students.

Students who are giving cause for concern are referred to the department for an assessment and identification of learning difficulties. In such cases, the department provides support and advice about appropriate teaching and learning strategies. The department runs INSET for staff regularly on SEND related issues to raise awareness of the learning needs of students with additional learning needs.

Chris Bond: **November 2025**
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