

CURRICULUM POLICY

Policy owner	Deputy Head Academic (Mr M Braybrook) and Head of Prep (Mrs S Roberts)
Policy last reviewed	September 2023
Policy next review date	September 2024
Policy audience	Staff and parents

Curriculum Overview

Norwich High School aims to provide a broad and balanced curriculum designed to enable our girls to reach their full potential in a supportive and structured environment. The curriculum embodies the principles set out in our school aims.

These are:

- **We put girls first**

Our girls are known and valued as individuals. Our girls benefit from the fact that everything is designed and developed to meet their educational and pastoral needs, so they can be their very best whilst here at school and beyond.

- **We are ambitious for every girl**

Our girls are intellectually curious, equipped to meet academic challenge and innovate. They benefit from the opportunities of our pioneering curriculum.

- **Our education is about more than exams**

Our girls fulfil their potential. They become outstanding scholars, sportswomen, musicians, actors and are inspired to explore a wide range of pursuits.

- **Community matters to us**

Our girls contribute to and benefit from the unique community fostered by staff and students. Our girls are known and valued as individuals and contribute positively to the lives of others in the school and the wider community; they are outward looking and networked.

Aims of the Curriculum

- To ensure that a holistic approach benefits our girls so they become well-rounded individuals, suitably prepared for the responsibilities, opportunities and experiences of adult life.
- To ensure that all our girls have the opportunity to learn and to make progress. The subject matter being taught will be appropriate for each girl's age and aptitude, including those with a statement or whose first language is not English.

Departmental Expectations: documentation and planning

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- Examination results and performance review/analysis
- Health and Safety documentation (Annual SEFs and risk assessments)
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- Programmes of Study / schemes of work (short-term planning)
- To ensure that all girls have the opportunity to acquire skills in speaking and listening, literacy and numeracy.
- To ensure a broad, well-balanced curriculum for all girls, developing their creativity through art, drama, music and other practical activities, as well as providing sporting opportunities relevant to their age.
- To foster the girls' understanding of languages, mathematics, science, technology and the arts.
- To provide a programme of personal, social, health and economic education and guidance that reflects the school's aims and ethos and enables the girls to make informed choices.
- To develop the spiritual, moral, social and cultural understanding of all girls and to help them develop a strong moral compass.
- To promote tolerance, consideration and celebration of the backgrounds, statuses and beliefs of others.
- To be aware of current human and social issues and embed an international element within the curriculum.
- To encourage the girls to work independently, making effective use of technology and library resources.
- To encourage the girls to develop a love of learning and to persevere when faced with challenge.
- For our girls to be confident and creative in their use of technology, recognising its use as a part of their toolbox to augment and enhance their learning, to share their ideas allowing them to articulate their understanding and giving them independence in their learning.

Learning Approach

We firmly believe that supporting students to develop a **growth mindset** is critical to the success of girls. We seek to use our unique insight and provision to support all of our students to: be inquisitive; grow in confidence; seek out challenges; develop resilience, attain beyond their expectations and to form an enduring love of learning.

Our approach to this is innovative and unique; we seek to support students to develop as **learners first** so that lessons challenge everybody every day. The goal for every girl is to be a better learner tomorrow than you were yesterday; working in community not in competition. This accords with the historic motto of our school in its mission to **empower women** collectively to inspire one another to be successful: 'Do thy best and rejoice with those who do better'.

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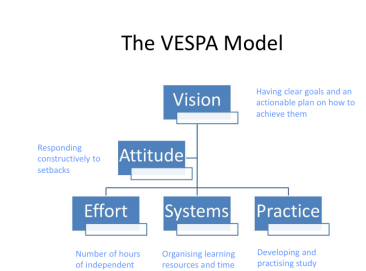
Our teaching policy is therefore very simple. We demand from our staff the creation of the conditions for each and every pupil and student to make appropriate progress throughout their time in school. This is expressed slightly differently in our three school stages such that it is age appropriate:

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The Prep School	The Senior School	The Sixth Form
 <p>QUALITIES for LEARNING</p> <p>In the Prep school pupils are supported to develop key Qualities for Learning through memorable characters tailored to our pupils and setting, designed by our staff.</p>	 <p>ACTIVE approach</p> <p>In Senior school students are encouraged to be ACTIVE learners through our unique growth-focused approach.</p>	 <p>The VESPA Model</p> <p>In the Sixth form students use the nationally acknowledged VESPA model to guide them to greater autonomy and independence. As, with our outstanding support, they prepare for life beyond Norwich High School.</p>

The mission for students, support staff and teaching staff is therefore unified and clear. Our collective aim is to develop **high quality, active, independent learners**. Teachers reflect carefully about how to develop these dispositions in the students through their learning programmes, it is a feature of departmental meetings, pastoral support, training and quality assurance. In short, it guides everything we do and epitomises what we hope the girls will become.

Accessibility and equality

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We aim to provide an inspiring learning environment across the whole curriculum, which maximises individual potential and ensures that girls of all ability levels are well equipped to meet the challenges of education, work and life. We aim to be an inclusive school and offer opportunity to all groups of girls including, but not limited to EAL, range of faiths and ethnicities, SEND, LAC, G&T, Young carers.

The current [school accessibility plan](#) (for internal review only) highlights the school's commitment to improving access to the curriculum for all students. This is not limited to teaching and learning but includes the wider curriculum of the school such as participation in after-school clubs and cultural activities or school visits.

- Staff study days (SSDs) include SEND updates; Learning Support run "Refresh in 40" voluntary sessions and there is a "Top10Tips" are on Google Drive.
- Information on SEND pupils is share widely via various means eg IEPs/Bitesize stickers and meetings with key staff
- Support is available from the Learning Support team to ensure SEND pupils are included appropriately in all activities including trips /visits. This is coordinated with the EVC.

Lessons are differentiated as appropriate to the learning needs of girls with specific learning difficulties or additional learning needs. Pupils are also supported in bespoke sessions timetabled as appropriate to their needs; this could be in individual 1:1 support sessions or small groups. Diagnostic assessments are carried out to aid identification of learning needs and fine-tune support. Additionally from Year 9, some girls, particularly those with diagnosed dyslexia or identified examination access arrangements, have reduced lesson timetables to accommodate learning and study skills support.

We will make all reasonable adjustments to ensure that all our girls can access the education we provide. Examination access arrangements in the Senior school are administered by our SENDCo and follow JCQ guidelines - public exams conditions reflect a student's normal way of working. Further details can be found in the SEND policy.

All reasonable adjustments will be made to ensure that all girls can access the admissions process. Further details can be found in the **Whole School Admissions policy**.

Our curriculum reflects the School's aims and ethos and encourages respect for other people, paying particular attention to the protected characteristics set out in the 2010 Equality Act; age, disability, gender

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reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Meeting the needs of able children

The Norwich High School curriculum is designed to meet the needs of [able pupils](#) (for internal review only) and to provide an appropriate level of challenge for all ability groups. Setting is used in some Year groups for some subjects (Maths, Science and MFL) where this is considered beneficial and to aid differentiation by ability. The curriculum here often exceeds nationally expected levels in terms of range of content, depth and expectation, and will continue to evolve to accommodate the needs of our pupils and to add extension and enrichment opportunities.

Examples of typical challenge and extension can be found in:

- Departmental programmes of study (schemes of work)
- Curriculum booklets and subject-based resources as appropriate

British Values, SMSC, Diversity and Inclusion

Throughout the school the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs are embedded in the curriculum. Every department within the school has a responsibility to ensure that they are upheld through their teaching as appropriate; their commitment to this is illustrated in the school's [British Values Policy](#). The democratic process is modelled through the Senior School Council and the Prep School Forum, which exist for the girls to have a voice, enabling them to help to shape the future of the school.

All departments within both the Senior and Prep school recognise the importance of delivering spiritual, moral, social and cultural education and citizenship through the curriculum, assembly times and PSHE lessons.

The curriculum also aims to encourage girls to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others. Strong links with local schools and institutions have been developed, providing girls with the opportunity to give of their time, learning and

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resources to support others, such as Science Outreach, and charity work in the Prep School helps to develop the girls' social conscience.

Careers and Work-related learning

There is a statutory requirement under Sections 42A and 45A of the Education Act 1997 for the school to provide a balanced and broadly based curriculum which 'prepares pupils for the opportunities, responsibilities and experiences of adult life', which includes preparation for working life. This, in conjunction with the Gatsby Benchmarks, forms the basis for the Careers education programme at Norwich High School for Girls.

Norwich High School for Girls is committed to maximising the benefits for every pupil in the development of a whole school approach to work-related learning. The school recognises that there should be some work-related learning for all pupils. The school wishes to promote work-related learning as part of the learning entitlement for all pupils and as a means for learning 'about work', learning 'through work' and learning 'for work'.

Opportunities such as SIX+ lectures, careers surveys and individual interviews with career advisors and careers talks, visiting parents and GDST-wide events give the girls encounters and experiences with work-related learning across the full age range of the school. Girls develop understanding of their qualities and competencies through the use of the Unifrog platform throughout the Senior school.

Details about the aims, procedures and personnel involved in the delivery of Careers guidance and education at Norwich High School for Girls can be found in the Careers Education and Guidance Policy.

Curriculum in the Prep School

The curriculum in the Prep school is planned to ensure a breadth and balance of subjects studied and to engage and challenge our girls. Schemes of work are carefully reviewed and developed at all levels, to meet the requirements of the Early Years Foundation Stage, follow the intentions of the National Curriculum and other DfE guidelines, but broaden the scope to ensure the programmes of study suit the abilities and interests of our girls and focus on the development of the individual.

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The curriculum comprises the planned activities that are organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the academic curriculum, but also the various extra-curricular activities that the school organises to enrich the girls' experience. It is underpinned by the Believing in Butterflies programme and the Qualities for Learning, which aim to provide the girls with the skills and attitudes required to become positive, responsible learners who can work and cooperate with others, while at the same time developing their knowledge and skills, in order to achieve their full potential.

We value the breadth of the curriculum we provide. We have high expectations for every girl and, as well as being rigorous and thorough, our curriculum is filled with inspirational and stimulating experiences, whilst still being flexible and responsive to individual needs and interests. We aim to foster creativity and curiosity in our girls and help them thrive as happy, confident learners who face challenges with independence, resilience and determination.

Nursery and Reception - EYFS

The EYFS learning and development requirements comprise of the seven areas of learning and development, and the educational programmes. There are three 'prime' areas (Personal, Social and Emotional Development (PSED), Physical Development and Communication and Language) and four 'specific' areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). Consideration of the three Characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically also form the basis of curriculum planning. The curriculum meets the requirements of the Statutory Framework for the Early Years Foundation Stage (September 2021).

Learning and development in the Early Years takes place through a wide range of adult-directed and child-initiated activities. Our practitioners ensure there is a balance of activities across all seven areas of learning and development. Learning through play and other child-initiated experiences form a valuable and necessary part of a typical day in Early Years along with free-flow between the indoor and outdoor environments. These are times in which the children can experiment freely, put their learning into practice, develop their ability to share, take turns, plan, negotiate and communicate their thoughts and ideas with others.

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More structured planning in Phonics and Mathematics is followed based on what the children have already learnt in previous weeks and looks at moving them forward to ensure coherence and a balanced Early Years curriculum, enabling the children to work towards their next steps in these areas. We consider the individual needs, interests, and the stage of development of each girl in our care and ensure child-led learning is at the heart of our curriculum. We use elements of 'in the moment planning' as an effective way of encouraging child-led learning. We look for that spark of interest and curiosity, extending this with open-ended questions and looking for ways their fascinations and learning can be taken forwards. Enhancement of these interests can come in the form of activities but also in the environment, which needs to be an intriguing and constantly evolving place for the girls to explore and develop in. All planning is flexible and are designed to be working documents which can be changed at short notice to adapt to spontaneous events, circumstances and diverse needs. Notes are also made of extensions and differentiations to any planned learning.

Other activities which our Early Years girls take part in include dance, French, multi-skills, music, food technology, Forest Schools and swimming (Water skills).

Assessment in our Early Years is on-going and daily observational assessment informs future planning enabling activities to be planned to meet the needs of both individuals and groups of girls. Our practitioners know the individual level of achievements and interests for each girl and use this knowledge to shape their teaching and learning experiences. On entry when a girl joins our Early Years, the teacher or Nursery Manager begins to record the skills of each girl in the form of a baseline assessment. This assessment forms an important part of the future curriculum planning for each girl. Assessment continues frequently with next steps put in place to ensure each girl is progressing with their learning and development. With the careful use of Tapestry, our online Learning Journal, observations and next steps are highlighted and shared with parents, and this provides a record of their achievements and development, both at school and at home. This positive partnership between parents and teachers keeps parents informed about exactly where their daughter is at with her learning and development, and what school and home can do to support her in moving forward with her individualised next steps.

In the Summer term, our Reception pupils have their EYFS Profile data finalised. This must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each

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child's level of development is assessed against the early learning goals and practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). External moderation by the Local Authority may take place in this last term for quality assurance of the EYFS Profile Data.

Prep School

In the Prep School we have designed a curriculum that fosters intellectual curiosity, resilience and a love of learning. We believe that in order for the girls to develop into successful learners and to achieve their full potential they must receive consistently high quality teaching with learning opportunities that provide appropriate support and challenge for all.

The curriculum is broadly based on the National Curriculum 2014 but it is enriched through a wider range of subjects, topics and learning opportunities. The curriculum includes Mathematics, English, Science, STEM, PSHEE, Bespoke (History and Geography topics), Art, French, Music, Physical Education, Swimming, Religious Education, Coding, Food Technology and Forest Schools. The majority of the teaching is form based and delivered by the form teacher or other members of the Prep School staff. Specialist teachers deliver aspects of the curriculum such as Music, Physical Education, swimming, French and Forest Schools.

In Years 1 and 2, the curriculum is timetabled with greater flexibility to create links between the subjects and make the best possible arrangement of lessons to suit the age of the girls. Over the course of the week, the curriculum is taught through 35 periods of 40 minutes each.

In Years 3 to 6, the curriculum is timetabled in discrete subjects through 40 periods a week of 40 minutes each.

- Mathematics and English are each allocated 9 periods a week.
- Bespoke is allocated 4 periods a week.
- Physical Education and swimming are allocated 6 periods a week in total.
- Science, Music and French are each allocated 2 periods a week
- PSHEE and RE are allocated 1 period each

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- STEM, Coding, Art, Forest Schools and Food Technology are taught as part of a carousel over 4 periods a week.
 - In Years 3 and 4 this is divided in the following way
 - 4 half terms of STEM
 - 3 half terms of Art
 - 3 half terms of Forest Schools
 - 1 half term of Coding
 - 1 half term of Food Technology
 - In Years 5 and 6 this is divided in the following way
 - 4 half terms of STEM
 - 4 half terms of Art
 - 2 half terms of Coding
 - 2 half terms of Food Technology

In Year 6, Maths is taught in three ability groups across the two classes. Although the same content is covered in all three groups, there are differences in pace, amount of extension work, use of manipulatives and types of tasks between the three groups. Although standardised assessment scores are used as a guideline for the initial groupings of the pupils, there is fluidity between the groups based on teacher assessment and pupil performance in lessons.

Pupils in Years 1 and 2 have computing lessons but from Year 3 Digital Technology is not taught discretely. As a 1:1 iPad environment within the Prep and Pre-Prep, Digital Learning is embedded throughout the curriculum. Coding skills are taught through STEM projects and online safety is taught through the PSHEE curriculum and whole school days, such as Internet Safety Day. The girls are encouraged to see the iPad as an important resource in their learning toolkit and, through a core set of content free apps the teachers set tasks to enhance the teaching and learning. However, iPad use can be seen in many different subjects as the girls access the devices to support and enhance their learning experience. This enables the girls to become confident, safe and responsible computer users.

Drama is also not taught as a separate subject but there are a number of performance opportunities for girls throughout the year and every girl is involved in a large-scale drama production each year.

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The STEM curriculum is designed to give pupils an opportunity to practise and develop their problem solving skills as they work on collaborative tasks. Our problem solving model guides pupils through the stages of the design process and links directly with the Qualities for Learning.

Trips and visitors also play an important part in enriching the curriculum in the Prep School.

Curriculum Planning

The curriculum is planned in three phases. A long-term plan is developed for each subject, which usually consists of a broad overview of the areas/topics/strands of learning to be covered throughout the year. This may also be accompanied by a progression chart or a grid that shows the allocation of the strands across each term. These are designed and monitored by the Assistant Head Academic and subject lead.

Medium term planning takes the form of schemes of work, detailing clear objectives for learning, suggested activities, resources and links to the qualities and iPad activities. Under the guidance of the subject lead these are usually written by the year teams. The Assistant Head Academic and the subject lead will oversee this process to ensure knowledge coverage, progression of skills and continuity of learning.

Short term planning is done on a weekly basis by teaching staff and personalised to the cohort of girls. There is no specified format for this and it is not directly monitored. Staff are encouraged to be creative in their delivery of the learning objective in order to keep the lessons lively and interesting. AfL (Assessment for Learning) techniques are used to assess understanding and ensure progress. Opportunities for pupils' learning to be stretched or supported are available and these are provided in different ways, depending on the subject and task. As much as possible, pupils are given agency over their learning and can access support or extension work as they need it in lessons. Short term planning is monitored through learning walks, work scrutiny and lesson observation.

Subject Leads

Each member of the teaching staff in the Prep School leads a subject and is allocated a period each week to take care of subject related tasks. These include but are not limited to:

- Maintaining their subject folder on the Prep Google Drive

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- Ensuring documentation such as schemes of work are up to date
- Monitoring the teaching and learning of their subject across the Prep School
- Keeping up to date with changes and research regarding their subject
- Advising and supporting colleagues teaching their subject
- Monitoring pupil data gained in their subject

Teaching and Learning

Teaching and learning in the Prep School is characterised by the 7 Elements of High Quality Teaching below. These have been chosen to ensure effective teaching which is designed to meet the needs and preferences of girls and provide a learning environment in which they are able to make optimal progress.

1. Using engaging teaching strategies
 - Pupils are active thinkers and learners in lessons being engaged and challenged through a range of teaching strategies
2. Having good subject knowledge
 - Pupils benefit from a delivery of content which is structured, well paced and coherent and where their misconceptions are anticipated and addressed
3. Ensuring adaptive teaching
 - All pupils are able to meet high expectations through inclusive teaching, where their understanding and achievement is monitored and the teaching is adjusted in response
4. Creating a positive classroom culture
 - Pupils enjoy an atmosphere conducive to learning where they feel supported and are confident to take risks with their learning
5. Allowing for pupil choice
 - Pupils have agency over their learning by making choices such as approach, resources and level of challenge
6. Making excellent use of technology
 - Pupils are able to use digital tools to support and extend their learning
7. Providing effective feedback
 - Pupils receive timely and specific feedback to enable them to make better progress, particularly through live marking

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Teaching and Learning objectives are supported by the school INSET programme which is resourced by the **Walkthrus package**; this comprises visual step-by-step guides to essential teaching techniques designed by Tom Sherrington and Oliver Caviglioli.

Quality Assurance

A programme of quality assurance is led by the Head of Prep School and Assistant Head Academic who monitor teaching and learning across the curriculum through observations, work scrutiny and pupil feedback. In turn they work with the subject leads to monitor and develop their subject to ensure relevance and rigour. Some changes are made to the subject schemes of work annually but, in line with the Prep School development plan, individual subjects may undergo a more comprehensive review and are rewritten as necessary.

PSHEE

Personal, Social, Health and Economic education is taught by the form teachers up to Year 4 and from Year 5 it is delivered by the Deputy Head of Prep who has overall pastoral responsibility. All year groups have a 40 minute period of PSHEE each week and Year 6 have 2 periods. PSHEE is planned through the Believing in Butterflies programme and is grouped in the three termly strands, *Take care of the little things*, *Grow a little every day* and *Be bold, be brave and spread your wings*. The work in these strands is supported and enhanced in our assemblies and through our off timetable days where the girls work on different kinds of challenges and activities, often in vertically grouped houses. Further details can be found in the PSHEE policy.

Provision of Learning Support

Around 23% of the girls in the Prep School benefit from learning support with just less than half of these having a diagnosed need. Wherever possible support is provided within lessons through adaptive teaching or by learning support assistants but a programme of support sessions run throughout the week to address specific issues or fill gaps in learning. The Booster Programme is for pupils in Years 3 to 5 and runs 4 mornings a week during registration time. Girls work in their year groups with a learning support assistant on literacy tasks to support their reading, spelling, comprehension and creative writing. The learning support assistants liaise with the form teachers to ensure the programme is meeting the needs of the girls and any helpful methods or techniques are shared so they can be used in the classroom. Pupils in Year 6

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have their own Booster Programme which is mostly provided by learning support assistants from the Senior School and runs at different times during the week in a similar pattern to the support provided from Year 7. Girls with diagnosed specific learning difficulties may be withdrawn from certain lessons in order to be taught individually or within small groups. This usually enables them to follow a specific scheme to support their learning and may be for a specified time period.

Homework

In the Prep School, pupils in all year groups are set tasks to complete at home to support their learning in school. All pupils are expected to read and learn spellings at home and have access to DoodleMaths, an adaptive digital programme to support their mathematical skills and learning. From Year 2 pupils are expected to complete additional tasks to complement their learning in school in a variety of subjects. For pupils in Year 2 this will be one additional task a week and this increases each year so by Year 6 the expectation is that pupils will be set 5 tasks a week across a range of subjects. Homework can be used to practise skills learnt in class but it provides opportunities for pupils to take their learning further and respond creatively to a set task.

Homework is clearly communicated to pupils and parents in different ways according to the age group. This is usually through Tapestry for EYFS, the pupil planners or the weekly snapshot letter for the middle years and through Google Classroom for the older years. Each task set should not take longer than 30 minutes and parents are encouraged to talk to their daughter's form teacher if homework is regularly taking more than the allotted time.

Assessment and Feedback

Informal assessment is ongoing throughout the learning process. Teachers use observation, questioning and feedback to continuously monitor their pupils throughout the lesson in order to identify and act on misconceptions, maintain high expectations and inform future planning. In English and Maths lessons this is facilitated using a technique called 'live marking' where teachers circulate while the pupils are learning, giving verbal feedback and indicating errors and good work in the pupils' books. This type of feedback is timely and specific, allowing teachers to affirm or redirect the pupils' learning immediately enabling them

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to make more progress. There is no standard format for the way teachers record their marking in the books but pupils are informed of the success criteria for the lesson.

Formal assessments are carried out at key points during the year to enable teachers to track the progress of their pupils. Some of these assessments are set internally to assess progress against what has been taught so far and other assessments are standardised where the pupils' performance will be measured against national averages.

The annual programme of assessments in Years 1-6 is as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
September	PTM and PTE (all pupils)	PTM and PTE (new joiners only)	PTM and PTE (new joiners only)	PTM and PTE (new joiners only)	PTM and PTE (new joiners only)	PTM and PTE (new joiners only)
	Phonics Tracker Assessment	Phonics Tracker Assessment				
			CAT 4 (all pupils)	CAT 4 (new joiners only)	CAT 4 (all pupils)	CAT 4 (new joiners only)
	Independent Writing	Independent Writing	Independent Writing	Independent Writing	Independent Writing	Independent Writing
October	NGRT NGST	NGRT NGST	NGRT NGST	NGRT NGST	NGRT NGST	NGRT NGST
December	Maths Term 1	Maths Term 1	Maths Term 1	Maths Term 1	Maths Term 1	Maths Term 1
February	NGRT	NGRT	NGRT	NGRT	NGRT	NGRT

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	NGST	NGST	NGST	NGST	NGST	NGST
March	Maths Term 2	Maths Term 2	Maths Term 2	Maths Term 2	Maths Term 2	Maths Term 2
May	NGRT NGST	NGRT NGST	NGRT NGST	NGRT NGST	NGRT NGST	NGRT NGST
June	PTM and PTE (all pupils)	PTM and PTE (all pupils)	PTM and PTE (all pupils)	PTM and PTE (all pupils)	PTM and PTE (all pupils)	PTM and PTE (all pupils)
	Independent Writing	Independent Writing	Independent Writing	Independent Writing	Independent Writing	Independent Writing
	Maths Term 3	Maths Term 3	Maths Term 3	Maths Term 3	Maths Term 3	Maths Term 3

Further information can be found in the Assessment, Recording and Reporting Policy.

Tracking Pupil Progress

Assessment scores are collated on a Tracking Spreadsheet which is used to track the performance of the pupils in their form against national norms and the rest of the cohort. Each term form teachers analyse the current day to day performance of each pupil against their assessment scores and use a RAG rating and comment to indicate whether the pupil is on track or causing concern. This takes place as part of a Pupil Progress meeting with the Head of Prep and SENCo in the Autumn and Spring Terms and as a final analysis alongside the end of year assessments in the Summer term. Action taken as a result of these meetings may include keeping a pupil on watch, providing additional learning support or greater challenge, screening for a specific learning difficulty or initiating pastoral support.

Parents are kept informed of their daughter's progress through parents' evening meetings, an interim report and a full end of year report. From Year 1 each pupil's attainment in English and Maths is graded

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using a set of Key Performance Indicators which demonstrate age related expectations in these areas. These are reported to parents twice yearly as part of the written reports.

Beyond the Curriculum

There are a number of events and activities throughout the year which provide pupils with an opportunity to extend their learning and be inspired. These include Butterfly or Qualities Days where the girls work in houses on challenges and Winter Arts Festival where a week of inspirational creative arts activities are planned for each year group. An extensive programme of extra-curricular activities, run before and after school, as well as at lunchtime each week. Many of these are delivered by the Prep School staff but a number of external providers run clubs as well.

Curriculum in the Senior School

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In addition to the above, certain departmental information can be found centrally (e.g. timetables on SIMS, Year group data on Senior Drive).

The curriculum in the Senior School is broad and well balanced. Girls study a core curriculum until the end of Year 9 that includes Art and Textiles, Computer Science, Drama, DT, English, Geography, History, Latin, two modern foreign languages (French and either Spanish or German), Music, PE, Mathematics, RS, and Science. They then follow individual programmes of study resulting in 9 or 10 GCSEs. Girls are encouraged to develop their love of learning, to explore new ideas, to think critically and creatively and to take an informed interest in the world around them.

All pupils/students are provided with their own device (iPad/Chromebook) and encouraged to access the curriculum on a digitally independent basis where appropriate; digital learning is embedded in the curriculum, both through compulsory Computing lessons in KS3 and the option of Computer Science at GCSE and A level, but all through the delivery of all subject areas. **Google Classroom** is our chosen means of digital workflow at Norwich High School for girls and it is the responsibility of all teaching staff to ensure that this system operates as consistently and efficiently as possible. Expectations for staff regarding Workflow on Google Classroom can be found [here](#) (for internal use only).

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Issues of learning and teaching are high on the professional agenda of the school and staff are regularly involved in discussions about such issues - on curriculum development, assessment, homework and the provision for individual needs - through whole school, Teaching and Learning Community sessions, Heads of Department and departmental meetings. We aim to use a wide range of teaching styles and methods. Heads of Department take responsibility for the management and monitoring of learning and teaching in their areas, and members of the SLT take responsibility for monitoring and evaluating learning and teaching overall and the curriculum through the line management system and Quality Assurance programme.

Quality assurance is led by SLT members; it includes a systematic departmental programme of lesson observations (potentially with a specific focus) of each member of teaching staff, work scrutiny, pupil panels, pupil survey, and a feedback session to each HoD. HoDs are then responsible for taking observations and potential areas of focus back to their team for development and inclusion in departmental development plans.

Teaching and Learning objectives are supported by the school INSET programme which is resourced by the **Walkthrus package**; this comprises visual step-by-step guides to essential teaching techniques designed by Tom Sherrington and Oliver Caviglioli.

Learning and teaching is supported by a well-resourced Library in the Senior School and a well-qualified librarian.

Year 7 (Upper Three)

A significant number of girls start the school at age 11 and join girls transferring from the Prep School. In order to facilitate integration of the new girls into the school, we divide the cohort into forms in which the proportions from the Prep School and from feeder schools are balanced. They remain in these form groupings until the end of Year 8. There is a member of staff with pastoral responsibility for Year 7 girls in addition to the form tutors and Head of Year. They look after their welfare as well as monitoring their academic performance.

The Year 7 girls are taught as a form for most of their curriculum while in Year 7. This is to help them transition from KS2 to KS3.

The Year 7 curriculum comprises of:

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English, Drama, Mathematics, Biology, Chemistry, Physics, French, Geography, History, RE, PE, Art, Music, Latin, Design Technology, Computing and PSHE. Art, DT and Drama are taught in a carousel, each subject delivering a project over a 10-11 week period. Learning support is offered to those girls who need or request it following assessments in the first half term. This support is tailored to the individual and can take the form of anything from short targeted support outside of lesson times, either individually or in small groups, to girls being withdrawn from subjects (often Classics or French) to allow for more substantial levels of support.

Girls are not taught as form groups in Mathematics, this allows for greater flexibility in grouping the girls according to the needs of the cohort and the topic area being studied. Groupings in Mathematics are designed to be true mixed ability.

Year 8 (Lower Four)

Girls continue to be taught in form groups for the majority of their subjects. The groupings in Mathematics continue. A choice of German or Spanish is offered as a second modern foreign language, in addition to French. Those girls who are advised against beginning a second modern foreign language are given learning support in a small group. This is supported by specialist teaching in Maths, Science and a session from the language assistant to ensure that the girls are able to rejoin their peers in either Spanish or German in Year 9 should the support no longer be required.

Year 9 (Upper Four)

The curriculum has the same basic structure as in Year 8. New form groupings are arranged as new girls start the school at the beginning of Year 9.

The timetabled time for each subject throughout KS3 is given in the table below:

Subject	Year 7 (minutes per fortnight)	Year 8 (minutes per fortnight)	Year 9 (minutes per fortnight)
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Art	250 (for 10 week carousel)	50	150
Biology	150	150	150
Chemistry	150	150	150
Computing	100	100	100
DT	250 (for 10 week carousel)	100	100
Drama	250 (for 10 week carousel)	100	100
English	350	300	300
French	300	200	200
Geography	150	150	150
German/Spanish		250	200
History	150	150	150
Latin	150	150	150
Maths	400	300	300
Music	100	100	100
Physics	150	150	150
PE	300	300	300

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PSHE	50	50	50
RS	150	150	150

Years 10 and 11 (Lower and Upper Five)

Form tutors stay with their forms throughout Years 10 and 11 to ensure consistency. The Head of PSHE coordinates the 10 and 11 PSHE programme in discussion with Heads of Year; this is delivered by withdrawing the girls from their normal timetable for afternoon/morning sessions.

The Year 11 students are able to make use of their own Common Room at break and lunch times, as well as being able to access quiet study space (The Hub / Library) nearby.

The core curriculum consists of:

Mathematics leading to the IGCSE. Girls are also given the opportunity to take the Further Maths IGCSE.

All girls study Biology, Chemistry and Physics either through the Triple (each Science being taught separately and leading to three separate GCSE qualifications) or Combined (leading to two GCSEs) route.

English IGCSE is taught in form groupings in Years 10 and 11 leading to IGCSEs in English Language and Literature.

Girls generally study at least one modern foreign language; French, Spanish or German IGCSE. This is delivered through the option groupings. Exceptions to this are made for those girls with SpLD, as appropriate.

GCSE option subjects:

Girls study 9 or 10 GCSE subjects and can choose three, four or five subjects from the following list (depending on whether they have opted for double or triple science):

German, French, Spanish, Design Technology, Geography, History, PE, Drama, Textiles, Art, Latin, RS, Classical Civilisation, Music, Computing. There are no option blocks from which the girls have to choose, they have a free choice of subjects which we aim to honour.

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PSHEE is delivered within the programme of assemblies and theme days/half days.

Timetabled time throughout KS4 is as follows:

Subject	Year 10 (minutes per fortnight)	Year 11 (minutes per fortnight)
English	350	450
Maths	350	400
Option Blocks	300	300
PE	200	200
Option blocks for each Science and MFL	300	250

Years 12 and 13 (Lower and Upper Sixth)

Several new students join the school and there are new form groupings for the two years in the Sixth Form. Form groups are vertical and consist of a mix of Year 12 and Year 13 students. The tutor stays with their group throughout their two years in the Sixth Form where possible. The Director of Sixth Form and Assistant Head of Sixth Form plan the PSHE programme, which is delivered by withdrawing the girls from their normal timetable for an afternoon/morning, usually undertaken on Activities afternoons so as not to disrupt academic learning time.

Girls choose three or four subjects to study at A Level although this may vary on an individual basis.

The curriculum programme is designed to meet the needs of all of our Sixth Formers, offering them a free choice of subjects, from which to choose their options, which now includes BTECs in Sport and Drama and Theatre.

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We ensure breadth in the curriculum through the Extended Project Qualification in Year 12. All students are expected to attend the taught skills programme - students are encouraged but not obliged to complete the EPQ.

All students do an afternoon of PE a week. A wide range of sporting and fitness activities is offered. In addition students in Year 12 have one afternoon of Activities a week during which they have a variety of active, creative and service options from which to choose.

Students follow the A Level Mindset programme which is embedded into Tutor time (twice a week) and Sixth Form Assemblies (once a week).

The subjects offered at A Level are:

Art, Biology, Business, Chemistry, Classical Civilisation, Computing, Design Technology, Drama and Theatre BTEC/ A Level, Economics, English Literature, French, Further Mathematics, Geography, German, Government and Politics, History, Latin, Mathematics, Music, Philosophy and Ethics, Physics, Psychology, Spanish, Sport BTEC/PE A Level and Textiles.

Students opting to study Further Mathematics and Mathematics are taught the two subjects together as two A Level options. All other subjects are taught in 12 periods a fortnight in Year 12 and 13 periods a fortnight during Year 13.

Timetabled time throughout KS5 is as follows:

Subject	Year 12 (minutes per fortnight)	Year 13 (minutes per fortnight)
Option blocks	600	650
PE	200	200
Activities	200	n/a

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EPQ	200	n/a
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Provision of Learning Support

Learning support is on a withdrawal system in which girls attend lessons with the SENDCo, or a learning support assistant, rather than their subject teachers. Where possible, learning support sessions are scheduled on a rotation basis so that the girl does not miss the same subject lesson every week. Assistance is also provided by a team of pastoral mentors who are assigned mentees to help them with organisation, study skills and other needs on an individual basis.

Independent Study/Learning

In line with the school's focus on ACTIVE learning, we advocate all pupils and students taking a proactive approach towards independent study which encourages them to learn beyond the classroom.

HoDs are responsible for ensuring that subject areas on Google Classroom allow students to access appropriate tasks in terms of instructions, guidance and resources. The emphasis is very much that independent tasks are an opportunity to complete work, research, preparation (e.g. flipped learning, revision) and consolidation.

Independent Study is directed and suggested with pupil well-being in mind - deadlines are to be realistic and achievable. Further guidance and suggested time allocations can be found on the school Independent Study policy.

Assessment and Feedback

The school's assessment framework aims to demonstrate achievement and progress whilst remaining sensitive to a supportive and productive learning environment for all.

Regular formative and summative assessment across skills and knowledge - could include:

- end of module/unit testing
- end of year exams

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- knowledge tests
- verbal feedback (e.g. mote)
- written feedback
- peer and self-assessment

The tables below outline how and when the Senior School measures and captures individual pupil academic performance and the respective data on a baseline and subject level each academic year.

Key Stage 3

Year(s)	Baseline data / assessment	Autumn	Spring	Summer
7, 8, 9	MidYIS September of Yr 7 (or Year 8/9 if new to the school) (Mathematics, literacy, developed ability)	Subject tracking (grade and percentage) November (Subject assessment of knowledge and skills)	Subject tracking (grade and percentage) March (Subject assessment of knowledge and skills)	End of Year internal examinations in all subjects (attainment grade and percentage)

Key Stage 4

Year(s)	Baseline data / assessment	Autumn	Spring	Summer
10	MidYIS September of Year 7 entry (Mathematics, literacy, developed ability)	Subject tracking (grade and percentage) November (Subject assessment of knowledge and skills)	Subject tracking (grade and percentage) March (Subject assessment of knowledge and skills)	End of Year internal examinations in all subjects based on I/GCSE material (grade and percentage)
11	MidYIS September of Year 7 entry	Mock examinations November (Mock grade (9-1) awarded against I/GCSE criteria)		Final public I/GCSE examinations

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	(Mathematics, literacy, developed ability)		
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Key Stage 5

Year(s)	Baseline data / assessment	Autumn	Spring	Summer
12	ALIS September of Year 12 (Value-added from GCSE benchmark)	Subject tracking (grade and percentage) November (Subject assessment of knowledge and skills)	Subject tracking (grade and percentage) March (Subject assessment of knowledge and skills)	End of Year internal examinations in all subjects based on A Level/AS papers (grade and percentage)
13	ALIS September of previous Year 12 (Value-added from GCSE benchmark)	Mock examinations January (Mock grade awarded against A level criteria)		Final public A level examinations

Tracking of pupil progress

With the exception of Years 11 and 13, who are sitting external public examinations, the progress of pupils is measured formally three times a year (see above) through subject assessments. This regular formal tracking ensures that departments are in a position to inform planning, evaluate programmes of study and teaching strategies. In addition to these more summative assessments (end of unit/module), individual subject teachers perform more formative ongoing data collection of pupil performance.

Formal assessment data is a percentage score for each student in each subject which is then standardised against scores for the whole cohort to give an indication of subject attainment relative to peers (and potentially expected attainment on a departmental historical basis). Students are also given an overall

Departmental Expectations: documentation and planning

All academic departments maintain a curriculum drive (Google) which covers the following aspects of departmental practice and provision listed below. HoDs are responsible for reviewing and updating subject drives in discussion with their line-manager. Heads of subject are expected to make active use of their drives to share and promote curriculum planning and the impacts thereof.

Departmental (subject) drives contain, among other items:

- Departmental Development Plans (updated annually - linked to the school development plan in Senior HoDs Drive)
- Departmental agendas and minutes
- Examination results and performance review/analysis
- Health and Safety documentation (Annual SEFs and risk assessments)
- Departmental policy on marking, assessment and feedback
- Subject assessment and tracking data
- Quality Assurance Records
- Year group course content documentation for parents/website
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standardised score to indicate summary attainment across all of their subjects. When this score is then measured against their baseline data, there is an indication of attainment relative to ability, and as this is tracked throughout the year, there is evidence of progress relative to previous assessment points. This is entered onto each [cohort's data folder](#), which includes baseline data, baseline rankings, progress report information (subject attainment grades, subject approach levels) and cause for concern information for the purposes of comparison, evaluation of progress and the need for intervention.

Additional pupil performance measuring (for reporting)

In addition to the subject based quantitative pupil performance data provided by formal departmental assessment, each pupil receives a full written report on all of their subjects once a year, including evaluation of their knowledge and skills. All pupils (except Years 11 and 13) receive a summer grade card detailing their end of year summer examination performance and every year group receives interim Progress Grade Reports which measure attainment and approach. [Attainment](#) and [Approach](#) descriptors assist teachers and parents to evaluate the students' performance in any given subject area; they are related to the **ACTIVE** approach, the school's model for encouraging increased meta-cognition on the part of the students.

Years 11 and 13 (Examination and review of pupil performance)

As well as ongoing teacher assessment and mock examinations, pupil performance in these year groups is measured ultimately through public examinations. To this end pupil performance is tracked through the examination course against I/GCSE (set in the Spring of Year 10) and A level 'forecast grades' (set in the Spring of Year 12) respectively. Subject-teacher generated 'forecast grades' take the format of a lower and higher grade which are regularly reviewed and amended in the light of pupil performance.

All subject areas undertake an annual formal pupil performance review process in the form of an Autumn examination review. Pupil performance in public examinations is measured and reviewed against baseline data from external testing (MidYIS/ALIS scores/predictions) and against teacher predictions based on typical school learning factors (assessment, classwork, homework etc). It will also include retrospective analysis of examination results against previous cohorts and when available individual and departmental performance is measured using value-added data from CEM and also the GDST in-house data analysis tool [GDST Inform](#) (for use within GDST only).

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Extra-Curricular Provision

Our girls benefit from an extensive programme of extra-curricular and super-curricular activities. Clubs are run throughout the school in early morning sessions as well as at lunchtime and after school offering opportunities for sport, music and drama. Pupils in the Senior school are encouraged to attend a lunchtime society once a week; departments and subject teachers offer lower school and upper school Societies to extend learning opportunities beyond the confines of the examination specification and encourage a love of learning and scholarship.

In the Lower Sixth (Year 12) students follow a programme of Activities one afternoon a week. This programme has three strands: Academic, Service and Active. The students choose two activities a year with options ranging from conservation on Mousehold Heath, volunteering at Hartford Manor (a local school for children from 3 to 18 years with complex needs), rowing, to learning to cook.

The super-curriculum is enhanced in KS4 and 5 by the SIX+ lunchtime lecture series held on Wednesday lunchtimes and open to the whole of the Upper Fifth (Year 11) and Sixth form (Years 12 and 13).

PSHE

Personal, Social, Health and Economic education is delivered by the Heads of Year under the supervision of the Head of PSHE. It is taught within the timetable in one lesson a fortnight for Years 7 and 8. Year 9, KS4 and 5 have their PSHE in an afternoon or morning release from the timetable once a half term. The programmes of study are coordinated by the Head of PSHE, Heads of Year and Director of 6th Form to ensure a clear progression between the years. Each year includes an element of careers education and use of the Kudos programme. Further details can be found in the PSHE policy.

Careers

Careers is delivered within tutor time by the Head of Careers and a structure exists by which there is one Careers Week each half-term per Year with specific focuses. Increasingly, this is linked with the Prep school.

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Pupils use UniFrog as a platform to explore Careers and Universities and Apprenticeships. Careers talks and SIX+ Lectures as well as GDST sessions and conferences are in place to support the programme informally. There is more detail contained in the Careers policy. All pupils in year 10 and year 12 will take part in Work Experience in the summer term/ summer holidays. This is overseen by the Head of Careers and facilitated through UniFrog.