



SENIOR SCHOOL CURRICULUM POLICY

Royal Russell is an inclusive school which provides a high quality academic education for our girls and boys. We seek to develop the best of our pupils, staff and families within a vibrant community; one which cares and shows mutual respect for all and celebrates the success of each individual as part of the whole.

All members of the School community are encouraged to give of their best and to share their talents with, and for, others. The School motto, *non sibi sed omnibus*, fosters the true meaning of identity and self and challenges us to acknowledge our responsibilities and duties to the communities to which we belong; locally, nationally and internationally.

Our Values

- We nurture pupils' intellectual, social, physical, creative, cultural and moral development, encouraging an enjoyment of learning and the pursuit of academic excellence within a safe and stimulating learning environment
- We offer pupils a broad curriculum and co-curricular programme, for acquiring knowledge, skills and attitudes in preparation for a fulfilling and successful future
- We promote spiritual and moral values through Christian principles, emphasising honesty, integrity, generosity and a respect for other people and the environment
- We enhance pupils' self-awareness and self-confidence, enabling them to develop their leadership skills; to value their own and others' efforts and achievements and to develop a sense of care and responsibility for the School community and for wider society

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1. Curriculum Policy summary:

This document sets out the aims, arrangements and procedures for the taught curriculum in the Senior School, Years 7-13.

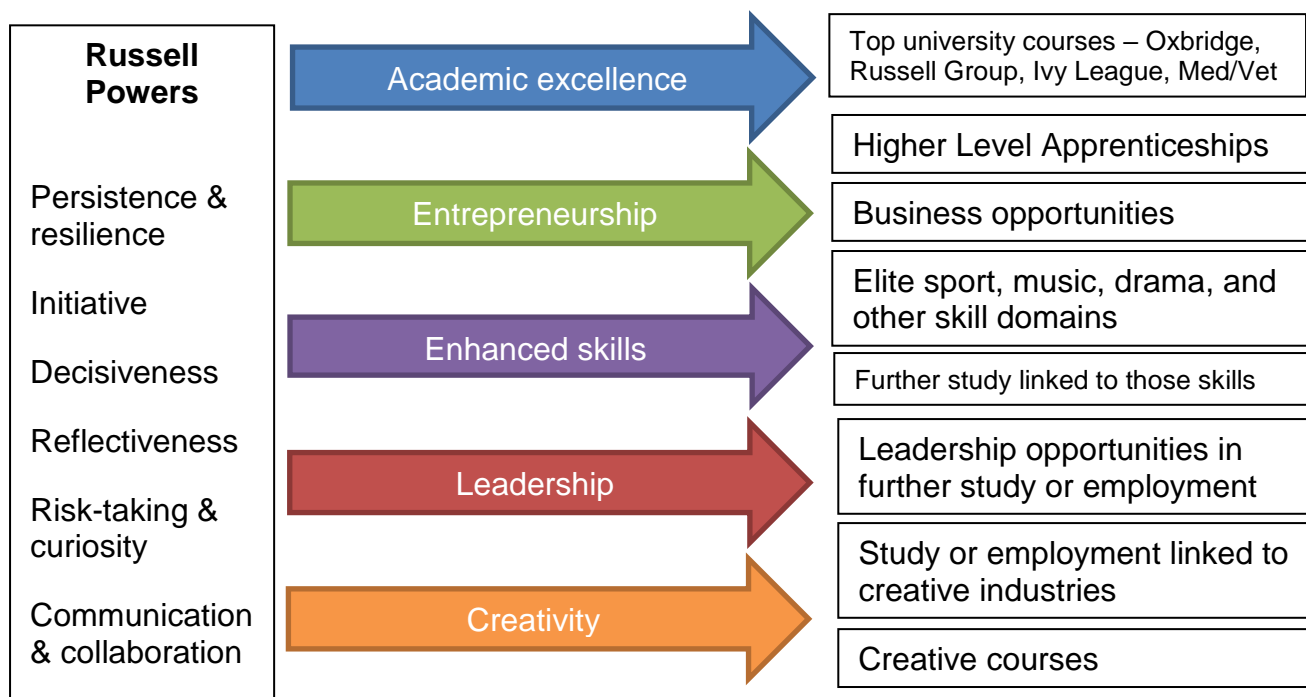
The Senior School is a selective, co-educational, socially & ethnically diverse Day & Boarding school. It has strong links with the Junior School, offering a curriculum which builds upon the all-round education pupils receive there. Whilst taking a Whole School approach, the broad and balanced curriculum offered in the Senior School is designed to be accessible to all pupils who enter the Senior School, including our most common external entry points at Year 7, 9, 10 and 12.

2. Pathways:

Building on the Junior School's Russell Powers, the Senior School curriculum is based around five key pathways for student progression:

1. Academic excellence – the attainment of top academic grades which ultimately lead to elite university destinations
2. Entrepreneurship - providing opportunities for enterprise, financial awareness, and exposure to the business community to support this
3. Enhanced skills – whether in sport, music, drama, media, programming, or any of a dozen other fields, supporting our students to hone the key skills which will enable them to succeed in their chosen field
4. Leadership – giving students the opportunity to develop leadership attributes within a supportive school environment, including via MUN and CCF in the upper Senior School
5. Creativity – enabling students to be inventive, to experiment, to adapt and to be original, whether in art, literature, or other disciplines

As a school, we value each of these aspirations, and we will support our students in progressing towards one or more of them throughout their time at Royal Russell. Every aspect of our curriculum and our co-curricular programme in some way contributes to this. Our goal is that every student achieves progression in their chosen pathway as they complete their curriculum through Year 7-13.



Each curriculum subject area contributes to the multiple pathways, and elements of the core provision are also embedded. Schemes of work in each area function as living documents, reflecting the ever-changing dynamics of each successive year group, and the ongoing enhancements to curriculum provision in every area. Each subject also develops one or more aspects of students' reasoning and thinking:

Linguistic

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing in English as well as other languages.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological

These skills include the use of programming languages tools (Computer Science); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products (Design Technology & Food Preparation and Nutrition).

Human and social

This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of History, Geography, Business, Economics, Theology and Philosophy make a strong contribution to this area.

Physical

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including Art, Music, Drama, Photography, Media and the study of literature, because they call for personal, imaginative, and often practical, responses.

3. Curriculum outline

The week is divided into 55 periods, including Chapel and Assembly, so there are 53 teaching periods in total. In Years 7-13, these are divided as follows:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1	English	English	English	English	English	Block A	Block A
2	English	English	English	English	English	Block A	Block A
3	English	English	English	English	English	Block A	Block A
4	English	English	English	English	English	Block A	Block A
5	English	English	English	English	English	Block A	Block A
6	English	English	English	English	English	Block A	Block A
7	English	Maths	Maths	English	English	Block A	Block A
8	English	Maths	Maths	Maths	English	Block A	Block A
9	Maths	Maths	Maths	Maths	Maths	Block A	Block A
10	Maths	Maths	Maths	Maths	Maths	Block A	Block A
11	Maths	Maths	Maths	Maths	Maths	Block A	Block A study
12	Maths	Maths	Maths	Maths	Maths	Block A	Block A study
13	Maths	Biology	Maths	Maths	Maths	Block B	Block B
14	Maths	Biology	Biology	Maths	Maths	Block B	Block B
15	Science	Chemistry	Biology	Biology	Maths	Block B	Block B
16	Science	Chemistry	Chemistry	Biology	Maths	Block B	Block B
17	Science	Physics	Chemistry	Biology	Biology	Block B	Block B
18	Science	Physics	Physics	Biology	Biology	Block B	Block B
19	Science	French	Physics	Chemistry	Biology	Block B	Block B
20	Science	French	French	Chemistry	Biology	Block B	Block B
21	French	French	French	Chemistry	Chemistry	Block B	Block B
22	French	French	French	Chemistry	Chemistry	Block B	Block B
23	French	Spanish	French	Physics	Chemistry	Block B	Block B study
24	French	Spanish	Spanish	Physics	Chemistry	Block B	Block B study
25	Spanish	Spanish	Spanish	Physics	Physics	Block C	Block C
26	Spanish	Spanish	Spanish	Physics	Physics	Block C	Block C

27	Spanish	History	Spanish	MFL	Physics	Block C	Block C
28	Spanish	History	History	MFL	Physics	Block C	Block C
29	History	Geography	History	MFL	MFL	Block C	Block C
30	History	Geography	History	MFL	MFL	Block C	Block C
31	History	Geography	Geography	MFL	MFL	Block C	Block C
32	Geography	TP	Geography	Option A	MFL	Block C	Block C
33	Geography	TP	Geography	Option A	MFL	Block C	Block C
34	TP	TP	TP	Option A	MFL	Block C	Block C
35	TP	Computing	TP	Option A	Option A	Block C	Block C study
36	Computing	Computing	TP	Option A	Option A	Block C	Block C study
37	Computing	Computing	Computing	Option A	Option A	Block D	Block D
38	DT	DT	Computing	Option B	Option A	Block D	Block D
39	DT	DT	Computing	Option B	Option A	Block D	Block D
40	DT/FPN	DT/FPN	DT/FPN	Option B	Option B	Block D	Block D
41	FPN	FPN	DT/FPN	Option B	Option B	Block D	Block D
42	FPN	FPN	DT/FPN	Option B	Option B	Block D	Block D
43	Drama	Drama Drama/ Music	Drama Drama/ Music	Option B	Option B	Block D	Block D
44	Drama/Music	Music	Music	Option C	Option B	Block D	Block D
45	Music	Music	Music	Option C	Option C	Block D	Block D
46	Art	Art	Art	Option C	Option C	Block D	Block D
47	Art	Art	Art	Option C	Option C	Block D	Block D study
48	Core PE	Core PE	Core PE	Option C	Option C	Block D	Block D study
49	Core PE	Core PE	Core PE	Option C	Option C	Speaker programme	Speaker programme
50	Games	Games	Games	Games	Games	Games	Games
51	Games	Games	Games	Games	Games	Games	Games
52	Games	Games	Games	Games	Games	Games	Games
53	Games	Games	Games	Games	Games	Games	Games

There are some additional details on this:

German:

Students who join the school in Year 9 will study German and French, rather than Spanish and French.

EAL:

For students who have English as an Additional Language, they will receive EAL lessons instead of French in Year 7-9 (or in some situations in Years 7-9, instead of Spanish), and instead of either MFL or one of the Option blocks in Year 10-11.

In Year 12, all students without a GCSE in English will study the IELTS course in one of their curriculum blocks. They will study this at least until examination in May of Year 12. Providing they achieve a suitable grade for their intended university destinations, they may then stop studying EAL formally. For those students who need to re-sit, we will run an IELTS course in Year 13.

Single Languages:

In each of Year 7-9, a small group may run which comprises students studying only one language (French or Spanish), with 6 periods of that language supplemented by 2 additional periods of English/Literacy support.

Learning support:

Students who receive additional Learning Support tuition will replace one period in the week with Learning Support lessons, for the duration of the academic year. These can take place during any of the main teaching periods, so this will vary year-to-year.

4. Gifted & Talented, including the Scholars' programme

Royal Russell School has developed its own programme for high achievers which seeks to afford opportunity for stretching, challenging and developing all of our pupils. As such, the extensive list of activities/societies/events is designed to be open to all of our pupils, but there are specific elements of this which are targeted at the academic scholars in each section of the school.

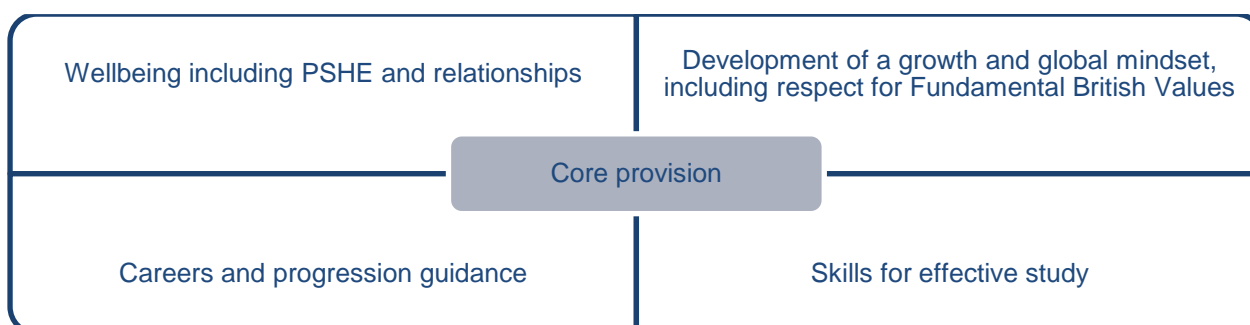
A list of those pupils who are recognised as being a particularly high achiever in one or more area(s) of the curriculum is compiled by the Director of Academic Performance. This list is made available to members of staff in order to set challenging work and targets for them.

The performance of these pupils is tracked – as is that of all of our pupils – as they progress through the school.

(For detailed information relating to relevant procedures within the school, please refer to the RRS High Achievers Policy).

5. Core provision:

The pathways are also underpinned by a core provision which is common to all students:



The main contributors to the core provision are the curriculum subject areas. However, there are a number of other areas which contribute:

The Tutor Programme

Tutorial programmes for each year group are coordinated by the Heads of Year, with a view to both the general requirements (the PSHE framework, the statutory guidance on careers), and the specific needs of each year group. Materials for this are delivered by tutors, supported by Housemasters and Housemistresses.

Chapel and Assembly

Weekly Chapel services and Assemblies, both whole-school and year group-specific, also contribute to the provision of elements of the core provision.

Student Voice

Fundamental British Values are also reinforced through student voice opportunities – formal elected mechanisms such as the Student Council, and the Charity, Food and Environment committees.

Committees play an integral role in fostering respect for democracy and tolerance for the views of others. Additional systems such as focus groups, student surveys, interviews and feedback routes also help to enhance this.

Challenge Days

In addition to the weekly tutor programme, at least once per year there will be a 'Challenge Day', based around the pathways and core provision, and complementing the provision in the tutor programme. These days are composed of longer-running sessions on themes such as relationships, wellbeing and study skills, which cannot be easily fitted into the tutor programme.

The Library

The School Library is housed on two floors and provides a calm, quiet atmosphere in which all of our pupils can work. It is the area where our Sixth Form students undertake silent independent work during Library periods. It is also open at break, lunch and after school to all students, and can be booked by teachers for class visits. There is a very wide range of fiction, non-fiction and reference books, updated regularly after consultation with staff and pupils. In addition, there is a selection of newspapers, magazines and periodicals, as well as a number of computers. The Library Firefly page is the route to access the range of digital resources which the school subscribes to for students. The Library also hosts a great number of exhibitions, displays, talks and competitions.

Additional provision

There are also opportunities for students to engage in other activities, either as a whole year group or part thereof:

Section	Provision	Normal timing
Lower School Y7-8	Year 7 induction	Autumn term
	Resilience workshops	Spring term
Middle School Y9-10	Holocaust Memorial Day	Spring term
	GCSE taster sessions	Spring term
	Study skills (Elevate)	Spring term
Upper School Y11-13	Sixth Form taster sessions	Autumn term

	Study skills (Maximise) Sixth Form induction University Preparation Week Peer mentoring programme	Spring term Autumn term Summer term Spring term
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Sixth Form provision

Sixth Form students receive fortnightly Careers sessions, and Year 12 have the weekly Sixth Form Speaker Programme. Sixth Form students also have access to the regular Sixth Form lectures, given by elite university applicants.

One-off events

The Careers Fair and other careers events, awareness events around specific aspects of wellbeing and PSHE, sessions led by the Medical Centre team and other one-off Library talks all contribute to the core provision.

6. Setting and Banding

Whilst being a selective school, Royal Russell Senior School does have a wide range of academic ability. Each pupil is valued as an individual and for the contribution he or she brings to our community. Academic progress and achievement are both highly prized and sought after, although both are viewed in relation to the individual pupil. Every effort is made to bring the best out of each of our pupils.

The vast majority of teaching is done to classes of mixed ability. The only subjects which use setting are Mathematics, Science and Modern Foreign Languages.

Science operates some form of setting from Year 9, with pupils following an IGCSE foundation / preparation course. Pupils have exams in each of the three Sciences in the summer of Year 9, the results of which will determine the setting for Years 10 & 11. Pupils will then be eligible for either IGCSE in all three Sciences (in one of the Option blocks), the Dual Award (worth 2 GCSEs), or in a select few cases, the Single Award in Science.

In English, from Year 10, pupils follow the GCSE or iGCSE Language and Literature courses. Mixed ability groups are supported by one or two smaller lower ability sets, and a small number may focus on Language only in Year 11. A small set comprised of EAL students sits English Language IGCSE only as well as being prepared for the IGCSE English as a Second Language qualification.

In Mathematics, from Year 7 students will be placed into ability-based sets, dependent on their performance during the course of study. This will be reviewed regularly by the Maths department. Some sets in Year 11 may be entered in January for the IGCSE papers, again dependent on their performance during the course.

7. The Curriculum Assistance Programme (CAP)

CAP is provided within the curriculum upon parental request and / or teacher recommendation from specific subject areas when students have opted for a reduced

curriculum either by withdrawing from a particular subject area, more often a Modern Foreign Language, or a GCSE option block. It is available in exceptional cases from Year 8, but more commonly in Years 9-11.

CAP occurs in small groups, sometimes of mixed Year Groups, where the teacher provides suitable differentiated activities / tasks to support their learning in the targeted subject areas.

Initial activities in the first few weeks cover:

- Student self-assessment of strengths and weaknesses by subject, by skills, etc.
- Know your current Mindset (and how to change it if you need to)
- Know your preferred learning style(s) (and how to develop others)

Other activities will aim to

- Consolidate and increase subject specific knowledge and understanding
- Develop appropriate generic and subject specific skills
- Improve literacy and numeracy
- Develop the use of technical language
- Encourage the regular use of study skills
- Develop the use of independent research skills
- Encourage application
- Support students in the completion of homework and coursework
- Build confidence and self esteem

Time is increasingly provided for students to complete assignments in their main curriculum subjects with the CAP teacher present and available to offer any assistance required.

The CAP teacher will continue to monitor progress, liaise with subject staff and feedback to parents and students as necessary throughout the academic year.

Students who wish to transfer to CAP will be assessed at a referral panel on a half termly basis.

8. GCSE

The choice of syllabus in Year 10 and 11, including between GCSE and the equal-value (International) IGCSE, is determined by the Head of Department in consultation with the Senior School Management Team.

Pupils and parents attend IGCSE/GCSE Awareness Evening in early January, designed to offer information and guidance with respect to the options process, both how it works and what the implications of any choices may be. Pupils would have experienced an internally delivered seminar on this topic in December and been given the accompanying GCSE options booklet, which is also made available on the Parental Portal at this point in time. In early February a subject Parents' Evening occurs, with focus being placed upon the options being considered for the following year.

Pupils in Years 9 sit their internal exams in the week immediately after the summer half term. An Exam Report is subsequently issued to parents which carries details of performance as well as clear guidance on how to address any specific issues.

The curriculum at KS4 is designed to offer a balanced choice of subjects for our pupils to study. There are option subjects affording the opportunity for each pupil to follow his/her particular interests and expertise with a view to a greater degree of specialisation in the Sixth

Form. Clear guidance and advice will be given by their teachers, and the decision will be reached in consultation with parents/guardian.

The vast majority of our students take 9 GCSEs/IGCSEs:

The core subjects are: Maths; English Language; English Literature; Science IGCSE Dual Award (in some cases Single Award)

All students then choose a Modern Foreign Language: French; Spanish; German or Japanese (if studied before); or EAL if required.

Students also take part in the Games programme, at Intermediate level in Year 10, and Senior level in Year 11, as outlined in the section below on Sixth Form curriculum.

Students then have a free choice of three further subjects:

Art and Design	Food Preparation and Nutrition	Media Studies
Business	French	Music
Computing	Geography	Religious Studies
Design and Technology	German	Physical Education
Drama	History	Spanish

Those who have expressed an interest in Triple Science and who meet the grade threshold (typically A grades in all three Sciences in the end of Year 9 assessments) will be given the option to replace one of the above with Triple Science.

EAL students sit IGCSE English as a Second Language. This is fully accepted by all universities and is specifically designed for overseas students. Such qualifications, however, will not appear in League Tables published by the government.

Students in Year 10 have a week of internal exams immediately after the summer half term. Papers, typically, are in the style of the specific IGCSE/GCSE, but often are a reduced version in terms of content and / or time. If a student underperforms in these exams, he/she will face resit exams prior to the start of the following academic year.

These Year 10 exams and the resits of them are also used to confirm if any students will move from Dual Award to Single Award Science.

Students in Year 11 sit Trial Exams before the Christmas break. These seek to replicate the form and structure of the final IGCSE/GCSE and are undertaken in a formal exam hall setting. The results of these exams are conveyed to parents and each member of Year 11 has an interview with a member of the Senior School Management Team, or the Head of Year 11, to discuss his/her performance and determine strategies to address any situations. A Parents' Evening is placed straight after these interviews to allow discussion of subject performance between student, parent and teacher.

9. Sixth Form

Course offerings and syllabus choices at Sixth Form are, again, determined by the Head of Department in consultation with the Senior School Management Team.

Students embark upon an induction course during the first week of the new academic year. This is specifically designed to allow the students to appreciate the differences of studying at this level. It has a strong emphasis placed upon the importance of academic success, whilst making Year 12 students aware of what is expected of them as senior members of the school. To this end, it creates a strong community feel which reinforces the ethos contained within 'Our Values'.

In Year 12, students study 3 or 4 subjects. Students from overseas who do not have a grade 5 at GCSE or IGCSE English will study the IELTS (International English Language Testing System) course as part of their programme. Entry requirements are given below the option blocks.

Twelve periods are designated to the study of each subject; ten in Year 13 with the addition of two 'subject studies' periods which may be supervised by the relevant department. In addition, there are four periods of Games and the Speaker Programme. All Year 12 and 13 students follow a fortnightly rotation of Careers lessons with the Sixth Form team, when work will begin on the UCAS application process. Students' other periods will be allocated to the Library for silent study, or left free for use in the Library or Drapers' Café. The intention of this structure of the Sixth Form curriculum is to provide students with greater opportunity for reflection and independence, in preparation for further study and life in the workplace.

Games is compulsory for those in Years 11, 12 & 13. School Team fixtures are played in football; netball; hockey; basketball; athletics and cricket at each age level throughout the school, and sports in the Upper School continue to be part of House competitions.

Games options for Years 11 – 13:

Autumn & Spring Terms	All Year	Summer Term only
Football (boys)	Badminton	Athletics
Netball (girls)	Basketball	Cricket
Hockey (mixed)	Aerobics & Dance	Rounders
	Strength and conditioning	Softball
	Swimming	Tennis
	Cross country running	

Sixth Form Entry Requirements

General entry requirements:

Our standard entry requirements are 6 B grades or equivalent, including English and Maths. Candidates need to obtain a minimum of 36 points from 6 GCSEs at Grade C/5 or above, according to the table below. These 6 must include English and Maths, and should not include a home language. Alternative qualifications may be considered on a case-by-case basis.

Students who wish to study 4 A levels must achieve at least 5 A*/8 grades overall, including all the relevant subjects they wish to study.

Old grade	New grade/points
	9
A*	8
A	7
B	6
C	5

	Example 1		Example 2		Example 3	
	Grade	Points value	Grade	Points value	Grade	Points value
English	6	6	7	7	C	5
Maths	6	6	7	7	A	7
Subject	B	6	A*	8	A	7
Subject	B	6	B	6	B	6
Subject	B	6	C	5	B	6
Subject	B	6	C	5	B	6
	Total points value	36	Total points value	38	Total points value	37

Subject specific entry requirements:

Subject	Minimum GCSE entry requirements
Art & Design	B in Art
Biology	A in Biology
Business Studies A level	B in Business Studies, B/6 in English Language
Business Studies BTEC	C/5 in English Language and C/5 in Maths
Chemistry	A in Chemistry
Computer Science	B in Computer Science or A in ICT
Design Technology	B in Design Technology
Drama	B/6 in English Language, preferably also B in Drama
Economics	A/7 in Maths, B/6 in English Language
English Literature	B/6 in English Language and B/6 in English Literature
French	B in French
Geography	B in Geography
Politics	B/6 in English Language
History	B in History
Mathematics	A/7 in Mathematics
Further Mathematics	A*/8 in Mathematics
Media Studies	B/6 in English Language
Music	B in Music or Grade 5 in an instrument
Music Technology	C in Music or relevant subject
Photography	B in Art or similar
Physics	A in Physics, must study Maths as well

Psychology	B/6 in English Language and B in Biology
Religious Studies	B/6 in English Language
Spanish	B in Spanish
Sport BTEC	B in Physical Education

All subjects are offered at A level only, except for the Sport and Business Diploma courses, which are offered as the 2 A level equivalent Diploma courses, but may in exceptional cases be offered as Extended Diploma (3 A level equivalent) or Extended Certificate (1 A level equivalent). The EPQ is also offered, which does not have specific entry requirements, but entry to this course will be based on the judgement of the Head of Sixth Form.

In November of Year 12, students sit a 45 or 60 minute formal internal exam (the Ten Week Test) to gauge how well they have adapted to study at this level. The Head of Sixth Form will make any recommendations arising from such exams. Resits for those who are judged by HODs as underperforming occur early in the Spring Term.

After completing the Year 12 exams in the summer of Year 12, students continue with their studies. A week is devoted, off timetable, to UCAS preparation and life skills at university and the outside world.

Year 13 entry requirements:

Students will need to secure a minimum of grade C/Pass in Year 12 exams, which are sat at the start of the Summer Term, in order to continue the course into Year 13. Students who underperformed in the Year 12 exams may also resit papers later in the summer term. In exceptional cases, an AS level or other qualification may be offered as an alternative to the full A level course.

10. Home Languages

Students who are fluent speakers of a language other than English (typically known as their 'home language') may be eligible for support in sitting GCSE and A level qualifications in these languages.

At GCSE:

The languages available for 2019-20 will be:

- Arabic
- Biblical Hebrew
- Chinese (Mandarin and Cantonese)
- Greek
- Gujarati
- Italian
- Japanese
- Persian
- Portuguese
- Russian
- Turkish
- Urdu

Timeline

Year 10 - January	Head of Year 10 will contact all students, asking for an expression of interest in sitting a home language exam
Year 10 - Spring	Exams Office will provide interested students with specifications and practice papers, and register students for exams in the summer of Year 10
Year 10 - Summer	Students will sit their home language GCSE

Some support may be available with access to specific texts or written works; this can be coordinated between the Exams Office and the Library.

At A level:

The languages available for 2019-20 will be:

- Chinese (Mandarin and Cantonese)
- Japanese
- French
- Spanish
- German

*Polish and Russian may be available if suitable preparations can be made

Year 12 - September	Some students may elect to study their home language A level as one of their A level choices – typically one of three alongside IELTS. Teaching of this would typically be 4-6hrs per week, supported by independent study.
Year 12 - January	Following the results of the Ten Week tests, some students may move from one of their three A levels to begin studying their home language A level. At this stage, teaching would be 1-4hrs per week, supported by independent study. This would typically be the case if a U grade is scored in the resit paper of one of their subjects. This will be determined in discussion between the Sixth Form team, the students and their parents.
Year 12 - May	Following the results of the Year 12 exams, and the completion of IELTS exams in May, some students may begin studying their home language A level. At this stage, teaching would be 4-5hrs per week, supported by independent study. This would typically be the case if a D or below is scored in the Year 12 exams in one of their subjects, or if their prospects of successful university application would be enhanced by having an additional A level in their home language. This will be determined in discussion between the Sixth Form team, the students and their parents.
Year 13 – Sept to May	Students who began the study of their home language A level in either September of Y12, January of Y12 or May of Y12 will continue their preparations for the A level exams.
Year 13 - Summer	Students will sit their home language A level.

Year 12 Autumn	Year 12 Spring	Year 12 Summer	Year 13 Autumn	Year 13 Spring	Year 13 Summer
A level subject 1	→	→	→	→	A level subject 1
A level subject 2	→	→	→	→	A level subject 2
A level subject 3	→	→ may continue with 3 rd A level	→	→	A level subject 3
		→ may begin Home Language A level instead	→	→	AND/OR Home language A level
IELTS	→	→ IELTS exam, may begin Home language A level	→	→	AND/OR IELTS

In exceptional cases, students may begin the study of their Home Language A level in the Spring term of Year 12; this will be determined on a range of evidence from their performance in Year 12 Autumn term.

11. Support Classes, clinics and revision classes

Academic Support Classes, for all age groups, run throughout the course of the year. These occur before school, during the lunch break, after school and, for boarders, in the evening. A schedule is posted at the beginning of the academic year and is available on the parent portal.

Each year, an extensive schedule of clinics and revision classes provided by all subjects is compiled and published prior to the end of the Spring Term. It is also available to view on the Parent Portal. These revision classes are designed for those pupils/ students sitting external exams. Classes occur in the Easter break, into the Summer Term and throughout the duration of the external exam season.

12. Co-curricular programme

The Senior School offers a very wide and varied programme of co-curricular/enrichment events. These may be accessed through the House System, Clubs and Societies, School Teams, Trips and official organisations (such as CCF; D of E; MUN, by means of example but not limited to these). All of our pupils are actively encouraged to participate in a wide range of activities which offer both a balance to their academic studies and/or complement those studies.

Table of Co-curricular / Enrichment Activities by subject	
General	<ul style="list-style-type: none"> • MUN for Years 9 to 13 including conferences at RRS, local, Ireland, Netherlands, & Hitachi First High School, Japan • Mini MUN for students in Year 7-8 • Whole school charity events – Vanguard Way (Motor Neurone disease); London Loop (Teens Unite against Cancer) • Various games clubs including Chess and Puzzle Club • House Activities competition including the Quiz Bowl • Bi-annual expedition & project to support education globally • School links with Japan and Uganda & associated fund raising activities • Combined Cadet Force and D of E Award, for Year 9 upwards • IT Rooms available every lunchtime & Mon – Thurs after school • Revision & coursework clubs – subject specific
English (generally for all years)	<ul style="list-style-type: none"> • Theatre Society • Frequent Year/Class group Theatre Trips • School Newspaper • A Level Topic Specific Conferences • Poetry Competition • ‘New Views’ playwright sessions • Shakespeare for Schools festival • Rotary Club Public Speaking
Maths	<ul style="list-style-type: none"> • Participation in external competitions, at all ages, including UK Maths Challenges & UK Team Maths Challenges • Opportunity for able students in Year 9 to attend Royal Institution Master-classes • Bi-annual visit of Cambridge University Roadshow for years 7, 8 & 9 • Annual A level Mathematics conference for Year 12 • Annual House Maths Challenge competitions for Years 7 to 10 • Various in-class projects aimed at using & applying mathematics • ‘My Maths’ website available to all students & parents from school & home
Science	<ul style="list-style-type: none"> • Young Problem Solving Competition for Junior, Intermediate & Senior Levels • Sixth Form Physicists visit to CERN, Geneva • STEM club for all Years • NatSciSoc for students focusing on a Science route at university • Imperial College visit for A Level students • Participation on A Level Chemistry Olympiad • Established link with Oxford Chemistry Department: speakers & visits
Languages	<ul style="list-style-type: none"> • Cultural competitions • Language trips in Years 8,9,10 & Sixth Form including Spanish & French visits to schools • French and Spanish exchange programme for pupils in Years 8 – 10 • Linguistics Olympiad (all years) • Small group lessons taken by “Assistants” • Japanese, Chinese, Russian language classes
Art	<ul style="list-style-type: none"> • Art Club (incl. daily & weekend extra sessions for Year 11 & Sixth Form) • Various Art trips/ visits including Drawing & Photography (South Bank) for Year 11, Tate Gallery trip for Year 10 • Photography sessions • Drawing club
Geography	<ul style="list-style-type: none"> • Various trips including Seaford/Lewes Field trip (Year 7), London Zoo (Year 8), GCSE Field Trip (Years 10 & 11) • Fieldwork Project (Years 12 & 13)

	<ul style="list-style-type: none"> • Geography “Fire & Ice” holidays (for Years 10 to 13) • Conferences for Year 12 & 13 students • A Level residential trip to North Wales & South Devon
RS	<ul style="list-style-type: none"> • Various trips including “Religion & Art” National Gallery visit • Discussion class on philosophy & ethics for Year 11 • Participation in philosophical discussion at Café Philo
Food	<ul style="list-style-type: none"> • Visit to Recipease • Faster Pasta competition • Masterchef/Bake-off competitions
History	<ul style="list-style-type: none"> • Trip to WWI Battlefields in Year 9 • Visits to historic sites in the UK and overseas • Project work across Key Stage 3 including Black Death Project in Year 7, creating Motte & Bailey Castle models in Year 7, First World War trench diaries during Year 9
DT	<ul style="list-style-type: none"> • Design & Technology club for Years 11 to 13 • Lunchtime & after school CAD/CAM computer sessions for all Years • Year 7 Design competition
CS	<ul style="list-style-type: none"> • Lunchtime, before & after-school computer clubs for all Years • Opportunity in Years 12 & 13 to attend BETT Conference
Music (all years)	<ul style="list-style-type: none"> • Choir & Chamber choir (selection of singers) • Barber Shop • School Orchestra, with annual public performances e.g. Croydon Champions Gala Award • Brass group, Jazz Band, Swing Band • Termly concerts and shorter ‘Rush Hour concerts’ • Orchestra & Choir trips, both within UK & International • House Singing Competition • Musician of the Year Competition • Regular lunchtime & evening concerts, e.g. guitarist & drummers concert • Instrumental lessons, singing lessons, theory lessons & exams

Drama (all years)	<ul style="list-style-type: none"> • Annual School play including opportunities to perform, assist back stage, or assist with lighting & sound • Lower School play • Regular theatre trips • Professional productions by outside companies • LAMDA Drama and Musical Theatre lessons offered after school • Annual House Drama Competition
Politics	<ul style="list-style-type: none"> • Parliament visit for Years 12 & 13 • Visiting speakers • Assisting in running Mock elections • Assisting with running the MUN conference
Business & Economics	<ul style="list-style-type: none"> • Conferences for Year 12 & 13 students • Dragon’s Den competition
Media	<ul style="list-style-type: none"> • Assisting in producing the School newspaper • Producing the annual MUN footage & other video projects both internally and at other schools • Media Studies ‘Roscars’ Night • 1853 Productions • Producing & editing the audio-visual material for Royal Russell day
PE	<ul style="list-style-type: none"> • House Tournaments incorporating a range of sports held throughout the year

(all years)	<ul style="list-style-type: none"> • A range of School Teams supported by qualified coaches - see fixtures list & practices • Opportunities to be selected for District & County trials • Annual School Ski trip • Annual school Football, Hockey, Netball, Cricket tours
EAL	<ul style="list-style-type: none"> • Culture Club for overseas students
Library based activities	<ul style="list-style-type: none"> • Annual activities including National Poetry day & World Book Day • A weekly Puzzles & Games club • Visiting speakers • Chinese New Year cultural celebration • Host Public Speaking & Thinking Skills workshops
Learning Support	<ul style="list-style-type: none"> • Touch typing lessons available to all pupils

13. Entrance and transition

i) Year 7

The majority of our pupils join the Senior School in Year 7. The transition from Junior School, be it from Royal Russell Junior School or from outside, is made easier by an induction process which begins in the Summer Term of Year 6. The new Year 7s have a timetabled day at the Senior School, experiencing a variety of lessons in 'new' subjects (Science; FT; DT; Drama etc). Parents join their children in the evening when they can meet and talk to all House Staff.

Once at the school, very close care is given by the House Tutor (average ratio 11 pupils: 1 Tutor) within each of the nine Houses. Great care and attention is paid when placing each pupil into a House in order to create a fair and sensible balance when considering all pupils' interests and expertise. The Head of Year 7 works alongside each of the Houses offering support and guidance to the new students. Senior pupils take responsibility for each of the Year 7 form groups.

ii) Years 9 and 10

A second, smaller entry occurs at Year 9 level. Whilst Form groups have been established, these are readjusted and the newcomers are placed in Forms so as to create a balance between boys and girls, new and established. Choice of Houses is also undertaken very carefully so as to attempt to create a balance of interest and expertise within the Year Group in each House. A still smaller number of pupils join in Year 10, frequently as boarding pupils. Close guidance is given, prior to arrival, on choice of GCSE / IGCSE subjects; aptitude and suitability is then assessed on arrival and subjects determined. A joint effort between the Academic team (Heads of Year and Heads of Department) and Pastoral team (tutors and HOMs) ensures smooth transitions.

iii) Year 12

A significant number of pupils join the Senior School in Year 12, both day and boarding. The same care is taken when placing them in Houses. The same process for testing choice and allocation of subjects, as with Year 10 above, is undertaken.

An induction programme for all students in Year 12 occurs during the first week of term.

Selection

Year 7 and Year 9

The entrance process aims to put all the children at their ease whilst assessing what they are able to do at that particular point in their school career (for Year 7 & 9 external

candidates, the entrance exam process is in the January of the year before desired entry) and what they might do given the opportunities that RRS would afford them. Pupils from the Junior School are expected to transfer through to the Senior School. Their progress is assessed throughout the Junior School and parents are regularly informed as to their development.

Any Junior School pupil wishing to attain an academic scholarship award to the Senior School will sit the Entrance Exam at the same time as external candidates. Art, Drama, Music and Sport scholarships are assessed during the autumn term, and provisional offers made at that point.

Exams (English, Maths, computerised Reasoning Test) and interview are undertaken on the same day. Places are offered dependent upon performance in these two aspects. Academic scholarships may be offered to those pupils who attain a particularly high standard in this process. The school strives to set and maintain a consistent academic standard of entry.

14. Reviewing the Curriculum

The Curriculum Policy is updated each year by the Deputy Head Academic. Specific areas within the policy need to be read alongside more detailed information found within separate policies (as advised above). The Curriculum Policy shapes, and is shaped by, the School Development Plan. This, in turn, determines the outline of each Department's Development Plan.

Associated policies and documents mentioned in the policy:

- Assessment, recording and reporting
- Pastoral Care
- PSHE
- EAL
- High Achievers
- Junior School Transfer document
- Exams
- Access Arrangements
- Revision Class Schedule

Reviewed by Deputy Head, Academic	January 2019
Reviewed by SLT	January 2019
Reviewed and Approved by EWC	February 2019
Reviewed and Approved by Board	March 2019
Next Review	January 2020