



The Tiffin Girls' School

CURRICULUM POLICY

REVISED MARCH 2025

Introduction

1. The Curriculum of The Tiffin Girls' School includes all aspects of education and enrichment provision that are organised by the school, occurring on the school site or via off site educational visits. The Tiffin Girls' School curriculum is broad and balanced and supports the school vision, 'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise' and school values of 'Community', 'Love of Learning' and 'Character', which are linked to our digital strategy values of 'Interconnected', 'Interdisciplinary' and 'Interpersonal'. Our academic curriculum is enhanced and supported by our pastoral curriculum and through a wide variety of enrichment activities including sporting, arts and vocational clubs and societies.

Aims

2. The Tiffin Girls' School aims to provide a curriculum that:
 - Supports students in achieving highly, appropriate to our selective academic context – which invariably means teaching beyond the curriculum
 - Fosters a lifelong love of learning, providing an engaging and enjoyable education and guiding students in their understanding of the wider context
 - Helps students develop the skills of inquiry so that students can develop creative thinking and problem solving
 - Stretches and challenges students in developing and applying their knowledge, understanding and skills
 - Provides a broad education that focuses on developing the whole child, fosters resilience and supports them in being prepared for life after school
 - Supports the development of the students' AI & digital literacy
3. The teaching and learning and the curriculum at The Tiffin Girls' School are always looking to be enhanced or improved, especially as we aim to become a research-driven community. The curriculum includes all aspects of education and enrichment provision organised by the school.
4. The school's curriculum follows statutory requirements of academy schools and carefully plans programmes of study appropriate for our students at every key stage.
5. It is balanced and broadly based, and promotes the spiritual, moral, social, cultural (SMSC) and physical development of our students and prepares our students for the opportunities, responsibilities and experiences of adult life.
6. The subject curriculums are designed vertically and made up of knowledge and skill acquisition; promote deep learning as well as stretch and challenge. The Teaching and Learning strategies used are based on research around effective learning strategies, promote inclusivity and diversity, and there are links between different subject areas to enhance learning.
7. Our school's focus on Equality, Diversity and Inclusion is reflected in our curriculum. Departments use the IESE's Inclusive Curriculum Framework to evaluate and develop their

curriculum in four key areas: Content, concept and design; teaching and learning delivery; assessment and feedback; reflexivity.

8. Our school aims to create a dynamic and inclusive digital learning environment, in which technology empowers students firstly to learn, then use, apply and create, to enhance their learning and be better prepared for their digital future. Focusing on competencies under the three school values is important; the power of this new model lies in the three areas being experienced as a collective, hence why we've created the 'i³ (icubed) Learning' concept to amplify the importance of this synergy.
 - a. Interconnected (Community) Creating a global network for the students, which promotes global collaboration and cooperation. Students become more culturally aware and understanding of different perspectives. Nurturing students to be drivers of social change through the vehicle of global issues. Ethics forms a critical part of both discussions and solutions.
 - b. Interdisciplinary (Love of Learning) Drawing on multiple disciplines to address complex issues utilising AI (where age appropriate). The approach is ideally a project-based one, drawing from different subject areas, and tackling real world, work-related challenges. It requires problem solving, and critical and creative thinking. The style of learning being advocated is self-directed and provides agency over learning.
 - c. Interpersonal (Character) We will help students to continue to develop a range of social and emotional skills, including empathy, teamwork, adaptability, oracy, resilience and leadership within this digital learning context. This is where humans will differentiate themselves from technology through their skills and social abilities.
9. Personal, Social, Health, Economic (PSHE) and citizenship education are an integral part of pastoral curriculum that runs in Year 7 through to Year 13. In addition, there are many opportunities for practical citizenship. Full details of these programmes and opportunities are included in the Relationship and Sex Education (RSE) Policy and Curriculum Outlines for the pastoral programmes.
10. The Careers and Work Experience Policy sets out the aims, entitlement and provision by which students are provided with appropriate careers guidance and an appropriate programme of enterprise education through a variety of opportunities in Key Stage 3, 4 and 5.

Practice

The Academic Curriculum

11. The school's curriculum is planned and structured to ensure that students are best prepared for their next steps, learning the knowledge and skills today that can be confidently applied to future learning and transitions. The school uses the National Curriculum and curriculums required by exam boards but does not insist that these need to be followed. All lessons take place within the planned timetable of 25 one-hour periods per week - a one week timetable.
12. A summary of the structure of the School's academic provision per year group is detailed below:

Year Group	Maths, English, French/Spanish, Sciences	Geography, History, RS, Latin (or Classical Literature Yr 9)	Art, DT, Music, Drama	PE	Computer Science	Economics, Psychology
7-9	Core	Core	Core	Core	Core	
10-11	Core	Option	Option	Core/Option	Option	
12-13	Option	Option	Option	Core	Option	Option

13. In Years 7, 8 and 9 we teach a curriculum that reflects a broad and balanced education that enhances a student's ability to reach their full potential. Students in Years 7-9 study Maths, English, Biology, Chemistry, Physics, Religious Studies, French, Spanish, Latin, Design and Technology, Art, Computer Science, Music, Geography, History, PE, Drama. There is also one period of PSHE and Citizenship each week. In the summer of Year 8, students have the option to choose between either Classical Literature or Latin to study in Year 9. Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.
14. In Years 10 and 11 students follow GCSE courses including a range of core and options subjects. The core curriculum is made up of English Language, English Literature, Maths, Biology, Chemistry, Physics and one foreign language (French or Spanish). Students can then choose up to three option subjects to complete their KS4 curriculum of 10 GCSE subjects. The options subjects are Art, Computer Science, Drama, DT Graphics, DT Resistant Materials, French, Geography, History, Latin, Music, PE, RS and Spanish. Students also take two core PE lessons, one Private Study lesson and one Pastoral lesson where the PSHE and Citizenship curriculums are taught. These are non-examined aspects of the curriculum.
15. In Years 12 and 13, subjects follow A Level specifications. Students choose four subjects to begin their studies, with all then choosing to continue three to A Level in Year 13, with the exception of students who are studying Further Maths, who will sit exams in four subjects at the end of Year 13. A Level subjects are Fine Art, Biology, Chemistry, Computer Science, DT Product Design, Drama and Theatre Studies, Economics, English Literature, French, Geography, History, Latin, Maths, Further Maths, Music, Physics, Psychology, RS and Spanish. Students also have one core PE lesson per week, a weekly enrichment programme in Year 12, and follow a Higher Education programme in Year 12. Students do not sit AS papers and no subjects are offered to AS Level. The only exception to this is students who study Further Maths may wish to do an AS Level in it at the end of Year 13, rather than an A Level.
16. The academic curriculum is designed to best prepare students for their future pathways, providing a range of options routes at GCSE and A Level via the process outlined below.

KS4 and 5 Option System

17. The GCSE and A Level options system operated by the school, any entry requirements for courses, and any entry requirements for entry to the Sixth Form are set out in the appropriate options booklets published on the school website.
18. At GCSE, students choose either French or Spanish as their core Modern Foreign Language and three options subjects from those offered. At A Level, students choose four subjects to study in Year 12 from the range offered. In both cases, a reserve choice is made to allow for timetabling restrictions. If students choose to study Further Maths, this is a fifth subject alongside Maths.
19. The School's approach to GCSE and A Level Options is simple: we provide students freedom of choice when deciding upon their GCSE and A Level subject composition from the range offered. Only then does the School begin to construct the timetable. This ensures that students are able to follow pathways most suitable for them, an aim that is supported by pastoral and academic staff input into the decision-making process. If it is not possible to accommodate a student's options, the reserve choice will be used and this will be communicated to the student.
20. GCSE and A Level Options are considered to be final upon the commencement of the first year of teaching of the course i.e. Year 10 for GCSE and Year 12 for A Level. We do recognise that students may feel uncertain about their options and so may wish to alter them once they start.

As such, students in Year 10 are allowed to change their options within the first three weeks of the autumn term. Requests for course changes in Year 12 are considered on a case by case basis. It is important that students are heard whilst considering their options choices and as such possible changes should be discussed with the relevant Head of Year and the Assistant Headteacher (Curriculum and Progress) or the Head of Sixth Form. It must be made clear to the student that no decision will be made at that point and all requests for changes are dealt with on a case by case basis. Any change is subject to agreement by the Headteacher and the capacity for the timetable to accommodate the change.

The Pastoral Curriculum

21. The Pastoral Curriculum for Years 7 to 13 is written and devised by the pastoral team, under the guidance of the PSHE and Citizenship Coordinator for Key Stages 3 & 4 and for Key Stage 5 the Sixth Form Pastoral Lead. The Pastoral Curriculum is designed to underpin and support the academic and enrichment curriculum provision by encompassing aspects of personal, social, health and economic education alongside a focus on citizenship, e-safety, personal wellbeing and an exploration of the values that the school promotes and which underpin British Society.
22. The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner whilst the school curriculum promotes the values underpinning British Society including democracy, the rule of law and liberty. This encourages tolerance of diverse and varied attitudes and active citizenship.
23. The Pastoral Curriculum is updated regularly and available on the school's website.

Religious Education

24. The school provides Religious Education in the curriculum for all students and we deliver the locally agreed syllabus. At Key Stage 3 Religious Studies is part of the core curriculum with the option to take the subject at GCSE and A Level. For all students at Key Stage 4 and 5 our RE provision is delivered through our Pastoral programme.
25. Parents have the right to request that their child be withdrawn from some or all of Religious Education. Before granting any such request we will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Relationships and Sex Education

26. The school provides Relationships and Sex Education in the curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. Further details can be found in the Relationship and Sex Education Policy.
27. Parents/carers may withdraw their children from Relationships and Sex Education without giving reasons. Where a student has been withdrawn from RSE lessons the student must be given the independent choice of catching up on RSE content that they were removed from. They will be offered the choice to opt in to this curriculum three terms before their 16th birthday and the school will endeavour to deliver this content by the end of Year 11.

Physical Education

28. All students in Year 7 to Year 13 are expected to take part in the school's Physical Education and Games programme. Students can only be excused from PE lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Enrichment (Extra Curricular) Activities

29. The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. This includes music, sport, drama, the Duke of Edinburgh Award, volunteering and various societies. All students are encouraged to take part in a programme and participate fully in school life. The range of enrichment activities offered are detailed [here](#) on the school website.

Homework

30. Homework is set for a number of purposes and will be supportive of the curriculum. The Homework Policy outlines the purpose and practice of homework in more detail.

Parent Engagement

31. Parents/carers who have concerns about any aspect of the curriculum can discuss these in the first instance with the student's form tutor or subject teacher.

Equal Opportunities

32. Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, religion or belief. This is in line with the School's Equality, Diversity and Inclusion Policy.
33. Disabilities: In accordance with the statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Policy and Plan.

Differentiation

34. A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs. Please see the Teaching and Learning Policy for more detail.

Special Educational Needs and Disability

35. The school has a Special Educational Needs and Disability Policy for students who may require additional support. The school will determine the appropriate programmes of study in consultation with the parents/carers as per the policy and in accordance with the SEND Code of Practice. SEN support will be provided to students as part of our inclusive and holistic intervention programmes.

Disapplication / Individualised Learning Plans

36. In accordance with the law, the school has the right to respond to individual needs by modifying the programme of study for any student in order to:
- allow a student to participate in extended work-related learning
 - allow a student with individual strengths to emphasise a particular curriculum area
 - allow a student making significantly less progress than other students of her age to consolidate her learning and progress across the curriculum
37. Decisions about any of the above will only be made after discussion with the student, parent relevant members of SLT and the Headteacher, the latter of whom has sole authority to make the final decision.

Monitoring and Review

- 38.** This policy will be monitored by the Senior Leadership Team who will report to the Headteacher on its implementation on a regular basis. The Senior Leadership Team will monitor this progress through Link Meetings, where the intent, implementation and impact of the curriculum are discussed.
- 39.** The Headteacher will report to the Governing Board on the implementation of this policy and will recommend any changes.
- 40.** The school publishes its curriculum on the website as per the statutory requirement. Heads of Department are required to update Curriculum Outlines for each year group annually.
- 41.** This policy should be read in conjunction with the following school policies:
 - Assessment and Feedback
 - Behaviour for Learning
 - Careers and Work Experience
 - AI Policy
 - Equality, Diversity and Inclusion
 - Examinations
 - Homework
 - Relationships and Sex Education
 - SEND Policy
 - Teaching and Learning
 - Trips

Appendix 1 – Curriculum for 2024-2025 onwards

Appendix 2 – Practice for Academic Setting

Appendix 1 – Curriculum for 2024-25 onwards

Weekly Cycle (Hours)	Year 7	Year 8	Year 9	KS4	Year 12	Year 13			
1	English (3)	English (3)	English (3)	English (4)	Option 1	Option 1			
2									
3									
4	Maths (3)	Maths (3)	Maths (3)	Maths (3)	Option 2	Option 2			
5									
6									
7	Science (3)	Science (3)	Science (3)	Science (6)	Option 3	Option 3			
8									
9									
10	PSHE (1)	PSHE (1)	PSHE (1)	PSHE (1)	Option 4	PE (1) PSHE (1)			
11	PE (2)	PE (2)	PE (2)						
12	DT	DT	DT						
13	Art	Art	Art	Private Study (1)	Option 1 (Fr/Sp)	Private Study			
14	Drama	Drama	Drama	Option 2					
15	IT	IT	IT						
16	Music	Music	Music	Option 3	PE (1)				
17	Latin	Latin	Latin or CL		PSHE (1)				
18	RS	RS	RS		HE Prog *				
19	French (1)	French (2)	French (2)	Option 4	E Prog **				
20	Spanish (1)				Private Study				
21	Geog (2)	Geog (1)	Geog (1)						
22	History (2)	History (1)	History (1)	PE (2)					
23		Spanish (2)	Spanish (2)						
24									
25									

* HE Prog – Higher Education Programme (UCAS information etc)

** E Prog – Enrichment Programme (weekly lectures delivered by staff)

Appendix 2 - Practice for Academic Setting

Whilst most students are taught in mixed ability groups, there are some cases where it enhances teaching and learning to set students by ability. Given the high ability of our students, sets are determined given the *relative* ability and aptitude demonstrated by students. In all cases students are expected to achieve highly such that students not selected for the upper sets aim to achieve grade 7-9 at GCSE.

Setting occurs in the following subjects and year groups:

a) Maths

- In Year 7, all students are taught in forms and therefore mixed ability groups.
- In Year 8 students are split into upper and lower bands. In Year 9 students are split into two upper, two middle and two lower bands.
- In Year 10 and Year 11, two classes pursue an accelerated course that enables them to study the Additional Maths curriculum in Year 11, with the option of sitting Additional Maths together with GCSE at the end of Year 11.
- Students are invited into the accelerated classes by the Head of Maths at the end of Year 9. Students who are invited onto the accelerated course will have demonstrated an outstanding ability in Maths.
- At A Level, students pursue Maths along one of two routes:
 - Route 1 -The “normal” route – A Level completed in Year 13
 - Route 2 - an accelerated route that allows students to complete the A Level Maths curriculum in Year 12 (sitting the exam at the end of Year 13) before moving on to study Further Maths at AS or A Level in Year 13.

b) PE

- Students take PE between Years 7 to 13. Students come to the school with a range of sporting abilities and are taught in sets immediately in order to support student progress given their starting points.
- In Years 7 to 9, students are taught in sets within half the year group, that are defined given assessment outcomes across a range of sports. These are then refined over the course of Key Stage 3.
- In Years 10 to 13, students are able to make their PE curriculum bespoke by selecting PE pathways that follow a curriculum model. The pathways include games and a leadership module.