

Curriculum in the Senior School and Sixth Form

In order to achieve our aims of ensuring that each student is able to develop and enjoy their talents to the full, the College's curriculum is designed to offer all students a broad and balanced education that provides secure foundations for future study, employment, attainment and intellectual enrichment.

In the earlier years, students are given experience of as many subjects as possible, while ensuring that English and Mathematics are developed to support their progress through the College. As they progress through the school, choices are made so that they can reach the depth necessary to achieve their potential at (I)GCSE. We believe that a core (I)GCSE curriculum of English, Mathematics, Science, and a Modern Foreign Language provides a sound basis for progression to A-level study or to other further education, training or employment. We offer 11 (I)GCSE subjects (including Separate Sciences and Statistics for more able students) of which 4 are chosen from a choice of 11 options to broaden students' perspective and provide a wide platform for the 26 A-level choices currently available.

The College structure is:

Year group	Equivalent	Curriculum
Remove (Rem)	Year 7	Core
Lower Four (L4)	Year 8	Core
Upper Four (U4)	Year 9	Core + German/Spanish choice
Lower Five (L5)	Year 10	Core + choice of 4 (I)GCSEs to include at least one MFL
Upper Five (U5)	Year 11	
Lower Sixth (L6)	Year 12	Careers, enrichment and a choice of A level subjects including EPQ
Upper Sixth (U6)	Year 13	

We ensure our students have appropriate experience in:

Linguistic skills – Students develop their communication skills and increase their command of language through listening, speaking, reading and writing specifically in English and Latin lessons however they will also develop and reinforce these skills in other subjects and across the College e.g. where they may be asked to present a project, participate in Form or House assemblies each year or in competitions such as the Monaghan Memorial Public Speaking Trophy. All students will start by studying French and Latin as additional languages in Remove, will also take up German in Lower Four and will then have the option of choosing between German and Spanish in Upper Four. There are opportunities for students to take part in visits and exchange trips to France (Brittany in Lower Four), Germany (Lower Five) and Spain (Lower Five) in addition to non-academic trips such as a ski trip or Activities week trips.

Mathematical skill – Students learn 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 through a variety of ways, including practical activity, exploration and discussion. This is implemented and planned for in Mathematical lessons particularly and we create additional sets to support this aim effectively. Outside of set lessons,

students take part in problem-solving workshops and these skills are also applied in other subjects such as the Sciences, Geography and Design Technology.

Scientific skills – In Remove, students are taught together for all three Sciences so that they learn to develop the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. They learn to apply them in a variety of contexts in Biology, Chemistry and Physics. As they move up through the College they receive more specialist teaching and increase their knowledge and understanding of nature, materials and forces. Our aim is that all students should continue to study and enjoy all three Sciences with the majority taking separate IGCSEs in each Science and a minority following a Double Award approach.

Technological skills – Students develop technological skills through learning to use information and communication technology (ICT) in taught lessons in Remove and Upper Four and subsequently applying these in other areas across the College. Design Technology is taught in Remove to Upper Four, including a specific lesson devoted to graphics in Upper Four. There is an active coding club and students take part in a number of competitions including a coding competition and the “Design an Ad” competition.

Human and Social Education skills– This is addressed specifically in History, Geography and Religious Education, which are compulsory subjects in Remove to Upper Four. Students learn about people and their environment, and how human action, now and in the past, has influenced events and conditions. Particular attention is paid to our island of Guernsey including visits to local beaches, town surveys, visits to museums, visits to churches and investigating the College archive.

Physical Education skills – Throughout the Senior School, students have lessons in Physical Education to develop their physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. They also acquire knowledge and understanding of the basic principles of fitness and health. As students move up the College they are given more individual responsibility and independence and at Sixth Form can choose their own Physical Education activity to fit in with their timetable, monitored by their Tutor/Head of Sixth Form. A very active co-curricular programme and fixture list demonstrates the success of this strategy and including matches off Island to assist in developing skills at the highest levels. Particularly talented students are supported individually by the PE Department and Guernsey Sports Commission.

Aesthetic and creative skills – Students are given opportunities to develop their appreciation of the aesthetic and creative aspects of all subjects e.g. with opportunities for creative writing or poster presentations. Art, Music and Drama are compulsory in Remove to Upper Four and students are actively encouraged to read and study literature. Students have numerous opportunities to perform and demonstrate their talents both inside the College e.g. assemblies, concerts, House Photography, Music, Gymnastics and Drama competitions, College plays, and outside e.g. The Guernsey Schools, Music Service, stage schools and Eisteddfod.

The opportunities available to students of The Ladies College’ are varied and extensive. Additional information is available through the College website including the Departmental pages and the news section.

The College aims to ensure that the amount of time provided for teaching the curriculum is adequate and effectively used. Timing, availability of subjects, setting, staffing and class sizes are reviewed annually in the light of feedback from students and staff. Lessons in the Senior School are divided into 30 minute periods, frequently joined to give lessons of 60 minutes, dependant on the subject.

The College day:

Timings	Remove – L4	U4 – U5	Sixth Form	
0825-0828	Registration	Registration	0825-0828	Registration
0830-0900	Period 1	Period 1	Tuesday and Wednesday 0830-0920 Period 1/2 (A) 0935-1020 Period 3/4 (B) Monday, Thursday and Friday 0830 – 1000 Period 1/2/3 (A) Followed by Assembly/Form time	
0900-0930	Period 2	Period 2		
0930-1000	Period 3	Period 3		
1000-1030	Period 4	Period 4		
1030-1050	Assembly/Form time	Assembly/Form time		
1050-1115	Break	Break	1100	Break
1115-1145	Period 6	Period 6	1100-1145	Period 6 (C1)**
1145-1215	Period 7	Period 7	1145-1230	Period 7 (C2)
1215-1320	Lunch	Lunch	1230-1325	Lunch
1320-1323	Registration	Registration		
1325-1355	Period 8	Period 8	1325-1415	Period 8/9 (D)
1355-1425	Period 9	Period 9		
1430-1500	Period 10	Period 10	1430-1600	Period 10-12 (E1/E2)
1500-1530	Period 11	Period 11		
1530-1600 except on Fridays*	Optional Private Study session	Period 12		

*All students leave at 1530 on a Friday unless they have a specific lesson (this applies to Block F in the Upper Sixth only and any co-curricular activities).

**Not Thursday

Teachers plan their lessons and use schemes of work to ensure that the time is used effectively. This is supported by strategic and budgetary planning by those staff with management responsibilities including the Heads of Department, Senior Leadership Team, Bursar and Governors. All staff are encouraged and given opportunities to contribute to this through meetings and in conversation with their line managers.

Groups and Setting:

We set students in some subjects to assist them to make progress and develop confidence according to their level of ability, particularly as they move up through the College. Many classes are also taught as mixed ability groups and we use both tutor and colour groups to assist students in making friendships across their year group (subject to timetable restrictions). In addition, we also have an active House and co-curricular structure which provide additional opportunities for mixing including vertically.

Remove – are taught as either mixed ability tutor groups or mixed ability colour groups for most subjects, the exception being Mathematics where they are set.

Lower Four – are taught as either mixed ability tutor groups or mixed ability colour groups for most subjects, the exception being Mathematics where they are set.

Upper Four – are set by ability in Mathematics and Science, taught as mixed ability language groups in French/German/Spanish, as a year group for Games and by mixed ability tutor groups for the remaining subjects.

Lower Five – are set by ability in Mathematics and Science, by colour group (banded by ability), as a year group for Games, by mixed ability options groups for the remaining subjects and in addition have a further tutor period that may be used to supplement the Citizenship lesson.

Upper Five – are set by ability in Mathematics and Science, by colour group (banded by ability), as a year group for Games, by mixed ability options groups for the remaining subjects and in addition have a further tutor period that may be used to supplement the Citizenship lesson.

Sixth Form – are taught in mixed ability groups dependant on their chosen subjects. All students attend careers lessons (Lower Sixth/Upper Sixth on a rota), have a time they agree to use for physical activity and in the Lower Sixth have a timetabled enrichment slot which is also used towards the Sixth Form Diploma.

Typical Curriculum Diagrams

Remove:

Ma 6	A 2	DT 2	Mu 2	Dr 2	ICT 2	En 6	DT 1	F 4	Gy 3	H 3	L 3	PE 4	RS 2	Sci 6	PSHE 1	Tut 1	Optional Private Study
Ma 6	A 2	DT 2	Mu 2	Dr 2	ICT 2	En 6	DT 1	F 4	Gy 3	H 3	L 3	PE 4	RS 2	Sci 6	PSHE 1	Tut 1	
Ma 6	A 2	DT 2	Mu 2	Dr 2	ICT 2	En 6	DT 1	F 4	Gy 3	H 3	L 3	PE 4	RS 2	Sci 6	PSHE 1	Tut 1	
Ma 6	A 2	DT 2	Mu 2	Dr 2	ICT 2	En6											
Maths set by ability - 1, 2, 3, 4	Mixed ability by colour group - Red, Green, Blue, White						Mixed ability by 'Tutor group' - Rem X, Rem Y, Rem Z						Tutor group				

Lower Four

Ma 6	A 2	DT 2	Mu 2	Dr 2	PE 4	En 6	Fr 3	Ger 3	Gy 3	H 3	ICT 1	L 3	RS 2	Sci 6	PSHE 1	Tut 1	Optional Private Study
Ma 6	A 2	DT 2	Mu 2	Dr 2	PE 4	En 6	Fr 3	Ger 3	Gy 3	H 3	ICT 1	L 3	RS 2	Sci 6	PSHE 1	Tut 1	
Ma 6	A 2	DT 2	Mu 2	Dr 2	PE 4	En 6	Fr 3	Ger 3	Gy 3	H 3	ICT 1	L 3	RS 2	Sci 6	PSHE 1	Tut 1	
Ma 6																	
Maths set by ability - 1, 2, 3, 4	Mixed ability by colour group - Red, Green Blue						Mixed ability by 'Tutor group' - L4X, L4Y, L4Z						Tutor group				

Upper Four:

Ma 6	Sci 6	ICT 2	Fr 4	Fr 4	A 2	Dr 2	DT(G) 1	DT 2	En 6	Gg 3	Hi 3	Lt 2	PSHE 2	Mu 2	RS 2	Tut 1	Games 4
Ma 6	Sci 6	ICT 2	Gm 4	Gm 4	A 2	Dr 2	DT(G) 1	DT 2	En 6	Gg 3	Hi 3	Lt 2	PSHE 2	Mu 2	RS 2	Tut 1	
Ma 6	Sci 6	ICT 2	Sn 4	Sn 4	A 2	Dr 2	DT(G) 1	DT 2	En 6	Gg 3	Hi 3	Lt 2	PSHE 2	Mu 2	RS 2	Tut 1	
Ma 6	Sci 6	ICT 2	LS 4														
			Opt1	Opt2													
Maths set by ability - 1, 2, 3, 4	Science set by ability - 1, 2, 3, 4	Mixed ability by 'language options' - Fr B/G, Gm R/W		Mixed ability by 'Tutor group' - U4X, U4Y, U4Z												Tutor group	Year group - Faster, Higher, Stronger

Students will be given a chance to experience Spanish towards the end of the Lower Four and will then choose two of French, German or Spanish to take forward to Upper Four. A small number of students will only study one language and will access Learning Support in the remaining time.

Latin offers the OCR 'Entry Level' qualification which is taken during Upper Four.

Lower Five:

Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Dr	5	Art	5	Ar	5	Dr	4	Games 2	Tut 1
Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Fr	5	DT	5	Gg	5	Fr	4		Tut 1
Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Gg	5	Hi	5	Hi	5	Gm	4		Tut 1
Ma 6		B4	C4	P4	GL 3			Mu	5	Lt	5	Sn	5	Sn	4		
								RS	5	RS	5						
Maths set by ability 1, 2, 3, 4	Blocked by colour group R, B, G	Science block by ability - 1, 2, 3, 4						Option block 1	Option block 2	Option block 3	Option block 4	Year Group	Tutor group				
								Option blocks 1-3 in L5 are 5 periods			4P in L5						
								Students choose one subject from each option block									

Upper Five:

Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Ar	5	Dr	5	Ar	5	DT	4	Games 2	Tut 1
Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Gg	5	Fr	5	Fr	5	Dr	4		Tut 1
Ma 6	En 8	B 5	C 5	P 5		Cz 2	PE 1	Hi	5	Gm	5	Mu	5	Hi	4		Tut 1
Ma 6		B4	C4	P4	GL 3			Lt	5	Sn	5	RS	5	RS	4		
								Sn	5								
Maths set by ability 1, 2, 3, 4	Blocked by colour group R, B, G	Science block by ability - 1, 2, 3, 4						Option block 1	Option block 2	Option block 3	Option block 4	Year Group	Tutor group				
								Option blocks 1-3 in U5 are 5 periods			6P in U5						
								Students choose one subject from each option block									

Curriculum at KS4

In Lower Five and Upper Five students formally begin two-year courses for GCSE and IGCSE examinations. Students study a core curriculum supplemented by a choice of 4 from 11 optional subjects. The students' preferences are obtained after a series of meetings and discussions with them and their parents. In order to best meet the individual requests of the students, the option blocks are designed specifically for each year group. The approximate timings for this are as follows:

December/January

Discussions about choices held during PSHEE lessons and a parent meeting takes place in January.

KS4 Subject hand book is updated and distributed.

Late January

An initial poll to establish the demand for each subject and construct the options blocks.

February

The proposed structure of the Option Blocks is issued to students and parents along with their invitation to the Upper 4 parents' evening.

Students make their choices from the options blocks and a final review taken place prior to timetabling.

Please refer to the Upper Four (I)GCSE Options Handbook and Departmental information pages available on the website for details on the current subjects available.

As an academically selective school we are always looking for ways in which to extend the most-able as well as supporting all learners within our context. Many subjects now teach IGCSE syllabi where they are felt by departments to provide a more secure foundation for A-level study. IT offers the BCS 'ECDL' qualification which is started in Upper Four. Specific information on each subject can be found on the Departmental website.

Curriculum at KS5

We offer 2-year linear A-level courses with the majority of students taking 3 subjects alongside an enrichment offering. All students have the opportunity to do the Extended Project Qualification. We operate a partnership with Elizabeth College which enables a wider variety of courses and greater number of combinations than would be the case at either College, as well as allowing for social mixing. Full information is to be found in the Sixth Form Choices booklet. The number of students opting for each subject dictates how many teaching groups are provided in that subject in any one year. The subjects are placed into five mutually exclusive blocks according to the preferences of the students. The approximate timetable for this process is:

September/October

Discussions about choices are held during Upper Five PSHEE lessons (includes speaking to current students, visits to Sixth Form centre)

Update of KS5 Subject Handbook produced

November

Subject choice information issued to students and parents in time for the November Choices Evening held jointly with EC

Students return form indicating their preliminary choice

December/January

Allocation of subjects to the teaching blocks is made

Upper Five students and parents can visit the Leaf Centre and speak to staff at Upper Five parents evening followed up by a Sixth Form buddy event in January including taster lessons

Late February/early March

Upper Five Students are asked to make their subject choices from the proposed teaching blocks

March/April

Anomalies are resolved which can include amending the teaching blocks and discussions held with EC regarding A-level teaching sets and staffing throughout Sixth Form.

Details on each of the subjects currently available can be found in the Subject Choices Booklet available on the Sixth Form page of the College website:

<http://www.ladiescollege.com/our-school/sixth-form>

At A-level we also want to ensure we provide opportunities for the brightest students to demonstrate their abilities and stretch themselves. We offer the Extended Project Qualification to all students who wish to. Specific information on each subject can be found on the Departmental web pages at www.ladiescollege.com.

Personal, Social, Health and Economic Education (PSHEE) and Careers guidance–

Remove, Lower Four and Upper Four have timetabled lessons in PSHEE; Lower Five and Upper Five have Citizenship lessons while Lower Sixth have an enrichment lesson and Lower Sixth and Upper Sixth students attend Careers lessons on a rotational basis. This is in addition to a tutor period during the week for Remove to Upper Five, form time in Period 5, assemblies (College and Year) and cross curricular links that may be developed in Religious Studies or one of their other subjects. Sixth Formers have the opportunity for this to be recognised through the Sixth Form Diploma. There are numerous other occasions where the College will organise, publicise and/or encourage students to attend suitable events that may be organised e.g. Principals' Lectures, Higher Education Fair, Careers Fair, talks organised by professional organisations or other institutions, Island wide events, inviting Deputies (Guernsey elected representatives) in to College, etc.

All students receive a programme of education that will assist in their personal, spiritual, moral, social and cultural development, enable them to enjoy their talents to the full, develop wider interests, encourage respect and tolerance towards others (with particular regard to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and preparing them to make the most of the opportunities and experiences of adult life in British society. The curriculum is designed to promote the fundamental British values of individual liberties, tolerance of those from different faiths or with different beliefs, and democracy. Where political issues are discussed this is conducted in a non-partisan way. We specifically cover local items of interest and encourage student to take an active part in local events e.g. promoting the importance of registering for elections and looking at island waste strategies for the future.

Form tutors and Year Co-ordinators monitor the well-being of their tutees and we have pioneered the "Decider" life skills throughout the College to provide students with strategies to assist with mental well-being. We also enlist the support of external individuals, agencies and have our own College Counsellor to promote well-being as appropriate.

Specific topics covered in PSHEE include:

Remove – dealing with anxiety, managing your time, relationships, media influences, managing money, waste disposal (local issue), puberty, drugs and alcohol awareness, target setting, and communities.

Lower Four – global education, revision/study skills, friendships and peer groups, self-esteem and the media, health and safety and exam skills. In addition outside agencies are used to extend the personal and health education topics covered previously.

Upper Four – communities and citizenship including promoting individual liberty and democracy, target setting and goals, emotional well-being, charity work, local issues and the government and making choices. In addition outside agencies are used to extend the personal and health education topics covered previously.

Lower Five – global human rights, body image, healthy eating, study skills, work/life balance and personal finances. In addition outside agencies are used to extend the topics covered previously.

Upper Five – alcohol and drug abuse, road safety, global awareness, relationships and tolerance. In addition outside agencies are used to extend the topics covered previously.

Lower Sixth – planning to succeed, study skills and setting targets, social responsibility including local awareness, making presentations and revision skills.

Upper Sixth – coping with busy times, social responsibility including local awareness, preparing for life after school and finances.

This is in addition to the many ad hoc ways in which this is developed, particularly in tutor time, where items and issues in the news may be used to raise awareness and/or by helping students to deal with any related issues e.g. following a terrorist atrocity.

We ensure students throughout the Senior school and Sixth Form have access to accurate, up-to-date careers guidance that

- (i) is presented in an impartial manner;
- (ii) enables them to make informed choices about a broad range of career options; and
- (iii) helps to encourage them to fulfil their potential.

Specific topics covered include:

Remove – working roles of families and known adults, Form Captain to builder

Lower Four – history of jobs, working life, opportunities in Guernsey

Upper Four – careers and roles

Lower Five – employment opportunities, employee qualities, application letters and interviews, employment laws, subject based careers, career prospects and opportunities.

Upper Five – CVs, career guidance including Morrisby testing and interviews, further education/career requirements, choosing A-level options, work related learning, work experience preparation, writing application letters.

Lower Sixth – CVs, local employment, apprenticeships, work experience, taking a gap year, going to university, choosing a university, choosing courses and personal statements.

Upper Sixth – UCAS applications, individual support depending on career choices, tips on going to University, results day expectations and preparation.

External specialists are brought in to assist in giving careers guidance where appropriate, particularly for the older students who have more detailed guidance when choosing options subjects in Upper Four, Upper Five and when applying for university places or looking at employment opportunities in the Sixth Form.

In the Sixth Form this includes (among others):

- Barclays Bank (Digital Citizenship - *Nov*, people skills and CVs – *Dec*)
- Specsavers, KPMG (opportunities and work experience)
- Surrey University (information on going to University – *March*)
- Lancaster University (choosing courses – *June*)
- Winchester University (personal statement talk – *June*)
- Personal Statement checking – *Oct*)
- Brock University (opportunities and bursary)
- Oxbridge Society (applying for Oxbridge – *Oct*)
- States of Guernsey Department of Education representatives (student finance – *June*, graduate training schemes and opportunities – *Dec*)
- GCSAA (bursaries – *Nov*)
- Anthony Reynolds (interview workshops and mock interviews – *Nov*).

We aim to develop the values, skills and behaviours which all our students need to get on in life. We achieve this by providing a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

Implementation and monitoring:

All those with a responsibility towards managing the delivery of a part of the curriculum are required to have a scheme of work in place that is available for review by their line manager and ultimately the Senior Leadership Team and Governors. Lesson observations, work scrutiny, departmental minutes and the information gained through questionnaires (e.g. during the options process and that carried out by the College on a regular basis each January) and student/staff interviews (Deputy Dozen, tracking, line manager meetings, etc) are used to ensure that this is being delivered in an effective manner. Heads of Department produce an exams analysis that is reviewed by members of the Senior Leadership Team and the outcomes are used to inform planning and set targets for the future.

Special Educational Needs and Disabilities (SEND) and Students with English as a Second Language:

The College employs a full time Specialist SEND Coordinator (Head of Learning Support) and a full time Learning Support Teacher to give all students opportunities to learn and make good progress. Please refer to the Learning Support (SEND) policy for more details.