



QEGS Vision and Curriculum Intent 2021-2022

The QEGS vision: we care, therefore we question, we explore, we give and as a result, we succeed.

At QEGS we want our pupils to be inspired by everything they do, their education in the broadest sense; with sport, the arts, enterprise, performance, employability skills, competition, cultural school visits and many other amazing opportunities taking an equal standing with academic success.

We want our students to leave our school as interested and interesting people. At QEGS we prepare students for life beyond school, for QEGS students to be employable, to be life-long learners and to be happy and successful in life. Our pupils will be able to be truly independent, in their thinking, their learning and their coping.

For our students to achieve their best academically their education should be enriching and well balanced, ensuring they are mentally and physically ready for the academic challenges they will face. It is our privilege and our duty to strive for our students, our staff, and all our stakeholders to be the best they can possibly be.

As a school with great historical tradition we care and we succeed, 'en bon espoyr.'

QEGS Curriculum Intent

- We will ensure QEGS values are at the heart of our teaching and curriculum (Question, Explore, Give, Succeed)
- We will provide a broad and balanced curriculum, with value and relevance both in and out of the classroom
- We will promote and value all aspects of education, academic, vocational, traditional and modern
- We will prepare students for life beyond QEGS and to be highly employable
- We will ensure mental and physical wellbeing is at the heart of all that we do

Implementation

- We will ensure we have experienced and well qualified teaching staff, assuring students' consistency and continuity in their education
- We will provide choice and flexibility for all students through our pathways
- We will maintain sustainable class and cohort sizes
- We will continue to improve and develop our curriculum. Recent additions have been PSHE lessons for Yrs 7-11, improved flexibility for KS4 – open choices, additional time for 'option' subjects at KS4, new courses post-16 such as Government and Politics A Level, Teaching and Learning BTEC and Engineering BTEC.

Impact

- Will be seen in student attendance, attitudes, enjoyment, academic achievements, progression and holistic success



Further detail on curriculum intent/rationale:

Why is RE part of the core curriculum until the end of Year 11?

We are a school of Christian religious character. The RE programme of study provides understanding and tolerance of other cultures and religions, supporting the teaching of British Values and SMSC. It provides further pathways in to 6th Form and builds on the skills used and developed in Ebacc subjects.

What is our approach to supporting a reading culture?

All students in Years 7 and 8 have a timetabled lesson called 'QEGS Reads' with their English teacher, supported by a librarian. Students select their reading from a range of texts, fiction and non-fiction and are monitored and rewarded for a minimum of 15hrs of reading across a half term. Year 9 also have a scheduled time in their English timetable for changing books and updating reading logs. All KS4 students have allocated reading time during one or more of their form periods. This focus and commitment on reading encourages reading for life, students are rewarded for reading, helping build skills for other subjects including research, language, wider reading and SPAG for exams. This is the grounding for building students' independence as they move through the school to GCSE and A Level, where wider reading is needed for university interviews and EPQ. Our aim is for all students to develop a love of reading and to engender a culture of reading for pleasure. Staff display their own reading on classroom door displays around the school.

Why are Geography and History part of the 'core' offer at KS4?

We believe that Geography and History are essential subjects, helping develop students' understanding of the world, people and their actions past, present and in the future. The skills taught and developed in these humanities subjects are multidisciplinary and can be applied in many other contexts both in and out of school. Humanities knowledge and skills also facilitate progression through further study and onto employment. Student satisfaction in studying Geography and/or History is overwhelmingly strong and outcomes are extremely positive.

What is our EBacc commitment?

We offer the full range of Ebacc subjects at QEGS. English, Maths, Science, History and/or Geography make up the 'core' for all students until the end of KS4. We currently offer three modern foreign languages to Years 8-13 (French, Spanish and German) and Spanish and French to Year 7. All students study Spanish in KS3 with the majority studying a second language until the end of Year 9. It is possible for all students to study one or two languages at KS4 and 5. Our ambition is for 70% of our students to study one language and 20% to study two languages until the end of KS4.

Why are students offered 'Creative' choices to study in Yr9?

We are committed to creativity within our ethos and believe all students have the ability to think creatively, solve problems and work individually or as part of a team to reach a solution. We offer a wide-range of creative subjects in Yr7 and 8 enabling students to develop learning and interest in many areas. To help 'deepen' students' knowledge and understanding beyond this well-established foundation, they can choose two subjects from ten to study in more detail and with more time in Yr9. This introduction to a 'mastery' approach is prior to students' KS4 options and is designed to support students' motivation and interests before they make firm commitments for GCSE choices.



Qualifications, skills and knowledge

At QEGS we believe that there is a fine balance between quantity and quality and it is important that our students have the right qualifications, the right number of qualifications with the right time allocation.

Therefore, at KS4, in addition to our statutory Relationship and Sex Education (RSE) lessons, we also provide a personalised approach to Personal, Social and Health Education (PSHE) by offering KS4 students a range of options. Our PSHE Options generally include the opportunity to develop leadership skills and to 'give something back' to the community. It is also a chance for some students to aid their wellbeing by making provision for students who require additional support with Maths and/or English, or Study Time, without this compromising other subjects or students' free time. Student feedback and satisfaction is overwhelmingly high in this area. Other PSHE Options can include: Sports Leadership, Eco-leaders, Duke of Edinburgh, Repair and Restore, Language Leaders and HPQ (a level 2 version of the post-16 EPQ).

All KS4 students are able to study and complete at least 9 relevant qualifications:

KS4 Curriculum since 2020		
Course/Option	Hrs per fortnight	Qualifications
English Lit	4	1
English Lang	4	1
Maths	7	1
Re	3	1
Science (Combined)	10	2
Option 1	6	1
Option 2	6	1
Option 3	6	1
PSHE Option	2	0 (1 for HPQ)
RSE	1	0
Core PE	2	0
Total	51	9 (10 if HPQ chosen)
Students complete 9 or 10 accredited qualifications		

How do we ensure our students are aware of how to be safe and prepared for the world beyond school?

Our PSHE and RSE programme is designed to build on students' prior learning from Primary School and is relevant and up to date to cover our statutory obligations around Relationships and Sex Education (RSE), PREVENT (extremism and radicalisation), British Values plus other essential learning around mental health and wellbeing, careers, study skills and eco-matters of sustainability.