



THE PERSE

SCHOOL

CAMBRIDGE

0.1 3-18 Curriculum Policy

The Perse School provides a broad and balanced academic curriculum set in the context of generous time for games, extra-curricular activities and opportunities for pupils to develop their social education.

Aims

1. To provide a full time education for pupils which gives them experience in linguistic, mathematical, technological, human and social, physical, and aesthetic and creative education.
2. To provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement.
3. To provide for pupils to acquire skills in speaking and listening, literacy and numeracy.
4. To provide for pupils with statements an education which fulfils its requirements.
5. To provide personal, social and health education which reflects the school's aims and ethos.
6. To provide appropriate careers guidance for pupils receiving secondary education (see Staff Handbook 3.12 Progression)
7. To provide a programme of activities appropriate to the needs of pupils above compulsory school age
8. To provide all pupils with the opportunity to learn and make progress
9. To provide pupils with adequate preparation for the opportunities, responsibilities and experiences of adult life.

3-18 Overview

1. Early Years Foundation Stage: In the Nursery and Reception year, the school follows the Early Years Foundation Stage structure for the learning, development and care of pupils below the age of five.
2. The National Curriculum: The school does not formally follow every aspect of the National Curriculum for pupils from Year 1 onwards, but it does follow many of its guidelines. The Pelican and Prep follow many aspects of the National Literacy Framework and National Mathematics Framework, but go significantly beyond them in view of the ability profile of the pupils.

3. The school's curriculum has a particular emphasis on providing a broad and strong academic curriculum, given the school's selective intake, and there is an emphasis on traditional academic rather than vocational subjects. An increasing proportion of teaching is given by specialist teachers as pupils progress through the Prep school, for example in Natural and Physical Science, French, Art, Design Technology, Games, ICT and Music. Pupils are taught by specialist English and Maths teachers from Year 5 onwards. At the Upper School the range of GCSE, IGCSE, A-level and Pre-U qualifications offered reflects the school's distinctively academic character and pupils also study a range of creative subjects (art, music and drama) as well as technology. Pupils have increasing curriculum choice as they progress through the Upper school, but virtually all pupils study Maths, English, three separate sciences and at least one modern language to GCSE or IGCSE. All pupils at the Upper school have at least three Games sessions per fortnight.
4. The school's curriculum includes a large variety of wider opportunities beyond academic classroom-based lessons. A high value is placed on out-of-classroom learning opportunities, including educational visits and ventures. Examples include Pelican visits to Stibbington for a World War 2 re-enactment day and visits to the Cambridge Folk Museum; the Prep School's visits to France, West Runton and the Globe theatre; two Field Days per year for all Upper pupils, and trips including sports tours, academic ventures and ambitious Scout and Exploration Society ventures. Outside activities regularly also come into school as well, such as the Recycling Bus at the Pelican and a wide range of speakers from the University and elsewhere at the Upper. A wide variety of clubs and societies support pupils' wider experience and learning across the whole age range of the school.
5. The Perse curriculum is designed to meet the needs of able students, and to provide appropriate stretch and challenge for all its ability groups. It often goes well beyond nationally expected levels of achievement. Maths is taught in sets in Year 5 and 6, and there is setting in a number of subjects in different year groups at the Upper. Almost all students study at least 10 GCSE subjects (and a few, up to 13), with Maths and French taken one year early for higher ability groups. Sixth Form students can choose to study up to five AS subjects. A first group of Upper Sixth formers has also chosen to study for the Extended Project Qualification.
6. A key aim of the school's curriculum is to develop pupils' knowledge and skills in a way that is appropriate for the twenty-first century. The school has invested heavily in ICT hardware and software, and this is a significant developing area. The great majority of classrooms have interactive whiteboards, and pupils have access to laptops and to dedicated ICT suites in the Pelican, Prep and Upper. Software developments include investment in animation programmes and geographical information systems, and the developing Sharepoint portal and virtual learning environment particularly at the Upper. An expanding modern language provision includes Global Studies (Arabic, Japanese, Russian and Portuguese) in year 7, and opportunities to learn Mandarin Chinese.
7. There is coordination between the curricula of the Pelican, Prep and Upper to ensure a smooth transition for pupils. A number of teachers teach across two of the three school sites – for example, the Head of Pre-Prep Liaison from the Prep joins Year 2 on a weekly basis in order to strengthen links. Curriculum Co-ordinators from the Prep and Pelican meet to ensure that the curriculum moves smoothly from one school to the next. Key Heads of Department from the

Upper and Prep also meet to discuss curriculum content and scholarship exams. There are pupil links across the three sites as well: for example the Pelican Sports Day takes place on the Upper playing fields; some Sixth Formers act as classroom helpers for younger pupils as part of their Enrichment programme; younger pupils regularly see performances of older pupils' music and drama groups. Careful attention is also paid to curriculum transfer for the significant number of pupils who join the school at 11, 13 and 16+.

8. The school actively works to meet the needs of all learners, so that every pupil has the opportunity to learn and make progress. A focus on individuals begins with home visits at the start of the Pelican. Excellent staff-pupil relationships are one of the real strengths of the school. Teaching assistants play a key role at the Pelican in particular. Pupils with learning difficulties are supported throughout by class teachers, tutors, Heads of Learning Support and Learning Support Assistants. The school works hard to ensure that it successfully supports the small number of its pupils with statements of special educational needs.
9. Personal, social and health education has a key place in the curriculum, which includes wide opportunities for pupils' spiritual, moral, social and cultural development. Much of this is embedded in every day practice at the Pelican, where a focus on consideration, behaviour and working together is a real strength of the school. At the Prep school, pupils take part in form periods with tutors and weekly PSHE lessons with the Head of Pastoral Care. At the Upper, PSHE and citizenship are explored through PSHE and RS lessons, as well as through the tutorial programme and through whole school, sectional and through year group assemblies. The Sixth Form visiting speaker programme is another important element of this curriculum strand.
10. Careers education and advice is provided at the Upper through the tutorial and PSHE programme, and particularly through ISCO Morrisby profiling and interviews and careers placements in Years 10 and 11. The Director of Qualifications and Progression also oversees an extensive programme of preparation for university entrance. The Year 11 and Sixth Form Enrichment Programme includes a wide range of activities, including some (such as hospital volunteering) which may also contribute to careers preparation.

Last reviewed: 1st March 2010