

Policy: Curriculum Policy v.2.2

Approval: Headteacher

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**CHELtenham
BOURNside
SCHOOL**

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Revision History

Date	Version	Changes made	Approved by
12/3/26	2.0	Extensive rewrite and conflation of previously separate documents	Mr S Jefferies
05/03/26	2.1	Appendices added	Mr S Jefferies
12/03/26	2.2	Additional section added following SLT discussion	Mr S Jefferies

1. Curriculum Vision and Intent

A curriculum for students' futures

Our curriculum is the means by which we ensure our students are developing the knowledge, skills, and character virtues required for adult life.

Therefore, whilst our curriculum consistently leads to excellent academic success¹, it is intended to do much more than prepare students to pass public exams. Through a programme of personal development embodied in a wide range of super-curricular activities and our approach to teaching that nurtures independence and creativity, our curriculum ensures that our students become ambitious, resilient, determined, and kind adults able to be part of – and constructively contribute to – the local, national and international community. Our school's culture is part of our curriculum: character attributes, modelled by staff, are reinforced through our behaviour policy which actively “promotes the behaviours we want to see.” Together, our curriculum and our culture ensure students know how to keep themselves safe.

Because of the vital skills these subjects develop, English, Maths and Science are the core of our academic curriculum. Alongside these, the humanities and technical subjects (such as Design Technology and Computing) provide the skills, knowledge and cultural capital needed for students to be active citizens.

We offer a curriculum which is as broad as possible for as long as possible. As well as the subjects mentioned above, all students will finish KS3 with an experience of four languages, Drama, Dance, Music, Art and Sports. Both in and out of the classroom, we champion these subjects because they develop the skills sought by employers: self-confidence, the ability to work as a team and to creatively solve problems.

At KS4, Bournside's size means we are able to offer an extremely wide range of subjects alongside the core offering of English, Maths, Science, Sports, Education for Life and Religion and Worldviews. At KS5, we again offer an extremely wide range of subjects. At the end of both KS3 and KS4, students are guided in their options to ensure that their subject choices facilitate their longer-term goals.

Our “Futures” programme meets the Gatsby benchmarks, providing a wide range of careers advice and preparation for students' next steps after Bournside. We work extensively with a wide range of stakeholders from the local and national community.

An inclusive curriculum.

Excellent classroom teaching in which expectations are as high for SEND and disadvantaged students as they are for other students is the best way of ensuring the curriculum is inclusive. To this end, we “teach to the top” and provide appropriate planned scaffolds to ensure all students are supported to learn independently and stretched to achieve highly.

As well as planned scaffolds, our “teach to the top” approach requires teaching to be responsive; this is assured through frequent formative assessment in the form of retrieval practice, low stakes quizzes, practice exams, mini-whiteboards, live marking as teachers circulate the classroom² and other methods.

The vast majority of our students, whatever their background, receive the same curriculum. A very small number of students receive an adapted curriculum which ensures that they are able

¹ P8 (22-23): +0.52; P8 (23-24): +0.44; A8 (24-25): 48.1 (cf Nat 46)

L3 (22-23): C+; L3 (23-24): C+; L3 (24-25): B-

² Lemov, D. Teach Like A Champion 3.0 (2021)

to develop skills, knowledge, character attributes and qualifications they need without feeling overwhelmed by the demands of the full curriculum.

In years 7-11 we provide mentoring support to students for whom the school receives an additional premium or those known to social care. This mentoring is particularly focused on students who we have identified as having the aptitude, if not the support from home, to go on to university or degree level apprenticeships. Year 7 – 11 students are supported through the Aspire programme. In Key Stage 3 predominantly PP students receive bespoke support via 1:1 intervention meetings, workshops and the Brilliant Club. In Key Stage 4, students receive 1:1 support as they transition into their GCSEs in Year 10 and in preparation for the increased demands of the curriculum as they progress into Year 11. The weekly intervention programme involves 1:1 intervention meetings with, after each report window, a specific focus on addressing any underperformance and preparing students for exams by supporting revision strategies. This continues into the sixth form where two programmes are in place to support students: the Aspire programme continues preparing students (including disadvantaged students) for Russell Group universities, Oxford and Cambridge or early application courses such as Veterinary Science or Medicine; the Elevate programme supports disadvantaged students in a similar way, focusing on helping students to continue education into university level study or degree level apprenticeships.

All students are actively encouraged to participate in at least two extra-curricular activities. Because we regard this as essential for all, we monitor the uptake of extra-curricular opportunities to ensure that all of our students are able and encouraged to participate.

An intentional curriculum

Our curriculum is carefully sequenced so that knowledge builds cumulatively over time. Each subject identifies the core concepts and disciplinary knowledge students must retain in the long term. Subject content is rigorously delivered because all of our teachers are specialists in their field. This ensures that subject content has academic depth.

Each subject has a carefully constructed curriculum map, displayed prominently in each classroom. This summarises the curriculum journey which is further detailed in each department's medium term plans. These documents show the key skills and knowledge developed in the subject and the end points for each year and key stage. Although departments co-create and share lesson plans and resources, teachers are expected to use their professional expertise and experience to design lessons which are appropriate to their students. Whilst there are expectations for the start of each lesson, we do not dictate lesson structures or methods of delivery. We believe that this provides teachers with a high degree of professional agency and students with a rich and varied series of lesson experiences. Nevertheless, teaching is guided by our Bournside Teaching Principles which draw on the work of Rosenshine³ and Sherrington⁴; these principles are reinforced through training, coaching and teachers' individual research.

Building a culture of reading is a central part of our curriculum. Disciplinary literacy is developed in subject lessons; reading for pleasure, the development of vocabulary and academic reading skills are further reinforced in tutor periods.

An integrated curriculum

The curriculum journey of a Bournside student begins at KS2. Links with key feeder primary schools are well established, in particular in relation to Science and Maths. We are developing stronger links in other curriculum areas like MFL.

³ Rosenshine, B. "Principles of Instruction: Research-Based Strategies That All Teachers Should Know" in *American Educator*, Vol. 36, No. 1 (Spring 2012)

⁴ Sherrington, T. *Rosenshine's Principles in Action* (2019)

Careers education is integrated into the curriculum so that it ensures students recognise the purpose and power of their learning. In line with Gatsby Benchmark 4, we understand that careers learning is most effective when it is rooted in subject knowledge, carefully integrated into everyday classroom practice, and connected explicitly to the aspirations and futures of our students.

Where appropriate, curriculum delivery is integrated with practitioner research, for example the county wide “Write Journey” project; the GLOW Maths Hub⁵Advanced Mathematics Support Programme pilot⁶; the Ogden trust Physics programme.

The curriculum is integrated across subjects where possible. For example, in the humanities and English, we standardise the structures used for analytical writing; texts are aligned across English and Drama; topics are scheduled to coincide⁶

Our futures programme, the way students are prepared academically and practically for university and the support we give students in their applications, ensures that the end of their time at Bournside is not the end of students’ curriculum journey.

2. Breadth and Balance

The school will achieve breadth and balance through:

- the core and foundation subjects of the National Curriculum
- a wide range of optional subjects at Key Stages 4 and 5, including those offered via technical and vocational qualifications
- the provision of a range of experiences beyond the classroom
- a variety of styles and approaches within each curriculum area
- enhancing the provision for all student groups, including for the most able and talented students, disadvantaged students, students with special educational needs and disabilities, students known to or who have been known to social care and students with other barriers to their learning.

1. Relevance

In order to meet students’ **present** and prospective needs, the curriculum will:

- develop and support appropriate learning pathways, including appropriate vocational pathways
- use teaching methods that allow all students to make progress and achieve success
- take account of students’ special physical and/or learning needs
- build on experiences encountered by young people at home, the community and workplace
- be flexible, allowing it to address contemporary issues.

2. Linking Curriculum Learning to Careers

Subject teachers highlight the progression routes available to students and make explicit the relevance of the knowledge, understanding and skills they are developing.

Students are provided with structured opportunities to explore how the curriculum supports entry into, and effectiveness within, a broad spectrum of careers.

⁵ A pilot initiative that provides teacher training, school support, and student activities to help more disadvantaged students achieve grades 7–9 in GCSE Maths and continue studying maths at Level 3.

⁶ For example, teaching Romans in History when Julius Caesar is taught in English (Year 7); Messaging about Society in taught in Art when teaching about propaganda during the World Wars in History (Year 9).

Subject leaders play a key role in ensuring that curriculum enrichment further strengthens these connections. Educational visits, visiting speakers, encounters with employers and meaningful experiences of workplaces are thoughtfully planned so that they bring curriculum learning to life. These experiences not only deepen subject understanding but also broaden students' horizons, helping them to see themselves as future professionals, contributors and leaders within their chosen fields.

Careers education is also embedded within our ongoing professional development programme. All staff, including those who directly support students beyond the classroom, are equipped to contribute confidently to careers conversations. This ensures that our students receive consistent, informed guidance and that careers education remains a shared responsibility across the school community.

Through this integrated approach, Bournside ensures that students understand not only what they are learning, but why they are learning it and how it prepares them to thrive as ambitious, capable and self-assured adults in the local, national and international community.

3. Coherence and Progression

The school will ensure that coherence and progression are met through:

- an agreed set of learning objectives or the understanding of a 'key question' for each lesson
- co-ordination of the skills and knowledge acquired, so that they are reinforced rather than repeated or contradicted
- careful transition between key stages, which is supported by assessment and reporting processes within the school
- encouraging continued education and training beyond Key Stage 4/5 with access to full and fair information, advice and guidance on career choices and further education.

4. Assessment

Assessment will:

- assist students through formative and summative feedback and the setting of personalised targets
- assist teachers in planning for and evaluating student progress
- provide information to parents and employers.

In support of these objectives, the marking of work will:

- be frequent and regular, in accordance with the school's assessment policy (which includes marking and feedback)
- be most commonly completed as "live marking" during lessons
- be positive and encouraging where possible, recognising personal achievement and excellence
- indicate how work can be improved
- use a consistent grading system which has been explained to students and parents.

and formal reports to parents will:

- be in accordance with legal requirements
- be issued regularly according to a published timetable
- Inform parents of progress being made towards targets, in addition to other relevant student performance indicators.

5. Home learning

All students are set home learning activities on a regular basis in line with our school homework policy,

Home learning has a number of different purposes and refers to activity given to students by their teachers to be completed outside of usual lesson time to:

- increase rates of student progress and improve student attainment
- develop independent learning skills and promote responsibility for learning with each student
- provide training for students in planning and organising time
- prepare students for new learning which has not yet been taught
- instil the importance of life-long learning and scholarly attitudes
- deepen student knowledge and help to develop mastery of knowledge, skills or understanding
- promote reflection on learning within lessons.

Home learning activities will:

- be purposeful and support the curriculum taught in the classroom
- be creative and offer opportunities for extended learning outside the taught curriculum
- be devised to engage students in the lifelong learning process
- enable all students to gain recognition and reward for engaging in learning outside the classroom
- develop students' independent learning skills
- be differentiated to enable all students to achieve and develop their learning.

6. Inclusion, equality and diversity

Curriculum planning and delivery are adapted to remove barriers and meet the needs of pupils with SEND and other vulnerabilities, in line with statutory inclusion expectations.

The curriculum will promote understanding and good will between people of all cultures, race, genders and religions and actively discourage all forms of prejudice.

The school will:

- develop and maintain links with young people and organisations in other countries.

Departments will ensure that:

- syllabuses include consideration of other cultures
- resources present a balanced racial and cultural perspective.

7. Quality assurance

The curriculum and its delivery will be quality assured in a developmental manner in the following ways:

- Regular learning walks, lessons drop-ins and culture walks.
- Annual exam results review meetings with Head of Department, Line Manager and Headteacher.
- Ongoing challenging, curricular-focused discussions between Heads of Department and their Line Manager.
- Evaluation of teaching and learning through departmental reviews, scrutiny of department development plans, lesson drop-ins and "book looks."
- Termly "data conferences" which evaluate the extent to which the curriculum positively impacts on the educational experience of different pupil groups, particularly disadvantaged students and those with EAL, SEND, those known (or who have been known) to the care system or those with other barriers to their learning.
- Analysis of student learning and outcomes at all key stages.
- Regular student, staff and parental feedback.
- Tracking and evaluating our extensive extra-curricular offer to ensure we are offering the very best experiences to all of our student groups.

- Analysis of student destinations at KS4 and KS5 to understand the effectiveness of the curriculum in preparing students for the next stage of their life.

8. Management and Monitoring of the Curriculum

The Governors, Headteacher, Senior Leadership Team and Heads of Department have specific responsibilities in the design, implementation and monitoring of the curriculum.

Departmental curricula, which are reviewed regularly by SLT, are found:

- in the subject curriculum maps
- in the subject knowledge and skills tracker
- through data and records collected from lesson visits that are recorded
- by regularly reviewing departmental meeting minutes which are stored centrally
- School Improvement Partner visit reports
- in department and key student group Quality Assurance reports.

This policy is reviewed annually (or sooner if statutory guidance changes) and approved by the Headteacher and Governing Body. The Deputy Head (Curriculum) is the policy owner

Parents and carers can request additional information about the curriculum via the school office; links and subject overviews are published online each academic year.

9. Compliance

In accordance with Section 78 of the Education Act 2002 and DfE statutory guidance, the school provides a curriculum that is balanced and broadly based, promotes pupils' spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of later life.

Bournside's curriculum follows the National Curriculum in all Key Stages.

The school complies with its statutory requirements in relation to R.E. (Religious Studies) Relationships and Sex Education (RSE) and Health Education.

R.E.(referred to as Religious Studies) is taught in discrete lessons (2 per fortnight in KS3); at KS4, as well as being offered as an option subject, R.E. (referred to as Religion and World Views) is taught in one discrete lesson per fortnight.

RSE and Health Education are taught in discrete lessons referred to as "Education for Life" (1 per fortnight). The RSE curriculum is available for parents to view on the school website.

The school meets or exceeds the non-statutory guidance for the teaching of P.E. At KS3 students have 4 lessons per fortnight of P.E. (referred to as Sports); at KS4 students have 2 lessons per fortnight of P.E. as well as the opportunity to take either GCSE or BTEC P.E. as an option subject. The school provides suitable indoor and outdoor facilities to deliver PE in accordance with the curriculum.

The school meets its statutory duty to provide independent and impartial careers guidance for all pupils from Year 7 to Year 11. In accordance with the DfE's statutory guidance (2025), the school provides a minimum of two meaningful encounters with approved technical education and apprenticeship providers during Key Stage 3 (Years 8–9) and a further two during Key Stage 4 (Years 10–11). All encounters are mandatory for pupils and are designed to cover the full range of academic, technical and vocational pathways. Our Provider Access Policy is published on our website

Appendix 1 – Curriculum structure in KS3 and 4

Year 7

Students follow a 2-week cycle of 50 periods per cycle (25 per week, 5 per day). Each period is 55 minutes long. In Year 7, all subjects are studied in mixed ability groups, except for PE and Mathematics.

4 periods of Physical Education are grouped by ability as the year progresses. 12 groups are set across 3 bands, with 2 girl groups and 2 boy groups in each band.

For their 6 periods of Mathematics, students are set in 10 groups across 3 bands (3/4 groups in each band).

Students study 2 periods each of Art, Computing, Drama, Music, and Religious Studies and 3 periods of Geography and History.

For their 3 periods of Design and Technology, students follow a carousel programme across the disciplines of Textiles, Food Preparation and Nutrition, Graphics and Product Design.

Groups are taught across 5 bands with 3 classes per band.

7 periods each of English and Science are studied over the cycle.

For Modern Foreign Languages, students follow a carousel programme across French, Spanish, Mandarin and German. MFL is taught in 10 groups across 3 bands. At the end of Year 7, students choose which two subjects they would like to continue to study in Year 8 and 9.

Students also have 1 period of Education 4 Life, taught in mixed-ability groups.

Year	Subject	No. of periods per cycle	How are the groups set?
7	PE	4	set
	Mathematics	7	set
	Art	2	mixed ability
	Computing	2	mixed ability
	Drama	2	mixed ability
	Music	2	mixed ability
	Religious Studies	2	mixed ability
	Geography	3	mixed ability
	History	3	mixed ability
	DT	3	mixed ability
	English	7	mixed ability
	Science	7	mixed ability
	MFL	5	mixed ability
	Education for Life	1	mixed ability

Year 8

Students follow a 2-week cycle of 50 periods per cycle (25 per week, 5 per day). Each period is 55 minutes long. In Year 8, all subjects are studied in mixed ability groups, except for PE and Mathematics.

4 periods of Physical Education are set in 12 groups across 2 bands, with 3 girl groups and 3 boy groups in each band.

Students study 6 periods of Mathematics and are set in 10 groups across 3 bands to allow for effective intervention where needed.

Students study 2 periods of Computing, Art, Drama, Music and Religious Studies. They also have 3 periods each of Geography and History.

In 3 periods of Design and Technology, students follow a carousel programme across the disciplines of Textiles, Food Preparation and Nutrition, Graphics and Product Design.

Groups are taught across 5 bands with 3 classes per band. Students have 7 periods each of English and Science per cycle.

Students study 6 periods of Modern Foreign Languages, split between a combination of two languages (French, Spanish, German and Mandarin) based on their choice at the end of Year 7. Some students study Spanish only across the 6 periods.

Students also have 1 period of Education for Life, taught in mixed-ability groups.

Year	Subject	No. of periods per cycle	How are the groups set?
8	PE	4	set
	Mathematics	6	set
	Art	2	mixed ability
	Computing	2	mixed ability
	Drama	2	mixed ability
	Music	2	mixed ability
	Religious Studies	2	mixed ability
	Geography	3	mixed ability
	History	3	mixed ability
	DT	3	mixed ability
	English	7	mixed ability
	Science	7	mixed ability
	MFL	6	mixed ability
	Education for Life	1	mixed ability

Year 9

Students follow a 2-week cycle of 50 periods per cycle (25 per week, 5 per day). Each period is 55 minutes long. In Year 9, all subjects are studied in mixed ability groups, except for PE and Mathematics.

Students study 6 periods of Mathematics and are set in 12 sets across 2 half-year groups (6 classes in each band) to allow for effective intervention where needed.

4 periods of Physical Education are set in 12 groups across 2 bands, with 3 girl groups and 3 boy groups in each band

Students study 3 periods each of Geography and History and 2 periods each of Computing, Art, RS, Music and Drama. Students have the opportunity to study Dance within their Drama lessons.

In 3 periods of Design and Technology, students follow a carousel programme across the disciplines of Textiles, Food Preparation and Nutrition, Graphics and Product Design.

Groups are taught across 5 bands with 3 classes per band.

Students have 6 periods each of Modern Foreign Languages and will continue to study the same combination of languages as they studied in Year 8.

Students study 7 periods each of Science and English per cycle. Both subjects have 12 groups across 2 bands, with 6 groups in each band.

Students also have 1 period of Education for Life taught in mixed-ability groups.

Year	Subject	No. of periods per cycle	How are the groups set?
9	PE	4	set
	Mathematics	6	set
	Art	2	mixed ability
	Computing	2	mixed ability
	Drama	2	mixed ability
	Music	2	mixed ability
	Religious Studies	2	mixed ability
	Geography	3	mixed ability
	History	3	mixed ability
	DT	3	mixed ability
	English	7	mixed ability
	Science	7	mixed ability
	MFL	6	mixed ability
	Education for Life	1	mixed ability

Year 10

Students follow a 2-week cycle of 50 periods per cycle (25 per week, 5 per day). Each period is 55 minutes long. Students study the core subjects required plus 4 option subjects.

Students study 8 periods of Mathematics and 9 periods each of Science and English. All three subjects are set in 12 groups across 2 bands, with 6 groups in each band.

Students follow a core programme in Physical Education for 2 periods and 1 period each of Education for Life and Religious and World Views.

Students study 4 options subjects for 5 periods a cycle. The 26 options are GCSEs in: Fine Art, Art Photography, 3D Art, Business Studies, Computing, Dance, Drama, Food

Preparation and Nutrition, Geography, History, Media Studies, Music, Product Design, French, Spanish, German, Mandarin, Physical Education, Sociology, Religious Studies, Triple Science and Textiles.

We also offer BTECs in Level 2 Health & Social Care and Sport, plus Cambridge Nationals in Level 2 Business Vocational and Creative iMedia.

Year	Subject	No. of periods per cycle	How are the groups set?	
10	Mathematics	8	set	Students must study all of these Core subjects
	Science	9	set	
	English	9	set	
	Core PE	2	set	
	Education for Life	1	mixed ability	
	Religion & World Views	1	mixed ability	
	Fine Art	5	mixed ability	Students study 4 subjects
	Art photography	5	mixed ability	
	3D Art	5	mixed ability	
	Business Studies	5	mixed ability	
	Computing	5	mixed ability	
	Dance	5	mixed ability	
	Drama	5	mixed ability	
	Food Prep & Nutrition	5	mixed ability	
	Geography	5	mixed ability	
	History	5	mixed ability	
	Media Studies	5	mixed ability	
	Music	5	mixed ability	
	Product Design	5	mixed ability	
	French	5	mixed ability	
	Spanish	5	mixed ability	
	German	5	mixed ability	
	Mandarin	5	mixed ability	
	PE	5	mixed ability	
	Sociology	5	mixed ability	
	Religious Studies	5	mixed ability	
	Triple Science	5	mixed ability	
	Textiles	5	mixed ability	
Health & Social Care	5	mixed ability		
Sport	5	mixed ability		
Business Vocational	5	mixed ability		
Creative iMedia	5	mixed ability		

Year 11

Students follow a 2-week cycle of 50 periods per cycle (25 per week, 5 per day). Each period is 55 minutes long. Students study the core subjects required plus 4 option subjects.

Students study 8 periods of Mathematics and 9 periods each of English and Science. All of these subjects are set in 12 groups across 2 bands, with 6 groups in each band.

Students follow a core programme in Physical Education for 2 periods and 1 period each of Education for Life and Religious and World Views.

Students study 4 options subjects for 5 periods a cycle. The 25 options are GCSEs in: Fine Art, Art Photography, 3D Art, Business Studies, Computing, Drama, Food Preparation and Nutrition, Geography, History, Media Studies, Music, Product Design, French, Spanish, German, Mandarin, Physical Education, Sociology, Religious Studies, Triple Science and Textiles.

We also offer BTECs in Level 2 Health & Social Care and Sport, plus Cambridge Nationals in Level 2 Business Vocational and Creative iMedia.

Year	Subject	No. of periods per cycle	How are the groups set?	
11	Mathematics	8	set	Students must study all of these Core subjects
	Science	9	set	
	English	9	set	
	Core PE	2	set	
	Education for Life	1	mixed ability	
	Religion & World Views	1	mixed ability	
	Fine Art	5	mixed ability	Students study 4 subjects
	Art photography	5	mixed ability	
	3D Art	5	mixed ability	
	Business Studies	5	mixed ability	
	Computing	5	mixed ability	
	Drama	5	mixed ability	
	Food Prep & Nutrition	5	mixed ability	
	Geography	5	mixed ability	
	History	5	mixed ability	
	Media Studies	5	mixed ability	
	Music	5	mixed ability	
	Product Design	5	mixed ability	
	French	5	mixed ability	
	Spanish	5	mixed ability	
	German	5	mixed ability	
	Mandarin	5	mixed ability	
	PE	5	mixed ability	
	Sociology	5	mixed ability	
	Religious Studies	5	mixed ability	
Triple Science	5	mixed ability		
Textiles	5	mixed ability		
Health & Social Care	5	mixed ability		
Sport	5	mixed ability		
Business Vocational	5	mixed ability		
Creative iMedia	5	mixed ability		

Appendix 2 Curriculum structure in KS5

Years 12 and 13

A very wide range of option subjects is available in our sixth form. The majority of students opt for three subjects either at A Level, L3 Vocational or a combination of the two. A small number of students take four A levels but this is limited to students with an average GCSE grade of a 7 or above.

In addition to the programme of three A' levels or equivalent, student are expected to attend 12 directed study periods in the sixth form directed study room and 8 "self-directed" study periods. Self-directed study provides students with an experience of managing their own study time in preparation for university study.

The remaining three lessons of the 50 lesson cycle are used for enrichment activities (2 lessons, each Wednesday afternoon) and 1 Education for Life lesson.

Year	Subject	No. of periods per cycle	How are the groups set?
12 and 13	Art Graphics	9	Mixed ability
	Art Photography	9	Mixed ability
	Fine Art	9	Mixed ability
	Biology	9	Mixed ability
	Business	9	Mixed ability
	Business (vocational)	9	Mixed ability
	Chemistry	9	Mixed ability
	Computer Science	9	Mixed ability
	Criminology (Level 3 Applied Diploma)	9	Mixed ability
	Dance	9	Mixed ability
	DT (Fashion and Textiles)	9	Mixed ability
	DT (Product Design)	9	Mixed ability
	Drama and Theatre Studies	9	Mixed ability
	Economics	9	Mixed ability
	English Lang and Lit	9	Mixed ability
	English Literature	9	Mixed ability
	Film Studies	9	Mixed ability
	Food Science and Nutrition (Level 3 AAQ)	9	Mixed ability
	French	9	Mixed ability
	Geography	9	Mixed ability
	German	9	Mixed ability
	Government and Politics	9	Mixed ability
	Health and Social Care (Extended Certificate)	9	Mixed ability
	History	9	Mixed ability
	Information Technology (BTEC)	9	Mixed ability
	Mandarin	9	Mixed ability

	Mathematics	9	Mixed ability
	Further Mathematics	9	Mixed ability
	Media Studies	9	Mixed ability
	Music	9	Mixed ability
	Music Technology	9	Mixed ability
	Physical Education	9	Mixed ability
	Physics	9	Mixed ability
	Psychology	9	Mixed ability
	Religious Studies	9	Mixed ability
	Sociology	9	Mixed ability
	Spanish	9	Mixed ability
	Sport (BTEC)	9	Mixed ability
	Core Maths	4	Mixed ability
	EPQ	2	Mixed ability
	Enrichment	2	Mixed ability
	E4L	1	Mixed ability