



THE CURRICULUM POLICY v2.0

The staff and Governors of Town Close School are committed to the highest standards of education for the pupils in our care. We aim to provide an engaging and creative learning environment that enhances children's moral, social, physical and academic development in preparation for their future lives. This policy should be read in conjunction with the Personal, Social, Health and Economic Education (PSHE) Policy, Relationships and Sex Education (RSE) Policy and scheme of work, as well as our Careers Policy.

This policy applies to all members of our School community, including those in EYFS. This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in our Town Close Governance Handbook.

The next scheduled date for review is November 2025. The policy will be reviewed by the Director of Studies and the Deputy Head of Pre Prep on an annual basis, or as events or changes in legislation require.

Associated Policies

- Inclusion Policy
- EAL Policy
- Gifted and Talented Policy
- Admissions Policy
- Assessment and Recording Policy
- Feedback Policy
- Relationship and Sex Education Policy

- PSHE Policy
- Careers Policy
- Behaviour Management Policy

Curriculum Aims and Values

VISION: Our North Star

To become a beacon for education for 3-13 year olds, which enables all of our pupils to shine and guides them towards their brightest future.

MISSION: Our Quest

To make the most out of every moment in guiding our children to not only become great pupils, but more importantly great people.

VALUES: The Town Close Way

Our aim at Town Close is that **everyone**:

- **Cares** for our School and wider community
- **Acts** positively, honestly and with ambition
- **Respects** themselves and others
- **Enjoys** and celebrates learning
- **Supports** others to be their best

The Town Close Way is a set of values that underpins school life and our community, giving a framework to the spirit that makes Town Close such a special place to grow up in. It is fully expected that these values act as a signpost for both children and adults across all of their endeavours at School.

From Nursery up, our children are explicitly instructed in the importance of these values through their interactions with teachers during learning, across events, Bird Family meetings, form time, tutor groups, house meetings, and through the example set by our community.

A reward system linked to The Town Close Way recognises our pupils for actively demonstrating each of these values in their day to day School life whilst helping all of our children, from Nursery to Year 8, understand and appreciate the importance of each attribute as they grow into not only great pupils but, more importantly great people.

Roles and Responsibilities

The governors

The governors will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements for EYFS
- It participates in decision-making about the breadth and balance of the curriculum
- Ensuring from Year 7 onwards pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements for EYFS
- The Governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governors are advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The Director of Studies, Head of Pre Prep, Deputy Head of Pre Prep and Head

of Learning Support will all work with staff and Heads of Department to ensure that this policy is followed. Heads of Department will monitor the curriculum within their own subject disciplines across the School.

Curriculum Provision

At Town Close we aim to have a broad and balanced for all pupils that is underpinned by academic rigour. Throughout the School, we broadly follow the aims and objectives of the National Curriculum. In accordance with regulatory requirements, the School's curriculum provides for full-time supervised education for pupils of compulsory School age, which gives pupils experience in all areas of the curriculum.

At Town Close, we have access to an excellent range of resources, both in the classroom and around the school site. These resources are utilised effectively to promote excellent outcomes for all learners.

Across the School, we foster and promote the pupils' self-motivation, interests and independent thinking. We provide opportunities for them to develop their own interests. By the time that pupils move onto their Senior Schools, they demonstrate an excellent ability to think and work independently.

The curriculum provision includes the preparation of students for the opportunities, responsibility and experience of adult life in British society. It also enables all pupils to have the opportunity to learn and make progress, taking into account their age, prior learning, aptitude and individual needs, including those with special educational needs, those with a Statement of Special Educational Needs (SEN) or an Education, Health and Care plan (EHC). It does not discriminate against pupils contrary to Part 6 of the Equality Act 2010. In doing so, it enables all pupils to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills in all taught subjects.

The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Curriculum Diagram

At Town Close, we ensure that the curriculum is broad and balanced. We achieve this through a well-organised timetable and appropriate subject matter. Please see Appendix A – Curriculum Design for further information about how the curriculum is structured across the School, as well of information about setting arrangements.

School Day	Times	Hours
------------	-------	-------

Pre Prep (Nursery, Reception, Year 1 and Year 2)	0800 – 1530 Extended day from 0800-1800 (0730-1800 from January 2025)	37 hours 30 minutes
Prep (Years 3 – 8)	0815-1600 Extended day from 0800-1800 (0730-1800 from January 2025)	38 hours 45 minutes

The School's curriculum enables pupils to acquire skills in:

- Speaking
- Listening
- Literacy
- Numeracy

This gives pupils experience in linguistics, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Linguistic Education: We ensure that pupils' communication skills are developed and that they are able to communicate through effective listening, speaking, reading and writing. These skills are developed in the EYFS within the areas of 'Communication and Language' and 'Literacy', as well as across Key Stages 1, 2 and 3 in English lessons. Pupils learning French from Year 3 upwards and have the option to study Spanish, German or Mandarin in Years 7 and 8. Our library is a hub within the school for pupils in their education and recreation, and this offers ample opportunities for pupils to develop these skills. These skills are developed across all other curriculum subjects; these skills underpin learning across the curriculum.

Mathematical Education: Pupils are supported to develop their mathematical skills from EYFS through to Key Stage 3, ensuring that they are well equipped with the skills necessary at their Senior Schools and in their adult lives. In EYFS, these skills are taught through number and numerical patterns. From Years 1 to 6, pupils follow a maths mastery curriculum; teachers use the White Rose Maths resources and differentiate these resources to support all pupils in their development. In Years 7 and 8, the Town Close scheme of work is followed and pupils sit the 13+ CE examination in maths. Pupils are also given opportunities to problem-solve regularly. Children are also able to access online resources, such as Sumdog and MyMaths to support them in their learning. Some pupils are encouraged to take part in maths competitions, such as the UKMT Maths Challenge, and enjoy taking part in activities during the School's STEM week. The mathematical education of all pupils is also developed more broadly across

the curriculum, for example in subjects such as science, design and technology, music and geography.

Scientific Education: Pupils' scientific education develops as they progress through the School. In EYFS, pupils develop their scientific knowledge through activities designed to develop their knowledge of the world and opportunities to follow scientific lines of enquiry through open-ended exploration. From Years 1 to 8, science is taught and pupils have the opportunity to carry out scientific investigations. Pupils in the Prep Department have at least some of their lessons in one of the School's science laboratories, this increases in the more senior years. Pupils enjoy taking part in activities during the School's STEM week.

Technological Education: Technological education is an important part of the Town Close curriculum. From Reception to Year 8, pupils have computing lessons and are able to make use of the wide range of resources available to them within the School, for example the two computing classrooms, the banks of iPads and other physical computing devices. All pupils from Year 6 upwards have their own iPad. The computer rooms and banks of iPads are able to be booked by all teachers so that they can incorporate this into their own subjects. Design and Technology is an important part of the curriculum. From Year 3 upwards, pupils have their lessons in the DT workshop. They are able to plan and develop their own ideas; produce their own products by using a range of tools and equipment; and evaluate their designs.

Human and Social Education: In EYFS, staff support children to develop their understanding of human and social education through activities planned for 'Understanding the World'. In Key Stage One and Lower Key Stage Two, pupils study humanities (history and geography) and from Years 5 to 8 pupils have discrete geography and history lessons. The school's PSHE and RE/TPR schemes of work also support this development. The School's Eco Council also work to make the School more sustainable and consider the impact that every person has on our planet.

Physical Education: At Town Close pupils have access to excellent sports facilities, as well as vast grounds in which they can be active throughout the day. In EYFS, pupils have lessons and activities that improve their 'physical development', in addition to both indoor and outdoor play. Pupils in Pre Prep have weekly swimming lessons; pupils in Prep have fortnightly swimming lessons. Pupils have discrete PE and swimming lessons on site, working through the School's scheme of work. From Year 2 upwards, pupils take part in Games lessons and are taught by specialist coaches. From Year 3 upwards, pupils take part in outside matches and fixtures against other schools, including swimming galas.

Aesthetic and Creative Education: This area is given great importance at Town Close. In EYFS, pupils are given opportunities to develop their aesthetic and creative education through activities and lessons linked to 'Expressive Arts and Design'. Art is taught across the School, with specialist art teaching happening from Year 3 upwards. The standards of pupil artwork is very high; pupil work is displayed around the School, as well as in the biannual art gallery exhibition. Pupils have music and drama lessons and have opportunities to perform. Pupils across the whole school have specialist music teaching. Pupils in Pre Prep all take part in a nativity annually; pupils in Year 3 take part

in class assemblies; Year 4 pupils take part in a production; Year 5 pupils are involved in a 'Play in a Day'; Year 6 pupils have an annual production; and Years 7 and 8 pupils have a production each year, alternating between a play and a musical. There are also opportunities for musical performances, such as in informal concerts, as well as in other events such as the Carol Service and Prize Day. One-to-one music lessons are available for pupils who wish to study a particular instrument, many ensembles and groups run throughout the year, as well as a Dramactive club that runs weekly.

PSHE Education and PSED (EYFS): All pupils have PSHE or PSED education, the contents of which can be seen in the relevant schemes of work. The PSHE and PSED curriculum helps to support children to be ready for the various challenges, opportunities, life decisions and responsibilities that they will face throughout their lives. The curriculum provision includes the preparation of students for the opportunities, responsibility and experience of adult life in British society. The curriculum promotes British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. All pupils take part in relationships and sex education lessons, unless a parent has chosen to remove them from the non-statutory aspects of the curriculum. Further details are outlined in the School's PSHE and RSE policies.

The School council are a proactive group within the School who carry out charity work to support our local community, as well as being a forum to share pupil voice within the School. The Town Close Way outlines our expectations for all members of the school community and how we can all have a positive impact upon our School community.

Careers Education: Appropriate careers guidance is given to pupils. Please see our Careers Policy for further information.

The Curriculum

Nursery to Year 4 Curriculum

From Nursery to Year 4, we follow a thematic approach through our Creative Curriculum, which is underpinned by National Curriculum objectives and the EYFS framework. Through our curriculum, we place emphasis on ensuring that pupils make connections between different areas of their learning and develop a real enthusiasm and interest in their current areas of study. Topics are rotated on a termly basis and are shared across the relevant key stage.

Pre Prep - EYFS

We follow the Early Years Foundation Stage (EYFS) statutory framework, which sets out the standards that school and childcare providers must meet for the learning, development and care of children from birth to 5. All Town Close pupils between the ages of 3 and 5 years are taught within the EYFS framework.

- The Nursery (Little Acorns) is for children aged 3-4 years (where appropriate, some children may join at age 2, in the term in which they will turn 3).
- Pupils move into Reception in the September after their 4th birthday.

Pupils in Nursery and Reception are allocated a Key Person and the ratio for adult supervision is in accordance with the regulations of the EYFS to meet their individual needs. The nursery and reception classes are overseen by a qualified teacher; they are supported by a team of teaching assistants.

Our EYFS curriculum is delivered in the classrooms as well as outside, in one of our many outdoor learning areas. The children are provided with a wide range of diverse learning experiences and plenty of opportunities to engage in teacher-led and child-initiated activities. Playful learning is actively promoted throughout the day and our children develop positive attitudes to learning.

The children are encouraged to play and explore, investigating and experiencing things and developing an enquiring attitude. The children are given the time to be active learners, allowing them to concentrate and to keep on trying if they encounter difficulties and to enjoy their achievements. The children are encouraged to create and to think critically and creatively. The children have and develop their own ideas. They make links between ideas and develop strategies for doing things.

There are seven areas of learning and development that shape the EYFS curriculum. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development.

There are a further four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

Tapestry is used to share the children's learning journey with families. EYFS parents receive weekly curriculum information on Tapestry, which outlines what the children have been learning that week and suggests activities to do at home to consolidate this.

In addition, a written report is produced for parents at the end of the academic year. There are three parents' evenings that are held over the course of the year.

Pre Prep – Years 1 and 2

- Pupils are taught mainly by their class teacher, although have some specialist teaching for swimming, music, dance (Year 1), games (Year 2), computing (Year 2) and PE (Year 2)
- Pupils in Key Stage One are placed in mixed attainment classes with an aim to balance gender, social skills and attainment
- The creative curriculum ensures cross-curricular links are made between subjects and underpinned by core skills
- Phonics is taught across Pre Prep using the Little Wandle Letters and Sounds scheme
- The KS1 curriculum provision includes the preparation of children for the opportunities, responsibility and experience of adult life in British society, including those with special educational needs, including those an Education, Health and Care plan (EHCP)
- Spiritual, Moral, Social and Cultural Education is embedded into all lessons/co-curricular areas where appropriate and is also delivered in RS/PSHE lessons
- KS1 parents receive weekly curriculum information on Tapestry, which outlines what the children have been learning that week and suggests activities to do at home to consolidate this.
- KS1 parents receive a school report twice per year. In addition, there are two parents' evenings per year.

The curriculum covers the following subjects:

- English – speaking and listening, reading and writing
- Mathematics
- History, geography, science and religious studies
- Personal, health, social and emotional studies
- Relationship and sex education
- Music
- Art and design technology
- Games, dance, physical education and swimming
- Computing

Prep – Year 3 and 4 Curriculum

- Pupils are taught in mixed ability forms with an aim to balance gender, social skills and attainment.
- Pupils are organised into three maths sets which are arranged by attainment and learning style.
- Pupils follow a broad two-week timetable; lessons last 30 minutes but double lessons lasting one hour are used as much as possible.
- Pupils have form time at the start of the day.
- Pupils are taught by their form teacher for English, PSHE and humanities. In some cases their class teacher may teach them for some other subjects too. They have some specialist teachers for some subjects.
- Pupils lessons include: art, computing, drama, DT, French, Games, English, humanities, maths, music, PE, PSHE, RE, science and swimming.
- Pupils receive two written reports per year and parents' evenings are held twice per year. Pupils also receive Attitude to Learning Grades five times per year.
- As pupils move into the Prep department, they will benefit from a gradually widening range of specialist subject teaching.
- Because of the organisation of the curriculum and other factors, pupils will acquire good independent learning and personal skills.

Prep – Year 5-8 Curriculum

- Pupils in Year 5 to 8 are taught by subject specialist teachers. The curriculum broadly follows the National Curriculum, before moving onto the ISEB 13+ Common Entrance syllabus in Years 7 and 8.
- Pupils are grouped into mixed attainment forms with an aim to balance gender, social skills and attainment.
- In Years 5 and 6, pupils are taught in sets for maths. In Year 6, pupils are also taught in sets for English. All other subjects are taught in mixed attainment forms.
- In Years 7 and 8, pupils are taught in streams for maths, science and computing, as well as English and drama. Pupils are also taught in sets for French and separate groups for their other language choice (Mandarin, German or Spanish). All other subjects are taught in mixed attainment forms.
- Because of the organisation of the curriculum and other factors, pupils will acquire good independent learning and personal skills.
- Pupils receive two written reports per year and parents' evenings are held once per year, with an additional parents' evening for Common Entrance subjects in Year 8. Pupils also receive Attitude to Learning Grades five times per year.

Assessment

For further information on assessment across the School, please see our Assessment policy.

Homework

For further information on homework, please see our Homework policy.

Curriculum Planning

Curriculum planning is broken down into the following stages:

- Long-term overviews indicate schemes of work are to be taught each term across the year groups
- Medium Term Plans give clear guidance on the learning objectives and teaching strategies used when teaching each scheme of work
- Teacher planners or weekly/daily planning sheets are used for short term planning, setting out the learning objective for each session; the steps to success, differentiation and evaluation

Co-Curriculum

Across the School, the curriculum is enriched by a varied co-curricular programme. Not only does the programme enhance the curriculum itself, but also promotes further opportunities to develop pupils' own individual passions and interests, as well as them as their personal development. The programme also promotes pupils' spiritual, moral, social and cultural development, as well as promoting fundamental British Values. This programme includes:

- Our School activities programme
- ASA (Adventure Skills Academy)
- Assemblies, concerts and productions
- Education visits and trips, including residentials
- School Council and Eco Council
- Houses and Bird Families
- Vertical Tutor Groups and Tutor Group sessions
- Individual music lessons
- Pupil responsibilities, including duties, Top Birds and school prefects

- Fixtures, competitions and charity events
- Links with our annual school charity

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our EAL, Gifted and Talented and Inclusion policies.

Monitoring Arrangements

Heads of department and members of the SLT monitor the way their subject is taught throughout the school. The effectiveness of the curriculum is continually reviewed:

- Heads of Department are responsible for overseeing their curriculum subject; they monitor and review how effective the curriculum planning and practice is
- Heads of Department take part in subject reviews/ audits; the findings of these are reported to Governors
- Subject development plans are set, monitored and reviewed
- Continuous professional development
- School strategy and strategic objectives
- Appraisal cycle
- Conducting learning walks, lesson observations and completing book scrutinies
- Gathering pupil / teacher/ parent voice surveys
- Monitoring planning

Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

Review date: November 2024

Next review date: November 2025

Appendix A – Curriculum Design

Across the School, timetables are designed to effectively manage class time and ensure that broad and balanced curriculum time is in place.

Early Years (Nursery and Reception)

The objectives for the seven EYFS areas of learning are met through whole class teaching, adult-led small group activities and continuous provision.

In Nursery, children have specialist teaching for the following subjects:

- Swimming
- Music

Below is an example of a Nursery timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00	Registration, welcoming children	Registration, welcoming children	Registration, welcoming children	Registration, welcoming children	Registration, welcoming children
8.55	Free Play and Activities	Free Play and Activities	Music	Swimming	Free Play and Activities
9.25	Woodland Explorers/Music	Sports Hall	Free Play and Activities		
9.55					
10.25	Snack	Snack	Snack	Snack	Snack
10.45	Free Play and Activities	Free Play and Activities	Free Play and Activities	Free Play and Activities	Free Play and Activities
11.15	Group Time	Group Time	Group Time	Group Time	Group Time
11.45	Lunch	Lunch	Lunch	Lunch	Lunch
12.30	Free Play and Activities	Free Play and Activities	Free Play and Activities	Free Play and Activities	Free Play and Activities
2.00				Library/ Snack time	
2.30	Snack time	Snack time	Snack time		Snack time
3.00	Songs and stories	Songs and stories	Songs and stories	Songs and stories	Songs and stories
3.30	Home Time and After School Care				

In Reception, children have specialist teaching for the following subjects:

- Swimming
- Music
- Dance

Below is an example of a Reception timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.25	Registration	Registration	Registration	Registration	Registration
8.35	Assembly	Hymn Practice	Form Period	Bird Family Meeting	Assembly
8.55	Topic/Literacy Launch	Phonics/Literacy	Phonics/Literacy	Phonics/Literacy	Phonics/Literacy
9.25	Focus group and linked learning	Focus group and linked learning	Focus group and linked learning	Focus group and linked learning	Little Explorers
9.55	Focus group and linked learning	Focus group and linked learning	Focus group and linked learning	Focus group and linked learning	Little Explorers
10.25	SNACK AND BREAK (snack bar 10-10:45 M, Th, F)				
10.45	Focus group and linked learning	Music	Focus group and linked learning	Focus group and linked learning	Focus group and linked learning
11.15	Focus group and linked learning	Little Creators	Focus group and linked learning	Focus group and linked learning	Focus group and linked learning
11.45	Maths	Little Creators	Maths	Maths	Maths
12.15	LUNCH				
1.30	Dance	Topic	Staff Planning Time	Swimming	PE/Games
2.00	Music (Beta weeks only)	Topic	Golden Time	Swimming	PE/Games
2.30	Library	Topic	Golden Time	Swimming	PE/Games
3.00	SNACK AND STORY				

Key Stage One (Years 1 and 2)

Children in Years 1 and 2 are mainly taught by their class teacher, but have specialist teaching for some subjects. This supports the children as they progress into the Prep Department.

In Year 1, children have specialist subject teaching for the following subjects:

- Dance
- Music
- Swimming

In Year 2, children have specialist subject teaching for the following subjects:

- Music
- Swimming
- PE
- Games
- Computing

Below is an example of a Year 2 timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.25	Registration	Registration	Registration	Registration	Registration
8.35	Assembly	Hymn Practice	Form Period	Bird Family Meeting	Assembly
8.55	Maths	Maths	Maths	Maths	Art/DT
9.25	Maths	Maths	Maths	Maths	Art/DT
9.55	Handwriting	Music	Handwriting	Phonics	SPAG
10.25	SNACK AND BREAK				
10.45	Phonics	Phonics	English	PE (B) Mr W/PSHE	Topic
11.15	English	English	English	PE (B) Mr W /PSHE	Topic
11.45	English	English	Library	Spelling Test	Topic
12.15	LUNCH				
1.30	Games	Science	Phonics	Phonics	Swimming
2.00	Games	Science	Music	Computing (A)/RE	Swimming
2.30	Games	Science	Show and Tell	Computing (A)/RE	Swimming
3.00	SNACK AND STORY				

Prep Department Curriculum Diagram

In the Prep Department, all lessons last 30 minutes. Wherever possible, lessons are taught as double lessons. We follow a two-week timetable.

Key Stage 2 (Years 3 to 6)

Diagram showing the number of lessons taught in each subject in Key Stage 2.

Group	Year 3 (3 classes)	Year 4 (3 classes)	Year 5 (3 classes)	Year 6 (3 classes)
English	26 (4 lessons in spelling groups)	24 (4 lessons in spelling groups)	18	18
Maths	20	20	18	18
Science	6	6	8	8
History	8	8	6	6
Geography			6	6
RE	4	4	4	4
Computing	3	3	3	3
Art	4	4	4	4
DT	4	4	4	4
Drama	2	2	2	2
French	4	6	8	8
Music	4	4	4	4
PE	2	2	2	2
Swimming	2	2	2	2
Games	16	16	16	16
PSHE	3	3	3	3
Tutor Group			2	2

Key	Explanation
	Taught in form classes
	Taught in sets (by attainment)
	Taught in other groups

Example Year 6 Timetable

Alpha Week

6C ALPHA	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 08:55-09:25	MATHS	ENGLISH	ENGLISH	ENGLISH	ENGLISH
Lesson 2 09:25-09:55					
Lesson 3 09:55-10:25	ENGLISH	ART	GEOG	MUSIC	FRENCH
Break					
Lesson 4 10:45-11:15	ENGLISH	ART	GEOG	MUSIC	FRENCH
Lesson 5 11:15-11:45	SWIMMING	COMP	MATHS	MATHS	HISTORY
Lesson 6 11:45-12:15		MATHS	FRENCH		MATHS
Lesson 7 12:15-12:45	TUTOR GROUP			HISTORY	
Lunch					
Lesson 8 14:00-14:30	DRAMA	MUSIC	GAMES	GAMES	SCIENCE
Lesson 9 14:30-15:00		PSHE			
Lesson 10 15:00-15:30	GEOG	SCIENCE			
Lesson 11 15:30-16:00					PSHE

Homework	MATHS	ENGLISH	GEOGRAPHY	NONE	SCIENCE
-----------------	-------	---------	-----------	------	---------

Beta Week

6C BETA	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 08:55-09:25	MATHS	ENGLISH	ENGLISH	MUSIC	MATHS
Lesson 2 09:25-09:55				RE	
Lesson 3 09:55-10:25	DT	GEOG	FRENCH		FRENCH
Break					
Lesson 4 10:45-11:15	DT	GEOG	FRENCH	SCIENCE	DT
Lesson 5 11:15-11:45	PE	FRENCH	MATHS		
Lesson 6 11:45-12:15		TUTOR GROUP	MATHS	RE	MATHS
Lesson 7 12:15-12:45					
Lunch					
Lesson 8 14:00-14:30	ENGLISH	ART	GAMES	ENGLISH	GAMES
Lesson 9 14:30-15:00					
Lesson 10 15:00-15:30	COMP	HISTORY		HISTORY	

Lesson 11 15:30-16:00					
Homework	MATHS	HISTORY	ENGLISH	RE	FRENCH

Key Stage 3 (Years 7 and 8)

Diagram showing the number of lessons taught in each subject in Key Stage 3.

Group	Year 7 (2 classes)	Year 8 (2 classes)
English (with drama embedded)	18	18
Maths	14	14
Science	12	12
History	6	6
Geography	6	6
TPR	5	5
Computing	2	2
Art	4	4
DT	4	4
French	6	6
German / Spanish/ Mandarin	6	6
Music	3	3
PE	2	2
Swimming	2	2
Games	16	16
PSHE	2	2
Tutor Group	2	2

Key	Explanation
	Taught in form classes
	Taught in a stream (3 classes)
	Taught in sets (3 classes)
	Taught in other groups

Example Year 8 Timetable: Alpha Week

8L T ALPHA	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 08:55-09:25	HISTORY	SCIENCE	LANGUAGES	SCIENCE	SCIENCE
Lesson 2 09:25-09:55					
Lesson 3 09:55-10:25	FRENCH	MATHS	ENGLISH	MATHS	GEOG
Break					
Lesson 4 10:45-11:15	FRENCH	MATHS	ENGLISH	MATHS	GEOG
Lesson 5 11:15-11:45	MATHS	MUSIC		ENGLISH	MUSIC
Lesson 6 11:45-12:15		TUTOR GROUP	ENGLISH		
Lesson 7 12:15-12:45	PSHE				
Lunch					
Lesson 8 14:00-14:30	GAMES	HISTORY	GAMES	ART	ENGLISH
Lesson 9 14:30-15:00					

Lesson 10 15:00-15:30		GEOG		TPR	DT
Lesson 11 15:30-16:00					
Homework	HISTORY	MATHS	LANGUAGES	TPR	ENGLISH

Beta Week

8L T BETA	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1 08:55-09:25	ENGLISH	SCIENCE	LANGUAGES	SCIENCE	TPR
Lesson 2 09:25-09:55					PE
Lesson 3 09:55-10:25	FRENCH	MATHS	ENGLISH	MATHS	
Break					
Lesson 4 10:45-11:15	FRENCH	MATHS	ENGLISH	MATHS	LANGUAGES
Lesson 5 11:15-11:45	MATHS	ENGLISH		PSHE	
Lesson 6 11:45-12:15				FRENCH	ENGLISH
Lesson 7 12:15-12:45	TUTOR GROUP	MUSIC			
Lunch					
Lesson 8 14:00-14:30	GAMES	HISTORY	GAMES	ART	SCIENCE
Lesson 9 14:30-15:00					

Lesson 10 15:00-15:30		GEOG		TPR	DT
Lesson 11 15:30-16:00					
Homework	FRENCH	GEOGRAPHY	ENGLISH	MATHS	SCIENCE