



3-18 Curriculum Overview

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. A strong focus is placed on high attainment and expectations; academic and extra-curricular *enriched* learning, wider reading and developing education in the round with students encouraged and assisted to make strong connections between all of the various strands to their learning. We aim to develop children's independence, encouraging them to become confident, resourceful, resilient and reflective learners.

Curriculum Aims

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

3-18 Curriculums

1. The School is exempt from the learning and development requirements of the EYFS, although reference is made to the document when planning the curriculum within the early years.
2. The National Curriculum 2014: 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 Strategies, 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. Specialist teaching starts at The Pelican with Dance and Music from Nursery, Games, Kung Fu and Gymnastics from Reception and MFL from Year 1. An increasing proportion of teaching is given by specialist teachers as children progress through the Prep school, for example in 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, I-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 II re-enactment day and an overnight stay in Year Two at Burwell House; the Prep School's visits to France and West Runton, Enrichment Days for all Upper pupils, and trips including sports tours, academic ventures and ambitious Outdoor Pursuits ventures. Outside activities regularly come into school as well, such as the Life Bus at the Pelican, numerous "History Days" run by educational specialists at the Prep and a wide range of speakers from the University and elsewhere at the Upper through our prestigious '42' lunchtime lecture programme. A wide variety of clubs and societies support pupils' wider experience and enriched learning across the whole age range of the school.
5. The Perse curriculum is designed to meet the needs of its many gifted students, and to provide appropriate stretch, challenge and academic enrichment for all its ability groups. It often goes well beyond nationally expected levels of achievement in all year groups in scope, depth and expectation although this is most easily demonstrated by the impressive A* rate achieved by Perse students in GCSE and A level public exams. Maths is taught in sets from Year 2 onwards 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 Music taken one year early for higher ability groups. Sixth Form students choose to study four A-Level/Pre-U subjects, sometimes five if they take Further Maths. In addition, a number of Sixth formers choose to study for the Extended Project Research Qualification (starting L6th, completed U6th) or complete an internal Rouse Award Research project. The Higher Project Qualification is also available to Year 10 pupils.
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. Reasoning, critical thinking, creativity and imagination, planning, synthesizing information, collaboration, leadership, research are just some examples of the twenty-first century skill set which pupils receive active development in across all year groups. 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 and Prep. We are continuing to develop school access to ipad/tablet activities through class sets of ipads and chromebooks and an ongoing staff training programme. An expanded modern language provision includes Language Studies (Italian, Japanese, and German) in year 8, and opportunities to engage in an extra-curricular, subsidised, two-year GCSE subscription programme in Italian, Japanese and Mandarin in later years.

7. There is coordination between the curricula of the Pelican, Prep and Upper to ensure a smooth transition for pupils. A number of teachers work 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 and the Head of Lower School (Y7-8) teaches Year 6 PSHE in order to get to know the pupils. 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. Departmental annual meshing meetings are arranged to discuss curriculum linking across meshing year groups. 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 and Games assistants for younger pupils as part of their Enrichment programme; younger pupils regularly see performances of older pupils' music and drama groups. Year 5 pupils visit the Upper each year to take part in a variety of geographical and Science activities around the site with Upper pupils. Careful attention is also paid to curriculum and pastoral 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 a settling in programme for parents and children before the children begin their regular weekly sessions in September. 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 and teaching assistants, 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 Assistant Head (Pastoral). At the Upper, PSHE and citizenship are explored through PSHE and RS lessons, as well as through the tutorial programme, whole school, sectional and year group assemblies and appropriate cross-curricular linking such as sexual education within science. A range of visiting speakers/presenters discuss a variety of key topics with

different year groups. In particular, 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, a range of lunchtime talks for all year groups and particularly through profiling, interviews and careers placements in Years 10 and 11 organised by the Careers lead. The Director of Qualifications and Progression also oversees an extensive programme of preparation for university entrance. The Year 11 and Sixth Form Enrichment Programme include a wide range of activities, including some (such as hospital volunteering) which may also contribute to careers preparation.