

Our Stand Outs!

We are a genuinely caring school, with **care** being one of our three core values. We are consistently told this by our pupils, staff, parents and wider community. This results in very positive working relationships across the whole school community and a real sense of community spirit, best observed in some of the much-loved school traditions. Delegating **responsibility**, another core value, of course with support, results in staff and pupils having high levels of autonomy and trust in each other. And our final core value, **success** is evident in our pupils' love of being in school and the academic rigour which results in great outcomes.

Our Vision Statements	Our curriculum purpose
Being a caring, inclusive and respectful community in which everyone contributes, is valued and has pride in the school.	A safe environment which fosters risk taking and creativity to further knowledge and understanding; where pupils can flourish
A curriculum that is characterised by a depth of knowledge and understanding, to equip young people with an enjoyment and fascination in learning and the skills to progress independently.	Exposes pupils to the very best of ideas and thought Promotes curiosity Rich in English language both written and oral
Being a centre of excellence where learners achieve their full potential in academic, personal, social, physical, moral and spiritual development.	Be knowledgeable and skilful and able to apply those to their learning Ambition for self and peers
Being a working partnership of learners, parents, staff, governors and the community.	Recognise own and others' strengths Able to work collaboratively Seek support and expertise from others
Preparing learners for the demands and opportunities in a rapidly changing world.	Adaptable and responsive learners; positive thinkers
The social and emotional skills, knowledge and behaviours that young people will learn in the school will help them build resilience and set the pattern for how they will manage their emotional wellbeing throughout their lives.	Good lifetime habits for healthy lifestyles
Learners will leave Herschel as self-confident, tolerant and fulfilled individuals, equipped to make a valuable contribution to the diverse communities in which they will live.	Global citizens who contribute and articulate ideas and solutions

Our Context

Our school essentially draws pupils from Slough, West London and Reading and as such is genuinely culturally diverse. Our pupils come from a range of ethnic backgrounds and faiths. They speak over 41 languages and 18% have English as an additional language. Our families value education highly and are aspirational for their children. The pupils have high aspirations for themselves with the vast majority wanting to enter professional careers. Careers in STEM related fields are often an ambition and there is a very high take up of STEM subjects at A Level. We are very conscious of and tap into the economic and work-related opportunities which exist on our doorstep, including the headquarters of global companies, large national infrastructure projects such as Heathrow expansion and the Elizabeth line and of our proximity to London. Equally we are very aware of the barriers some of our families face including from deprivation, language and health. We continue to refine our curriculum offer to ensure our learners have the very best opportunities to achieve academic success and develop personal responsibility within a safe, caring environment.

Each subject is continuing the process of refining their curriculum visions, implementing when and how knowledge and skills are passed on and remembered.

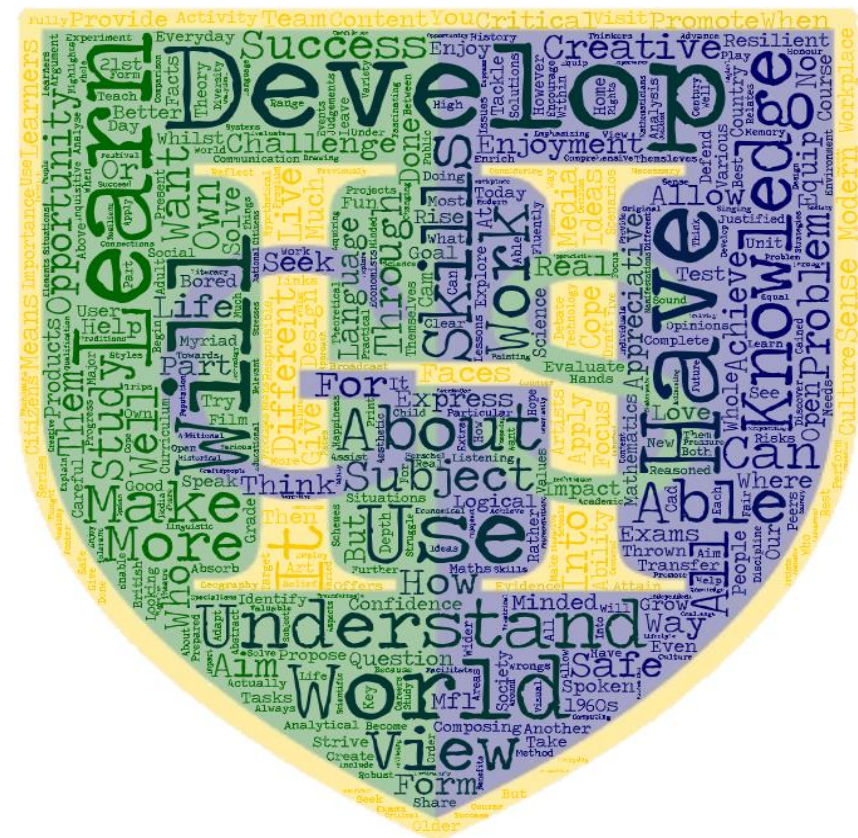
Departments continue to plan to embed deep cross and more comprehensive curriculum links and ensure each curriculum area is well sequenced, providing our learners with fantastic and memorable opportunities resulting in the very best possible outcomes.

We refined our curriculum offer in September 2019. The aim was to increase the number studying either French or Spanish to GCSE level and beyond. We recognise the benefits that studying a language brings. We also expect learners to study either Geography or History to GCSE level.

In addition to whole-school changes, each subject is carrying out its curriculum reform covering four distinct phases. Review, Develop, Refine and Finalise.

The word cloud to the right is a collection of each departmental vision compressed into one.

At Herschel, we run a faculty system (7 faculties) that supports small or single-person departments in sharing excellent practice and fostering positive working relationships.



Strong foundations are crucial to success; as such, we operate a **three**-year key stage 3. In fact, many core subjects are developing a seamless five-year curriculum.

Within this framework, learners have the broadest curriculum offer and continue to experience a broader range of subjects in greater depth. As a selective intake school (Years 7 -11), a sharp academic focus is vital in meeting the needs of our learners. Our curriculum is ambitious and academic; lessons have a pace, and learners are challenged. We expect most of our learners to study A levels and go onto the university, many to high tariff universities. We do not offer vocational qualifications apart from the Extended Project Qualification (EPQ) Which has almost 70 students studying it in Year 12.

Whilst we recognise the crucial role of GCSE and A-level grades, our focus is on so much more than just examinations. Our extensive extra-curricular and broader curricular programme demonstrates our commitment to developing a range of skills and experiencing a range of activities (visit our Twitter account for a flavour <https://twitter.com/herschelgrammar?lang=en>)

We celebrate diversity whilst educating on cultures beyond our own. We strongly promote the need to read and by improving literacy general and disciplinary literacy along with developing oracy. For example through initiatives such as talk the talk in year 8.

All learners in years 7 - 9 (Key Stage 3) follow the new revised national curriculum for KS3 in core and foundation subjects. On entry, Year 7 specialise in either French or Spanish and continue to study that to at least GCSE level. We also recognise the importance of home or community languages and aim to facilitate examinations in these subjects wherever possible. In Year 9 Art learners focus on Best of British – ‘about me’ and what it means to be British through the lens of British art and artists. In Food preparation local cuisines are studied including the tunnock tea cake challenge.

Where appropriate, Heads of Department have modified their curriculum to reflect a local context and enable all learners to develop relevant skills to ensure progression to Key Stage 4. For example, in Year 7, learners' study Indian music, historians study Windsor Castle, the Empire and intricacies and complexity of the commonwealth in particular India.

Towards the end of Year 9, learners in core subjects begin preparation for GCSEs. Year 9 learners make their GCSE choices in March and study three optional GCSE subjects (one being a choice between History and Geography) in Years 10 and 11 alongside compulsory subjects. Offering genuine choice and variety without burdening them with too many GCSEs. At the end of Year 11, our learners leave with 10 GCSEs, with just under 85% achieving the EBacc. Careers learning continues early in Year 9 and runs throughout the academic year, helping to support young people with their choices

Assessment in Key Stage 3 takes the form of grades. See our Assessment Policy (currently under review). The use of assessment and feedback is strong at Herschel, and the use of technology to support high quality, regular and timely feedback is key to that. The use of Microsoft Teams is extensive and has proved to be universally used for all staff and students.

At KS3 and KS4 all learners have two hours of core PE per week. We believe this is critical to the physical and mental health and wellbeing of our pupils. The benefits of physical activity are well documented. Slough has the highest childhood obesity rates and lowest physical activity engagement for the South East. This continues into the sixth form where we have shaped our curriculum to make room for weekly wellbeing lessons in Year 12 (see below) and also enrichment activities such as the EPQ and Level 3 core maths. We truly value the importance of student mental health & wellbeing. One way to reduce stress and anxiety is **not** to insist on studying four A levels. In September 2018 we developed an enrichment and Wellbeing block. Across the academic year, Year 12 will have lessons in sport and fitness, wellbeing, food and nutrition, and the promotion of healthy living.

In the Sixth Form, students study a minimum of 3 subjects. AS qualifications are not taken at Herschel except in Further Maths. All A level courses have 5 hours of lessons per week. Each year a large number of learners take the EPQ qualification. This allows them to deepen and further their knowledge and understanding of fascinating and highly complex issues and concepts.

Promotion of British Values

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy).

At Herschel Grammar School, we believe in these values which are taught in several ways. Please see our policy on promoting British Values at HGS <https://s3-eu-west-1.amazonaws.com/sh22-herschel-slough-sch-uk/media/downloads/promotingbritishvaluesathgs.pdf>

Religious Studies

One relatively recent change to our curriculum offer has been to make GCSE RS optional. Pupils who have a real interest in religion will have the option of choosing GCSE RS as one of their optional GCSEs. Those who choose not to study the GCSE course will continue to be exposed to key elements of Religious Studies through PSHCE, through school assemblies, tutor time, and drop-down days.

They continue to develop knowledge, skills, and understanding, exploring the significance and impact of beliefs, teachings, sources, practices, ways of life, and forms of expressing meaning following the locally agreed syllabus. Pupils are encouraged to express their personal responses and informed insights on fundamental ethical questions and issues that will affect them in their lives as students, adults, and members of society.

Our curriculum is shaped by our learners but we also play to the strengths of our staff. Teachers are strategically deployed. Our curriculum is supported by a strong, rich, and hugely influential pastoral system and an assessment and feedback system that allows learners and staff to learn from failure, take academic risks, be reflective, and improve outcomes.

Herschel Grammar School - Curriculum Model 2023/24																																																						
Periods	Pastoral 8.30 - 8.50	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Key Stage		
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Year 8	Tutor time, assembly	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	MFL	MFL	MFL	MFL	MFL	MFL	MFL	RS	RS	Hi	Hi	Hi	Hi	Gg	Gg	Gg	Ar	Ar	Ct	Ct	Dr	Dr	Mu	Mu	Te	Te	Te	Te	PE	PE	PE	PE	KS3	
Year 9	Tutor time, assembly	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	MFL	MFL	MFL	MFL	MFL	MFL	MFL	RS	RS	Hi	Hi	Hi	Hi	Gg	Gg	Gg	Gg	Ar	Ar	Ct	Ct	Dr	Dr	Mu	Mu	Fp	Fp	Fp	Fp	PE	PE	PE	PE	KS3	
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Curriculum Plan for Years 7, 8, 9

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Curriculum Plan for Years 10, 11, 12 and 13

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Band 12: a	57	170	5 Assessment 2 170 Ap₂ 2	1 Block 1 14 22 Bi₁₀ 10 22 Ch₁₀ 10 21 Fm₁₀ 10 21 Ma₁₀ 10 21 Md₁₀ 10 21 Pe₁₀ 10 21 St₁₀ 10	2 Block 2 12 19 Bi₁₀ 10 19 Ch₁₀ 10 19 Cc₁₀ 10 19 Df₁₀ 10 19 Ec₁₀ 10 19 Hi₁₀ 10 19 Ma₁₀ 10 19 Ph₁₀ 10 18 St₁₀ 10	3 Block 3 11 25 Bi₁₀ 10 25 Ch₁₀ 10 24 El₁₀ 10 24 Gg₁₀ 10 24 Ma₁₀ 10 24 Ph₁₀ 10 24 St₁₀ 10	4 Block 4 10 19 Bi₁₀ 10 19 Bu₁₀ 10 19 Ch₁₀ 10 19 Ec₁₀ 10 19 Ma₁₀ 10 19 Ma₁₀ 10 19 Gf₁₀ 10 19 Ps₁₀ 10 18 St₁₀ 10	5 Block 5 WB 2 29 We₂ 2 29 We₂ 2 28 We₂ 2 28 We₂ 2 28 We₂ 2	6 EP/AA 2 170 Ap₂ 2	7 EPQ1/CM 2 57 Ee₂ 2 57 Cm₂ 2 56 St₂ 2	8 EPZ3/CM 2 43 Cm₂ 2 43 Ee₂ 2 42 St₂ 2 42 Ee₂ 2
Band 13: a	56	200	9 AssessmentY 2 200 Ap₂ 2	1 Block 1 12 29 Bi₁₀ 10 29 Ch₁₀ 10 29 Gg₁₀ 10 29 Hi₁₀ 10 28 Ma₁₀ 10 28 Fm₁₀ 10 28 Ss₁₀ 10	2 Block 2 13 23 Bi₁₀ 10 23 Ch₁₀ 10 22 Df₁₀ 10 22 Ec₁₀ 10 22 E₁₀ 10 22 Ma₁₀ 10 22 Ma₁₀ 10 22 Ps₁₀ 10 22 Ss₁₀ 10	3 Block 3 10 25 Bi₁₀ 10 25 Bu₁₀ 10 25 Ch₁₀ 10 25 Ma₁₀ 10 25 Ph₁₀ 10 25 Ps₁₀ 10 25 Ch₁₀ 10 25 Ss₁₀ 10	4 Block 4 11 23 Bi₁₀ 10 23 Ch₁₀ 10 22 Cc₁₀ 10 22 Ec₁₀ 10 22 Gf₁₀ 10 22 Ma₁₀ 10 22 Pe₁₀ 10 22 Ph₁₀ 10 22 Ss₁₀ 10	10 AssessmentX 2 200 Ap₂ 2	11 Block 5 St 6 200 St₆ 6		