



ELTHORNE PARK
— HIGH SCHOOL —

Curriculum Policy

Adoption – November 2021

Review frequency - annual

Next review – November 2024

Status – Non-statutory

Committee – Curriculum

Curriculum Statement:

Principled Curriculum Design

'Our curriculum is broad and balanced with inclusive pathways for all learners.'

1. Curriculum Intent and Vision

Our mission statement "Achieving Excellence in a Learning Community" highlights our belief that everyone within the school is a learner, that everyone can excel with the support and challenge of others and that all achievement will be celebrated with pride together.

Our underlying principles are that we:-

- *have an inclusive and welcoming learning environment for all*
- *provide a wide range of experiences and opportunities to learn*
- *are an outward facing school actively promoting shared values of tolerance and respect*
- *actively develop students as confident, caring and skilled world citizens*
- *use resources effectively to provide the best outcomes for our students*

We aim for all students to achieve academic excellence but we place equal emphasis on developing students' character, potential and working together in partnership to achieve success.

This expectation is translated into the day-to-day delivery of our curriculum and the teaching and learning experiences for our learners.

We actively promote shared values and provide an environment that supports all members of our learning community to be:-

Proud - Willing to celebrate our achievements and those of people around us

Prepared - Ready and able to deal with the next stage in life

Persevering - Well-developed in the attributes of resilience and determination

Principled - Equipped to understand the difference between right and wrong and have strong ethics and a developed sense of justice

Our Curriculum Principles

Our underlying principles are that we provide a curriculum that:

- is broad and balanced and appropriate for all learners
- values both the academic and vocational curriculum
- provides defined curriculum pathways to meet the needs of our learners
- there is clear curriculum progression from Year 7 to 13
- values equally the development of learners' skills, knowledge and understanding
- is structured to be relevant, rigorous, coherent and faithful to subject discipline requirements

- provides stretch and challenge for all learners
- through curriculum design, aims to reduce gaps between groups of learners and accelerate the progression of all groups of learners
- provides a wide range of exciting and challenging learning experiences; drawing on pedagogy informed by latest research
- promotes shared values of social justice, respect, tolerance and appreciation of British values
- is value for money and cost effective, the curriculum is funded to ensure all students have access to a high quality learning experience.

What is distinctive about our curriculum?

- A broad three year curriculum at KS3 based on the National Curriculum, in which all students following the mainstream curriculum build the foundations of learning that will effectively equip them for KS4 and KS5 studies. All students benefit from a rigorous, well-structured and ambitious KS3 curriculum in the three core subjects (English, Mathematics and Science) whilst also providing a balanced curriculum that enables students to develop their learning across the wider curriculum. All mainstream students benefit from a carousel of Modern Foreign Languages upon joining the school in Year 7 before specialising in either French, German or Spanish. All students benefit from their KS3 study of EBacc subjects such as Computer Science, Geography, History and Religious Studies to enable them progress onto KS4 EBacc courses of study as well as studying a broad arts curriculum that encompasses Music, Drama and Art. Our students also follow a creative curriculum through dedicated curriculum opportunities in Food Technology, Textiles, Graphics and Resistant Materials.
- A broad KS4 curriculum offer that promotes both academic rigour and vocational challenge. This is illustrated through students' ability to select four subjects across our broad curriculum offer including EBacc subjects such as Geography, History and Computer Science. Additionally, students benefit from being able to choose EBacc GCSE courses from three Modern Foreign Languages to create a curriculum that is both broad and personalised. Expressive Arts such as Music, Drama and Art and Design Technology further broaden the range of vocational subjects that students draw upon when designing a personalised KS4 curriculum that supports individual interest, academic excellence and progression onto KS5 courses. Our KS4 curriculum provides students with opportunities to diversify their 14-16 experience by studying Level 2 BTEC qualifications in a range of subjects that will equip them with the skills to undertake KS5 courses of study.
- A KS5 curriculum offer that enables a significant number of our KS4 EPHS students to progress onto our diverse range of Level 3 academic and vocational courses. Significant emphasis has been placed on the connectivity of KS4 and KS5 courses so that students can both build on their KS4 experiences whilst also providing students with the opportunity to develop their learning through the study of new A Level or Level 3 BTEC options that link to facilitating KS4 subjects. Significantly, EPHS is proud of its continued commitment to offering both academic and applied courses to meet the needs of as many of our EPHS learners as possible and hopes to continue this commitment as KS5 vocational qualifications continue to evolve nationally.
- A support curriculum that encompasses our 'UP curriculum' and accelerated reading programme aimed to facilitate accelerated progress in English and Maths at KS3 so as to accelerate progression in readiness for KS4 study. .
- A cross-key stage curriculum that supports students with a diagnosis of Developmental Language Disorder through our ARP provision to provide students with a bespoke curriculum that endeavours to deliver therapeutic opportunities that will facilitate progress onto our KS4 pathways of study.

- A curriculum that recognises the connectivity of learning over time and between academic disciplines and carefully considers the sequencing of learning to build upon previous understanding.
- A curriculum that is carefully differentiated and responsive to the needs of individuals
- A curriculum that emphasises personal development, citizenship and social justice through our established PSHCE curriculum.

2. Curriculum Design & Organisation

Curriculum Design

The content of the curriculum is agreed at school level within the set framework of skills, values, knowledge and understanding set out by the school, examination boards and the National curriculum at KS3.

Our curriculum design embraces the conviction that we understand new concepts and knowledge in relation to what is already securely understood. Our curriculum is carefully mapped so that students, teachers and leaders understand how new knowledge, concepts and skills relate back to previous learning. The introduction of new learning is carefully sequenced so that it becomes progressively deeper and richer as students progress through the school, whilst also revisiting prior learning with regularity so that understanding is firmly embedded in the long-term memory. The sequencing and long and medium-term planning that underpins the curriculum are captured in planning documents so that all stakeholders have an understanding of the curriculum intent, implementation and desired impact of the curriculum.

Key Skills

At Elthorne Park High school we emphasise the importance of key skills as part of curriculum delivery.

In particular the 5 core **Thinking Skills as central to higher order thinking:**

- Reasoning
- Evaluation
- Information Processing
- Enquiry
- Creative Thinking

We believe that an effective curriculum must develop both the personal qualities of students and the skills required to become effective learners. Therefore, we provide opportunities within the curriculum for students to develop their skills as effective participators and self managers. We are committed to developing higher order thinking and our curriculum provides opportunities for students to develop skills in independent enquiry and creative thinking.

Assessment

The school has adopted a **common assessment framework** that is consistently applied across all Year groups and subjects. These time-specific assessment points enable teachers and students to regularly assess progress and act on feedback.

Flight paths:

At EPHS we regularly assess students for five key reasons: to inform the short and medium term in-class provision that we provide; to enable students to understand the next steps that they need to complete in order to progress further; to measure student progress and to enable us to report on current standards to stakeholders; to identify students for intervention opportunities such as our ASPIRE programme; and to inform their curriculum offer in processes such as the KS4 and KS5 options processes.

To best facilitate these five processes, we organise students on entry into 5 flight paths: 'advancing', 'secure', 'developing 1', 'developing 2' and 'foundation'. Allocation to these pathways is informed by SATs and other transition data (in an ordinary year where public KS2 assessments are completed) and other internal measurements such as CATs assessments and reading-age assessment.

Student progression against targets for the flightpath is regularly reviewed through our assessment schedule and opportunities for flexibility and mobility have been built into our assessment and flightpath processes so that students can benefit from support and challenge.

How is it assessed?



	KS2 Entry	EOY GCSE Target Grade					KSS Recruitment
		Y7	Y8	Y9	Y10	Y11	
Advancing Pathway	110 - 120	4	5	6 / 7	7 / 8	8 / 9	EEP Cohort
Secure Pathway	100 - 109	2 / 3	3 / 4	4 / 5	5 / 6	6 / 7	Academic Pathway Cohort
Developing Pathway	94 - 99	1 / 2	2 / 3	3 / 4	4 / 5	5	Applied Technical (Plus) Cohort
	85 - 93	1	1 / 2	2 / 3	3 / 4	4	
Foundation Pathway	<84	BL / 1	1	1 / 2	2 / 3	3	L2 Provision at KSS Cohort

	KS2 Entry	EOY BTEC Target Grade					KSS Recruitment
		Y7	Y8	Y9	Y10	Y11	
Advancing Pathway	110 - 120	4	5	6 / 7	D	D*	EEP Cohort
Secure Pathway	100 - 109	2 / 3	3 / 4	4 / 5	M	D*	Academic Pathway Cohort
Developing Pathway	94 - 99	1 / 2	2 / 3	3 / 4	P+	M	Applied Technical (Plus) Cohort
	85 - 93	1	1 / 2	2 / 3	P	M	
Foundation Pathway	<84	BL / 1	1	1 / 2	P-	P	L2 Provision at KSS Cohort

Our Curriculum Offer

Our Curriculum at Key Stage 3

Students follow a three year Key Stage 3 curriculum across most subject areas, however some subject areas deliver KS4 topics in Year 9.

KS3 Curriculum Organisation

50 periods per cycle (two week timetable) – 25 periods per week. 1 hour lessons.

Years 7 8 and 9

Year	English	Maths	Science	Computing	PE	DT	MFL	Hist	Geog	RS	Art	Music	Drama	PSHE
7	8	6	6	2	4	4	4	3	3	2	2	2	2	2

8	8	6	6	2	3	4	5	3	3	2	2	2	2	2	
9	6 (Sp)	6 (Aut)	6 (Aut)	2 (Spr)	3	4	5	4 (Sp)	4 (Aut)	2 (Aut)	2	2	2	2	
	GCSE courses start at the beginning of the Autumn term – Year 9.								GCSE courses start in either the Spring or Summer term – Year 9.						
	KS3 curriculum delivered throughout Year 9.								All BTEC and Vocational courses commence at the start of Year 10.						

At Key Stage 3 the school provides a broad and balanced curriculum that includes a core curriculum of English, Maths, and Science. EPHS is a Reading School and as such Year 7 and 8 students benefit from an enhanced focus on their reading provision with two lessons per fortnightly cycle being given over to targeted reading lessons that develop their abilities in reading to better enable them to access the broader curriculum. Reading provision is targeted and supports and stretches readers of all abilities.

Additional Resourced Provision (ARP) – Children with Speech, Language and Communication Needs

The school has a specialist base for our ARP students within the SEN 'Hub' area at the heart of our school.

Students joining our ARP are broadly functioning at the same cognitive level as their mainstream peers. The majority of lessons are within mainstream classes or within the UP curriculum. ARP students receive additional curriculum support to meet their individual needs, and benefit from small group environments in these sessions within a modified learning environment. In addition, students benefit from a personalised curriculum, and therapeutic input (Speech and Language Therapist) from other specialist staff.

Our Key Stage 4 Curriculum

Most KS4 subjects follow a two year KS4 curriculum in Years 10 and 11. In some instances, subjects begin their KS4 curriculum in the autumn or summer term of Year 9 where there is a strong curriculum rationale to support extended study.

All GCSE courses are linear with examinations at the end of the course and the majority of courses do not have a coursework component. Students studying a Level 2 BTEC follow courses that are modular in structure and have ongoing assessment throughout the duration of the course in the form of public examinations and NEA components.

KS4 Curriculum Organisation									
50 periods per cycle (two week timetable) – 25 periods per week. 1 hour lessons.									
Years 10 & 11*									
* some courses start in Year 9 – see KS3 curriculum organisation table									
Year	English Language & Literature	Maths	Science Double/Triple	PE	PSHCE	Option 1	Option 2	Option 3	Option 4
10	8	8	10/15	2	2	5	5	5	5
11	8	8	10/15	2	2	5	5	5	5

The curriculum has been carefully planned and mapped to ensure pathway progression between KS3 and 4. There are four pathways shared with parents and students:

- **'Stretch'** is an open academic pathway followed by the majority of students. Many opt to follow English Baccalaureate subjects within this pathway. Students have 4 open option choices enabling them to select subject combinations that encourage breadth but also permit some specialism. This pathway enables some students to follow discrete science courses, our Triple Science offer.
- **'Consolidation'** is a targeted pathway followed by a smaller number of students who have 4 open option choices but are encouraged to consider a blend of academic and Level 2 vocational subjects to support future progression.
- **'Support'** provides a reduced curriculum pathway for a very small number of students. They select only 3 options and the courses offered provide a mix of academic, vocational and basic and life skills courses. Students receive additional time and support to improve their literacy and numeracy.
- **'EPAC'** provides an alternative curriculum for students who are receiving provision from the ARP. The EPAC curriculum focuses on developing entry level skills in the Core Subjects and supporting the wider holistic development of EPAC learners through a range of Level 1 qualifications. Careful consideration has been given to movement onto Level 2 courses after completion of the EPAC curriculum at the end of Year 11.

At KS4, all students follow courses in English Language, English Literature, Mathematics and Double Science. Students also have the option of taking three discrete Sciences – Biology, Chemistry and Physics.

As part of our broad curriculum offer at KS4, students can select from three Modern Foreign Languages - French, Spanish and German, with the option of specialising in two languages.

In Humanities, GCSE courses are offered in Geography, History and Religious Education. Students may opt to follow two Humanities courses at KS4.

Both GCSE Computing and Level 2 Certificate in Creative iMedia are offered to meet the needs of students across all 3 pathways.

We offer a broad range of Expressive Arts subjects, including GCSEs in Music, Drama and Fine Art. This combined with our offer of DT subjects in Food, Textiles, Graphics and Resistant Material ensures there is clear progression in these creative subjects from KS3 to KS4.

The school offers a wide range of Level 2 vocational courses including Health and Social Care, BTEC Technical Award in Media, NCFE Certificate in Business Studies and Enterprise, L2 Certificate in Creative iMedia and the Cambridge National in Sports Science. These courses are reviewed annually to meet the vocational needs of targeted students.

The breadth of our curriculum is illustrated by the four open options that students can select from. This enables students to either follow a traditional academic route along an EBacc pathway or select a blend of academic and vocational subjects. The majority of students follow 9 subjects at KS4 with the exception of a small number of students on the support pathway.

Students following the support pathway have the option of selecting GCSE, vocational and basic skills courses and are also provided with additional time to improve their literacy and numeracy.

There is planned progression between our KS3 and KS4 curriculum offer to ensure an appropriate transition for students on all 3 pathways.

Students are guided towards an appropriate pathway based on their subject interests, current attainment in each subject, prior attainment and future career interests. This follows a detailed guidance process involving students, parents and staff.

At KS4 all students follow courses in the following subjects:

English Language, English Literature, Mathematics, Science, PE (core) and PSHCE.

Most students select subjects across 4 options.

KS4 Pathways	Pathway 1 Stretch	Pathway 2 Consolidation	Pathway 3 Support
Number of subjects that can be selected	Four subjects from the 4 option blocks Total 9 or more subjects. Lead to a Level 2 qualifications All students take Triple Science	Four subjects from the 4 option blocks. Total 8 subjects Lead to a Level 2 qualifications All students take Double Science	Three subjects from the 4 options blocks. Total 7 subjects Lead to a Level 2, Level 1 or entry level qualification. Additional English and Mathematics taken by all students to support core GCSE delivery.
Subjects offered in Option blocks	GCSEs		BTEC/Vocational courses
	Geography* History* Religious Studies French* Spanish* German* Computer Science* Business Studies Music Drama Physical Education – Sports Science Art and Design – Fine Art Art and Design – Graphic Communications. Food Preparation and Nutrition Resistant Materials Textiles		Health and Social Care - BTEC Technical Award in Media - BTEC Cambridge National in Sports Exercise CiDa L2 – Certificate in Creative IMedia NCFE Certificate in Business and Enterprise COPE – Certificate of Personal Effectiveness.

Our Curriculum Offer at KS5

Aims: Building independent, aspirational and accomplished learners.

The aim of our Sixth Form is to ensure that our students are equipped with the opportunities to achieve academic excellence, prepare them for future employment and develop the life skills that will enable them to make a positive contribution to the wider community. We strive to ensure that all pupils aspire to reach their full potential and set themselves ambitious goals for the future.

KS5 Curriculum Organisation

A broad range of programmes of study are available to our sixth former to cater for a wide range of interests and aspirations. Our course offer includes both A level and BTEC qualifications to cater for students' academic or vocational preferences. Students may also combine academic and vocational courses to support their future career pathways.

In line with recent examination board changes, all courses are linear with examinations at the end of the two year course.

We provide three discrete curriculum pathways at KS5:

- **Extended pathway:** students will take 4 A level subjects in addition to the Extended Project Qualification.
- **Academic pathway:** students will take 3 A level qualifications with the option of taking the EPQ
- **Applied Technical pathway:** students take one Level 3 Extended Diploma qualification.

KS5 Curriculum Overview		
A level: 10 hours per cycle		
Extended Vocational Courses: broadly equivalent to 3 A levels		
A Level Courses	A Level Courses	Vocational Courses
Art	German	BTEC extended Diploma in Art and Design.
Biology	History	BTEC extended Diploma in Business Studies.
Chemistry	Mathematics	BTEC extended Diploma in Health and Social Care.
Computing	PE	BTEC extended Diploma in Sport
Economics	Philosophy and Ethics	
English Literature	Physics	
<i>French</i>	Psychology	
Film Studies	Spanish	
Further Mathematics	Sociology	
Geography	Theatre Studies	
Super-curricular Offer <ul style="list-style-type: none"> ● AQA Extended Project Qualification (EPQ) ● STEM curriculum ● Oxbridge Challenges: Essay Writing & Maths Challenge ● Subject Specific Lectures 		
PSCHE & Transition: study skills and UCAS workshops.		

Student Grouping at KS3 and KS4					
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	Mixed attainment 1 x Lower set A half UP nurture (2)	Mixed attainment UP nurture (2)	Mixed attainment UP nurture (2)	2 Lower sets nurture All others mixed attainment	2 Lower sets nurture All others mixed attainment
Maths	Set	Set 2 higher sets.	Set	Set	Set

	Set groups in each half of Year group UP nurture (2)	Set groups in each half of Year group UP nurture (2)	Set groups in each half of Year group UP nurture (1)	Set groups in each half of Year group	Set groups in each half of Year group
Science	Set Set groups in each half of Year group UP nurture (2)	Set Set groups in each half of Year group UP nurture (2)	Set Set groups in each half of Year group UP nurture (1)	Set Triple Science Sets 1-7	Set Triple Science Linear sets 1-6
MFL	Mixed attainment	Mixed attainment in Fr/Ge Potential setting in Sp	Mixed attainment in Fr Potential setting in Ge/Sp	Mixed attainment – based on options choices	Mixed attainment – based on options choices
DT	Mixed attainment	Mixed attainment	Mixed attainment	Mixed attainment – based on options choices	Mixed attainment – based on options choices
History	Mixed attainment UP nurture	Mixed attainment UP nurture	Lower set nurture group on 1 side (from English)	Mixed attainment – based on options choices	Mixed attainment – based on options choices
Geography	Mixed attainment UP nurture	Mixed attainment UP nurture	Mixed attainment UP nurture	Mixed attainment – based on options choices	Mixed attainment – based on options choices
PE	Mixed attainment & mixed gender	Mixed attainment & mixed gender	Single gender & mixed attainment	Single gender & mixed attainment	Single gender & mixed attainment
All Other Subjects	Mixed attainment at KS3			Mixed attainment – based on options choices at KS4.	

Student grouping does on occasion differ from the organisation suggested above to meet the needs of particular year groups or identified groups of students. For example, where a specific group of students is identified as having the potential to benefit from more bespoke subject provision.

EPHS Lesson Planning Checklist

Phase 1: Hook and Connect (MARK)

Meet and greet at the door
 Assess students' prior learning
 Retrieve information from memory
 Key learning question introduced

Phase 2: Activate and Discuss (DEMO)

Display academic vocabulary to use
 Explain ideas using stimulus
 Model and describe processes
 Opportunity for structured talk

Phase 3: Apply and Practise (TEST)

Tight focus linked to upcoming Assessment / Checking Point
 Embedded support and stretch model
 Steps to Success shared with students
 Time given for feedback to improve work

Phase 4: Reflect and Review (REPS)

Reflect on the key learning question
 Evaluate understanding through a variety of activities
 Praise specific students for effort and attitude
 Share achievement points

EPHS T&L priority	You could try:		
Variety of teaching activities that encourage thought http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/	<p>Think Pair Share Frank Lyman</p> <p>https://www.teachervision.com/group-work/think-pair-share-cooperative-learning-strategy</p> <p>Giving thinking time then asking students to talk for 30 seconds to a partner</p> <p>Have a silent debate and then share</p> <p>Talk in pairs and then share with another pair.</p> <p>(The sharing component can also be done as a whole class discussion)</p>	<p>Right Is Right Doug Lemov</p> <p>http://teachlikeachampion.com/blog/2-0-excerpt-right-right-challenges/</p> <p>Provide a vocabulary bank for students so that they can use in class discussion and in their written work. Students tweak each other's responses until they are absolutely correct, using the appropriate academic vocabulary</p>	<p>Diamond 9 Discussion Russel Tarr</p> <p>http://www.classtools.net/blog/diamond-diagrams-for-prioritisation/</p> <p>www.thinkingclassroom.co.uk</p> <p>Create 9 diamond shaped cards with different ideas. Students decide where to place the 9 mini diamonds to make the larger diamond shape. Diamond shaped cards at the top are deemed to be more important than the ideas at the bottom of the diamond.</p>

Extra-Curricular Opportunities and Trips

The school is very proud of its broad and inclusive extra-curricular activities and trips programme that supplements and enriches our main curriculum.

The extra-curricular programme includes many activities across different areas of interest which we hope will appeal to all students. We offer activities ranging from sports clubs such as handball and trampolining to Japanese Club and our string quartet.

The full timetable is published on the [Extra-curricular section of our school website](#).

Our students' experience is further broadened by a large number of school trips such as MFL exchange trips to Spain, France and Germany. We run geography field visits to Dorset, Devon and Iceland, English trips to Shakespeare festivals and history visits to the Houses of Parliament, Berlin and Beijing. Our Year 8 students have the opportunity to take part in a summer residential trip, while we also run an annual ski trip.

Furthermore we are very proud of the high numbers of our students who participate in the school-based Duke of Edinburgh Awards scheme each year.

Monitoring the Curriculum - Quality Assurance Procedures

Delivery of the curriculum and this policy is monitored and evaluated in several ways throughout the school year:

Area of Curriculum Monitoring	Method of Monitoring & Evaluation
Policy	<ul style="list-style-type: none"> o Annual review of curriculum policy by the Governing Body and Senior Leadership Team.
Planning Long and Medium term planning	<ul style="list-style-type: none"> o Line management meetings with Senior Leadership Team line managers. Curriculum plans will be reviewed as part of the NPQLT-based BRAG rating (blue, red, amber, green) document. These curriculum reviews will be scheduled in the quality assurance calendar. o Planning documents (long and medium term planning) must be available by subject leaders in the shared area and long term overviews are also shared on the school website.
Delivery	<p>As per the school's self-evaluation procedures:</p> <ul style="list-style-type: none"> o Lesson observations o Learning walks o Student interviews o Staff interviews and feedback at departmental meeting o Book looks
Effectiveness	<ul style="list-style-type: none"> o Data analysis as set out in the assessment calendar o Examination results analysis o Appraisal reviews o Curriculum review visits and reports
Development	<ul style="list-style-type: none"> o Proposals made to enhance our curriculum delivery will be evaluated in the Autumn term by the Senior Leadership team and Governing Body o Recommendations for course and delivery changes from Subject Leaders need to be shared at examination results meetings with the Headteacher and SLT line manager



ELTHORNE PARK
HIGH SCHOOL

EXTRACURRICULAR TIMETABLE 2023

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DUNGEONS AND DRAGONS All Years C105 -Library Mr. Persaud	DEBATE CLUB Y9-11 DX05 Mr Good	MUSICAL CHORUS Y7,8,9 Drama Studio Performing Arts Dept.	CRICKET Y7-8 Field Mr Simmonds	BASKETBALL TEAM Y9-10 Sports Hall Mr Brown
	SCIENCE CLUB Y8-9 B206 Mr Rebello and Mr Van Eeghan	TRAMPOLINING Y7-9 Sports Hall Del	NETBALL All Years MUGAs Mrs MacDonald & Ms Kerr	ECO CLUB All Years C320 Ms Harvey
	COMPUTER CLUB Y8-9 B206 Mr Rebello and Mr Van Eeghan	DUNGEONS AND DRAGONS All Years C105 Library Mr Persaud	CRICKET Y9-10 Field Mr. Hardy / Bardsley	DUNGEONS AND DRAGONS All Years C105 -Library Mr. Persaud
	ATHLETICS All years Field Ms. Patterson & Mr. McDougal	TOUCH RUGBY All Years Field Mr Gray	ECO COMMITTEE Y7,9,11 Library - LUNCH Ms. Martino	
	FOOTBALL CLUB Y7&8 MUGA External Club	ROUNDERS KS3 - Field Miss Bishop	DUNGEONS AND DRAGONS All Years C105 - Library Mr. Persaud	
	BOOKCLUB Y8 and 10 C105 Library Ms Martino	HOCKEY Y7-9 MUGAs Ms Geldard Williams		
	DUNGEONS AND DRAGONS All Years C105 - Library Mr. Persaud	SUPA BASKETBALL All Years Courts BOOK ON EVOLVE		



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EXTRACURRICULAR TIMETABLE 2023

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DUNGEONS AND DRAGONS All Years C105 -Library Mr. Persaud	CHESS CLUB All Years C211 Mr Fleary	MUSICAL CHORUS Y7,8,9 Drama Studio Performing Arts Dept.	CRICKET Y7-8 Field Mr Simmonds	BASKETBALL TEAM Y9-10 Sports Hall Mr Brown
	ATHLETICS All years Field Ms. Patterson & Mr. McDougal	BOARDGAME CLUB All years C317 ...	NETBALL All Years MUGAs Mrs MacDonald & Ms Kerr	ECO CLUB All Years C320 Ms Harvey
	DEBATE CLUB Y9-11 DX05 Mr Good	TRAMPOLINING Y7-9 Sports Hall Del	CRICKET Y9-10 Field Mr. Hardy / Bardsley	DUNGEONS AND DRAGONS All Years C105 -Library Mr. Persaud
	FOOTBALL CLUB Y7&8 MUGA External Club	SCIENCE CLUB Y8-9 B206 Mr Rebello and Mr Van Eeghan	ECO COMMITTEE Y7,9,11 Library - LUNCH Ms. Martino	
	BOOKCLUB Y8 and 10 C105 Library Ms Martino	DUNGEONS AND DRAGONS All Years C105 Library Mr Persaud	DUNGEONS AND DRAGONS All Years C105 - Library Mr. Persaud	
	DUNGEONS AND DRAGONS All Years C105 - Library Mr. Persaud	TOUCH RUGBY All Years Field Mr Gray		
		ROUNDERS KS3 - Field Miss Bishop		
		HOCKEY Y7-9 MUGAs Ms Geldard Williams		
		SUPA BASKETBALL All Years Courts BOOK ON EVOLVE		