



# Curriculum Policy

## 2025-26

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## Curriculum Policy

### **Introduction**

1. Seaford College is a non-selective, co-educational school of over 950 students. Approximately 290 are in the Prep School aged between 4 and 13, approximately 410 in the Middle School, Year 9-11 and the Sixth Form numbers just over 260. Over 40% of the students are girls, and the school has an Academic Access and Achievement department which caters for the specific learning needs of approximately 45% of the students.
2. The College's mission statement sets out the vision that:

**"Seaford College aims to provide a distinctive and inclusive educational experience in which individual students are known, have the opportunity to discover themselves, are valued for their particular contribution, and are prepared for life. On leaving Seaford, each student will be a confident, articulate, well-rounded young person who has achieved their 'Personal Bests'. The structure of the school's curriculum is designed to fulfil the aims set out in the mission statement whilst recognising the particular issues raised by the nature of some of the students within the school population."**

### **Ad Alta**

3. Seaford College provides a holistic curriculum that strives to maintain breadth and balance for the child in the following areas:

- Academic Seaford
- Sporting Seaford
- Co-Curricular Seaford
- Creative Seaford
- Pastoral Seaford
- Community Seaford

This policy should be read in conjunction with the EYFS Policy.

### **Broad Aims of the Curriculum**

4. These are:
  - i. **To keep the range of subjects as wide as possible, for as long as possible, for as many students as possible.**
    - a. It is the College's belief that, by keeping the range of subjects broad, students will have a greater opportunity to discover their strengths and talents.
    - b. Many of our students will excel in subjects on the fringe of the National Curriculum and it is important that they be allowed to recognise these skills and to succeed. Success builds their confidence.
    - c. Students will not normally be asked to narrow their range of subjects until the start of Year 9 and when choosing GCSE options for the start of Year 10. As students enter Year 9, some subject choice is offered (allowing for greater opportunity in subject provision within the curriculum). In Year 9 the Creative Development carousel promotes further breadth within the curriculum.
    - d. A Sixth Form enrichment programme is built into the timetable, allowing Year 13 to

develop their broader skills and experiences through the life skills carousel.

**ii. To promote both literacy and numeracy at the earliest possible age.**

- a. The Prep School Library is designed to encourage reading amongst those students in Reception, KS1, KS2 & KS3.
- b. In the Prep School, all subject teachers are encouraged to provide feedback that enables both literacy and numeracy skills to be developed in context. This might involve correction of spellings etc. This is closely monitored by the Academic Access and Achievement teachers as over-correction of spelling can cause a lack of confidence.
- c. The Prep Literacy and Maths Coordinators oversee the promotion and tracking of students within this age group alongside the Data and Assessment Coordinator for the Prep School.

**iii. To provide excellence in our feedback, assessment and marking strategies to ensure that progress is made in each lesson, enabling students to meet their Challenge Grades.**

- a. Staff will apply Assessment for Learning Strategies within each lesson. They will plan their lessons with 'assessment in mind'.
- b. Staff will receive regular INSET enabling them to keep abreast of new research related to assessment.
- c. Staff will utilise a variety of assessment strategies in addition to regular marking in order to ensure that all students 'close the learning gap'.
- d. Staff will adhere to the College's 'Marking and Feedback Policy' and Teaching and Learning Framework which are overseen by the Director of Teaching and Learning.

**iv. To provide exceptional support for all students. To ensure that teaching styles are tailored to the learning styles and needs of the students.**

- a. The College has an expertise in most areas of additional need.
- b. All students are academically screened on entry, whether or not they have arrived with an up-to-date EP report.
- c. Students attending Academic Access and Achievement lessons will not be withdrawn from core subjects in Year 9 -13 or any subject that the students might resent missing. If a negotiated settlement cannot be reached, break times, before school or after school may be used. Some students are part of a Core Support Group which have a specific focus on English and/or Maths. These form part of the student's timetable.
- d. The Academic Access and Achievement department writes a student profile on all of the students within their department (stored on the School Information Management system) and liaises on a day-to-day basis with all the staff teaching the students. The students also have the opportunity to create a student passport, advising staff on how to support them.
- e. Planning is organised to ensure progression considers each pupil's needs, including those with an Education, Health and Care Plan (EHC plan) See the Seaford College 'SEND policy' for notes on students with EHC plan.

v. **To provide additional linguistic support for students for whom English is not their first language.**

- a. EAL students are overseen by the head of the Academic Access and Achievement department
- b. Students are prepared for appropriate examinations e.g. TESOL, Cambridge International GCSE and IELTS etc. depending on university requirements.
- c. Currently the College has very little in the way of EAL students and these students have a high level of spoken and written English.

vi. **To provide a core of subjects for all students up to the age of 16 that both meets as far as possible the requirements of Government education policy and provides every student with the ability to matriculate for higher education.**

- a. Students will take a wide range of subjects to maintain breadth until the end of Year 8. This ought to provide them with the opportunity to identify their strengths.
- b. All students will take ICT as a discrete subject until at least the end of Year 8.
- c. The 'core subjects' are English, Maths and Science. All students study a language until the end of Year 9, with some SEND students pursuing a one-year foundation level certificate instead of choosing a language at GCSE in Year 10.
- d. The College provides 25 GCSE (or Level 2 BTEC) subjects and 38 subjects (a range of mostly A Levels, but also BTECs and Cambridge Technical qualifications) in the Sixth Form.

vii. **To provide a sufficient range of subjects for all students to gain success, find their strengths and boost their self-esteem.**

- a. The College builds confidence in its students by allowing students to succeed in areas of strength. This enables them to succeed and to persevere in areas where they are not so strong.
- b. A wide range of creative subjects are on offer at both GCSE and A level. These subjects have an appeal to a range of students and provide a vehicle for success and confidence.
- c. Success builds confidence which leads to 'Personal Bests', something which is referred to on a regular basis for both staff and students.
- d. In Year 9 the College provides a Creative Development Carousel to widen the creative opportunities and broaden their experience. Activities include Digital Safety, Politics, Health and Wellbeing, Leadership, Philosophy and Ethics, Self Defence, Sustainability and Music Creativity.

viii. **To ensure that subjects taught at the school are regularly appraised to meet criteria on success (in value added terms) and effectiveness.**

- All the subjects taught at KS4 and KS5 are appraised annually through the line management system and undergo an examinations results review with the Headmaster.
- There is an expectation of 'added value' based upon the baseline data of CAT, ALIS and MidYIS.
- If the subjects are not fulfilling their purpose, the College will question their place on the curriculum. Examples of subjects that have been tried and now discontinued are Law at A level and Applied Science at GCSE.

ix. **To ensure that, from 16 plus, students have enough and appropriate opportunities to allow access to higher education and all career paths.**

- The choice of subjects at A level and Level 3 alternative qualifications provides for access onto any and all degree courses at university.
- Advice is given to all students entering the Sixth Form to ensure that they enrol on the correct courses in order to allow them access to their likely university courses.
- The Head of Sixth Form monitors the higher education system to ensure that all students are successfully prepared for access to their chosen courses. The Director of Sixth Form has responsibility for UCAS applications alongside the UCAS coordinator.
- Appropriate careers advice is provided by the Head of Careers through Personal Development time, and the ability to arrange one-to-one meetings.

x. **To provide a full range of co-curricular activities to stretch students and to teach interpersonal skills, leadership and team working.**

- A wide variety of sporting activities give students the opportunity to work and compete in teams at different levels.
- The Greenpower Racing, Duke of Edinburgh Award, Combined Cadet Force (CCF), Outdoor Education and other such activities provide alternatives to sport for team building.
- Leadership opportunities are offered through the competitive-house system, the CCF NCO programme, Captaincy of team sports, Subject ambassadors, Peer mentors and the prep School and College Prefect system.
- A range of academic clubs, creative clubs, individual sports, Performing Arts' clubs (including drama, music and dance), entrepreneurial activities and creative arts clubs are on offer for students in the Senior School and Prep School

xi. **PHSE and RSE is provided in all years. Student Personal Development**

- A full PHSE and RSE scheme of work details the extent of provision provided.
- All programmes are devised to suit the age and experiences of students.

- c. Tutors deliver the PSHE and RSE programme alongside a series of visiting speakers. Dedicated time is allocated to this each week.
- d. Lessons are delivered in ways appropriate to students' age.
- e. External speakers are invited to deliver talks in specialist areas such as drugs, internet safety, contraception etc.
- f. Part of the first week of the Autumn Term is run off timetable to provide a range of activities and outside speakers to support the Personal Development agenda, and delivers a proportion of the PSHE and RSE scheme of work.

xii. **To provide, at every age, the guidance required to help students with subject, university and career choices.**

- a. The guidance will start at the end of KS3 where advice will be given on GCSE choices. This will be informed by the CAT and MidYIS testing (and the chances graphs) as well as the aspirations of students towards particular careers.
- b. Careers profiling (Morrisby) is undertaken at the start of Year 11 to prepare students for their post-16 choices and in Year 12 to prepare students for their post-18 pathways. All Year 11 students have a one-to-one meeting after the profiling with the Head of Careers, with all meetings occurring before the end of the Spring Term. This will give general information on qualifications etc. and guide the students towards their desired goals and careers.
- c. At the end of KS4, considerable guidance is given to help with A level choices. Student interviews, as well as extensive support from College staff, point some students in directions away from A level courses and on to our alternative Level 3 qualifications, or a hybrid of both. A small number of students may also decide that Seaford College may not be the right environment for them at Sixth Form.
- d. In Year 12, guidance is given to students on their university choices. Open Day visits are arranged, a Sixth Form 'Next Steps' event including a representative from UCAS, apprenticeship schemes, foreign universities as well as workplace opportunities. Students are encouraged to consider a range of options.
- e. Guidance is given at every stage of the UCAS application process by tutors and mentors in Year 13. All Year 13 students have a weekly session with their tutor for UCAS guidance.
- f. Having left the College, any student requiring further help or guidance is counselled and supported by senior staff until they find a place at higher education.
- g. Careers guidance is built into the Personal Development curriculum.

xiii. **Homework should support the work done in the classroom. It should enhance learning and not be used as a vehicle for disenchantment of the students.**

- a. Opportunities for students to complete homework or 'prep' are supervised during the school day for Year 2-11. Sixth Form students are given private study time within their timetable. Students are expected to complete their prep after the school day has finished.

- b. Homework support is available in the boarding houses for boarders and a series of support sessions are hosted by subject teachers each evening.
- c. A schedule of when homework is set is provided for Year 2-11 to help students manage their own time and workload.
- d. Teachers are provided with homework setting guidance within the Teaching and Learning framework.
- e. Homework is set using Firefly to enable students, parents and tutors to clearly identify the task that has been set.
- f. The Academic Access and Achievement department run a series of Homework clinics throughout the week which targets certain age groups.

xiv. **To enrich the school experience with activities designed to promote good behaviour, manners and spiritual and cultural awareness.**

- a. The College believes in educating the whole person. Leadership, teamwork, social skills, tolerance and manners are all important and are included in the broader curriculum. All subjects target spiritual, moral, social and cultural awareness and understanding through the schemes of work followed.
- b. Examples might be:
  - i. The Year 12 Prom. Many other dinners and functions throughout the year serve the same purpose.
  - ii. The College's Ten Courtesies and Expectations provide an expectation for behaviour, and are published in the school calendar and are referred to by tutor teams. These are values that promote a sense of community and responsibility.
  - iii. Chapel services occur throughout the term for the Senior School, and on Wednesday mornings for the Prep School, led by the school's chaplain. Worship is for students and staff of all faiths and for those of none, but follows the Church of England liturgy: *Common Worship*.
  - iv. Communal dining with adults and children mixing at every meal.
  - v. Cultural and academic trips abroad, together with exchanges, help to broaden the students' experience of other societies.
  - vi. Carol and Remembrance services provide a community focus and an opportunity for alumni to visit the College.
  - vii. Assemblies, lectures and presentations by adults and fellow students.
  - viii. Community Service programme, including students helping at care homes and animal welfare charities. The College also runs a community action day in the Summer Term supporting the local community in a range of volunteering activities.

xv. **To provide ample opportunity for students to develop proficient IT skills to support them in their continuing education and to provide foundation for later employment**

- a. The College utilises a one-to-one device policy for all students (Apple iPad) with all classrooms connected to Apple TV devices. All students are expected to attend lessons with their iPad, which are available for use at the teacher's discretion and where appropriate.
- b. Seaford uses the Microsoft 365 environment for learning resources. Teachers utilise Office 365, the Adobe suite and other age appropriate and relevant apps to enhance learning.
- c. Digital safety is built into the PSHE programme, the ICT and Computer Science curriculum and forms part of the Year 9 creative development carousel.

### **The Curriculum by Cohort**

#### **Prep School**

##### **1. Vision**

To empower and support every child to achieve their personal best both inside and outside of the classroom.

##### **2. Mission**

- i) At Seaford College Prep School, we educate and nurture the whole child, providing opportunities for each child to discover and develop their unique talents and abilities, both inside and outside of the classroom.
- ii) This is achieved through a broad, creative curriculum with appropriate challenge, support and adaptive teaching. The academic curriculum is complemented by a rich, varied co-curricular programme.
- iii) The educational experience throughout Seaford College is underpinned by excellent pastoral care as we create a culture of achievement within a vibrant, challenging and stimulating learning environment.

##### **3. Aims**

- i) Provide a holistic approach, where the spiritual, moral, social and cultural values we espouse are embedded in every aspect of school life.
- ii) Foster and develop a caring community where everyone feels safe, respected and valued, and children are happy and fulfilled.
- iii) Produce happy, confident children who are well prepared for the future.
- iv) Have high but appropriate academic expectations for all children in a nurturing environment.

- v) Motivate every child through a fantastic educational experience.
- vi) Afford every child a broad and well-rounded education.
- vii) Recognise every child's worth through their all-round achievements.
- viii) Ensure that parents, teachers and children are all part of the team and enjoy their time with Seaford College Prep School.
- ix) Recognise and celebrate personal bests for all children.
- x) Provide excellent pastoral care and engender strong social values which strengthen our community.
- xi) Establish a courteous, respectful, caring and self-disciplined community which embraces the principle that every child matters.

#### 4. Curriculum Overview

- i) At Seaford College we believe that happy, confident, children learn. A curriculum is the knowledge, skills, and concepts that children learn, implicitly as well as explicitly, as a result of direct instruction.
- ii) Seaford College is proud of its child centred approach to teaching and learning across the whole school, understanding that children develop at different rates. We always assess children at the start of their Seaford career to determine where they are on their educational journey. We strive for each child to develop confidence in their ability to learn and overcome any challenges they may face along the way. This essential self-belief and resilience are crucial to academic development, progress and success.
- iii) The curriculum is divided into three sections:
  1. Core subjects of English, Maths and Science which students study up to the end of Year 11.
  2. Foundation subjects: History, Geography, Philosophy, Religion & Ethics, Art & Design, Design Technology, Music, Dance Modern Foreign Languages, Computing, Drama, Personal Development, Outdoor Education, Physical Education and Sport. In the Senior School, students start to have an element of choice about the subjects they study (referred to as options).
  3. A broad range of co-curricular opportunities using our inspirational grounds and expertise of whole school staff.
- iv) We deliver the curriculum using a variety of teaching strategies to accommodate students' different needs. We use a combination of classroom teaching; year-based cross-curricular themes; school-based activity weeks; and our creative curriculum.
- v) We gradually increase the number of subjects taught by subject specialists as students progress through the Prep School.
- vi) We ensure that, through a carefully considered curriculum, all children are challenged and supported within a framework of high expectations in keeping with the school's motto of '*Ad Alta*' (*To the heights*).

vii) Our vision, in more detail, is for children to become independent, lifelong learners, growing in confidence, competence and independence. Most importantly, they are encouraged and supported to develop skills to become autonomous learners, emotionally and verbally articulate, able to work collaboratively and have a positive attitude to learning; if they do not know something, they can find the answers for themselves.

viii) This is achieved through:

- a. creating a culture of achievement and positive reinforcement at all levels of ability
- b. adopting a forward-looking and creative approach which reflects our awareness of current and future educational trends without sacrificing traditional strengths
- c. providing high-calibre staff who are themselves open to learning and who are given extensive training opportunities for continuing professional development
- d. providing a high-quality learning environment with a happy, vibrant atmosphere, and within it a sense of purpose and a climate of open, friendly communication built through mutual trust and respect
- e. educating the whole child by providing opportunities in breadth and depth for the concurrent development of all dimensions of school life – emotional, spiritual, academic, cultural, moral, linguistic, physical and creative
- f. teacher-supported prep sessions for those students in Years 3 to 6 who attend
- g. discovering and fostering the individual talents and abilities of each child, in accordance with the vision and aims of the school
- h. encouraging students to understand how they learn best

ix) From Reception class to Year 5, students have a form teacher who is responsible for teaching a significant portion of the curriculum. Academic teaching takes place in spacious, light and attractive classrooms. Even at this age there is specialist teaching in: French, Spanish, Drama, Music, Computing, DT, Dance, P.E. and Games.

x) In Year 6, English and Maths are taught by the form teachers while the other subjects are taught by subject specialists and children move around the school.

xi) A wealth of co-curricular clubs and activities are available including: archery, dance, outdoor adventure, art and craft, and sport.

## Years 7 & 8

23. **The aim of the curriculum** in Year 7 and 8 is to give the students experience of a broad base of subjects, the following of which are taught to all students:
  - a. **Core:** English, Maths, Science and MFL (French and/or Spanish).
  - b. **Humanities:** History, Geography, Philosophy, Religion & Ethics. All core and humanities subjects promote literacy and numeracy. Lessons promote spiritual, moral, social and cultural development
  - c. **Creative Curriculum:** Art, Design & Technology, PE, Music, Drama, Dance and Computing.
  - d. **Carousel Activities:** Students rotate, every 8 weeks, between Outdoor Education, Performing Arts, Food Technology and Swimming. They also have the option to take Latin.
  - e. **Personal Development:** is taught through a weekly tutor period, Chapel services and Assemblies.
  - f. **Games:** 3 double sessions each week including one afternoon of competitive matches on a Wednesday.
24. **The MFL policy** is intended to give all students in Seaford College Prep School the opportunity to pursue a language. More able linguists may study both Spanish and French.
25. **Setting** – Core subjects are set with the following structure:
  - i. Maths – Four ability-based groups
  - ii. Science – Four ability-based groups
  - iii. English – One nurture group, and three mixed-ability groups
  - iv. MFL – 1 Dual group and 3 groups studying a single language

A small group of students are identified each year who receive lessons in Maths and/or English in a small group to help improve core skills and confidence.

CAT tests taken in Year 4, 6 and 7, and other prior attainment data are used to inform initial setting. Setting is kept deliberately flexible to allow for and changes. Foundation subjects follow English or Maths settings with groups for creative subjects being tutor-based.
26. **Homework:** Should amount to approximately 40 minutes each evening in Year 7 and 8. It will be done, under supervision, from 4.30–5.25pm every evening.
27. **Team sports and Prefect responsibilities** provide both team building and leadership skill opportunities.
28. **A co-curricular activities programme**
29. **Academic Access and Achievement lessons:** These are once each week as per the school's policy, and are typically one-to-one lessons with a specialist teacher. They will not take place in core lessons and where possible not in place of a lesson much loved by the student.
  - **Chapel:** All Prep School students attend fortnightly Chapel, currently on a Wednesday morning, Week B.
  - **Assemblies & Tutor Periods:** There is an assembly each week, held in the Prep School Common room.

Tutors will meet with their tutees for registration each day in the morning and in the afternoon.

- **Enrichment:** A number of functions are built into the Prep School year to encourage confidence, support for others, manners and behaviour. These include the Christmas performance, year group trips, lunchtime and after-school music concerts, music, dance and drama.
- **More able:** Any students identified as being more able, or having an academic scholarship will follow a varied programme of curricular challenges, and collaborative projects. Fortnightly sessions are delivered by subject specialists being overseen by the Oxbridge & Scholarship Coordinator.

## Year 9

30. **The aim of the curriculum** in Year 9 is to promote a wide variety of options open for students, whilst allowing for some specialisation through subject choice. This actively encourages students to consider their curriculum, and to begin to think about GCSE options for Year 10. All students are given the opportunity to try a variety of subjects in the hope that they will identify strengths for GCSE. Recent curriculum developments include making Business a compulsory Year 9 subject and to include AI education a part of the course.

As part of the Year 9 curriculum:

- a. All students will have three Creative Development Carousel sessions each fortnight, on a carousel of four weeks, to augment the creative and critical thinking provision.
- b. Core subjects will cover GCSE content.
- c. Option subjects will seek to provide a strong foundation for GCSE. A student not choosing a specific subject option in Year 9 will not be prevented from choosing that subject at GCSE. Students are expected to select 4 option subjects (one of which must be a MFL).

31. **Setting:** Core subjects are set with the following structure within 2 equal bands:

Maths – 1 most able group, 2 mixed ability group and 1 support group

Science – 1 most able group, 3 mixed ability groups

English – 1 most able group, 3 mixed ability groups

A small group of students are identified each year who receive lessons in Maths and/or English in a small group to help improve core skills and confidence.

CAT and MidYIS tests on entry and other prior attainment data is used to help initial setting. Setting is kept deliberately flexible to allow for improvements and changes.

32. **Homework:** This should amount to approximately 1 hour each evening. The school offers supervised prep sessions Tuesday to Friday to enable students to complete their prep under supervision. Staff will also be on hand to provide support and guidance within departments. Work not completed should be done at home (or the boarding house) that evening. A prep timetable is published at the start of the year and homework is recorded using the school's Firefly portal. Students also have 2 supervised prep sessions per fortnight timetabled.
33. **PSHE & RSE:** The school delivers PSHE as part of the Personal Development period on a Wednesday morning. All Year 9 students follow a year group specific programme, which includes lectures on anti-bullying, alcohol, anti-drugs, relationships, and online safety.
34. **Academic Access and Achievement lessons:** These are once each week as per the school's policy, and are typically one-to-one lessons with a specialist teacher. Activity sessions, break time sessions, games sessions (where appropriate), and supervised prep sessions are times used for a regular weekly lesson.
35. **Chapel:** Year 9 students attend the year group Chapel services on selected Monday mornings. Further voluntary opportunities for worship are available during the week, as organised by the school's chaplain. Opportunities for baptism and confirmation are also provided over the course of the year.
36. **Team sports:** Year 9 students attend two games sessions per week (equal to two school periods per sessions), and matches are played every Saturday. Very occasional fixtures occur mid-week due to cup competitions. The core sports are for girls: Winter Term – hockey; Spring Term – netball, Summer Term – cricket, athletics and tennis, and for boys: Winter Term – rugby; Spring Term – hockey; Summer Term – cricket, athletics and tennis.

37. **Assemblies:** There is usually a full school assembly on Monday morning's period 1. House meetings, year group assemblies, orchestra and tutor periods may occur during this time.
38. **Tutor Period:** Tutors meet with their tutees for registration twice each day (8.25am and 4.20pm). Tutors lead the Personal Development period on a Wednesday morning with their tutor group.
39. **Co-curricular activities:** A full co-curricular activities programme is offered from 4.30pm Monday to Friday. Some lunchtime activities are offered where it is possible for them to fit within the timetable provision (these are usually music based). A full outdoor activity programme is offered throughout the week, with weekly Saturday morning activities provided. In addition, a tennis academy, golf academy and clay pigeon range are available every Saturday morning during term time.
40. **Careers:** From Year 9, students are introduced to Morrisby and some careers-based terminology. Students are encouraged to talk and think about their interests and how this might relate to future careers.
41. **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified, monitored by the Director of Teaching and Learning and the Academic Scholar's Co-ordinator.

## KS4 Years 10 & 11

42. The curriculum at GCSE should ensure that all students will take between 8 or 10 GCSE subjects (if a triple scientist and studying English Literature) except under exceptional circumstances. Any student allowed to drop to a lower number of subjects will have a bespoke curriculum timetable put in place in agreement with parents and will be closely monitored throughout.
43. **Core:** All students are expected to take the core of English, English Literature, Mathematics and Combined Science. Some SEND students and EAL students may not take English Literature. Some students will take the Triple Science option (additional teaching time is provided for triple science students during the supervised prep periods).
44. **Sciences:** There are two pathways; some students will be encouraged to take the 3 separate subjects, whilst other students follow the Combined Science route. The final decision on this will be made during the course of Year 10.
46. **Setting Policy:** All core subjects will be set depending on their pathway e.g. Triple or Combined Science, Higher or Foundation Maths. However, depending on the cohort different patterns may exist. CAT data and prior attainment is used to inform setting decisions.
47. **Homework:** This should amount to approximately 1 hour each evening. The school offers supervised prep sessions Monday to Friday in order to enable students to complete their prep under supervision. Staff will also be on hand to provide support and guidance within departments. Work not completed should be done at home (or the boarding house) that evening. A prep timetable is published at the start of the year and homework is recorded using the school's Firefly portal. Students also have 6 supervised prep sessions per fortnight timetabled for students who do not study the Triple Science route.
48. **Options:** As well as the core subjects, students have a free choice of optional subjects to build up their 9 subjects. These can be chosen from: Fine Art, Art, Craft and Design, Graphics, Textiles, Food Preparation and Nutrition, D&T, Music, ICT, Computing, RS, Geography, History French, Spanish, Dance, Drama, Business and PE. The ICT and Business courses are Level 2 BTECs.
49. **Academic Access and Achievement lessons:** These are once each week as per the school's policy, and are typically one-to-one lessons with a specialist teacher. They do not take place during academic lessons. Activity sessions, break time sessions, games sessions (where appropriate), and supervised prep sessions are times used for regular, weekly lessons.
50. **Chapel:** Year 10 & 11 students attend their year group Chapel services on a Monday morning. Further voluntary opportunities for worship are available during the week, as organised by the school's chaplain. An opportunity for baptism and confirmation is also provided over the course of the year.
51. **Team sports:** Year 10 students attend two games sessions per week (equal to two school periods per session), and matches are played every Saturday, with occasional matches on a Thursday afternoon. Year 11 students also attend two games sessions (two games sessions per week), with matches played on a Saturday and occasional matches played on a Thursday afternoon. For both year groups, very occasional fixtures occur mid-week due to cup competitions. The core sports are for girls: Winter Term – hockey; Spring Term – netball, Summer Term – cricket, athletics and tennis, and for boys: Winter Term – rugby; Spring Term – hockey; Summer Term – cricket, athletics and tennis.
52. **Assemblies:** There is usually a full school assembly on Monday morning, Period 1. House meetings, year group assemblies, orchestra and tutor periods may occur during this time.
53. **Tutor Period:** Tutors meet with their tutees for registration twice each day (8.25am and 4.20pm). Tutors lead

the Personal Development period on a Wednesday morning with their tutor group.

54. **Co-curricular activities:** A full co-curricular activities programme is offered from 4.30pm Monday to Friday. Some lunchtime activities are offered where it is possible for them to fit within the timetable provision (these are usually music based). A full outdoor activity programme is offered throughout the week, with weekly Saturday morning activities offered. In addition, a tennis academy, golf academy and clay pigeon range shooting are available every Saturday morning during term time.
55. **Careers:** Through Personal Development sessions, careers advice and opportunities for research are provided. Outside speakers will also address the two year groups during the course of each year. All Year 11 students complete a profiling test at the start of Year 11, and then attend a one to one interview to discuss that report with the Head of Careers at some point in the first two terms of Year 11.
56. **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified, monitored by the Director of Teaching and Learning.

## KS5 – The Sixth Form Years 12 & 13

57. The curriculum in the Sixth form should ensure that all students will take three subjects, with the possibility of also pursuing an EPQ award.
58. **Subjects on offer:** All students will make a free choice from the subjects available, these are: Fine Art; Textiles; 3D Design; Art, Craft and Design; Photography; D&T; Music; Music Technology; Physics; Chemistry; Biology; Psychology; Computing; Maths; Further Maths; Environmental Science; Dance; Geography; History; English Literature; English Language; Philosophy and Ethics; Dance; Creative Media (Cambridge Technical); French; Spanish; Drama; Economics; Business (A level and BTEC); PE; Politics; Sport (BTEC); Countryside Management (BTEC); Travel and Tourism (BTEC) and Performing Arts (BTEC).

The above subjects enable the right academic pathway to be agreed with each student.

59. **Breadth:** The College believes that it has enough breadth to satisfy any career aspiration. The College continues to review the curriculum actively.
60. **Setting Policy:** Subject groupings are too small to allow setting.
61. **Academic Access and Achievement lessons:** Lessons are arranged for those that need them. As with other parts of the school, students receive one learning support lesson per week, arranged usually during a private study period.
62. **Chapel:** Sixth Form students attend their year group Chapel services on a Monday morning. Further voluntary opportunities for worship are available during the week, as organised by the school's chaplain. An opportunity for baptism and confirmation is also provided over the course of the year.
64. **Team sports:** Sixth Form students attend Senior Games sessions (two games sessions per week equal to two 50-minute periods per session), with matches played on a Saturday and occasional matches played on a Tuesday afternoon. It is very occasionally necessary for fixtures to occur mid-week due to cup competitions. The core sports are for girls: Winter Term – hockey; Spring Term – netball, Summer Term – cricket, athletics and tennis, and for boys: Winter Term – rugby; Spring Term – hockey; Summer Term – cricket, athletics and tennis.
65. **Assemblies:** There is usually a full school assembly on Monday morning's period 1. House meetings, year group assemblies, orchestra and tutor periods may occur during this time.
66. **Tutor Period:** Tutors meet with their tutees for registration twice each day (8.25am and 4.20pm). Tutors lead the Personal Development period on a Wednesday morning with their tutor group.
67. **Co-curricular activities:** A full co-curricular activities programme is offered from 4.30pm Monday to Friday. Some lunchtime activities are offered where it is possible for them to fit within the timetable provision (these are usually music based). A full outdoor activity programme is offered throughout the week, with weekly Saturday morning activities offered. In addition, a tennis academy, golf academy and clay pigeon range are available every Saturday morning term time.
68. **Careers:** Through Personal Development sessions, careers advice and opportunities for further and ongoing research are provided. Outside speakers representing different professions are invited in during the course of each year. All Year 12 students attend a university UCAS workshop, and a higher education and apprenticeship day of seminars. There will be opportunities to go to a careers fair and university open days. Guidance should be as detailed as possible throughout the Sixth Form. The school uses Morrisby as a platform to help students and teachers plan and prepare for higher education applications.

69. **Most able:** Any students identified as being more able or having an academic scholarship should be given extra challenges where possible. Such students are identified, monitored by the Director of Teaching and Learning. Activities are arranged to support applicants for Oxbridge as well as veterinary and medical applicants.

70. **Prefects:** All Sixth Form students have the opportunity to apply for the role of prefect. At the start of Year 12, all are offered the opportunity to apply to become peer mentors. The boarding houses of Mansion, West and East also appoint Year 12 boarding prefects.

In the summer of Year 12, students can apply by letter to become College prefects and, following an interview process (with the Headmaster and Deputy Head), along with staff and student feedback, they may then be selected to serve. Prefects should, first and foremost, be role models for the younger students, an embodiment of what we believe the College turns out as its end product.

71. **Sixth Form Induction Process:** At the start of Year 12, all students attend a three-day residential trip to North Wales with their tutors and other key staff. They also attend the Year 12 Sixth Form Prom on the second weekend of term, attended by parents, staff and students.

72. **Sixth form Carousel:** Year 13 take part in a Life Skills carousel on Monday afternoons which includes topics such as; Personal Finance, Property, Car Maintenance and Resilience.

## Appendix – Curriculum Structure

### Year R/1

Band 110 R/ a 200	Source R/1:a 200 6 R/1-2:6	? Year R/1 Curriculum LMA 200 Ar <sub>2</sub> Dr <sub>1</sub> Dt <sub>3</sub> Er <sub>18</sub> El <sub>1</sub> Fs <sub>4</sub> Gg <sub>2</sub> Hs <sub>3</sub> It <sub>1</sub> Ma <sub>11</sub> MI <sub>3</sub> Mu <sub>2</sub> Pd <sub>4</sub> Sc <sub>5</sub> Sw <sub>4</sub>	64	* Year R/1 Registration LMA 200 Rg <sub>20</sub>	20	* Lunch 10 200 Lu <sub>10</sub>	10	* Prep sets 10 200 Pr <sub>10</sub>	10
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### Year 2

Source 2:a 200 6 R/1-2:6	? Year 2 Curriculum CAL 200 Ar <sub>2</sub> Dr <sub>1</sub> Dt <sub>3</sub> Et <sub>1</sub> Fs <sub>4</sub> Gg <sub>3</sub> Hs <sub>3</sub> It <sub>1</sub> MI <sub>3</sub> Mu <sub>2</sub> Pd <sub>4</sub> Pe <sub>2</sub> Sc <sub>5</sub> Sw <sub>2</sub>	35	* Mathematics sets 11 200 Ma <sub>11</sub>	11	* Year 2 Registration 20 CAL 200 Rg <sub>20</sub>	20	* English sets 18 200 En <sub>18</sub>	18	* Lunch 10 200 Lu <sub>10</sub>	10	* Prep sets 10 200 Pr <sub>10</sub>	10
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### Year 3

Derived 3/4:a 400 28 200 4:a 28 200 3:a 28	? Year 3/4 Curriculum ACO 200 Ar <sub>2</sub> Dr <sub>1</sub> Dt <sub>3</sub> Et <sub>1</sub> Fs <sub>4</sub> Gg <sub>3</sub> Hs <sub>3</sub> It <sub>1</sub> MI <sub>3</sub> Mu <sub>2</sub> Pd <sub>4</sub> Pe <sub>2</sub> Sc <sub>5</sub> Sw <sub>2</sub>	36	? English 12 ACO 200 En <sub>12</sub>	12	? Maths 10 ACO 200 Ma <sub>10</sub>	10	* Lunch 10 400 Lu <sub>10</sub>	10	* Prep 10 400 Pr <sub>10</sub>	10	* 3-4 Games 4 134 Ga <sub>4</sub> 133 Ga <sub>4</sub> 133 Ga <sub>4</sub>
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### Year 4

Derived 3/4:a 400 28 200 4:a 28 200 3:a 28	? Year 3/4 Curriculum ACO 200 Ar <sub>2</sub> Dr <sub>1</sub> Dt <sub>3</sub> Et <sub>1</sub> Fs <sub>4</sub> Gg <sub>3</sub> Hs <sub>3</sub> It <sub>1</sub> MI <sub>3</sub> Mu <sub>2</sub> Pd <sub>4</sub> Pe <sub>2</sub> Sc <sub>5</sub> Sw <sub>2</sub>	36	? English 12 ACO 200 En <sub>12</sub>	12	? Maths 10 ACO 200 Ma <sub>10</sub>	10	* Lunch 10 400 Lu <sub>10</sub>	10	* Prep 10 400 Pr <sub>10</sub>	10	* 3-4 Games 4 134 Ga <sub>4</sub> 133 Ga <sub>4</sub> 133 Ga <sub>4</sub>
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### Year 5

Source 5:a 200 24 5-6:a 10 3-6G:a8 5-8G:a6	? Year 5 Curriculum JRO 67 Ar <sub>2</sub> Dr <sub>1</sub> Dt <sub>3</sub> Et <sub>1</sub> Fs <sub>4</sub> Gg <sub>3</sub> Hs <sub>3</sub> It <sub>1</sub> MI <sub>3</sub> Mu <sub>2</sub> Pd <sub>4</sub> Pe <sub>1</sub> Sc <sub>5</sub> Sw <sub>2</sub>	36	? Year 5 Registration 20 JRO 67 Rg <sub>20</sub>	20	? English 10 JRO 67 En <sub>10</sub>	10	? Maths 10 JRO 67 Ma <sub>10</sub>	10	* Lunch 10 200 Lu <sub>10</sub>	10	* Prep 10 200 Pr <sub>10</sub>	10
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### Year 6

Source 6:a 200 24 5-6:a 10 3-6G:a8 5-8G:a6	? Year 6 Core CEV 67 Ar <sub>2</sub> Co <sub>1</sub> Dr <sub>1</sub> Dt <sub>3</sub> Et <sub>1</sub> Fs <sub>2</sub> Hu <sub>4</sub> MI <sub>6</sub> Mu <sub>2</sub> Pd <sub>4</sub> Sc <sub>5</sub> Sw <sub>2</sub>	36	* Registration 20 CEV 67 Rg <sub>20</sub>	20	* Year 6 English 10 CEV 50 En <sub>10</sub>	10	* Year 6 Maths 10 CEV 50 Ma <sub>10</sub>	10	* Lunch 10 200 Lu <sub>10</sub>	10	* Prep 10 200 Pr <sub>10</sub>	10
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### Year 7

Source 7:a 200 14 7-8G:a8 5-8G:a6	* MFL 13 D 50 Ar <sub>2</sub> Da <sub>1</sub> Dr <sub>1</sub> Fr <sub>1</sub> Mu <sub>2</sub> Sp <sub>2</sub>	13	? Maths 23 1M 50 Co <sub>1</sub> Dt <sub>1</sub> Ma <sub>2</sub> Sc <sub>1</sub>	23	? English 14 AA 50 En <sub>6</sub> Gg <sub>3</sub> Hi <sub>3</sub>	14	* Registration 20 KRE 40 Rg <sub>20</sub>	20	* Tutor 4 KRE 40 Pd <sub>4</sub>	4	C Carousel 2 40 De <sub>2</sub>	2	* Lunch 10 200 Lu <sub>10</sub>	10	* Prep 10 200 Pr <sub>10</sub>	10
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### Year 8

Source 8:a 200 14 7-8G:a8 5-8G:a6	* MFL 12 DL 50 Ar <sub>2</sub> Da <sub>1</sub> Dr <sub>1</sub> Fr <sub>1</sub> Sp <sub>2</sub>	12	M Maths 15 1M 50 Co <sub>1</sub> Dt <sub>1</sub> Ma <sub>2</sub> Mu <sub>2</sub>	15	E English 16 EE 50 En <sub>6</sub> El <sub>1</sub> Gg <sub>3</sub> Hi <sub>3</sub>	16	* Registration 20 LFE 40 Rg <sub>20</sub>	20	* Science 7 1 50 Sc <sub>7</sub>	7	* Tutor 4 LFE 40 Pd <sub>4</sub>	4	C Carousel 2 40 De <sub>2</sub>	2	* Lunch 10 200 Lu <sub>10</sub>	10	* Prep 10 200 Pr <sub>10</sub>	10
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## Year 9

A English 18	A Technology Carousel 3	C Creative D Carousel 3	Science 9	Friday P8 2	A Maths 9	Monday P8 2	* Registration 20
A1. 25 Bb <sub>3</sub> En <sub>3</sub> Gg <sub>3</sub> Hi <sub>3</sub> 18	20 Dt <sub>3</sub> 3	25 Ds <sub>3</sub> 3	A1 25 Bi <sub>3</sub> Ch <sub>3</sub> Ph <sub>3</sub> 9	AF 40 Pr <sub>2</sub> 2	A1 25 Ma <sub>3</sub> 9	AM 40 Pr <sub>2</sub> 2	JBI 20 Rg <sub>20</sub> 20
AS. 25 Bb <sub>3</sub> En <sub>3</sub> Gg <sub>3</sub> Hi <sub>3</sub> 18	20 Dt <sub>3</sub> 3	25 Po <sub>3</sub> 3	AS 25 Bi <sub>3</sub> Ch <sub>3</sub> Ph <sub>3</sub> 9	BF 40 Pr <sub>2</sub> 2	AS 25 Ma <sub>3</sub> 9	BM 40 Pr <sub>2</sub> 2	BCH 20 Rg <sub>20</sub> 20
AE. 25 Bb <sub>3</sub> En <sub>3</sub> Gg <sub>3</sub> Hi <sub>3</sub> 18	20 Dt <sub>3</sub> 3	25 Pu <sub>3</sub> 3	AE 25 Bi <sub>3</sub> Ch <sub>3</sub> Ph <sub>3</sub> 9	CF 40 Pr <sub>2</sub> 2	AE 25 Ma <sub>3</sub> 9	CM 40 Pr <sub>2</sub> 2	JSI 20 Rg <sub>20</sub> 20
AA. 25 Bb <sub>3</sub> En <sub>3</sub> Gg <sub>3</sub> Hi <sub>3</sub> 18	20 Dt <sub>3</sub> 3	25 Sd <sub>3</sub> 3	AA 25 Bi <sub>3</sub> Ch <sub>3</sub> Ph <sub>3</sub> 9	EF 40 Ac <sub>2</sub> 2	AA 25 Ma <sub>3</sub> 9	DM 40 Pr <sub>2</sub> 2	LCR 20 Rg <sub>20</sub> 20
		25 Ss <sub>3</sub> 3		DF 40 Pr <sub>2</sub> 2		EM 40 Ac <sub>2</sub> 2	EAR 20 Rg <sub>20</sub> 20
		25 El <sub>3</sub> 3					KBL 20 Rg <sub>20</sub> 20
		25 Al <sub>3</sub> 3					MSA 20 Rg <sub>20</sub> 20
B English 18	B Technology Carousel 3	25 Mc <sub>3</sub> 3	* Science 9				KFI 20 Rg <sub>20</sub> 20
B1. 25 Bb <sub>3</sub> En <sub>3</sub> Gg <sub>3</sub> Hi <sub>3</sub> 18	20 Dt <sub>3</sub> 3		B1 25 Bi <sub>3</sub> Ch <sub>3</sub> Ph <sub>3</sub> 9				MPO 20 Rg <sub>20</sub> 20
BS. 25 Bb <sub>3</sub> En <sub>3</sub> Gg <sub>3</sub> Hi <sub>3</sub> 18	20 Dt <sub>3</sub> 3		BS 25 Bi <sub>3</sub> Ch <sub>3</sub> Ph <sub>3</sub> 9				JPG 20 Rg <sub>20</sub> 20
BE. 25 Bb <sub>3</sub> En <sub>3</sub> Gg <sub>3</sub> Hi <sub>3</sub> 18	20 Dt <sub>3</sub> 3		BE 25 Bi <sub>3</sub> Ch <sub>3</sub> Ph <sub>3</sub> 9				
BA. 25 Bb <sub>3</sub> En <sub>3</sub> Gg <sub>3</sub> Hi <sub>3</sub> 18	20 Dt <sub>3</sub> 3		BA 25 Bi <sub>3</sub> Ch <sub>3</sub> Ph <sub>3</sub> 9				
? Thursday P8 2	? Tuesday P8 2	? Tutor 4	* Games 8	A A 3	B B 3	C C 3	E E 4
ATH 40 Pr <sub>2</sub> 2	AT 40 Pr <sub>2</sub> 2	JBI 20 As <sub>2</sub> Pd <sub>2</sub> 4	AW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 9	19 Fd <sub>3</sub> 3	17 Fd <sub>3</sub> 3	19 Da <sub>3</sub> Si <sub>1</sub> 4
BTH 40 Pr <sub>2</sub> 2	BT 40 Pr <sub>2</sub> 2	BCH 20 As <sub>2</sub> Pd <sub>2</sub> 4	BW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	19 It <sub>3</sub> 3	17 Pe <sub>3</sub> 3	19 Dr <sub>3</sub> Si <sub>1</sub> 4
CTH 40 Pr <sub>2</sub> 2	CT 40 Pr <sub>2</sub> 2	JSI 20 As <sub>2</sub> Pd <sub>2</sub> 4	CW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	18 Pe <sub>3</sub> 3	17 Sp <sub>3</sub> 3	18 Fd <sub>3</sub> Si <sub>1</sub> 4
DTH 40 Pr <sub>2</sub> 2	DT 40 Pr <sub>2</sub> 2	LCF 20 As <sub>2</sub> Pd <sub>2</sub> 4	DW 25 Pr <sub>2</sub> 2	17 Go <sub>8</sub> 8	18 Fd <sub>3</sub> 3	17 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4
ETH 40 Ac <sub>2</sub> 2	ET 40 Ac <sub>2</sub> 2	EAP 20 As <sub>2</sub> Pd <sub>2</sub> 4	EW 25 Ac <sub>2</sub> 2	17 Al <sub>8</sub> 8	18 Fd <sub>3</sub> 3	17 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 4
		KBL 20 As <sub>2</sub> Pd <sub>2</sub> 4	A 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Fd <sub>3</sub> 3	17 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4
		MSA 20 As <sub>2</sub> Pd <sub>2</sub> 4	N 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	17 Al <sub>3</sub> 3	18 Pe <sub>3</sub> Si <sub>1</sub> 4
		KFI 20 As <sub>2</sub> Pd <sub>2</sub> 4	R 25 Cl <sub>2</sub> 2	17 Te <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	17 It <sub>3</sub> 3	18 Et <sub>3</sub> Si <sub>1</sub> 4
		MPO 20 As <sub>2</sub> Pd <sub>2</sub> 4		16 Ho <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	16 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Ar <sub>3</sub> Si <sub>1</sub> 4
		JPG 20 As <sub>2</sub> Pd <sub>2</sub> 4		16 Ru <sub>8</sub> 8	18 Dr <sub>3</sub> 3	16 Di <sub>3</sub> 3	18 Cs <sub>2</sub> Cs <sub>1</sub> 3
				16 Jc <sub>8</sub> 8	18 Fd <sub>3</sub> 3	16 Et <sub>3</sub> 3	18 Cr <sub>2</sub> 2
				16 Ne <sub>8</sub> 8		16 Sp <sub>3</sub> 3	18 Cr <sub>2</sub> 2
? Wednesday P8 2	* Games 8	A A 3	B B 3	C C 3	D D 3	E E 4	* Lunch 10
AW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 9	20 Fd <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Co <sub>3</sub> 3	19 Co <sub>3</sub> 3	19 Da <sub>3</sub> Si <sub>1</sub> 4	200 Lu <sub>10</sub> 10
BW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	19 It <sub>3</sub> 3	19 It <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Dr <sub>3</sub> Si <sub>1</sub> 4	
CW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	18 Pe <sub>3</sub> 3	18 Pe <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Fd <sub>3</sub> Si <sub>1</sub> 4	
DW 25 Pr <sub>2</sub> 2	17 Go <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4	
EW 25 Ac <sub>2</sub> 2	17 Al <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 4	
A 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4	
N 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Pe <sub>3</sub> Si <sub>1</sub> 4	
R 25 Cl <sub>2</sub> 2	17 Te <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Et <sub>3</sub> Si <sub>1</sub> 4	
		16 Ho <sub>8</sub> 8	18 Dr <sub>3</sub> 3	18 Dr <sub>3</sub> 6	18 Dr <sub>3</sub> 6	18 Ar <sub>3</sub> Si <sub>1</sub> 4	
		16 Ru <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Dg <sub>6</sub> 6	18 Dg <sub>6</sub> 6	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	
		16 Jc <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Mu <sub>6</sub> 6	18 Mu <sub>6</sub> 6	18 Cr <sub>2</sub> 2	
		16 Ne <sub>8</sub> 8					
? Wednesday P8 2	* Games 8	A A 3	B B 3	C C 3	D D 3	E E 4	* Lunch 10
AW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 9	20 Fd <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Co <sub>3</sub> 3	19 Co <sub>3</sub> 3	19 Da <sub>3</sub> Si <sub>1</sub> 4	200 Lu <sub>10</sub> 10
BW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	19 It <sub>3</sub> 3	19 It <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Dr <sub>3</sub> Si <sub>1</sub> 4	
CW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	18 Pe <sub>3</sub> 3	18 Pe <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Fd <sub>3</sub> Si <sub>1</sub> 4	
DW 25 Pr <sub>2</sub> 2	17 Go <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4	
EW 25 Ac <sub>2</sub> 2	17 Al <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 4	
A 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4	
N 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Pe <sub>3</sub> Si <sub>1</sub> 4	
R 25 Cl <sub>2</sub> 2	17 Te <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Et <sub>3</sub> Si <sub>1</sub> 4	
		16 Ho <sub>8</sub> 8	18 Dr <sub>3</sub> 3	18 Dr <sub>3</sub> 6	18 Dr <sub>3</sub> 6	18 Ar <sub>3</sub> Si <sub>1</sub> 4	
		16 Ru <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Dg <sub>6</sub> 6	18 Dg <sub>6</sub> 6	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	
		16 Jc <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Mu <sub>6</sub> 6	18 Mu <sub>6</sub> 6	18 Cr <sub>2</sub> 2	
		16 Ne <sub>8</sub> 8					
? Thursday P8 2	* Games 8	A A 3	B B 3	C C 3	D D 3	E E 4	* Lunch 10
AW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 9	20 Fd <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Co <sub>3</sub> 3	19 Co <sub>3</sub> 3	19 Da <sub>3</sub> Si <sub>1</sub> 4	200 Lu <sub>10</sub> 10
BW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	19 It <sub>3</sub> 3	19 It <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Dr <sub>3</sub> Si <sub>1</sub> 4	
CW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	18 Pe <sub>3</sub> 3	18 Pe <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Fd <sub>3</sub> Si <sub>1</sub> 4	
DW 25 Pr <sub>2</sub> 2	17 Go <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4	
EW 25 Ac <sub>2</sub> 2	17 Al <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 4	
A 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4	
N 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Pe <sub>3</sub> Si <sub>1</sub> 4	
R 25 Cl <sub>2</sub> 2	17 Te <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Et <sub>3</sub> Si <sub>1</sub> 4	
		16 Ho <sub>8</sub> 8	18 Dr <sub>3</sub> 3	18 Dr <sub>3</sub> 6	18 Dr <sub>3</sub> 6	18 Ar <sub>3</sub> Si <sub>1</sub> 4	
		16 Ru <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Dg <sub>6</sub> 6	18 Dg <sub>6</sub> 6	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	
		16 Jc <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Mu <sub>6</sub> 6	18 Mu <sub>6</sub> 6	18 Cr <sub>2</sub> 2	
		16 Ne <sub>8</sub> 8					
? Wednesday P8 2	* Games 8	A A 3	B B 3	C C 3	D D 3	E E 4	* Lunch 10
AW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 9	20 Fd <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Co <sub>3</sub> 3	19 Co <sub>3</sub> 3	19 Da <sub>3</sub> Si <sub>1</sub> 4	200 Lu <sub>10</sub> 10
BW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	19 It <sub>3</sub> 3	19 It <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Dr <sub>3</sub> Si <sub>1</sub> 4	
CW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	18 Pe <sub>3</sub> 3	18 Pe <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Fd <sub>3</sub> Si <sub>1</sub> 4	
DW 25 Pr <sub>2</sub> 2	17 Go <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4	
EW 25 Ac <sub>2</sub> 2	17 Al <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 4	
A 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4	
N 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Pe <sub>3</sub> Si <sub>1</sub> 4	
R 25 Cl <sub>2</sub> 2	17 Te <sub>8</sub> 8	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Et <sub>3</sub> Si <sub>1</sub> 4	
		16 Ho <sub>8</sub> 8	18 Dr <sub>3</sub> 3	18 Dr <sub>3</sub> 6	18 Dr <sub>3</sub> 6	18 Ar <sub>3</sub> Si <sub>1</sub> 4	
		16 Ru <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Dg <sub>6</sub> 6	18 Dg <sub>6</sub> 6	18 Cs <sub>2</sub> Cs <sub>1</sub> 3	
		16 Jc <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Mu <sub>6</sub> 6	18 Mu <sub>6</sub> 6	18 Cr <sub>2</sub> 2	
		16 Ne <sub>8</sub> 8					
? Wednesday P8 2	* Games 8	A A 3	B B 3	C C 3	D D 3	E E 4	* Lunch 10
AW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 9	20 Fd <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Co <sub>3</sub> 3	19 Co <sub>3</sub> 3	19 Da <sub>3</sub> Si <sub>1</sub> 4	200 Lu <sub>10</sub> 10
BW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	19 It <sub>3</sub> 3	19 It <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Fd <sub>3</sub> 3	19 Dr <sub>3</sub> Si <sub>1</sub> 4	
CW 25 Pr <sub>2</sub> 2	17 Ga <sub>8</sub> 8	18 Pe <sub>3</sub> 3	18 Pe <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Fd <sub>3</sub> Si <sub>1</sub> 4	
DW 25 Pr <sub>2</sub> 2	17 Go <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Mu <sub>3</sub> Si <sub>1</sub> 4	
EW 25 Ac <sub>2</sub> 2	17 Al <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 3	18 Sp <sub>3</sub> 4	
A 25 Cl <sub>2</sub> 2	17 Cl <sub>8</sub> 8	18 Fd <sub>3</sub> 3	18 Fd <sub>3</sub> 3				

## Year 11

Source 11:a 100 4 10-11:4	* Science 12 AT1 25 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>4</sub> AT2 25 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>4</sub> AC1 25 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>4</sub> AC2 25 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>4</sub>	* Supervised Prep A 4 A1 17 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>3</sub> Su <sub>4</sub> C 17 Su <sub>4</sub> D 17 Su <sub>4</sub> CS1 16 Cs <sub>2</sub> CS2 16 Cs <sub>2</sub>	A A 6 A1 20 Bb <sub>6</sub> C 20 Gd <sub>6</sub> A 20 H <sub>6</sub> A 20 Pe <sub>6</sub> A 20 Et <sub>6</sub> A 20 Tl <sub>6</sub> A 20 It <sub>6</sub> A 20 Fd <sub>6</sub> B B 6 B1 23 Bb <sub>6</sub> B 23 Dl <sub>6</sub> B 22 Fd <sub>6</sub> B 22 Gg <sub>6</sub> B 22 Fr <sub>6</sub> B 22 Pe <sub>6</sub> B 22 Da <sub>6</sub> B 22 Gg <sub>6</sub> B2 22 Mu <sub>6</sub>	C C 6 C 20 Bb <sub>6</sub> C 20 Dl <sub>6</sub> C 20 Fd <sub>6</sub> C 20 Gg <sub>6</sub> C 20 H <sub>6</sub> C 20 Pe <sub>6</sub> C 20 Sp <sub>6</sub> C 20 Tl <sub>6</sub> D D 6 D 20 Ad <sub>6</sub> D 20 Bb <sub>6</sub> D 20 Dl <sub>6</sub> D 20 Fd <sub>6</sub> D 20 Gg <sub>6</sub> D 20 H <sub>6</sub> D 20 Pe <sub>6</sub> D 20 El <sub>6</sub> D 20 Co <sub>6</sub> D 20 Af <sub>6</sub>	A English 9 A1 25 En <sub>9</sub> A2 25 En <sub>9</sub> AA 25 En <sub>9</sub> AE 25 En <sub>9</sub>	? Friday P8 2 AF 40 Pr <sub>2</sub> BF 40 Pr <sub>2</sub> CF 40 Pr <sub>2</sub> EF 40 Ac <sub>2</sub> DF 40 Pr <sub>2</sub>	* Maths 9 AX 20 Ma <sub>9</sub> BC 20 Ma <sub>9</sub> AC1 20 Ma <sub>9</sub> AC2 20 Ma <sub>9</sub> AK 20 Ma <sub>9</sub> ?? 20 Fm <sub>2</sub>
Source 11:b 100 4 10-11:4	* Science 12 BT1 25 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>4</sub> BT2 25 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>4</sub> BC1 25 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>4</sub> BC2 25 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>4</sub>	* Supervised Prep B 4 B1 20 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>3</sub> Su <sub>4</sub> F 20 Su <sub>4</sub> G 20 Su <sub>4</sub> B2 20 Bi <sub>4</sub> Ch <sub>3</sub> Ph <sub>3</sub> Su <sub>4</sub> CS 20 Cs <sub>2</sub>	A A 6 A1 20 Sp <sub>6</sub>	B B 6 B1 20 Sp <sub>6</sub>	C C 6 C 20 Bb <sub>6</sub>	D D 6 D 20 Bb <sub>6</sub>	A English 9 B1 25 En <sub>9</sub> BS 25 En <sub>9</sub> BE 25 En <sub>9</sub> BA 25 En <sub>9</sub>
? Monday P8 2 AM 50 Pr <sub>2</sub> BM 50 Pr <sub>2</sub> CM 50 Pr <sub>2</sub> DM 50 Pr <sub>2</sub>	* Registration 20 PDM 20 Rg <sub>20</sub> PWI 20 Rg <sub>20</sub> EPR 20 Rg <sub>20</sub> AWS 20 Rg <sub>20</sub> TBE 20 Rg <sub>20</sub> MRO 20 Rg <sub>20</sub> GTR 20 Rg <sub>20</sub> LTH 20 Rg <sub>20</sub> KVA 20 Rg <sub>20</sub> HJA 20 Rg <sub>20</sub>	? Thursday P8 2 ATH 40 Pr <sub>2</sub> BTH 40 Pr <sub>2</sub> CTH 40 Pr <sub>2</sub> DTH 40 Pr <sub>2</sub> ETH 40 Ac <sub>2</sub>	? Tuesday P8 2 AT 40 Pr <sub>2</sub> BT 40 Pr <sub>2</sub> CT 40 Pr <sub>2</sub> DT 40 Pr <sub>2</sub> ET 40 Ac <sub>2</sub>	? Tutor 4 PDM 20 As <sub>2</sub> Pd <sub>2</sub> PWI 20 As <sub>2</sub> Pd <sub>2</sub> EPR 20 As <sub>2</sub> Pd <sub>2</sub> AWS 20 As <sub>2</sub> Pd <sub>2</sub> TBE 20 As <sub>2</sub> Pd <sub>2</sub> MRO 20 As <sub>2</sub> Pd <sub>2</sub> GTR 20 As <sub>2</sub> Pd <sub>2</sub> LTH 20 As <sub>2</sub> Pd <sub>2</sub> KVA 20 As <sub>2</sub> Pd <sub>2</sub> HJA 20 As <sub>2</sub> Pd <sub>2</sub>	* Wednesday P8 2 PDM 20 Cl <sub>2</sub> PWI 20 Cl <sub>2</sub> EPR 20 Cl <sub>2</sub> AWS 20 Cl <sub>2</sub> TBE 20 Cl <sub>2</sub> MRO 20 Cl <sub>2</sub> GTR 20 Cl <sub>2</sub> LTH 20 Cl <sub>2</sub> KVA 20 Cl <sub>2</sub> HJA 20 Cl <sub>2</sub>	* 11 Games 4 14 Ga <sub>4</sub> 14 Ga <sub>4</sub> 14 Ga <sub>4</sub> 14 Ga <sub>4</sub> 14 Te <sub>4</sub> 13 Cr <sub>4</sub> 13 Cr <sub>4</sub> 13 At <sub>4</sub> 13 Ho <sub>4</sub> 13 Ru <sub>4</sub> 13 Jc <sub>4</sub> 13 Od <sub>4</sub> 13 Ne <sub>4</sub> 13 Cb <sub>4</sub> 13 Te <sub>4</sub>	* Lunch 10 200 Lu <sub>10</sub>

## Year 12

* Registration sets 20 DSH 20 Rg <sub>20</sub> KDO 20 Rg <sub>20</sub> JSH 20 Rg <sub>20</sub> JDE 20 Rg <sub>20</sub> MMQ 20 Rg <sub>20</sub> ERE 20 Rg <sub>20</sub> STH 20 Rg <sub>20</sub> AST 20 Rg <sub>20</sub> KRI 20 Rg <sub>20</sub> RRI 20 Rg <sub>20</sub>	* Tutor 4 DSH 20 As <sub>2</sub> Pd <sub>2</sub> KDO 20 As <sub>2</sub> Pd <sub>2</sub> JSH 20 As <sub>2</sub> Pd <sub>2</sub> JDE 20 As <sub>2</sub> Pd <sub>2</sub> MMQ 20 As <sub>2</sub> Pd <sub>2</sub> ERE 20 As <sub>2</sub> Pd <sub>2</sub> STH 20 As <sub>2</sub> Pd <sub>2</sub> AST 20 As <sub>2</sub> Pd <sub>2</sub> KRI 20 As <sub>2</sub> Pd <sub>2</sub> RRI 20 As <sub>2</sub> Pd <sub>2</sub>	A A 19 16 Ad <sub>12</sub> 16 Ar <sub>12</sub> 16 Bb <sub>6</sub> Bt <sub>6</sub> 16 Bs <sub>6</sub> Bs <sub>6</sub> 16 Ch <sub>6</sub> Ch <sub>6</sub> 15 Cm <sub>2</sub> Cm <sub>4</sub> Cm <sub>3</sub> 15 Ec <sub>6</sub> Ec <sub>6</sub> 15 Ma <sub>7</sub> Ma <sub>5</sub> 15 Mt <sub>12</sub> 15 Pe <sub>6</sub> Pe <sub>3</sub> Pe <sub>3</sub> 15 So <sub>3</sub> So <sub>3</sub> 15 Tl <sub>12</sub> 15 Tl <sub>8</sub> Tl <sub>4</sub>	B B 19 15 Ar <sub>12</sub> 15 Bb <sub>6</sub> Bb <sub>6</sub> 15 Bt <sub>6</sub> Bt <sub>6</sub> 15 Bi <sub>6</sub> Bi <sub>6</sub> 15 Co <sub>6</sub> Co <sub>6</sub> 14 Ec <sub>6</sub> Ec <sub>6</sub> 14 En <sub>6</sub> En <sub>6</sub> 14 Ma <sub>7</sub> Ma <sub>5</sub> 14 Mt <sub>12</sub> 14 Pe <sub>6</sub> Pe <sub>3</sub> Pe <sub>3</sub> 14 So <sub>3</sub> So <sub>3</sub> 14 Tl <sub>12</sub> 14 Mu <sub>3</sub> Mu <sub>3</sub> 14 Po <sub>6</sub> Po <sub>6</sub> 14 Li <sub>6</sub> Li <sub>6</sub>	C C 19 17 Bb <sub>6</sub> Bb <sub>6</sub> 17 Bi <sub>6</sub> Bi <sub>6</sub> 17 Bs <sub>6</sub> Bs <sub>6</sub> 17 Dt <sub>8</sub> Dt <sub>4</sub> 17 Et <sub>8</sub> Et <sub>4</sub> 17 Ma <sub>7</sub> Ma <sub>5</sub> 17 Ms <sub>3</sub> Ms <sub>4</sub> 17 Ph <sub>6</sub> Ph <sub>6</sub> 17 Po <sub>6</sub> Po <sub>6</sub> 17 Pt <sub>12</sub> 17 So <sub>3</sub> So <sub>3</sub> 17 Pa <sub>6</sub> Pa <sub>6</sub>	* Lunch 10 200 Lu <sub>10</sub>		

## Year 13

L Life Skills Carousel 5 20 De <sub>2</sub> Sy <sub>2</sub> 20 Fi <sub>2</sub> Sy <sub>2</sub> 20 Fa <sub>2</sub> Sy <sub>2</sub> 20 Fd <sub>2</sub> Sy <sub>2</sub> 20 Sy <sub>2</sub> Wp <sub>2</sub> 20 Sy <sub>4</sub> 20 Ca <sub>2</sub> Sy <sub>2</sub> 20 Sd <sub>2</sub> Sy <sub>2</sub> 20 Cc <sub>2</sub> Sy <sub>2</sub> 20 Cw <sub>2</sub> Sy <sub>2</sub>	* Registration sets 20 BBR 20 Rg <sub>20</sub> MMF 20 Rg <sub>20</sub> ATH 20 Rg <sub>20</sub> JHA 20 Rg <sub>20</sub> MMA 20 Rg <sub>20</sub> ARI 20 Rg <sub>20</sub> ACA 20 Rg <sub>20</sub> KTO 20 Rg <sub>20</sub> SMO 20 Rg <sub>20</sub> DWI 20 Rg <sub>20</sub>	* Tutor 4 BBR 20 As <sub>2</sub> Pd <sub>2</sub> MMF 20 As <sub>2</sub> Pd <sub>2</sub> ATH 20 As <sub>2</sub> Pd <sub>2</sub> JHA 20 As <sub>2</sub> Pd <sub>2</sub> MMA 20 As <sub>2</sub> Pd <sub>2</sub> ARI 20 As <sub>2</sub> Pd <sub>2</sub> ACA 20 As <sub>2</sub> Pd <sub>2</sub> KTO 20 As <sub>2</sub> Pd <sub>2</sub> SMO 20 As <sub>2</sub> Pd <sub>2</sub> DWI 20 As <sub>2</sub> Pd <sub>2</sub>	A A 18 15 Ad <sub>12</sub> 15 Cm <sub>2</sub> Cm <sub>4</sub> Cm <sub>3</sub> 15 Ec <sub>6</sub> Ec <sub>6</sub> 15 Gg <sub>6</sub> Gg <sub>6</sub> 14 Gr <sub>12</sub> 14 Hi <sub>5</sub> Hi <sub>5</sub> Hi <sub>2</sub> 14 Ma <sub>7</sub> Ma <sub>5</sub> 14 Ms <sub>12</sub> 14 Pe <sub>6</sub> Pe <sub>3</sub> Pe <sub>2</sub> 14 Po <sub>6</sub> Po <sub>6</sub> 14 Py <sub>8</sub> Py <sub>4</sub> 14 So <sub>12</sub> 14 Bt <sub>6</sub> Bt <sub>6</sub> 14 Dt <sub>8</sub> Dt <sub>4</sub>	B B 15 19 Ad <sub>12</sub> 19 Bb <sub>6</sub> Bb <sub>6</sub> 19 Ch <sub>6</sub> Ch <sub>6</sub> 19 Bi <sub>6</sub> Bi <sub>6</sub> 18 Dl <sub>6</sub> Dl <sub>6</sub> 18 Gg <sub>6</sub> Gg <sub>6</sub> 18 Ph <sub>6</sub> Ph <sub>6</sub> 18 Po <sub>6</sub> Po <sub>6</sub> 18 Tl <sub>12</sub> 18 Fm <sub>6</sub> Fm <sub>6</sub> 18 Et <sub>8</sub> Et <sub>4</sub> 18 Bb <sub>6</sub> Bt <sub>6</sub> 18 Mt <sub>12</sub>	C C 17 19 Bt <sub>6</sub> Bt <sub>6</sub> 19 Ch <sub>6</sub> Ch <sub>6</sub> 19 Bi <sub>6</sub> Bi <sub>6</sub> 18 Ec <sub>6</sub> Ec <sub>6</sub> 18 Dr <sub>6</sub> Dr <sub>6</sub> 18 Gg <sub>6</sub> Gg <sub>6</sub> 18 Ms <sub>12</sub> 18 Pe <sub>6</sub> Pe <sub>3</sub> Pe <sub>3</sub> 18 So <sub>12</sub> 18 Tl <sub>12</sub> 18 Fm <sub>6</sub> Fm <sub>6</sub> 18 Et <sub>8</sub> Et <sub>4</sub> 18 Bb <sub>6</sub> Bt <sub>6</sub> 18 Pa <sub>6</sub> Pa <sub>6</sub> 18 Mu <sub>3</sub> Mu <sub>3</sub>	D D 23 17 Bb <sub>6</sub> Bb <sub>6</sub> 17 Bi <sub>6</sub> Bi <sub>6</sub> 17 Bs <sub>6</sub> Bs <sub>6</sub> 17 Cm <sub>2</sub> Cm <sub>4</sub> Cm <sub>1</sub> 17 Co <sub>6</sub> Co <sub>6</sub> 17 Hi <sub>5</sub> Hi <sub>7</sub> 17 Li <sub>6</sub> Li <sub>6</sub> 17 Ma <sub>7</sub> Ma <sub>5</sub> 16 Pt <sub>15</sub> 16 Tl <sub>8</sub> Tl <sub>6</sub> 16 Ch <sub>6</sub> Ch <sub>6</sub> 16 Da <sub>10</sub> Da <sub>2</sub>
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