



## ST MARY'S SCHOOL GERRARDS CROSS

### CURRICULUM POLICY

**The School refers to all staff and students in St Mary's School which includes: the Early Years/Foundations Stage (EYFS), the Preparatory Department (Years 1-6), Senior House (Years 7-11) and the Sixth Form.**

#### AIMS

The whole school's curriculum follows statutory requirements and the requirements of the National Curriculum, at Key Stages 1-5.

[See Preparatory Department Curriculum Statement below for Early Years Foundation Stage, Key Stages 1 and 2]

It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life, as good citizens.

The school ensures that these principles are promoted by:

- enabling pupils to develop their self-knowledge, self-esteem and self-confidence
- enabling pupils to distinguish right from wrong and to respect the civil and criminal law
- encouraging pupils to accept responsibility for their behaviour, to show initiative and to understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- providing pupils with a broad general knowledge of public institutions and services in England
- assisting pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- encouraging pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The school provides:

- full-time supervised education for pupils of three to eighteen years of age, which gives pupils experience in linguistic, mathematical, scientific, technological, physical, aesthetic and creative education, appropriate for their ages and aptitudes. Pupils develop skills in speaking and listening, literacy and numeracy

- A programme of activities for pupils in Early Years which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- A programme of activities for students in the Sixth Form which is appropriate to their needs
- Personal, Social, and Health Education reflecting the School's aims and ethos
- Careers education and guidance
- Citizenship Education incorporated within the delivery of individual subjects and extra-curricular activities

The school sets out to:

- ensure that pupils develop essential literacy and numeracy skills
- ensure that pupils acquire skills in speaking and listening
- provide pupils with a full and rounded entitlement to learning
- foster pupils' creativity and develop essential skills, including learning skills
- promote a healthy lifestyle
- inspire pupils to a commitment to learning which will last a lifetime
- promote high standards in all learning and teaching
- ensure that all pupils have the opportunity to learn and make progress
- provide an appropriate programme of work related education
- promote community cohesion
- prepare students for the opportunities, responsibilities and experiences of life in British society

This is to be achieved by teachers:

- Providing well planned lessons and effective teaching methods, activities and management of class time
- Showing a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensuring that these are taken into account in the planning of lessons
- Demonstrating appropriate knowledge and understanding of the subject matter being taught
- Utilising effective classroom resources of an adequate quality, quantity and range
- Demonstrating that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
- Utilising effective strategies for managing behaviour and encouraging pupils to act responsibly

## **Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

In very exceptional circumstances, girls may be disapplied from MFL lessons to enable additional learning support.

Disabilities: In accordance with the statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has an Accessibility Plan which is available to parents on request.

## **Differentiation**

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

## **Subjects Offered**

### **Early Years**

**The three 'prime' areas:**

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

**The four 'specific' areas, through which the three prime areas are strengthened and applied:**

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

### **KS1**

**English, Mathematics, Science, Computing, RE, PE, PSHEE & Citizenship, Topic (History & Geography), French, Art, Music**

### **KS2**

**English, Mathematics, Science, Computing, RE, PE, PSHEE & Citizenship, History, Geography, Thinking Skills, French, Art, DT, Music**

### **KS3**

**English, Mathematics, Science, ICT, RS, PE, PSHCEE & Careers, History, Geography, French, German and Spanish (Y8 + Y9), Art, Food Technology, Drama, Music, Learning Skills (Year 7), Textiles Higher**

**Project Qualification (Year 7- See Appendix 1) Work related learning & Enterprise education**

**KS4** English, Mathematics, Science, ICT, RS, Religion Philosophy and Ethics (RPE), PE, PSHCE & Careers, History, Geography, French, German, Spanish, Art, Food Technology, Drama, Music, Business Studies  
Work related learning & Enterprise education

**Post 16** English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Dance, ICT, RE, History, Geography, Economics, French, German, Spanish, Art, Food Technology, Drama, Media Studies, Music, Government and Politics, Psychology, Business, Physical Education and the Extended Project Qualification (EPQ).

**Option System**

**Y8 + Y9** German or Spanish

**Y10 + Y11** **Compulsory subjects:**  
English, Mathematics, Science, at least one Modern Foreign Language (French/German/Spanish).

**Optional Subjects:**

*Girls can take two or three optional subjects*

**Art, Textiles, Business, a second Modern Foreign Language, History, Geography, Food Technology, ICT, Drama, PE, RS, Music.**

**Y12 + Y13** With the staggered decoupling of AS and A2 examinations currently, girls initially choose four subjects for A level study with the following three options to be discussed in February of Year 12.

1. Continue with 4 A Levels if this is considered to be manageable
2. Continue with 3 A levels and take one AS level in Year 12
3. Continue with 3 A levels and an EPQ, which is the equivalent of an AS level

All subjects offered at GCSE are also offered at A level with the additions of **Economics, Psychology, Media Studies, Government and Politics, and Dance.**

Art, ICT, Business, RS, and PE can be taken for A Level without a prior GCSE qualification in the subject.

In addition to the A Level lessons there are a number of lessons and activities that the girls have in order to enrich their education and give

them valuable experiences and preparation for independent adult life. These include **PSHCE/Careers, Current Affairs and PE**. Additionally some girls opt to do the **Extended Project Qualification (EPQ)**.

### **Religious Studies**

Religious Studies is compulsory for all pupils at Key Stage 3. Any request to withdraw a child from the Religious Studies programme or related activities must be made to the Headmistress in writing.

### **Collective Worship**

The School has been designated by statutory instrument as having a particular religious character: Anglican. Prospective parents are informed of the school's designated religious status.

All pupils are expected to take part in collective worship. The school has a programme of collective worship involving whole-school assemblies and smaller group assemblies.

### **Sex Education**

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles.

A full statement of the school's Sex and Relationship Education Policy is available to parents on the school website.

All girls study the biological aspects of human reproduction as a compulsory part of their education.

### **Political Education**

The promotion of partisan political views in the teaching of any subject in the school is forbidden by the school. Political issues are introduced in a number of courses and are presented in a balanced way.

### **Community Cohesion**

Through the curriculum, the School works towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

## **PE and Games**

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

## **Extra-Curricular Activities**

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are encouraged to take part in the programme.

## **Homework**

The school expects homework to be set as appropriate. As guidance the school expects pupils to spend the following times on homework:

**Early Years** Numbers, letters, sounds and key words are sent home daily as they are introduced, in order to revise and practise. Reading books are also provided daily.

### **Key Stage 1 + 2**

Years 1 and 2 1½ hour per week (daily reading, weekly spelling, English, Mathematics and Mental Arithmetic practise)

Years 3 and 4 15 min reading per day plus 2½ hours assignments per week (mainly English, Mathematics, plus assignments in other subjects)

Years 5 and 6 15 min per day reading plus 45-60 min per day (regular weekly schedules with an emphasis on English and Mathematics, but also assignments in other subjects)

### **Key Stage 3 and above (see appended document)**

Years 7, 8 and 9 3 or 4 x 30 mins per day

Years 10 and 11 45 min per subject (on average 4 subjects per day)

Years 12 and 13 depends on the subjects, but guidance should be given by subject teachers

## **Learning Difficulties and Disabilities**

The School has a special educational needs policy for statemented and non-statemented pupils. Learning support is provided, where appropriate, for pupils with particular needs. The School

will determine strategies in consultation with parents. An Able, Gifted and Talented scheme operates in the school.

### **Concerns and Complaints**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the Head of Department or Director of Studies in the Preparatory Department or with the Assistant Head (Staff Development) or the Head of Sixth Form in Senior House.

Ultimately, if an issue is not resolved parents should make an official complaint in writing to the Head.

The school has a Complaints' Procedure in place, which is published on the School's website or can be obtained from the School Office.

### **Monitoring and Review**

This policy will be monitored by the Assistant Head (Staff Development) and the Director of Studies (Prep), who will report to the Head.

The Head will report to the Governing Body's Education Committee on the progress of the curriculum and will recommend any changes.

The policy is reviewed annually

**September 2018**

### **PREP DEPARTMENT CURRICULUM STATEMENT**

The curriculum comprises all learning and other experiences that we organise in order to promote learning, personal growth and development and prepare pupils for the opportunities and experiences of later life. It is based largely on the National Curriculum for England 2014, but also includes a range of co-curricular activities that the school organises in order to enrich the experience of the children. The Prep Department follows the aims detailed in the policy above.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping

them informed about the way in which the children are being taught and how well each child is progressing.

### **Organisation and Planning**

We plan our curriculum in three phases. We agree a long-term plan for each subject within each year group. This indicates what topics are to be taught in each term, and to which groups of children.

Medium term plans give clear guidance on the core knowledge and objectives around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills. Medium term plans may suggest teaching strategies that can be used when teaching each topic.

Short-term plans are written by our teachers either weekly or daily and in a style to suit the individual teacher. These are used to set out the learning objectives for each session, and to identify what resources and activities will be used and take into account provision for the differing needs of the pupils.

In the Early Years, we adopt an inter-disciplinary topic approach to curriculum planning based on the Early Years Foundation Stage Outcomes, September 2014. Our school fully supports the principle that young children learn through play, and by engaging in well-planned, structured activities.

In Key Stages 1 and 2 we base our plans on the National Curriculum 2014. In Key Stage 1, this is largely delivered by the form teacher, with specialist teachers for Music, French and PE. At Key Stage 2 we teach all subjects separately either by form teachers or by specialist teachers.

### **Children with Special Needs**

(Please refer to our Special Educational Needs Policy)The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the parents of the child.



## **The Early Years Foundation Stage**

The curriculum that we teach in the Early Years classes meets the requirements set out in the Early Years Foundation Stage Outcomes 2014.

Assessment forms an important part of the future curriculum planning for each child from Reception upwards. At the end of a child's Reception year, the teacher completes an Early Years Profile.

### **Numeracy and Literacy**

In accordance with National Curriculum guidelines, and in addition to the individual subject Schemes of Work, we promote the teaching of core skills across all subjects:

#### **Numeracy and Mathematics**

Teachers use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the curriculum.

Teachers develop pupils' numeracy and mathematical reasoning in relevant subjects so that they understand and appreciate the importance of mathematics. Pupils are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and check their work, as appropriate to their age and stage of development. Pupils apply geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They also understand the cycle of collecting, presenting and analysing data. They are taught to apply their mathematics skills to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

#### **Language and literacy**

Teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

##### **Spoken language**

Pupils are encouraged to speak clearly and convey ideas confidently using standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This enables them to clarify their thinking as well as organise their ideas for writing.

##### **Reading and writing**

Teachers develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose (both fiction and

non-fiction) and are encouraged to read for pleasure. We promote wider reading by provision of a variety of genres of books in classrooms and libraries and set clear expectations for reading at home. Pupils develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar and build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do includes narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

### **Vocabulary development**

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers develop vocabulary actively, building systematically on pupils' current knowledge. They increase pupils' store of words in general and make links between known and new vocabulary, discussing the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

### **The Role of the Subject Co-ordinator**

The role of the subject co-ordinator is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This developmental planning links to whole school objectives. Each subject coordinator reviews the curriculum plans for their subject, ensuring that there is full coverage of the curriculum and that progression is planned into schemes of work.

Subject coordinators monitor the way the subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject coordinators also have responsibility for monitoring the way in which resources are stored and managed.

## **Monitoring and Review**

Our governing body's education subcommittee is responsible for monitoring the way the school curriculum is implemented.

The Director of Studies (Prep) is responsible for the day-to-day organisation of the curriculum.

Subject coordinators monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject coordinators also have responsibility for monitoring the way in which resources are stored and managed.

**September 2018**

