



## CURRICULUM POLICY

### 1. Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It recognises all the elements of the National Curriculum and also all the extra-curricular activities that the school organises to enrich the pupils' experience. It also includes the "hidden curriculum" or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into responsible, positive people who can work and co-operate with others while, at the same time, developing their knowledge and skills in order to achieve their true potential.

### 2. Aims

In line with our Mission Statement, the aims of our school curriculum are:

- To enable all girls to learn and develop their skills to the best of their ability.
- To enable girls to have respect for themselves and for their individual strengths and qualities and to have high self-esteem, self-belief and confidence.
- To develop skills to appreciate others and to live and work cooperatively with others.
- To promote a positive attitude towards learning so that girls enjoy school and acquire a solid basis for lifelong, independent learning.
- To enable girls to be creative and to develop their own thinking.
- To teach girls the necessary knowledge and skills to tackle life in the 21<sup>st</sup> century.
- To teach girls that the world is one global community and to understand their role in this community.
- To teach girls to have an awareness of their own spiritual, moral, social, cultural and physical development.

### 3. Organisation and planning

#### General planning

We plan our curriculum in three stages:

#### Long term planning

A long term plan is agreed for each key stage. This includes the subjects and time allocation for each year group. This is reviewed at least annually, with regard to the National Curriculum, development of qualifications and the needs of all pupils. The Headmistress and Deputy Head meet with the designated Governor for Curriculum twice a year to discuss curriculum provision and development and resource requirements.

#### Medium term planning

This is carried out in departments and reviewed annually. Comprehensive schemes of work include aims, objectives, resources, teaching strategies and assessment. Schemes of work are reviewed to ensure that the subject matter and skills are age-appropriate and reflect the abilities of all pupils, enabling them to learn effectively and make good progress. Heads of Faculties meet once every half term to discuss curriculum matters as well as other operational issues in school.

#### Short term planning

This is carried out by all teachers on a weekly and daily basis. Teachers keep records in their planners and produce lesson plans with learning outcomes for each session. From September 2016 teachers will be using 'Planbook'.

### 4. Teaching rooms

Where possible, teaching takes place in subject areas so that specialist facilities such as the Music, Art, Home Economics, Drama and ICT rooms and the four Science laboratories are used to best enhance learning. There is a

well-resourced ALS room for ALS and EAL specialist teaching. Junior House girls have the majority of their lessons in their form rooms but are able to use the ICT rooms and Science laboratories for many of their lessons.

Many teachers are fortunate in teaching all or almost all, of their lessons, in their “own” classroom, which maximises the use of subject resources in stimulating environments.

There is a designated area in the LRC, which is available to all girls during lunchtimes and is a valuable quiet study room for Sixth Formers. The Sixth Form have a study room adjacent to their Common Room and frequently use the LRC for private study.

## **5. Areas of Experience**

### **Linguistic**

Pupils develop their communication skills and increase their command of language primarily through English teaching, Modern Foreign Languages and the Humanities. Girls in Junior House, from Year 1 to Year 6, have two half hour lessons of French per week. Early Years girls have one half hour French lesson per week. Girls in Senior House have lessons in French, German and Spanish (most take at least one language at GCSE level) and Latin in year 7.

For those girls for whom English is an additional language, there are support lessons available in school. All girls are encouraged to use the LRC library to borrow books.

### **Mathematical**

Many subjects contribute to the development of numeracy skills and Mathematics is compulsory to GCSE. Mathematics is taught in ability sets from Year 6 to GCSE in order to support and stretch a range of abilities. Set one in year 6 is taught by a member of the Senior House Mathematics department in a Senior House Mathematics classroom.

### **Scientific**

Science is taught in Key Stage one and two, with Biology, Chemistry and Physics taught as separate Sciences from Year 7, with either Core and Additional Science, or three separate Sciences at GCSE.

### **Technological**

Pupils study ICT/ Computing as a discrete subject from Years 2 to 9; it is also a popular option in KS 4 and 5. Cross curricular ICT is also apparent across the curriculum, with use made of equipment in the LRC and the two ICT rooms. We have a BYOD policy in school and many of the GCSE and A level pupils take advantage of this for their learning.

### **Human and Social**

Pupils study History, Geography and RS to year 9, after which they become optional subjects. In addition, subjects across the curriculum and the extra-curricular provision contribute to the understanding of people, their environment and the impact of human action. Leadership opportunities, available in each section of the school, in subjects and extra-curricular activities also help to develop an understanding of human and social interaction. The Round Square Ideals promote leadership opportunities, as does the Duke of Edinburgh Scheme (Bronze and Gold) and AYYTA in Year 9.

### **Physical**

All pupils have a compulsory Physical Education curriculum. PE as an academic subject is offered at GCSE and A Level. An extensive range of extra-curricular PE and fixtures is offered with Biology, Home Economics and PSHEE contributing to the understanding of the principles of health and fitness.

### **Aesthetic and Creative**

In Junior House all year groups, from Early Years up to Year 6, have weekly Art, Sculpture, Music and Singing lessons with specialist teachers. Art, Drama and Music are studied in Years 7 to 9 and are optional at GCSE and A level. Graphics is introduced in year 9 and is an option at GCSE and A level. The aesthetic and creative timetabled curriculum is enriched by extensive extra-curricular opportunities.

## **FOUNDATION STAGE**

The Nursery and Kindergarten curriculum is planned to provide a structured and stimulating environment to cover all areas of a child’s learning and is designed to be flexible and to include the child’s interests wherever possible.

Prime areas:

Personal, social and emotional development

Communication and Language

Physical development

Specific Areas:

Literacy

Mathematics

Understanding of the world

Expressive arts and design

Children are taught to read using the "Jolly Phonics" scheme. French is introduced in Nursery. There is access to the computer, tape recorders, CD players and programmable toys. Ballet is included within the timetable. Kindergarten study sculpture with the Art teacher. Nursery and Kindergarten have Music with the specialist teacher.

### KEY STAGE ONE

Pupils study English, Mathematics, Science, Design and Technology, History, Geography, RE, PSHE, French, Art and Sculpture, PE (including swimming in Lower One), Information Skills, Music, Drama and Computing. Involvement in extra-curricular activities includes ballet, tap and jazz dancing, mini-fencing, sports, arts and crafts and gymnastics.

### KEY STAGE TWO

Pupils study English, Mathematics, Science, Design and Technology, Computing, History, Geography, RE, PSHE (taught discretely), French, Art and Sculpture, PE (including swimming, games, gymnastics, athletics and dance), Music and Drama.

Involvement in extra-curricular activities includes ballet, Latin and jazz, dancing, gymnastics, running, netball, electric fencing, sports, arts and crafts, drama, cookery, art, fashion design, eco club, choir and Round Square Club.

Specialist teachers teach French, Spanish, PE, Art and Music. Computing and Thinking Skills are integrated into all subject areas.

### KEY STAGE THREE

Pupils study English, Mathematics and Science (separate Biology, Chemistry and Physics), French, German, Spanish, Latin, Geography, History, RS, Computing, Music, Drama, Home Economics, Art, PE and PSHEE.

Delivery of Latin, French, German and Spanish from September 2016 is as follows thus giving pupils the maximum opportunity to sample a selection of languages and then make a more informed choice at GCSE:

Upper Three (Year 7)	Lower Four (Year 8)	Upper Four (Year 9)
French 3 x 35 minute lessons for 30 weeks (90 lessons)	French 3 x 35 minute lessons for 30 weeks (90 lessons)	French 2 x 35 minute lessons for 30 weeks (60 lessons) AND ONE OF THE FOLLOWING:
Latin 1 x 35 minute lesson for 20 weeks (20 lessons)	Spanish 3 x 35 minute lessons for 15 weeks (45 lessons)	Spanish 3 x 35 minute lessons for 30 weeks (90 lessons)  OR
	German 3 x 35 minute lessons for 15 weeks (45 lessons)	German 3 x 35 minute lessons for 30 weeks (90 lessons)

At Key Stage 3 current affairs/careers is integrated in the PSHEE lessons.

## KEY STAGE FOUR

All pupils take English, English Literature and Mathematics GCSE. Pupils take either Double Award Science or three separate Sciences of Biology, Chemistry and Physics. They can take up to 5 optional subjects (depending on Science choices) from Geography, History, RS, PE, French, Spanish, German, Art, Graphics, Business Studies, Home Economics, Drama, ICT, Textiles and Music. All pupils study PSHEE, Careers and Games. There is also the opportunity for undertaking work experience.

## POST 16

From September 2016, pupils will normally study 3 full A levels in the Sixth Form. They are also encouraged to broaden their academic experience with the option of an extra AS level or alternative academic enrichment, such as an Extended Project, Core Mathematics, a new GCSE eg in a language or qualifying as a member of the Chartered Institute of Marketing.

24 subjects are currently offered at A level or equivalent. They are: Art, Biology, Business Studies, Creative Media, Chemistry, Drama and Theatre Studies, Economics and Business, English Literature, French, Geography, German, Government and Politics, Graphics, History, Home Economics, Computing and ICT, Maths, Music, PE, Physics, Psychology, RS, Spanish and Textiles. Critical Thinking is still being offered as an additional AS subject until its withdrawal with several pupils taking it annually and some completing an Extended Project and therefore fulfilling the requirements of the AQA Baccalaureate.

In 2014 an agreement was made with NSB (Newcastle School for Boys) to share some subjects at A level in order to mutually enhance the Sixth Form curriculum. This began with two boys studying Art and Graphics, one taking ICT and one studying German at Westfield and two girls studying Economics and Business at NSB. In 2016 this mutual agreement continues to thrive with two boys taking Theatre Studies and one studying Business Studies at Westfield and three girls taking Creative Media at NSB.

Throughout the school the curriculum also offers:

- Subject matter appropriate for the ages and aptitudes of pupils, including those with an Education Health and Care Plan (EHCP). The curriculum is designed to be accessible for all pupils, who meet the criteria for admission, in order to foster effective learning, self-belief and confidence. The curriculum is designed to be broad and balanced and follows the National Curriculum in outline, whilst not being bound by it. Homework also encourages independent learning and supports pupils to develop the skills, confidence and motivation to study effectively on their own. The school has an Additional Learning Support (ALS) policy for pupils who have identified additional needs and/or disabilities. The school also has an English an Additional Language policy. Pupils with additional needs are identified on the ALS record, which is updated throughout the academic year. Wave one pupils benefit from Quality First Teaching and core teaching strategies appropriate to need. Pupils with higher level additional needs (wave 2) have a Pupil Profile, to inform more detailed curriculum provision for that pupil. Pupils with an EHCP (Wave 3) also have a Personal Provision Map which identifies how the holistic need of the pupil, as outlined in their EHCP, are being addressed. Staff are expected to meet the needs of all pupils in their class through appropriate differentiation, aided by some in-class support and some withdrawal from lessons for specialist ALS.
- In their Sixth Form tutorial sessions the pupils receive a range of guidance regarding post 16 options and future choices. There is also detailed support with applications for university and employment. In addition, from L6 all girls must complete a half day of work experience per week. Currently, this takes place on a Monday afternoon and the girls are encouraged to arrange this. They can choose to do this in an area they are interested in careers wise or as a volunteering position to build up work place skills. The places that the girls attend will vary over the course of their sixth form experience. In L6 the girls participate in Young Enterprise with great success. The girls have reached the National Finals for the last three years and are the only school in North East to have achieved this.

Throughout the CEG programme students are given information and advice about a whole range of opportunities, including Higher Education and Further Education courses, apprenticeships and a range of jobs. Students are encouraged to aim high and to fulfil their potential. All students in Year 10 attend the North East Skills Fair every year in the Autumn Term. Sixth Formers attend a selection of Open Days and there is a Higher Education information evening each year in school. The pupils also attend the NE post-18 show. This allows girls to receive information on a range of opportunities including Service and

apprenticeships. Girls are encouraged to attend and participate in career-orientated holiday courses organised by universities.

Pupils can opt to undertake the COA psychometric testing programmes in year 11(Preview and Cambridge Profile) and year 12 (Centigrade). An external company is used for the testing and students receive an individual interview following these reports.

KS4 girls receive 1 period of Careers guidance per week which is supported by schemes of learning organised under three broad headings of, self-development, career exploration and career management. During this Key Stage the girls focus on a range of areas including applications and producing CVs, their week of work experience, decisions at 16+ and financial skills.

AT KS3 CIAG is delivered through tutorial time in the summer term once a week. The girls will broadly study self-development, career exploration and career management focusing on a range of topics such as, 'What am I like?' and goals and aspirations, types of work, the world of work, financial and enterprise skills.

#### Curriculum Choices

U4 Options – The girls experience thorough support in choosing their GCSE options starting early in Year 9. They are supported in this by form tutors, subject staff and overseen by the Deputy Head. Girls receive guidance from schemes of learning delivered in tutorial time and via one to one discussions with each student. Parents are actively involved in the Options process via a curriculum evening, a detailed option booklet and an options evening where parents and girls can talk to subject staff.

Sixth Form Options – The process of choosing A' Level options is started early in U5 with a sixth form open evening where girls can see what subjects are available to them, speak to the subject staff and understand the requirements for different subjects. Girls will receive an individual interview from a careers' advisor to support them in making their post-16 choices. Although girls make provisional choices in U5 these can be altered based on their GCSE results. The majority of girls choose 3 A' Levels allowing for flexibility in the timetable.

- In Senior House PSHEE is delivered in a form period one morning a week. There is a separate detailed PSHEE policy. There are comprehensive schemes of work for every year group, which all teachers of PSHEE follow to ensure consistency of approach.
- In Junior House PSHEE is taught in a variety of ways and encompasses many areas of the curriculum. Please see the PSHEE policy for details.