



CURRICULUM POLICY

Westfield strives to give every individual the opportunity to experience a rich, challenging, stimulating and rewarding curriculum that considers the ages, aptitudes and needs of all pupils, including those with an EHC plan, extra-curricular activities and the 'hidden curriculum', in accordance with the Education (Independent School Standards) Regulations 2014 (ISSR). 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 to achieve their true potential. Activities will not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Westfield's Aims and Academic Objectives

To provide a broad and stimulating and balanced education for every pupil regardless of ability in order to support the pupils in achieving Westfield School's aims:

- We prepare girls to be confident adults in the 21st Century
- We make learning enjoyable and meaningful
- We develop the full potential of each girl's character
- We promote the IDEALS of Round Square
- We strengthen the school's role within our wider community

What do we do?

At Westfield classes are mostly year group based and pupils are educated with those of a similar age. Mathematics is set from Year 7 - Year 11 and Science is set from Year 10. All other subjects are taught in mixed ability settings throughout all Key Stages. We plan our curriculum in three stages:

Long term planning

A long-term curriculum plan is agreed for each key stage to give the pupils access to a broad and balanced curriculum (see Curriculum model). This includes the subjects and time allocation for each year group. This is reviewed at least annually, with reference to the National Curriculum, development of qualifications and the needs of all pupils. The Heads of Faculties meet at least annually with their Faculty Governor to discuss curriculum.

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. (Please see individual department schemes). 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, 'Planbook' or 'OneNote'.

SEN (please see SEN policy)

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, 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.

All pupils with additional needs are recorded on the ALS record.

The record holds a brief overview of each pupil's level and nature of SEN, alongside how they are supported and any Access Arrangements they may have.

This is a live document and is updated as needed, any significant updates are emailed out also.

- Wave 1 indicates that the pupil will benefit from Quality First Teaching and core strategies (found in shared area). Teachers should monitor progress.
- Wave 2 indicates a pupil requires a greater level of support and personalisation. These pupils have a Pupil Profile (staff lounge) which highlights the pupil's difficulties and strategies to use. They often have external agency reports which inform the pupil profile.
- Wave 3 indicates a pupil has a high level of need and requires significant differentiation and personalisation to access the curriculum. These pupils have a Pupil Profile but also receive LSA support, either funded by a parent or LA.
- There is an information only category - for example EAL but limited impact on ability to cope with curriculum demands. EAL is assessed on need.

All Westfield pupils with EAL are shown on the ALS record alongside their EAL level:

- A - New to English
- B - Early Acquisition
- C - Developing Competence
- D – Competent
- E - Fluent

Pupils who are 'D' or 'E' are recorded for information only. Proficiency levels are reviewed annually.

Staff are expected to meet the needs of all pupils in their class through appropriate differentiation. Staff are provided with detailed information from the ALS team through pupil profiles, specialist reports and INSET to ensure they are informed about Westfield's pupils and can thus set work and challenges that are appropriate.

Westfield has adopted a bespoke approach to curriculum planning and is prepared to adapt a particular pupil's workload to support their effective learning. The School always aims to meet the needs of individual and therefore some pupils at Westfield may undertake a reduced timetable to access specialised support and embrace other activities.

The School operates a data tracking system that monitors the achievements of our pupils and prompts intervention strategies to be applied as appropriate to the needs of the individual student. Westfield uses MidYIS in KS3, Yellis in KS4 and ALIS in KS5 to assess pupil starting points and set challenging targets. These inform planning and teaching and enable staff to meet the needs of the pupils. Pupils are regularly assessed to help them prepare for internal and external examinations. Progress data is collected termly and shared with Heads of Faculty. Intervention is carried out, where appropriate, for pupils' to maximise progress.

Westfield's Aims clearly outlines what is expected for our pupils in our school community.

In fulfilling the School's Aims it is expected that the girls will be fully prepared to live confidently in the 21st Century and face all the challenges that they will experience. British Values are a key aspect of this and are reinforced through the academic and wider curriculum, the school Code of Conduct and how we treat each other in daily school life, lessons, the PSHE programme, assemblies, service programmes and leadership.

(Please see SMSC policy to see how each of the British Values are delivered more specifically)

As implied in our Mission Statement the School wants pupils to develop a love of learning, be resilient and be able to work independently. Aspirations are high and the curriculum is built on the belief that all in Westfield can strive to be the best they can be in a wide range of areas. Excellent class sizes, motivated pupils, supportive parents, positive learning environment and dedicated, talented staff facilitate a superb environment for effective learning to take place.

KS1 – KS4: AREAS OF EXPERIENCE

Linguistic

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. 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 3 to Year 6, have two periods of MFL per week whereas EYFS and KS1 receive French learning. Girls in KS3 have lessons in French and Spanish and both subjects are available in KS4 and KS5. For those girls for whom English is an additional language, there are support lessons available in school.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Many subjects contribute to the development of numeracy skills and Mathematics is compulsory to GCSE. Mathematics is taught in ability sets from Year 7 to GCSE to support and stretch a range of abilities. Mathematics have introduced problem solving throughout KS3 to support GCSE.

Scientific

This area is concerned with increasing pupils' knowledge and understanding about nature, materials and forces and with developing the skills associated with science as a process of enquiry. Science is taught in KS1 and KS2, with Biology, Chemistry and Physics taught as separate Sciences from Year 7, with either Combined Science, or three separate Sciences at GCSE.

Technological

Technological skills can include the use of ICT; developing and planning ideas; working with materials and components to produce good quality products and evaluating products. Pupils study Computing as a discrete subject from Years 1 to 9; it is also a popular option in KS4 and KS5. 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. Pupils in Senior House are expected to have devices in school to support their learning.

Human and Social

This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. Pupils study History, Geography and RPE 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).

Physical

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. 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 PSHE contributing to the understanding of the principles of health and fitness.

Aesthetic and Creative

This area is concerned with the processes of making, composing and inventing. In Junior House all year groups, from Early Years up to Year 6, have weekly Art, Music and Singing lessons, many with specialist teachers. Art, Drama and Music are studied in Years 7 to 9 and are optional at GCSE and A level.

Graphics, Textiles and Dance (GCSE only) are introduced as options at GCSE and A' Level. The aesthetic and creative timetabled curriculum is enriched by extensive extra-curricular opportunities.

Key Stage 1

Pupils study English, Mathematics, Science, History, Geography and RPE within their class teaching allocation to allow for flexibility in delivering the skills and content. French, Art and Design, PE, Forest School, Outdoor Learning, Music and Computing are generally delivered as discrete lessons and PSHE is delivered one afternoon during tutorial time. Involvement in extra-curricular activities can include sports, arts and crafts.

Key Stage 2

Pupils study English, Mathematics, Science, Computing, History, Geography, RE, PSHE, MFL, Art and Design, PE, Music and Drama. Involvement in extra-curricular activities can include gymnastics, running, netball, athletics, arts and crafts, cookery, art and engineering.

Specialist teachers teach MFL, PE and Music. Computing Skills are integrated into many subject areas.

Key Stage 3

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

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

As well as English, Mathematics and Science each pupil will be encouraged to develop their interest and ability in all the other subject areas in our broad and balanced curriculum. All students in KS2 and KS3 have discrete PSHEE time fortnightly. (Please see the PSHEE schemes of work)

Key Stage 4

Mathematics and English begin their GCSE curriculum at the beginning of Year 9. An information evening is held in the Autumn Term for Year 9 parents so staff can explain the syllabus that the pupils follow and any requirements the subjects have. This also provides an opportunity for parents to listen to a presentation about the new grading systems. Mathematics, English Language and English Literature are compulsory for all pupils. From Summer in Year 9 the pupils begin their chosen Science GCSE course. Pupils will either study Triple Sciences (separate Biology, Chemistry and Physics) or Combined Science.

Options for GCSE are discussed with pupils and parents and generally decided with the pupil when she is in Year 9. An options evening is held in the Spring Term for parents and pupils to discuss opportunities with subject staff, the Deputy Head and the Head. They can take up to 4 optional subjects from Geography, History, RS, PE, French, Spanish, Art, Graphics, Business Studies, Food and Nutrition, Drama, Computer Science, I-Media, Textiles and Music. All pupils study PSHEE, Careers and Games. Some pupils also choose to study GCSE Further Maths from the Summer Term in Year 10. There is also the opportunity for undertaking work experience at the end of Year 10.

Most pupils take 8-10 GCSEs. Staff and pupils are given predicted grades based on the pupils' Yellis scores which are sat at the beginning of Year 10.

Key Stage 5

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 a range of alternative academic enrichment, such as an Extended Project.

A very wide range of subjects are currently offered at A' Level or equivalent. They are: Art, Biology, Business Studies, Digital Media, Chemistry, Drama and Theatre Studies, Economics and Business, English Language, English Literature, French, Geography, Government and Politics, Graphics, History, Food & Nutrition, Computing and ICT, Maths, Music, PE, Physics, Psychology, RS, Spanish, Sport and Textiles.

In 2014 an agreement was made with NSB (Newcastle School for Boys) to share some subject teaching at A level to mutually enhance the Sixth Form curriculum. This was expanded to encompass the Sixth Form academic experience, with joint teaching in subjects as well as EPQ, Sports' Leaders and Finance.

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 are encouraged to complete work experience.

In L6 many of the girls participate in an extra-curricular business creation scheme with great success.

PSHE is currently taught in curriculum time throughout the school. Please see the PSHE policy and schemes of work currently used to show how these criteria are fulfilled.

Careers Information and Guidance – please see the CIAG policy

Early Years Foundation Stage

The Nursery and Reception 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 interests of the children. There are seven areas of learning and development that shape the educational programmes at this stage. Three areas are particularly crucial for igniting curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These **Prime Areas** are:

- Personal, social and emotional development
- Communication and Language
- Physical development

These areas are supported by a further four **Specific Areas**, which are:

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

Children are taught to read using the Phonics scheme. To support the seven areas of learning and development there is access to the computer, interactive screen, CD players and programmable toys.

Aims of the Curriculum Policy

a) that all pupils can learn and make progress.

This curriculum policy outlines the broad and balanced curriculum that Westfield School offers all pupils of all different abilities. The curriculum is tailored to the individual needs of the pupils, so they are challenged appropriately. Support and guidance are offered to all pupils and parents to ensure they achieve educationally and reach their full potential. Strong support is available from ALS and all staff for pupils with SEN and those who have EAL needs. Pupils are identified as More Able through CEM testing and by teacher assessment. Staff are informed and the pupils are tracked.

b) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Every opportunity is taken to ensure pupils are well prepared for the next phase in their lives and understand the responsibilities and opportunities they will face as British citizens. Our school ethos and mission statement outline the importance of preparation for life in British society and our curriculum and extra-curricular activities ensure that this occurs. (Please see department and PSHE SOW.) In addition to this the school has a wide range of assembly topics and speakers who provide support. (Please see assembly programme and a range of the speakers during this curriculum year.)

Extra-curricular

Extra-curricular activities support and encourage pupils to develop excellent communication skills. Pupils are confident in sharing their views and presenting information in a variety of settings from barazas to assemblies. Some of the many opportunities we provide are outlined here and these show how we prepare the pupils of Westfield to embrace the opportunities, responsibilities and experiences of life in British society.

- **Round Square** aims to *'inspire pupils to become the leaders and guardians of tomorrow's world'*. The activities involved in delivering the six IDEALS of Round Square ensure pupils have access to a holistic approach to education outside the prescribed curriculum. Opportunities includes international conferences, exchanges and international service projects they gain an appreciation of diversity, resilience, independence and teamwork skills. Those experiences are communicated to the wider school community through assemblies, displays, the school magazine and newsletter. Junior House follows Round Square Directories to develop personal attitudes and attributes. These include teamwork, communication, tenacity, diversity etc. In Junior House the Round Square Heroes of Discovery highlight life skills in and through the curriculum.
- **Service projects** within school such as Big Sister/ Little Sister, overseas projects such as the sponsorship of Starehe School pupils, Kenya, and service days at specialist schools in Newcastle help pupils acquire a sense of empathy and compassion for others.
- **Duke of Edinburgh Award** – this further supports the service element in the successful scheme where adventure and leadership roles take a central part. Pupils develop tenacity and perseverance as they complete the award.
- **Leadership skills** are tested further with opportunities for girls to have a range of roles such as Head Girl, House Captains and other Senior leadership roles such as Round Square and Faculty Captains Pupils are encouraged to have a voice in the decision-making process. The value of democracy and fair play are embodied in the decisions pupils make though Form Council meetings and at the Round Square pillar meetings.
- **Team building skills** are important to the success of our school community. Throughout the year all pupils participate in a variety of Challenge Days where they work on a range of challenges in different groups to reach a common goal. (See More Able Policy). In addition to this there are a huge variety of sporting and musical activities allowing pupils acquire a sense of self-worth by contributing to the greater good. Young Enterprise is extremely popular and successful at Westfield mainly due to pupil's excellent collaborative efforts. Round Square Day, Musical Soirees, Cook of the Year and carefully organised induction programmes for KS3 all contribute to pupils' team building skills. In the latter, outdoor physical challenges test stamina and perseverance.
- **UNESCO** club regularly hosts special events and assemblies that highlight global concerns including an annual Amnesty #WriteForRights event. This ensures girls are informed of issues outside their own school community.
- **STEM/KS3 challenge days** - Problem solving, resilience and teamwork all play a part in these events. Environmental club encourages pupils to take on whole-school responsibilities such as recycling of waste and energy conservation. This supports the school commitment to sustainability and ensures girls have a clear understanding of current environmental concerns and are aware of their responsibilities as global citizens.

Enrichment week at the very end of the school year allows pupils to participate and reflect on the IDEALS of Round Square and how the six pillars impact on each other.

SETTING AND CLASS SIZE POLICY

Most subjects are taught in mixed ability groups. It is our policy to teach girls in small groups where they can be given individual attention. The maximum size of a form is 20.

Care is taken to meet the needs of a variety of abilities.

JUNIOR HOUSE

Girls are taught in mixed ability form groups.

SENIOR HOUSE

In Science there is no setting but at GCSE there are two possible science options:

- Three separate sciences
- Combined science award which is the equivalent to two science GCSEs

This tends to be self-selecting. Science staff make recommendations towards the end of Upper 4 as to which option would be most appropriate based on progress during the year, performance in tests and examinations, classwork, homework and attitude. The likely recommendation is discussed with each girl and her parents at the GCSE Options Evening or Parents' Evenings.

Setting takes place in the following subjects:

Mathematics

From Upper 3 girls are placed in sets in Mathematics based on:

- a) The recommendation of Junior House staff
- b) The results of the 11+ Entrance Examination
- c) Assessment during the year.
- d) Performance in the end of year examination

Girls in Upper 4 to Upper 5 are divided into sets and depending on the need for Additional Learning Support, other sets may be created.