



Glendower Preparatory School

Curriculum Policy

2018–2019

Reviewed: SK November 2018

Next Review: November 2019

CURRICULUM POLICY

Prepared by: S. Knollys (Headmistress)

In discussion with: SLT

To be reviewed in: November 2019, when a further review will be carried out by the governing body.

Approved and ratified by the Governors after being supplied with the school's curriculum policies and procedures and reviewing the efficiency with which the related duties have been discharged.

This policy also provides for those children in the EYFS.

This policy should be read in conjunction with the school's following policies:

Able, Gifted and Talented Policy

Homework Policy

Marking Policy

Promoting British Values Policy

PSHEE Policy

SENDA Policy

SRE Policy

Staff Handbook

Subject Curriculum Policies

This policy is a statement of the aims and principles which underpin our curriculum. It can be found on the school website.

Glendower Preparatory School is committed to providing a broad and balanced curriculum which is accessible to all and enables each pupil to achieve their highest potential in academic, sporting, cultural, spiritual and personal development. We believe strongly that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the teaching of any partisan political views in any curriculum subject. Where political views are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Our curriculum is the means by which the school achieves its objective of educating girls in the knowledge, skills and understanding that they need to lead fulfilling lives and be very well prepared for their next stage of schooling and beyond. Glendower's curriculum is broadly based on the National Curriculum but includes greater opportunity for study in subjects taught

by specialist teachers throughout the school and also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children.

AIMS

- To foster pupils' intellectual, social, physical, cultural, moral and spiritual development, encouraging enjoyment of learning, a spirit of enquiry and the pursuit of excellence within the framework of a disciplined and stimulating learning environment and delivered through our well-balanced curriculum
- To enable pupils to acquire understanding, knowledge and skills in preparation for future learning through our PSHEE lessons, post 11+ programme (amongst other curriculum areas)
- To develop personal, moral and spiritual values, respect for religious values and understanding of other races, religions and ways of life through our RE and PSHEE lessons and school assemblies, educational visits and visiting speakers from different faiths
- To enhance pupils' self-awareness and self-confidence, enabling them to value their own and others' efforts and achievements and develop a sense of care and responsibility for the school community and the wider society through our celebration assemblies, school council, house system, links with the RBK&C and PSHEE lessons
- To provide full-time supervised education for pupils of compulsory school age giving experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through English, maths, science, ICT, humanities, PE, music, art and drama lessons
- To provide subject matter appropriate for the ages and aptitudes of pupils, including those with a statement or learning difficulties. Where a pupil has an Educational Health Care Plan (EHCP) the education provided by Glendower fulfils the requirements of the EHCP with the support of the school SENDCo
- To provide for pupils to acquire skills in speaking and listening, literacy and numeracy through assemblies, school performances and across all curriculum areas
- To provide personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a) through assemblies and PSHEE lessons
- To provide a programme of activities for pupils below compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills through our well-balanced Reception curriculum
- To enable all pupils to have the opportunity to learn and make progress through our school system of pupil tracking, SEND support and our A, G&T programme

- To give the pupils adequate preparation for the opportunities, responsibilities and experiences of adult life through assemblies, visiting speakers and our post 11+ programme
- To provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in a British society through assemblies, visiting speakers, educational visits, our post 11+ programme and work in the local community

ORGANISATION & PLANNING

Termly plans indicate the topics and objectives to be taught for each subject to each year group, together with essential vocabulary. They provide weekly objectives and learning outcomes, with suggested activities, resources, ICT use and differentiation. Weekly plans are produced individually by teachers to detail the resources, activities and strategies they will use to achieve the learning objectives for a lesson. These can be found along with the medium-term plans on TC and are regularly monitored by the Heads of Departments and the SLT.

Heads of Department are responsible for producing Curriculum Development Plans, Subject Policies and Action Plans for their area of expertise. They are also responsible for ensuring the subject is resourced so that it can be effectively delivered. Members of staff teaching a subject are responsible for producing the termly plans, with the support and guidance of the subject leaders who monitor its implementation, the quality of teaching and learning and pupil progress in their subject area. Termly (half-termly for core curriculum subjects) meetings and work scrutinies, led by the HODs and fed back to the SLT, take place and areas for future development are identified. The SLT meets with HODs throughout the year to ensure subject development.

PRACTICE

Our children receive experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education in full-time supervised learning, within the school day as follows:

Year Group	Core School Hours
Reception	08:40 – 15:20
Years 1 & 2	08:40 – 15:30
Years 3 – 6	08:40 – 16:00

Glendower Curriculum

Girls in Reception begin to explore the world through structured and child-initiated activities and free play with learning experiences that form the basis for their learning to progress throughout the school. Glendower broadly follows the DfE Curriculum Guidance for the

Foundation Stage which includes seven areas of learning (we have taken up an exemption from the EYFS learning and development requirements):

- Personal, Social and Emotional Development.
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Reception and Key Stage One (LS) pupils are largely classroom-based working under the care and guidance of a form teacher with the support of a classroom assistant. The girls have specialist subject teaching for French, Music, Drama, ICT, swimming (Y2) and PE.

In Key Stage One (LS) girls are taught English and Mathematics, Art, Humanities, PE, Design Technology, Music, ICT, Science, French, Games, Drama, Dance, RE and PSHEE.

In Key Stage Two (US) pupils gradually become more independent, moving more from their own classrooms for lessons with specialist teachers. All the subjects listed for KS1 are continued but Humanities is now taught discretely as Geography and History and Current Affairs is introduced. All KS2 pupils receive Games, PE and swimming. Languages taught as part of the curriculum are: French (from Reception), Mandarin (from Y4) and Latin (Y6).

From Reception, opportunities are taken to extend the curriculum beyond the statutory requirements through:

- Visitors sharing their knowledge or skills
- Educational visits
- Support from parents
- Extra-curricular clubs
- Residential trips (from Y3)

Glendower has produced its own curriculum to ensure progression. This takes into account the National Curriculum (programmes of study for most subjects are used as the basis for long term plans), the standard required by Common Entrance and the London Day Schools 11+ entrance requirements.

In Y5 & Y6 , the timetable is gradually adjusted to allow for specific preparation for the senior school entrance examinations which take place in the January of Y6. While children continue to have access to every subject area, we do allow sessions for timed papers and interview preparation. This is adapted post 11+ to compensate.

Sex and Relationship Education

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The school's sex and relationship policy is available to parents. It has regard for the government's guidance in Sex and Relationship Guidance (0116/2000)

In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Post 11+ Programme

In the second half of year six, the girls are given many opportunities to prepare them for life beyond Glendower. This includes visits and visitors, a residential trip overseas and career guidance. 'Life skills' such as first aid, public speaking and touch typing will also be included wherever possible and given time constraints.

Glendower School seeks to meet the needs of all its pupils, we believe that all girls should have equal opportunities and equal access to the curriculum. Although we are academically selective, we recognise and adapt to the different needs of each pupil. Teachers take account of their girls' varied requirements and differentiate for ability when planning and resourcing lessons. Differentiation may include: by task, by outcome, resource or personal support or grouping. A variety of teaching and learning methods as well as materials are used in all subjects to suit the different needs of each girl.

Personalised Learning

Glendower aims to make the curriculum accessible to all children as far as is reasonably practicable (including those girls with EHC and PLPs). Lessons are taught in English, where English is not a girl's first language, arrangements are made to support the pupil according to her requirements. In both the Lower and the Upper School, specific intervention may be required for children with special educational needs, as directed by the SENDCo (see SENDA Policy).

Homework

The homework policy can be found in the parent portal section of the school website. The purpose of homework changes and develops as the girl moves through the school. Homework in the Lower School is a combination of Reading, Phonics, Literacy and Numeracy. Homework tasks are set by teachers to consolidate or extend learning in the classroom, to develop skills and knowledge and are designed to be independently managed by the girls and to cultivate good study habits.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

A strong foundation in literacy, numeracy and reasoning is essential, but is insufficient for success at secondary school and life beyond Glendower. In addition to the ability to think critically and creatively, evaluate information, problem-solve and communicate, our girls need to develop spiritually, morally and culturally. They need to understand their values, manage their emotions and live healthily and safely, interacting with and contributing to the community around them.

Glendower recognises the importance of a healthy, settled and evolving emotional life which includes the development of social skills towards adults and peers. We prioritise pastoral care and wellbeing of the girls. All subjects are taught with variety in lesson organisation to include group and paired work as well as whole class teaching. Teachers endeavour to model and to teach acceptable and appropriate behaviour, both inside and outside the classroom.

Our PSHEE programme incorporates learning and decision-making opportunities across the curriculum with contributions from specific PSHEE lessons, projects, form time, circle time, mindfulness, assemblies and involvement in school and the wider community. Girls are actively encouraged to play active roles to help them develop confidence in presenting their views, listening, negotiating, working as teams and organising events. Examples include: The School Council, School General Election, Walk to School, Fundraising for nominated charities chosen by the pupils, links with the Tree House School for Autistic Children, House links with local charities: St Cuthbert's, New Horizons and the Venture Centre and Young Enterprise. There are close links with other subjects such as the humanities, RE and science which have aspects of a moral or ethical nature and which encourage debate and discussion.

PHYSICAL AND HEALTH DEVELOPMENT

Being fit, healthy and active provides all kinds of social, emotional and intellectual benefits for our children. Glendower seeks to cultivate each girl's physical poise, skills and confidence, through a healthy diet, adequate play, a safe school environment and organised sporting activities. PE is taught to all year groups and a full range of extra-curricular sporting activities is available. All children, regardless of natural sporting ability can find something to enjoy and cultivate their understanding of team work, supporting others and competition.

SPRITUAL, MORAL, SOCIAL AND CULTURAL OPPORTUNITIES

In line with our school values, all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences.

TECHNOLOGY

The ability to effectively use ICT is an essential skill in modern society. ICT skills are taught in lessons to be used as a tool in other subjects to enhance the learning experience and produce learners who are confident and capable users of ICT, aware of its advantages and limitations. ICT use in subject areas is recorded on the teachers' planning.

COMMUNICATION WITH PARENTS

Parents are provided with a brief subject summary for the main curriculum areas at the start of each term. This can be found on the parent portal of the school website. A Curriculum evening is held at the start of each new school year, to discuss the expectations of the forthcoming year and to address queries. Glendower has an open-door policy for enquiries that crop up during the year. A full report is distributed at the end of the summer term (core subject reports in the autumn term) and parent/teacher meetings are held twice a year. The Headmistress or another member of the SLT will always be available at these events. Meetings are held to give 11+ guidance in Y4 and Y5 and these are followed by 1:1 meetings with core HODs and then the Headmistress in Y5 & Y6.

Date of Next Review: November 2019