



Glendower Preparatory School

# Curriculum Policy

2024 - 2025

Reviewed: Laura Rodgers May 2024

Next Review: May 2025

## **CURRICULUM POLICY**

**Prepared by: Mrs Nina Kingsmill Moore (Headmistress) and Laura Rodgers (Deputy Head Academic)**

**In discussion with: SLT**

**To be reviewed in: May 2025, 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:**

**Teaching and Learning Policy  
Promoting British Values Policy  
PSHEE Policy  
SEND Policy  
SRE Policy  
Staff Handbook**

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 as 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 and Early Years Foundation Stage but includes greater opportunity for study in subjects taught by specialist teachers throughout the school, as well as 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 and 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, school assemblies, educational visits and visiting speakers from different faiths and backgrounds
- 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 local Primary Schools 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 EYFS curriculum
- To enable all pupils to have the opportunity to learn and make progress through our school system of pupil tracking and SEND support.
- 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**

Planning indicates the topics and objectives to be taught for each subject to each year group, together with essential vocabulary. It provides weekly objectives and learning outcomes, with suggested activities, resources, ICT use and adaptive teaching opportunities. Detailed 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 on All Staff SharePoint 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 planning, 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 book 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:

<b>Year Group</b>	<b>Core School Hours</b>
Nursery	08:45-14:30
Reception	08:40 – 15:20
Years 1 & 2	08:40 – 15:30
Years 3 – 6	08:40 – 16:00

### **Glendower Curriculum**

Girls in the Early Years 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

EYFS and Key Stage One (Pre Prep) pupils are largely classroom-based working under the care and guidance of a form teacher with the support of a teaching assistant. The girls have specialist subject teaching for French, Mandarin, Music, Dance (EYFS & Pre Prep), Drama, Computing, Swimming (Y2) and PE.

In Key Stage One (Pre Prep) girls are taught English and Mathematics, Art and Design, Humanities, PE, Music, Computing, Science, French, Mandarin (from September 2024) Games, Drama, Dance, RE and PSHEE.

In Key Stage Two (Prep) 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, History and Current Affairs are introduced. All KS2 pupils receive Games, PE and Swimming. Languages taught as part of the curriculum are: French (from Nursery), Mandarin (Nursery, Reception, YR3-5)) and Spanish (Y6). Reasoning has been introduced from Y3-Y6 as part of the weekly timetable to encourage exploration of investigative and problem-solving based tasks. As part of the Post 11+ Programme, Y6 girls have started Philosophy and RE lessons. Computing in Y6 is taught with a strong emphasis on coding and computer aided design.

Starting from the Early Years, 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 predominantly take place between November and January

of Y6 (2024-2025). While children continue to have access to every subject area, sessions are allowed for timed papers and interview preparation. This is adapted post 11+ to compensate for any time taken away from a subject.

### **Post 11+ Programme**

In the second half of Year Six, girls are given many opportunities to prepare for life beyond Glendower. This includes visits and visitors, a residential trip and career guidance. 'Life skills' such as first aid, public speaking and computing are included wherever possible.

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 girls' varied requirements and differentiate for ability when planning and resourcing lessons. Differentiation (or adaptive teaching) may include: by task, by outcome, resource, personal support or grouping. A variety of teaching and learning methods, as well as numerous materials, are used in all subjects to suit the unique 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 EHCPs and PLPs). Lessons are taught in English and, where English is not a girl's first language, arrangements are made to support the learning according to requirements. In EYFS, Pre Prep and Prep School, specific intervention may be required for children with special educational needs, as directed by the SENDCo (see SEND Policy). We are committed to exploring greater means of support for girls with educational needs through technological advancement.

### **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 Reception and Pre Prep is a combination of reading, phonics, literacy and maths. 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. We recognise that homework must be timely and appropriate for each girl and that outside of school, they are involved in a wide range of extra-curricular activities.

### **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. Wellbeing and an understanding of oneself is at the heart of everything we do at Glendower.

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 a 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 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 Election, Walk to School, fundraising for nominated charities chosen by the pupils, House links with local charities and Young Enterprise. More recently (since 2022?), through our links with Park Walk Primary School, the girls have been developing relationships and friendships with other children through our 'GlenPark Club. 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. Since September 2022, we have also been developing our relationship with the staff and residents at the local St Teresa's Care Home. Many of our Prep School girls have now visited the residents through one-off activities such as singing French songs as part of their French lessons or as part of our newly formed weekly Community Club, after school. Recently (2023-2024), Pre Prep and Reception pupils have been visiting the residents weekly to carry out purposeful, mutually beneficial and fun activities together which promote greater understanding and respect between generations and contribute to building more cohesive communities. Through remote learning and during the 2021-2022? academic year, girls have enjoyed 'Confident Speakers Club' and debating competitions with a number of schools in the local area.

### **Relationships and Sex Education**

The school provides relationships and sex education in the basic curriculum for all pupils. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life, whatever form that may take. The school's Relationships and Sex Education Policy is available to parents. It has regard for the government's guidance in Relationships Education, Relationships and Sex Education (RSE) and Health Education (Sept 2020).

In accordance with the law, tuition in 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.

The relationships and sex curriculum is sensitive to the range of religious and cultural views of sexual behaviour, while ensuring that pupils have access to the learning they need to stay safe and healthy and to understand their rights as individuals. It includes clear, impartial scientific information on matters such as the changes of puberty, menstruation and conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM). We cover the concept of equality and legislation relating to it. The relationships and sex curriculum fosters gender and LGBTQ+ equality, challenging all forms of discrimination and

bullying. In June 2021 we celebrated LGBTQ+ week with an assembly led by two members of staff. This celebration of love and acceptance of others underpins everything we do at Glendower.

Through awareness raised by the 'Everyone's Invited' movement, Glendower understands it's crucial role in teaching girls the importance of consent and workshops in this area specifically form part of the PSHE curriculum and, more informally, in Glendower Growth or PSHE lessons.

### **PHYSICAL AND HEALTH DEVELOPMENT**

Being fit, healthy and active provides 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 teamwork, supporting others and competition. Recently, girls have been able to explore sports such as rock climbing as part of the curriculum.

### **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, school trips and experiences.

### **TECHNOLOGY**

The ability to effectively use ICT is an essential skill in modern society. Computing 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. The computing curriculum has been developed with greater emphasis on coding (python, java, HTML), computer aided design and internet safety. Microsoft Teams is used throughout the school and children are well versed to using this platform to access and submit work. Glendower works closely with Atom Learning to track the progress of maths, English and reasoning from Y3-6. The role of online platforms has increased dramatically during the COVID-19 pandemic, and we seek to use apps which are beneficial for the progression of learning for all girls.

### **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. A core subject report is sent out in the autumn term and a full report is distributed at the end of the summer term. Parent/Teacher meetings are held twice a year with an additional parent teacher meeting at the end of each academic year to ensure an informative transition to the next year group. Meetings are held to give 11+ guidance in Y4 and Y5 and these are followed by 1:1 meetings with core HODs. In Years Five and Six, the Headmistress and Deputy Head Academic hold meetings with



parents on a one-to-one basis at different times of the year to discuss Senior School placements and the 11+ assessment process.