

Curriculum Policy



Reviewer: SH/ reviewed June 2018

Next review date June 2019

1 Introduction

- 1.1 We offer a broad and balanced curriculum, which provides continuity and progression and fosters moral, cultural, aesthetic and physical development. The curriculum has been devised to be appropriate to girls' ages, abilities and aptitudes, in order to foster talents and fulfil potential. We expect girls to take responsibility for their own work and to be willing to take advantage of the intellectual challenges which are offered to them; we encourage girls to question rather than to accept the received wisdom without thought. Our aim, as we deliver the curriculum, is that the girls will become independent thinkers and develop into lifelong learners, and that they will leave school as informed, cultured, civilised and skilled young people, prepared for higher education, the workplace and the opportunities, responsibilities, challenges and experiences of British Society and indeed any community in which they live.
- 1.2 Only when girls are happy and secure can meaningful and productive learning take place, so we recognise the importance of strong pastoral support; we take a keen interest in each girl's learning and development as she progresses through the school. Careers advice and guidance about subject choices, higher education courses and the world of work is vital and is provided to girls throughout the School.
- 1.3 The breadth of the curriculum, up to school leaving age, gives girls experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. Through these subject areas, girls will acquire and develop skills in speaking and listening, literacy and numeracy to a high standard.
- 1.4 The curriculum is designed to be inclusive, to allow for different learning profiles and prior learning experiences, but at the same time to ensure that there is a match between each girl and the tasks she is asked to perform. Subject matter is designed to be appropriate for the ages, aptitudes and needs of all girls, including, if applicable, those with special educational needs (with or without an EHC plan). Schemes of work include differentiated activities, girls are taught in ability bands in Mathematics (Years 8 – 11) and Science (Years 10 and 11); they are also given additional individual support by their teachers as and when this is required.
- 1.5 We recognise that all pupils at Godolphin and Latymer can be described as 'more able' and our long-term expectations for each pupil are very high. Not only have all pupils been selected by a very academic school, but a majority of our students have a MidYIS score on entry which is above the level (125) that would identify a student as being in the top 5% nationally. However, individual students' abilities will vary across subjects, topics and tasks and our curriculum is designed so that teachers provide appropriate challenge across all areas of learning.
- 1.6 Schemes of work include differentiated activities, girls are taught in ability bands in Mathematics (Years 8 – 11) and Science (Years 10 and 11); they are also given additional individual support or challenge by their teachers as and when this is required. In Mathematics the top band studies for the AQA Level 2 Certificate in Further Mathematics alongside the IGCSE in Years 10 and 11, taking all examinations in June of Year 11. In lower bands, the IGCSE curriculum is supplemented as appropriate with topics from the Further Mathematics syllabus which ensures that all students are stretched mathematically.
- 1.7 See Appendix 2 for more information about provision for more able students across the curriculum.
- 1.8 All girls have the opportunity to learn, develop and make progress through access to:
 - a broad and balanced curriculum;
 - equitable access to all curriculum areas regardless of ability ;

- a teaching and learning approach which embodies at its heart the principles of enabling each girl to have and fulfil the highest possible expectations of herself, and which encourages independent thinking and learning (see the Learning and Teaching Policy);
- flexibility of teaching to allow for different learning needs;
- support from the Individual Learning Co-ordinator in order to assess special educational needs or individual learning needs and offer any specific support required at any stage of their school career (see the Individual Learning Policy);
- regular, constructive feedback on progress to girls and their parents with challenging and attainable targets for improvement (see the Assessment Policy);
- a coherent programme of personal, social, health, economic and citizenship 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 Equality Act 2010 (see the Personal, Social and Health Education and Citizenship Policy, the Spiritual, Moral, Social and Cultural Development Policy and the Equal Opportunities Policy);
- wide-ranging opportunities, both within the curriculum and as extra-curricular activities, for girls to be involved in creative and performing arts;
- opportunities for cross-curricular work to encourage teamwork as well as independent thinking and learning;
- a diverse range of extra-curricular opportunities which enrich and extend the school curriculum, help girls to develop a sense of responsibility and raise self-esteem;
- accurate, up to date and impartial higher education and careers advice, which enables pupils to make informed choices about a broad range of study and career options, and opportunities for work-related learning and helps to encourage them to fulfil their potential; and
- opportunities for girls to serve their community through voluntary work and outreach.

1.9 The curriculum has been designed to help the girls to develop lively and enquiring minds, a love of learning, the ability to question and argue rationally, listen and communicate effectively and apply themselves to tasks both cognitive and physical.

1.10 In their delivery of the curriculum, staff are encouraged to promote the School's aims and ethos and the values of democracy, the rule of law, individual liberty and mutual respect and tolerance. This is done through offering a balanced presentation of opposing views when political issues arise, having clear expectations of behaviour, treating girls equally, listening to their opinions and encouraging them to work collaboratively.

1.11 The curriculum is reviewed continuously to ensure that it remains linked to the needs and aspirations of the girls, allowing them to reach their full academic potential, whilst also enabling them to acquire knowledge and skills which will be up-to-date and relevant to adult life and employment in the context of a fast changing world.

2 Details and implementation of the curriculum: Years 7 - 11

2.1 In Year 7 all girls study the following subjects: English, Drama, Latin, a Modern Foreign Language (choice of French, German or Spanish), Mandarin, History, Geography, Philosophy and Religion, Mathematics, Physics, Chemistry, Biology, Technology, Art, Music, Physical Education, Computing, PSHE, and in addition they follow a course in the use of the Library.

2.2 In Year 8 girls continue with these subjects and in addition choose a second Modern Foreign Language from French, German, Mandarin or Spanish. From the beginning of Year 8 girls are taught in ability bands for Mathematics, with the opportunity to move from one band to another as appropriate.

- 2.3 In Year 9 the Classics department offer girls a choice of Latin, Gratin (Greek with Latin) or Classical Civilisation. All Year 8 subjects except Computing continue through Year 9.
- 2.4 GCSE Subjects:
- 2.4.1 In Years 10 and 11 all girls study seven subjects in the core curriculum: English, English Literature, Mathematics, Physics, Chemistry, Biology and a Modern Foreign Language from French, German, Spanish, Mandarin or Italian.
- 2.4.2 The girls then have a free choice of three subjects from Classical Civilisation, Geography, History, Religious Studies, French, German, Spanish, Mandarin, Italian, Greek, Latin, Art, Drama, Music, Physical Education, Food Preparation and Nutrition, Design and Technology, and Computer Science.
- 2.4.3 All Year 10 and 11 girls follow courses in PSHE and Physical Education.
- 2.4.4 There is an extensive programme of voluntary work from Year 10 upwards which gives girls the opportunity to contribute within the wider community.
- 2.5 The school week consists of twenty-nine fifty-five minute periods, three twenty-five minute 'pastoral and skills' periods and two assemblies, all fully supervised. Each area of the curriculum is allowed sufficient time for its contribution to be effective.
- 2.6 Time allocations for each subject from Years 7 - 11 are shown in the table in Appendix 1 to this policy.

3 The post 16 curriculum

- 3.1 The post 16 curriculum is responsive to the needs and demands of the girls; it offers a broad range of academic courses, together with: an enrichment and lecture programme; the opportunity to complete either an extended essay (IB) or an extended project (A Level); and guidance appropriate to sixth form study. There are also many opportunities for leadership for sixth form girls, both in terms of school leadership roles and through the form assistant scheme. Sixth formers organise a wide range of Academic societies covering subjects studied in school and subjects like Anthropology and Biomed which are not in the curriculum. They also write for and produce a number of subject related magazines. Senior girls also lead and interact with younger girls through the Creative Arts; the LVI assist with direction of the Year 7 play annually and sixth formers also take on the direction of House Drama and Singing as well as whole school events (such as the Fashion show and Dance Extravaganza in recent years). Within the wider community many sixth formers volunteer to help in local schools.
- 3.2 All IB students are required to undertake a CAS (Creativity, Action and Service) programme during their two years of study. This requires them to become engaged in a variety of regular commitments and activities, guided by the CAS Coordinator. Through the CAS programme the girls will develop their personal creative interests, keep themselves physically fit and help others both in their immediate environment and in the wider community.
- 3.3 The post 16 curriculum helps to prepare the girls for the opportunities, responsibilities and experiences of adult life in British Society and indeed in any environment in which they may choose to live and/or work. They leave school as confident lifelong learners with a responsible attitude to the world in which they live.
- 3.4 A level/IB Choices:
- 3.4.1 In the sixth form girls choose between the A level and IB pathway. Subjects offered include all those offered at GCSE except Physical Education and Technology. New subjects are also offered as follows: Ancient History (A Level),

Economics (A Level and IB), Politics (A Level and IB), and History of Art (A Level and IB). Those studying Mandarin in the A Level pathway study for the PreU qualification.

- 3.4.2 In the sixth form A Level subjects are taught on five periods per week each over two years. Each girl has a free choice of four subjects (although this may be five subjects if studying Further Mathematics A level, or Mathematics AS level over two years, alongside four A Levels, or if the fifth subject is a language in which she is bilingual). The LVI programme also includes the level of teaching, support and advice required in order for girls to complete the AQA Extended Project Qualification (EPQ). Through working towards their EPQ girls will gain valuable experience in independent research as well as a deeper knowledge and understanding of a topic of interest to them.
- 3.4.3 IB students generally choose three Higher Level subjects and three at Standard Level. They must study English, a Mathematics course chosen from three options, at least one Humanity, at least one foreign or classical Language and at least one Science. For their sixth choice they may choose an Arts subject or a second Science, Language or Humanity. Higher Level subjects are taught on four periods each per week (with the exception of Mathematics Higher level which is taught on five periods) and Standard Level on three periods each. Some of our very high ability IB students opt to take four Higher Level subjects and two Standard Level subjects as an extra challenge.
- 3.4.4 All LVI students have at least one period of non-examined Physical Education included in their timetables.

4 Higher Education and Careers Advice and Guidance

- 4.1 The school provides a comprehensive programme of Higher Education and Careers workshops and information, advice and guidance sessions to each girl throughout her years at Godolphin and Latymer. This programme recognises that all of our girls are individuals with different skills, aspirations and life goals. The programme is designed to encourage the girls to identify their aspirations, to build on their strengths, and work on those areas that they could develop further. This is in preparation for making informed decisions about their academic life and future careers, to allow the girls to fulfil their potential in whichever professional area(s) they choose. All advice and guidance is impartial and is designed to counter gender and other stereotypes.
- 4.2 The Higher Education and Careers team works closely with form tutors and the Section leadership teams in planning the schedule for the programme, which has two strands:
- 4.2.1 ***Advice and Guidance on subject choices and higher education options*** (from Year 9 upwards), the core of which is individualised advice and guidance. An understanding of the girl's aspirations, goals, skills and academic interests form the basis of discussion about options at every stage at which decisions have to be made; the aim is to give the girl the information with which to make informed choices about the next step. Girls can also drop-in to the Higher Education and Careers room for informal discussions or with queries or questions. The Head of Higher Education and Careers attends all relevant Parents' Evenings.
- 4.2.2 ***The Career Insight Programme (CIP)*** which interweaves skills development and self-awareness with an understanding of the breadth of opportunities available to women in the C21 workplace (throughout the School). The CIP for each year has been devised in-house by the Higher Education and Careers team, so the activities are customised for the girls' attainment and aspirations.

- 4.3 The programme includes year group meetings and activities, form group sessions, and individual meetings to discuss each girl's specific aspirations and goals. In addition to the times in a girl's school career when individual meetings are scheduled, the girls (and their parents) can request a meeting at any stage during her school career. In both strands of the programme, the in-house guidance is supplemented with talks from external speakers and girls are also encouraged to undertake work experience at the end of Year 11 after their GCSE examinations.
- 4.4 The principles on which the programme was devised, and is delivered, are in concordance with DfE advice: Careers Guidance and Inspiration in Schools (April 2017). For full details of the programme please see the separate Higher Education and Careers Policy which is available from the School on request.

5 Ensuring access to the Curriculum for all Pupils

- 5.1 The school recruits well-qualified subject specialists to allow each area of the curriculum to be taught by those with a high level of subject expertise.
- 5.2 Training and professional development opportunities are provided for all staff to enhance the delivery of the curriculum and to keep teachers informed of current initiatives and developments relating to their subject areas. The staff review scheme identifies training needs which benefit the delivery of the curriculum.
- 5.3 Heads of Departments prepare schemes of work which ensure that the curriculum is delivered effectively with regard to differentiation, the needs of individual girls from all ethnic and social groups, the most able and those who are experiencing learning difficulties.
- 5.4 Study support is offered, by the Individual Learning Department, to girls who are identified as having particular learning needs (see the Individual Learning Policy). When a girl is identified as having individual learning needs the girl's teachers will be informed by the Individual Learning Co-ordinator, with advice given as to how they can best support the girl and help her to access all areas of the curriculum. The progress of all girls who have been identified as having individual learning needs is reviewed annually.
- 5.5 Each Year 7 form is allocated several sessions with the Individual Learning Co-ordinator or one of her team on organisational skills, study habits and revision skills as part of the PSHE programme.

6 Review and Evaluation

- 6.1 Heads of Departments are responsible for their departmental development plans which share the same aims and timescale as the school strategic plan. Development plans are reviewed and evaluated on an annual basis.
- 6.2 Heads of Departments' meetings are held twice a term and Curriculum Working Parties are set up when required.

APPENDIX 1

CURRICULUM FOR YEARS 7 – 11: September 2018

All periods are 55 minutes in length, except form time which is 25 minutes

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Philosophy and Religious Studies	1	1	1	3*	2*
English	3	3	3	4	4
Drama	1	1	0.5	3*	2*
Latin	2	2	2**	3*	2*
Greek	-	-		3*	2*
Classical Civilisation	-	-		3*	2*
First language: French/German/Spanish (choice in Year 7)	2	2	2	3* (French/German/ Spanish)	2* (French/German/ Spanish)
Second language: French/German/Spanish/ Mandarin (choice in Year 8)	-	2	2		
Mandarin	1			3*	2*
Italian	-	-	-	3*	2*
History	2	1	2	3*	2*
Geography	1	2	2	3*	2*
Mathematics	3	3	3	3	3
Physics	1	1	2	2	3
Chemistry	1	1	2	2	3
Biology	1	1	2	2	3
Art and Design	1	2	1	3*	3*
Technology	2	1	1	3*	2*
Music	2	1	1	3*	2*
Computing	1	1	-	3*	3*
Physical Education	3	3	2.5	2 in forms 3*(GCSE option)	1 or 2 if timetable permits 2* (GCSE option)
Personal, Social, Health and Economic Education	1	1	in form time	1	1
Private Study	- (1 in form time)	- (1 in form time)	- (1 in form time)	1	2 or 3
				13 core + 12 choice +PE/PSHE/PS	16 core + 8 choice +PE/PSHE/PS
Total	29	29	29	29	29

* Option subjects in Years 10 and 11

**In Year 9 girls may choose between Latin, Gratin (Greek with Latin) and Classical Civilisation.

APPENDIX 2

1. Provision for more able students

1.1. Exceptionally able pupils will be supported in exploring opportunities for independent study beyond the school curriculum. In addition, the school provides flexible and individual curriculum adjustment for a number of students who are following elite sporting programmes or engaged in unusually extensive performance preparation outside school, e.g. in music, drama or dance.

2. Teaching for Challenge: within the classroom:

2.1. We aim to present challenge to our learners at all levels. Some of the many ways this is achieved are:

- a focus on metacognition so that students have an awareness of, and take control of, their own learning
- use of open-ended tasks, enabling all learners to respond at their own level
- encouraging evaluation and analysis and avoiding over-emphasis on right/wrong answers
- open-ended questioning; asking pupils to justify their answers and respond in greater depth
- problem-solving activities of varying levels of difficulty
- building resilience to keep going; discussing strategies for what students should do when they get stuck
- encouraging self-assessment and target setting
- focusing on process rather than outcome to encourage risk-taking
- opportunities for collaboration and debate
- differentiated homework tasks
- developing cross-curricular awareness
- using library resources to encourage wider reading
- promoting external events, such as lectures, and encouraging participation in external competitions

2.2. In all areas of the curriculum the emphasis is on encouraging students to think for themselves. We feel that depth of knowledge and good learning habits, which equip students for sixth form study and beyond, are more important than accelerated learning and the acquisition of a host of GCSEs.