



## **CURRICULUM POLICY**

<b>Person(s) responsible for this policy</b>		<b>Deputy Head (Academic), Deputy Head Prep</b>	
<b>Last review by</b>	<b>Helen Loach (Prep) M Weatherhead</b>	<b>Review date</b>	<b>September 2023</b>
<b>Date of next review</b>		<b>September 2024</b>	

### **Rationale and Aims**

The pursuit of excellence across all fields of endeavour is the defining feature of Streatham & Clapham High School. Whether they lean to the sports or excel in the sciences, whether they are budding musicians or keen linguists, a liberal and challenging academic curriculum stimulates pupils' intellectual curiosity, enabling pupils to discover and develop individual talents and interests, and ensures that all pupils attain success across the widest spectrum of activity.

The school strongly believes in nurturing the personal development of the individual, within a caring, diverse and warmly supportive environment. In this uniquely dynamic setting, our pupils develop confidence, self-esteem and leadership skills, becoming independent learners, confident in taking intellectual risks.

The school is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil on the grounds of race, disability, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). The School will also not discriminate against, or treat less favourably, any pupil because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic. All pupils and staff shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviour and practices. The curriculum and approaches to teaching and learning embraces these values.

Our curriculum policy aims may be summarised as follows:

### **Challenging**

We are a selective school and as such our standards and expectations are high. We provide a quality of curriculum, which challenges the pupils to achieve their very best. We aim to develop lively and enquiring minds, with the ability to think imaginatively and critically with a positive response to opportunities, responsibilities, enterprise and leadership.

The Prep. School uses the National Curriculum programmes of study, which are extended for the more able pupils, with the expectation that all pupils reach their full potential.

### **Wide-ranging and diverse**

We aim to provide a curriculum that meets the individual needs of all our pupils and fully develops their abilities and aptitudes. The specialist skills and expertise of teaching staff ensure we have an extensive variety of knowledge and skills-based learning programmes. These provide each girl with a wide range of experiences, fostering educational development and encouraging independent learning. What is taught and how it is taught is matched to the learning needs of individual pupils and fully develops their abilities and aptitudes.

### **Inclusion**

We are committed to the inclusion of all pupils needs and backgrounds, recognising that all teachers share the responsibility of meeting pupil's differing learning styles and needs. We aim to provide support for pupils, staff and parents so that pupils experience success and are able to fulfil their potential, in a positive and supportive environment.

We aim to differentiate our curriculum to suit our pupils needs and we set targets for them to achieve. The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so.

In the Senior School the Head of Learning Support, in conjunction with the School Leadership Team, is to assess the learning needs of all pupils and to co-ordinate support for Special Educational Needs and English as an Additional Language. In particular, they develop Education Healthcare Plans for pupils with statements to meet their individual learning requirements. These EHCs are available for staff. The Head of Learning Support also provides Learner Profiles for all pupils with additional learning needs, and these are available on Sims and in the staff shared drive, in the staff room and distributed to teachers of the pupils.

At the Prep. School, this role is undertaken by the Supported Learning Needs Co-ordinator, and provision maps are created for children with ALN. The maps highlight areas and the associated interventions for each child. These are updated in the Michaelmas and Lent terms and reviewed during the summer term. Class teachers meet with parents of children with ALN each half term to discuss progress and the success of chosen interventions.

The school has adopted procedures as laid down in the revised Code of Practice, the Disability Discrimination Act and SEND, as recommended by the GDST.

### **Evolving**

In order to prepare each girl for the ever-changing community of the 21<sup>st</sup> century we keep the curriculum under constant review to ensure that it is relevant and accessible. We respond to the needs of the pupils and the staff with a regular programme of monitoring and evaluation. Personal, Social, Health and Citizenship Education (PSHCE) has a high profile throughout the school and is central in developing an understanding of current social and moral issues as well as recognising the importance of traditional values within today's society. This is born of a strong sense of community: honesty, respect for others, self-respect, self-confidence, personal-moral values, and self-discipline.

### **Multi-cultural**

We are a community enriched by staff and pupils from a variety of backgrounds. The aim of our curriculum is to develop a respect for spiritual values and for other cultures, faiths, and ways of life.

### **British Values at SCHS**

At the heart of Streatham Clapham's vision is celebrating a caring culture of warm relationships and diversity. In line with this part of the school's vision are the aims to, "nurture the personal development of the individual,

within a caring, diverse and warmly supportive ‘family’ environment, developing pupils’ confidence, self-esteem and leadership skills” and “enable pupils to develop the civilised values, attitudes and standards — a philosophy of living — that will guide them in their present and future lives as global citizens in a rapidly changing world”. These aims permeate school life, from the pastoral system to the curriculum and its delivery.

### **Democracy**

The principle of democracy is explored in subjects such as Religious Studies and history, in PSHCE and in assemblies. The practice is encountered by pupils in the process of electing peers to the school’s council, and in the selection of prefects.

### **The rule of law**

The school is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the *ICT Acceptable Use Agreement*. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities, and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSHCE programme and the Religious Studies syllabus. Pupils are made aware of the difference between the law of the land and religious law, and the implications for them as residing in England.

### **Individual liberty**

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through online safety and PSHCE lessons.

Pupils are encouraged to develop, reflect on, and articulate their own viewpoints. They are given the freedom to make choices in subject options and extra-curricular programmes. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

### **Mutual respect**

Respect is central to the ethos of the school and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility. All pupils and staff shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviour and practices.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others’ opinions.

### **Tolerance of those of different faiths and beliefs**

Pupils are given the opportunity to explore and understand their place in the UK’s culturally diverse society, and they are given the opportunity to experience diversity within the school community.

Assemblies allow pupils to appreciate different faiths and practices, and the programmes of study in Religious Studies, History and PSHCE support this. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways – including trips abroad.

### **Teaching and Learning**

Effective teaching and learning are essential for the successful delivery of the curriculum and its aims. Staff are regularly involved in discussions on curriculum development, assessment, homework and the provision for individual needs through whole school, middle management and departmental meetings. We aim to create a challenging learning environment for learners of all styles, backgrounds and abilities.

The learning support department will identify pupils who need learning support. This information will be communicated to staff through learner profiles, learning support handbook, staff noticeboard and folders for the House Mistress' and Master and Department. Recommendations will be made for appropriate differentiation and teaching strategies to allow full access to the curriculum. At the Prep, the class teachers work with the SLN Coordinator to identify and determine pupils who need additional learning support. This is done through informal and formal observations, use of assessment results and screening. This information is communicated to staff through learner profiles and dedicated time for SLN training at the start of every academic year, and at staff meetings as needed. Recommendations will be made for appropriate differentiation and teaching strategies to allow full access to the curriculum. These will be reviewed and updated for effectiveness.

Please also refer to the following supporting policies:

***Assessment, reporting and recording***

***Homework***

***Marking and Feedback***

***English as an Additional Language***

***Additional Learning Needs***

***Able Pupil***

***Careers***

***PSHCE***

***Anti-Radicalisation and Extremism Safeguarding***

### **Planning and Preparation**

All teachers are expected to:

- Plan effectively to achieve progression in learning within the schemes of work of the department.
- Set high expectations building on prior attainment and knowledge of the individual needs of pupils.
- Know their pupils and be aware of any specific needs within the group and plan differentiated work accordingly.
- Prepare well-produced material well in advance of the lesson.
- Set clear objectives at the beginning of the lesson which are understood by the pupils.
- Plan a well-structured, well-timed lesson with a review at the end.
- Plan lessons appropriately and adapt according to the learning and understanding from previous lessons.

### **General Teaching and Learning Methods**

All teachers are expected to:

- Provide challenge in lessons through a variety of teaching strategies.
- Use a variety of activities and questioning techniques to ensure opportunities for a range of learning styles to be met and that pupils are encouraged to think about their own learning.
- Use a range of learning resources including laptops and iPads when appropriate.
- Show good subject knowledge and understanding and communicate an enthusiasm for what is being taught.
- Provide opportunity for development of language, Mathematics and Computing skills as well as independent and collaborative study skills needed for effective learning.

- Provide opportunities to contribute to personal, spiritual, moral, social and cultural development.
- Link lesson content to previous teaching or learning.
- Draw from the ideas and experiences of pupils within the class.
- Ensure instructions and explanations are clear and specific for all pupils.
- Involve all pupils and listen and respond as appropriate.
- Encourage high standards of effort, accuracy and presentation.
- Monitor and assess understanding throughout the lesson.
- Recognise mistakes and misconceptions and use these constructively to facilitate learning.
- Assess written work regularly and accurately and give positive feedback including targets and guidance on how to improve.
- Use homework effectively.

## **Learning Styles**

### **Teaching and Learning**

#### Effective Learning

We acknowledge that people learn in many different ways, and we recognize the need to develop strategies that allow all pupils to learn in ways that best suit them. We consider these needs when planning teaching.

We offer opportunities for pupils to learn in different ways. These include:

- investigation and problem solving;
- research;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer, Virtual Reality and Augmented Reality where appropriate;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage pupils to take responsibility for their own learning and progress, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

## **Classroom Management**

All teachers are expected to:

- Ensure an orderly and punctual beginning and end of lesson.
- Maintain an orderly and purposeful atmosphere within the classroom.
- Use specific praise regularly for effort and achievement and apply rewards and sanctions consistently. Taking care to praise for effort and not achievement.
- Use prompt action to address any poor behaviour.
- Treat all pupils fairly and kindly.
- Create a positive, co-operative atmosphere where pupils feel safe, are able to attempt new ideas and are confident about being fearless in their learning.

- Ensure the learning environment is attractive and conducive to learning with evidence of pupils' work displayed.

## **Curriculum Organisation**

The Prep School timetable varies from stage to stage (see Appendix 1). LOWER SCHOOL (KS1 + Rec) and UPPER SCHOOL (KS2) all have different timetables to suit the needs of the pupils. The prep school timetable is split into 25 teaching periods each week, along with significant periods of 'form time' for pastoral matters.

At the Senior School there are 80 teaching periods organised in a two-week teaching cycle, each of 40-minutes duration. The exception is the last period every Wednesday, which is 55 minutes in duration. During this period all students undertake timetabled enrichment activities that complement their academic studies.

## **Early Years Foundation Stage**

The Statutory Framework for the Early Years Foundation Stage establishes the legal requirements relating to learning, development and welfare for pupils in the Nursery and Reception classes.

The early learning goals lay down the knowledge, skills and understanding which pupils should have acquired by the end of their Reception year. It is recognized that some pupils will have exceeded the goals and others will be working towards some or all of them.

The educational programmes establish the matters, skills and processes which must be taught. There are seven areas of learning covered by the EYFS Framework.

### Three Prime Areas

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

### Four Specific Areas

- English
- Mathematics
- Understanding the world
- Expressive arts and design

All areas of learning and development are important and inter-connected. Practitioners take note of how the children learn and use observations linked to the characteristics of effective learning to optimise learning opportunities.

In both the Nursery and Reception classes pupils receive specialist teaching for music, PE and French.

## **Lower and Upper School (Years 1-6)**

The school curriculum comprises all experiences that the Prep School plans and promotes for its pupils. This encompasses both the taught curriculum, which is largely delivered through subjects, and the pastoral curriculum, which aims to inculcate our values and ethos.

For Lower and Upper the National Curriculum is greatly adapted to provide further challenge and meet the needs of the pupils. It is enhanced with the inclusion of modern foreign languages: French (all years),

Mandarin (Nursery - Year 2) and Latin (Yrs 5&6) at both phases. A wide range of trips, visitors and extra-curricular activities enrich the pupils' experience at school.

Pupils are placed in mixed ability classes and within the class may be grouped by ability for particular tasks. In Maths and English, the girls are 'streamed' twice weekly across the year group to ensure targeted interventions are delivered and the girls make rapid progress.

Prep Pupils are formally assessed three times per year in Years 1-6. A benchmark in September, progress check in January and an end-of-year progress assessment in June. Long-term assessment progression is measured using BASELINE at the start and end of Reception and CAT4 testing in Year 3 and in Year 5, as is in line with GDST guidelines. All new girls who join in occasional entry year groups are assessed using CAT4 test. GL Progress tests for Maths and English are also used from Year 1-6.

Policies on PSHCE, Behaviour and Discipline and Assemblies and Spiritual, Moral and Social Awareness indicate the ways in which we promote our values and ethos throughout the school.

### **LOWER SCHOOL- Subjects taught (Y1-2)**

English (incl Phonics and Guided Reading)	Maths	Science	Computing	Topic	RE	P4C	DT
PSHE	Art	Music	Drama	PE	French	Mandarin	

There is some specialist teaching including: PE, Music, Drama, Art, Mandarin & French. The girls are taught in tailored phonics groups from Reception – Y2 and these are taught across the year groups.

### **UPPER SCHOOL- Subjects taught (Y3-6)**

English (incl Guided Reading)	Mathematics	Science	Computing	Geography within context of Topic	History within context of Topic
PSHE	Art	Music	Drama	PE	French
RE	Latin (Y5&6)	P4C	DT		

There is specialist teaching for: Art, Drama, PE, Music, Mandarin (Y1&2), French, Science, and Latin (Y5&6). The girls are streamed for Maths in Y6 and specialist taught for Maths and English from Y3. Twice weekly the girls from Y3-6 are taught in 'streamed' groups across the year group to facilitate targeted interventions and to ensure rapid progress.

### **Key Stage 3**

This takes into account the National Curriculum but extends beyond it; in Upper Third pupils study core subjects of English, Mathematics, Biology, Chemistry and Physics, timetabled as Science, as well as Art, Computing, Design Technology & Engineering, Drama, French, Geography, Latin, History, Music, Careers, Personal Social Health and Citizenship Education, Physical Education, PRE, and Sinology. In Upper Third,

pupils are placed in sets based on prior attainment for Mathematics on entry to the Senior School. These sets are reviewed regularly

In Lower Fourth all pupils begin the study of a second modern foreign language, choosing two from Mandarin, French or Spanish. From Lower Fourth, pupils are placed in sets for Languages based on prior attainment, and in Upper Fourth for the Sciences which are now taught as distinct subjects.

#### Key Stage 4

All pupils are required to complete the following core I/GCSE courses:

Subject	Year Completed	Number of I/GCSEs
Triple Science	Upper Fifth	3
English Language	Upper Fifth	1
English Literature	Upper Fifth	1
Mathematics	Upper Fifth	1
<b>TOTAL CORE I/GCSEs</b>		<b>6</b>

A decision is made at the end of Lower Fifth about entry for Triple Science or the Trilogy Science qualification. Trilogy Science is two GCSEs.

In addition to these core subjects, pupils are given a choice of up to 4 optional I/GCSEs and advised to take at least one language and one humanities subject within these options.

#### Optional I/GCSE subjects

Art and Design	Geography	French
Music	History	Mandarin
DT (Product Design)	Philosophy Religion & Ethics (PRE)	Spanish
Drama	Classical Greek	Computer Science
Physical Education	Latin	DT - Engineering

In addition to the core and optional I/GCSE classes pupils at KS4 have a proportion of their timetable allocated to general PE, Careers and PSHCE (see curriculum plan for KS4 in appendix 2). Please see the separate careers policy for details of the careers' provision. There are also opportunities to study for extra-curricular GCSEs.

#### Key Stage 5

Most pupils take three A-Level subjects in the Sixth Form selected from the following choices:

History	Biology	French
Geography	Chemistry	Spanish
Economics	Physics	Ancient Greek
Music	English	Latin
Fine Art	Religious Studies	Mathematics
Design Technology	Drama & Theatre Studies	Further Mathematics
Physical Education	Classical Civilisation	Mandarin
Psychology	Government and Politics	

Pupils are sometimes given the option of choosing four subjects at the beginning of the course, generally, dropping one subject by the end of the Michaelmas term in the Lower Sixth, though alternative courses of



study are explored on a case-by-case basis. In addition, all Sixth-Form pupils follow a non-examined liberal enrichment course designed to enlighten and further their holistic education. All students in the Lower Sixth undertake the Ad Sap programme which includes Critical Thinking, General Studies (covering a diverse range of topics such as financial management, presentation skills, and PSHCE issues) and the Extended Project Qualification taught components. Compulsory PE lessons take place twice a fortnight. Finally, all students in the Lower Sixth attend the biweekly Headmaster's Lecture Series, where a visiting speaker gives a short address and takes questions from the floor. In the Upper Sixth General Studies continues to accommodate UCAS preparation. All students participate in Kinza and Lux, which includes a community-service option, and are encouraged to develop their presentation skills by leading a lecture at the Socratic Society run on a Friday lunchtime for sixth form and staff. The EPQ is offered as an optional qualification to all pupils in the sixth form but is strongly encouraged.

### **Spiritual, moral, social and cultural development**

Our school fosters a strong sense of community – the spiritual, moral, social and cultural development of all pupils is the foundation of this. Awareness is fostered throughout the curriculum and particularly through assemblies, plays and presentations, sport, PSHCE days, PRE, and General Studies (6<sup>th</sup> form). (See separate PSHCE policy and scheme of work.)

There are sporting fixtures throughout the year for the selective sports teams plus opportunities for all to take part. There are inter-house competitions such as the swimming gala. Sports days are held for each section of the school. The squads also enter GDST, IAPS and London competitions in swimming, gym, netball, fencing, table tennis and hockey.

In the Prep. School, all classes perform class assemblies and a musical to parents during the year, and there are other opportunities to perform such as the Gym and Dance Display, LAMDA performances, Karate shows, the Carol service, House competitions and various music concerts throughout the year. Pupils also get the chance to play musical instruments at assemblies and special events.

Various competitions which encourage creativity are held through the year and the winners' names are placed on the honours board in the hall. Pupil's achievement in Mathematics, Merit Awards, Music, Drama and Sport are all celebrated at assemblies and receive a certificate and photos on achievement boards. The House board is maintained to show the progress over the course of the year.

Moral and social development is also encouraged through positions of responsibility. In the Senior School, each form elects a form captain and games captain each term. A school council representative, charity representative and library representatives are also elected annually. A Head Girl team is selected from Lower Sixth at the end of the Lent Term.

The Head Girl and Deputy Head girls have a weekly responsibility in reading out notices and announcing events in assembly. They also participate in the School Council known as *Pupil Voice*; and they are given the opportunity to work directly with staff and contribute to the successful progress and running of the school.

At the Prep. School, pupils are in one of four houses and gain house points over the week which are tallied on a Friday. The winning house receives a cup each week. Each house elects their own House captain, Vice-Captain and Sports captains from Year 6 pupils. They help with certain tasks and also assist with the organisation of special school events. The Year 6 pupils can write a letter of application to become a prefect to help around the school. Positions of responsibility are displayed on a board.

Each form from Years 2-6 votes for a Class Captain and Vice-Captain on a termly basis. Other positions of responsibility include librarians and playground buddies.

**Assessment, Recording and Reporting**

All teachers should keep detailed records of their work with the class and of individual pupil's activities and progress. The school has a policy for planning, assessment, recording and reporting. Other records are left to the teacher's professional discretion and guidance is given to new teaching staff.

## Co-curricular Opportunities

### Trips

Educational visits both day and residential, theatre trips, foreign exchanges and cultural visits, and links with industry and the community are all ways in which the curriculum is enriched.

### Kinza and Lux - Senior School

The Kinza / Lux programme is a salient feature of an SCHS education. Through the bi-weekly Kinza sessions, each pupil has the opportunity to explore various types of subject enrichment freely, with no examination pressure at the end, all the while enjoying the process of learning, developing new skills, and collaborating with a variety of younger and older peers and teachers.

Every Kinza course reflects the personal interests and expertise of the teaching staff. The subjects on offer provide a wide spectrum of choice for each SCHS pupil and cover an extremely broad range of activities. Opportunities to deepen aspects of the broad knowledge acquired through Kinza are afforded through co-curricular trips, individual research and collaborative working processes in a vertical tutoring system, with younger girls learning side-by-side with older girls.

### Clubs and Societies - Prep. School

Tennis	Gym Squad	French	Football	Orchestra	Outdoor Learning
Arty Party	Mandarin	Poetry	Tap Dancing	Sewing	Netball
LS Singing	Critical Thinking	Chess	LAMDA	Gym Development	Computing Skills
Puzzles	Maths Investigation	Ballet	Dance	Selected Choir	Scoop (school newspaper)
STEM	Hockey	Watercolours and Observational Drawing	Jazz, Hip Hop and Zumba	Pupil Voice	Recorders
Go Green	Quiz	Library	Current Affairs/Debate	Musical Theatre	Yoga
Jade's Gym	Knitting	Eco Club	Adventures Club		

The clubs programme is devised on a termly basis to provide a range of opportunities for pupils from Nursery to Year 6. They encompass the arts, sport and other areas of interest.

All activities are optional although pupils are encouraged to take part in at least one activity. Some of the activities are offered by school staff and are free. Other activities are offered by external organizations for which a fee is charged.

## **Monitoring and Evaluation of the Curriculum**

Monitoring and evaluation are essential aspects of the school's aim to raise achievement.

### **Senior School**

#### **Responsibilities:**

##### Senior Management:

- School aims
- School development plan
- Overall curriculum provision, breadth and balance
- Overall standards of attainment – exam analysis and target setting
- Overall quality of teaching and learning
- PSHCE
- Spiritual, moral and cultural awareness

##### Heads of Department:

- Departmental aims
- Departmental development plan
- Subject provision and quality including planning, schemes of work, continuity and progression, breadth and balance and quality of delivery
- Standards of attainment within the subject area – exam analysis and target setting
- Quality of teaching and learning within the subject area
- Assessment and recording within the subject area

##### Subject Teachers:

- Planning and delivery of lesson
- Assessment and recording of individual pupil progress
- Class and individual attainment

## **Strategies for monitoring and evaluation**

At the Senior School a full staff-training day at the beginning of the summer term is set aside for individual performance management meetings with all staff. This gives senior leaders an opportunity to discuss the progress of particular departments with Heads of Department and for Heads of Department to review individual subject teachers.

In addition to performance management, the Heads of Department meet with their direct line manager bi-weekly and with their SLT line manager individually at key stages throughout the year:

Michaelmas Term – Focus – external exam results review and targets, SEF

Summer Term – Focus – departmental development plans, PDP and budgets

The academic committee consisting of the Head, Deputy Head (Academic), Assistant Head (Co-Curricular) and Assistant Head (Sixth Form), Leader of T&L/ QA meet bi-weekly and a curriculum working party consisting of senior management and representatives of Heads of Department is formed as required to discuss curriculum developments, assessment and timetabling issues. Heads of Department meetings take place half-termly throughout the academic year.

In addition, strategies employed for monitoring and evaluation at all levels within the school include:

- Lesson observations
- Learning Walks
- Corridor Walks
- Book reviews
- Exam analysis
- Staff meetings
- Reports
- Pupil feedback
- Parent feedback

### **Prep. School**

The Academic Team (Head, Deputy Head, SLN Leader and Phase Leaders) monitors the curriculum. They monitor the medium-term plans and the weekly plans to ensure continuity and progression, as well as long-term plans to ensure coverage of skill and content. Staff meeting time is allocated each week to look at areas of the curriculum and subject co-ordinators are given time to update colleagues about any new initiatives, changes and demonstrate new resources.

Staff are responsible for writing the medium term and weekly plans for the subjects they teach.

Strategies employed for monitoring and evaluation within the Prep. School include;

- Levelling of work across year groups.
- Cross checking plans against exercise books.
- Examining books for balanced, effective marking and differentiation.
- Maintaining and updating the curriculum map.
- Lesson observations
- Learning Walks
- Peer Observations
- Examining assessment and comparing this data against test results.
- Staff meeting open forums to discuss key areas of the curriculum.
- Parent and Pupil Questionnaires
- Reports
- Pupil Progress meetings with the Leadership Team

## Appendix 1

## Curriculum Plan

### Prep. School

SUBJECT ALLOCATION	Y1	Y2	Y3	Y4	Y5	Y6
English	5+	5+	5+	5+	5+	5+
Maths	5	5	5	5	5	5
Science	2 (1 w/in Topic)	2 (1 w/in Topic)	2	2	2	2
History/ Geography - taught as Topic	2 (w/in Topic)	2 (w/in Topic)	2 (w/in Topic)	2 (w/in Topic)	1 (w/in Topic)	1 (w/in Topic)
RE	Immersion morning	Immersion morning	Immersion morning	Immersion morning	Immersion morning	Immersion morning
PSHE	1	1	1	1	1	1
PE	2	2	2	2	2	2
Art	1	1	1	1	1	1
DT	Immersion morning within creative day	Immersion morning within creative day	Immersion morning within creative day	Immersion morning within creative day	Immersion morning within creative day	Immersion morning within creative day
Music	2	2	2	2	2	2
Drama	1	1	1	1	1	1
Computing	1	1	1	1	1	1
French	1	1	1	1	1	1
Latin	-	-	-	-	1	1
Mandarin	1	1	-	-	-	-
P4C	1	1	1	1	1	1
VR/NVR	-	-	1	1	1	-
Exam Prep	-	-	-	-	-	1

	Periods	Groups	Extra	Total	Periods	Groups	Extra	Total	Periods	Groups	Extra	Total	Periods	Groups	Extra	Total	Periods	Groups	Extra	Total	Periods	Groups	Extra	Total	Periods	Groups	Extra	Total					
Subject / Year Group	Upper 3				Lower 4				Upper 4				Lower 5				Upper 5				Lower 6				Upper 6								
Art	3	5	0	15	3	5	0	15	2	8	0	16	6	2	0	12	6	2	0	12	11	1	0	11	10	1	0	10	10	1	0	10	91
Careers	1	5	0	5	1	5	0	5	1	4	0	4									1	4	0	4									18
General Studies																					3	4	0	12	2	3	0	6					18
PSHCE	1	5	0	5	1	5	0	5	1	4	0	4	1	5	0	5	1	0	0	0													19
Ancient Greek													6	1	0	6					6	0	0	0	6	0	0	0					6
Classics																					11	1	0	11	10	1	0	10					21
Latin	3	5	0	15	3	5	0	15	3	4	0	12	6	1	0	6	6	1	0	6	11	1	-2	9	10	1	-2	8					71
Computing	2	5	0	10	3	5	0	15	2	4	0	8	6	1	0	6	6	1	0	6	11	0	-1	0	10	1	-1	9					54
Design Technology	3	5	0	15	3	5	0	15	2	8	0	16	6	2	0	12	6	2	0	12	11	1	0	11	10	0	0	0					81
Drama	2	5	0	10	2	5	0	10	2	4	0	8	6	2	0	12	6	2	0	12	11	1	0	11	10	0	0	0					63
Economics																					11	2	0	22	10	2	0	20					42
English	8	5	0	40	7	5	0	35	7	4	0	28	7	5	0	35	7	4	0	28	11	1	0	11	10	1	0	10					187
English As 2nd Language													5	0	0	0	5	1	-1	4	6	1	-1	5									9
Geography	2	5	0	10	3	5	0	15	3	4	0	12	6	3	0	18	6	2	0	12	11	1	0	11	10	1	0	10					88
History	3	5	0	15	2	5	0	10	3	4	0	12	6	3	0	18	6	3	0	18	11	1	0	11	10	1	0	10					94
Politics																					11	2	0	22	10	1	0	10					32
Learning Support	2	7	0	14	2	6	0	12	3	6	0	18	1	13	0	13	1	8	0	8	1	3	0	3	1	3	0	3					71
Further Maths																					11	1	-1	10	10	1	-1	9					19
Maths	8	6	0	48	7	6	0	42	7	5	0	35	6	5	0	30	7	4	0	28	11	2	0	22	10	2	0	20					225
Chinese	3	5	0	15	4	1	0	4	4	1	0	4					4	1	0	4	4	1	0	4	4	1	0	4					35
French	3	5	0	15	3	5	0	15	4	4	0	16	6	2	0	12	6	1	0	6	11	1	0	11	10	1	0	10					85
Italian													6	1	0	6	6	1	0	6	11	1	-1	10	10	1	-2	8					30
Spanish					4	4	0	16	4	3	0	12	6	2	0	12	6	3	0	18	11	1	0	11	10	1	0	10					79
Music	2	5	0	10	2	5	0	10	2	4	0	8	6	1	0	6	6	1	0	6	11	1	-1	10	10	1	0	10					60
PE Exam													6	1	0	6	6	1	0	6	11	1	0	11	10	1	0	10					33
Physical Education	4	6	0	24	5	6	0	30	4	5	0	20	2	5	0	10	2	4	0	8	2	3	0	6	2	3	0	6					104
Prep	1	22	0	22																													22
Psychology																					11	2	0	22	10	2	0	20					42
Religious Education	3	5	0	15	3	5	0	15	2	4	0	8	6	2	0	12	6	2	0	12	11	1	0	11	10	1	0	10					83
Biology									3	5	0	15	6	5	0	30	6	4	0	24	11	2	0	22	10	2	0	20					111
Chemistry									3	5	0	15	6	5	0	30	6	4	0	24	11	1	0	11	10	1	0	10					90
Physics									3	5	0	15	6	5	0	30	6	4	0	24	11	1	0	11	10	1	0	10					90
Science	7	5	0	35	6	5	0	30																									65

Please note that Mathematics is set from U3  
From L4 MFL is placed in broad ability groups  
From U4 Sciences are placed in sets

**Appendix 2: Fundamental British Values**  
**Subject Areas – Prep School**

Science	Latin
<ul style="list-style-type: none"> <li>• The right to medical care</li> <li>• The NHS and how changes affect us</li> <li>• Drugs: Sensible use of alcohol and medical drugs</li> <li>• Palm oil debate</li> </ul>	<ul style="list-style-type: none"> <li>• How Latin underpins everyday language</li> </ul>
Drama//music/art	Geography
<ul style="list-style-type: none"> <li>• Traditional songs and stories</li> <li>• Performing to an audience</li> <li>• Traditional songs and rhymes as well as adaptations from other traditions e.g. Hindi rhyme</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• British geography and understanding of the UK</li> </ul>
Creative curriculum themes	History
<ul style="list-style-type: none"> <li>• The British economy in relation to that of other countries e.g. India</li> <li>• Visit to Houses of Parliament</li> <li>• Discussion of racial issues e.g. Martin Luther King</li> <li>• Rainforest conservation and the need to see oneself as a responsible citizen</li> <li>• Themes such as Heroes and Heroines e.g. Florence Nightingale and her dedication to helping others</li> <li>• Patron Saints</li> </ul>	<ul style="list-style-type: none"> <li>• Key events that inform the British Society we live in to day</li> <li>• Learning about key monarchs in our past</li> <li>• Understanding how modern society is informed by developments in the past e.g. Lord Shaftsbury, Dr Barnardo</li> <li>•</li> </ul>
ICT	PE
<ul style="list-style-type: none"> <li>• Online safety and correct use of communication</li> <li>• Responsible behavior strategy</li> <li>• Sensible budgeting on spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional. Games taught</li> <li>• Team games: spirit of fair play/sportsmanship.</li> <li>• 3 cheers, competitiveness</li> <li>• Respecting both the rules and the opposition.</li> <li>• Appreciation of the skills and dedication of others through celebrating their achievements</li> <li>• Award of responsibilities badges for sport (Captain's example)</li> <li>• Awards for right attitude</li> <li>• Struggle between church and state</li> <li>•</li> </ul>
PRE	Pastoral/ Extra-curricular
<ul style="list-style-type: none"> <li>• Celebration of different faiths that make up British Culture e.g. Chinese New Year, Diwali, Eid as well as British festivals</li> <li>• Initiations to parents of different backgrounds to come in to talk about their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Class elections used to elect form captains and Pupil Voice reps</li> <li>• Pupil Voice – encouraging a girls to raise issues and contribute to school development</li> <li>• Scoop Club – Y6 publication to allow freedom of speech and opinion</li> <li>• Eco club – responsible citizenship</li> </ul>



<ul style="list-style-type: none"> <li>• Visits to different places of worship to recognize the diversity in our communities and how we respect their attitudes whilst having the right to our own beliefs.</li> <li>• Christianity throughout the curriculum</li> <li>• Easter activities – bonnets, Easter Day activities</li> </ul>	<ul style="list-style-type: none"> <li>• Helping those less able than ourselves – reading buddies, encouragement to help others</li> <li>• Visits form institutions such as Fire Brigade, PCS</li> <li>• Spotzy bear – awarded by the girls</li> <li>• Head Girls cup</li> <li>• Residential visits and development of team work and understanding of other localities in the UK</li> </ul>
Assembly Themes	Charity events
<ul style="list-style-type: none"> <li>• Remembrance and the sacrifices made by our predecessors</li> <li>• Anti-Bullying/Friendship week</li> <li>• Road Safety Week and the courtesy required on public transport</li> <li>• London Transport</li> <li>• NSPCC workshops</li> <li>• Visits from Community members</li> <li>• International Day</li> <li>• Careers visits</li> </ul>	<ul style="list-style-type: none"> <li>• Swimathon</li> <li>• British Heart Foundation</li> <li>• House individual fundraiser days</li> </ul>

### PSHCE Programme

- Moving to Coram Life programme (September 2019)
- Health for Life and LCP (See Curriculum for year group breakdown)
- Weekly circle times

### Whole-School (Prep)

- Weekly Words of the Week introduced at key stage assemblies and put in the newsletter (i.e. Being Responsible, looking after Property, Working Together, Persistence, Resilience, Diversity, Keeping Safe, etc) (See attachment)
- Whole-school assemblies on SEAL themes to begin each half-term.
- Whole-school themed weeks that include activities, visitors and assemblies on Fire Safety, Anti-bullying, Friendship, Sportsmanship, Internet Safety, Bike Safety and Road Safety.

### Early Years/Foundation Stage

- In PSHCE, children learn about Keeping Safe; Medicine and Drugs and Roles and Relationships in the Community.

### Key Stage 1

- In PSHCE, children learn about Healthy Lifestyles; Healthy Eating; Keeping Safe; The World of Drugs; Relationships; Importance of Choices; Rights and Responsibilities; Rules; Communities; Right and Wrong and Feelings.

### Key Stage 2

- In PSHCE, children learn about Taking Responsibility for a Healthy Lifestyle; Keeping Safe; Healthy Lifestyles; Lifestyles and Cultures; Communities; Choices; Substance Use and Misuse; Bullying; Democracy; The Global Community; Relationships and

Roles; Rights and Responsibilities; Rules and Laws; Growing Up- Sex and Relationships Education and Safe Transport.

- Career Talks for Years 5 & 6 from community members

### Subject Areas – Senior School

Biology/Physics/Chemistry	Classics
<ul style="list-style-type: none"> <li>• Conception: consideration of faith</li> <li>• Cloning and the law</li> <li>• Drugs: right/wrong relating to animal testing and clinical testing</li> <li>• NHS discussed through disease treatment topic</li> <li>• Creation of universe: respect for position of different faiths</li> <li>• Nuclear waste policy act</li> <li>• Road safety and the law</li> <li>• History of our atmosphere: respect for different faiths</li> <li>• Crude oil-the importance of complete combustion compared to incomplete combustion.</li> <li>• Uses of alcohols from the process of fermentation and the safest consumption.</li> <li>• Finite and renewable resources, the importance of sustain our depleting resources.</li> <li>• Treatment of water for safe consumption, environmentalist analysing the concentration of river water via titration.</li> <li>• Reduce, reuse, recycle.</li> <li>• Life Cycle Assessment of a material such as a shopping bag.</li> <li>• Should we be fracking?</li> </ul>	<ul style="list-style-type: none"> <li>• A study of Greek and Roman literature presents a set of beliefs and faiths different to our own.</li> <li>• Roman invasion of Britain and its Romanisation which underpins the institutions in England</li> <li>• Classical world provided the foundations for the public institutions of today</li> </ul>
	Computer Science
	<ul style="list-style-type: none"> <li>• Data protection and computer misuse act</li> <li>• Ethical behaviour, copyright law, responsible behaviour online respect for other</li> <li>• Impact of e waste on the environment</li> <li>• The rule of law (see laws above)</li> <li>• Democracy – how an online presence allows more views to be considered</li> <li>• Individual liberty – how on online presence can allow freedom of expression</li> <li>• Women in technology – activity encouraged e.g. stemettes</li> </ul>
Drama	Additional Learning Support
<ul style="list-style-type: none"> <li>• Theatre Techniques (U3): <i>topics given for tasks can involve issues such as problem solving, decision-making, trust, lies and truth, etc.</i></li> <li>• FACE (U3): <i>how life-changing events and serious injuries can affect people and their lives. Also covers racism and the rethinking of values.</i></li> </ul>	<ul style="list-style-type: none"> <li>• In the lower years, girls work in pairs or small groups and foster a positive team spirit where they support one another.</li> <li>• Concepts of difference in terms of learning styles or abilities are addressed and discussed</li> </ul>
	Geography
	<ul style="list-style-type: none"> <li>• Local democracy and public consultation</li> <li>• Study of human Geography</li> <li>• Conservation</li> <li>• Migration, asylum and refugees, globalisation and UK economy</li> <li>• Aid and development</li> </ul>

<ul style="list-style-type: none"> <li>• ‘Slow Time’ (U4): <i>explores the issues of race, religion, self-esteem, culture.</i></li> <li>• ‘Shelter’ by Simon Brent (U4): <i>homelessness in the 21<sup>st</sup> century and how we should deal with it.</i></li> <li>• ‘DNA’ by Dennis Kelly (GCSE): <i>criminal responsibility, gang culture, teen hierarchy, crime and punishment.</i></li> <li>• Devising (GCSE and A Level): <i>topics from stimuli can include themes such as domestic abuse, abortion, freedom of speech, guilt and innocence, careers, money and social responsibility.</i></li> <li>• Practitioners (L5 and L6): <i>studying various practitioners, their theories and practices, looking at the society they exist(ed) within.</i></li> <li>• ‘Machinal’ by Sophie Treadwell (A Level): <i>the position of women in the 1930’s. Love and marriage. Crime and punishment.</i></li> <li>• ‘Hedda Gabler’ by Henrik Ibsen (U6): <i>wealth and class, the status of women.</i></li> </ul>	<ul style="list-style-type: none"> <li>• General themes of democracy, sustainability, ethnicity, and interdependence intrinsic to subject</li> </ul>
Economics	History
<ul style="list-style-type: none"> <li>• Externalities and the social and moral impact on the people of England</li> <li>• Bank of England target 2.0 challenge</li> <li>• Teaching of how UK is a mixed economy and is governed by the fundamental British values of democracy</li> <li>• students taught to accept Economic responsibility and how their actions can have an impact on both the local and wider community</li> <li>• compares the features of the UK economy with those of other nations from around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Key episodes and events in the development of government and society. Includes medieval struggle between church and state, Magna Carta, the development of the role of Parliament in the seventeenth century, the abolition of slavery, Industrial Revolution.</li> <li>• Democracy and dictatorship Struggle between Crown and Parliament in Britain 1603 - 1689. The Bill of Rights</li> </ul>
English	
<ul style="list-style-type: none"> <li>• Students across the curriculum are taught the importance of mutual tolerance and respect of people with differing beliefs, when listening to or taking part in discussions/debates with the class and their peers</li> <li>• Debating using the British Parliamentary system has been introduced in the L4 curriculum and as a Kinza activity, emphasising rule of law and promoting understanding of the democratic process. Debating and its associated rules is also used as a teaching tool in other aspects of the curriculum.</li> <li>• Opportunities for individual liberty are provided during project lessons, as</li> </ul>	

<p>highlighted in the U3 ‘A Christmas Carol’ and L4 ‘Animal Farm’ schemes, and the free choice of a second text to study for the NEA unit at A Level.</p>	
<p>Art</p>	<p>PE</p>
<ul style="list-style-type: none"> <li>• All U3 girls participate in our British Values project, discussing many aspects of British life and what values are important to British citizens, with links to artist, Grayson Perry.</li> <li>• All GCSE &amp; A Level pupils work on individual projects, often exploring a range of personal and cultural issues.</li> <li>• All students are made aware of the historic and traditional roots of many art forms and how artistic conventions are shaped by cultural influence. They learn that cultural influences invariably transcend cultural boundaries and become part of other experiences, hence the influence of one cultural art style upon another. We hope that, as a result of this approach, students will be able to view other cultures in a positive and non-stereo-typical way.</li> </ul>	<ul style="list-style-type: none"> <li>• Team games: spirit of fair play/sportsmanship.</li> <li>• Respecting both the rules and the opposition.</li> <li>• We foster the belief that success can be achieved through hard work and commitment.</li> <li>• We play mostly traditional British sports.</li> <li>• We often use a democratic voting process for captaincy and players of the match.</li> <li>• British traditional sports/pastimes: how British games have been spread around the globe.</li> <li>• How different sports reflect the different cultures that they come from.</li> </ul>
<p>PRE</p>	<p>Pastoral/ co-curricular</p>
<ul style="list-style-type: none"> <li>• The nature of the UK as a multi-ethnic society, including the problems of discrimination and racism.</li> <li>• Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.</li> <li>• The work of a Christian Church to help asylum seekers and/or immigrant workers in the UK, including the reasons for the work and its importance and significance.</li> <li>• Why Christians should help to promote racial harmony.</li> <li>• Differences among Christians in their attitudes to other religions (exclusivism, inclusivism, pluralism).</li> <li>• The UK as a multi-faith society, including the benefits of living in a multi-faith society.</li> <li>• Issues raised for religion by a multi-faith society — conversion, bringing up children, interfaith marriages.</li> <li>• Ways in which religions work to promote community cohesion in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Electoral process used to elect form officials and prefect team</li> <li>• Head Master’s lecture series - representatives of organisations that encourage national engagement in global issues (people trafficking, climate change, the Holocaust), and awareness of and tolerance for particular national and global issues such as HIV</li> <li>• General Studies - encourage a sense of civic responsibility in British society: financial management and home-buying, politics and voting, mindfulness, the development of positive relationships with others, and the maintenance of a healthy lifestyle</li> <li>• Paris trip: Human rights, politics</li> <li>• Visit to Palace of Westminster</li> <li>• What the papers say (Kinza)</li> </ul>
<p>MFL</p>	<p>Music</p>

<ul style="list-style-type: none"> <li>• Themes on cultural identity, immigration and integration explored at A level and contextualised with comparisons with the UK</li> <li>• Analysis of World War 2 and how European allies worked together during and towards the end of the war.</li> <li>• Continuous exploration of the culture and identity of the target language countries that naturally requires students to understand the culture and identity of their home country.</li> <li>• At GCSE, rules within schools, employment and environmental issues relating to Britain are topic areas and provide opportunities for students to reflect on British values.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on British composers and folk music of the British Isles in KS3.</li> <li>• Development of ideas of why music might be British and how it reflects the political/social climate of the time.</li> <li>• Singing of National Anthem each year and assembly on this to discuss British values.</li> <li>• Supporting of British musical groups in concerts (e.g. LSO) and an understanding of the role of a musician in Britain today.</li> <li>• Study of popular music culture at GCSE and A-Level, researching British pop acts and their role/voice in the world.</li> <li>• Concerts that include British composers and support important dates in the British calendar – Armistice Day, Carol Service.</li> <li>• Respecting each other in group performances and working together to perform to the best of one’s ability.</li> </ul>
<b>Assembly Themes</b>	
<ul style="list-style-type: none"> <li>• International day of peace</li> <li>• The importance of involvement/voting</li> <li>• Form Officials: responsibility and being involved with the life of the school Leadership</li> <li>• Charlotte Hill: UK Youth</li> <li>• Youth Mayor voting day the democratic process</li> <li>• Child trafficking</li> <li>• Family values</li> <li>• Success and sacrifice</li> <li>• How other languages have influenced the English language</li> </ul>	<ul style="list-style-type: none"> <li>• Commonwealth Day, Britain the Commonwealth and the commonwealth games</li> <li>• Holocaust memorial day</li> <li>• Martin Luther king and civil rights</li> <li>• “How far would you go?” – assembly about moral choice</li> <li>• Independence of mind (creative thinking)</li> <li>• Leadership</li> <li>• Tolerance</li> <li>• How do we think – being a Scout and challenging your prejudices</li> </ul>