

Introduction

The curriculum at Godstowe includes all the planned activities that are organised in order to promote learning and personal growth and development. It includes the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

Overview

The curriculum at Godstowe:

- Gives full time supervised education with experience in the following areas:
 - (a) **Linguistic** – pupils' communication skills and command of language are developed through listening, speaking, reading and writing. There are lessons in spoken and written English for all pupils at Godstowe. French, Spanish and Latin are also taught.
 - (b) **Mathematical** – pupils are helped to calculate, appreciate relationships and patterns in number and space and to develop the capacity to think logically and express themselves clearly. Mathematics is taught to all pupils at Godstowe in a variety of ways including practical activity, exploration and discussion.
 - (c) **Scientific** – pupils are taught to develop their knowledge and understanding of nature, materials and forces and the skills of enquiry associated with science including observation, forming hypotheses, conducting experiments and recording findings. Science is taught to all pupils at Godstowe.
 - (d) **Technological** – pupils are taught Computing and Design Technology throughout Godstowe. Food Technology is included within the DT schemes of work. Pupils develop the skills of planning and communicating ideas; they use tools, equipment, materials and components to produce good quality products; they learn to evaluate processes and products.
 - (e) **Human and Social** – pupils learn about people and their environment and how human action influences events and conditions. This is included within the schemes of work in a range of subjects including History, Geography, RS and PSHE.
 - (f) **Physical** – pupils develop physical control, coordination, tactical skills and learn to evaluate and improve performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health. All pupils at Godstowe have regular PE lessons within the curriculum and many additionally participate in extracurricular games sessions.
 - (g) **Aesthetic and creative** – pupils are encouraged to participate in making, composing and inventing. Subjects taught to all pupils throughout Godstowe with strong aesthetic and creative elements include Art, Music, Dance and Drama. The study of literature also develops personal and imaginative responses.
- Makes use of subject matter which is appropriate for the ages and aptitudes of all pupils, including those with an EHC plan.
- Ensures that pupils acquire speaking, listening and numeracy skills.
- Ensures that a pupil with an EHC plan is given an education which fulfils its requirements and an appropriate level of support is given.

- Includes Personal, Social and Health Education which reflects the school's aims and ethos. From Year 3 this is delivered in a dedicated lesson within the timetable. For the younger pupils it is delivered by the form teacher.
- Ensures that all pupils have the opportunity to learn and make progress.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.
- As a Prep School which educates girls of Years 7 and 8, Godstowe endeavours to start to lay the foundations of future career guidance by helping the girls to have an understanding of their ability and interests. At this age, the majority of pupils are far from making any firm career decisions and they have yet to experience senior school, and choose their subjects of further study. The girls are given interview practice as they prepare for entry to their chosen senior schools in years 6 and 7. The pupils in Year 7 and 8 are also given opportunities to listen to speakers from a range of different backgrounds and careers deliver talks about their experiences and perceptions. This includes, during Careers Week, visiting speakers who are invited to school in order to provide an opportunity to discuss their experiences and jobs in order to inspire the girls. Any advice given about future careers is done so without bias or stereotyping. It is important to enable pupils to know themselves, recognise their strengths, weaknesses and areas of interest and to encourage them to fulfil their potential. Godstowe strives to provide the pupils with as many opportunities and experiences, which will enable our girls to make informed decisions in future years.

Values

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The values of our school are stated in our aims and are those on which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations as well as our own.

Aims and Objectives

The aims of our school curriculum are:

- To enable effective learning by a wide variety of teaching methods which will excite and extend the intellect of every pupil.
- To foster within our children a sense of responsibility, sensitivity and a genuine love of learning.
- To promote knowledge and understanding and mastery of intellectual, creative and physical skills.
- To provide sufficient breadth and depth of information, skills and experiences to create a firm basis for future educational growth.
- To provide the knowledge and skills laid down in the National Curriculum and the Common Entrance syllabus, in order to prepare pupils for their Senior Schools.
- To contribute to the development of social and personal qualities, attitudes and moral values.
- To provide the skills, experiences and knowledge necessary for a happy and healthy life, participation in the culture of our society, and involvement in family, social and civic life.
- To enable pupils to appreciate and respect religious and civic cultures other than their own.
- To provide the means by which our pupils will be able to grow fully as individuals in order to adapt to the demands of an ever-changing world and to prepare them for the challenges of the future.

Organisation and Planning

Our curriculum is planned in three phases. There is a long-term plan for each year group. This indicates what topics are to be taught in each term. We call this our 'syllabus'. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that the teachers write on a weekly or daily basis. We use those to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Early Years Stage and at Key Stage 1 we adopt an interdisciplinary topic approach to curriculum planning. The curriculum is planned carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Years Foundation Stage Curriculum. There is planned progression in all curriculum areas.

The National Curriculum is broadly followed throughout Key Stage 2 while in the second half of Year 6 and in Years 7 and 8, the rigorous 13+ Common Entrance syllabus is adopted in the examined subjects. This follows the National Curriculum closely in some subjects, such as Science and incorporates National Curriculum guidelines in others.

Children with Additional Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

If a child has an additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the 'SEND Code of Practice: 0-25 years' in providing for children with additional needs. If a child displays signs of having additional needs one of our two SEN coordinators makes an assessment of this need and will ask for an external report, if needed, after consultation with parents. We provide additional resources and support for children with additional needs.

Children who are very able are given differentiated work within the class and encouraged to be more responsible for areas of their own learning. Potential academic scholars are given extra lessons and work in Year 7 and 8. Children who do not have English as their first language have an extensive and well-planned programme within our EAL department to improve their English and to support them in individual subjects.

The Early Years Foundation Stage

The curriculum that we teach in the reception class (Beginners) meets the requirements set out in the revised Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

During the children's first term in the reception class (Beginners), their teacher makes a baseline assessment to record the skills of each child on entry to the school (on entry and exit in the reception year). In Nursery a profile is compiled and this follows the children through reception. All the children in the Early Years are tracked against the early learning goals. Engagement, motivation and critical thinking are evaluated continuously.

Balance of the Curriculum

- We consider that the curriculum should have a good balance of academic subjects, the creative and expressive arts and physical education.
- The balance of subjects is discussed by the SLT annually and a curriculum audit concerning the balance and 'suitability for purpose' of the curriculum is undertaken every three years (or sooner if required). Any adjustments are made, as necessary, after consultation with heads of departments.

The present balance of the curriculum for KS2 and KS3 is shown below. Lessons are 45 minutes long

	IV	UIII	MIII	LIII	II	I
NC Year	8	7	6	5	4	3
English	5	5	5	6	7	8
Mathematics	5	5	5	6	6	7
Science	4	4	4	3	3	3
French	3	3	3	2	2	1
Latin	0	0	1	0	0	0
Latin/ Sp/ SE	3	3	0	0	0	0
Geography	2	2	2	2	3	3
History	2	2	2	2		
R.S.	2	2	2	1	1	1
Computing	1	1	1	1	1	1
D.T.	0	0	0	2	2	1
Art	0	0	0	2	2	2
Art / DT	0	0	2(carousel)	0	0	0
Art/ DT/Drama	2 (carousel)	2 (carousel)	0	0	0	0
Drama	0	0	1	1	1	1
P.E.	4	4	4	4	4	4
Music	1	1	1	1	1	1
Hymn Prac	0	0	1	1	1	1
P.S.H.E.	1	1	1	1	1	1
Totals	35	35	35	35	35	35

(Weekly total 26 hours 15 minutes)

The balance for KS1 is:

	Transition	Kindergarten
NC Year	2	1
Ability	Mixed	Mixed
Literacy	6 hrs	6 hrs 15 mins
Numeracy	5 hrs	5hrs 15mins
Science	1hr 30 mins	1hr 30mins
French	45mins	45mins
Geography	45mins	45mins
History	45mins	45mins
R.S./PSHE	45mins	45mins
D.T./Computing	1hr 30mins	1hr 30mins
Art	1hr 30mins	1hr 30mins
P.E.	3hrs	3hrs
Music + Hymn Pr	2hr 15mins	1hr 30mins
Cross-curricular	1hrs15mins	1hrs 30mins

Totals	25 hours	25 hours
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The Early Years Foundation Stage Curriculum in **Beginners** is taught in a topic format. All 7 learning areas of the curriculum are included. There are also dedicated lessons in Music, French and PE.

Learning areas for EYFS	
Communication and Language	Cross curricular French lesson
Personal, Social and Emotional	Cross curricular
Physical Development	Cross curricular dedicated PE
Literacy	Cross curricular
Mathematics	Cross curricular
Understanding the World	Cross Curricular
Expressive Arts and Design	Cross Curricular Music lessons
TOTAL (Bg)	25 hours

Nursery use the Early Years Foundation Stage Framework to support the children's learning and development and welfare. Play underpins the delivery of the seven areas of learning using a balance of child initiated and adult led activities. The curriculum is delivered in a topic format.

Engagement, motivation and critical thinking is evaluated continuously

The Role of the Head of Department

The role of the head of department is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject
- Plan schemes of work for Years 3 – 8 and coordinate with Lodge over their syllabus.

The ‘Hidden’ Curriculum and Extracurricular Activities

- Values held important to the staff are shared with pupils in assemblies, during discussion in lessons, over meals, in the boarding house and at other times.
- An extensive list of activities that take place at lunchtime and after school is offered to all pupils. All staff are involved in giving the children opportunities to develop outside the classroom.
- Most full-time and some part time teaching staff are involved in the tutorial system. The tutorial system gives the opportunity for raising children’s self esteem and sharing time in which pupils can listen to each other etc.

Across the Curriculum

- All Heads of Department and individual teachers are encouraged to discuss cross-curricular aspects of their subjects with others and to make these areas clear to the pupils.
- There is a Heads of Department meeting each term when inter-departmental matters are discussed. There is the opportunity for Heads of Department to nominate topics for discussion in the Teaching and Learning meetings, attended by all teaching staff, which takes place once or twice a term. The Teaching and Learning Meetings are used to discuss topics of current interest to all staff.
- An Activities Day or Cross-Curricular Day is held for all pupils from Forms I – IV three times a year. This is an opportunity for departments to work together on a common theme if appropriate.
- In addition each year, during the final full week of the summer term, the regular timetable is suspended and all pupils in Main School take part in Activities Week. One day of the Activities Week is the final Activity day of the year and the remainder of the week is spent on a variety of workshops and activities including sports, crafts, music and drama, alongside practices for the end of year celebrations. Other activities can include whole year group science workshops, maths days, language days and other academic subject based workshops. The Fourths (Year 8) spend time following an organised Post-CE programme which takes place each year during the weeks following Common Entrance.

Monitoring the Curriculum

Heads of Department are responsible for monitoring the way in which their subject is taught throughout the school. They are responsible for producing a departmental policy following a standardised school template. They lead and monitor the long-term and medium-term planning, and ensure that appropriate teaching strategies are used. They also have responsibility for monitoring the way in which resources are stored and managed and are directly responsible for their departmental budget. Heads of Department report back to the Senior Leadership Team. Findings and reporting on each and all subjects is shared with the Education Committee, who will undertake regular focussed discussions with the Deputy Assistant Head (Academic), SLT and Heads of Department about developments and standards in each subject throughout the year.

Review of the Policy

This policy will be reviewed every year by the Senior Leadership Team (or sooner if procedures change).