



Croydon High School CURRICULUM POLICY

This policy informs practice in both the Senior and Junior Departments of the school including the Early Years Foundation Stage (EYFS). The GDST's founding aim was that their schools should be 'places not only of instruction, but of education in the true sense of the word, which provide a training of the individual girl by the development of her mental and moral faculties.' This holistic view of education and of the value of the individual is at the heart of our curriculum. Emphasis is placed on excellence and innovation, combined with breadth and balance. All pupils have access to a high-quality learning environment so that they can maximise their talents and reach their full potential.

Aims

We aim to provide a curriculum, which allows pupils to progress to the next stage of their life through a process which encourages them to:

- keep an open, questioning mind and be able to make independent and informed decisions and continue their formal learning in higher education;
- participate effectively as citizens in a multi-ethnic society;
- develop an active and healthy lifestyle;
- promotes excellence, reflecting scholarship and intellectual values and encourages each pupil, through differentiation, to fulfil her potential in the many different areas relevant to her abilities, skills and interests.

As such, we aim to ensure that our curriculum:

- is balanced, ensuring that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole;
- provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Objectives

Our objective is to maintain a curriculum throughout the school, which:

- enables all pupils to learn and make progress;
- is guided by the National Curriculum and gives all pupils access to linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative learning experiences;
- provides opportunities for pupils to acquire skills in speaking and listening, literacy and numeracy;
- addresses subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;

- promotes learning within a caring and supportive culture, where pupils can develop an awareness of the spiritual and moral dimensions of life and in which personal growth and respect for individuals is the right of all;
- encourages high achievement for every individual, across our whole range of ability. Standards of excellence in all areas are promoted but each pupil is encouraged to give of her best in competition with herself, not with others;
- expects pupils to take increasing responsibility for their progress as they move through the school, with independent learning skills being developed for all ages;
- seeks, through the provision of a balanced curriculum and extra-curricular provision, to foster creativity and to develop potential in all areas of learning;
- strives to ensure that every pupil of any age has equal access to all relevant aspects of our curriculum and receives individual support where needed to facilitate this;
- gives pupils adequate preparation for the opportunities, responsibilities and experiences of adult life;
- provides pupils with statements an education which fulfils its requirements;
- provides appropriate careers guidance;
- provides personal, social and health education which reflects the school's aims and ethos.

The needs of the individual are met by:

- building into the curriculum, in all subjects, provision for extending the more able and for offering support or further reinforcement to the less able;
- providing support for pupils who have specific learning needs, English as an additional language or who find aspects of their learning programmes difficult;
- enabling pupils with disabilities to have full access to the curriculum;
- teaching in a variety of ways, making allowances for individual ages, abilities and talents.

Fundamental British Values

We aim to model and promote the fundamental British values (FBVs) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs in all our work with pupils. We respect other people without prejudice with regard to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. We challenge discriminatory or extremist opinions and behaviours as a matter of course.

The Curriculum in the Junior School

We recognise that girls learn effectively when they are relaxed, happy and confident. Girls are encouraged to ask questions, make choices, solve problems and to take academic risk. There are three phases, Early Learning Foundation Stage (EYFS) comprising Nursery and Reception, Key Stage 1 and Key Stage 2.

- In EYFS learning is based on the Early Years Foundation Stage Curriculum. Girls work towards the Early Learning Goals and parents are kept informed of this progress through an individual profile as well as end of term reports;
- Key Stage 1 and Key Stage 2 follow a curriculum based on the National Curriculum but which extends beyond to accommodate the higher ability of our pupils and to prepare them for the Senior School and beyond;

- Literacy and numeracy skills are developed through the carefully planned schemes of work for English and Mathematics but also extended and practised within other subjects. Drama, Music, PE and Computer Science are taught as separate subjects with specialist teaching staff from Nursery;
- Science, History and Geography are taught as discrete subjects from Year 1 following the National Curriculum. Year 6 pupils are taught Science in the Senior School, taking advantage of the well-equipped science laboratories;
- Modern languages begin with Spanish in Years 1 to 3, introducing German in Year 4 and French in Year 5 and 6;
- Latin is also taught in Year 6;
- Religious Education, that teaches the girls about a range of cultures and beliefs, is taught in all years;
- PSHE including FBVs is incorporated into many areas of school life such as assemblies and School Council as well as having curriculum time each week.
- Art is taught in all years;
- Physical Education is taught by specialist staff and includes ball sports, athletics, dance, gymnastics and swimming which is taught in the school pool from Reception to Year 6. The co-curricular sports programme is extensive and balances competitive sport with inclusive events such as inter-house competitions;
- Planning to meet the needs of individual pupils is a strength of the school and there is support for both individuals and groups who require specific support for learning or extension of learning. All pupils have the opportunity to learn and make progress relative to their particular needs and talents.

The Curriculum in the Senior School

All pupils in Lower School (Key Stage 3) and Upper School (Key Stage 4) follow a programme in Religious Education, Personal, Social, and Health Education with Citizenship and Physical Education. Swimming is a curricular subject up to Year 9. Strands of Spiritual, Cultural, Moral and Social Education are delivered through individual subjects and through Personal Social Health & Economic Education (hereafter, PHSE). Provision is made for Careers Education and Guidance in a way which is appropriate for the age of the pupils.

The subject-based curriculum:

- At the beginning of Lower School (Key Stage 3), our curriculum takes account of the curricula in our main feeder primary schools as well as in our own Junior School, and then goes on to lay foundations for GCSE;
- In Upper School (Key Stage 4) it provides a core of GCSE courses and a range of options that allow for individual interests and aptitudes to be developed;
- In the Sixth Form, the curriculum provides a sufficient range of options to enable pupils to be successful in gaining a place to continue their learning on an academic course at a University or to enter employment.

Senior Department Curriculum Detail

Lower School (Key Stage 3):

- Most national curriculum subjects are taught (3D Design replaces Design & Technology, and Enterprise Technology replaces Computer Science)

- Almost all pupils study two modern foreign languages from French, German and Spanish in Year 7;
- Latin is taught from Year 7;
- From early in Year 7 pupils are taught in ability sets in Mathematics.

Upper School (Key Stage 4):

- All pupils study the six core GCSE subjects of: English, English Literature, Mathematics, Biology, Chemistry and Physics (the majority of pupils sit GCSE Triple Science, with a few taking Double Science);
- All pupils study at least one modern foreign language;
- All pupils study at least one of Geography, History and Religious Studies;
- In addition to the core curriculum each pupil chooses a total of four options (subject to the restrictions above) from: Classical Civilisation, French, German, Spanish, Latin, Geography, History, RS, Art, 3D Design, Drama, ICT, Computer Science, Music and Physical Education;
- Non-examined courses in PSHE and Citizenship and PE run throughout Upper School.

Sixth Form (Key Stage 5):

- Typically, pupils choose three A level subjects from any of the subjects offered at GCSE and including: Classical Civilisation, Economics, Government & Politics and Psychology which are available as 'new' subjects;
- English can be studied as either English Literature or English Language;
- There continues to be a programme of PSHE delivered through the mixed Lower & Upper Sixth tutorial programme, and through Form Time;
- An enrichment programme is run offering a range of intellectual, physical and practical activities to complement the academic curriculum;
- Subject to timetabling constraints, AS levels are offered in Photography, French, German and Spanish;
- A Pathways Programme is run to provide specific support and opportunities in relation to pupils' future career plans;
- Almost all pupils complete the Extended Project Qualification (EPQ) in Lower Sixth, with timetabled tuition to support this.

At all times it is acknowledged that co-curricular activities, such as school productions, fundraising activities, school visits, residential trips and work experience all contribute to a holistic learning experience.

Responsibility: Deputy Head (Academic)
Policy reviewed: Summer 2019
Next review: Summer 2020