

CURRICULUM POLICY

Aims

The school's curriculum follows the statutory requirements and is broadly based on the National Curriculum but with enhancements in many areas.

It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our girls and of our community and prepares our pupils for the opportunities, responsibilities and experiences of adult life.

The school intends to:

- Provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- Provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement
- Allow pupils to acquire skills in speaking and listening, literacy and numeracy
- Where a pupil has a statement, provide education which fulfils its requirements
- Provide personal, social and health education which reflects the School's aims and ethos
- Provide appropriate careers guidance for pupils receiving secondary education
- Allow all pupils to have the opportunity to learn and make progress
- Provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life
- Ensure that girls develop essential literacy and numeracy skills
- Provide pupils with a full and rounded entitlement to learning
- Foster girls' creativity and develop essential skills, including learning skills

Wykeham House School and Early Years Foundation Stage (EYFS)

- Promote a healthy lifestyle
- Inspire pupils to a commitment to learning which will last a lifetime
- Promote high standards in all learning and teaching

Equal Opportunities

Entry to all programmes of study is based on appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable.

Differentiation

A variety of teaching and learning methods and materials are used to suit girls' different needs.

Curriculum Offered

Nursery

The Government's Early Learning Goals (ELGs) form the basis of our Nursery's Foundation Stage Curriculum. Rich, stimulating and appropriate experiences provide the children with opportunities to develop skills, thinking competencies, attitudes and dispositions across many areas of learning; although the areas of learning are described separately in the Curriculum Guidance, young children's learning clearly cannot be divided up into 'subjects'. The ELGs establish expectations for most children to reach by the end of the Foundation Stage (of which the Nursery is the first year) in the following;

- Personal, social and emotional development
- Communication, language and literacy development (including French)
- Knowledge and understanding of the world
- Mathematical development
- Physical development
- Creative development.

Reception

In the Reception class follows and goes beyond the Foundation Stage Curriculum. The stimulating and practical experiences cover the curriculum areas of;

- Communication, language and literacy development (including French activities)
- Knowledge and understanding of the world (including visits and speakers)
- Mathematical Development
- Physical Development (using large and small apparatus)
- Creative Development (Music, Art and Technology)
- Personal, social and emotional development

Year 1 and 2

The Year 1 and 2 girls follow a broad and balanced curriculum based upon the National Curriculum guidelines for Key Stage 1 but with enhancements in many areas. Year 1 and Year 2 include lessons in the following subjects; Literacy, Numeracy, Science, ICT, Art, Design and Technology, Music, Physical Education, RE and French. PSHE is included within the RE and Science curriculum but is not taught as a separate subject. In Year 1 and sometimes in Year 2 the curriculum for Science, History and Geography is delivered through topics and themes.

In Year 2 the girls have history, geography and swimming lessons.

All the girls in the Foundation Stage and the Infants have the opportunity to work in the School allotment.

Girls in Reception and Year 1 and 2 attend assemblies with the Juniors twice a week and have their own showing assemblies twice a week.

Juniors

The Junior School follows the guidelines set out within the National Curriculum, including schemes based on the strategies for Numeracy and Literacy. In the Junior Department the girls also learn Modern Foreign Languages. The schemes of work are based on the National Curriculum but this is supplemented by other schemes of work as deemed appropriate to the individual subjects.

Senior

In the Senior School a broad Curriculum is followed to the end of Key Stage 3, (Year 7, 8 and 9), based upon the National Curriculum. In Year 10 and 11 students continue to study the core subjects and also opt for their chosen GCSE courses.

The Key Stage 3 Curriculum comprises;

English, Mathematics, Science, French, German, Spanish, History, Geography, Religious Studies, Physical Education/Games/Dance, Music, ICT, PSHE, Art and Textiles.

In Year 9 girls study the separate sciences of Biology, Chemistry and Physics. In Form III most girls will sit the short course GCSE in ICT and RS.

PSHE is taught either in a dedicated lesson or by the form tutor in Form Time.

The Key Stage 4 Curriculum:

All girls study English, English Literature, Mathematics (Set 1 also study Statistics at GCSE), Science as two subjects or three, and a modern foreign language (French, German or Spanish).

In addition, girls opt to study three or four GCSE subjects from a choice of French, German, Spanish, History, Geography, RS, Art, Music, Textiles, ICT, Business Studies, PE, Dance.

They also have PSHE with their form tutor, which includes Careers, PSHE and Citizenship, and a double lesson a week of PE.

Disapplication

In accordance with the law the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to:

- Allow a pupil with individual strengths to emphasise a particular curriculum area.
- To allow a pupil making significantly less progress than other pupils of her age to consolidate her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the pupil and parent.

Religious Studies

In Religious Studies we have a multi-faith approach but our teaching is predominately Christian with the pupils learning about the Bible and also different religions. Religious Studies is available to all pupils in KS1, 2 and 3. Parents have the right to withdraw their daughter from Religious Studies.

Assemblies

The Junior and Senior Schools each have differing programmes of assemblies but each will have two assemblies per week and one hymn practice. The Nursery begins each morning with Circle Time. If parents have a particular reason for a request to withdraw their daughter from a certain assembly this should be made to the relevant Head of Junior or Senior School, or to the Head.

Sex Education

The school provides sex and relationships education in the basic curriculum for all girls, in which pupils are encouraged and guided by moral principles, with a due regard for themselves and others.

In accordance with the law the biological aspects of human reproduction remain compulsory for all girls, at the appropriate age, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Political Education

Political issues are introduced in a number of courses and are presented in a balanced manner. We aim to make the pupils politically aware, but with no partisan views.

PE and Games

All girls are expected to take part in the school's Physical Education and Games programme. Girls can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Public Institutions

All girls, including those in the Foundation Stage, will be taught about Public Institutions and services in England; Police, Fire, Health, Government and The Monarchy.

Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum.

Homework

The school expects homework to be set across the school as appropriate to the age of the child.

Special Educational Needs, Learning Difficulties and Disabilities (LDD) and English as an Additional Language (EAL)

The school has a confidential Teaching and Learning Register of girls who have Special Educational Needs, LDD, or EAL, either because of a special gift in an area or a need, e.g. dyslexia. The Register includes medical information and family information that staff need to know. For the Early Years, EYFS, there is a Policy for Special Educational Needs in the Departmental Handbook.

Concerns and Complaints relating to the curriculum

It is hoped that most complaints and concerns will be resolved quickly and informally.

If parents in **Foundation Stage** have a complaint, they should normally contact the foundation stage staff. If the situation is not resolved or if the complaint is about the Foundation stage staff, the matter should be referred to the Head of Junior School.

If parents in **Junior School** have a complaint, they should normally contact their child's Form Teacher. If the situation is not resolved or if the complaint is about the Form Teacher, the matter should be referred to the Head of Junior School.

If parents in **Senior School** have a complaint relating to the curriculum of their daughter they should normally contact their daughter's Form Tutor. If the situation is not resolved or if the complaint is about the Form Tutor, the matter should be referred to the Head of Senior School. If the complaint relates to teaching, parents should normally contact the Subject Teacher concerned. If the situation is not resolved the matter should be referred to the Head of Subject or the Deputy Headmistress.

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The Form Teacher/Subject Teacher/ Subject Head will make a written record of all concerns and complaints and the date on which they were received.

Complaints made directly to the Head of Junior School/ Head of Senior School /the Deputy Headmistress /the Headmistress will usually be referred to the relevant Form Teacher/Subject Teacher unless the Head of Junior School/ Head of Senior School /the Deputy Headmistress/the Headmistress deems it appropriate for him/her to deal with the matter personally.

If the issue is not resolved parents should put their concerns in writing to the Headmistress, who will make a copy of the School's Complaints Policy available on request.

Monitoring and Review

This policy will be monitored by the Headmistress, who will report to the Trustees on its implementation on a regular basis, and will recommend any changes.