

Including Sandleford, our Early Years Foundation Stage provision

## Curriculum Policy

<b>Authorised by</b>	resolution of the Board of Governors
<b>Date</b>	Autumn 2010
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	Autumn 2014
	Spring 2015
	Summer 2015
	Autumn 2016 (1-0-0)
	Spring 2019 (1-0-1)

St Gabriel's is committed to providing its pupils with every opportunity to acquire new knowledge and make good progress according to their ability in terms of academic achievement in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Our pupils are prepared for future life through rich and diverse academic and pastoral programmes, which actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum and co-curricular activities provide opportunities to build pupils' resilience to radicalisation by promoting fundamental British values and the School provides a safe environment in which to challenge extremist views. Whilst we are a selective school, we are not fiercely so and neither are we bound by the statutory requirements of the National Curriculum. St Gabriel's therefore aims to provide an enhanced, broad and balanced curriculum that is challenging and rich in opportunity whilst being sufficiently flexible to recognise and support the wide-ranging talents and interests of our individual pupils. Consequently, our curriculum is kept under constant review and is adapted as and when we feel necessary.

This policy should be read in conjunction with the Assessment for Learning policy and the Challenge and Extension policy.

### Sandleford

Sandleford pupils follow the Early Years Foundation Stage curriculum. There are seven areas of learning and development that shape the educational programme. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and building their capacity to learn, form relationships and thrive.

The three prime areas are:

- \* communication and language
- \* physical development
- \* personal, social and emotional development

There are four specific curriculum areas, through which the three prime areas are strengthened and applied. The specific areas are:

- \* literacy
- \* mathematics
- \* understanding the world
- \* expressive arts and design

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In addition, specialist teaching of Drama, French, Music and Physical Education is provided for the pre-school class.

## Junior School

Reception pupils study the EYFS curriculum. There are specialist lessons in Dance, Drama, French and Music.

In Years 1 and 2, pupils study English, Mathematics, Science, Computing, History, Geography, Outdoor Education, Art, Design and Technology, Religious Education and Thinking Skills. Personal, Social and Health Education is promoted and interwoven in the teaching and learning of the former subjects and is given particular focus through Circle Time sessions. Dance, Drama, French, Music, Mandarin Chinese and Physical Education are taught by subject specialists.

In Years 3 to 6, all pupils study English, Mathematics, Science, Geography, History, Art, Computing, Religious Studies, Thinking Skills, Physical Education, and Personal, Social and Health Education, which reflects the School's aims and ethos. In addition, all students continue their study of Mandarin Chinese as well as French. Pupils also study Food and Nutrition, Textiles and Product Design, taught as separate subjects on a carousel system with Outdoor Education. In Years 3 and 4 and 5, pupils study Dance, Drama, and Music as separate subjects, and in Year 6, these are taught together as Performing Arts.

## Senior School

In Years 7 to 9, in addition to English and Mathematics, pupils study all three Sciences, Modern Foreign Languages, Geography, History, RPE, Art, Dance, Drama, Computing, Music, Physical Education, and Personal, Social, Health and Economic Education which reflects the School's aims and ethos, and includes careers advice to help pupils choose appropriate GCSE courses in relation to their strengths and preferred learning style. The School has invested in the Unifrog programme which helps inform pupils about the world of work.

All pupils joining Year 7 will study both French and Mandarin Chinese. In Year 8, the majority of pupils will be offered a choice of studying two languages from French, Spanish and Mandarin Chinese.

Food and Nutrition, Product Design and Art & Design: Textile Design are taught throughout Key Stage 3. In Year 7, pupils have lessons in each subject each week throughout the year, and in Years 8 and 9 pupils study one term of each subject on a carousel.

Latin is taught to all pupils in Years 7 and 8, but in Year 9, the opportunity to study Classical Civilisation exists as an alternative to Latin.

In Years 10 and 11 pupils continue with their studies of English, English Literature, Mathematics, and combined Sciences (trilogy); the option to take Biology, Chemistry and Physics as separate subjects is available to appropriate pupils. All pupils are encouraged to choose at least one humanities subject from History or Geography as a GCSE option choice, in order to ensure a good breadth of study in preparation for entry onto future university courses. All pupils are required to choose at least one modern foreign language from: French, Mandarin Chinese or Spanish.

In addition to History or Geography, all pupils choose two further option subjects from Art, Photography, Art & Design: Textile Design, Business Studies, Classical Civilisation, Computer Science, Dance, Design Technology: Product Design, Drama, Food and Nutrition, Latin, Music, Photography, Physical Education, RPE and Spanish. Pupils are permitted a further choice within a fourth option, should they wish to study towards a GCSE in Classical Greek. One hour of supervised independent study is available in this time slot, for all pupils who do not take up Greek.

In the Sixth Form (Years 12 and 13), students are offered guidance in choosing their own combinations of subjects, which will enable them to pursue their desired future degree course or

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career, or at least will not preclude the study of any future degree courses or careers in which they are interested. Students take 3 A level subjects, and an EPQ as standard in Year 12, though exceptional students and Further Mathematicians may study 4 A level subjects, reducing to 3 subjects in Year 13. All subjects already offered as GCSE subjects are offered at A level, but the range of subjects is further broadened with the addition of Graphic Communication, Government & Politics and Psychology.

**Early entry** to a GCSE qualification in a Modern Foreign Language is offered to bi-lingual pupils on an individual basis. The opportunity to enter for GCSE Music at the end of Year 9 or 10 is also offered on an invitation only basis, to talented musicians in Year 8 or 9. These are usually two-year courses but may be taught in half the usual curriculum time. A Further Mathematics Level 2 qualification may be offered to able mathematicians in Year 11 as a one-year course in addition to Mathematics GCSE. Pupils in Year 9 who are on our Challenge and Extension Programme are encouraged to study for the Higher Project Qualification.

**Careers, Personal, Social, Health and Economic Education** is studied by all pupils in years 7 to 13, and these lessons aim to develop the knowledge, skills and attributes needed to keep themselves healthy and safe, and prepare for life and work in modern society. Our programme of study for PSHEE aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning, grouped into five core themes: personal wellbeing, study skills, economic wellbeing, careers education and citizenship. The programme is reviewed annually with feedback from pupils and staff and is responsive to requests from pupils and staff who identify particular issues in certain year groups

PSHEE is taught as a discrete subject to all pupils in years 7 to 13. The lessons are delivered once a week, primarily by form tutors. Sessions are run for all years by the Emotional Health Academy in liaison with the Heads of School. Elements of the skills for life and wellbeing curriculum are also delivered by other curriculum areas such as Science or RPE. Speakers are also welcomed into school to talk about issues such as mental and sexual health, Higher Education choices, study skills, drug and alcohol awareness, nutrition for health, healthy lifestyles, road safety, the armed forces, and the roles of the police and magistrates.

The school subscribes to Unifrog, a careers platform that allows pupils to explore every university and college course or apprenticeship in the UK, plus other global opportunities such as European and US undergraduate courses.

All pupils in year 11 undertake Morrisby testing and receive 1:1 feedback on possible education and career choices. Each pupil also has an interview with key staff to discuss post 16 choices.

Discrete sessions are held for those interested in applying to Oxbridge and the school has an excellent record of success in Oxbridge applications. Each pupil who applies to Oxbridge, or other subjects like Medicine that require interviews, have a day of interview preparation arranged by Oxbridge Applications.

### **Whole-School Extra-Curricular Activities**

St Gabriel's is deeply committed to providing a holistic sporting programme and offers a multi-dimensional approach toward pupils' sport, health and wellbeing. St Gabriel's provides a supportive environment where all pupils aspire to develop their sporting ability and physical fitness. The School seeks to stimulate and engage pupils' interest in physical recreation from the outset in the Junior School. For all year groups, St Gabriel's offers a wide-ranging programme of extra-curricular activities during lunchtimes, early morning and after school clubs. There are many sports activities for all age groups, with an extensive fixture programme against other schools for Year 3 and upwards including hockey, football, netball, rounders, athletics, tennis and cross country. Our philosophy of differentiation and inclusivity ensures that opportunities exist for all and students of all abilities are offered a meaningful competitive programme to suit individual

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aptitude. Fitness for wellbeing and psychological health is seen as important in its own right. St Gabriel's recognises that some pupils may be at risk of not taking up any physical activity and so offers a range of non-competitive physical activities to choose from. The school aims to develop lifelong habits that will ensure wellbeing and self-fulfilment. For those who may prefer not to compete, a wide variety of alternative activities exist including climbing club, trampolining and dance.

Music thrives, with orchestras, string groups, choirs, jazz bands and rock bands rehearsing regularly. Dance and Drama are also central to the cultural life of the school; pupils have the opportunities to take part in a major production every year, together with student produced Sixth Form plays. Chess club, Bridge club, debating society, film club, science club, history club, and the creative writing club are further examples of the diversity of activities on offer in keeping with the School's Aims. Older pupils undertake regular community service and many participate in the Duke of Edinburgh's Award Scheme, Young Enterprise, World Challenge and work experience. Our Activities Booklet is available on our website.

## **Information Communication Technology**

The School has embraced the latest technologies in terms of devices and infrastructure. This has enhanced the ability of staff and pupils to embrace collaborative learning as they handle and disseminate increasing quantities of information. This sharing of information generates knowledge as well as valuable partnerships and discerning learners who can handle the sweeping pace of change in society. The relationships between teacher and pupil are shifting dramatically in this age of information and the school has responded to such changes with vision and purpose.

## **Challenge and Extension**

In addition to extension work within lessons, the Senior School also offers a Challenge and Extension programme aimed at those pupils who have been identified through their performance in entrance examinations, MIDYIS, YELLIS and ALIS baseline tests, as being broadly able across the curriculum. These pupils are mentored by a member of staff and are encouraged to attend organised Challenge and Extension events that take place throughout the year. Pupils are also encouraged to attend appropriate activities outside of school, to read relevant literature, visit useful websites and take trips to concerts, museums and galleries. Individual departments also identify pupils who are particularly talented in their subject area. Individual programs are then put in place by departments to inspire and motivate further their students.

## **Individual Needs**

The School has pupils identified with 'special educational needs'; the Coordinator of Individual Needs works closely with teaching staff and local agencies to ensure our education fulfils the pupil's requirements. Our Coordinator of Individual Needs also ensures that teaching staff are fully aware of the needs of pupils with 'learning difficulties' or whose first language is other than English, and they advise colleagues on appropriate strategies to support these pupils within lessons. The Individual Needs department provides Pupil Passports for pupils with 'significant learning difficulties' and pupils are occasionally withdrawn from lessons for additional support. In exceptional circumstances, specialist support is provided within the classroom.

The St Gabriel's Curriculum Policy adheres to the following three fundamentals:

- A commitment to high quality, wide-ranging education and to high quality teaching and learning
- A commitment to allowing individual pupils to develop their own strengths, talents and passions and to providing enough flexibility for them to be able to do so

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- A recognition that public examinations are the bedrock of our success and a necessary “passport” that will enable our students to move on to further educational courses and to progress in their later careers.

Date	Version	Changes
Jan 2019	1-0-1	Update option choices Unifrog provision detailed