



Curriculum Policy

This policy applies to all pupils at RGS Dodderhill.

Aims of the curriculum

The aim of the school is to provide excellence in education which will lead pupils to gain a high academic achievement. The Curriculum Policy is crucial in ensuring the school meets this aim and encourages all pupils to fulfil their potential.

The School provides all children of compulsory school age with full time education appropriate to their age and aptitude including those designated as 'More Able' and taking account of those with specific educational needs through a broad and balanced curriculum, giving experience in the following areas (see School Departmental Handbooks and Curriculum overviews)

- Linguistic-English, French, Spanish
- Mathematical-Mathematics
- Scientific-Science, Biology, Chemistry, Physics
- Technological-Food Technology, IT/Computer Science, Business
- Human & Social Geography, History, Religious Studies
- Creative & Aesthetic Art, Drama, Music, Textiles
- Physical-Physical Education

In the EYFS Department at RGS Dodderhill the curriculum is broad, balanced, relevant and aims to provide a quality of educational experience for all the pupils in our care.

Our work in the EYFS Department is designed to promote intellectual, physical, moral, spiritual, aesthetic and emotional growth and development of each child at a level appropriate to their understanding and capabilities. Recognising each child as a unique individual, we strive to match learning tasks to appropriate levels of ability and attainment so that all children can gain a sense of achievement and pleasure from their learning. We aim to fully prepare them for the challenges and rigour of the school curriculum at RGS Dodderhill and beyond.

To this end, we aim to:

- Develop lively, enquiring minds, the ability to ask questions, solve problems, argue rationally and apply themselves to tasks.
- To develop knowledge and understanding, skills and personal qualities relevant to their education and to prepare them for their educational journey through the school and for opportunities, responsibilities and experiences in adult life.
- To use language and number effectively and with understanding.

- To develop a critical understanding and respect for the environment and the world in which they live and an awareness of the interdependence of individuals, groups and nations.
- To appreciate the significance of human achievements and aspirations.
- To develop self-awareness, a sense of self-respect and a willingness to be self-motivated and contribute to the welfare of others and to society.
- To gain pleasure from joining in with others in music, drama, games and outdoor activities and develop the social skills needed to live and work cooperatively.
- To develop a respect for other people acknowledging that the differences in their abilities, background and beliefs bring richness into our own lives.

Organisation and Planning

The curriculum at RGS Dodderhill is delivered in two main phases:

- a. The Early Years Department for children aged 2 to 5 years
- b. The Preparatory (Prep) department, Years 5 and 6 (KS2) for girls aged 9 to 11
- c. The Senior department, Years 7 to 11 (KS3 & 4) for girls aged 11 to 16 years

The Early Years Department follows the statutory framework for the Early Years Foundation Stage. This comprises of seven areas of learning and development, consisting of the Prime Areas of Learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

And the Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In the EYFS, the curriculum is delivered by deploying an integrated day.

As pupils start Year 5, the curriculum is delivered predominantly through discrete subjects. In the EYFS Phonics is taught every day. In Years 5 and 6 Mathematics and English are taught every day. Across KS2, three lessons are taught each week. The children also have non-core subjects timetabled across the week (Art, Topic, C&IT, Languages). All pupils in Nursery have a weekly timetabled two hour Forest School Session to allow for a holistic approach to developing skills for life in an outdoor environment. Additionally, PSHE and RS as part of our Pathways lessons for Year 5 to 11.

The school has specialist teachers for the teaching of Physical Education, French, Spanish, Drama (KS2), Food Technology and Music.

With the exception of PE, Music and Languages, children in the EYFS are taught by their class teacher.

The School places considerable emphasis in the core areas of English and Mathematics from an early age in order that all children develop good speaking, listening, literacy and numeracy skills.

From Year Seven to Eleven there are at least four timetabled lessons each week in English and Mathematics, each of 45 minutes in length.

In order to prepare pupils for the opportunities, responsibilities and experiences of life in British Society, the School provides a programme of Personal, Social & Health Education. This is delivered through form periods, PSHE/RS/Pathways lessons, assemblies and Science and other subject lessons. This includes impartial discussion of the Fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs. The PSHE/RS/Pathways programme encourages respect for others possibly in regard to the protected characteristics in the Equality Act (2010).

The School provides Careers Guidance as part of its PSHE/RS/Pathways programme from Year 7. Advice is presented in an impartial manner with up to date information to enable girls to make informed choices about a broad range of career options and fulfil their potential.

All children have the opportunity to learn and make progress as shown through the School's Assessment Policy. The curriculum and teaching enables pupils to acquire new knowledge and understanding of the subject being taught. Teachers effectively use resources of a good quality, quantity and range. In accordance with the aims of and understanding of the curriculum, the school curriculum will be delivered by well qualified and committed staff with a good knowledge.

The School gives children the opportunity at various stages to experience and develop those skills of responsibility, teamwork and leadership necessary for adult life.

Marking across the school follows the same framework, however, some subjects will, where appropriate, mark in a more conducive way according to the nature of their subject.

- Written work is marked regularly and with a green pen using neat legible handwriting.
- Verbal feedback is given as pupils are working.
- Feedback is relevant and positive, giving clear indication of where improvements can be made.
- Feedback is in the form of a comment only.
- Work being completed as part of the Assessment process may be marked using Grades according to reported grades for each section of the school. (Years 5 to 9 will be graded using the language "Working Towards, Meeting, Secure or Exceeding" and Year 10 and 11 pupils will have target grades associated with GCSE marking expectations).
- Work submitted electronically is marked via Showbie using handwritten, typed or voice recorded comments.
- Pupils are given regular time, both in class and at home, to read the comments and reflect on their progress and learning as well as their next steps.

Marking criteria, including department and subject-specific expectations is included in each Department/Subject Handbook. This is shared with pupils through an explanatory sheet placed at the front of exercise books and creative portfolios, and/or displayed prominently within each department.

The Curriculum, Inclusion and Adaptive Teaching

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If pupils have learning difficulties, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having specific needs, then her teacher liaises closely with the Learning Development Department. In most instances, the teacher is able to provide the resources and educational

opportunities that meet the child's needs, within normal class organisation. If a child's needs are more severe, we consider the child for an assessment and we involve the appropriate external agencies in making such an assessment. We can provide additional resources and support for children with learning difficulties.

The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that pupils with learning difficulties and/or disabilities are not placed at a disadvantage compared with other children. Teaching and learning are appropriately modified for children with learning difficulties and/or disabilities. The school has an Accessibility Plan which is available to parents.

More able pupils at the school are appropriately challenged and the curriculum adjusted accordingly. We use a variety of methods to help identify these pupils such as teacher assessments, diagnostic assessments and end of topic test results. The Heads of Departments provide opportunities in and out of the classroom, which pupils participate in. The extensive Co-Curricular Programme goes hand-in hand with the adaptive teaching provided in the classroom.

IT across the Curriculum

At RGS Dodderhill we are committed to delivering a Digital Learning Programme for all pupils. Pupils are given opportunities to apply and develop their IT capability through the use of iPads and IT tools to support their learning in all subjects.

Pupils should be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
- develop their ideas using IT tools to amend and refine their work and enhance its quality and accuracy
- exchange and share information, both directly and through electronic media
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Form Tutor. If the issue is not resolved parents should then contact the Deputy Head: Academic.

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