FARNBOROUGH HILL

WHOLEHEARTEDLY

# CURRICULUM POLICY

This policy should be read in conjunction with the following:

- Accessibility Plan
- Admissions Policy
- Careers Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Gifted and Talented Policy
- Learning Support Policy
- Literacy Policy
- Numeracy Policy
- PSHEE Policy
- SENDA Policy

**The curriculum at Farnborough Hill is dedicated to 'educating the whole person'.** The Curriculum reflects the School ethos and provides and inspires academic, spiritual, moral, social and cultural development. All girls are encouraged to discover and further their talents and abilities by following a broad and balanced curriculum. The curriculum is delivered within a caring Christian community. Because Farnborough Hill is a Roman Catholic school the whole curriculum is inspired by the Gospel and all teaching embodies this spirit and ethos. The 'whole' curriculum refers to both the formal and the informal curriculum. The curriculum at Farnborough Hill aims to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Our formal religious education is delivered in accordance with the doctrines of the Catholic Church and the Curriculum Directory for Catholic Schools. It is rooted in Christianity but also explores other major world faiths.

The School's curriculum embodies the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance to those with different faiths and backgrounds. The School includes activities and opportunities in our schemes of work that will uphold and strengthen these values.

Farnborough Hill is dedicated to providing a curriculum which will be enjoyable, challenging, stimulating and exciting. We aim to deliver breadth and depth in learning as a sound basis from which informed choices may be made when specialisation starts at Key Stage 3 for GCSE and in the Sixth Form. Entry to all programmes of study is based on academic suitability and appropriateness, regardless of race, disability (within the constraints of the building – see *Admissions Policy*), religion or beliefs. We aim to provide continuity to help fully integrate pupils from the various feeder schools and those pupils who join Farnborough Hill during Key Stages 3 and 4, and the Sixth Form.

**The Curriculum at Farnborough Hill aims:**

- to foster spiritual, moral, social and cultural awareness
- to promote healthy emotional and physical development
- to encourage intellectual curiosity, independence and a lifelong love of learning
- to encourage all members of the School community to strive for excellence
- to foster personal integrity, self-discipline, and creativity
- to encourage skills in speaking and listening, literacy and numeracy

- to encourage tolerance, mutual respect and concern for the needs of others in school, in the community and in the wider world
- to enable pupils to leave school well equipped and confident in their ability to meet the challenges of adult life and able to cope with the demands of a rapidly changing world
- to provide effective preparation for the opportunities, responsibilities and experiences of life in British Society and/or further afield
- to have access to up-to-date careers guidance that enables them to make informed choices and fulfil their potential

Farnborough Hill recognises the well-established right of its pupils to enjoy equal access to its broad and balanced academic curriculum. The provisions for those pupils with learning difficulties and/or disabilities must therefore be flexible enough to respond to the notion that any pupil may have learning difficulties and/or disabilities, at any time and for any length of time. It is the School's policy that the Learning Support Co-ordinator works with the Head, Heads of Year, subject specialists and external agencies, when appropriate, to ensure that all pupils can access the curriculum. Subject teachers are expected to adjust their teaching and learning activities in relation to a pupil identified with special needs or an EHC plan.

Pupils of exceptional ability in academic subjects as well as in PE, Art, Drama and Music are catered for both within lessons and beyond the classroom. A programme of activities is organised by the Gifted & Talented Co-ordinator. Some are open to selected pupils, such as our AfF-Hilliation groups, and others are open to all pupils and include workshops and talks from speakers on a wide range of topics. Visiting teachers give tuition in speech and drama and a variety of musical instruments. Pupils are prepared for the examinations of the Associated Board and Trinity College.

**Extra-Curricular Opportunities**

Extra-curricular activities are numerous and differ from term to term, catering for as many interests as possible. Farnborough Hill offers activities such as Badminton, Netball, Hockey, Football, Basketball, Swimming, Gymnastics, Choir, Orchestra, Swing Band, Science Club, Green Fingers (horticultural group), Debating, Public Speaking, Art Club and Craft Club. Pupils have the opportunity to participate in the Duke of Edinburgh Bronze, Silver and Gold Awards. Gold pupils usually start the award in the Lower Sixth and complete it in the Upper Sixth. Bronze pupils start the course in Year 9 and attend the training and assessed expeditions. There are regular trips to museums, theatres, lectures, activities holidays, field trips and visits abroad. Retreats are arranged for each year group. Contributions to various charities is a key part of life at Farnborough Hill and forges links with the wider community, as well as enhancing pupils' leadership skills. The curriculum is further enhanced by Think Tanks and visiting speakers and whole school initiatives such as Buzz Club, a programme for Year 5 pupils, run by the Outreach Co-ordinator, which develops further links with the wider community.

The five Houses run numerous activities and competitions throughout the School year. Some raise money for charities but others are just for enjoyment and fun. Girls have the opportunity to interact with girls from other year groups and to take on positions of responsibility.

The School Council and the Junior Leadership Team (JLT) are important ways of helping the pupils to contribute to the School community as well as taking from it the benefits offered. The School Council is composed of representatives from each year group and from staff. In this way the School Council contributes to the formulation of certain school policies such as the *Behaviour Policy* as well as helping to gather views from the pupil body on issues such as the religious life of the School. It also takes the lead in organising some community projects.

The JLT is comprised of the Head and Deputy Head girls, and several leading prefects. The JLT meet weekly, with the Head and Head of Sixth Form, to review issues relating to both the Sixth Form and whole School, as well as to plan for events and discuss matters of interest to various parties

## The Taught Curriculum

The Curriculum has been fully reviewed to take account of changes to the GCSE and A level specifications.

At Key Stage 3 Farnborough Hill offers a broadly-based curriculum where the teaching of essential core skills integrates teaching strategies using modern technologies alongside more traditional teaching strategies.

Lower School

In Year 7 the pupils follow a general programme of study including Religious Education, English, Mathematics, Information and Communications Technology/Computing, History, Geography, Latin, Science, one modern foreign language (French or Spanish chosen on entry) Music, Drama, Art, Design and Technology, PE and Personal, Social, Health and Economic Education (PSHEE).

A similar curriculum continues in Year 8 with a change from Latin to a Classics course where girls study both Latin and Classical Civilisation.

GCSE

In Year 9 the curriculum becomes more specialised as the level of study advances and the pupils prepare to choose and study their GCSE subjects. The curriculum is divided into 'core' subjects and 'option' subjects.

The core consists of:

English Language, English Literature, Mathematics, a Modern Foreign Language (French or Spanish), Religious Studies, Science separates into Biology, Chemistry and Physics, History, Geography, PE, and PSHEE.

The pupils choose to study three subjects from the 'options'. These are:

Art and Design, Computing/ICT, Classical Civilisation, Latin, Food Technology, Resistant Materials, Drama, Music, a beginners Modern Foreign Language course (chosen from French, Spanish or German). Pupils are not able to opt for subjects outside the curriculum offer.

During Year 9, after following a comprehensive careers education programme, the girls make their GCSE choices. All pupils follow GCSE examination courses in Religious Studies, English and English Literature, Mathematics, Science - core or separate and a Modern Foreign Language. Other subjects which may be studied are Art and Design, Classical Civilisation, Design Technology, Drama, French, Geography, German, History, Home Economics: Food and Nutrition, ICT, Computing, Latin, Music, Physical Education, Biology, Chemistry, Physics (as separate sciences) and Spanish. These subjects are studied for the General Certificate of Secondary Education. In addition to these examination subjects, pupils continue to have lessons in PE. Personal, Social, Health and Economic Education (PSHEE), including Careers, is delivered on discrete days off-timetable. Classical Greek GCSE is offered as an extension subject outside normal teaching hours (after school and at lunchtime).

It is usual for pupils at Farnborough Hill to study ten subjects at GCSE. Girls who find ten GCSEs too great a burden, whether for academic or pastoral reasons (this is specifically pupils on the Learning Support Register, those who have a specific medical condition and have a GP recommendation for a reduced curriculum, or if pupils are performing at an elite level outside school), during the course of Key Stage 4, may drop a subject to undertake private study in the Library or to have additional support. This is at the discretion of the Head or Deputy Head (Academic).

Sixth Form

In the Sixth Form the normal course of study is a two year linear course of three subjects at Advanced level plus an EPQ The following subjects are taught to Advanced level: Art and Design, Biology, Business, Chemistry, Classical Civilisation, Computer Science, Design and Technology, Drama and Theatre Studies, Economics, English Literature, French, Geography, German, Politics, Graphic Communication, History, Latin,

Mathematics, Further Mathematics, Music, Photography, Physical Education, Physics, Psychology, Religious Studies and Spanish.

All students in the Sixth Form follow an enrichment programme and a General RE course and continue to have lessons in Personal, Social, Health and Economic Education and PE. In the Upper Sixth the PSHEE programme and the General RE programme is taught on discrete off-timetable days rather than as lessons during each week. As part of our commitment to 'educating the whole person', the structured Sixth Form programme aims to develop students' self-esteem, confidence and personal responsibility which enables them to make informed career choices about employment or Higher Education. The girls are all prepared for university entrance, and for the specific Oxbridge application procedure.

Teaching and learning at Farnborough Hill is based on the premise of pupils being at school and we do not teach remotely when the School is open for business nor in the holidays. Teaching staff may provide independent work and support to any pupil that is off school/site for a prolonged period and if deemed necessary will help pupils on their return to school (see ICT Acceptable Use Policy and Emergency Closure in Adverse Weather Conditions Policy).

Learning Support

The School has a *Learning Support Policy* for statemented and non-statemented pupils and provision is reflected in the delivery of the curriculum. The Head of Learning Support co-ordinates information for staff in relation to a pupil's specific learning difficulty. Staff then produce Departmental Individual Learning Plans (DILPS).

At all stages the pupils are provided with the opportunities they need to learn and make progress. This is achieved in a variety of ways:

- setting and banding
- team teaching
- dividing classes into smaller units to reduce teacher : pupil ratios
- regular review of subjects offered
- regular review of pupils' programmes of study and progress

## English as an Additional Language

Pupils with English as an Additional Language (**EAL**) will receive additional learning support if necessary . The School will consult with the pupil and the parents as appropriate; fees for which are additional to the main school fees. (See *English as an Additional Language Policy*.)

## Assessment, Recording & Reporting

Details of Assessment, Recording and Reporting are contained in the *Assessment, Recording and Reporting Policy.* All Assessment, Recording and Reporting procedures are designed to help pupils reach their potential via baselining e.g. using MidYIS, Yellis and Alis, setting targets and monitoring progress towards those targets. We work in partnership with parents and all this information is shared through regular reporting.

## Personal, Social, Health and Economic Education (PSHEE)

This is the area of the curriculum which deals specifically with helping pupils become well rounded, confident, healthy and responsible both as individuals and as members of society, as well as Citizenship. The content is quite specific and recognises our Christian context. This programme is delivered in PSHEE lessons and discrete "off-timetable" days, as well as in Religious Education and Science lessons. Sex and Relationships Education forms part of the PSHEE Programme (please refer to the Sex and Relationships Education Policy for more details). Pastoral Days and talks focused on specific PSHEE themes are organised regularly, particularly for the senior girls. There is considerable importance given to liaison between various departments involved, and the Heads of Year oversee the programme and evaluate it regularly. The PSHEE programme at Farnborough Hill supports and complements the School's Mission Statement and ethos.

The development of spiritual, moral, social and cultural awareness (SMSC) is included within the curriculum at all key stages. All departments are asked to consider how pupils' learning in their subject area adds to this as well as building confidence and increasing self esteem. The SMSC dimension is particularly extended in PSHEE and Religious Studies (see *PSHEE Policy*).

The PSHEE programme also helps to actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

A variety of learning and teaching methods and materials are used in all programmes of study to suit pupils' different needs.

**Careers Guidance**

All pupils are encouraged to explore possibilities for their future professional lives, this is supported in a variety of ways in school, and all pupils become members of Futurewise, the programme suitable for young people run by the national careers' advice organisation Inspiring Futures. The School has a Head of Careers who offers formal or informal interviews. (See *Careers Policy*.)

The PSHEE curriculum includes a planned programme of Careers Education and Guidance that is presented in an impartial and unbiased way to enable pupils to make informed choices and fulfil their potential without any regard for stereotyping. This begins early on with activities designed to enable pupils to 'know themselves' and how their strengths and weaknesses relate to the work of work. 'Take Our Daughters To Work Day' is featured in Year 8. Girls are also helped to consider where their strengths and interests are academically in preparation for choosing their option subjects in Year 9. In Year 9, the emphasis is more on developing an awareness of the wide range of career and employment opportunities available as they are guided very carefully to make their GCSE option choices. In Year 10 the world of work is explored through the Inspiring Futures Foundation and Futurewise New Generation when preparations are made, including psychometric testing for A level and career choice beyond. A Work Experience programme is completed by pupils in Year 11. In Year 11 and the Sixth Form there is increasing emphasis on further and higher education; career awareness is developed using visiting speakers and visits and many Sixth Formers find their own work experience placements based on their career aspirations, supported by the Careers department.

A Careers Event is held every two years for Years 10, 11 and the Sixth Form where speakers from a wide variety of occupations give presentations and provide pupils with the opportunity to ask questions about various career paths.

Other events in the Sixth Form such as the Upper Sixth Interview Evening are all aimed at preparing girls for university and the world of work.

This policy, as with all school policies, has regard to the Every Child Matters Agenda by providing pupils with the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

This policy is reviewed annually by the Deputy Head (Academic).

The next review is due in June 2020.