



## FARNBOROUGH HILL

WHOLEHEARTEDLY

### CURRICULUM POLICY

#### *Our Mission*

*Farnborough Hill welcomes all into our community, where we aim to live Christ's Gospel values joyfully and wholeheartedly, forming each individual to fulfil her potential and face the future with wisdom, strength and dignity.*

Farnborough Hill is committed 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.

This policy should be read in conjunction with the following:

- Accessibility Plan
- Admissions Policy
- Assessment and Reporting Policy
- Careers Policy
- English as an Additional Language (EAL) Policy
- Equal Opportunities Policy
- Extended Learning Policy
- Learning Support Policy
- Pandemic Policy
- Prep Policy
- PSHEE Policy
- SEND Policy
- Super-Curricular Policy
- Whole School Literacy Policy
- Whole School Numeracy Policy

#### **Aims:**

1. To provide a curriculum – by which we mean a programme of opportunities both within and outside of the classroom – which meets the aims of 'educating the whole person', providing experiences and opportunities in the fields of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, doing so within an environment inspired by Gospel values
2. To ensure that such opportunities are available to all students, with appropriate support provided at all stages.

#### **Context**

The School community is committed to equality, diversity and inclusion, evident in the provision of a curriculum that embodies the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance to those with different faiths and backgrounds.

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 understanding 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 any 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 extension and enrichment activities is organised by the Extended Learning Co-ordinator. Some are open to selected pupils, such as the 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 ABRSM and LAMDA.

### **The Taught Curriculum**

The Curriculum is reviewed on a regular basis to ensure that all pupils can acquire new knowledge and make good progress. It was reviewed in full in 2023 to take account of changes to the GCSE and A level specifications. Farnborough Hill runs a one-week timetable and the day is split into six 55-minute periods with a 5-minute movement time between lessons.

From Years 7 to 11, the Core Curriculum consists of the following:

- English (Language and Literature taught concurrently)
- Mathematics
- Science (taught as Biology, Chemistry and Physics from Year 9)
- Religious Studies
- Personal, Social, Health and Economic Education (PSHEE)

Formal Religious Education accounts for 10% of the taught curriculum and is delivered in the light of the doctrines of the Catholic Church and guided by the Curriculum Directory for Catholic Schools. It is rooted in Christianity but also explores other major world faiths. Religious Education accounts for 5% of the curriculum in the Sixth Form and is delivered through our RE-Act programme.

### **Lower School (Years 7 – 8)**

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.

In addition to the core curriculum, pupils in Years 7 study Computing, History, Geography, Latin, Science, two Modern Foreign Languages (French, German or Spanish chosen on entry), Music, Drama, Art, Design and Technology and PE.

In Year 8, girls study Classical Civilisation and can opt to continue with Latin. Otherwise, the curriculum remains as in Year 7.

### **Year 9**

In addition to maintaining a 'core' language (French, German, Latin or Spanish), pupils choose to study four of the following 'options' subjects, alongside the core curriculum.

Art and Design, Computing/ICT, Classical Civilisation, Drama, Food Technology, Geography, History, Resistant Materials, Music, an additional Language (chosen from French, German, Latin or Spanish).

All Year 9 pupils take part in the Empower programme and many opt to take either the Foundation or Higher Project Qualification. During Year 9, after following a comprehensive careers education programme, the girls make their GCSE choices.

## GCSEs

Pupils typically follow a programme of nine GCSE qualifications: six core – as above, including Combined Science – plus three options subjects, chosen from the following:

*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*

In addition, pupils continue to have lessons in PE. Personal, Social, Health and Economic Education (PSHEE), including Careers, is delivered on discrete days off-timetable.

With the approval of the Deputy Head – Academic, additional GCSE qualifications in Classical Greek, Modern Foreign Languages and Further Mathematics can be taken as part of the Super-Curricular programme, lessons for which take place outside normal teaching hours (after school and at lunchtime).

## Sixth Form

The normal course of study is a two-year linear course of three A level subjects, plus an EPQ; any student wishing to take Further Maths may do so as a fourth A level.

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, 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 RE-Act course and continue to have lessons in PSHEE, PE, Careers advice (UCAS) and post-18 Careers. 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, or degree apprenticeships.

## Learning Support

The School has a *Learning Support Policy* for pupils with additional needs, including those with an EHCP 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.

At all stages all 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
- 'Passport Profiles' assist teachers in delivering the curriculum in the most appropriate way to those with additional needs

## **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 EAL support are additional to the main school fees. (See *English as an Additional Language Policy*.)

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\* Depending on demand at the point of choosing options

## iPads

All pupils in Years 7 – 11 use an iPad and Apple pencil to support their learning (See Annexe A). All pupils in Years 7 – 11 will have their iPads provided by the school.

## Online Learning

While the School is open, no online or blended learning facilities will be provided. Only in the event of a school buildings closure, will learning take place online using Microsoft Teams for communications and OneNote/Firefly as the primary means of sharing resources and work between pupils and staff.

## Assessment, Recording and 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 eg 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. Our PSHEE curriculum, which follows the PSHE Association programme of study, is produced by our in-house specialists and meets all statutory guidelines for each group whilst recognising our Catholic Christian context. Content is delivered in tutor groups in weekly PSHEE lessons and discrete “off-timetable” days, as well as in Religious Education and Science lessons. Relationships and Sex Education forms part of the PSHEE Programme - please refer to Relationships and Sex Education Policy for more details. Pastoral Days and talks focused on specific PSHEE themes are organised regularly for girls in all age groups. There is considerable importance given to liaison between various departments involved, and the PSHEE Co-ordinator oversees the programme and evaluates it regularly alongside the Deputy Head – Pastoral and Heads of Year. 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 embedded 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 PSHEE programme also helps to 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, and 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 from Year 7 through to Upper Sixth. The School has a Head of Careers who organises formal or informal interviews, drop-in sessions and workshops. (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 world of work. ‘Take Our Daughters To Work Day’ is featured in Year 8. Girls are also helped to consider where their academic strengths and interests are, 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 Morrisby profiling which includes psychometric testing for A level and career choice beyond. Where circumstances permit, a Work Experience programme is completed by pupils in Year 10. In Year 11 pupils meet with an external independent careers advisor to discuss their Morrisby findings and explore future options. In 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.

Our extensive alumnae network of Old Girls, supports pupils on an ad-hoc basis throughout their time at Farnborough Hill and beyond. Support is provided in various ways such as career profiles, Assemblies, career events, specific career guidance and one-to-one mentoring.

A Careers Fair is held every two years for Years 9, 10, 11 and the Sixth Form where speakers from a wide variety of occupations and industries 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 Technique Evening and our Networking Breakfast programme, are all aimed at preparing girls for university and the world of work.

### **Co-Curricular and Opportunities**

Co-curricular activities are numerous and differ from term to term, catering for as many interests as possible, including the following. All activities are listed on SOCS. In addition to an extensive programme of Music, Drama and Sport, pupils have the opportunity to participate at all levels of the Duke of Edinburgh's Award Scheme (Year 9, 10 and Lower Sixth). There are regular trips to museums, theatres, lectures, activities holidays, field trips and visits abroad. Retreats are arranged via the School Chaplain for each Year Group. Furthermore, each Year Group has regular PSHEE days, where they gain 'soft skills' to help them grow and develop as well-rounded individuals. 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 lectures given by visiting speakers and whole school initiatives such as Empower, a programme for Year 4 pupils, run by the Interim Deputy Head – Pastoral, which develops further links with the wider community.

The five Houses run numerous activities and competitions throughout the School year. Some activities 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 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 of the school's community projects.

The JLT is comprised of the Head and Deputy Head girls, and several leading prefects. The JLT meet weekly, with the Headmistress, Assistant Head – Operations/Pastoral 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.

This policy is reviewed annually by the Deputy Head – Academic.

The next review is due in September 2026.

## Annexe A

### Digital Learning on iPad

The current configuration of iPad is as follows:

- Apple iPad 9th Generation with a 10.2 inch screen
- Apple Pencil 1st Generation
- Pipetto Origami Shield Case

The configuration of the iPad is subject to change based on the products that Apple make available, once a product is discontinued it is very hard to source but we will always try to ensure that every member of a Year Group has the same generation of device.

### iPad Issue and Training

Except in exceptional circumstances, all Year 7 pupils are issued with their iPads during the first week of term in September. This is accompanied with an initial two hours of setup and training time delivered by a member of the Computing Department. A further 1-2 hours of training is delivered during Computing lessons to ensure that these vital skills are consolidated.

To ensure that the iPads remain up-to-date and fit for their educational purpose, they are replaced on a rolling programme. At the end of Year 9 all pupils will return their iPads and they will be issued with a brand new one at the beginning of Year 10.

### Setting and Marking of Work

It is expected that pupils should have access to all of their school work via their iPads. The School uses Microsoft OneNote as a digital exercise book platform and it is expected that all work is stored in this way. Pupils can complete work on their iPads either by typing on the onscreen keyboard or by writing on the screen using their Apple Pencil. Some pupils may also wish to provide themselves with a physical keyboard but this is an optional extra.

Digital Exercise Books should be created by teaching staff at the beginning of each academic year based on the classes in Microsoft Teams that are already created for them automatically. Instructions on how to do so are provided. Digital Exercise Books provide a significant advantage for both staff and pupils, since there is no longer a requirement to take in physical books for marking, or for pupils to bring multiple exercise books each day. Staff members can access pupils' work at any time for marking via their own iPad.

Each member of the teaching staff is issued with an iPad to allow them to set and mark work digitally. These are replaced on a rolling programme every three to four years.

### Setting and Recording of Prep

All prep should be set on OneNote. This is particularly important in the lower Year Groups, so that prep is easy to find and can be completed easily. Pupils should always be made explicitly aware of any prep that has been set.

All pupils have access to the myHomework planner app on their iPads and should be encouraged to use this to record the prep that has been set as well as the date it is due.

### Handwritten work

Where it is necessary or preferable to hand-write work this should be scanned into OneNote either before or after marking so that it is accessible to pupils in a digital format. This scanning can be completed either by the pupils or the teacher. Each pupil will be issued with a General Exercise Book in which they can complete

handwritten work and keep it in an organised way. To ensure that it is always available for use individual teachers should not take in this book, work completed in it should be submitted digitally for marking.

## Digital Textbooks

Some departments have opted to issue pupils with a digital version of their textbooks. This is not currently a requirement and is done on a department-by-department basis.

### Classroom Management

The primary method of classroom management should always be to actively monitor and be aware of your pupils' activity in the classroom. However, the Apple Classroom application is available to assist in iPad Classroom Management and can be used to monitor the use of iPads in lessons. It provides the following functionality:

- Screen monitoring
- Screen locking
- Locking pupils into a particular app

The Classroom App is automatically populated with teachers' classes based on how they appear in iSAMS. This is routinely updated at the start of each term, but if changes are made to teachers' classes in the interim you can have them updated by IT Support.

## Apps and Web Filtering

Pupil and staff iPads are managed by our Mobile Device Management system (MDM). The MDM is used to provide all of the apps that pupils and staff need for learning. Pupils do not have access to the App Store and cannot download their own apps, this is to ensure that the iPad's only focus is as an education device. The apps available to teachers mirror those allocated to pupils.

If teachers would like additional apps to assist in their teaching, or they would like their pupils to have access to additional apps this request should be submitted to IT Support via their Head of Department.

Both in school and at home pupil internet via their iPad access is monitored and filtered for inappropriate content using the Smoothwall filtering system, any attempts by pupils to access inappropriate material, whether accidental or intentional are automatically recorded and sent to the Designated Safeguarding Lead (DSL) for review. If persistent attempts to bypass the filtering have taken place during a lesson teaching staff may be contacted by the DSL to establish if a particular research topic or piece of work is leading to inadvertent triggering of the system.