



CURRICULUM POLICY

This whole school policy also applies to the Early Years Foundation Stage

The Curriculum aims to:

- Prepare girls for the opportunities, responsibilities and experiences of adult life.
- Promote the spiritual, moral, cultural, social, mental and physical development of girls
- Provide opportunities for all girls to learn and achieve

In order to achieve these aims the Curriculum should have:

Breadth - to provide a range, variety and scope of skills and understanding

Balance - to afford each element of the Curriculum sufficient time and emphasis to play its part in achieving the above aims

Progression - to allow for increase in challenge and achievement over time

Continuity - to ensure that girls' experiences build on what has gone and prepare them for what is to come

Access - to ensure that all girls have access to relevant components of the Curriculum

Differentiation - to ensure that the Curriculum contents and methods of the Curriculum meet the needs of individual girls

School Curriculum Plan

Reception

The teaching programme ensures that the requirements of the Early Years Foundation Curriculum are fulfilled. It endeavours to give all children the best possible start in life and support them to fulfil their potential. The curriculum aims to ensure that all children learn and develop well and are kept healthy and safe. It provides them with a foundation for their school career and gives them a broad range of knowledge and skills that enable progress through school and life. There are seven areas of learning and development. The prime areas of learning develop the children's curiosity, enthusiasm and capacity for learning and forming relationships. These are Communication and Language, Physical Development and Personal, Social and Emotional Development. These are then supported by four specific areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Key Stage One and Key Stage Two

The teaching programme acknowledges and broadly follows the principles and guidelines of the National Curriculum. The teaching programme ensures that the girls are given experience in the following areas:

Linguistic: To develop their skills in communication, command of language through listening, speaking, reading and writing; this aspect will be evident in all of the subject areas listed below. There are also specific lessons in written and spoken English.

Mathematical: To develop their ability to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. This is achieved in a variety of ways including practical activity, exploration and discussion.

Scientific: To increase their knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry.



Technological: To include the use of information communication technology (ICT); developing, planning and communicating ideas, working with tools, equipment, materials and components to produce good quality products and evaluate processes and products.

Human and Social: To increase their knowledge and understanding of people, their environment and how human action now and in the past, has influenced events and conditions.

Physical: To develop their physical control and co-ordination, their tactical skills and imaginative responses and an ability to evaluate and improve their performances. Girls also gain a knowledge and understanding of the basic principles of fitness and health.

Aesthetic and Creative: To develop their knowledge, skills and understanding of the processes of making, composing and inventing.

These objectives are included in their subject lessons:

- English including drama and library skills, spelling and handwriting lessons.
- Mathematics including a 'Maths Talk' lesson focusing on maths vocabulary, problem solving and the application of Maths and from Year 3 'Timetable Challenge' focusing on work to improve knowledge of the manipulation of number and number facts.
- Science
- Information Technology (IT)
- Personal, Social and Health Education (PSHE)
- Humanities (History and Geography)
- Art
- Design Technology
- Music
- Games
- Gymnastics
- Swimming from Year 2
- The girls also have lessons from Year 3 in French, from Year 5 in Latin and from Year 6 in Spanish
- Religious Education
- Thinking and Learning

Staff are encouraged to enrich syllabi where they feel it is in the best interest of the girls. The curriculum is balanced and access to the whole curriculum is for all.

Lower School – Years 7 to 9 (Key Stage 3)

During Years 7 to 9 girls study:

English, Mathematics, Biology, Chemistry and Physics, Design & Technology, Textiles, Food and Nutrition, French, German, Spanish, Classics, the Humanities (History, Geography and Religious Education), Arts education (Art, Drama and Music), Physical Education, IT and PSHE with Citizenship. Year 7 and Year 9 girls undertake an enrichment programme of study called Cogito. Year 7 girls also study a programme called Independent Learning to provide them with the skills needed to promote Independent Thinking

Upper School — Years 10 and 11 (Key Stage 4)

Girls normally study ten subjects for GCSE, including a compulsory core of English Language, English Literature, Mathematics, a Modern Foreign Language (French, German or Spanish) and Co-ordinated Science or Triple Award Science.



We recommend girls follow a broad and balanced curriculum until the end of Year 11, so that no career paths are closed off and every girl has the opportunity to gain the best possible examination result.

Girls are allowed a free choice of options from:

- Languages: French, German, Spanish, Latin, Greek
- Humanities: Geography, History, Religious Studies, Classical Civilisation
- Aesthetic/Practical Subjects: Art, Computer Science, Design and Technology - Resistant Materials, Art - Textiles, Food and Nutrition, Music and Drama
- Science: Triple Award Science: girls gain three GCSEs in Biology, Chemistry, Physics; Co-ordinated Science: girls gain two GCSEs in a combination of Biology, Chemistry and Physics

In addition to examination subjects, all girls have classes in Physical Education, Religious Education, PSHE with Citizenship, and Careers Guidance. Every girl is strongly encouraged to undertake work experience after the GCSE examinations.

Sixth Form – L6 and U6

In L6 girls study four AS subjects. Girls have a completely free choice from the 26 subjects on offer, subject to demand and timetabling considerations: Art, Biology, Chemistry, Classical Civilisation, Computer Science, Design and Technology – Product Design, Economics, English Literature, French, Geography, German, Greek, Government and Politics, History, Home Economics, Latin, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies, Spanish, Theatre Studies.

Most girls continue with three of their four subjects in U6 at A2 level; those who wish to do so may carry on with four subjects. The timetable is built around the choices made by the Sixth Form. Wherever possible each subject is taught by two members of staff, giving different perspectives on the subject.

In addition to examination subjects, all girls have a weekly sports afternoon with a wide range of options both on and off site. There are also weekly lessons in PSHE, Horizons, and the Sixth Sense Programme for the Sixth Form.

Teaching and Learning

Teaching and Learning Styles

Teaching styles are supportive, enthusiastic and rigorous. Girls are encouraged to ask questions and to seek help if needed. Within the subject departments, Heads of Department employ approaches and teaching methods appropriate to their disciplines. The different learning styles are taken into account in planning and teaching. Lesson planning recognises that learning occurs through active intellectual engagement on the part of the learner, that it involves feelings, should always be in context and involves linking new knowledge with previous understanding.

The resources in the Junior School include a Science room, an Art/Design Technology room, Music room and a Library support the teaching and learning, offering stimulus and challenge. There are interactive boards in all Junior School classrooms. All girls in Years 5 and 6 have their own personal iPads.

In the senior school all girls in Year 7 to 13 have their own iPads. Within the school, there is a fully equipped computer room, two classroom sets of iPads and a library supporting the



teaching and learning, offering stimulus and challenge. There is an interactive whiteboard or a data projector in almost all the full sized teaching rooms.

The School has a rolling programme to increase the number of data projectors and generally enhance IT facilities.

Both teachers and girls have high expectations and achieve high academic standards. In the Junior School, surgeries are offered to Year 6 girls in Maths and English. All senior school departments run surgeries, where girls may have help with difficulties or try more advanced work. A system of academic mentors is also in place, where teachers help the girls with their studies. Study skills are taught in all sections of the School. As girls move up the School they are helped to make appropriate curriculum choices, and encouraged to take more responsibility for their own learning and time management.

Independent Learning

In September 2015 the School's Independent Learning initiative was launched with the aim of encouraging the girls to adopt key skills and attitudes in their learning. Each term has a different focus.

SEND

The School is committed to recognising and addressing the needs of girls with SEND, whether of a permanent or temporary nature, and provides for these in different ways. These include individual support lessons, differentiation within whole-class lessons and extra time in examinations. SEND provision is made explicit in departmental handbooks and schemes of work.

More Able Girls

While recognising that all girls at Tormead are of above-average ability relative to national standards, the School is committed to providing for gifted and talented girls through departments and enrichment activities through, for example, the Beacon Programme and the Clayton Society.

Other Particular Needs

The school is committed to ensuring that girls with particular needs, other than those stated above e.g. young carers will receive the support they need to achieve educationally.

PSHE

All girls receive PSHE education which reflects the school's aim and ethos. Within the citizenship programme the teaching encourages respect of other people and prepares the girls for the opportunities, responsibilities and experience of life in British Society. This is also embedded throughout the curriculum and non curriculum areas within the school.

Sex Education

Sex education is carried out principally within PSHE lessons, and is dealt with across the years according to the needs and maturity of girls at different ages. Parents have a right to withdraw their daughter from these classes (see separate Sex Education and Related Topics Policy).

Careers

Tormead follows a structured programme of Careers Education throughout the School from Years 7 to 13 with discrete careers lessons in Years 10 to 13. Key Skills such as decision-making and self-evaluation are encouraged to ensure that the girl is fully equipped



to make appropriate choices regarding her future. Specialist Careers Guidance is offered in Year 11 by a professional Careers Adviser.

There is a well-stocked Careers Library which offers a variety of sources such as university prospectuses, job directories and internet links to assist girls.

Homework

Homework is an integral part of the curriculum. Homework helps girls acquire learning skills needed for self-organisation, encourages independent learning and helps foster a sense of responsibility. It also gives parents the opportunity to be involved in their daughter's learning and promotes a home-school partnership. Differentiated homework is set where appropriate so that the more able girls can be stretched, and the relatively less able can be supported.

Date of Last Review: February 2016

By Resolution of the Governing Body:

MRS R HARRIS
Chair of Governors

MRS C FOORD
Headmistress

7 December 2016