

TORMEAD

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 life in British society
- Promote the spiritual, moral, cultural, social, intellectual and physical development of girls
- Provide opportunities for all girls to learn and make progress

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 as a basis for planning, but goes beyond and outside of it in order to provide the most challenging, interesting and relevant curriculum for our pupils. 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 along with developing the skills associated with science as a process of enquiry.

Technological: To include the use of information technology (IT); 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.

The following subjects are covered in the KS1 & 2 timetables:

- English including drama and library skills, spelling and handwriting lessons.
- Mathematics including a 'Maths Talk/Speaking and Listening' lesson focusing on maths vocabulary, problem solving and the application of Maths; from Year 2, '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 for all and for Reception from Spring Term
- French (from Year 3), Spanish (from Year 5) and Latin (from Year 5)
- 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, Food and Nutrition, French, German, Spanish, Classics (Latin, with Greek and Classical Civilisation introduced in Year 9) the Humanities (History, Geography and Religious Education), Arts education (Art Drama and Music), Physical Education, IT and PSHE with Citizenship. Year 7 girls study the Cogito carousel while Year 7 and 8 girls follow the Floreo programme.

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

Girls normally study ten subjects for i/GCSE, including a compulsory core of English Language, English Literature, Mathematics, a Modern Foreign Language (French, German or Spanish) and either Triple or Double Award Science (in Triple Award Science girls gain three GCSEs in Biology, Chemistry, Physics; in Double Award Science girls gain two GCSEs in a combination of Biology, Chemistry and Physics).

We recommend that 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.

However, there is flexibility for girls to choose nine subjects if, for example, their SEND profile suggests that this would be beneficial or if they have heavy commitments outside school. Such a decision will be taken after discussion with relevant staff.

Girls are allowed a free choice of options from:

Art, Classical Civilisation, Computer Science, Design and Technology – Resistant Materials, Drama, Food and Nutrition (last cohort will take examination in Summer 2021), French, Geography, German, Greek, History, Latin, Music, Physical Education, Religious Studies, Spanish.

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

Sixth Form – L6 and U6

A L6 girl may choose between the following routes:

- Four A Level subjects, one of which she will most probably drop at the end of L6, taking an AS exam in this subject only. Girls will also undertake “Symposium” which is an in-house extended project.
- Three A Level subjects, all of which will be studied for the entire two years, plus an EPQ. An EPQ is a formal extended project qualification available alongside three A Levels as an alternative to Symposium.
- Three A Level subjects plus Symposium.

Girls have a completely free choice from the 24 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, Latin, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies, Spanish, Theatre Studies. 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 is also weekly coverage of a variety of life skills, careers and professional development guidance and PSHE with Citizenship topics via the Horizons and Sixth Sense programmes for the Sixth Form.

Teaching and Learning

Philosophy

Tormead follows the High Performance Learning (HPL) Award scheme. HPL empowers all learners to develop the potential to perform at their highest level. It consists of a set of 20 Advanced Cognitive Performance Characteristics (ACPs) and 10 Values, Attitudes and Attributes (VAAs) that, when followed, will enable each girl to become a successful learner. Please see appendices for ACP and VAA lists.

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.

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.

Girls are encouraged to develop an independent approach to their studies. The Senior School timetable includes a daily supervised half hour Independent Study session for girls in Years 7 to 11. Girls in Years 5 and 6 are given two periods of Independent Study per week.

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.

However, at Tormead we also recognise the importance of fostering independence and intellectual curiosity amongst our girls. To this end, every half term in the Senior School we hold a 'Big Picture Week' in which no homework is set and girls are encouraged to pursue their own academic interests, whatever they may be, using their time as they wish for that week. This is followed up by tutors in a one to one session the following week.

Special Educational Needs and Disabilities (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. Teaching staff will take account of a girl's specific needs as described in her education, health and care (EHC) plan and/ or individual education plan (IEP). SEND provision is made explicit in department handbooks.

Please see SEND Policy for more details.

More Able Girls

While recognising that all girls at Tormead are of above-average ability relative to national standards, the School is committed to identifying those who display the characteristics of High Performance Learners. Staff provide for these girls not only through differentiated classroom teaching but also through departments and enrichment activities such as the Beacon Programme.

Other Particular Needs

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

PSHE

All girls receive PSHE with Citizenship education which reflects the school's aims and ethos as well as the Fundamental British Values:

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

This programme encourages respect of other people, with particular regard to the protected characteristics under the Equality Act 2010, and prepares the girls for the opportunities, responsibilities and experience of life in British Society. These ideas and values are also embedded throughout the curriculum and non-curriculum areas within the school.

The protected characteristics are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation

Relationships and Sex Education

Relationships and sex education is carried out principally within PSHE with Citizenship 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 Relationships and Sex Education Policy).

Careers

Tormead follows a structured programme of Careers and Professional Development Education throughout the Senior School with discrete lessons in Years 8, 11 and the Sixth Form (via the Sixth Sense programme). Girls are encouraged to fulfil their potential and consider a broad range of career options. Key skills such as decision-making and self-evaluation are encouraged to ensure that the girls are fully equipped to make appropriate choices regarding their futures. Appropriate, informed and impartial advice is offered by the Head of Careers and Professional Development and there is a well-stocked Careers and Professional Development Room which offers a variety of sources such as university prospectuses, job directories and internet links to assist girls.

Character Education

Girls are encouraged to build proficiency in the 10 VAAs not only in their academic pursuits but also by participating in the wide range of extra-curricular opportunities on offer at Tormead. The Assistant Head: Adventure & Service oversees a programme of volunteering opportunities for Sixth Form girls, both locally and abroad, as well as a variety of charitable efforts which are open to girls throughout the school. In this way, we prepare the girls to engage more broadly with society.

Date of Last Review: 8 October 2019

By Resolution of the Governing Body:

MRS R HARRIS
Chair of Governors

MRS C FOORD
Headmistress

20 November 2019

