



# Tormead

SCHOOL

## Curriculum Policy

*This whole school policy also applies to the Prep School*

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# 1. Aims

1.1 The curriculum aims to:

- Prepare pupils for the opportunities, responsibilities and experiences of life in British society.
- Promote the spiritual, moral, cultural, social, intellectual and physical development of pupils.
- Provide opportunities for all pupils to learn and make significant progress reflective of individual ability

1.2 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 increasing challenge and achievement over time,

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

**Access** - to ensure that all pupils have access to relevant components of the curriculum, and

**Differentiation** - to ensure that the curriculum contents and methods of the curriculum meet the needs of individual pupils

1.2 Schemes of work are updated regularly and implemented School-wide.

## 2. Other Policies

2.1 This policy should be read in conjunction with

- Special Educational Needs and Disability (SEND) Policy
- Academic Performance & Enrichment Policy
- Careers Policy
- Relationship and Sex Education (RSE) and Health Education Policy

## 3. School Curriculum Plan

3.1 Prep School

A. Reception

3.3.1 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 in fulfilling 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.

3.3.2 These are then supported by four specific areas:

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

### B Key Stage One and Key Stage Two

3.3.3 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 pupils 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 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 evaluating processes and products.
- *Human and Social*: To increase their knowledge and understanding of people, their environments 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. Pupils 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.

3.3.4 The following subjects are covered at Key Stage One and Key Stage Two:

- English: drama and library skills, spelling and handwriting lessons
- Mathematics: including 'Talk Maths' lessons which focus on maths vocabulary, problem solving and the application of maths. From Year 1 (Summer Term), the 'Times Tables Challenge' focuses initially on learning the times tables before moving on to improving knowledge and understanding 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
- PE which includes gymnastics and swimming (swimming from Spring Term for Reception)
- German (Reception to Year 5), French (from Year 3), Spanish (Year 6) and Latin (from year 5)
- Religious Education
- Critical Thinking

### C. Senior School

3.3.5 Throughout the Senior School curriculum, pupils are given broad experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative elements of education which enables them to acquire and develop their speaking, listening, literacy and numeracy skills.

## 4. Areas of Experience

4.1 In constructing our curriculum for the compulsory years, we aim to cover the following areas of learning:

- **Linguistic (mainly through English and Modern and Classical Languages)** developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.
- **Mathematical (mainly through Mathematics)** - developing pupils' numeracy and 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.
- **Scientific (mainly through Biology, Chemistry and Physics)** – developing pupils' knowledge and understanding of nature, materials and forces and developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
- **Technological (mainly through IT and Design technology)** developing pupils' technological skills through the use of information and communication technology (IT); developing, planning and communicating ideas; in Design in particular, through working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.
- **Human, social, cultural (mainly through the humanities, social sciences and MFL)** developing pupils' knowledge and understanding of people, societies, different cultures and the environment, and of how human action, now and in the past, has influenced events and conditions.
- **Physical (mainly through PE and Games)** developing pupils' knowledge and understanding of the basic principles of fitness and health; and developing pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and helping them to evaluate and improve their performance.

- **Aesthetic and creative (mainly through Art, Music, Drama, English, Design Technology and Food & Nutrition)** This area is concerned with the processes of making, composing and inventing including developing pupils' personal, imaginative, and practical, responses.

4.2 It is, of course, the case that the above areas are communicated through a range of different subjects and through more general aspects of pupil experience in school, not least, for example, through tutor time, PSHE, assemblies, extra-curricular activity and enrichment opportunities.

#### A. Lower School – Years 7 to 9 (Key Stage Three)

4.3 During Years 7 to 9 pupils study:

- English
- Mathematics
- Biology, Chemistry and Physics (as separate subjects)
- Design & Technology
- Food & Nutrition
- Modern Foreign Languages (French, German and Spanish in Year 7; pupils opt for 2 of these at the start of Year 7 and continue in years 8 and 9 with these options)
- Classics (Latin, with elements of Greek and Classical Civilisation introduced in Year 9)
- Humanities (History, Geography and Religious Studies)
- Arts education (Art with Textiles, Drama and Music)
- Physical Education, IT and PSHE with Citizenship
- Year 7 and 8 pupils study the School's in house Critical Thinking and Study Skills programme
- PSHE

#### B. Upper School — Years 10 and 11 (Key Stage Four)

4.4 Courses of study for public examinations at this level are for either GCSE or IGCSE qualifications, determined by the head of the relevant academic department. These are collectively referred to as GCSEs.

4.5 Pupils study nine or ten subjects for GCSE, including a compulsory core of:

- English Language and English Literature
- Mathematics
- A Modern Foreign Language (French, German or Spanish): except some pupils for whom this is deemed not to be appropriate
- Science: pupils choose either Triple Science or Double Award, which reflects their overall number of GCSEs

4.6 To take into account individual aptitudes and preferences, pupils also have a free choice of options, subject to demand and timetabling restraints, from:

- Art

- Classical Civilisation
- Computer Science
- Design & Technology – Resistant Materials
- Drama
- Film Studies
- Food & Nutrition
- French
- Geography
- German
- Classical Greek
- History
- Latin
- Music
- Physical Education
- Religious Studies
- Spanish

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

4.8 In addition to examination subjects, all pupils have classes in:

- Physical Education
- Religious Education
- PSHE with Citizenship and Careers
- Level 2 Further Mathematics (taught in Maths lessons to the most able)
- Study Skills

4.9 Every pupil is strongly encouraged to undertake work experience after the GCSE examinations.

#### C. Sixth Form – Lower 6th and Upper 6th (Key Stage Five)

4.10 A L6 pupil may choose between the following routes:

- Three A Level subjects (all of which will be studied for the entire two years) plus the Extended Project Qualification (EPQ), which leads to an additional external qualification.
- Three A Level subjects plus Level 3 Sports Leaders Award
- Three A Level subjects plus Symposium.
- Three A Level subjects, Level 3 Mathematical Studies plus Symposium
- Three A Level subjects
- Four A Level subject, which must include Maths and Further Maths

4.11 Pupils have a completely free choice from the following courses of study, subject to demand and timetabling considerations:

- Art

- Biology
- Business Studies
- Chemistry
- Classical Civilisation
- Computer Science
- Design & Technology – Product Design
- Economics
- English Literature
- French
- Geography
- German
- Classical Greek
- Government & Politics
- History
- Latin
- Mathematics
- Further Mathematics
- Music
- Physical Education
- Physics
- Psychology
- Religious Studies
- Spanish
- Theatre Studies

4.12 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.

4.13 In addition to examination subjects, all pupils have a weekly sports afternoon with a wide range of options available both on and off site. All pupils take part in the Horizons and Sixth Sense programmes which cover a variety of life skills; careers and professional development guidance; and PSHE with Citizenship topics.

## 5. Teaching and Learning

### A. Philosophy

5.1 Teaching styles are supportive, enthusiastic and rigorous, underpinned by excellent subject knowledge at a higher level. Pupils are encouraged to ask questions and to seek help if needed. Heads of Department oversee the adoption of teaching methods and approaches which are innovative and appropriate to subject demand and the needs of pupils.

5.2 A range of learning styles are taken into account when planning and teaching. Lesson planning recognises that learning occurs through active intellectual engagement on the part of the learner, that it involves feelings, that it should always be in context and must link new knowledge with previous understanding.

5.3 Both teachers and pupils have high expectations and achieve high academic standards. In the Prep School, surgeries are offered to Year 6 pupils in Maths. A system of academic mentors

is also in place, where teachers help the pupils with their studies. Study skills are taught in all sections of the School. As pupils progress through the School they are supported as they make appropriate curriculum choices and encouraged to take greater responsibility for their own learning and time management.

5.4 Those currently taking 9 GCSEs in Years 10 and 11 will have private study included within their timetable.

5.5 Pupils in the Sixth Form are expected to manage their own workload, taking advantage of study periods and the areas of the school that are devoted to their quiet study.

#### B. Homework

5.6 Homework is an integral part of the curriculum. It helps pupils acquire the skills needed for self-organisation, encourages independent learning, consolidates understanding and helps to foster a sense of responsibility. It also gives parents the opportunity to be involved in their daughter's learning and promotes the home-school partnership. Differentiated homework is set where appropriate, so that all pupils can find the appropriate level of challenge and support in independent tasks.

#### C. Special Educational Needs and Disabilities (SEND)

5.7 The School is committed to recognising and addressing the needs of pupils 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 or other allowances in examinations, where need has been identified and evidenced in line with exam board regulations. The SEND register is updated and consulted regularly so that teachers can identify each pupil's needs as described in her education, health and care (EHC) plan and/or individual education plan (IEP). Please see SEND Policy for more details.

#### D. More Able Pupils

5.8 While recognising that most pupils at Tormead are of above-average ability relative to national standards, the School is committed to identifying those who display excellence in a variety of different areas of the curriculum. The top 10% of pupils are identified using Midyis/Yellis/Alis data and, in addition, the top 10% of pupils in each subject are identified by Heads of Department. Staff provide for these pupils not only through differentiated classroom teaching but also through departments and enrichment activities such as the Beacon Programme. Most able students are encouraged to stretch themselves beyond the curriculum and every department offers suggestions for independent enrichment work.

#### E. Other Particular Needs

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

#### F. PSHE



5.10 There is a clear expectation that staff must do everything they can to prevent a culture developing that is hostile to the protected characteristics which are<sup>1</sup>:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or beliefs
- Sex
- Sexual orientation

5.11 All pupils 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

5.12 This programme promotes our clear expectation of respect and a culture of tolerance and diversity with particular regard to the protected characteristics under the Equality Act 2010. It prepares the pupils 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.

#### G. Relationships and Sex Education

5.13 Relationships and sex education is carried out principally within PSHE lessons, and is dealt with across year groups according to the needs and maturity of pupils at different ages. <sup>2</sup>Please refer to the RSE & Health Education Policy for more details.

#### H. Careers

5.14 Tormead follows a structured programme of Careers and Professional Development Education throughout the Senior School with discrete lessons delivered throughout the Senior School in the PSHE programme and the Sixth Form (via the Sixth Sense programme and UCAS preparation days), as well as assemblies and extra-curricular activities. Individual, timely 1-1 advice is offered to all pupils in year 9, year 11 and the Upper Sixth but also offered ad-hoc to any pupil who requests a meeting with the qualified Careers Advisor.

5.15 The Careers Advisor is based in the Sixth Form Centre and Sixth Formers have dedicated Careers sessions, preparing them for life beyond Tormead in a variety of careers. Pupils 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 pupils are fully equipped to make appropriate choices regarding their futures. Appropriate, informed and impartial advice is offered by the Careers Advisor, supported by a range of resources (both physical and virtual) which are impartial, age appropriate, inspiring, credible, accurate and up to date.

## I Character Education

5.16 The Assistant Head: Co-curriculum oversees a programme of volunteering opportunities for Sixth Form pupils, both locally and abroad, as well as a variety of charitable efforts and community-based enterprises which are open to pupils throughout the school. These are supported by the Duke of Edinburgh's Award Scheme, optional from Year 10 onwards, and through House activities. In this way, we prepare the pupils to engage more broadly with society.

**Date of Last Review:** September 2023

**By Resolution of the Governing Body:**

Mr Matthew Howse  
Chair of Governors

Mr David Boyd  
Head

September 2023