

# PRIOR'S FIELD SCHOOL

## GODALMING SURREY

GSA BSA Girls' Boarding and Day 11-18

### **CURRICULUM POLICY**

At Prior's Field, the curriculum comprises all that contributes to the successful, confident learning of the individual and success in examinations. It gives pupils experience in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative education. In addition, personal, learning and thinking skills and competence and capability skills in communication, literacy, ICT and numeracy are developed through all areas of the curriculum and across the whole school. The curriculum also includes activities planned to promote the intellectual, moral, social, spiritual, cultural and physical development of all its pupils.

The areas are covered explicitly in the following subject matches:

Linguistic: English, French, Spanish

Mathematical: Mathematics, Biology, Chemistry, Physics, ICT, Geography

Scientific: Biology, Chemistry, Physics, ICT, DT, Geography

Technological: Textiles, Food Technology, DT, ICT

Human and Social: History, Geography, Drama, English

Physical: PE & Games

Aesthetic and Creative: Art, Music, Drama, PE through Dance, English

Communication and literacy skills are covered explicitly within English, French and Spanish; ICT within discrete lessons at Key Stage 3 and embedded within the curriculum for older students; Numeracy through Mathematics lessons. In addition, all subjects as well as enrichment activities, the assembly and form time programmes contribute to providing pupils with valuable learning experiences in these core skill areas.

The aims of the school are underpinned by a curriculum which is based on equality of opportunity, where each individual is valued and where the love of learning will thrive so that all pupils make progress and gain a sense of achievement from the learning process.

Prior's Field aims to deliver its curriculum in a stimulating and challenging way that teaches self-discipline and a sense of responsibility, and which promotes independent learning and the value of collaboration in teamwork. Links with the local community and beyond are fostered to widen horizons and demonstrate the relevance of the curriculum to everyday life.

Religious Studies is available to all pupils and, while Prior's Field is non-denominational, the diversity of religious beliefs of all pupils and staff is

respected and celebrated through assemblies and cultural events. Our approach, as a school, is in line with the Government's 'Every Child Matters' agenda.

At Prior's Field, all students are entitled to a curriculum which is characterised by:

#### ♦ **Breadth**

Pupils are selected on the basis of an entrance examination, school report and reference. The norm is that all pupils continue in Higher and Further education when they leave.

The basic framework of the National Curriculum from KS3-KS5 is enriched to meet the particular needs of all pupils. There are opportunities to study at least two Modern Foreign Languages, engage in a wide range of sporting, artistic and creative activities and to learn numerous musical instruments. ICT is taught discretely and used extensively throughout the curriculum.

At KS3 all pupils follow a broad programme of study: core subjects [English, English Literature, Mathematics, Biology, Chemistry and Physics, History, Geography, French, Spanish and Japanese (for one year) and a thinking and learning skills course which also covers Philosophy and Debating. RS, PE, Drama, Art, Music, Design Technology, Textiles, Food and ICT are taught in every year. In addition, all pupils have careers education as part of a wider PSHE provision and a study skills programme.

At KS4, in addition to core subjects, including Science (Core & Additional or Separate - chosen jointly between the pupil and with advice from school), the expectation is that all pupils continue with one foreign language. A wide range of optional subjects is also available, in addition to individual and group learning support lessons. Pupils submit free choices to the school each year from which option blocks are created annually; pupils then chose three subjects from their tailor-made blocks. Adjustments to this curriculum may be made to meet individual learning needs. Optional subjects cover the humanities, creative/performing arts, PE and technologies.

The post-16 programme of studies includes a core curriculum of Careers Education, Physical Education, Personal, Social & Health Education, a programme of academic lectures and workshops and citizenship/community service opportunities. Pupils submit preferences for AS subjects which are used to generate five option blocks from which pupils confirm their choices.

#### ♦ **Balance**

It is the policy of Prior's Field to offer equality of access to all subjects. Pupils have an open choice from a wide range of subjects in Key Stage 4 and Key Stage 5. Each pupil is advised when making these choices, to ensure a balanced programme of study suited to their needs, strengths and future aspirations. The timetable is built around their choices to ensure that each pupil is able to pursue her preferences and develop her aptitudes. The

commitment of the school to offering a tailored approach is demonstrated in the generous staffing allocated to run courses for small numbers of students. In addition to careers education, pupils and parents are invited to Third Year Options Evenings and Sixth Form Open Evenings. Detailed option information booklets are provided for each pupil and her parents.

#### ◆ **Coherence**

We embrace those deductive and inductive logical and creative processes that underpin all different elements and areas of learning so that these do not appear unconnected but are perceived by pupils and teachers as contributing to overall progress and achievement. In this way, we aim to ensure that the curriculum is coherent, in terms of skills and aptitudes, and that it supports progress across the key stages.

#### ◆ **Relevance**

We take account of the previous learning of pupils and their readiness for new experiences. As a school, we also ensure that the curriculum plays a significant role in preparing the pupils for the next stage in their education and for life beyond school as students, employees and citizens.

#### ◆ **Challenge**

We stimulate and encourage wide ranging and independent learning to provide a framework of skills for future progress. – Use is made of prior achievement, 'value-added' data and professional judgement to ensure that individual needs are met, appropriate challenge provided and progress tracked.

#### ◆ **Differentiation**

The diversity of learning styles is acknowledged in departmental schemes of work and lesson plans. These are created to present the curriculum through a variety of teaching methods using a range of resources. Regular review of the schemes of work is carried out to introduce fresh approaches to assessment techniques and to ensure the pursuit of excellence in the delivery of the curriculum. The school also uses setting and other means of grouping pupils to facilitate differentiation, as appropriate.

#### ◆ **Individual Educational Needs**

The school has a policy of recognising and catering for individual educational needs. It sets out for parents what help the school can offer in addition to the taught curriculum. An Exceptionally Able Co-ordinator ensures that all teachers are supported in making provision for any exceptionally able pupils. Those attending Prior's Field on academic scholarships are overseen by a Tutor for Scholars.

The needs of any pupils with specific learning difficulties, including any with statements, are co-ordinated by the Head of Learning Support. Teaching staff are expected to make special provision for these pupils in their lesson planning and to address their needs by using appropriate resources. Teaching strategies are selected to both challenge the very able and to help pupils to manage and

overcome any learning difficulties. Detailed records of pupils with LDD are kept and made available centrally to all staff across the school. Prior's Field also provides individual and group support for those for whom English is an additional language. All pupils receiving additional learning support or EAL tuition have individual educational plans which are monitored and evaluated regularly by the Head of Learning Support, in conjunction with the pupils themselves, their parents and teachers. See also, policies on Learning Support and SEN, the Exceptionally Able, EAL and Equal Opportunities.

#### ◆ **Continuity**

Continuity between phases of the school is considered to be a vital element in curriculum management. Regular consultation between teachers in various Key Stages and the exchange of up-to-date data ensure that, as they move through the school, pupils meet fresh stimulation as they build on their prior attainment and achievements. There is also a detailed handover between Heads of Year. Whilst reinforcement is embedded in the schemes of work, unnecessary repetition is avoided through close collaboration and consultation.

#### ◆ **Homework**

Heads of Department, Form Tutors and Heads of Year monitor to ensure that appropriate homework is set and marked regularly to support and reinforce work covered in class. It also provides an opportunity for the development of research and independent learning skills. There is a high expectation that this work is completed in full and on time. Parents can become involved in managing their daughter's progress by overseeing this work and by communicating any difficulties to their daughter's form tutor through the pupil planners or by email. A variety of assessment methods are regularly used. See also the school's policy on Assessment, Reporting and Marking.

#### ◆ **Careers**

The careers programme includes opportunities for work-related learning and careers education is featured, as is appropriate, as part of the PSHE programme. The programme is also designed to help pupils to know themselves. Individual pupil support and guidance is also provided through national schemes, the Careers department and through tutors. The aim is to prepare pupils for the opportunities, responsibilities and experiences of adult life through education and the broadening of horizons. It is also to ensure that those moving on to Further and Higher Education courses are well informed and well prepared for the next stage. The Head of Careers plays a key role in advising pupils on option choices, working closely with them, tutors and the Heads of Year, in particular the Head of Upper Sixth on university applications. See also the Work Related Learning Policy.

#### ◆ **Teaching and Learning**

Prior's Field places emphasis on the notion that teaching and learning processes are as significant as curriculum content in determining student progress and achievement. The School aims to:

- ♦ promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building. It also prepares pupils for the next stage: further education or a future career.
- ♦ regard monitoring and assessment as an integral and valuable part of the learning process, in order to diagnose difficulties, chart progress and encourage pupils to take responsibility for their own learning and progress.

See also Assessment, Reporting and Marking Policy.

#### ♦ **The National Curriculum**

In order to achieve greater flexibility and breadth within the school's curriculum, Prior's Field does not simply adhere to the National Curriculum. Individual departments may, however, wish to follow the National Curriculum and as a school we encourage all departments to follow National Curriculum targets closely, referring to them as and when appropriate in assessing pupils' progress. All departments should be aware of the National Curriculum programme of study and attainment levels within their individual subjects and should bear these in mind when drawing up schemes of work and marking policies. Prior's Field levels have been drawn up and are used at Key Stage 3 to closely mirror, but not be bound by, National Curriculum levels and are used as part of assessment and planning.

**Next Review Due: Spring 2010**

**This policy will be reviewed by the Deputy Head Curriculum and Heads of Department.**

## Curriculum Model 2009-10

There are 30 periods in the school week, each of 55 mins duration with 5 minute transit times between adjacent lessons.

Firsts (Y7) – Fifth Form (Y11) expect a full 30 period week unless exceptions have been made to their curriculum on an individual basis.

KS4 (Y10-11), GCSE have Eng Lang, Eng Lit, Math, Science, MFL and 3 option subjects. They also have discrete Games, minimum of 2 periods per week and 1 PSHE lesson per week.

Sixth Form (Y12-13) number of taught periods is dependent upon their AS choices with 5 periods per option subject plus 1 period PSHE, 1 period Games and 2 periods Citizenship (L6).

Subject	1 <sup>st</sup> Form		2 <sup>nd</sup> Form		3 <sup>rd</sup> Form		4 <sup>th</sup> - GCSE		5 <sup>th</sup> - GCSE	
	Sets	Pds	Sets	Pds	Sets	Pds	Sets	Pds	Sets	Pds
English	4	4	4	4	4	4	4	4	4	4
Maths	5	4	4	4	4	4	4	4	4	4
Science					4	1	1	1	1	1
Biology	4	1	4	1	4	1	3	2	3	2
Chemistry	4	1	4	1	4	1	3	2	3	2
Physics	4	1	4	1	4	1	3	2	3	2
French	4	2	4	2	4	2	2L	3	2L	3
Spanish	4	2	4	2	4	2	2L +1 Option	3	2L +1 Option	3
Games & PE	4	3	3	3	4	3	3	2	3	2
Games (non Sep Sci)							2	1	2	1
PE GCSE	-	-	-	-	-	-	1	3	1	3
Technology (Food,Txt, DT,Art)	5T	3 (1 dble, 1 sgl)	4T	2 (1 dble)	4T	2 (1 dble)				
Food GCSE	-	-	-	-	-	-	2	3	1	3
Textiles GCSE	-	-	-	-	-	-	2	3	1	3
DT GCSE	-	-	-	-	-	-	1	3	1	3
Art	4 TG	1	3TG	1	4H	1	2	3	2	3
BCS GCSE	-	-	-	-	-	-	-	-	1	3
Drama	4 TG	1	3TG	1	4H	1	2	3	2	3
Geography	4 TG	1	3TG	1	4H	1	1	3	2	3
History	4 TG	1	3TG	1	4H	1	3	3	2	3
Music	4 TG	1	3TG	1	4H	1	1	3	1	3
RS	4 TG	1	3TG	1	4H	1	2	3	2	3
PSHCE	4 TG	1	3 TG	1	3TG	1	3 TG	1	3 TG	1
ICT	4 TG	1	3TG	1	4H	1	1	3	-	-
Learning Skills	4TG	1 (wk 1 – 7)	-	-	-	-	-	-	-	-
Study Skills (Philosophy/ Careers/ /Debating)			3TG	1	3TG	1	-	-	-	-
Japanese	4TG	1 (wk 8+)	3TG	1	-	-	-	-	-	-
<b>Total</b>		<b>30</b>		<b>30</b>		<b>30</b>		<b>30</b>		<b>30</b>

TG: tutor group H: Humanities Groups T: Technology groups - mixed

AS Citizenship, EPQ and AQA Bacc are all also offered as options.