



THE GODOLPHIN SCHOOL

CURRICULUM POLICY (Regulatory)

Reviewed Autumn 2018
Review Autumn 2019
Reviewed by Deputy Head Academic

Refer also to: Pastoral Care and Personal Development
Behaviour and Discipline
Living together at Godolphin - Bullying
School Worship
Equality and Diversity
Disability and Accessibility
GCSE curriculum handbook
Assessment and Marking
PSHCEE programme
Prep School Curriculum Policy
Prizes and Commendations
Provision of EAL
Residential Visits
Reporting Policy
SEND
Sex and Relationship Education
British Values Statement and audit
SMSC Policy and audit
ICT skills audit



CURRICULUM POLICY

Aims

The curriculum promotes the spiritual, moral, cultural, intellectual, social and physical development of our students, preparing them for the opportunities, responsibilities and experiences of adult life.

To this end:

We offer a broad and liberal education which:

- enables each student to fulfil her individual potential in the areas relevant to her personal abilities, skills and interests
 - encourages her to grow towards personal maturity as friend, spouse, partner, employee, employer and citizen
 - We expect students to acquire key skills in speaking, listening, literacy and numeracy, making suitable provision for those for whom English is not their first language (See EAL Policy).
 - Through the curriculum we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs; we encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
-
- We encourage students to enjoy the learning process, developing lively, imaginative and enquiring minds
 - We encourage students to develop personal and moral values, respect for each person, other cultures, religions and ways of life
 - We equip students to develop study skills necessary to realise their learning potential and equip them to be lifelong learners
 - We enable students to acquire skills and knowledge relevant to adult life and a world of rapid and continuous technological change
 - We ensure that students can make informed choices and are suitably prepared for the next stage of their life and education
 - Through our assessment process, we aim to give students a knowledge of their current strengths and weaknesses and encourage them to develop their abilities and talents
 - We aspire to the best possible environment in support of the teaching and learning process
 - We encourage students to take responsibility for their own learning and development
 - We recognise that excellent and inspiring teachers are intrinsic to successful learning

Students follow a programme of personal, social, health and citizenship education (PSHCEE – Personal, Social, Health, Citizenship and Economic Education), reflecting the School's aims and ethos and further stimulating their appreciation of British values. Appropriate and comprehensive careers guidance is provided by the Schools' Careers Advisor (The Head of the Bright Futures Programme) in association with external agencies as appropriate.

The Deputy Head Academic and the Head of the Prep School work together to ensure that the transition from Year Six to the First Year of the Senior School is smooth. There is liaison between Departments in the Senior and Prep School, aimed at writing Key Stage 3 schemes of work which build on the work and further develop the skills covered in Years 5 and 6, whilst also ensuring that the schemes of work in Key Stage 2 prepare the girls fully for their transition to secondary school.



Girls from the Prep School use the specialist facilities in the Senior School (for example, the Art block, IT suites, Performing Arts Centre, Food Tech Rooms) and some teachers from the Senior School also teach the Prep students. Learning support and EAL lessons cover both schools and are delivered by the same specialist team of support staff.

Areas of curriculum experience for students

Linguistic:

- All students study English until the end of the Fifth Year
- Most students study two modern languages from First Year to the end of Third Year
- Latin is taught to all in First Year and to the higher divisions in Second and Third Year.
- Almost all students study one MFL at GCSE. Some linguistically minded students may take additional language-based GCSEs from French, German, Spanish, Latin or Ancient Greek (with the latter taught off-timetable).
- Native speakers are offered qualifications in their native tongue subject to examiner availability.
- At A-level, French, German, Spanish and Latin are offered as well as English Language and Literature. We have occasionally offered Greek A-level.

Mathematical:

- All students study Mathematics until the end of the Fifth Year.
- Some very able students may also enter the Further Maths Level 2 Certificate in the Fifth Year.
- A-levels in Mathematics (leading to one or two A Levels) and Economics are offered.

Scientific:

- First Years combined science course developing the fundamental skills of scientific thought and analysis.
- In the Second and Third Year, separate sciences are taught to students in one lesson per science per week
- Students complete one, two or three Science GCSEs. The combinations available (depending on division) are Single Biology, Combined Science or three separate Sciences: Biology, Chemistry and Physics. This ensures that all students have a balanced Science curriculum.
- As well as the core sciences, Geology and Psychology are offered at A-Level.

Technological:

- Computer Science is compulsory in First to Third Year. Students study the basics of programming.
- ICT skills are taught across the curriculum and the teaching of discrete skills is monitored/audited by the Head of Computing and the Deputy Head Academic.
- Design Technology, Food and Nutrition and Art and Design are compulsory in First to Third Years.
- GCSEs in Computer Science, Design Technology, Food preparation and nutrition and Art and Design are all offered
- Design Technology and IT (BTEC) are available as A-Level options.

Human and social:

- Geography, History and RS are compulsory in First to Third Year and Classical Civilisation is optional at GCSE and taught to some students in Second and Third Year.
- All students in First, Second and Third Years (NC Years 7 – 9) are expected to attend Religious Studies lessons in which they study the main world religions. (See also Collective Worship Policy). Parents have the right to remove their daughter from Religious Studies lessons.
- It is suggested strongly that all students take at least one of these four humanities at GCSE
- At A-Level, Geography, History, Religious Studies, Art History, Business and Economics are offered.

Physical:

- Curriculum PE is compulsory in all year groups.
- There are an array of extra-curricular activities offered and participation is high.

Aesthetic and creative:

- Art, Drama and Music are all studied in First to Third Year
- Students study a range of texts in English. English Language is taught through the studying of such texts.
- All students study English Language & almost all English Literature at GCSE
- At GCSE students may study Music, Drama and/or Art. Whilst it would, in theory, be possible to opt for all three, mostly students take one, perhaps two, of these subjects to maintain curriculum breadth and keep a manageable extra-curricular workload.
- At A-level, students may study English Literature, English Language, Music, Art, Art History (Pre-U) or Performing Arts (BTEC).

Measuring Progress

Please refer to our Assessment and Marking Policy and Reporting Policy for comprehensive guidance on how the School measures and tracks progress across a range of different student groups.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of race, disability, religion or belief.

Disabilities

In accordance with the statutory requirements, the School aims to make the curriculum accessible to all students as far as is reasonably practicable. The School has an Accessibility Plan which is available to parents on request. (See Disability and Accessibility Policy).



Meeting Individual Needs

Godolphin aims to provide a curriculum programme offering considerable variation and specialisation. Students' different needs are met by using a variety of methods, materials and assessments. Academic scholars are expected to attend weekly activities on offer through the Scholar's Enhancement programme, the aim of which is to stretch and challenge the most able students. This stretch and challenge programme is open to all other students in the school who are encouraged to attend activities which interest them.

For the first three years the curriculum provides a broad-based education in both traditional and contemporary subjects. The First Year (NC Year 7) timetable includes:

English Language, English Literature, Mathematics, Science, French, Spanish, German, Latin, Religious Studies, History, Geography, Food and Design Technology, Information and Communication Technology, Art and Design, PHSE, Music, Drama, Physical Education.

During the First Year, all students study French and are then allowed to choose a 2nd language from German or Spanish, having had taster lessons in both. Mandarin is also introduced to students in the summer term of the First Year and there is a Mandarin club for Second Year students and above, which can lead to a GCSE in Mandarin. Almost all students continue to study two languages until the end of the Third Year and almost all must choose at least one modern language for GCSE.

During the first to third years, students are taught in ability groups known as 'Divisions' in Mathematics and English (from part-way through the First Year) and additionally in Latin/Classical Civilisation (from the Second Year) and Science (from the Third Year).

During the Third Year, students begin a process of review to reach informed decisions about the precise course of study that each would be best advised to follow for the two years to GCSE. It is our policy to sustain a balanced programme of study to give each individual a sound, broad based education to 16 and to ensure that the widest possible opportunities are available later on. Thus the main GCSE programme at Godolphin consists of between 8 and 10 subjects; certain subjects are not optional but form a core programme followed by all students.

The core subjects are:

- i English
- ii English Literature
- iii Mathematics
- iv A modern foreign language, either French, or German or Spanish (EAL girls may be withdrawn to receive specialist English support. They are offered the opportunity to take an IGCSE in their mother tongue ie Mandarin, Cantonese etc)
- v Science - either Double Award Science, which gives two GCSE awards, or Physics, Chemistry and Biology as three separate awards. In some years, the lowest Science division may take only Biology but this depends on the ability of the cohort.

To the core, three or more option subjects are added. Within this framework, there is scope for negotiation and the final programme for each individual should reflect her personal strengths and interests. (See GCSE Curriculum handbook for optional subjects which may vary from year to year, depending on staffing or pupil numbers). The most able mathematicians in the top division may also take a Level 2 certificate in Further Maths alongside their GCSE.

The Sixth Form Curriculum

We offer a rich combination of A-level, Pre-U, Level 3 and BTEC qualifications in our Sixth Form. During the Fifth Year, students begin a process of consultation to reach informed decisions about the precise course of study that each would be best advised to follow for the two years. The common aim is to gain qualifications to enter higher education and so a primary objective is to identify three subjects that might well be taken for two years. We operate a bespoke curriculum pattern and so students may study three subjects from the start of the Lower Sixth, or they may study four subjects in the Lower Sixth before dropping to three in the Upper Sixth having taken internal examinations in all subjects at the end of the Lower Sixth. Formal AS level qualifications are only offered in Art. Some students have the interest and ability to consider a four or even five subject programme (if Further Maths is included) and, if we are confident that this is viable, we will do our best to enable such a course.

Please refer to Sixth Form Curriculum handbook for full list of subjects on offer.

Sex and Relationship Education

The School provides sex education in the PSHCEE curriculum for all students, in which they are encouraged and guided by moral principles and taught to recognize the value of family life. (See Sex and Relationship Policy).

In accordance with the law, the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Fundamental British Values and SMSC

Please see separate policies and audits for provision in these areas, which are also detailed on individual lesson plans.

PSHCEE

In the First, Second and Third Year PSHCEE is taught on the timetable and girls have lessons on rotation at different times throughout the year. In the Fourth and Fifth Year, girls have PSHCEE lessons every two weeks on rotation with PE. Important issues are also covered in other subjects such as RS, History, Geography and Science as well as during Prayers and Tutor Times. Throughout the school the focus is on a spiral curriculum - revisiting issues as girls mature - and we cover topics such as Citizenship and British Values, Sex Education, IT safety, Drugs, Smoking, risk-taking, tolerance, life decisions and health, but to name a few. We are particularly keen to respond to the needs of our girls and to issues that appear in the news so that girls are not only concerned with their own PSHCEE but that they have an understanding of other people's lives



and issues too. We value parents' input and we work closely with the GPA to facilitate talks on all aspects of parenting teenagers.

Research skills

We consider it crucial that our students develop the ability to be a discerning researcher during their time at Godolphin and appropriate to their age and ability. As such, we aim to teach our students:

- To recognise and understand the impact of any bias in various forms of printed and online material
- To understand what constitutes a reliable source (both online and in print)
- To be aware of and sensitive to the intended audience of any information they discover.
- To question what they read, rather than simply accepting it.
- To understand (for those doing an EPQ) the peer-review process for academic journals
- To know how to reference work correctly (with the Harvard system used for those doing an EPQ)
- To be able to produce a précis of text which has been read.
- To be able to use online search engines effectively.

Co-Curricular Activities

The School has a wide and varied programme of co-curricular activities that take place outside the formal curriculum, both after lessons and at the weekend. All students, Sarums and boarders, are expected to take part in the programme. Activities include Cookery; Photography (both digital and traditional darkroom); Ceramics; Silver Ceramics; Stage Make-Up; Drama groups; Dance; First Aid; Self Defence; Design and Make Technology; Dance, Touch Rugby, Indoor Cricket; Fitness; Christian Union, Science and ICT clubs. The Sixth Form Centre has an Enhancement Programme which offers varied social and leisure activities throughout the year. The Music Department runs three choirs, an orchestra and concert bands; there are also small ensembles for many instruments. The PE Department offers clubs for all the major sports, as well as options such as badminton, zumba and Pilates, quite apart from practices for team players. There is also a very popular Duke of Edinburgh Award Scheme and CCF. There is a varied programme in place for boarders (Godolphin +) which runs in the evenings and at weekends to which all staff contribute. Popular activities in previous years have included cookery; craft (e.g. design a T-shirt, decorate flip-flops); riding, and also new sports, such as archery, calligraphy, designing Valentine cocktails (non-alcoholic!), a make-over and deportment workshop, and a chance to try out mini motorbikes and buggies. We also run trips out of School: recent visits have included Longleat, the BBC Studios at White City, the Spinnaker Tower in Portsmouth, the Hawk Conservancy and the New Forest Owl and Otter Centre. Two days per year are devoted to the Inter-House Performing Arts Competition, directed by the Lower Sixth.

Prep.

The School expects prep (homework) to be set as appropriate. As guidance, we expect students to spend the following times on prep per week. (Refer to Prep Policy).



First Year	8 hours 30 minutes
Second Year	9 hours 30 minutes
Third Year	9 hours 30 minutes
Fourth Year	12 hours 30 minutes
Fifth Year	12 hours 30 minutes

Lower Sixth	6 hours per subject
Upper Sixth	6 hours per subject

Learning Support

The School has a special educational needs policy for students who have identified learning needs. There is a Learning Support Co-ordinator whose role it is to determine the appropriate courses in consultation with the parents and external agencies if appropriate. The Co-ordinator is responsible for ensuring that staff are kept up to date with the changing needs of students and for preparing IEPs. There is a team of well qualified support teachers who see students who require one to one or small group support. The Co-ordinator also liaises with feeder prep schools (including Godolphin Prep) to ensure continuity of support and with external agencies such as Educational Psychologists to ensure that specialist reports are disseminated to staff.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with her daughter's tutor, Head of Year or the Academic Deputy. Parents may also wish to raise issues with the Head. Most issues can be resolved in these ways; where this is not so, parents may wish to make a formal written complaint (see the School's Complaints Policy).