

Roedean Moira House Girls School exists in order to promote the spiritual, aesthetic, intellectual and physical well-being of every student and pupil put into its care. It endeavours to build community by working on good relationships between staff, students and pupils, staff among themselves and students and pupils with peers. Roedean Moira House Girls School is an inclusive school and in a family atmosphere builds up each student's and pupil's awareness of her own worth. It accepts students and pupils of other denominations and of any race or belief, thus helping students and pupils to be tolerant of and learn from other cultures. Roedean Moira House Girls School stresses the value of perseverance and dedication to whatever you do now and in the future.

Roedean Moira House Girls School curriculum promotes learners' intellectual, personal, social and physical developments. As well as lessons and extra-curricular activities, it includes approaches to teaching, learning and assessment, the quality of relationships within the school, and the values embodied in the way it operates. The curriculum reflects the changing nature of the school and the need for us to keep it regularly under review. Roedean Moira House Girls School aims to offer a broad and balanced curriculum which is in accordance with national requirements and good practice but has a distinctive character derived from the strengths and traditions of the school, which reflects the school's ethos, heritage and philosophy, and promotes common good.

Regulatory Context

The School's curriculum ensures the following:-

- a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) that pupils acquire speaking, listening, literacy and numeracy skills;
- (c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
- (d) personal, social, health and economic education which-
 - (i) reflects the school's aim and ethos; and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
- (e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential;
- (f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
- (h) that all pupils have the opportunity to learn and make progress; and
- (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Introduction to the Curriculum

1. The curriculum supports continuity of learning between sections of the school and respective academic years.
 - Nursery: following the EYFS curriculum
 - Junior School - Reception to Year 3: following the EYFS curriculum in Reception, then broadly following the National Curriculum, while retaining flexibility where appropriate. Teaching is topic based and may incorporate a range of subject areas within each Learning Journey, in addition to distinct teaching of core subjects.
 - Junior School Years 3-6 broadly following the National Curriculum, while retaining flexibility where appropriate. The curriculum places a greater emphasis on the foundation subjects and we usually teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.
 - Seniors Years 7-9 broadly following the National Curriculum, while retaining flexibility where appropriate. More specialist teachers are introduced to maximise learning opportunities for pupils of all abilities.
 - Seniors Years 10-12: following GCSE courses
 - Sixth Form: following A-Level courses
2. Each curriculum area/area of learning in Roedean Moira House Girls School is coordinated by a Head of Department from Nursery to Sixth Form. The Head of Department is responsible for maintaining an up to date policy document (see Appendix 1 for guidance on Department handbooks) and development plan for their area and is directly responsible to the Head of Teaching & Learning. Full details may be found in the job descriptions and Staff Handbook.
3. The School sets its own standards for learning and progress, managed principally by respective Heads of Department and line managed by the Senior Team. While the school is aware of national examination requirements and expectations, these do not determine the curriculum.
4. Entry to all programmes of study is based upon academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.
5. Individual academic suitability is determined in the School, for most students and pupils, by the admissions process.

Guiding Principles

In the light of the Mission Statement, the school aims to provide a broad and balanced curriculum and strives to develop each individual to their full potential - valuing talents and responding to specific needs. In addition, it seeks to:

- Promote the spiritual, moral, aesthetic, physical, social and emotional development of students and to prepare each one for the responsibilities and experience of adult life
- Encourage the development of independent thought and self-discipline
- Provide opportunities for self-expression and creativity
- Offer a disciplined approach to learning, using a variety of teaching methods which address all learning styles
- Offer a wide programme of extra-curricular activities to promote further personal development and complement work undertaken in the classroom.

- Ensure that students and pupils develop skills in speaking and listening, numeracy and literacy.
- Promote a healthy lifestyle.
- Ensure that PSHCE is provided in accordance with the school's aims and ethos.
- Ensure that Religious Education is provided throughout each pupil's education at Roedean Moira House Girls School.
- Provide appropriate careers and progression guidance for each key stage transition.

Roles and Responsibilities

The School Council has responsibility for setting and maintaining the principles underlying the school's policy, reviewing and endorsing agreed strategies through the Teaching and Learning Sub-Committee.

The Head of School and the Head of Teaching and Learning oversee the framing of an appropriate curriculum policy to be considered and approved by the School Council. All Faculties are expected to implement the Curriculum Policy in harmony with the School's Mission Statement.

All teachers, whatever their status, subject or responsibilities, are expected to value the curriculum as a means of supporting the School's ethos. In a school such as Roedean Moira House Girls School, whose students and pupils reflect such a wide cultural diversity, the curriculum serves as a powerfully unifying factor.

Implementation

Roedean Moira House Girls School is a non-selective school. For those students and students and pupils who may from time to time experience learning difficulties and/or disabilities the school makes provision as necessary. A fully qualified and experienced Lead TA is employed for this purpose. The school will determine the appropriate course of action in consultation with the parents of the child. Access arrangements for public examinations will be made for students with a medical or educational psychologist's report.

Curriculum aims: successful learners, confident individuals and responsible citizens

The aims of the curriculum are to enable all students to develop:

- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- knowledge and skills relevant to adult life and employment in a changing world;
- literacy, numeracy and competence in the use of information technology;
- their creativity, independence of thought, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievements, in school and beyond;
- self-confidence and a sense of self-worth;
- the skills of working independently and co-operatively with others;
- appropriate moral and spiritual values and tolerance of others, so that they value each individual and learn to live with others in an atmosphere of mutual respect;
- an awareness of their place in the community and opportunities for service to each other and the community.
- an awareness of their future role in society as women

Curriculum principles

We are committed to the principles that all students:

a. have the right to the highest quality of education we can provide. This means that we seek to ensure:

- breadth and balance for all;
- appropriate levels of expectation and genuine challenge;
- relevance, continuity and progression in learning;
- provision of courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students.

b. should be enabled to achieve their full potential. This means that teachers expect all students to aim high and recognise achievement in these four major aspects:

- the motivation and self-confidence to learn in spite of difficulty and failure;
- academic skills such as acquisition of knowledge and the ability to select from it and present it;
- the capacity to apply knowledge through investigation and problem solving;
- personal and social skills including the capacity to communicate, cooperate and take the initiative.

c. are entitled to a curriculum that is accessible and personalised. This means that we have to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. In order to achieve this teaching staff are expected to ensure that, whenever possible, students who are having difficulty or becoming demotivated are identified and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they may continue to participate at the most appropriate level for them.

Expectations of staff

Staff are expected actively to promote and seek to secure the curriculum aims and principles above and, in particular, to:

- have high expectations of students;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, the curriculum is made accessible to students and they are given opportunities to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity;
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- catch up any missed Sixth Form lessons;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students and pupils to evaluate their own achievements;
- track student progress;
- develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work with other staff in a manner that builds upon the strong collegiate and creative ethos;

- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents regularly informed about the progress and achievements of their daughter, and contribute to the yearly curriculum booklets;
- treat all members of the school community with respect.

Curriculum structure

In the Junior School, the school operates a 1 week and 25 period timetable with 5 periods per day (3 in the morning and 2 in the afternoon). Lessons vary in length and are recorded in a curriculum overview document. Some lessons are taught in topic blocks and others weekly (see curricular breakdown for further detail)

From Year 7 to the Sixth Form, the school operates a 1 week and 30 period timetable with 6 periods per day (4 in the morning and 2 in the afternoon). Each period lasts 55 minutes. One period per week is devoted to personal, health, social and citizenship education (PSHCE) or Wellbeing in all senior year groups except in Year 11 (when those subjects are taught at different times).

Some Sixth Form lessons can sometimes take place as single or double lessons at lunchtime or after school. Some EAL lessons for international boarders take place in the evenings and weekends.

The school produces a detailed annual curriculum analysis which includes staff deployment and curriculum plans for each year group. This analysis is distributed to members of the governors' Teaching and Learning Sub-Committee for review by governors. (See Appendix 3 for current curriculum plan)

Curriculum matters

Principles of teaching and learning: active, independent and life-long learning and differentiation

In order to achieve an effective and enjoyable learning experience for our students we need to ensure that they are actively involved and are able, in some degree, to organise themselves independently. We aim to plan our curriculum so that it provides a framework in which active and independent learning can develop, skills which, once acquired, provide a basis for lifelong learning. This aim is reflected in the organisation of our curriculum, in teaching styles and classroom organisation.

We also believe that learners are entitled to a differentiated curriculum which meets their learning needs and builds on their existing knowledge, experience, concepts and skills. In order to deliver a differentiated curriculum - that is one suited to the needs of individuals - staff recognise that in any of their teaching groups, learners:

- acquire competence and understanding in different ways;
- have different speeds of learning;
- are at different stages of self-confidence;
- have varying competency in literacy and numeracy;
- have different degrees of motivation, interest in, and commitment to learning;
- vary in terms of their manual and physical dexterity and control.

In planning work to support the management of learning, staff ensure that:

- aims and objectives are shared with learners so that they know what is expected of them.

- learners are offered explicit assessment of their work with diagnostic comment and accurate record keeping. There should be a clear expectation that learners will present their work well and complete it on time.
- tasks are suitable and demanding for everyone with appropriate extension work not merely repetition. There should be opportunities to develop academic, practical and personal and social skills. Copying should be restricted but does not exclude write-up of notes.
- assignments, homework and self-supported study are used to encourage independent learning at every stage.
- resources for flexible and independent learning are available in a well organised and accessible format.

The groupings in which learning activities take place should vary. Learners should experience working as individuals, in pairs, in small groups, whole classes, whole year groups or even larger groups, and mixed age groups. Whilst we believe everyone benefits from studying in properly organised groupings in which there are individuals at different levels of achievement, this does not rule out groupings for other activities according to the level of achievement. How students are selected for particular groups should be clearly communicated.

To take account of these differences and the range of ability in any class, all staff have a responsibility when planning work, to meet the needs of all students and pupils. This will involve, at different times: adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

Our policy on assessment, recording and reporting recognises that formative assessment is very important to the management of learning in terms of responding to individual needs. This policy relates to the aims and objectives of the whole curriculum, its planning and delivery and the process by which we track pupil progress. It also supports consistent practice in every department.

The learning environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulating materials and appropriate resources are very important in setting high standards and raising expectations. All departments are expected to provide good display in their areas and contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. It is expected that classrooms are orderly and uncluttered environments where students and pupils can work effectively and in comfort, that adequate resources are provided and are accessible, and that students treat classrooms, labs and the Library with respect.

Schemes of work and lesson planning

Each department is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum or examination board regulations; every member of staff must be familiar with and follow the examination rubrics. These schemes of work are followed by all departmental staff and their delivery monitored by Heads of Department. Schemes of work set out how the content of the course is structured so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by formative and summative assessment strategies and methods for ensuring standardisation of expectations. Departments also follow the school marking policy. Within the schemes of work framework teachers plan individual lessons, or sequences of lessons, in different ways.

The school does not prescribe a single method for short-term or long-term planning. It expects such planning to take place and in sufficient detail to ensure that students and pupils achieve high standards and fulfil their potential. (See Appendix 3 + Appendix 4 for guidelines on Schemes of Work)

Cross-curricular links

Where skills in one area of the curriculum overlap in another the separate departments involved are encouraged to take this into account in the planning of their schemes of work and to cooperate with each other for the benefit of the pupils.

Homework

We recognise the importance and value of homework as an extension of classwork and a vehicle to practice skills, acquire new ones and develop good study habits. It is also a very important means by which students can communicate their knowledge, skills and understanding of a subject with their teacher and it sets up a good partnership with parents by encouraging parents and students to collaborate and learn together. Homework promotes the need to take personal responsibility for good organisation, timekeeping and commitment to a set task when working alone.

Homework is set in every year according to the homework timetables published by the Head of Teaching and Learning at the beginning of each academic year. Setting of homework is monitored by the Heads of Department and Form Tutor. Recording, collection and marking are organised departmentally. Homework can take a variety of forms, including written work, research, reading, planning and evaluating as well as revision for tests.

Juniors

Reception	Reading	Ten minutes each evening
Years 1 to 2	Reading Reading activities/Spelling	Ten to twenty minutes each evening One piece set weekly

Years 3-6

In addition to the homework set in younger year groups, two additional pieces of homework will be given. The girls will be able to complete this homework at home or they could join an after school study session.

Seniors

Year 7 and 8

2 x 30 minute homework in English and Maths per week.

1 x 30 minute homework in Science each week

1 x 30 minute homework per fortnight for all other subjects.

Years 9-11

2 x 30 minute homework in English, Maths.

1 x 30 minute homework each week in each science and each option chosen.

Sixth Form - Years 12 and 13

Sixth Form students are expected to spend in the region of 5 hours a week on study for each subject. Some studies have to be completed on the day they are set; others may be completed over several days.

Special Education Needs and Disability

The role of the special education needs and disability department is to support the right which all students have to access the curriculum, regardless of their ability. Students with special educational needs are encouraged to become independent and take responsibility within the school.

The school co-ordinates the identification of provision for students with special educational needs and the advice of specialists is taken at all stages.

Access to the full curriculum of the school, including the national curriculum, is achieved by careful differentiation of classwork for the subject learner. Through careful planning, the teacher will define what the pupil is expected to learn. Once the learning objective is defined, a subject teacher can seek advice from the Lead TA on strategies which might be used to help a pupil achieve the learning objectives. It is the responsibility of the subject teacher to assess whether the objective has been achieved. Schemes of work take account of the need for teachers to plan individual programmes of appropriate content and pace, using a variety of teaching methods and materials.

All those who teach a student with special educational needs are informed of the need by the Lead TA. The Lead TA will ensure that all who are likely to come into contact with the student are updated regularly with appropriate information. Where students have a very specific problem, a meeting will be convened of all subject teachers concerned, to disseminate available information.

Gifted and Talented students

A number of students display special talents, skills, expertise and understanding in particular areas. These include levels of ability both in subject disciplines and in activities beyond the curriculum - sporting prowess, artistic flair and musical excellence, for example. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such students and pupils, and additional challenges and experiences offered through clubs, discussion groups, interest and support groups, extra-curricular activities. The Heads of Pupil Progress also advise on a programme of additional activities such as attendance at lectures and conferences, opportunities to participate with external groups in special projects, extension classes and visits from practicing vocational professionals; this then falls within the remit of individual departments. Especially high standards are recognised through display, assemblies and at Prize-Giving.

English as an Additional Language

There are some students and pupils at Roedean Moira House Girls School for whom English is an additional language. Provision exists for the delivery of EAL to these students and pupils.

Examinations

It is expected that all students who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to controlled assessment tasks, attendance or other criteria. Departments are expected to identify, at an early stage, students and pupils who are in danger of failing to meet these

requirements, so that they can be supported, guided and encouraged. To this end tutors as learning managers work with students at all key stages.

Decisions about entry are made after careful consultation between students and pupils, staff and parents/carers.

The following rules apply to specific year groups:

- Year 11 will sit their GCSEs at the end of their Year 11 year, with no public examinations taking place in Year 10.
- Year 12 students wishing to resit Year 11 modules are permitted to do so only following an interview with the Head of Teaching & Learning.
- Year 13 will sit their A-Level examinations (and IELTS examinations if necessary) at the end of their Year 13 year, with no public examinations taking place in Year 12.

Spiritual, moral, social and cultural development

Spiritual development is accomplished in a variety of ways. Religious education lessons actively encourage students to examine the nature of religion, its beliefs and practices. Students are encouraged to reflect upon their own attitudes and values, in both religious education lessons and other lessons. In some subjects, notably perhaps art, drama, music, humanities and English, students explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow students and pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral development is promoted through the tutorial programme (including praise and reward and public acknowledgements at assemblies), through consistent application of the code of conduct and by positive reinforcement of good behaviour. The ethos and practices of the school encourage students to learn to distinguish between right and wrong. We seek to promote good relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Social development is promoted through many opportunities for students and pupils to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as Student Council, working groups (eg. Carlisle Lodge), charity work, buddying scheme (e.g. Guardian Angels).

Cultural development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, sport, drama performances, talent shows, art exhibitions, visits from theatre groups. Students also take part in a wide range of visits and trips to museums, galleries, theatres and foreign journeys. The range of cultures represented in the school is valued and celebrated.

Personal, Social, Health and Citizenship Education (including sex and relationships and drugs education)

PSHCE is an integral part of the philosophy and ethos of the school. Across the whole curriculum, we aim to develop students' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work contribute to personal and social education, notably the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extra-curricular activities in sport, drama, music and our very wide range of day trips and residential school journeys.

The PSHCE curriculum contributes to a number of cross curricular areas including personal organisation and study skills, health education (including drugs education, sex and relationships education and personal safety), citizenship, environmental education, careers advice and

guidance. The PSHCE curriculum is taught by form teachers as well as specialist staff, outside speakers and theatre groups.

Sex education at Roedean Moira House Girls School is seen in the context of the School's mission to provide a Christian framework in which children may grow in their understanding and practice of the faith. Through the programme:-

- Students will be encouraged to appreciate the values of a stable and loving family life, and to consider carefully the responsibilities of parenthood and the nurture of children.
- Students will be given clear and factual information about the processes of biological development and the functions of the human body.
- Students will be given clear guidelines regarding the implications of emotional development.
- Students will be helped to reflect upon the importance of self-restraint, dignity, self-respect, respect for others, sensitivity, loyalty, fidelity, love and care.
- Students will be helped to develop a sense of responsibility and an understanding that both sexes must behave responsibly.
- Students will be enabled to recognise the physical, emotional and moral implications of certain types of behaviour, and to assess the risk involved in such behaviour.

Sex and Relationships Education is delivered through Religious Education, Science and PSHCE.

Work related curriculum

The school appreciates that an effective work related programme lies at the centre of the educational experience required by all students. To this end we have devised a programme that seeks to raise aspirations and help all students achieve their potential. We are aware that the changing nature of work requires special skills on the part of our students. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competences throughout their working life.

Through a structured and progressive programme of learning, we expect students to develop an understanding of the demands and challenges of the workplace, the rewards and satisfaction work can bring, the rights and responsibilities of employers and employees, and knowledge of the requirements of employers and educational institutions as sources of information and guidance. We also expect them to develop relevant skills, including research, problem-solving and decision making, presentational and communication, planning and self-management and the confidence needed to operate in the employment market place.

The programme operates throughout all years and its principal features include:

- awareness -raising of changing work patterns
- personal strengths analysis
- job application and interview skills
- research skills - for independent learning
- action planning for further/higher education
- Extended Project Qualification
- information and guidance about post-16 and post-school education and career routes
- work experience and work shadowing
- various events such as enterprise days, options choices evenings, careers fairs
- departmental guidance on career routes at start of exam courses.

The work related programme is managed by the Heads of Section and taught by visiting specialists as well as form teachers. We have effective links with ISCO, and personal advisors work closely with students in the Seniors. The Sixth Form has a regular programme of visiting speakers from a wide range of employment areas in their Careers programme.

Extra-Curricular Activities

As a Christian school, interested in educating the whole person, Roedean Moira House Girls School offers a varied programme of activities that take place in addition to the formal curriculum. These opportunities are provided in the lunch break to ensure their accessibility to all the students and pupils, as well as after school and at the weekend. All students and pupils are expected, in consultation with their personal tutor to take part in such activities. Our extra-curricular policy frames the guiding principles behind our provision.

Heads of Department

Heads of Department are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them and the maintenance of appropriate standards. They are responsible for identifying, with the guidance from the Head of Teaching & Learning, appropriate in-service training for staff to improve the quality of provision in the classroom. They are expected to monitor the quality of teaching in the department, and to take steps to improve weaknesses after discussion with their line manager.

Heads of Department have a crucial role in quality assurance in relation to the curriculum and its delivery. They are expected to monitor students' standards of achievement and develop strategies to improve them. Heads of Departments sample teachers' assessments and students' work through a work sampling programme. They are expected to ensure common standards and expectations and to lead the department's work in standardising assessments.

The Head of Teaching & Learning and the Heads of Department meet regularly to consider (amongst other items) matters concerning curriculum and assessment regarding: planning, monitoring and reviewing, responding to school and external developments and sharing experience and practice. Whenever possible Heads of Department are consulted on whole school issues such as changes to the school day, alterations to the curriculum structure, assessment procedures and policies. Suggestions for agenda items are to be emailed to the Head of Teaching & Learning one week before the meeting.

(See Appendix 5 for annual planner of Curriculum Group; see Appendix 6 for guidelines on Faculty meetings / briefings)

Line Management system to monitor the work of subject areas

All Heads of Department are line managed by the Head of Teaching and Learning; their role comprises supporting, helping, informing and advising on the one hand, and quality assurance on the other.

Foci for the discussions during the year typically include:

- reviewing examination results;
- progress on achieving improvement plan targets;
- curriculum planning and development;
- examinations and specifications;
- the development of schemes of work;
- assessment and homework;
- budget and use of resources;
- staffing and training;
- student progress and target setting.

Heads of Faculty meet with the Governors' Curriculum Sub-Committee once a year to report back on their area of responsibility.

Appendix 1

Guidance on Department Handbooks

Each Faculty is to have a Department handbook including at least the following items:

1. WELCOME AND INTRODUCTION

2. THE Department

Department Aims and Objectives
Supporting the school ethos
British Values
Department Self-Evaluation and Development Plan
Department structure
Job descriptions
Accommodation
Departmental timetables
Staff Development
Monitoring
Communication

3. CURRICULUM

Course organisation:

Nursery
Juniors
Seniors
Sixth Form

Schemes of work:

- Annual overview
- Detailed schemes of work for each year group and each department

Homework

Stock Procedures / Resources

Educational visits

Extra-curricular activities

Cover

Health and Safety including risk assessments

4. TEACHING AND LEARNING

Differentiation

Special Educational Needs and Disability

English as an Additional Language

Gifted and Talented

Scholars

Independent learning

Equal Opportunities

ICT

Assessment

Teaching and Learning

Raising standards and improving performance

Displays

The Department handbook must be reviewed annually and saved on Q:Drive/Whole School/Faculties/Handbooks.



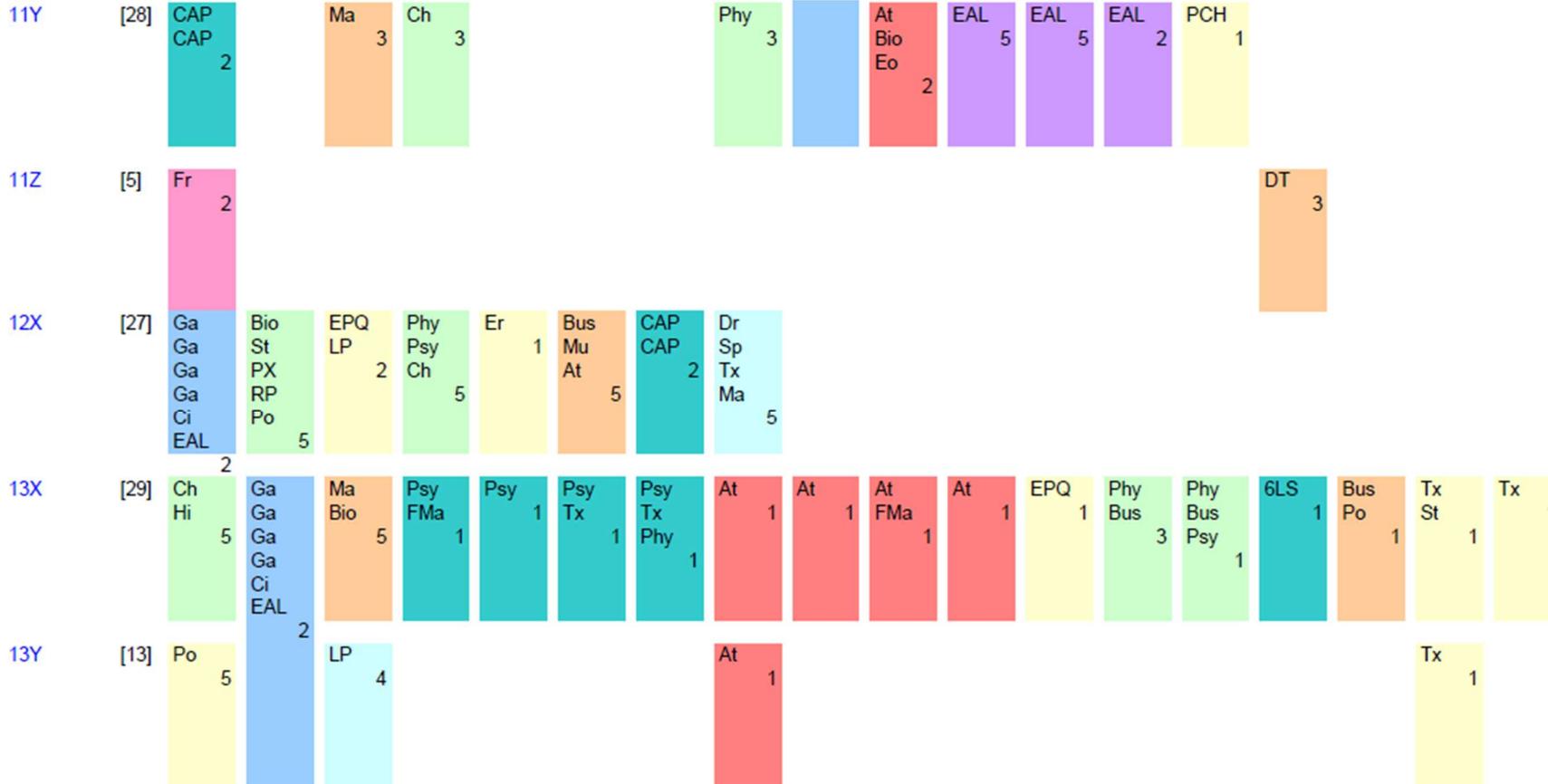
Appendix 2

Junior Curricular Overview: 2019-20

		Pre Prep (YR-2)	Year 3/4	Year 5	Year 6
		8 girls (2 YR; 2 Y1; 2 Y2)	12 girls (7 Y3; 5 Y4)	9 girls	14 girls
English	Taught by form tutor	5	5.25	4.5	4.5
Maths	Taught by form tutor	5	5.5	4.5	4.5
Science	Taught by Junior specialist (Y6 taught by senior specialist)	Taught as part of topic	2	2	2
Topic	Taught by Pre Prep form tutor	6.25	N/A	N/A	N/A
Humanities (History 1 half term, then Geography)	Taught by Junior specialist (Y6 taught by senior specialist)	Taught as part of topic	2	2	2
ICT	Taught by Junior specialist	Taught as part of topic	1	1	1
RS (Religious Studies)	Taught by form tutor (Y6 taught by Junior specialist)	0.5	0.5	0.5	0.5
PSCHE	Taught by form tutor (Y6 taught by Junior specialist)	1 (includes Golden Time)	0.5	0.5	0.5
French	Taught by senior specialist	1 (YR taught with Nursery; Y1/2 taught by specialist)	1	1	1
Music	Taught by senior specialist	1	1	1	1
Art	Taught by senior specialist	1	1	1	1
Drama	Taught by form tutor for Pre Prep/Y3/4. Y5/6 taught by senior	0.5	0.5	1	1
Games/fixtures	Taught by senior specialist	N/A	1	2	2
Swimming	Taught by senior specialist	1	1	1	1
Dance/gyms (taught on rotation)	Taught by senior specialist	1	1	1	1
PE	Taught by senior specialist	2	1	1	1
OAA (Outdoor & Adventurous)	Taught by senior specialist	Taught as part of topic	1	1.25	1.25
Enrichment (see separate letter for breakdown)	Taught by Junior staff senior staff and specialist coaches	5	5	5	5
Assembly	Led by Principal, Head of Juniors and Pyramid Heads	1.5	1.5	1.5	1.5
		31.75	31.75	31.75	31.75
Lunch time	1 hour a day	5	5	5	5
Break and tea	2x 15 mins	2.5	2.5	2.5	2.5
Registration	5x 9 mins	0.75	0.75	0.75	0.75

Curriculum Plan Roedean Moira House 2019-20

	Main [31 periods]																				
7X	[31] Eng 4	Ma 3	Fr SL 2	Dr 1	Gg 1	Hi 1	PCH 1	At 2	Mu 1	Sp SL 2	RS 1	Lat SL 1	PE 2	Da 1	Bio 1	Ch 1	Phy 1	Swi 1	OAA 1	IL 1	Ga Ga Ga 2
8X	[31] PE 2	Eng 4	Ma 3	Fr SL 2	Dr 1	Gg 1	Hi 1	PCH 1	At 2	Mu 1	Lat SL 1	Da 1	Sp SL 2	RS 1	Bio 1	Ch 1	Phy 1	OAA 1	Ga Ga Ga 2	Swi 1	IL 1
9X	[31] Eng 4	Ma 3	Phy 1	Ch 1	Bio 1	Fr 2	Lat 2	Dr 1	Gg 1	Hi 1	Sp 2	PCH 1	At 2	Mu 1	PE 2	RS 1	Da 1	OAA 1	Ga Ga Ga 2	Swi Swi 1	
10X	[31] Eng 3	Ma 3	Phy 3	Ch 3	Bio 3	Fr EAL FPQ Da 2	Fr EAL FPQ Da 1	At Bus PX 3	Mu Tx RP 3	PE 1	Po St 3	PCH 1	Ga Ga Ga 2								
11X	[31] Hi IM Da 3	Eng Eng 3	Ma Ma 3	Ch Sci 2	Gg RP Dr 3	Bio Sci 2	Bus Mu PX 3	Phy Sci 2	Ga Ga Ga Ga Ci EAL 2	At Lat Po 3	EAL PE Fr 1	Sp Fr FPQ 2	Sp Fr FPQ 1	PCH PCH 1							
11Y	[28] CAP CAP 2		Ma 3	Ch 3				Phy 3		At Bio Eo 2	EAL 5	EAL 5	EAL 2	PCH 1							



Appendix 3 Guidelines on Schemes of Work

Each department is to have schemes of work for all year groups, including at least the following items:

- Annual overview for all year groups (Appendix 4)
- Where the unit fits in
- Expectations of students
- Learning objectives
- Possible teaching activities
- Learning outcomes
- Differentiation
- Resources
- ICT
- Christian ethos
- Relevance to Roedean Moira House pupils and students
- Independent learning / VLE
- Homework
- Assessment
- Exam preparation and use of past papers

Schemes of work must be reviewed annually and saved on Q:Drive/Whole School/Faculties/Schemes of Work.

Appendix 4

Annual Overview of Schemes of Work for the _____ Department

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
NURSERY							
PRE-PREP	R						
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Juniors	Year 3 & 4						
	Year 5						
Juniors	Year 6						



		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
SENIORS	Year 7						
	Year 8						
	Year 9						
	Year 10						
	Year 11				Past Papers Revision	Past Papers Revision	
SIXTH FORM	Pre-A Level						
	Year 12						



ROEDEAN MOIRA HOUSE CURRICULUM POLICY POLICY 2019-2020

Year 13

Past Papers Revision	Past Papers Revision	
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Head of Department _____

Date: ___/___/20__



Appendix 5

Annual Planner for Heads of Department Meetings

	Agenda items	Friday 2 nd September 2017 (Heads of Faculty)	December 2017 (Heads of Faculty and Heads of Pupil Progress)	January 2018 (Heads of Faculty)	February 2018 (Heads of Faculty and Heads of Pupil Progress)	April 2018 (Heads of Faculty)	June 2018 (Heads of Faculty and Heads of Pupil Progress)
5mn	1. Minutes of the last meeting and review of action points						
	2. Feedback from Faculty Meetings						
10mn	3. Curriculum	<ul style="list-style-type: none"> a. Exam results b. Student feedback c. Timetable 2017-2018 (curriculum plan + allocations + class lists + rooms + surgeries) d. Preparation of curriculum 2017-2018 (feedback from Faculties, draft curriculum plan 2017-2018, summary of teacher's info, draft allocations from Heads of Faculty) 		<ul style="list-style-type: none"> a. Student feedback b. Additional support for exam classes c. Timetable 2017-2018 (draft allocations) 		<ul style="list-style-type: none"> a. Student feedback b. Timetable 2017-2018 (allocations, class lists for option subjects, activities timetable) c. Study Leave 	
5mn	4. School Development	<ul style="list-style-type: none"> a. School policies and documents b. Budgets c. Departmental development plans d. Reminders: Faculty Handbooks and Schemes of Work, SEFs e. Training schedule f. New staff induction 				<ul style="list-style-type: none"> a. Faculty Handbooks and Schemes of Work, SEFs b. Review of school policies and documents c. Draft Calendar 2017-2018 	
5mn	5. Calendar - upcoming deadlines	<ul style="list-style-type: none"> Exams analysis meetings EAR Open Day Sixth Form Open Evening Staff reviews 		Open Day		<ul style="list-style-type: none"> Staff reviews Governors' day Prize-giving Founders' Day 	
	6. AOB						

Appendix 6

Procedures for Department meetings / briefings

AGENDAS

The following items must be listed as standard items on agendas. Agendas must be emailed to all members of the Faculty one week before the meeting.

- A. Department briefings
 - 1. Calendar reminder
 - 2. Weekly Bulletin articles / items
 - 3. Students
 - 4. AOB

Timing: once a week for 10mn (Department briefings are mostly for information purposes and long discussion items should be left for the agenda of the Department meetings)

- B. Department meetings
 - 1. Review of previous minutes and review of action points
 - 2. Feedback from Heads of Faculty Meeting
 - 3. Calendar reminder
 - 4. Students
 - 5. Work scrutiny
 - 6. Sharing good practice
 - 7. AOB

Timing: once every half-term

MINUTES

Minutes of department Briefings/Meetings are to be saved in chronological order (e.g. 2013-09-03) onto Q:Drive/Whole School/Minutes, emailed to all members of the department and copied to the Head of Teaching and Learning within 3 working days of the meeting taking place.

Related policies and documents

This policy should be read in conjunction with the following policies and documents:

- Employee Handbook
- Staff Handbook
- Code of Conduct for Employees
- Health Safety Handbook
- Boarding Staff Handbook
- National Minimum Standards for Boarding Schools
- ISI Handbook for the Inspection of Schools, Regulatory Requirements
- Teachers' Standards
- Departmental Handbook
- Special Educational Needs and Disability Policy
- Homework Policy
- Learning and Teaching Policy
- English as an Additional Language Policy
- Examinations Policy
- Gifted and Talented Policy
- Extra-Curricular Activities Policy
- British Values Policy
- Complaints Policy (Pupils)
- Complaints Policy (Parents)

POLICY REVIEWED BY SCHOOL: June 2019

POLICY REVIEWED BY SCHOOL COUNCIL: 2019

NEXT REVIEW: June 2020