



# Curriculum Policy

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# Executive Summary

## Audience

- a. **All staff** should read and familiarise themselves with this **executive summary**.
- b. **All staff** should read the **relevant section(s)** related to their **role within the school**.

## Key Points

- a. This policy supports the development of a **rigorous and suitable curriculum** including:
  - i. The key aims in relation to a **broad, deep and balanced** curriculum;
  - ii. The role of **technology**;
  - iii. The importance of **staff development and training**;
  - iv. Support for pupils with **additional educational needs (AEN)** or **English as an additional language (EAL)**.
- b. This policy outlines the main elements of the **Junior School Curriculum** at both **La Storta** and **City Centre** including:
  - i. The focus on a **skills-based** curriculum;
  - ii. Provision in the **Early Years Foundation Stage (EYFS)** a stage called the Dragons (Red Dragons and Green Dragons) at St George's;
  - iii. Provision in **Key Stages 1 and 2** (Years 1-6);
  - iv. An outline of key **21st Century Skills**;
  - v. Arrangements for the **setting of pupils** in the Junior Schools;
  - vi. Enrichment opportunities;
  - vii. The role of **PHSE** (Personal, Health and Social Education).
- c. This policy outlines the main elements of the Senior School Curriculum including
  - i. The organisation of the curriculum at **Key Stage 3** (Years 7-9);
  - ii. The **Key Stage 4 (IGCSE)** Curriculum (Years 10 and 11);
  - iii. The **Sixth Form (IB Diploma)** Curriculum (Years 12 and 13);
  - iv. Support for pupils with **additional educational needs (AEN)**.



## Section 1: Introduction

### 1.1 Policy Statement

The Curriculum at St. George's is designed to enable pupils to experience the highest quality education in a stimulating learning, teaching and mentoring environment to ensure that each and every child develops his or her full potential and becomes a responsible global citizen.

### 1.2 Aims and Objectives

- At St. George's we offer a broad and balanced curriculum. We cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. At all levels in all year groups the basic skills of speaking, listening, literacy and numeracy are paramount. The curriculum enables pupils to achieve high status formal qualifications but we maintain through our pastoral programme and the use of the ideals of the **IB Learner Profile**, a focus on skills for learning and personal development (SMCS).
- Technology is a key tool in the teaching and learning process. All rooms have digital projectors, there are senior and junior school computer rooms and a range of other ICT tools to help learning. We aim to develop the range and quality of provision on a regular basis, so that pupils are able to learn using current technology.
- Teachers are expected to keep at the forefront of modern educational thinking and are strongly supported in doing so through our **Continuing Professional Development** (CPD) programme. We aim to have a highly qualified and motivated workforce, committed to providing a curriculum that engages every student and enables them to achieve high standards.
- We aim to make the curriculum accessible to all learners through the support provided by the EAL and AEN Departments.



## Section 2: Practice and Procedure

### 2.1 The Junior School Curriculum (La Storta and City Centre)

This section refers to the content, skills and concepts of the curriculum we teach our pupils. It considers both the **individual subject areas** of the curriculum as well as the **links which exist between these subjects**, and which are made accessible to the children through a cross-curricular, themed approach in our teaching.

In the Junior Schools our curriculum is skills based, and we use the various contexts for learning these skills to:

- Raise awareness of and curiosity for a wide range of subjects.
- Build on knowledge and skills both within and across the subject areas, ensuring that learning is cross curricular.
- Encourage a questioning approach to learning.
- Develop independent learners.
- Nurture and celebrate creativity.
- Develop skills of communication and cooperation.
- Provide enjoyable learning experiences from which children can derive pleasure and satisfaction. (Make learning fun).
- Evaluate the merits of each subject.
- Set problem solving opportunities within and across subject areas.
- Enable the application of a range of skills and techniques.



### 2.1.1 The Early Years (Red and Green Dragons)

In the **Early Years** (Red and Green Dragons) we shadow the UK Early Years Foundation Stage Curriculum Guidance and the more recent Development Matters in the EYFS non-statutory guidance. This framework ensures that pupils are being given the best possible start to their education. The EYFS curriculum consists of seven, inter-connected areas of learning and development, consisting of the prime areas of:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development.

These areas are crucial areas for igniting children's curiosity and enthusiasm and for building their capacity to learn, form relationships and thrive. We also support children in four specific areas, through which the prime areas are strengthened and applied. The specific areas are:

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

The Early Years curriculum is delivered through providing a range of rich opportunities in which children can develop relationship and personal skills alongside subject related learning. Many of these experiences are provided through high quality play activities, either child initiated or adult led, and take place indoors and outdoors. We believe play helps children to practise and reinforce learning in a non-threatening and enjoyable way. Added to this we provide specialist teaching in Italian, as our school's main Modern Foreign Language, Music and PE to support the Physical Development strand of the Foundation Stage areas of development.

It is an intended priority to ensure that every child feels secure, confident and happy at school and this is achieved by working in close partnership with parents. Parents are a child's first and most influential teachers and thus children entering the Early Years will



have already acquired many skills. In the Early Years, we aim to build on these skills and equip our pupils with the confidence and successes that will take them forward to having a desire for lifelong learning. As a school, we are committed to supporting each individual child's development pathway irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

### **2.1.2 Key Stage 1 and 2 (Years 1-6)**

In Key Stage 1 and 2 we:

- Shadow the National Curriculum of England and Wales, but aim to adapt and enrich it wherever and whenever appropriate, within an international context.
- Are conscious of the need to make the curriculum accessible to all our pupils and fully recognize their unique cultural and linguistic diversity and wide range of learning aptitudes.
- Encourage cross-curricular links in learning, whilst also valuing the rigour of specialist teaching. A proportion of our curriculum is taught by specialist teachers so that pupils can receive the robust knowledge which they can provide.
- Deliver the curriculum through various topics and themes to encourage our pupils to make links in their learning.
- Weave the strands of '21st Century Skills' and Assessment for Learning (AfL) throughout our lessons in order to encourage our pupils to become creative, flexible thinkers and independent learners with a well-established growth mindset.
- Provide opportunities for learning, both inside and outside the classroom, within the timetable and off timetable, through our well-established programme of local and residential trips, and by tapping into the expertise of our parent body and visiting speakers.
- Integrate IT into the curriculum as a tool for learning as well as teaching it as a discrete subject on a regular basis.
- Ensure high expectations, consistent approaches and good progression throughout the school.



Technology is an integral tool for learning in the Junior School. Pupils from Year 4 have access to their own email address and a school drive from which to create, save and access work. This space also enables collaborative learning as well as flipped learning opportunities. Pupils' learning will be substituted, augmented, modified and/or redefined by technology, but at all times technology, when used, aims to optimise learning and consider the future digital needs and safety of our pupils. The breadth and balance of the Junior Schools' Curriculum is made evident in our Curriculum Mapping, which is reviewed each year.

#### 2.1.2.1 Setting

In the Junior Schools, we believe in the strength of **mixed ability teaching** and learning, and may choose to support this in English and Maths lessons by organising flexible, differentiated groupings within the class or Year group. We accommodate the various levels of Italian proficiency within Year groups, in the same way.

#### 2.1.2.2 Enrichment

We are fortunate in the Junior School to be able to draw on the specialisms and strengths of our teaching staff to provide specific extension and enrichment for all of our pupils throughout the year. For example, as regular 'Topic Afternoons' in Key Stage 1; Music Taster Lessons in Year 5; a rich termly programme of Co-Curricular Activities; themed weeks once a term, when we come off timetable to explore Literature in our Book Week, STEM or Creative Activities. Local Day Trips extend learning beyond the classroom in all Year Groups and are far ranging. Residential Trips in KS2 to places such as Umbria and Venice ensure that opportunities for personal development are strengthened.

PSHE (Personal, Social & Health Education) and RSE (Relationships & Sex Education) are an integral part of the Junior Schools' Curriculum. Every pupil is viewed as an individual and encouraged to think about who they are, how they feel and how they can be their



best. Their ability to manage their emotions will determine their success in life more than any other skill. Starting with 'personal, social and emotional development' as a prime learning area in the EYFS and then through 'Personal Social Health and Citizenship Education' in KS1 and 2, pupils are supported to develop a sense of themselves and their role as happy, confident and resilient global citizens. Using assemblies and classroom time, we discuss and promote the IB values and our schools' 9Cs. Additionally in Years 5 & 6, we introduce the 'Life Decider Skills' to provide specific strategies for understanding and controlling emotions. We also celebrate our rich cultural diversity in International week.



## 2.2 The Senior School Curriculum

### 2.2.1 The Structure of the Day

The school runs a ten day cycle of six lessons per day (see **table 2.1**). This maximises learning time, reducing transitions and allowing for a degree of flexibility in lesson duration between subjects. Weeks are identified as being either a **week A** (the first five days of the cycle) or **week B** (the second five days of the cycle).

Start Time	End Time	Activity
0845	0855	Registration
0855	0945	<b>Lesson 1</b>
0945	1035	<b>Lesson 2</b>
1035	1055	Break
1055	1150	<b>Lesson 3</b>
1150	1245	<b>Lesson 4</b>
1245	1355	Lunch and CCAs
1355	1445	<b>Lesson 5</b>
1445	1535	<b>Lesson 6</b>
1535	-	End of lessons
1535	1700	CCAs (optional)

**Table 2.1:** The Structure of the Day

### 2.2.2 Key Stage 3 (Years 7-9)

Although we are guided by the UK National Curriculum at Key Stage 3, we believe our pupils are capable of far more and so we extend and enhance it and occasionally adapt areas that are inappropriate to our international setting. No public examinations are taken at Key Stage 3 (the exception to this is Italian GCSE which is taken by the majority of students in Year 9). All pupils study the number of lessons per ten-day cycle as shown below in **table 2.2**.



Subject	Number of lessons per ten-day cycle
English <sup>1</sup>	7
Mathematics <sup>2</sup>	7
Science	7
Physical Education	5
Italian	5
Language (Latin, French, Mandarin, German) <sup>3</sup>	4
Geography	4
History	4
Art	3
Design Technology	3
Information Technology (ICT)	3
Music	3
Assembly	1
Personal, Social and Health Education (PSHE) <sup>4</sup>	1
Citizenship	1
Tutorial	1

**Table 2.2:** The Key Stage 3 Curriculum

### 2.2.3 Key Stage 4 - (I)GCSE Public Examinations (Years 10 & 11)

Most St George's pupils take at least ten IGCSE subjects. Six are compulsory and four are optional. In addition to this pupils study compulsory non-examined subjects. Pupils study the number of lessons per ten-day cycle as shown below in **table 2.3**.

<sup>1</sup> Mainstream or 'A' English is not taught in sets but students requiring language support in 7, 8, 9 are withdrawn from 3rd language lessons.

<sup>2</sup> Mathematics is the only subject that sets by ability and this is only a top set and two or three parallel sets in Years 7 and 8. In Year 9 there is set 1, set 2 and two parallel sets. This is done to ensure appropriate levels of challenge and support.

<sup>3</sup> In Year 7 these languages are taught in rotation

<sup>4</sup> The PSHE programme is a wide ranging discussion-based curriculum involving Emotional Health, Friendships and Families, Sex education, Careers, and much more, all appropriate to the year group.



Subject	Number of lessons	Status	Examined
<b>Compulsory Subjects (students must do...)</b>			
English (Language and Literature)	9	Compulsory	Yes (2 IGCSEs)
Mathematics	7	Compulsory	Yes
Biology	5	Compulsory	Yes
Chemistry	5	Compulsory	Yes
Physics	5	Compulsory	Yes
<b>Optional Subjects (students choose four subjects...)</b>			
At least one language from...			
French	5	Optional	Yes
Spanish	5	Optional	Yes
German	5	Optional	Yes
Italian	5	Optional	Yes
At least one humanity from...			
Geography	5	Optional	Yes
History	5	Optional	Yes
And...			
ICT	5	Optional	Yes
Art	5	Optional	Yes
Music	5	Optional	Yes
Drama	5	Optional	Yes
Design and Technology	5	Optional	Yes
Physical Education	5	Optional	Yes
<b>Compulsory Non-Examined Subjects</b>			
Personal, Social and Health Education (PSHE)	1	Compulsory	No
Citizenship and Information Technology	1	Compulsory	No
Independent Study	1	Compulsory	No
Physical Education	4	Compulsory	No
Assembly	1	Compulsory	No
Tutorial	1	Compulsory	No

Table 2.3: The Key Stage 4 Curriculum



- Although ten or eleven (I)GCSEs is the norm, it is possible to do fewer particularly if there are any barriers to learning, most commonly, EAL. The average is above ten.
- The PSHE programme is a wide ranging discussion-based curriculum involving Relationships, How to be a good citizen in the 21st Century, Internationalism, Careers, and much more, all appropriate to the year group. Whilst the PSHE programme looks at the “good citizen”, the citizenship programme focuses on the “critical citizen”.
- Mathematics sets by ability; set 1, set 2 and two parallel sets. Set 1 follows an enriched maths curriculum which includes material from the A level core 1 module. This prepares the student for the transition to Standard Level and Higher Level IB Maths. Science “broad-sets”, splitting the year group into two halves, to allow for better differentiated teaching.
- The IGCSE Guide includes full details on this section of the curriculum and should always be referred to.

#### 2.2.4 Key Stage 5 - The International Baccalaureate (IB) Diploma

All pupils embark on the full IB diploma. In rare circumstances, a student may change to the certificate course at the end of Year 12. Most pupils choose three subjects at **Higher Level** and three at **Standard Level**. In addition, they study **Theory of Knowledge**, write an **Extended Essay**, and participate in the **Creative, Action and Service (CAS)** programme and do PSHE. PE is also offered in Year 12 and 13 (the subject is not compulsory in Year 13). The subjects that are available are shown below in **table 2.4**. Some of these are only available at Standard Level as listed.



Group 1 Language A1 (Best Language)		
This involves the study of literature including selections from World Literature		
English		SL and HL
Italian		SL and HL
Group 2 Languages		
Students must choose between <b>Language B</b> (second language) and <b>Ab Initio</b> (a foreign language where students have little or no previous experience of learning the target language)		
English	Language B	SL and HL
Spanish	Language B	SL and HL
Italian	Language B	SL and HL
German	Language B	SL and HL
French	Language B	SL and HL
Italian	Ab Initio	SL only
Spanish	Ab Initio	SL only
Group 3 Individuals and Societies		
History		SL and HL
Geography		SL and HL
Economics		SL and HL
Business and Management		SL and HL
Art History		SL only
Environmental Systems		SL only
Group 4 Experimental Sciences		
Biology		SL and HL
Chemistry		SL and HL
Physics		SL and HL
Environmental Systems		SL only
Computer Science		SL and HL
Group 5 Mathematics		
Mathematics		HL only
Mathematics Standard		SL only



Mathematical Studies		SL only
<b>Group 6 Arts and Electives</b>		
Students choose one of the arts subjects...		
Visual Arts		SL and HL
Music		SL and HL
Theatre Arts		SL and HL
Or a second subject from Groups 1-4		

**Table 2.4:** The Key Stage 5 Curriculum

- **PSHE** is a wide-ranging course encompassing a major section on Careers and University Application. Many outside speakers from Universities and Industry give talks and seminars. Other sections include Sex Education, Learning Styles, Study Skills and MUN-style debating.
- The **CAS programme** is a required element of the IB. Students must complete a minimum of 150 hours in total, divided equally between the three components. Activities include services to community such as volunteering at a soup kitchen, environmental activities, and supporting/organising fund- and awareness-raising for a number of charities.
- **Theory of Knowledge** is a critical thinking course culminating in a major group presentation and an externally moderated essay.
- The **Extended Essay** is a 4000-word independently researched project on an area of interest to the student and supervised by a member of staff.

### 2.2.5 Additional Education Needs (AEN)

The school welcomes children who might have a specific barrier to learning. We have two dedicated departments aimed at helping such children. Firstly, the **Student Support Department** helps pupils both in and out of the classroom and, secondly, the **EAL** (English as an Additional Language) Department helps children access the curriculum that their lack of English would normally prevent. Both departments are in regular contact with teachers and provide training. Please refer to the learning support policy.



## Section 3: Assessment and Record Keeping

In the Junior School, the Leadership Teams develop **curriculum maps** which outline curriculum coverage. Class teachers prepare **weekly plans** which detail their delivery of the curriculum. In the Senior School, Heads of Department prepare **curriculum maps** which outline curriculum coverage and these are drawn out into **schemes of work** by Heads of Department and Subject Teachers which detail their delivery of the curriculum.



## Section 4: Staffing and Resources

1. The school's **Strategy Team** is responsible for developing the overarching vision for the curriculum;
2. The **Heads of School** and **School Leadership Teams** are responsible for mapping the curriculum and monitoring its delivery;
3. **Heads of Department, Phase Leaders** and **all teachers** are responsible for producing and monitoring curriculum planning through curriculum maps, schemes of work and weekly plans.



## Section 5: Linked Policies

1. 201 Safeguarding Child Protection Policy
2. 202 Safeguarding Behaviour for Learning (Rewards and Sanctions) Policy
3. 210 Safeguarding Trips and Visits Policy
4. 101 Academic Teaching and Learning Policy
5. 103 Academic Assessment, Recording and Reporting Policy
6. 104 Academic Learning Support Policy
7. 203 Safeguarding Pastoral Care and Wellbeing Policy
8. 212 Safeguarding Sex Education Policy



## Monitoring and Review

This policy will be reviewed by **Strategy Team** in **September 2020**.

### Approved by

The **Principal** on behalf of the school

The **Chair** on behalf of the Board of Governors

## Change History Record

Version Number	Description of Change	Author(s)	Date of Issue