

CHAPTER 4 – EDUCATIONAL MATTERS

St Nicholas' School



CURRICULUM POLICY & CURRICULUM ANALYSIS

The Curriculum at St Nicholas' School aims to offer pupils a broad and balanced education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education and enables each individual to fulfil their potential in accordance with the School aims.

The School has pupils with Education & Health Care Plans (EHCPs). The curriculum is adjusted to ensure that the education provided fulfils the necessary requirements.

The curriculum is designed to ensure that pupils have a programme of activities appropriate to their needs and to ensure that all pupils:

- benefit from a broad range of subjects and develop the skills of speaking, listening, literacy, numeracy and enquiry, problem solving, reasoning and co-operation appropriate to their age and aptitude (including those with a statement);
- have equal access to all areas of the curriculum, regardless of, for example, race, religion, learning disadvantages and disabilities and first languages (see SEN policy and Equal Opportunities policy);
- receive personal, social and health education which reflects the school's aims and ethos (see PSHE policy);
- receive appropriate unbiased careers guidance (see Careers Guidance policy);
- are given adequate preparation for the opportunities, responsibilities and experiences of adult life (see PSHE policy);
- are encouraged to achieve their best and gain a sense of achievement;
- have opportunity to learn and make progress with enjoyable and challenging learning opportunities;
- develop creatively, according to their talents;
- understand the benefits of exercise and a healthy lifestyle;
- are able to think and learn for themselves;
- develop spiritual, moral, social and cultural awareness and acquire an appreciation of and respect for their own and other cultures and cultural traditions;
- are taught to respect fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;

- are able to distinguish right from wrong and respect the civil and criminal law;
- acquire a broad general knowledge of public institutions and services in England;
- are encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute to the lives of those living and working in the locality in which the School is situated.

All pupils' work is monitored and regularly assessed to ensure pupils are making progress according to their ability.

This policy should be read in conjunction with the Careers Guidance Policy for those parents whose children are in Years 7 onwards.

Curriculum Policy

This curriculum plan is continually under review to ensure that it meets the needs of our pupils.

Foundation Stage – DFE EYFS Statutory Framework (Revised April, 2017)

Pupils follow the national programme for Early Years Foundation Stage (EYFS). Through a range of topics, pupils work towards goals in:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

There are 7 areas of learning and development that shape the education provision in the Foundation Stage.

With 3 Prime Areas of Learning:

- Communication and language
- Physical development
- Personal, social and emotional development

and four specific areas of learning:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

Teachers should also take note of the learning characteristic which run through and underpin the seven areas of learning and development:

- Playing and exploring
- Active learning
- Creating and thinking critically

Detailed plans and policies are kept in the Infant Department. The EYFS profile 2019 handbook is used for assessment and internal moderation.

KS1

Infant pupils follow a broad and balanced curriculum that emphasises the establishment of basic skills in reading, writing and numeracy.

The timetable is arranged by infant teaching staff and includes discrete lessons in English, Mathematics, Music, French, Mandarin and PE (the latter three being taught by specialist staff). Work in Science, History, Geography, RE and PSHE is covered each week and is related, as far as possible, to the topic for the term. All pupils also learn the violin with a specialist teacher.

Curriculum Support

Curriculum support is provided for pupils requiring additional help and extension material is set by teachers to challenge the more able.

Subject policies and schemes of work are kept in folders in the resource area in the Infant Department.

KS2

In the Junior Department pupils study a broad curriculum, with an emphasis on reading, writing, spelling and numeracy, so that girls are fully prepared for the Senior Department. Pupils study the following subjects:

English, Mathematics, Science, History, Geography, Religious Studies, French, Mandarin, Art, Drama, Music, Physical Education, ICT and Design Technology.

They are also given lessons in Personal, Social and Health Education.

Many of these subjects are taught by specialist staff from the Senior department of the School.

Individual subject policies and schemes of work are kept in the Junior Resource Area or by the specialist teachers.

Pupils with special educational needs continue to be offered appropriate support and encouragement or extension activities.

Forest School

Pupils in KS1 and KS2 have outdoor learning sessions with a Forest School specialist, where they learn about the environment and also strengthen teamwork and co-operations skills.

KS3

At KS3 pupils have the opportunity to study a wide range of subjects, following on from KS2. The subjects taught are:

English language and literature

Mathematics

Science (taught as separate subjects)

French

Spanish

Mandarin

German (Year 9 only)

Geography

History

RS

Latin/Classical Civilisation

Art

Drama

Music

PE

ICT (OCR Functional Skills examination taken in May of Year 9)

Food Technology

Textiles

Latin is introduced for all pupils in Year 7 but in Years 8 and 9 they continue with Latin, follow a course in Classical Civilisation or take extra English lessons.

In Year 7, pupils have two periods each of French, Mandarin and Spanish, although if this is not considered appropriate, a pupil may be offered one period of extra French and one period of Curriculum Support instead of either Spanish or Mandarin.

In Year 8, some pupils continue with all three languages, and others have four periods of French and two periods in their choice of Spanish or Mandarin.

In Year 9, pupils continue with two languages, one of which must be French or Spanish. German is offered for those who are interested. Each language is studied for three periods each week. Once again, extra French and Curriculum Support is available.

All pupils begin GCSE separate sciences in Year 9 with the intention of taking Biology, Chemistry and Physics at GCSE in Year 11. However, a few girls may later choose to do a Combined Science course.

PSHE is taught throughout KS3 and KS4 covering a variety of subjects under three main topic areas:

- Health and Wellbeing
- Living in the wider world
- Relationships

A full overview of the subjects covered by each year group can be found in the RSE policy.

These topics may also be covered within other areas of the curriculum.

The same applies to KS1 and KS2.

Pupils with special educational needs continue to be offered appropriate support and encouragement or extension activities.

Subject policies and schemes of work are kept in individual departments.

KS4

At KS4 pupils study a core curriculum of English Language, English Literature, Mathematics, French or Spanish and the majority also study Biology, Chemistry and Physics. However, a few pupils may take the Combined Science course and use the extra periods for Extra Mathematics and Extra Science lessons. In addition, pupils select three options.

The majority of the current Year 10 and Year 11 pupils will be entered for 10 subjects at GCSE. These are made up of the seven core subjects and three option subjects chosen from the following list:

History, Geography, Spanish, Latin, Classical Civilisation, Textiles, Art and Design, Food & Nutrition, Music, PE, Computer Science, Drama, Mandarin and Business Studies.

In addition to their GCSE subjects, all pupils have lessons in General RS and PSHE. Year 10 pupils also have 1 period of Music. During PSHE lessons pupils cover the same topics as those at KS3.

Pupils may be offered extra support in English instead of one option subject.

Subject policies and schemes of work are kept in individual departments.

Reviewed and updated November 2021

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