

CURRICULUM POLICY

Updated July 2023

PRINCIPLES

- i) All pupils follow a curriculum that is characterised by breadth, balance, relevance, differentiation and progression.

Breadth ensures that pupils are exposed to the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).

Balance ensures that each area of learning and experience is given appropriate attention in relation to the others and to the curriculum as a whole.

Relevance takes account of pupils' previous learning and their readiness for new experience.

Differentiation allows for differences between pupils and implies a need for variation in teaching approaches and classroom organisation.

Progression ensures that learning is continual and builds upon previous experience and achievement.

- ii) The curriculum should enable all pupils:

- To have a basis from which to make informed and realistic choices and decisions at all stages.
- To have an informed perspective about the role of the individual in the community, society and the wider world.
- To have an appreciation of the spiritual dimension of human existence.
- To have a flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns.
- To show personal values based on honesty and trust, tolerance, understanding, caring and respect for others, which allow the establishment of effective personal and social relationships.
- To experience a variety of teaching and learning strategies, which will stimulate intellectual development.

EYFS, KEY STAGES 1 and 2

ORGANISATION

In the Junior School there is a Reception class which covers the Early Years Foundation Stage and Years 1 – 6 which follow the national curriculum appropriate to their year group. The number of lessons taught by specialist teachers increases as pupils move through the year groups. Specialist teaching is in the following subjects: Music, DT, Art, French, Computing and PE up to Year 4. From Year 5, Science is also taught by a specialist teacher. Individual music lessons are taught by specialist peripatetic staff.



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Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only many of the requirements of the National Curriculum, but also the range of co-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated or expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

These are the main values of the school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in the school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims and Objectives

The aims of our school curriculum are:

- To create a happy and stimulating school environment.
- To enable all children to learn and develop their skills to the best of their ability.
- To promote a positive attitude towards learning as well as tenacity and resilience.
- To teach children the basic skills of numeracy, literacy and ICT.
- To enable children to be creative and curious as they develop their own thinking skills and ways of learning.
- To encourage curiosity.
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage and embed fundamental British values.
- To promote the enjoyment of physical activities.
- To enable children to become positive citizens in society.
- To teach children to have an awareness of their own spiritual development and to understand right from wrong.



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- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high-esteem and to be able to live and work co-operatively with others.
- To help children learn that courtesy and concern for others are very important qualities.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan which indicates what topics are to be taught each year and to which groups of children. We review our long-term plan on an annual basis.

The medium-term plans give clear guidance on the objectives and teaching strategies that are used when teaching each topic. Staff also complete a weekly plan which identifies where they are up to in relation to their medium term plans. These plans are recorded on the staff area of the network.

Years 1 – 6: Creative Curriculum

The school has developed a long-term map using the creative curriculum (Powell) and skills-based curriculum (Quigley). A new topic is adopted each term in each year group and used to deliver a range of subjects in a co-ordinated, fresh and exciting manner. In order for pupils to develop into successful learners and achieve their full potential through high quality teaching, we provide suitable learning opportunities by incorporating challenge, pupil choice, resourcing and differentiation into their learning experience. There is planned progression in all curriculum areas through the use of this creative curriculum. This means that any one term may carry a particular humanities emphasis but by the end of the year all curriculum skill areas will have been covered. Our emphasis is on 'learning to learn' and creativity is at the heart of this. Creativity helps to equip young people with the skills, ability, confidence and attitudes to enable them to work imaginatively, to transfer and apply new knowledge in different contexts and work towards new and valuable goals. A creative approach to learning will encourage a fascination for task, risk taking, a preference for complexity, a willingness to ask many questions and a desire to display results, consult others and go beyond the conventional. Centred on the skills pupils are developing across many subject areas, one topic threads the learning together making it a memorable, engaging, and immersive experience. The Creative Curriculum not only connects skills from across the curriculum but also encourages pupils to direct their learning. The topic is planned to make room for inquisitive minds that have questions to ask, those that enjoy freedom and flourish when given the opportunity to showcase their independence, those that like to analyse and investigate, creative souls who demonstrate their understanding in their own unique way. Our character dispositions of creativity, curiosity and courage focus the learner's mindsets. This is put into practice by providing challenges that require courage for example, or by encountering a role model who demonstrates creativity emphatically or simply sparking curiosity by posing a philosophical question. The content of what we teach is the vehicle to equip our pupils with skills and abilities, to ultimately feel empowered to contribute to shaping the world around them.

We aim to foster a life-long love of learning through a 21st century education and to deliver this through:



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- providing an enjoyable and enriching curriculum which establishes cross-curricular links to foster a broader understanding
- putting learning into context and making it more meaningful
- promoting curiosity for further study
- bringing learning to life through visits, visitors and themed days (stunning start, marvellous middle, fabulous finish)
- involving the pupils in the planning and decision-making of the direction of the topic

Their curriculum is organised into the following areas;

- Creative Arts (Art & DT)
- Creative Curriculum – topic work, which includes: History, Geography, English and RS
- Computing
- French
- Culture
- Mathematics
- Physical Education
- Period X
- Science
- Music

The role of the Junior School Deputy Head

In collaboration with the Subject Champions and the Heads of Department at the Senior School (through cross-phase work), the Junior School Deputy Head will:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Provide efficient resource management for the job.
- Monitor all schemes of work.
- Update related policies.
- Monitor the teaching and learning of their subject.



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