



## CURRICULUM POLICY (2a)

Queen Mary's School strives to give every individual the opportunity to experience a rich, challenging, stimulating and rewarding curriculum in accordance with the ISI Handbook for the Inspection of Schools, the Regulatory Requirements September 2018.

**Queen Mary's School has clear academic objectives.**

To provide a broad, stimulating and balance education for every pupil regardless of ability covering the following areas: Linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

- To educate children of all abilities to the best of their ability
- To achieve excellent value added scores across the curriculum
- To encourage intellectual curiosity, critical analysis and independent thinking
- To make the best use of academic data to give an individual approach to learning
- To ensure that all pupils are best prepared for national assessments
- To prepare each pupil for life beyond Queen Mary's
- To be fully committed to the recruitment and retention of high calibre staff
- To ensure the training and development of staff.

**We endeavour to:**

- (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)

**What do we do?**

Queen Mary's departments have schemes of work (please see individual departmental schemes) and classes are Year group based and pupils in the majority of cases are educated with pupils of a similar age. Mathematics and Science groups are set by ability where possible, from Year 5- S3. Consideration is given to all pupils in regard to meeting their individual needs and where applicable acting on EHC (Education and Health Care) plans, acting on Pupil Support Plans. The culture at Queen Mary's reinforces the philosophy that all individuals should strive to be the best they can be. The Support for Learning Department provides detailed information, Pupil Support Plans, including access to educational psychologist's reports and INSET for all staff to ensure that staff are informed about Queen Mary's pupils



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and can thus set work, challenges that are appropriate. (Please refer to the Support for Learning Policy) Queen Mary's School has adopted a bespoke approach to curriculum planning and is prepared to adapt a particular student's workload in order to facilitate more effective learning. The School always aims to meet the specific needs of the individual. An example of this is the fact that some pupils at Queen Mary's undertake a reduced timetable and some are encouraged to embrace extension opportunities. The School operates a data tracking system that monitors the achievements of our pupils and prompts intervention strategies to be applied as appropriate to the needs of the individual student. Queen Mary's School uses Base in EYFS, INCAS (in Key Stage 1 and 2), Midyis (In Key Stage 3) and Yellis (In Key Stage 4) to help inform teaching and to enable staff to best meet the needs of the pupils they teach. Pupils have the opportunity to experience examination conditions and are informed of various revision strategies and examination techniques to help them prepare for internal examinations, assessments, Common Entrance, external scholarships and for GCSE examinations.

- (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)

### What do we do?

Queen Mary's School Mission Statement clearly outlines what is expected of all in our school community

*A Christian community that values, nurtures and respects every individual. A place where all are challenged to do their best, serve others, show compassion and act with integrity.*

In fulfilling the School's Mission Statement, it is expected that all will try to "love thy neighbour", this is evident in the caring school community where individuality is respected and the concepts of justice, equality and stewardship prevail. These concepts are reinforced through the School ethos, Code of Conduct and how we treat each other in daily school life, in lessons, PSHE programmes, boarding, assemblies, prayers, reflections, the school leadership style of Servant Leadership which recognises strengths and tries to empower all members of the school community, the Student Council, mock election experiences, voting and participating in debates. The School invites various speakers to teach pupils to show respect and tolerance for other faiths. The local community police visits and talks to pupils. The School recruitment policies are in accordance with equality for all and an education at Queen Mary's School is built upon the belief that everyone is to be respected and valued.



In the delivery of our curriculum, we make reference to the ISI Handbook for the Inspection of Schools, the Regulatory Requirements for Schools September 2018, Paragraph 2 and ensure that full provision is made for the following matters:

- 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; (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)
- b) that pupils acquire speaking, listening, literacy and numeracy skills; (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)
- 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; (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)

What do we do?

Queen Mary's School aims to allow each child to flourish. The School wants pupils to develop a love of learning and to be able to think and work independently. Queen Mary's School aspirations are high and the curriculum is built upon the belief that all in Queen Mary's should strive to be the best they can be. Excellent class sizes, motivated pupils, supportive parents, a first class environment and dedicated, talented staff facilitate a superb foundation for effective learning to take place. The School, parents and pupils work together as a team. Parents and pupils are kept informed and pupil profiles are completed for every pupil from Year 1-6 every half term. There are consultation evenings, where parents and students have the opportunity to discuss progress, targets, assessments/examinations and to identify the action needed to facilitate further improvement and an enjoyment of learning. Pupils at Queen Mary's School are encouraged to reflect on their educational experiences and are supported in their challenge to fulfil their potential. Queen Mary's School strives to help pupils be prepared for life and strives to afford opportunities in and outside of the classroom for pupils to develop the ability to work independently and effectively as a part of a team, to take part in discussions, to be resilient and to have a 'can do' attitude, rise to a challenge, believe in themselves, act with integrity and have genuine respect for others.



## The curriculum in the Early Years Foundation Stage

There are seven areas of learning and development that shape the educational programmes in the Early Years Foundation Stage. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

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

The Early Years' Department also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Communication and language development involves providing opportunities to experience a rich language environment, to develop confidence and skills in self-expression, and to speak and listen in a range of situations.

Physical development involves providing opportunities to be active and interactive, to develop co-ordination, control and movement and ensures help is given to understand the importance of physical activity and to make healthy choices in relation to food.

Personal, social and emotional development provides opportunities to develop positive self-image, positive relationships with others, social skills, manage feelings and behaviour and gain confidence in one's ability.

Literacy development encourages children to link sounds and letters, introducing reading and writing through the provision of a wide range of resources and reading materials.

Mathematics provides opportunities to develop skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.



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Understanding the world provides opportunities to make sense of the physical environment and community through exploration, observation and finding out about people, places, technology and the environment.

Expressive arts and design provides opportunities to explore and play with a range of media and materials, the sharing of thoughts, ideas and feelings through art, music, movement, dance, role-play and design and technology.

The Early Years' Department reflects on the ways children learn and carefully considers and applies the characteristics of effective teaching and learning:

- Playing and exploring: children investigate and experience things and 'have a go'.
- Active learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically: children have and develop their own ideas, make links between ideas and develop strategies for doing things.

### Curriculum Years 1- S3

Areas of experience (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)

**Linguistic:** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In all schools, except for foreign national schools whose pupils are all temporarily resident in this country, there must be lessons in written and spoken English. Many schools will also teach other languages and some will use a language other than English as the main medium of instruction.

**Mathematical:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

**Scientific:** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.



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**Technological:** There is no wish to be prescriptive about how schools develop a curriculum to teach technological skills and it is recognised that some schools would not wish to teach some of the aspects below for example, information and communication technology (ICT). Technological skills can include the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

**Human and social:** This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area.

**Physical:** This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

**Aesthetic and creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

There is not specific requirement to provide **religious education** although, in many schools religious education is a major way of providing human and social education and promoting spiritual, moral, social and cultural development. (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)

### What do we do?

Queen Mary's School does fulfil the ISI Regulatory Requirements outlined above, and Queen Mary's School, in fulfilling the requirements, tries to ensure that the child is at the centre of all decisions that are made. The School ensures that each individual department prepares and follows structured, progressive, challenging schemes of work, that aim to provide students with the opportunities to experience and develop a breadth of skills, knowledge and understanding across a range of curriculum areas. (Please refer to departmental schemes of work for greater detail). A Queen Mary's education fosters curiosity, engagement, challenge, support, positive relationships and effective communication. Students are expected to take an active role in their own learning, to develop knowledge, to question, to think, to understand, to evaluate and work hard. The School aims to develop independent thinkers and workers who have the skill set to facilitate a sense of wellbeing, resilience and success in the modern world. Students at Queen Mary's have the opportunity to learn in an amazing environment, in a number



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of disciplines, experience a variety of teaching styles and participate in a rich curriculum and co-curricular programme. The School nurtures a positive supportive ethos where all are challenged to do their best.

Please see the attached table showing the lesson allocation for each subject area.

As well as English Language, Mathematics and Science, each child will be encouraged to develop their interest and ability in English Literature, History, Geography, Religious Studies, Languages, Art, Drama, Design Technology, Classical Civilization, Music and Physical Education. Information Technology is taught formally up to Year 8. All students in Year 3 -11 have PSHE lessons and pupils in Year 7 -11 follow aspects the Steps Careers Scheme. Please see the PSHE schemes of work, subject schemes of work and the Careers File, which provides evidence of what we do at Queen Mary's School. Please also see the breadth of opportunities /enrichment available to pupils at Queen Mary's School in the termly activities/clubs booklet.

**GCSEs:** Options for GCSE are discussed with pupils and parents and decided when the child is in Year 9. An options evening is held in the Spring Term which the Head, the Deputy Head and the Director of Studies, GCSE teachers and an independent careers advisor will attend (Please see a copy of the Options booklet). All children take GCSEs in at least English, Mathematics, Science (Addition Award or the three separate sciences for the more able). Almost all children will take English Literature and a language at GCSE. Children opt to take additional GCSEs from: German, Spanish, Latin, History, Geography, Art, Religious Studies Music, Classical Civilization, Physical Education, Design Technology (Food Technology) and Drama. Where examinations are tiered (e.g. Foundation and Higher Tiers) children will be entered for the tier that gives them the best chance of achieving the highest grade of which they are capable.

Most children will take 8 to 10 GCSEs. The aim is that each child will match or achieve GCSE grades better than predicted by her YELLIS scores (the YELLIS tests are taken at the start of the GCSE courses in Year 10).

**Support for Learning:** ( Please refer to the Support for Learning Policy) Children with Special Educational Needs can be given support by the Support for Learning Department as soon as their needs are identified (by their parents, by internal testing as they arrive, by their teachers, and/or by a qualified Educational Psychologist). Pupil Support Plans are available for all staff. These documents are updated regularly by the SFL Department. The Support for Learning Department ensures that staff are provided with all the necessary information to help them meet the needs of the individual child.



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Support for Learning lesson times are negotiated with the subject teachers, parents and pupil. The needs of the individual are addressed in consultation with all concerned and the pupil may study a reduced timetable where appropriate. Assessments by a qualified Educational Psychologist may be necessary to ensure the needs of each individual are met. Readers or other support for examinations are provided for those who qualify for one. In the rare instance that a child is considered unlikely to be able to achieve a grade at GCSE (where possible) a bespoke provision will be made to accommodate the needs of the individual.

**English as a Foreign Language:** There are currently very few children at Queen Mary's for whom English is not their first language. All pupils who have an identified problem with written English, will be offered specific additional support by the English, Modern Foreign Languages and Support for Learning departments as appropriate. All other subject departments will of course do all they can to support the child within their subject.

The recruitment and retention and further professional development of high calibre staff is essential to providing an excellent curriculum. Queen Mary's School is committed to providing a stimulating, challenging educational experience for all.

- 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. (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)

### What do we do?

PSHE is taught in mixed ability groups throughout the school. Please see the schemes of work for PSHE currently in operation at Queen Mary's School. Please also see the programme that has been followed in regard to prayers/assemblies.

- 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. (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)



**What do we do?**

Please see the Careers Policy, The Careers File that provides evidence /examples of what is in operation in regard to Careers provision at Queen Mary's school.

- 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: (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)

Please refer to the Early Years activities documents.

For further enrichment opportunities available at Queen Mary's please see the termly School activities booklet.

Pupils have the opportunity to take part in a wide range of activities including:

Further Mathematics, LAMDA, Clay Pigeon Shooting, Queen Mary's Society, Subject clinics, Debating opportunities, Outdoor Education (Climbing, Canoeing/Paddle Sports, Orienteering, Golf, Archery, Pheasant Plucking) Duke of Edinburgh Award Scheme, Community Service Group, God Squad, Food Safety, Library, Drama, Textiles, Dance, Story Club, Riding and school trips/camps.

### **Music**

Choirs (Chapel Choir, Senior Choir, Middle Choir, Junior Choir) Orchestras (Senior and Junior), Strings, Theory and Recorder, Music lessons (Brass, Percussion, Strings, Keyboards, Voice, Woodwind).

### **Sport**

Netball, Hockey, OE, Swimming, Cross Country, Lacrosse, Athletics, Tennis, Rounders, Gymnastics and Football.

- g) that all pupils have the opportunity to learn and make progress. (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)

This is inherent in the school's ethos and provision as detailed in this policy and in the Support for Learning Policy.



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- h) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. (ISI Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements September 2018)

### What do we do?

Every opportunity is taken to ensure pupils are well prepared for the next phase in their lives and understand the responsibilities and opportunities they will face as British citizens. Please see the schemes of work for PSHE throughout the school. Please see the departmental subject schemes of work, aspects covered in assemblies, lessons and prayers. Speakers, such as a local police officer and Bob Tate, who gives an annual drugs talk, are invited into assemblies to support Queen Mary's PSHE programme. Please refer to the Fundamental British values policy.

Mrs M Smerdon

Director of Studies

November 2018

Review date: November 2019

### Linked documents:

- i. The Support for Learning Policy
- ii. Subject Schemes of work (including PSHE)
- iii. Departmental Handbooks
- iv. Departmental Self Evaluation Files
- v. Marking /Assessment Policies
- vi. The Prep Protocol
- vii. Pupil Profiles
- viii. The Fundamental British Values Policy
- ix. The Behaviour Management Policy
- x. The Countering Bullying Policy
- xi. Careers Policy
- xii. The Careers Evidence File
- xiii. The Safeguarding and Child Protection Policy
- xiv. Lesson allocation Document 2018/19
- xv. Record of topics addressed at School prayers
- xvi. Activity booklets