



## **TUDOR HALL**

### **Curriculum Policy**

Our aim is to deliver a curriculum which enables us to fulfil our commitment to the girls as stated in the school aims. This will ensure that girls:

- are provided with both an intellectual challenge and a sense of achievement;
- develop knowledge, understanding and skills in a manner which encourages their confidence and gives satisfaction and enjoyment;
- are given appropriate opportunity to develop their independent thinking and learning skills.
- acquire the knowledge, attitudes and learning skills which will facilitate further study;
- have the opportunity for enrichment and subject-based support through provision of a range of additional activities including field trips.

In addition, we believe that a wide range of extra-curricular opportunities offer girls the chance to develop further many of the skills which enhance their performance in this taught curriculum.

We recognise that to facilitate these aims, each student is entitled to a curriculum characterised by the qualities listed below.

#### **Relevance**

We will provide a curriculum appropriate to the needs of the students at different stages of their learning. We will take into account their age, experience and aptitude, enabling them to contribute with confidence within both the school community and the outside world.

#### **Breadth and Balance**

We present a broad and balanced curriculum which incorporates these elements of learning:

- the development of knowledge
- the understanding of concepts
- the acquisition of skills
- the ability to apply these elements in a variety of circumstances.

We aim to give access to the following areas of experience – aesthetic/creative, human and social, linguistic and literary, mathematical, moral and spiritual, physical, scientific and technological.

## **Continuity and Progression**

We will structure the curriculum in such a way as to allow for effective continuity and development through systematic co-ordination of key aspects within each area of study. Schemes of work will acknowledge and develop work covered in previous years.

## **Differentiation**

Through our curriculum we will acknowledge the differences between children, even of the same age, by generating variation in tasks and content so that there is a balance between the need for a challenge and the likelihood of success for each student.

## **Setting**

For most subjects the school policy is that subjects are not set. However, mathematics is set by ability from the Is (NC Year 7) French is set from the IIs (NC Year 8) and biology, chemistry and physics are set from the IIIs (NC Year 9).

## **Detail**

### **Baseline Assessment**

All girls are assessed on entry. The Is (NC year 7) do the MidYis baseline test as do any new girls entering in the IIs and IIIs. All new girls are also screened on entry by the Learning Support department to identify any areas of special educational need where particular learning support may be required. The ALIS baseline tests are administered in the Lower VI (NC year 12). All girls in the Vs also undertake a Verbal Reasoning assessment.

### **Study Skills**

Girls begin the formal study skills programme in the IInd year (NC year 8). The programme is intended to promote understanding of time management, prioritisation and study methods appropriate to the individual and these skills are developed in the IIs to LVI.

### **Thinking Skills**

The thinking skills programme runs through out the Is to Vs and is designed to equip girls with the intellectual tools to approach their learning in any subject or area of interest. The Is study the brain, and the course continues by investigating learning styles, emotional intelligence, multiple intelligences and personal revision styles.

### **The Is to IIIs Curriculum – NC Years 7-9**

The curriculum offers a very wide-ranging education designed to supply the essential groundwork for GCSE. An enrichment course is given to the Is (NC year 7). Science is taught as an integrated course in Years 7 and 8. All pupils do Latin in the Is (NC year 7) which is then split into Latin or Classical Civilisation in the IIs, depending on aptitude. The full range of subjects undertaken in Is and the IIs (NC Years 7 and 8) is: art; cookery; design and technology; dance; drama; English; French; geography; history; information and communication technology; Latin or classical civilisation; mathematics; music; personal, social and health education; physical education; religious education; science; textiles; thinking skills.

In the IIIs (NC Year 9) pupils begin the foundation for most of their GCSE courses, although work on GCSE science itself begins in this year. Girls may choose one of two new languages, German or Spanish, although taking a second language may not be advised where a girl has significant learning difficulties. Subject specialists teach the sciences as separate subjects. Girls make their GCSE choices during the Easter term, after individual advice from their group staff, subject staff and a member of the Senior Management Team. Parents are taken through the procedure and

options at the parents' meeting in the Easter term and are given the GCSE options booklet describing the courses available. There is close consultation with each girl and her parents before choices are finalised. The IIs curriculum comprises art; biology, chemistry, cookery; design and technology; dance; drama; English; French; food and nutrition; German; geography; history; information and communication technology; Latin or classical civilisation; mathematics; music; personal, health and social education; physical education; physics, religious education; science; Spanish; textiles; thinking skills.

### The IVs and Vs Curriculum - NC Years 10 and 11

In the GCSE years each girl studies English language, English literature, mathematics, GCSE science (Double Award), and a humanity (chosen from history, geography or religious education.) A modern foreign language is also compulsory except for girls with significant learning difficulties. Breadth of study encompassing the girl's own strengths and interests is achieved by the provision of a wide range of options. Most girls choose three to bring the total number taken to nine. Very able pupils may consider choosing separate sciences as a fourth option. There is no restriction in initial choice as the timetable for the next two years is based as far as possible on the choices made by each year group rather than the choices being dictated by the timetable. However, some girls may not be able to do all three of their first-choice options. The academic options offered are

Art	Latin
Design and Technology	Music
Drama	Physical Education
French	Religious Studies
Food and Nutrition	Separate Sciences
Geography	Spanish
German	Textiles
History	

### The Sixth Form Curriculum – NC Years 12 and 13

All girls take four subjects at AS Level. We do not guarantee that a girl will be able to take all four of her initial first choices. Once the choices are finalised, the timetable is then structured around these choices. An exceptionally wide range of twenty-seven subjects is offered in the Sixth form at AS and A2. For the *ab initio* subjects no previous knowledge or experience is required. Most subjects stipulate entry requirements in terms of the GCSE grade(s) required before a girl may embark on the AS course. Subject requirements can be found in the 'Approaching Sixth Form' booklet, which is given to parents at the Vs parents' meeting. We offer Ancient Greek to AS over two years and there are two new GSCE subjects on offer in dance and Italian. For anyone who is working in her second language, support is available from our English as a Foreign Language specialist. The AS and A2 options offered are

Ancient Greek (AS)	History
Art	History of Art
Biology	Latin
Business Studies	Mathematics
Chemistry	Music

Classical Civilisation	Government and Politics
Design and Technology	Photography
Economics	Physical Education
English	Physics
French	Religious Studies
Further Mathematics	Spanish
Geography	Textiles
German	Theatre Studies

The Certificate in Professional Cookery awarded by the City and Guilds Institute is also available in the sixth form. This qualification is taken over two years and is equivalent to an A-Level.

Most girls do three A2 Levels in the U VI and so during the Easter term of the LVI girls decide which subjects will be continued. Again this is after close consultation with tutors, subject teachers, careers advice and individual mentoring by a senior member of staff.

### **Information and Communication Technology**

All girls emerge with a competence in ICT appropriate for the modern workplace. All girls undertake the CLAIT qualifications. Each girl (up to IVs) has two periods a week of information and communication technology and is encouraged to take the different modules and levels at their own pace. The CLAIT qualification is available to Level 3 (equivalent to A Level). Girls in the VIth Form have the opportunity to continue their studies in ICT if they so wish.

### **Personal, Health and Social Education**

All girls take personal, social and health education which is taught as informal lessons up to the Vs and then as a wide-ranging 'Contemporary Issues' course based on external speakers in the Lower VI.

Signed:

Signed:

Date:

Review: Summer 2010