



ST MARGARET'S
SCHOOL

Curriculum Policy

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Curriculum Policy Review:

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| Review Date | October 2024 |
| Reviewed By | Simon Winchester - Deputy Head Academic |
| Next Review Date | November 2025 |
| Approval Date | November 2024 |
| Committee Owner | Academic Committee |

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Introduction

At St Margaret's School (the "School") we aim to provide a curriculum which

- is balanced, broadly based and challenging
- provides a firm foundation for future study in a happy and secure environment
- enables each individual pupil to achieve their full potential
- engenders a lifelong love of learning
- gives every pupil an opportunity to acquire a sense of personal and social responsibility
- fosters an awareness of the wider world
- develops confident independent learners
- is suitable for the age and aptitude of all pupils
- does 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
- prepares pupils for the opportunities, responsibilities and experiences of life in British society

As pupils may have missed out during the COVID-19 period, the School may consider making adjustments to the curriculum based on its assessments of pupils' learning and progress with a view to addressing gaps in knowledge and skills.

Junior School Curriculum Overview

The Junior School has an engaging curriculum and high-quality teaching, the pupils are happy and equipped for a changing world.

Our pupils in Y1 & Y2, build on the foundations they have secured in their early years. We use the National Curriculum to form part of our practice (using an 80:20 rule) as well as forming a curriculum that is authentic and relevant for our key stage one pupils. Themes are used to support learning and engagement, along with a robust approach to learning in core subjects (English, Maths and Science).

In Year 3 & Y4, the pupils continue to focus on building strong core skills across the curriculum. Technology is used as a key part of the delivery of academic learning and pupils are well supported to make progress in all areas. The curriculum uses themes and high-quality texts that pupils use to reach their focused outcomes.

The pupils in Year 5 & Year 6 enjoy a broad and balanced curriculum, with an emphasis on the core skills (reading, writing, oracy and fluency in maths) to enhance knowledge and understanding across all curriculum areas. Pupils use technology to access learning, as well as developing their own tool kit for independent study. The pupils focus on engaging topics and high-quality texts throughout the year.

The Junior School Sections

The Junior School is split into three sections: The Nursery, Lower Juniors and Upper Juniors.

Our youngest learners start at St Margaret's in The Nursery which has three academic years, known as Lower Nursery, Upper Nursery and Pre-Reception.

The Lower Juniors have the academic years Reception - Y3. (On reflection, the impact of our youngest pupils of the global pandemic, we made the decision to group Reception, Y1, Y2 and Y3 together, to ensure the pupils have time and space to develop their core skills and allow a continuity of learning).

The Upper Juniors have the academic years Y4-Y6.

An example curriculum allocation over a two-week timetable is below:

Year 1

| | | | | | | | |
|----------------|---------|-------|----------|-----|------------|-----------|-----------|
| Subject | English | Maths | Science | COP | PSHE | STEAM | Languages |
| Periods | 10 | 10 | 2 | 10 | 2 | 2 | 2 |
| Subject | Art | Music | Swimming | PE | Humanities | Form Time | |
| Periods | 2 | 2 | 2 | 4 | 2 | 10 | |

| | | | | | | | | |
|----------------|---------|-------|---------|----------|---------|-------|-----------|-----------|
| Subject | English | Maths | Science | COP | History | PSHE | STEAM | Languages |
| Periods | 10 | 10 | 4 | 10 | 2 | 2 | 2 | 2 |
| Subject | Art | Drama | Music | Swimming | PE | Games | Geography | TPR |
| Periods | 2 | 2 | 2 | 2 | 2 | 4 | 2 | 2 |

Year 2

| | | | | | | | | |
|----------------|---------|-----------|---------|-------|-------|-----------|---------|-------|
| Subject | English | Maths | Science | COP | PSHE | Geography | History | TPR |
| Periods | 10 | 10 | 4 | 10 | 2 | 2 | 2 | 2 |
| Subject | STEAM | Languages | Art | Drama | Music | Swimming | PE | Games |
| Periods | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 4 |

Year 3 & 4

| | | | | | | | | |
|----------------|---------|-----------|---------|-------|-------|-----------|---------|-------|
| Subject | English | Maths | Science | COP | PSHE | Geography | History | TPR |
| Periods | 10 | 10 | 3 | 10 | 2 | 2 | 2 | 1 |
| Subject | STEAM | Languages | Art | Drama | Music | Swimming | PE | Games |
| Periods | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 4 |

Year 5 & 6

The curriculum from Y1-Y6 includes English, Mathematics, Science, Geography, History, Religious Studies R-Y2 and Theology, Philosophy and Religion Y3-Y6. Art, Design and Technology, Music, Drama, STEM, Physical Education, Games and Swimming, Enrichment, languages, Tech which includes: food tech and Outdoor Education and PSHE.

Languages are taught from Nursery, pupils are taught by specialist teachers in Music, PE, Games, Swimming, MFL, as well as Art and Drama for some year groups.

Pupils are set in ability groups for Mathematics in Years 5 and 6.

COP stands for Creative, open-ended and purposeful, this is a daily session that enhances the pupils' educational journey. COP takes place each day and follows a timetable of activities that will enhance our pastoral and academic offer at the School.

Activities that are part of COP are: Woodland wellbeing walks, Maths fluency sessions, Reading, Handwriting and fine motor skills, Atom Learning and Independent Study including Go Curiosity.

Resources and programmes that support the Junior School curriculum:

- Atom Learning - online platform to support verbal and non-verbal reasoning
- Go Curiosity - a platform for 9-13 to harness problem solving and solutions
- Teach Your Monster to Read - An online platform to support phonics and reading
- Google Classroom - our online platform to deliver teaching and learning, homework and remote lessons

EYFS Curriculum

This section should also be read in conjunction with our EYFS policies.

The EYFS at the School is underpinned by the best practice from the EYFS Curriculum. Our key resources in our planning are our individual pupils, we reflect on a pupil's journey, are present with them in their learning and plan to support their next steps.

We believe that if pupils are to learn effectively, they must be happy, confident and feel valued within a nurturing environment. We seek to provide a balanced education for our pupils in order for each pupil to fulfil his or her potential, becoming an effective learner ('learning how to learn').

Junior School & EYFS Personal and Social Development

We aim to provide a nurturing environment, through small classes and highly committed staff who know the needs of each pupil thoroughly. Close collaboration with parents and carers through our 'Open Door' policy ensures communication on a very regular basis. Staff are visible and available at the start and end of each day to ensure that pupils receive appropriate pastoral support and that both the class teacher and parents are aware of critical incidents affecting the pupil's wellbeing. The reading record book is also used as a means of communication between school and home.

Staff are expected to immerse themselves in the needs of the pupils throughout the school day. If needed, they will provide support for individuals at playtime. Staff have lunch with the pupils in order to monitor what they eat and ensure that a healthy lifestyle is promoted. Traditional values, such as politeness and taking pride in one's achievements and appearance are promoted through our rules and awards. Please refer to the School's Behaviour Management Policy for further information.

RSE is taught as a part of the PSHE programme. Pupils are arranged into single-sex groups when gender sensitive material is taught, for example, lessons on puberty. Please refer to the School's RSE Policy for further information.

Junior School & EYFS More Able Pupils

We believe that every pupil should be stimulated and learning should be appropriate to the stage that each pupil is at. However, pupils who master skills quickly must be given a wide breadth of experiences with opportunities to think critically and creatively about the learning activities. Progressing to higher levels of rote learning will not be at the expense of thinking skills. If a capable pupil's behaviour or performance indicates that special consideration is needed, over and above our usual policy on differentiation, an individual education plan will be completed. This will be shared with parents and reviewed every term.

Junior School & EYFS | Special Educational Needs and Specific Learning Difficulties

Activities such as spelling, reading, number bonds, handwriting will be appropriate to the level that each pupil has reached. If a class teacher recognises particular areas of difficulty, the Head of Learning Support will be informed, through an initial concern form. Assessments and discussion will take place and if required the pupil placed on our 'Special Needs Register' and particular individual activities within a 1-1 basis will be

provided. Parents will be informed, shown the IEP and will be offered the opportunity to collaborate with the teaching staff.

Pupils that have an EHCP (Educational Health Care Plan) are supported and prior to admission, we assess whether we can cater for the pupil's needs, and if so, put adjustments in place to ensure these are catered for as far as reasonably possible.

Junior School & EYFS | English as an Additional Language Or Languages other than English

We value all pupils and work with families of pupils that speak a language other than English at home or where their first language is not English. Our focus will be to ensure the pupil understands and can express their needs, as well as access the learning opportunities, as our curriculum is delivered in English (except for MFL).

Junior | Assessment

Pupils in the Junior School are assessed both formally and informally with a combination of teacher judgement, summative and formative assessments. The use of standardised tests in English and Maths take place from Y1-Y6 and this data is used to inform a pupil's next steps, the curriculum and cohort analysis, as well as identify pupils that need additional support, stretch and challenge.

Baseline assessments are used in Reception and children are assessed against the Early Learning Goals at the end of the year. The 17 ELGs are based on typical child development at the age of 5 and can be condensed into the following areas of learning:

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

Senior School

Years 7 – 9 (KS3)

The curriculum for Years 7-9 consists of lessons in: Mathematics, English, Science, French, Chinese (Mandarin), Spanish, History, Geography, Latin, Philosophy and Religious Studies, Art, Music, Physical Education, Drama, Design and Technology and Digital Skills. Classical Civilisation is offered from Year 9.

There are also PSHE lessons once a week. PSHE lessons reflect the School's aims and ethos, whilst encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

Careers guidance is incorporated into the School's PSHE programme of study. The School consciously works to prevent all forms of stereotyping in the advice and guidance they provide to ensure that pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes. The School ensures that its approach to careers guidance is likely to have the effect of enabling pupils to make informed choices from amongst the different types of careers that can be available to school leavers generally. Please refer to the Senior School Careers Policy for further information.

Ability setting is introduced for core subjects according to the needs of each year group. During Year 7 pupils are divided into sets for Mathematics according to ability and for MFL according to previous experience of learning languages. By Year 9 Mathematics, Science and MFL are taught in ability groups.

Pupils are taught in mixed ability classes in all other subjects. Pupils in Year 7 have taster lessons in MFL alongside a core MFL; the core language alternates annually between Spanish and French. Pupils then have

the opportunity to choose a second foreign language from either Mandarin, Spanish or French to continue with to the end of Year 9. Pupils wishing to concentrate on one modern foreign language may choose to focus on one language and attend academic support classes in place of a second MFL. Latin is also taught to all pupils from Year 7.

Years 10 – 11 (GCSE)

In Years 10 and 11 pupils take 7-9 GCSE subjects. Our curriculum provides access to the full range of Higher Education providers and allows time for the pursuit of life-enhancing co-curricular activities.

English Language, English Literature, Mathematics and Science are compulsory GCSE subjects. Pupils who do not speak English as their first language may take IGCSE English as a Second Language in place of English Language and English Literature.

In addition, pupils may choose three subjects from Art and Design, Dance, Drama, French, Geography, History, Computer Science, Latin, Classical Civilisation, Music, PE, Religious Studies and Spanish, Food and Nutrition. All pupils have lessons in Games, Personal, Social and Health Education and Citizenship. All pupils are expected to take three optional subjects to Examination.

Pupils who are native speakers of languages other than English will be supported in sitting a GCSE in their first language.

Careers guidance is incorporated into the PSHE programme of study. As outlined above, the School ensures that its approach to careers guidance is likely to have the effect of enabling pupils to make informed choices from amongst the different types of careers that can be available to school leavers generally.

Pupils may either study the separate sciences, leading to GCSEs in Biology, Chemistry and Physics; or Combined Science, which culminates in the award of two GCSE grades. Throughout both Science courses pupils attend the same number of lessons each week in the three sciences and are taught by specialist Biologists, Chemists and Physicists who ensure that pupils are fully prepared to take the Sciences at A-level should they wish to do so.

Some GCSE subjects include NEA (non-examination assessment) components which may take place in Year 10 and/or Year 11, as well as final examinations in Year 11. All GCSE courses are linear.

Years 12 and 13 (A-levels)

Entry to the Sixth Form is dependent on pupils achieving the entry requirements for the subjects they wish to study at A-level or B-TEC as set out in the current version of the Sixth Form Information Booklet. In the Sixth Form most pupils will study four subjects in Year 12 and continue with three of their subjects in Year 13 to gain the full A-level qualifications or BTEC.

Highly able pupils are encouraged to continue with four subjects throughout the two-year course. Performance in Year 12 internal examinations informs whether a pupil may continue a subject in Year 13.

The following subjects are currently offered at A-level: Art and Design, Biology, Chemistry, Classical Civilisation, Dance, Economics, English, French, Geography, History, Computing, Latin, Mathematics, Further Mathematics, Music, Photography, Physics, Politics, Psychology, Religious Studies, Spanish, Drama and Business Studies, Music Technology and Film studies. BTEC's in Sport, Children's Learning, Play and Development, Hospitality are also offered.

All examinations are taken at the end of Year 13. Mock examinations are held in the Spring Term of the final year. Entry for the final examination is dependent on a satisfactory performance in the mocks. Sixth Form pupils participate in a full General Studies programme which includes expert careers and higher education advice and extensive co-curricular opportunities.

Pupils who are native speakers of languages other than English will be supported in sitting an A-level in their first language, where suitable instruction is available.

Senior School Schemes of Work

Departmental schemes of work are overseen by Heads of Departments and Heads of Faculty. Schemes of work are refreshed annually, ensuring lessons are suitable for all pupils at their age and aptitude. Planning is informed by pupils' individual learning needs using information shared on the Scholars' List, Learning Support register and EAL register.

Lessons at the School effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.

The School promotes mutual respect and tolerance of those with different faiths and beliefs, valuing learning experiences which foster pupils' awareness of historical, cultural and social factors influencing current societal debate. For example, literature studied in English lessons includes examination of racism in 20th century America; in History lessons, pupils study the Holocaust. In order to best allow pupils to understand fundamental British values, some lessons may include language or content from other cultures or periods in time which could be deemed offensive by contemporary British standards. Such language or content will never be gratuitous. Staff will forewarn pupils when lessons may include such language or content.

Special Educational Needs and English as an Additional Language

Special educational needs and learning difficulties are assessed and monitored by the Academic Support Co-ordinator who advises and works alongside teaching staff throughout the School and provides one to one support where needed.

Teaching in English as an Additional Language is provided by dedicated specialists for those who require it at all stages of their education. In the Senior School pupils are either prepared for GCSE English, iGCSE English for second language speakers or IELTS examinations.

The School's EAL and SEND policies should be read in conjunction with this policy.

More Able and Talented

More Able and Talented pupils are provided with extension opportunities both within lessons and through the broader co-curriculum. MAT pupils are recognised, supported, inspired and challenged to ensure they do not underachieve and that they maximise their potential.

The School's MAT policy should be read in conjunction with this policy.

Personal, Social, Health and Economic Education

Personal, Social, Health and Economic Education (PSHE) reflects the School's holistic aim and ethos and provides a vital foundation for the personal development of young people in preparing them for adult life. We aim to educate the pupil as a whole person and build this into the curriculum day to day throughout the school with an additional weekly PSHE lesson.

Schemes of work provide pupils with the opportunity to learn about the issues that affect their everyday lives. Lessons include discussion of these issues and enable pupils to share their feelings and concerns.

RSE is taught as a part of the PSHE programme. All PSHE lessons are taught in co-educational groups. Pupils are arranged into single-sex groups when gender sensitive material is taught, for example, lessons on puberty. Please refer to the School's RSE Policy for further information.

PSHE is taught at Key Stages 3 and 4 in one lesson during the school week. PSHE is delivered to Sixth Form within the General Studies programme.

External speakers are also brought into supplement the programme for the pupils and a Wellness Evening is planned regularly for parents to learn about the issues that their pupils face and to provide them with support and guidance.

Junior & Senior School | Physical Education

Throughout Key Stages 1 & 2, a wide range of clubs and sports are offered including football, netball, lacrosse, swimming, gymnastics, dance, tennis, athletics and cricket.

At Key Stage 3 core Physical Education lessons are taught in co-educational groups, with the exception of contact sports where single sex groupings are deemed necessary. The range of sports on offer at Key Stage 3 expands to include basketball, hockey and trampolining. At Key Stage 4 sports opportunities will be extended to include fitness training, volleyball, softball and ultimate frisbee. GCSE PE is an optional subject at Key Stage four taught in co-educational classes.

All Sixth Form pupils are able to access the wide range of club and team opportunities described above.



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