



## Curriculum Policy

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2011-12

*This policy applies to Early Years Foundation Stage, Junior School and Senior School.*

The aim of the curriculum of Hollygirt School is to provide a learning experience for all girls which offers breadth, balance, relevance and differentiation. The curriculum will promote the spiritual, cultural, moral, mental and physical development of all girls at the school and will prepare girls for the opportunities, responsibilities and experiences of adult life in contemporary society.

The curriculum in all key stages broadly follows the National Curriculum and support continuity of learning between the key stages.

The curriculum is currently managed by the Senior Teacher (Curriculum), the Deputy Head and the Head of Juniors. Each curriculum area of learning is coordinated by a Head of Department or Subject Coordinator who is responsible for departmental policy, department handbook and lesson plans.

### Early Years Curriculum

The early years curriculum aims to develop a sense of self-worth, self-reliance, flexibility, caring for others, learning how to learn and to concentrate. It follows EYFS guidance:

- Personal, Social and Emotional Development
- Communication, Language & Literacy
- Problem Solving, Reasoning & Numeracy
- Knowledge & Understanding of the World
- Physical Development
- Creative Development

Language work includes English skills - learning to listen, reading, story, sentences, phonic work and learning to write with the correct formation of the letters, using joined handwriting as soon as a girl is ready. Mathematics work includes oral, written and practical skills. Musical, physical, and creative activities are central to the curriculum as well as cross-curricular History, Geography and Science. In the Nursery/Reception these areas of the curriculum are addressed through directed play activities. Information Technology is used to support all areas of the curriculum.

The planned curriculum for all girls in Key Stage One includes English skills/speaking and listening/story writing/reading/poetry/story. Mathematics work involves oral/written/practical skills. Also included are Science, History, Geography, Art, Design and Technology, Physical Education, Music, and Religious Studies. Issues taught through the other subjects. Information Technology is used to support most of the curriculum and other aspects of PSHE and Citizenship.

The planned curriculum for all **Key Stage Two** girls includes English, Mathematics, Science, Geography, History, French, Religious Studies, Information Technology, Music, Physical Education, Art, Design and Technology. Issues is taught through the other subjects. Information Technology is used to support most of the curriculum and other aspects of PSHE and Citizenship.

The planned curriculum for all **Key Stage Three** girls includes English, Mathematics, Science, Information Technology, Design and Technology, French, History, Geography, Art, Music, Religious Studies, Physical Education, Issues and German in Years 8 and 9. (Extra Mathematics and English is available for any girls not taking a second modern foreign language)

The planned curriculum for Year 10 and Year 11 includes GCSE English Language, English Literature, Mathematics, Science and Additional Science or Triple Science (Biology, Chemistry, Physics), French, Religious Studies, Physical Education, Issues and three of the following options: Art and Design, Home Economics: Food & Nutrition, Textiles, Geography, German, History, Information Technology, Music, Religious Studies and Vocational Studies (level 2).

Most girls take at least 9 full course GCSE subjects (10 if the triple Science option is selected) or at least 8 full course GCSE subjects and Vocational Studies. A few pupils with SEN take a modified Key Stage 4 curriculum.

There are no special provisions for girls whose first language is not English, although lessons after school with a specialist ESL teacher can be arranged. Girls with a specific learning difficulty can have a programme of support from a teacher whose specialism is dyslexia, and may be supported by classroom assistants (see SEN/LDD Policy).

In the Junior School there is one mixed ability class in each year. In the Senior School there are two mixed ability classes in each year. Setting takes place in the Senior School for some subjects where appropriate. The organisation of sets and groups varies from year to year depending on the needs of a particular year group. The timetable operates over 10 days and each day has 8 x 40 minute lessons in Senior School and 2 x 1 hour plus 5 x 40 minute lessons in Junior School.

Nursery to Year 6 have a 1 hour 15 minutes break at lunchtime whilst Years 7 to 11 have a 55 minute break. Extra-curricular activities take place during the lunch break and after school.

Pupils' spiritual moral social and cultural development is promoted through the curriculum as a whole and the Issues programme in particular (see also PSHE Policy statement).

In Years 10 girls participate in a programme of Work Experience. All pupils in Key Stages 3 and 4 receive appropriate careers guidance via the Issues programme (see Careers and Education Policy).

Assessment of the curriculum follows the Key Stage requirements at 11 and 14 years, together with internal assessment arrangements. All girls leave Hollygirt School with a Record of Achievement.

A system of continuing profiling is in place which records the achievements of girls, both in their school work and in a personal context. Girls are encouraged to set their own targets and discuss these with their Form Tutors.

The curriculum is monitored and evaluated constantly with changes being made in the light of experience and the needs of the girls.

*Revised August 2011*

## Curriculum Time 2011-2012

Subject	Key Stage 1		Key Stage 2				Key Stage 3			Key Stage 4	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
English	20	20	17	17	16	16	12	11	11	12	12
Maths	20	20	14	14	15	15	11	9	10	11	11
Science	6	6	6	6	6	6	7	12	12	18	18
Mod. For. Lang. French			4	4	4	4	8	6	7	8	8
Mod. For. Lang. German								4	4	8*	8*
Design Technology	4	4	4	4	4	4	4	4	4	8*	8*
Vocational Studies										8*	8*
History	4	4	4	4	4	4	6	4	4	8*	8*
Geography	4	4	4	4	4	4	6	4	4	8*	8*
Art	4	4	4	4	4	4	4	4	4	8*	8*
Music	5	5	5	5	5	5	4	4	4	8*	8*
I. T.	cc	cc	2 + cc	2 + cc	2 + cc	2 + cc	4	4	4	8*	8*
Games			12	12	12	12	6	6	6	6	6
Physical Education	9	9					2	2			
Religious Education	4	4	4	4	4	4	4	4	4	8	8
Gen Studies/Clubs/ Evaluation at Key Stages 1 & 2	cc	cc	cc	cc	cc	cc	2	2	2	1	1
TOTAL	80	80	80	80	80	80	80	80	80	80	80

**N.B.** Girls who need extra Mathematics and/or extra English do not do German in Years 8 and 9.

**Key Stage 1.** Although History, Geography, Religious Education are shown as having 12 discrete periods in practice they are taught in a cross curricular way

\* = Option Choices

\* *KS1/2 allocation of curriculum time in the process of revision*