



Park School for Girls

Curriculum Policy Statement

This policy applies to all pupils in the school, including those in the EYFS

Rationale

At Park, we believe that children are entitled to the highest quality education, which enables all children to achieve their full potential, and so prepare them for the opportunities, responsibilities and experiences of future life. The curriculum is the main vehicle by which children are provided with learning experiences.

Curriculum Management

The management of the school curriculum enables the school to raise standards, establish entitlement for all pupils, promote continuity and progression and promote parents' understanding of the curriculum. The curriculum must be responsive to changes in society, economy and the nature of schooling itself. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Curriculum Policy

The curriculum at Park School aims to:

- to provide opportunities for all pupils to learn and achieve;
- to foster independent learners who are confident and have the skills to access knowledge, and develop their practical and problem solving skills, capable of applying themselves to tasks and activities;
- develop lively, enquiring minds, become able to question and debate rationally, reach their own reasoned judgement, encouraging students to evaluate, reflect and evaluate their learning experiences;
- to acquire understanding, knowledge and skills relevant to adult life and employment in a rapidly-changing world;
- promote spiritual, moral, social and cultural development;
- develop respect for and tolerance of other races, religions and different ways of life;
- to prepare pupils for the opportunities, responsibilities and experiences of life in the 21st century;

- appreciate the range and scope of human achievements and aspirations.

Our curriculum is:

Broad, so that it encompasses all spheres of human activity, for only then can each pupil have an equal opportunity to excel.

Balanced, so that no aspect gains undue dominance.

Relevant, in that it meets the pupils' present and future needs, is rooted in their experience and is of obvious value.

In addition

It is planned for measurable progression at all stages.

It meets the needs of pupils who are in Reception and provides for their development in all areas recognised by the Early Years Foundation Stage.

It is delivered using a full range of teaching methods to meet the needs of different learning styles.

It provides access to success for all pupils, across the range of abilities and academic profiles including for those with special educational needs and EHC Plans and also for those children for whom English is an additional language (EAL). It also recognizes that success with rewards.

The curriculum:

- Is accessible to all, regardless of creed or ability.
- Provides opportunities for pupils to acquire skills in speaking and listening, literacy and numeracy.
- Takes account of the National Curriculum and expands on its principles.
- Supports the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Provides a PSHEC programme of study for all pupils in the school provides them with opportunities to learn how to prepare for adult life, how to conduct themselves in socially and morally acceptable ways and how to stay healthy. The PSHEC programme also provides pupils with opportunities to understand the importance of the concept of non-material wellbeing (sometimes referred to as Spirituality).
- Provides opportunities to learn about the institutions of British Politics.
- Provides impartial Careers advice and training through careers advice sessions organized and delivered by the PSHC teacher and the Head Teacher who is a trained

careers adviser; the aim of which is to allow pupils to make informed choices about the broad range of career options available to them post-16.

These general statements of intent will be interpreted in specific ways in each subject's programmes of study and schemes of work.

This policy is reviewed annually by the Board of Governors

Roles and responsibilities

The Head Teacher is responsible for approving the school's Curriculum Statement and policies for each curriculum area after they have been formulated by staff.

The Head teacher and Head of the Preparatory School are together responsible for monitoring the quality of teaching and learning in each area of the curriculum.

The Head of the Preparatory School monitors and measures the quality and standard of education across all areas of the Prep school including EYFS, to ensure consistency and that learning objectives are being met.

In the Senior School, the Head Teacher has overall responsibility for monitoring the quality of the curriculum and is responsible for liaising with Heads of Department to ensure that long term, medium term and daily planning provides for all pupils to participate in a wide range of stimulating and challenging learning experiences.

Heads of Department in the Senior School are responsible for ensuring that their subject is implemented consistently, and effectively, following their policy and scheme of work.

Individual teachers are responsible for the planning and delivery of lessons based on the schemes of work, which outline objectives, activities and methods of assessment.

The National Curriculum

The National Curriculum provides a broad guide for the curriculum of the Pre-Prep and Preparatory School, and for the Senior School. This is reflected in our schemes of work. However, as an Independent school, we are able to select aspects that we feel are best suited to the needs of our pupils and to supplement these with our own ideas largely determined by the expertise and interests of the staff. We no longer offer SATS in the Preparatory School. In the Senior School, pupils take public examinations at the appropriate times in Years 10 and 11.

The programme of study in the Early Years conforms to the national guidelines for the EYFS.

Opportunities are taken to extend the curriculum through the use of educational visits, theatre trips and a variety of clubs taking place during the school day and after school. Pupils are offered the opportunity of receiving music tuition for a range of instruments. Separate

lessons in speech are timetabled in the Preparatory School and for Year 7. Pupils in both parts of the school are offered the opportunity to participate in residential visits, usually on a bi-annual basis. Pupils in Year 10 also have the opportunity to do a week of work experience.

In all Key Stages, the school day provides 5 hours and 15 minutes of timetabled teaching, not including assemblies, registration and break times. The school day is broken down as follows:

Curriculum Policies, Schemes of Work and Planning

Policies are developed by Heads of Department in the Senior School and by the Head of the Preparatory School, in conjunction with the teachers of the Preparatory School.

Schemes of work, comprising long and medium term plans, show the means by which our curriculum is delivered. Cross curricular links are made between subjects where appropriate, and opportunities for the development of key skills are provided across the curriculum.

Short term planning clearly sets out teaching objectives, learning experiences and assessment opportunities.

Inclusion:

Teachers plan to meet the needs of all pupils through differentiation strategies that include:

- Use of resources
- Level of support
- Variety of task
- Pupil groupings
- Expected outcomes

Heads of Department and Head of the Preparatory Department

Each subject has a Head of Department who has the responsibility for managing the resourcing of the department, monitoring good practice where appropriate, and producing a scheme of work. This will be done in consultation with colleagues in departments that have several members. The Head of the Preparatory School has the responsibility for managing the curriculum within that department as well as having oversight of Key Stage 1 and the EYFS. This involves monitoring good practice, and, through consultation with colleagues, producing schemes of work and ensuring that all subjects are appropriately resourced.

Setting

Setting takes place in the Senior School in English and Mathematics from Year 7 to Year 11. Pupils are placed in parallel forms on entry using available data to assess their capabilities. There are normally two groups, although three groups may occasionally be appropriate. This enables pupils of similar abilities to be taught together, enabling them to progress at a more appropriate pace. In Science, qualifications in Separate Sciences and Double Award Science are offered, to enable children to reach their full potential in these subjects.

There is flexibility within the setting and pupils are carefully monitored. We are always mindful, however, of pupils' confidence and any decision to move a child is given careful consideration, and after consultation with the pupil concerned.

PSHEC

PSHEC plays an important part in the development of the pupils as well as fostering well rounded and happy individuals. Although PSHEC lessons are allocated a specific time slot within the timetable throughout the school, we recognise that PSHEC is very much a cross-curricular subject, and is valued in all areas of school life and is included, where appropriate, in other areas of the curriculum.

Liaison between the Early Years, Pre-Prep Preparatory and Senior School

There is frequent and regular contact, at all levels, to ensure that pupils have a smooth transition from one part of the school to the next, where appropriate, and that pupils benefit from continuity if they have been at the school since Reception to Year 11. We have 3 Houses in which students from all parts of the school belong. The House system enables students across all year groups to spend time together, developing relationships and supporting each other.

Liaison between the schools includes the following:

- Morning briefings 3 times a week where whole-school concerns are raised
- Termly INSET days
- Whole school coffee breaks to facilitate informal interaction
- Shared teaching e.g. games/PE, modern languages, music and drama and mathematics
- Visits by younger children to senior art exhibitions, whole-school assemblies
- Regular co-operation in musical performance and fund raising activities
- Transitional days for pupils moving from Year 2 to Year 3 and from Year 6 to Year 7
- Whole school participation in House Competitions and Sports Day

Specialist Teachers in the Preparatory School

In the Prep School students are taught by subject specialists in P.E., French, and Music, and as they progress up the Prep School Maths and Science.

Teaching tends to be class-based. This enables the pupils to have the continuity offered by their class teacher, with the benefits of specialist teachers. As well as the obvious academic benefits, this also prepares pupils for moving to a senior school, where a greater degree of independence and personal organisation is required, this can be learned in the nurturing environment of our school.

The Early Years Foundation Stage Curriculum (EYFS)

In our Reception class the children follow the revised Early Years Foundation Stage which has clear targets for the children to reach as they complete this phase of their learning journey and then enter Key Stage One. The curriculum focuses on early literacy and numeracy skills as well as investigative skills and learning through play; together with the development of personal, emotional and social skills and the children's knowledge and understanding of the world around us.

The Senior School Curriculum

Students are taught a broad range of subjects, providing them with opportunities to develop their potential. Students are taught by subject specialists in every department. ICT is compulsory until Year 9, reflecting our commitment to providing students with the tools to live in the 21st century. PSHEC is timetabled for every year group in the school. All pupils study French from Reception. From September 2017 Spanish will be added to the curriculum from Year 7 to enable students who are linguists to widen their scope. Physical Education and PSHEC are also a key aspects of the curriculum.

In Year 10, pupils will normally study 9 GCSEs. The Science Department offers both separate sciences and a Combined Science Award. The Triple Science Course suits those who are committed to a science related career. Their choice is also governed by a Departmental entry requirement.

Currently pupils are set in English and Maths from Year 7. The setting of pupils is reviewed annually. Every subject assesses pupils against National curriculum expected standards of attainment at the end of each academic year, allowing staff and pupils to monitor progression.

Homework

The amount of homework varies according to the year groups as detailed below.

Homework is used as a means of consolidation and reinforcement. It is intended to build good habits without putting the children under un-due stress.

Years 3 and 4

Homework consists of 15 minutes reading and 15 minutes in two other subjects each night. There may also be spellings to learn, and some slightly longer research tasks from time to time.

Children should read 3-4 pages of their reading book every night, and be heard to read at least one page.

Year 5

The time allocated to each subject is increased to 20 minutes for each subject. Tasks are set in three subjects each night.

Year 6

The time allocated to each subject is 25 minutes, although the number of tasks remains the same.

Children should read their own book for at least 15 minutes every night

All pupils from Year 3 onwards have a homework journal in which to record their homework. Parents are asked to sign the journal once a week. The journal can also be used by parents to indicate any concerns, such as a child spending a great deal more than the expected time over a task.

Homework in the Senior School

The pattern of homework is similar in the Senior School, with a gradual progression in the time allocated to each subject as pupils progress through the school. Once again, the

homework journal is a key method of recording tasks, and enabling parents to oversee their daughter's work and progress outside school.

Year 7

Pupils have tasks in three subjects each night, with 30 minutes for each.

Year 8

Pupils have tasks in three subjects each night, with 35 minutes for each.

Year 9

Pupils have tasks in three subjects each night, with 40 minutes for each.

Years 10 and 11

The introduction of option choices at this level means that more homework slots are required for each subject. Each subject is allocated two slots, and four subjects are set each night. The time for each subject is 45 minutes.

Assessment and Recording

The main purpose of assessment and record keeping is to be able to help us to monitor pupil progress and allow us to inform the pupils on ways in which to improve their performance through more carefully targeted teaching. We aim to do this in a number of ways.

The Preparatory School

- Suffolk Reading Age Test in November and June from Year 2
- November and June – examinations in Grammar, Writing, Literature and Spelling are used for assessment and reporting in June.
- Topics in Mathematics marked using National Curriculum standards throughout the year.
- Half- termly tests in Mathematics and topic tests in Science.
- Examinations in Mathematics, Science and all other subjects in November. Internal assessment
- Examinations in Mathematics, Science and all other subjects in June for Key Stage 2. These are marked according to national expected criteria
- Ongoing teacher assessment through assessment opportunities in lessons, and focused marking of work.

A record is kept of the outcomes of assessment, which is used to inform future planning, and identify individuals for intervention.

The Senior School

- CAT Testing on entry in Year 7 for all pupils the Autumn term.
- Staff are provided with test results achieved in Year 6

Year 7 and 8

- Examinations in all subjects in November and June. Internal assessment.
- Examinations in all subjects in June. Mark schemes allow assessment using National Curriculum/QCA criteria

- Ongoing teacher assessment through assessment opportunities in lessons, and focused marking of work

Year 9

- Examinations in all subjects in February and June, to allow assessment for GCSE choices
- CAT Tests in Year 9
- Examinations in all subjects in June. Mark schemes allow assessment using National Curriculum/QCA criteria

Year 10

- Examinations in all subjects in February and June
- Examinations in all subjects in June. Mark schemes allow for prediction of GCSE grades

Year 11

- Mock examinations where appropriate for GCSE candidates in January
- Testing as considered appropriate by subject teachers throughout the year

A record is kept of the outcomes of assessment, which is used to inform future planning, and identify individuals for intervention.

Marking follows the Whole School Marking Policy, with necessary adjustments within each department.

Reporting to parents

All Parents receive a report on their daughter's progress every term, either in the form of a written report or a face to face report meeting.

Reporting to other schools

When pupils leave Park, we ensure that appropriate records, comprising results of standardised tests in all subjects are sent to the new schools. We also provide copies of school reports to the receiving school.

Celebrating Success

The work of all pupils across all areas of the curriculum is put on display around the school for others to see. Celebratory assemblies, including the award of certificates for achievement in all subjects are held termly, recognising the achievements of individual children. Sporting achievements are equally recognised when appropriate. The awarding of house points also encourages pupils to do their best.

Extracurricular achievements are also celebrated within the school, in order that children may share their success with others.

Parental Involvement

The school has an open door policy towards parents, inviting them to discuss any issues or concerns as soon as they arise. We strive to work in partnership with parents on the development of the curriculum through:

- Valuing parents as an important educator

- Ensuring policies and practices are available for parents to view upon request
- Regular reporting through written reports and Parents' Evenings
- Parents are encouraged to make comments via homework journals

Curriculum Review

The Head Teacher, the Deputy Head of the Senior school and the Head of the Prep school agree the School Improvement Plan and the priorities for curriculum improvement. These are set from analysis of:

- Annual monitoring and evaluation programme
- School self-review procedures
- Issues arising from ISI reports
- National initiatives which are appropriate and applicable.

The School's strengths and areas for development will be kept under constant review, as will areas for development and issues to be addresses by individual teachers, Heads of Department and the Head of the Preparatory School, and the whole school.

Progress	<ol style="list-style-type: none"> 1. Pupil has exceeded the expected standard. 2. Pupil is secure in the expected standard. 3. Pupil is working towards the expected standard.
Class Work	<ol style="list-style-type: none"> 1. Is using her class time effectively to produce work above the expected standard. 2. Working well and producing work to the expected standard. 3. Is not making the best use of her class time and her work is below the expected standard.
Homework	<ol style="list-style-type: none"> 1. Homework completed regularly to a good/excellent standard. 2. Homework is handed in regularly to a good standard. 3. Homework not handed in regularly, to a good standard 4. Homework not handed in regularly, to a poor standard.
Behaviour	<ol style="list-style-type: none"> 1. Behaviour is excellent. 2. Usually behaves well, can be distracted at times.

	3. Behaviour usually disrupts lessons, preventing her own learning and the learning of others
--	---

The school gate opens at 8.am, there is a member of staff on duty until Registration at 8.40.

If a student arrives between 7.40 and 8.00am they are allowed to enter through the front door and go to their class rooms.

Times of the School day based on 6 periods of 50 minutes

8.40	Form Period	
8.45	Assembly	
8.55	Period 1	50 Minutes
9.45	Period 2	50 Minutes
10.35	Break	25 Minutes
11.00	Period 3	50 Minutes
11.50	Period 4	50 Minutes
12.40	Lunch	60 Minutes
13.40	Registration	5 Minutes
13.45	Period 5	50 Minutes
14.35	Period 6	50 Minutes
15.25	Form Period	5 Minutes
15.30	Dismiss	

Assemblies

Prep School Assembly	Wednesday
Whole School House Meetings	Thursday
Senior School Assembly	Friday

Unless a pupil is remaining in school for a supervised activity, they should be off the premises by 15.45 at the latest.

In the case of an emergency parents are asked to telephone the School Office in order to make alternative arrangements.

We offer an after school club every day from 15.30 – 17.00 at a fee of £7.50 per session, the girls are also provided with juice and biscuits.

Revised by the Head Teacher Mrs A Nicholas September 2018

Approved by Chair of Governors Mr Smith September 2018

Date for review September 2019

