



## ST MARY'S CALNE

### CURRICULUM POLICY

#### **The principles of the school curriculum are founded in the aims of the school**

- To provide an education for girls which will motivate, challenge, encourage and inspire them.
- To enable each girl to grow in experience, wisdom and understanding.
- To develop in each girl regard for all people and the world in which we live.
- To give each girl the confidence to strive for high standards in all she does.

#### **Aims of the curriculum**

At St Mary's we undertake to:

- provide full-time supervised education for 11-18 pupils (operating on a 33 period week – with periods of 1 hour duration – with prep set weekly or twice-weekly), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, as detailed in our departmental schemes of work
  - the linguistic experience is concerned with developing pupils' communication, oral, aural and written skills in English. The study of modern foreign languages as well as classical languages is also a highly important part of the curriculum
  - pupils learn how to use and apply mathematics, to perform calculations, to understand and use algebra, geometry, graphs, data handling. They learn to think clearly and logically and to set out their ideas with precision and rigour using a variety of approaches
  - promoting an enquiry approach to scientific teaching, pupils will develop their knowledge and understanding of nature, materials and forces
  - technological skills are taught through the use of ICT, teaching of Computer Science and within the Art School using various media
  - the teaching of RS, History and Geography as well as our interest and research into the school's and town's and region's history and development plays an important part in the human and social area of experience
  - principles of fitness and health are covered in lessons both from a theoretical and also an active point of view, encompassing physical control and co-ordination and, through various sports, tactical skills and imaginative responses are explored. Pupils are trained to evaluate their performance with a view to improving their performance
  - the teaching of Art, Music, Drama, Literature, in English and foreign languages, as well as our programme of Enrichment Weeks all contribute to the aesthetic and creative input in our curriculum.
- provide support from the Learning Support department to pupils with specific learning difficulties (having designed Individual Education Plans - IEPs) or special needs, through separate Learning Support lessons and also within normal lessons
- have high expectations of the pupils and ourselves
- raise levels of attainment for all pupils, enabling them to achieve their personal best with a curriculum containing subject matter appropriate for the ages and attainment range of pupils at all levels, including those with specific learning difficulties, giving all the opportunity to learn and make progress

- give equal opportunities to those girls whose first language is not English, through Learning Support and EAL lessons and access to a curriculum which will enable them to perform well, learn and progress
- enable pupils to acquire the necessary skills in speaking and listening, literacy and numeracy, as required by the various examination specifications
- provide understanding of and preparation for economic wellbeing and financial capability as well as personal wellbeing, concentrating on the personal development of our pupils - covering sex and relationships, and drugs education
- give impartial career guidance, oversee work experience, prepare pupils for university entrance, the world of work and for the opportunities, responsibilities and experiences of adult life
- develop confident, disciplined and enquiring learners who are able to make informed choices
- foster a love of learning
- foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others and promote a thoughtful attitude towards the immediate and wider environment
- facilitate considerate and positive relationships between all members of the school community
- ensure equal opportunities in relation to gender, sexual orientation, race, socioeconomic status, special needs, to include value and respect for all cultures
- provide a safe, happy work place
- provide a programme of extra- and co-curricular activities which complements work in the classroom and also opens up new concepts and opportunities.

Throughout the school, Spiritual, Moral, Social and Cultural Education is an integral part of the curriculum and its delivery is mapped across the school. Equally, British values underpin the curriculum across all subjects. The delivery is the responsibility of all staff who come into contact with the girls. These curriculum areas are delivered through subject teaching, Chapel and Church services, charity/community involvement, outings, class and school roles and responsibilities, guest speakers, etc. In addition, discrete Personal Development lessons are provided to cover personal safety, sex education, drugs, etc.

Furthermore, we are committed to providing the girls with an innovative, exciting, dynamic, flexible, ‘cutting-edge’, personalised curriculum which will:

- challenge every girl to grow and develop in every aspect of her humanity – personally, academically and socially;
- develop each girl’s critical, analytical, and intellectual skills, as well as her spiritual and moral understanding of the world;
- empower each girl to be a lifelong, independent learner;
- provide each girl with the best chance to gain a place at a top university of her choice, and subsequently in the career of her choice;
- enable each girl to take a fulfilling and leading role as a responsible citizen in the society of the future.

We believe that it is our duty as educators to stretch the boundaries of conventional curriculum and to place each girl at the heart of what we do. A successful curriculum is a curriculum that is entirely right for her – stretching and supporting as appropriate – and we pride ourselves on our commitment to this, and our ability to make it happen.

Reviewed by SLT:	MJS
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