

Charitable Objects of St. Catherine's School

The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day School or Schools for girls in which the teaching shall be in accordance with the principles of the Church of England.

SENIOR SCHOOL CURRICULUM POLICY



History

This policy, first written in 1996, was revised in 1998 and again in January 2005. It was reviewed and continued in 2007, updated in 2009 to incorporate the revised aims of the school, and renewed and updated in 2013, 2015, and 2017.

The Senior School curriculum comprises all formal academic opportunities plus the broader opportunities of subject-related activities outside the classroom.

Our aim is to deliver a curriculum which enables us to fulfil our commitment to the girls under the heading of “Staff Aims for the Girls” to be found in the staff handbook. This will ensure that students:

- have a safe and healthy school environment, in which they can be happy and enjoy their education and fulfil their potential
- are provided with an excellent all-round day, boarding and weekly boarding education which will prepare them for happy and fulfilling lives
- are given sound academic teaching, up-to-date facilities and a wide range of extra-curricular activities
- have fostered their personal, social, spiritual, cultural and physical development as well as their academic development
- are seen as individuals and each is encouraged to see herself as an individual as well as one of a group
- are given enough confidence and guidance to help them develop fully their own talents and abilities both in and out of the classroom
- are encouraged in a love of learning and in an ability to think creatively and independently
- are encouraged in Christian values, thoughts and deeds
- are encouraged to treat everyone with respect and courtesy and show concern for the needs of others, fostering teamwork and community spirit
- are encouraged to develop skills of leadership and a sense of responsibility and reliability towards others
- are provided with sound advice and guidance on further education, careers and an awareness of the need for economic wellbeing

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

We recognise that to facilitate these aims each student at St. Catherine's School is entitled to a curriculum characterised by the qualities listed below.

1. 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.

2. 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, exercising independent thought and framing opinions based on evidence and sound judgement.

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.

3. Coherence

Our curriculum is given coherence by incorporating the different areas of learning and experience in such a way as to encourage the students to identify cross-curricular links and make clear associations between one idea and another.

4. Continuity and Progression

We 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 acknowledge and develop work covered in previous years.

5. 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. Extension work is provided for those ready for it, and clinic support offered for those who need it to develop their confidence in learning.

6. Choices

At the end of Upper 3, year 7, most girls choose two Modern Foreign Languages for L4, from French, German and Spanish, which they have studied during that year. Some are invited to continue with all three into L4 and U4.

GCSE choices for L5 and U5: Girls have free choice, from the subjects available, for their two or three option subjects at GCSE. We ensure that they are given information and receive guidance so that they can make these choices in an informed manner.

The U4 curriculum has a lecture period through which information on option subjects is delivered in the autumn term, alongside careers talks from parents or alumni and other leading and interesting educational firms. In U4 there is choice within the Creative Arts of any two of the following subjects – Textiles, Art, Food and Nutrition and Design Technology – and all girls attend a weekly PPPE period. This is an introduction to Philosophy, Politics, Psychology, Economics and Critical Thinking, which introduces the girls to a wider experience and to some Sixth Form subjects at an earlier stage, broadening their general knowledge and enhancing their discussion and debating skills.

AS and A2 choices: While the national A Level is being reformed (2015-2019), Girls are still given completely free choice with their AS subjects, most girls taking four AS courses (either within a reformed linear A Level or to be taken as a free-standing AS which is discontinued at the end of the Lower 6. At least three of these are taken on to A Level, but in addition (but very rarely), where possible, girls may take up an additional AS qualification in the U6, provided this fits with the timetable constraints. The school supports the flexibility of the AS/A2 structure and is reviewing the reformed specifications and their impact as the courses unfold.

In addition:

The curriculum incorporates the National Curriculum KS3 to KS4 as a basis for the curriculum in Years 7 to 11 and extends beyond it in many areas. It is flexible and able to respond to changes in Government Policy related to curriculum issues.

The students will also be given opportunities:

- to develop and demonstrate the ability to prepare, process, present and evaluate within the disciplines of literacy, number, communication, problem solving and working with others
- to develop and apply their ICT capability where appropriate and make use of technology to enhance their personal study. Girls in U3 to U5 use their own iPads in lessons and girls in the Sixth Form may bring a device of their own choosing.
- for the promotion of their spiritual, moral, social and cultural development.

All staff share the responsibility for delivering the curriculum. It is the responsibility of each Head of Department to ensure that schemes of work are produced and regularly updated. The process of assessment and evaluation is continuously reviewed in light of current educational thinking. Precise details of the curriculum outlined in this policy are made available to all parents and prospective parents on the school website via departmental websites.

Signature of Headmistress:.....
Mrs A M Phillips

Signature of Director of Studies:.....
Mrs J Deakin

Date.....

The curriculum policy comes under the remit of the Curriculum Committee chaired by the Director of Studies.

THIS POLICY WILL BE REVIEWED IN 2019/20