

THE CURRICULUM

This policy states our aims, principles and strategy for teaching and learning for all classes including the EYFS (Reception classes) to provide full time supervised education of girls of compulsory school age. The curriculum gives pupils/students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic areas.

Our policy is:

- To provide a broad, balanced, relevant curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education to stimulate the imagination and the intellect, to foster creativity, independence and a love of learning.
- To ensure that pupils acquire speaking, listening, literacy and numeracy skills.
- To offer the highest standards of teaching, that is thought-provoking and enjoyable, and challenges each girl to reach her full academic potential.
- To complement the academic curriculum with an inclusive and varied programme of extra and co-curricular activities.

We do this in the following ways:

- Providing a broad and balanced programme of study.
- Providing appropriate and relevant courses to stimulate intellectual development and to foster creativity, independence and a love of learning.
- Providing courses and activities that develop and feed the imagination.
- Challenging each pupil always to reach her full potential by providing opportunities for her to learn and make progress.
- Maintaining awareness of pupil and parental expectation.
- Complementing the academic curriculum with an inclusive and varied programme of extra and co-curricular activities.
- Preparing girls for the opportunities, responsibilities and experiences of adult life in British society.
- Making use of the cultural opportunities that London has to offer.
- Encouraging curriculum development by being open to new ideas.
- Ensuring each department/teacher provides subject matter that is appropriate for the ages, aptitudes and needs of the pupils including those with an EHC plan.
- From Reception, our Personal, Social, Health and Economic Education (PSHE) reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a)
- Schemes of work and plans do 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.

Monitoring and Evaluation

The whole curriculum is reviewed annually in the Spring Term, for implementation in the following academic year by the Headmistress, Head of the Junior School and the Director of Studies in the Senior and Junior School.

Curriculum

Our aim is that this should be as broad and balanced as possible, to suit our traditionally mixed-ability intake. Girls should leave Channing, whether at 16 or 18, informed as well as qualified, having had plenty of opportunity to develop individual strengths. These may be academic, artistic, sporting or social skills; all should be identified and encouraged. Where a pupil has an EHP, her educational needs are fulfilled according to her requirements.

All staff draw up schemes of work, which are reviewed annually by Heads of Department and Subject Co-ordinators overseen by the Director of Studies at the Junior School detailing teaching methods and learning activities, achieving a co-ordinated approach to teaching throughout the school, ensuring breadth, balance, continuity and progression. All girls acquire speaking, listening, (otherwise called oracy), literacy and numeracy skills. The girls across the school receive appropriate careers guidance/

The Junior School (Reception-Year 6)

EYFS

The Early Years Foundation Stage, which underpins the learning and development undertaken by every child in this year, is planned in accordance with the framework 'The Early Years Foundation Stage Statutory Framework 2021'.

Under the guiding theme of Learning and Development, there are three prime and four specific interconnected areas of learning:

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

All areas of learning are of equal importance and depend on each other to provide a rounded approach to child development. The prime areas are particularly crucial for helping children to thrive and develop good relationships with others, for building their aptitude and ability for learning and for igniting their curiosity and enthusiasm for learning. Reference is also made to the non-statutory document Development Matters.

This development is recorded through the use of both formative and summative assessment which provides accurate and detailed insight into the progress made by each individual. Each child's attainment is assessed in the final term of Reception against the Early Learning Goals and is recorded in their EYFS profile. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made.

The support children receive as they learn is personalised to meet their individual needs and to extend their talents. Careful and flexible planning between all the staff in contact with the children, based on the children's interests, ensures a wide, varied and effective curriculum is delivered. Subject specialist teachers work closely with Form teachers to give an accurate picture of children's attainment in the prime and specific areas of the EYFS curriculum relevant to their subjects. In the Autumn Term, subject teachers in Music, PE, Spanish and Drama teach in Reception classrooms. PE and Forest School are taught outside as appropriate.

Key Stage 1 (Years 1 and 2)

Key Stage 1 of the National Curriculum begins formally in Year 1, in addition to ensuring the girls have reached the ELGs. Form Teachers are generally responsible for teaching English, Mathematics, Science, Computing, History and Geography, RE, P4C and PSHE. Subject specialist teachers teach Music, PE, Spanish, Art/DT, Drama and Forest School is also taught through this Key Stage.

Key Stage 2 (Years 3 to 6)

The syllabus for each academic subject is planned in accordance with the National Curriculum and the skills and content are broadly in line with the National Curriculum and are updated to reflect changes in this document when appropriate. The Primary Framework is a key resource. There is specialist teaching in Music, Drama and PE throughout the Junior School. Spanish is introduced in Reception and taught to Y6; additionally, French is introduced at Year 3. Forest School is taught in Reception to Y4 and Art/DT is taught by a specialist teacher from Y1 to Y6. Some foundation subjects may be taught by other members of staff other than the Form Teacher, often the Subject Co-ordinator, which is good preparation for the transition to Senior School.

Teaching at The Junior School is largely form-based, in classes of approximately 24. Form and Specialist Teachers are supported by Teaching Assistants in some lessons as appropriate.

Throughout Key Stages 1 and 2, subjects are often cross-curricular with, for example, work in Art and DT supporting topics studied in Science, Geography, History and RE.

A full programme of termly visits is organised for each class to support the curriculum. In addition to this, there are residential visits for Year 4, Year 5 and Year 6.

Key Stage 3 (Years 7-9)

There are four parallel forms of approximately 24 in each year groups 7, 8 and 9. The curriculum offers a very broad and balanced curriculum and an emphasis on taking part in a wide range of activities and on learning how to be part of a community. In Year 7, all girls study English, Mathematics, Science, Spanish Latin, Art, Geography, History, Computing, Music, Drama, PE, Philosophy, RE, PSHE (Personal, Social, Health and Economic Education) and Independent Investigation where girls produce projects over the year on four broad themes. In Year 8, girls are taught the Sciences by subject specialists and they choose between French and German. In Year 9, they continue with a similar curriculum.

Science is taught in well-equipped laboratories: the approach is largely practical. Year 7 girls follow an integrated science course; specialists teach thereafter Biology, Chemistry and Physics separately.

All girls study Spanish, Latin and either French or German before making their subject choices for GCSE. Ancient Greek is offered from Year 10. Both the Modern Languages and the Classics department arrange a full programme of exchanges, homestays and visits. Each year, Year 8 girls spend a week in Spain.

Computing is taught in two specialist, networked laboratories to every girl in Years 7, 8 and 9, before becoming a GCSE option in Year 10. All girls use iPads to support their learning. As girls go up the school there is an increasing programme of cross-curricular ICT delivery, encouraging girls to see their skills as tools to a further end.

Key Stage 4 (Years 10-11)

Years 10 and 11 are the GCSE years. All girls study a common core of English, English Literature, Mathematics, Biology, Chemistry, Physics and a Modern Foreign Language; either French, German or Spanish. All take, in addition, up to three optional subjects, chosen from Art, Classical Civilisation, Drama, Geography,

History, Computing, Latin, Music, a second Modern Foreign Language, PE and RE. All girls have (non-examined) RE, PE and PSHE, which includes a comprehensive study skills programme. Girls may also choose a twilight subject of a two year GCSE in Ancient Greek.

At both GCSE and A Level, our aim is to give girls a free choice of subjects, rather than requiring them to choose from groups of subjects as dictated by the timetable.

The Sixth Form

The small Sixth form teaching groups foster friendly and supportive relationships between staff and girls. Subject choices include Art, Biology, Chemistry, Classical Civilisation, Drama and Theatre, Economics, English Literature, French, Geography, German, Greek, History, Latin, Mathematics, Further Mathematics, Music, Physics, Politics, Psychology, and Spanish. Girls have the opportunity to follow additional courses to supplement their A Level studies. We currently offer one year courses in Critical Thinking, and The Extended Project Qualification (AQA), and a variety of half-term short courses. All pupils in the Sixth Form follow the enrichment programme. In addition, all pupils take PE in a sport or physical activity of their choosing. A wide range of activities is on offer from aerobics to zumba.

Careers and Higher Education

Virtually all our sixth formers go on to university (both in the UK and abroad), or to Art / Drama College. Our careers provision begins from Reception by discussing gender stereotypes and in Year 9, with an introduction to the well-stocked careers library and careful help and advice on GCSE (later, A Level) subject choices. There are careers talks for Year 5 upwards each year, and a careers convention towards the end of the summer term, for Year 10 and Year 12. All Year 12 girls are encouraged to take part in work experience at Easter or in the Summer. The Director of Sixth Form organises a programme of visits, lectures and workshops to prepare girls for applying to university.

The Creative Arts

We see the creative arts as an integral part of personal development. Art, Drama and Music all reach impressively high standards and are central to the life of the school.

In the Senior School, Art and Design studios have facilities for work in a wide variety of media, including ceramics, computer design work, etching, photography, screen printing, textiles, and fine art. A very high proportion of girls take Art as an option at GCSE and A Level.

Roughly two thirds of the girls learn an instrument, and many, two. The Senior

School has two orchestras, three choirs, wind and jazz bands and various string groups. Each term there are several concerts, some of them for solo performances and others for orchestra, choirs, etc. The School performs a major choral work every Spring and gives an orchestral concert each May.

Drama is on the timetabled curriculum for Years 7-9, offered as a GCSE course for Years 10 and 11 and offered as Drama and Theatre at A Level. Plays and musicals are rehearsed after school. There is a whole school production each year, drawing its cast from year groups right through the school. Further plays will be organised and directed by the girls themselves, usually in the KS4 or in the Sixth Form.

Personal and Social Health, Economic Education, Wellbeing and Citizenship

PSHE and Citizenship is a compulsory element of the curriculum for all girls in Key Stages 3, 4 and 5. It is taught by form tutors in one dedicated lesson per week. Sometimes the year group meets as a whole for discussion, and teaching is complemented occasionally by presentations from outside speakers. Additionally, in Years 8 to 11, girls follow a course of lessons in Sexual Health Education taught by specialist staff as part of a carousel.

Sports

There is a wide-ranging programme of Physical Education. A high standard of coaching is provided and options increase as girls move up the school. There are teams in each year group with regular matches against other schools. Activities include Aerobic Fitness, Athletics, Badminton, Basketball, Dance, Football, Gymnastics, Hockey, Multi-Gym, Netball, Rounders, Table Tennis, Tennis, Trampolining, Volleyball and Yoga.

Monitoring and Review

The Headmistress, Head of the Junior School and the Director of Studies in both the Junior and Senior School monitor this policy regularly. It is reviewed annually.

This policy should be read in conjunction with the PSHE Policy and Child Protection and Safeguarding Policy.

(August 2021)