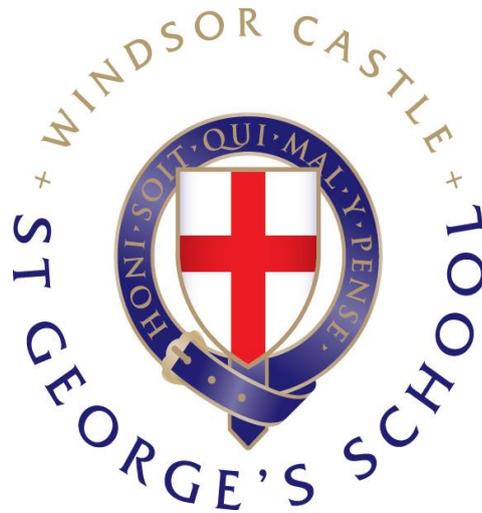


St George's School Windsor Castle

Curriculum Policy and Teaching and Learning Policy



Updated February 2019

Curriculum Policy

Introduction

St George's school provides education for pupils aged from 3 to 13, covering the Early Years Foundation Stage, Key Stages One, Two and the first two years of Key Stage 3. Our curriculum provides our pupils with a broad and balanced educational experience. Through our curriculum we prepare the pupils for Common Entrance and for some Senior School Scholarship examinations, which they will sit at the end of Year 8.

The Aims of St George's Curriculum Policy

- ◆ to facilitate the development of pupils' linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative capacities
- ◆ to facilitate pupils' personal, spiritual, moral, social and cultural development (see separate Policy)
- ◆ to ensure that, through the curriculum, pupils acquire and develop the key skills of speaking and listening, literacy and numeracy
- ◆ to recognise the potential and talents of each pupil at the same time as appreciating that individual pupils have differing needs that must be met so that all pupils have equal access to our curriculum and make appropriate progress
- ◆ to familiarize pupils with the use of ICT, to the extent that it is an integral part of their learning and not only a 'stand-alone' subject
- ◆ to enable the rewarding of effort as well as achievement, thus recognising the path a pupil takes during the learning process as well as the final result
- ◆ to ensure that statutory requirements are met whilst at the same time ensuring that curriculum content retains its independence to be flexible and relevant to our pupils' lives and to the world around us
- ◆ to monitor pupils' attainment and the quality of teaching and learning, thus ensuring that our curriculum is effectively implemented and that pupils are making appropriate progress
- ◆ to facilitate our measuring, assessing and recording of the progress of each pupil in a systematic way, enabling us to ensure that each pupil achieves his or her fullest potential
- ◆ to set achievable but challenging targets that promote an ethos of continuous improvement

Our Curriculum Encourages our Pupils to:

- ◆ Participate and achieve in all aspects of school life, both independently and working in pairs or teams
- ◆ Develop positive self-esteem, a sense of worth and respect for themselves and others
- ◆ Relate to and communicate effectively and constructively with their peers, their teachers and their parents. Communication skills learnt through studying the curriculum will help to prepare pupils for the responsibilities of adult life
- ◆ Develop life skills such as resilience, critical or analytical thinking, creative or innovative design, application of knowledge to real life circumstances and leadership or teamwork. It is expected that these Life Skills are carefully included within the Medium Term Plans for every subject. They would also be considered when planning for the termly Theme Days that take place for Years 2 – 8.

Curriculum Organisation

The curriculum is organised into stages which reflect the way the school is structured:

1. Lower School Early Years Foundation Stage: Kindergarten and Reception, Key Stage 1: Years 1 and 2 and Key Stage 2: Year 3
2. Upper school Years 4-8 Key Stage 2 and 3

At the end of each academic year, Reception-Year 7 are tracked using the NFER English and Maths assessments.

Our Year 6 curriculum forms a solid foundation year for pupils as their teachers start to prepare them for Common Entrance 13+ work which they will complete in Years 7 and 8.

When our pupils move into Key Stage 3, that is Years 7 and 8, they study a curriculum which is based on the Common Entrance syllabus in most subjects. Care is taken to ensure that the aims and ethos of our curriculum policy are not compromised.

The curriculum aims to be broad and balanced if we are to ensure relevance for the pupils at different stages of their schooling at St George's school. Balance in the whole curriculum should reflect the needs of pupils at various age-related stages of their schooling and therefore some subjects are not introduced to the pupils until a later stage. Pupils require periods of play as well as attention to academic study and a careful balance between these is reflected in the amount of curriculum time proportioned to them at St George's.

The divergent individual needs of particular pupils will dictate variable balance in the whole curriculum. For a few pupils it may not be appropriate for them to study the full range of subjects offered at St George's. In these circumstances a pupil receives extra help in another subject or help managing a learning difficulty. Where a pupil has a

statement the curriculum will be managed where possible in such a way that the requirements of the statement are fulfilled.

Curriculum Plan

Explanatory notes for the Curriculum Plan

In Years 3-8 there are 20 x 55 minute periods per week. Period 3 is 75 minutes and is used either as one larger period or as two 35 minute periods, with a five minute change over. This is to allow more practical subjects (Science; PE; Art; DT; Food Tech) to have a longer period of time with pupils.

Where pupils are not set they are taught in form or mixed ability groups.

In Year 4 pupils are set into two groups, according to ability, for Maths only, and in Year 5, they are additionally set for English.

In Years 6, 7 and 8 pupils are grouped into sets for core subjects and languages. There is variation between sets, for example the higher ability set for English is not necessarily made up of the same pupils as the higher ability set for Maths or French.

At St George's the higher ability groups are known as the 'X1' sets and the lower ability are known as the 'X2' sets.

In some years, Year 8 might have an extension or scholarship set.

It should be noted that there is transition between sets either during the academic year or at the start of a new academic year if it is deemed appropriate.

Early Years Foundation Stage

EYFS has its own curriculum policy based on the 7 areas:

1. Communication and language.
2. Physical development.
3. Personal, Social and emotional development.
4. Literacy.
5. Mathematics.
6. Understanding the world.
7. Expressive arts and design

(see separate Early Years Curriculum Policy)

Lower School Key Stage 1

| Core Subject Area | Subjects |
|---|---|
| <ul style="list-style-type: none">▪ ENGLISH▪ MATHEMATICS▪ SCIENCE | <ul style="list-style-type: none">▪ ART▪ D.T.▪ FRENCH▪ GEOGRAPHY▪ HISTORY▪ COMPUTING▪ MUSIC▪ P.E.▪ RELIGIOUS STUDIES▪ PSICHE & CITIZENSHIP▪ Mindfulness |

Equal Access to our Curriculum

Equal Opportunities

At St George's we ensure that all pupils have an equal opportunity to learn. Regardless of gender, ethnicity, social and family background and age, all pupils are taught in such a way that they will learn and achieve to their maximum potential. The school's Equal Opportunities Policy applies across all areas of the curriculum.

Special Educational Needs

Pupils with special educational needs will benefit from the support given by the SEND department.

Pupils identified as having learning difficulties will receive support from their teachers, and the SENCO also provides support for staff both in class and through INSET sessions. Pupils with learning difficulties will have an Individual Education Plan which helps teachers understand how best to help these pupils access the curriculum. Teachers will tailor their lessons accordingly, so that all pupils can access the curriculum in a way that is appropriate to their strengths and weaknesses.

Pupils for whom English is a second language may also require help to access the curriculum so that they can learn and make progress. These pupils will benefit from the support given by the SEND department and staff will be made aware how best to help these pupils access the curriculum (refer to the Special Needs folder 2018-2019 on the server).

Pupils on an EHC plan will be supported in line with the recommendations set out in the plan. St George's SEND department would work closely with the local education authority and the parents of any pupil on an EHC plan to ensure that the correct provision is in place or, indeed, if the school is the best place for the child.

All pupils are individuals and as such can be seen as having specific needs, gifts or talents which all require consideration to allow pupils to realize their full potential. To ensure all students receive equal access to a broad, balanced and relevant curriculum there is sometimes a need to look at alternative ways of working. This may include the use of computers, including laptops, physical aids, adapting workspaces and equipment.

The needs of the most able are also addressed and this is done through teachers carefully planning their lessons to ensure that the work is sufficiently differentiated and challenging. St George's Gifted and Talented policy makes provision for gifted and talented pupils to access the curriculum in a way that is exciting and challenging for them. At times this may require an extended curriculum. Where a pupil is Gifted to an extent that he or she is working at a level well above his or her peers, there may be provision for that pupil to attend individual lessons with an appropriate teacher. Pupils identified as potential scholarship candidates in Year 8 are sometimes placed in a scholarship set which follows its own timetable in the academic subjects.

Planning by staff

There are three broad levels of curriculum planning. Planning is undertaken by all teaching staff. Heads of Department liaise with class teachers and subject teachers to ensure that plans are effective and working documents which enable the different curriculum areas to be taught effectively and appropriately to any particular class. Departmental meetings are held at least termly and planning can be discussed at these.

Long-term planning

Curriculum Overviews are completed for different subject areas. These are completed and reviewed termly. They are brief documents which give the topics to be studied by

each year group in each subject area for that particular term. They also include brief explanation.

These are available to parents from the school reception and are also stored on the school server.

Medium-term planning

Medium term plans are completed and reviewed every term. Medium term plans show what is being taught during every week for each subject, each year group and for each term. These plans may include objectives, assessment procedures, resources, differentiation, use of ICT, references to how the Life Skills are to be taught (Upper School only) and any other relevant information. Medium Term plans usually take the form of a grid which is divided into weeks for that term but the exact layout may vary depending on the nature of the subject and year group.

Medium term plans are working documents and must be flexible. Although they should be completed near to the start of each term, teachers can modify them as a result of assessment for learning, regular performance of the classes, interest shown by pupils in a particular area, time taken to complete a given task and other considerations. The relevant changes will be noted and incorporated into the plans for future reference.

Short-term planning

Short term planning is carried out individually by class teachers and subject teachers and is used to focus on weekly and day to day teaching of the curriculum and assessment. This planning is usually documented in the teacher's planner which forms a working document.

Overseeing of Planning

The Senior Leadership Team will oversee planning and ensure that it is taking place so that the curriculum is well delivered through effective teaching.

The Assistant Head – Academic will liaise with the Heads of Department with regards to content and completion of plans.

Heads of Department will liaise on an ongoing and informal basis with their subject teachers to discuss content and completion. Heads of Department will hold departmental meetings in each term in any academic year. The Assistant Head (Lower School) in liaison with Heads of Departments, will oversee the planning in that department. Equally, a representative for Lower School staff will also attend subject meetings.

The Assistant Head – Academic and Heads of Department will undertake scrutiny of work, including reviews of pupils' exercise books in addition to lesson observations.

Planning for Pupils

Pupils will be given chances to plan how they might improve their attainment levels as they study the curriculum. There is a space in the school diary so that pupils can set targets which are reviewed termly and yearly. Pupils will complete these with the help of their class teacher in Years 3, 4 and 5, and with the help of their form tutor in Years 6, 7 and 8.

At the end of each term, subject teachers will highlight the progress made by individual pupils on the end of term reports. Subject teachers set specific targets for each pupil relevant to their ability. The pupils also see these comments and also add their own evaluation of their progress.

Governors' Education, Staffing and Music Committee

The Governors' Education, Staffing and Music Committee meets twice a year to discuss issues which relate to the ongoing development of the school both in terms of teaching and learning, academic issues and the resourcing of future programmes. The meetings provide a forum for discussions on the ongoing development of different aspects of the school curriculum. Members of staff are invited to inform the committee of programmes or issues which aim to help to further develop the effective implementation of the school curriculum in the widest possible sense. All members of the SLT attend this Governors' Committee.

Allocation of Resources to the Different Curriculum Areas

Heads of Department, in consultation with the Business Director, receive an allowance. It is their responsibility to ensure that there are suitable resources and equipment available for the planned topics or modules. Storage and allocation of this equipment is the responsibility of the Head of Department. The Lower School Department has its own budget.

Health and Safety Issues in the Different Curriculum Areas

It is the responsibility of all staff to be aware of possible health and safety issues in relation to the different subject areas they teach. As far as possible they should eliminate any foreseeable safety issue. It is fundamental that pupils also develop positive attitudes to the safety of themselves, others, equipment and apparatus and an ethos is created where a respect for the environment is developed. Any specific issues relating to health and safety should be brought to the Business Director who is responsible for this aspect of school life.

In addition to the school's Health and Safety policy, teachers must be aware of and comply with additional regulations for specific activities such as swimming pools and other outdoor facilities. Further information is contained in the "St George's School Health and Safety Policy Document".

Community Links

Appropriate use will be made of the local and wider community thus enabling pupils to transfer the knowledge, skills, attitudes and concepts they have learnt in the curriculum to other situations and broadening the range of learning experiences available to them. Pupils are given the opportunity to experience learning opportunities in the wider community including:

- visits to the theatre, art galleries, concerts etc.
- visits to a variety of geographical locations e.g. parks, towns, the countryside etc.
- visits to places of historic interest e.g. Windsor Castle, museums etc.
- opportunities to hear visiting speakers.
- study support activities e.g. residential trips in the UK and overseas.

Parental Involvement

Parental involvement in the life of the school is encouraged. We ask all parents to support the school in monitoring their child's progress by hearing them read, assisting the learning of work for assessments/tests and by generally taking an active interest in their child's academic development. Parents are requested to read, check and sign the pupil planner used by pupils in Years 3 to 8. On occasions, a parent who may have a particular area of academic excellence/interest may be invited in to school to share that skill/experience.

Fostering collaboration with parents includes:

- sharing expertise
- pupil planners
- participation in school visits, celebrations and assemblies
- open days
- listening to children read

Conclusion

The curriculum is a key part of every pupil's life at St George's. We believe that our pupils experience an exciting and relevant curriculum that enthuses a love of learning that will remain with them throughout all the stages of their future learning.

Appraisal Programme (Teaching & Learning)

Scrutiny of the pupils' work and the lessons delivered by each teacher is carried out through the staff appraisal programme. The SLT member undertaking the appraisal will use the two lesson observation forms ([P:\Lesson Observation Forms](#))

In addition, each member of SLT is responsible for 2 or 3 departments to ensure that lesson observations and work scrutiny are being carried out by the Head of Department responsible. The Head of Department is to complete the following form for each member of their department ([P:\HOD Lesson Observation and Book Scrutiny Feedback Form](#)) which indicates they have observed a lesson and carried out a book scrutiny.

Lesson Observation

There is a formal lesson observation programme, known as 'Sharing of Good Teaching Practice' which allows every member of staff to be observed and observe a lesson every term. The two forms which need to be filled in ([P:\Lesson Observation Forms](#)). These are to be passed to the Assistant Head – Academic, alongside a copy of the lesson plan, who will record the 'Good Practice' in a central location for all teachers to view and use within their own subject.

Heads of Departments observe the teaching of staff within their department (Lower School included) at least once a year (this might require an observation to take place every half term where the department has many teachers). Use the same lesson observation forms, submitting a copy of each to the Assistant Head – Academic and retaining one for your own records. The quality and evidence of progress within the

pupils' work (books / folders or even video / photo footage) should be carefully scrutinized during this process.

Fundamental British Values

Pupils are given the opportunity to learn and understand the four key areas of FBV (Democracy, Rule of Law, Tolerance of other People's Faith and Beliefs and Mutual Respect). This is achieved through PSHCE but it can also be the case that pupils learn about FBV as a whole school as a part of the theme day programme.

Careers Guidance

Pupils are given the opportunity to learn about different careers through hearing guest speakers at assemblies. Guidance is also offered during PSHCE lessons to ensure that pupils are able to make unbiased and informed decisions about a possible career path. A Careers fair during the Year 8 Enrichment programme is provided.

Prep Timings and Expectations (Appendix to the Curriculum Policy)

This is a supporting document to the Curriculum Policy. Its purpose is to outline the expectation of pupil conduct during the Prep sessions and how they are to approach the written / computer tasks issued by the subject teacher.

The children must be ready and settled at the start of each Prep session. They are permitted to take a toilet break. The member of staff taking a Prep session must note down pupils attempting to take regular unnecessary breaks and pass their names to the Assistant Head – Academic.

The children are permitted, and indeed encouraged, to use either a Wednesday or the weekend to catch up with prep.

| Year Group | Early Prep (1610 – 1655) Late Prep (1700 – 1745) | Expected length of Prep | Venue (Early Prep) | Venue (Late Prep) | Boarding Prep (1845 – 1930) |
|-------------------|---|---|---------------------------|--------------------------|------------------------------------|
| 3 | Aim to complete the task with little input from the teacher but never be afraid to ask for help. Teacher will note down the level of assistance for the benefit of the subject teacher. | 30 minutes each evening as a maximum | Dining Room / Library | Computing Room | N/A |
| 4 | Aim to complete the task with little input from the teacher but never be afraid | 30 minutes each | Dining Room / Library | Computing Room | Library |

| | | | | | |
|---|---|---|-----------------------|----------------|---------|
| | to ask for help. Teacher will note down the level of assistance for the benefit of the subject teacher. | evening as a maximum | | | |
| 5 | Aim to complete the task with little input from the teacher but never be afraid to ask for help. Teacher will note down the level of assistance for the benefit of the subject teacher. | 40 minutes each evening as a maximum | Dining Room / Library | Computing Room | Library |
| 6 | Independent work. Teacher intervention only if absolutely necessary. Teacher intervention must be noted down for the benefit of the subject teacher. | 60 minutes each evening as a maximum | Dining Room / Library | Computing Room | Library |
| 7 | Independent work. Teacher intervention only if absolutely necessary. Teacher intervention must be noted down for the benefit of the subject teacher. | 60 minutes each evening as a maximum | Dining Room / Library | Computing Room | Library |
| 8 | Independent work. Teacher intervention only if absolutely necessary. Teacher intervention must be noted down for the benefit of the subject teacher. | 70 minutes each evening as a maximum | Dining Room / Library | Computing Room | Library |

St. George's School Windsor Castle Teaching and Learning Policy



Ethos

At St George's we believe that teaching and learning is fundamental to the ethos of the school. Through high standards of teaching and learning we aim to inculcate in our pupils a love of learning and interest in their work, which develops each pupil's self-confidence, motivation and desire to become independent learners.

Our teaching fosters in pupils the application of intellectual, creative and physical skills. We help our pupils communicate effectively with each other and their teachers. We promote communication of knowledge through a variety of media including music, visual arts and in the use of information technology in addition to more traditional methods of reading and writing.

We teach all pupils at an appropriate level and pace to enable them to reach their full potential and we recognize that a pupil's effort is a crucial part of the learning process and deserves positive recognition and feedback.

Equally important is the emphasis that is placed on independent thinking and learning so that pupils can discover things for themselves. In this aspiration we encourage pupils to explore varieties of questioning and investigation which will enable them to develop the ability to think for themselves.

In our teaching and learning we aim to:

- inspire curiosity and a desire to learn, so that the pupils leave the school with the enthusiasm to continue their learning.
- make learning exciting and enjoyable
- give our pupils the appropriate knowledge so that they are able to respect the needs and values of their own community and environment. Equally we encourage them to respect other communities and environments
- encourage staff to learn from each other and be part of a professional culture that encourages and values discussion and the sharing of best practice
- help staff to retain a desire to learn and meet new challenges during their professional career

Our teaching is characterised by:

- Setting clear and high expectations – learning objectives will be made clear. The term 'We are learning to

- The use of good subject knowledge and understanding of the subject. In asking the right type of questions to verify, consolidate and extend pupils' learning; explain and demonstrate ideas clearly and in a variety of new ways. Teachers understand that pupils have different learning styles and this will be factored in to lessons so that a wide range of learning styles can be accommodated.
- Effective planning - activities and resources are closely matched to learning objectives, ensuring an appropriate match between pupils' needs and relevant activities which facilitates learning built upon prior knowledge
- The use of appropriate methodology – teachers should be confident and able to use a broad range of teaching methods: able to select appropriate methods to suit the purpose of a lesson; being able to intervene at the right moment to extend pupils' learning; knowing and understanding pupils' learning needs and providing appropriate tasks which cater for and encourage differing learning styles and ranges of abilities
- Recognising and meeting the needs of all pupils - all pupils will experience individual success through differentiation, breaking down learning into small steps, using Termly Plans where appropriate. Teaching will accommodate all levels of ability so that pupils with learning difficulties and pupils who are more able and/or gifted and talented are set realistic and challenging targets. Teachers will ensure that where a pupil has a statement of educational needs the requirements of this statement will be met in lessons. (with additional support provided by SEND staff where appropriate)
- Managing the learning environment and pupils' behaviour effectively by delivering clearly focused lessons which engage and stimulate pupils.
- Effectively managing time and resources – ensuring that lesson time is used effectively to encourage sound learning.
- Providing an environment that stimulates pupils' learning

Effective learning will be dependent on pupils:

- having a clear understanding of what is expected of them for each lesson
- being given opportunities to acquire, practice and consolidate new skills
- being given access to a wide range of resources, materials, experiences and environments
- being actively involved in lessons and given opportunities to explore, experiment and problem solve
- being afforded variety in learning activities by working independently, in groups and in teams

Revised: February 2019 v2

Next review date: September 2019 or sooner if required