



Stormont School

CURRICULUM POLICY

Last reviewed November 2018

Next review due Autumn 2019

Published by Deputy Head

The policy will be published on the website for current and prospective parents, governors and volunteers. It is available on the Central Resources Library for Staff.

Hard copies are available from the School Office.

STORMONT SCHOOL ETHOS AND AIMS

- To develop happy, confident girls who are effective communicators
- To establish each girl's abilities in all areas of our broad and challenging curriculum and to extend her to her full potential, rewarding effort as well as achievement
- To offer a high quality education and continually seek to improve academic standards
- To provide a friendly, safe, ordered community, with good working relationships between children, staff, parents and governors, where all members feel valued and the importance of a healthy lifestyle is promoted
- To develop individuals who respect the views and needs of others and who value the importance of good manners and courtesy
- To engender in the girls a sense of pride in their school and a respect for their environment
- To prepare the girls for the next stage in their educational careers

The school welcomes children from all faiths and through the Assembly and Religious Education programmes strongly supports the importance and value of religious belief and moral behaviour.

We develop happy, confident girls who are well prepared for the next step in their educational careers. Our Golden Rules focus on the positive reinforcement of respect and consideration for others and for the environment. These have been adopted for both Lower and Upper School. We promote activity and healthy eating, but staff are alert to the girls' social and emotional health, as well as their physical wellbeing. We talk with the girls about managing their relationships well whilst retaining a positive sense of self. Encouraging spiritual, moral, social and cultural themes are ever-present through assemblies, PSHEE lessons and across the wider curriculum. There is a School Council, which meets twice a term and helps to create a strong pupil voice. Girls know that they can speak to any member of staff if they have any concerns or worries at all.

Golden Rules – Whole school

- Always follow instructions straight away
- Be polite at all times and show good manners
- Care for everyone and everything
- Do your best and join in

At Stormont School we focus on developing the whole person, aiming to ensure that each girl leaves here ready for the challenges of life at secondary school and beyond. We ensure that the school curriculum provides a thorough, nurturing and differentiated path towards each girl achieving their potential.

Stormont School provides full-time supervised education of pupils of compulsory school age until the end of Key Stage Two, Year Six (11+). The curriculum provision at Stormont School enables pupils to acquire skills in Speaking, Listening, Literacy and Numeracy; and this includes all those pupils in the EYFS setting. The curriculum also gives pupils experience in scientific, technological, human and social, physical and aesthetic and creative education. The curriculum enables all pupils to have the opportunity to learn and make progress, including those pupils with special educational

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needs or learning difficulties or disabilities, those for whom English is an additional language and the most able. For children whose home language is not English, the school takes reasonable steps to provide opportunities for children to develop.

The curriculum's provision includes the preparation of pupils for the opportunities, responsibilities and experiences of adult life, in a manner that is appropriate for children aged 4-11, in British society.

The Stormont Curriculum uses objectives from the National Curriculum, as well as additional objectives that are appropriate to prepare pupils for their onward educational journey.

In Lower School the class teacher, supported by class room teaching assistants is responsible for the delivery of the majority of curriculum subjects. Some subjects such as Art, DT, Pottery, French, Computing, Music and PE, including swimming, are taught by subject specialist staff. In the Upper School in Years 3 & 4, for the most part, the form teachers are responsible for the delivery of the core subjects. For the rest of the curriculum pupils are taught by subject specialists. In Years 5 & 6 pupils are taught for all subjects by subject specialist teachers. Teaching & Learning occurs through a variety of whole class, group, paired and individual methodologies, utilising a wide range of approaches. Some lessons may be teacher led, some may require more independent learning. Throughout, we aim to encourage our girls to develop independence in problem solving, adapting and understanding of their own learning preferences. We strive to incorporate technologies such as mobile devices in the form of iPads (see Teaching & Learning Policy).

For those in the EYFS setting provision is made for giving pupils experience in each of the following: communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, and expressive arts and design. The school provides a balance in the EYFS setting between **Learning Through Play**, and more traditional teaching of reading, writing and mathematics.

All curriculum subject matter is appropriate for the ages and aptitudes of the pupils in each school year, including any pupils with special needs, whose needs are reviewed regularly. Each class has a fluid provision grid, allowing teachers to differentiate on the grounds of ability, learning styles and specific educational needs. Every opportunity, for all pupils including those in EYFS, is provided to enable pupils to develop their speaking, listening, Literacy and Numeracy skills, as set out in the schemes of work for each curriculum area.

The curriculum provides for the teaching of PSHEE which is taught to class groups as a timetabled discrete subject. The PSHEE curriculum reflects the schools' aims and ethos as well as the core British Values to which we attest. In Years 5 & 6, our girls are given opportunities to explore and discuss a broad range of future career options.

The curriculum is politically impartial. Where discussion occurs on political matters, it is balanced and age appropriate. Personal political views of staff are not imposed on children.

PLANNING

In each subject, written plans exist that map out the objectives to be taught for each year. There is a Scheme of Work for each subject that outlines objectives, suggested activities and differentiated learning outcomes.

In some subjects, there will exist a subject overview, where progression over terms and year groups can be seen. Individual teachers have different methods of short term planning, either weekly or daily. All planning is monitored regularly by the Deputy Head and the Head, and reviewed regularly by subject leaders.

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Written plans consistently take into account the needs of all pupils. Differentiation is key – both for the most able and those pupils who may find a subject more difficult. A provision grid is used alongside written planning that accounts for specific educational needs and learning styles. Please see SEND and EAL policies which give additional detail for those topics respectively.

STORMONT SCHOOL: Promotion of British values

At Stormont School we recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students. British values are taught across the curriculum and noted on planning documents, in particular in the PSHEE scheme of work.

The government set out its definition of British values in the 2011 Prevent Strategy and considered them to be democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. At this School these values are reinforced in a pervasive manner and permeate the school community.

The examples that follow are an indication of some of the many ways we seek to embed British values.

Democracy

At Stormont School the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the School community, for instance, amongst other things, pupil voice is heard throughout the School - holding pastoral forums, School Council, elections for our House Captains. The principle of democracy is explored in History and assemblies.

The Rule of Law

The importance of laws, whether they be those that govern the class, the School, or the country, are consistently reinforced throughout regular School days, as well as when dealing with behaviour and through School assemblies. Students are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when these are broken.

Individual Liberty

Within Stormont School students are actively encouraged to make independent choices, knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of e-Safety in Computing.

Mutual Respect

Respect is at the core of our School Aims and Ethos, and is modelled by pupils and staff alike. The School promotes respect for others and this is reiterated through our classroom and learning environments. In line with our commitment to democracy, pupils at Stormont School are always able to voice their opinions and we foster an environment where pupils are safe to disagree with each other. Mutual respect is embraced throughout the curriculum from the concept of 'fair play' in PE to assemblies that explore different cultures, religions and belief systems.

Tolerance of Those of Different Faiths and Beliefs

This is achieved through equipping pupils with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the School community. Pupils are actively encouraged to share their faith and beliefs within the School. Our Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures.