CURRICULUM POLICY

(Including Early Years Foundation Stage)

The curriculum supports the school in fulfilling its mission: to realise the full potential of every pupil by developing knowledge, confidence and self-reliance within a supportive, inclusive and happy school community. As an independent girls' school, we provide a broad, balanced, ambitious and inclusive curriculum that meets the requirements of the Independent School Standards. Our curriculum is informed by the National Curriculum and is enriched and extended to reflect our pupils' needs, interests and aspirations. Teachers are encouraged to make thoughtful professional decisions, teach beyond prescribed content and create opportunities for intellectual curiosity, creativity and independent thought.

For children in the Early Years Foundation Stage, the curriculum is planned and delivered in accordance with the statutory EYFS framework. It recognises the importance of play, positive relationships, enabling environments and the individual ways in which young children learn and develop.
Our curriculum is designed to equip pupils with secure knowledge and skills while developing confidence, character, compassion and resilience. It supports girls in becoming articulate, ambitious and responsible young people who are prepared to contribute positively to modern British society and the wider world.

Curriculum Aims

We aim to:

- Provide a broad and balanced curriculum that gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Ensure that all pupils acquire new knowledge, make good progress according to their individual starting points and develop the ability to apply their knowledge and skills across different subjects and contexts.
- Meet the needs of all pupils, including those with special educational needs and/or disabilities, those who speak English as an additional language and those with particular gifts or talents.
- Provide appropriate challenge and support so that every pupil can develop her talents, overcome barriers and fulfil her potential.
- Develop pupils' communication, literacy, numeracy and digital competence.
- Provide effective personal, social, health and economic education, together with age-appropriate Relationships Education or Relationships and Sex Education, in accordance with statutory requirements and the school's aims and values.
- Encourage intellectual curiosity, creativity, independent thought, reasoned argument and effective problem-solving.
- Promote equality, celebrate diversity and develop pupils' understanding of global, environmental and social issues.
- Develop girls' confidence, agency, ambition and leadership, challenging limiting assumptions and stereotypes.
- Promote respect for others, including those with different beliefs, backgrounds, cultures, identities and ways of life.
- Develop pupils' spiritual, moral, social and cultural understanding and promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

- Prepare pupils for the opportunities, responsibilities and experiences of life in modern British society.

Intended outcomes

Through this curriculum, pupils will develop:

- Lively, imaginative and enquiring minds, together with the ability to solve problems, evaluate evidence and reason clearly.
- Secure subject knowledge and effective skills in speaking, listening, reading, writing, mathematics and computing.
- Self-confidence, self-respect, resilience and an informed sense of their own worth.
- A positive and responsible approach to learning, including perseverance and a willingness to respond constructively to challenge.
- The ability to make meaningful connections and apply their learning in unfamiliar situations.
- Respect for their own achievements and aspirations and those of others, contributing to a culture of mutual respect.
- Personal and moral values, together with respect for people of different faiths, beliefs, cultures and backgrounds.
- The capacity to work effectively independently, collaboratively and as a member or leader of a team.
- The academic, personal and social knowledge and skills needed for the next stage of education and for adult life, empowering pupils to become confident, capable and compassionate women who can contribute positively to society.

Curriculum and inclusion

All pupils, regardless of ability, race, cultural background, faith, belief or individual circumstance, have the right to the highest quality of education we can provide. We are committed to providing an inclusive and ambitious curriculum that enables every pupil to develop her talents, recognise her potential and be empowered to achieve her aspirations.

In order to achieve this, we:

- Provide a curriculum that has breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure equality of access for all pupils to academic experiences and opportunities.
- Use appropriate tasks and teaching techniques to maintain high expectations, while providing appropriate levels of challenge and support.
- Ensure that parents are kept informed about the curriculum relevant to their child through Class Guides.
- Review curriculum planning regularly to ensure that it remains effective, inclusive and responsive to pupils' needs.

We have a responsibility to adapt our teaching to ensure that all pupils are engaged in their learning, motivated and enabled to succeed. Pupils who are experiencing difficulties in any way are identified early and given the necessary support, encouragement and guidance. Where appropriate, teachers adapt their methods, provide differentiated tasks and use targeted support to ensure that every pupil can make progress, develop confidence and fulfil her potential.

Expectations of Staff

All staff are expected to promote the aims of the curriculum by:

- Employing a variety of effective teaching and learning methods to meet the needs of all pupils and enable them to flourish.
- Having consistently high expectations of every pupil, encouraging her to recognise her strengths, develop her talents and fulfil her potential.
- Ensuring that all pupils can access the curriculum and are given meaningful opportunities to succeed through the creation of a positive, inclusive and rewarding learning environment.
- Delivering lessons which build upon previous learning and experiences, providing continuity, progression and coherence.
- Providing learning opportunities which offer depth, challenge and appropriate support, and which motivate, inspire and develop intellectual curiosity.
- Encouraging pupils to think critically, question confidently, express their ideas and engage positively with challenge, enabling them to develop a strong sense of voice and agency.
- Involving pupils actively in the learning process by providing regular feedback through discussion, assessment and marking, agreeing targets and encouraging pupils to reflect on and evaluate their progress and achievements.
- Developing pupils' confidence, independence and resilience so that they become increasingly self-

directed and effective learners.

- Providing opportunities for pupils to develop leadership skills, collaborate with others and take responsibility for their learning and contributions to the school community.
- Working collaboratively with pupils, colleagues and parents to achieve shared goals and support each pupil's academic, personal and social development.
- Keeping parents regularly and fully informed about their child's progress through informal meetings, parents' evenings, grade sheets and written reports.

Curriculum Structure

The timetable is structured to provide all pupils with a broad, balanced and ambitious educational experience, ensuring that they have opportunities to develop academically, creatively, physically, socially and personally. The curriculum is designed to encourage curiosity, confidence and independence, while providing appropriate challenge and support for every pupil. Please see the Appendix for the Curriculum Plan.

The Timetable

Pupils in Years 3 to 6 are taught for 45 periods each week. There are nine periods each day, with five in the morning and four in the afternoon. Pupils in Reception, Year 1 and Year 2 are taught for 40 periods each week, with four periods in the morning and four in the afternoon. Pre-School pupils attend four sessions in the morning and four in the afternoon.

The Curriculum

Our pupils follow a broad and balanced curriculum comprising:

- English, including phonics from Pre-School to Year 2
- Reasoning
- Mathematics
- French
- Science
- Art & Design Technology
- PSHCE
- Music
- Positive Education
- PE/Games
- Computing
- Swimming
- History
- Forest School/Outdoor Learning
- Geography
- Drama
- Religious Education
- Thinking Skills
- Latin (Year 6)
- Ballet

The curriculum is delivered through mixed-ability classes wherever appropriate. Teaching is adapted to meet the individual needs of pupils, including those who require additional support and those who require greater depth, challenge or extension. Further detail is provided in the relevant policies.

Personalisation, Progression and Preparation for Senior School

The curriculum is designed to respond to pupils' individual needs, interests and aspirations, while maintaining high expectations for all. As a girls' school, we are committed to providing opportunities that develop not only academic excellence, but also confidence, independence, leadership and a strong sense of personal agency.

In the Summer Term, Year 5 girls are grouped for one double lesson each week to focus on preparation for senior school

entrance examinations.

During the second half of the Autumn Term, Year 6 girls are grouped for some English and Mathematics lessons according to their senior school choices, enabling teaching to be appropriately focused on the requirements of their individual pathways.

Following the completion of senior school examinations, Year 6 girls embark on the Granville Graduate Programme, an enhanced and distinctive programme designed to broaden their horizons, deepen their knowledge and develop the skills, confidence and independence they will need for the next stage of their education and beyond.

Through Extended Studies, Arts and Culture, International Awareness, STEM and Personal Development, girls are encouraged to explore new ideas, think critically, make connections across different disciplines and engage with the wider world. The programme provides opportunities for girls to develop their own interests and perspectives, take intellectual risks, work collaboratively and become increasingly confident in expressing their ideas and opinions.

The programme reflects our commitment to empowering girls to recognise their strengths, pursue their aspirations and understand the contribution they can make to their communities and the wider world.

Year 6 girls also participate in a Junior Leadership Course, which develops leadership, communication, confidence and teamwork skills. Through practical experiences and opportunities to take responsibility, girls are encouraged to use their voice, make informed decisions, support others and lead with empathy and integrity.

Together, the Granville Graduate Programme and Junior Leadership Course provide a purposeful bridge between primary and senior education, ensuring that girls leave the school not only academically prepared for their next stage, but as confident, curious and capable young women who are ready to embrace new opportunities and challenges.

Supporting Individual Needs

The Learning Development Department identifies pupils' individual learning needs and communicates relevant information to class teachers and teaching assistants. Individual Education Plans (IEPs) and one-page profiles are shared with staff for pupils with identified learning needs. This enables teaching and support to be appropriately adapted and ensures that pupils are given the opportunity to make progress and achieve their potential.

Personal, Social, Health and Citizenship Education

PSHCE is taught as a timetabled lesson each week from Reception to Year 6 and is embedded within the EYFS curriculum in Pre-School. Wherever possible, PSHCE is taught by a form tutor within the relevant year group, supporting continuity and enabling teachers to respond to the needs and experiences of their pupils.

As part of our commitment to providing a broad, balanced and supportive curriculum, pupils learn about relationships and sex education (RSE), safeguarding and online safety through PSHCE, Computing and appropriate form-time activities.

We recognise that pupils have different experiences, needs and circumstances and that a one-size-fits-all approach is not always appropriate. Where necessary, a more personalised approach is adopted to support vulnerable pupils, including some pupils with SEND, in accordance with relevant school policies and statutory guidance.

Enrichment and Additional Opportunities

The curriculum is enriched through individual music tuition and LAMDA lessons, alongside the wider opportunities provided through the school's academic, creative, sporting and co-curricular programmes.

Every effort is made to timetable individual music and LAMDA lessons so that pupils do not routinely miss lessons in the same subject, ensuring that additional opportunities complement rather than disrupt their core curriculum experience.

Early Years Foundation Stage:

At the Early Years Foundation Stage, children are working towards the Early Learning Goals. Pre-School and Reception staff work closely together in planning the Granville curriculum.

The curriculum for the Foundation Stage underpins all future learning by promoting and developing the following seven areas of learning:

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

In this stage, the pupils are taught predominantly by their class teachers, however Ballet, Computing, French, Music, Drama (Reception) and PE are taught by subject specialists.

Key Stage One

At Key Stage 1, there is a broadly integrated curriculum, but care is given to balance the subject areas and there is progressively more specialist teaching in these year groups. Class teachers, supported by Teaching Assistants, provide the majority of the curriculum but specialist teaching continues in Ballet, Computing, Drama, French, Music and PE.

Key Stage 2

In Key Stage 2, there is some integrated teaching but the use of specialist teachers for individual subjects increases significantly. Year 3 are taught by specialist teachers for English, Maths, Science, Art & DT, Computing, Drama, French, Music, PE and Games. Classes benefit from the additional support of experienced and well qualified Teaching Assistants to further support learning.

All children are prepared to take examinations in Year 6 and the curriculum is designed to take account of the particular requirements of individual schools. The school will give the necessary examination practice to meet the high standards required. This provision will vary to meet the needs of individuals and year groups. Advice is given to parents about the schools that are potentially appropriate for their child through formal and informal meetings.

<u>The Learning Environment</u>

In order to ensure that all children have the opportunity to fulfil their potential, a positive and caring environment

is created.

Pupils have the use of specialist subject rooms for Computing, Science, Art, French, Music and Drama. Years 5 and 6 have access to the senior Maths and English rooms. The Early Years have a purpose-built facility to meet their needs.

The timetable provision allows pupils to acquire skills in speaking and listening, literacy and numeracy. Other opportunities such as assemblies, drama productions, internal and external workshops, participating in fundraising events and school trips give all pupils regular opportunities to practise these skills.

Enrichment

The curriculum is enriched by:

- a range of before and after school clubs;
- individual music lessons;
- educational visits;
- theatre visits;
- internal and external workshops;
- residential trips in England, France and Austria;
- sports events;
- drama productions;
- modern technology in classrooms (interactive whiteboards and pupil/staff iPads).

Curriculum Leadership, Review and Assessment

The Headmistress and the Director of Studies have overall responsibility for the leadership, development and monitoring of the curriculum and for ensuring that it is delivered effectively and consistently across the school.

Subject Leadership

Subject Co-ordinators are responsible for keeping up to date with developments within their subject, including changes in educational practice, curriculum requirements and relevant developments beyond the school. They communicate significant developments and recommendations to the Director of Studies, who will ensure that appropriate opportunities are provided for staff discussion and consultation as part of the curriculum development process.

Subject Co-ordinators are responsible for ensuring that pupils experience appropriate progression in knowledge, understanding and skills. Progression is monitored through schemes of work, lesson planning, teaching and learning, and the review of pupils' work and outcomes.

There is a regular programme of curriculum review and development, planned each September by the Senior Management Team. Curriculum review considers the effectiveness, breadth and balance of the curriculum, the needs and aspirations of pupils, and opportunities for further development and innovation.

Where a whole-school need is identified, such as the development of pupils' independence, critical thinking, communication or leadership skills, Subject Co-ordinators are expected to identify and articulate how their subject contributes to this wider curriculum aim.

Although each subject area has its own clearly defined policy and curriculum documentation, staff are expected to recognise and develop meaningful connections between subjects. Knowledge and skills should be reinforced, applied and extended across the curriculum wherever appropriate, enabling pupils to make connections and transfer their learning to new contexts.

Medium Term Plans are stored in a central area on SharePoint and are accessible to relevant staff.

Assessment and Communication with Parents

Assessment is an integral part of teaching and learning and is used to monitor progress, identify strengths and areas for development, inform future planning and ensure that pupils are appropriately supported and challenged.
The Assessment Policy sets out the school's approach to pupil assessment, including the collection, use and communication of assessment information and data to parents.

Linked Policies

Assessment Policy