



Salisbury Cathedral School

Curriculum Policy

GENERAL

The curriculum is developed in relation to the Foundation Stage Early Learning Goals, the National Curriculum and the demands of Common Entrance and the Common Academic Scholarship. We ensure that the range of subject matter is appropriate for the age and aptitudes of pupils, including those pupils with statements and that the learning goals challenge, stimulate and promote thinking and learning for all. This curriculum ensures all pupils have the opportunity to learn and progress and that they are adequately prepared for the opportunities, responsibilities and experiences of adult life.

The curriculum is planned effectively, promoting continuity and progression. It encourages a love of learning and a commitment to lifelong achievement.

Through the provision of rich and varied activities, planned and unplanned, we aim to:

- Allow all pupils every opportunity to learn and to make progress, whilst acquiring skills in speaking, listening, literacy and numeracy
- Encourage the best possible progress and highest attainment
- Enable pupils to make connections across different areas of learning
- Help pupils to think creatively and independently to solve problems and to show initiative
- Develop pupils' capacity to learn and work independently and collaboratively
- Develop pupils' self knowledge, esteem and self-confidence to enable them to respond positively to opportunities, challenges and responsibilities
- Enable pupils to acquire a broad range of knowledge, skills attitudes and understanding
- Facilitate the spiritual, moral, social and cultural development of pupils
- Recognise the role of parents in their child's education

THE PRINCIPLES OF DEVELOPING THE CURRICULUM

- Breadth: A range of experiences across all areas of study, extending more than intellect alone.
- Balance: The nature of activities and curriculum content are balanced over a period of time, not necessarily over a week or a half term. Concentrated thematic work, special events, visits or lengthy project work may change the balance temporarily but is redressed over the year as a whole. Balance is also about the quality of teaching a subject which is of a consistently high standard, regardless of the amount of time allocated to it.
- Depth: There are good opportunities for extended, independent and sustained work. Cross curricular links are encouraged.
- Relevance: The curriculum starts with children's experiences, building on previous knowledge and understanding. It is relevant to the Foundation Stage Early Learning Goals, the National Curriculum and to the ISEB, whilst preparing pupils for the opportunities and responsibilities of senior school and adult life.
- Continuity: The curriculum is planned within the context of previous experience and future expectations, paying due regard to the whole school context.
- Progression: Each child progresses at an acceptable level appropriate to him/her.
- Differentiation: Within a teacher's short term planning, work is matched to the abilities of groups and where possible, an individual's learning needs.

EVALUATION AND MONITORING

Evaluation is measured against a range of indicators, which include whole school and individual pupil indicators.

Whole school indicators:

- Examination results
- Admissions information
- Destination of school leavers
- Departmental reviews
- Individual meetings between HODS
- Inspections

Individual pupil indicators

- Development of positive self-image
- Progression in the skills of numeracy, literacy, self-expression and ICT
- Development of positive links within the community
- An appreciation of the natural and man-made world
- Increasing independence, self-motivation and self-discipline
- An appreciation of human aspirations and achievements
- An ability to work together in co-operative groups
- An acquisition of the appropriate life skills

THE CONTENT OF THE TAUGHT CURRICULUM

The taught curriculum starts in the Pre-Prep, which includes the Foundation Stage, Year 1 and Year 2. In these year groups, pupils are largely taught by their class teachers and study numeracy and literacy, whilst science, history, geography and religious studies are taught through topic work. Art, physical education, ICT and music are also taught as separate subjects, although they are often also included in cross-curricular topic work. Learning at the Foundation Stage is encouraged through practical and creative activities.

Year 3 is the start of the Prep school. Here pupils study all the subjects from the Pre-Prep and are also introduced to design technology and French. Science, history, geography and religious studies are now taught as separate subjects and a small element of specialist teaching is introduced. Drama is taught as part of the English curriculum and performance drama is part of our extra curricular activity programme. Pupils also begin to take part in sports fixtures against other schools on Tuesday afternoons and Saturdays.

Year 4 and 5 continue with the same curriculum as Year 3. Year 5 join Year 6 for games and have matches on Wednesday instead of a Tuesday.

In Year 6, pupils begin Latin. Many subjects will begin their preparation for the 13+ Common Entrance and Scholarship exams in Year 6. Some pupils sit the 11+ exams for the Grammar Schools in November of Year 6. Our schemes of work are not specifically designed to prepare pupils to sit these exams, although in general, our curriculum covers the necessary material. There is extra help available for those pupils preparing for the 11+.

In years 7 and 8, there are necessary changes to the curriculum. No new subjects are offered, but the academic demands become somewhat greater. All pupils work towards Common Entrance at 13+ and the more able towards extension level maths and Latin, with foundation papers in Maths

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and English being taken by pupils who would not be able to access regular Common Entrance. Extra support is available. In exceptional cases, pupils and parents may be advised that a pupil should not take Latin or French, but these instances are kept to a minimum and are only done in consultation with the whole staff, parents and the senior school. Pupils take scholarships to senior schools in academic subjects, sport and especially music.

Personal, social and health education (Life Skills) reflect the school's aims and ethos.

The school is introducing the Independent Curriculum. Initially, this will be used for French, English, Classics and Art, with the aim that it will be rolled-out across the school by September 2012. (For a full explanation of rationale behind this decision, refer to the Director of Studies report to the governors, March 2011, entitled 'Curriculum Development'.)

Person responsible for this policy: Headteacher

Key Dates:

Last Review: November 2011

SMT approved: November 2011

Next Governing Body Review: Lent Term 2012