

CITY OF LONDON SCHOOL FOR GIRLS

CURRICULUM POLICY

At CLSG, we provide full-time education for pupils of compulsory school age construed in accordance with section 8 of the Education Act 1996. Our aim is for pupils to achieve intellectual breadth and depth through the curriculum while developing a love for learning. We strive to challenge all girls at the right level, so that each individual learns to take pride in her work and attains the highest levels of which she is capable. Girls are encouraged to enjoy learning, have high expectations of themselves, to take increasing responsibility for their own learning and to learn to work in co-operation with one another. The curriculum is designed to develop students' ability to think independently rather than promote mere knowledge acquisition. All aspects of the curriculum 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.

The general aims of the curriculum are:

- to provide pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. (Section 8 Education Act 1996)
- to enable pupils to acquire speaking, listening, literacy, numeracy and critical thinking skills
- to generate a passion for knowledge and learning
- to stimulate pupils to think for themselves and become independent learners by progressively developing their information literacy, critical thinking and research skills.
- to encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others
- to achieve the best possible exam results for each pupil
- to enable pupils to develop self-reliance, self-esteem and self-confidence preparing them for the opportunities, responsibilities and experiences of adult life in modern British Society
- to enable pupils to use leisure time enjoyably and profitably
- to give an informed perspective about the role of the individual in the community, in society, in Europe and in the World
- to promote health and fitness
- to prepare for the future in an increasingly technology dependent world
- to provide pupils with knowledge that promotes their wellbeing and protects them from harm.

The curriculum includes all those activities designed to promote the intellectual, personal, social, physical, spiritual and moral development of our pupils. It includes not only the formal programme of lessons but the informal programme which includes extra-curricular activities and all the features contributing to the school's ethos. There is a clear scheme of work and policies for PSHCEE education, which reflects the school's aims and includes Sex Education. In addition, there is appropriate and clear guidance for

Career's education in the Senior School and Sixth Form through PSHCEE and Life after City talks. Careers education at CLSG enables all pupils to identify how their own strengths, weaknesses and interests relate to the world of work. Pupils have access to impartial and individual guidance, and learn about different careers and opportunities. They have some work experience and gain information about training, education and occupations beyond school.

At CLSG all pupils have access to the full range of experiences provided in the curriculum; the staff give guidance to girls and their parents so that programmes of study for pupils relate closely to their interests and aptitudes.

The curriculum at CLSG is characterised by breadth, balance, coherence, relevance, differentiation and progression and as such consistently leads to success in public examinations.

Breadth bringing all pupils into contact with a range of areas of learning (knowledge, concepts, skills and attitudes) and experience (aesthetic, creative and social, linguistic and literary, mathematical, moral, physical, scientific and technological).

Balance ensuring that pupils have an opportunity to study subjects representative of all disciplines.

Coherence planning the curriculum as a whole, embracing the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement.

Relevance taking into account the previous learning of pupils and their readiness for new experience.

Differentiation matching teaching, assessment and tasks to pupils' abilities and aptitudes. Differentiation requires variation in teaching approaches, classroom organisation and individual support as appropriate to pupils, taking into account pupils' learning difficulties or disabilities and, where a pupil has a statement, providing an education which fulfils its requirements. Setting to assist differentiation takes place in Maths, while in all other subjects pupils are taught in mixed ability classes. Provision for gifted and talented pupils takes place through differentiation in the classroom and the wealth of extracurricular opportunities on offer. Pupils on the Learning Support List and EAL register will be provided for through in-class differentiation and, where appropriate, specialist support from the SEN department.

Progression providing continuity within the curriculum from Year 3 to Year 13, to enable the pupils to learn and make progress.

Teaching and Learning

Teachers have high expectations of their pupils and use a range of teaching methods and approaches to enable all girls to reach their potential. The school believes that personalised learning is crucial in enabling pupils' progress. Pupil voice – which is regularly sought at departmental and whole school level-, allows teachers and pupils to share and refine approaches to teaching and to promote the view that learning is enjoyable, stimulating, rewarding and confidence-building.

Various curricular areas reinforce and complement each other so that the concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing pupils' understanding, competence and confidence. This is the case, for example, with Computer Science, Art and DT in Year 9.

There is a keen awareness amongst girls and staff of the potential for IT in the school, which is reflected in the use of IT across the curriculum to support learning. It is the school's policy to encourage judicious use of ICT to support learning and to regularly review provision as technology develops.

The general aims of the Curriculum are recognised in each section of the school, though at the different stages the emphasis will vary in an age appropriate way:

Prep School: a broad, balanced compulsory curriculum, making the most of enrichment opportunities in London and preparing them for senior school entry

Lower School: a broad, balanced and largely compulsory curriculum in preparation for their GCSE choices. Students get to choose two languages to study from Chinese, French, German and Spanish. Pupils also follow lessons in PSHCEE.

Senior School: a broad curriculum preparing students for their GCSEs courses. In addition all students attend lessons in Physical Education, Personal Social Health Citizenship and Economic Education (PSHCE), and Critical Thinking.

Sixth Form: the opportunity to specialise in the subjects they are particularly interested in, whilst also undertaking General Studies courses, attending talks by guest speakers, Community Service and the option to take an EPQ

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