

CURRICULUM POLICY

JUNIOR HOUSE

Aims

Durham High School for Girls is a school with an academic curriculum where standards and achievements are high. In line with the School aims, we concentrate through the curriculum on developing girls' individual abilities and confidence. Our central educational aims are developing potential, encouraging a life long love of learning.

We are keen to ensure that girls receive a broad and balanced education and that they undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding. There is a strong emphasis on enrichment, generally and explicitly, through extra curricular activities, educational visits both day and residential, cultural visits, and outdoor education.

The school curriculum is a broad, balanced curriculum and has been planned to incorporate the following:

- to encourage and stimulate the best possible progress and the highest attainment for all pupils;
 - to develop pupils' enjoyment of, appetite for and commitment to learning and achieving;
 - to equip pupils with the essential learning skills of literacy, numeracy and information technology and the skills to enquire and make connections across areas of learning;
 - to build on pupils' strengths and interests and develop their confidence in their capacity to learn and work independently and collaboratively;
 - to enable pupils to think creatively and critically and to solve problems;
 - promote pupils' spiritual, moral, social and cultural development;
- to develop pupils' physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

We acknowledge that it is the right of every child to be helped to be healthy and safe, to enjoy and achieve, and to make a positive contribution to the community.

Spiritual and Moral Curriculum

Durham High School for Girls is an Anglican foundation and is committed to providing a Christian education for its pupils. Teaching about Christianity in RE lessons is given high priority and is delivered alongside teaching of other faiths and philosophies at appropriate stages.

Each day usually begins with an act of worship where pupils have the opportunity to explore spiritual and moral issues.

There are also many opportunities for pupils to grow spiritually eg Christian Union.

Great emphasis is placed on promoting Christian values in every possible way, thus creating a community where the utmost value is placed on each individual (see Worship and the Spiritual Dimension for more details).

Foundation Stage Curriculum

The curriculum for the foundation stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well being
- positive attitudes and dispositions towards their learning
- social skills, in particular, the ability to cooperate and work harmoniously
- attention skills and persistence.

The curriculum follows the EYFS guidelines and goals which for children at the end of reception year, are identified to inform and guide the development of an appropriate broad and balanced curriculum. It is organised in six areas of learning:

- personal, social and emotional development
- language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

When planning the curriculum we acknowledge:

- the interests and needs of individual children
- the importance of building on previous experiences
- that children learn at different rates
- the potential for learning within the outdoor environment.

Throughout Junior House there is specialist teaching in Music, French and PE. Specialist Learning Support is also provided for pupils with specific learning difficulties identified by an Educational Psychologist's report and if parents request support. A 'Buddy' is given to girls who benefit from general support in reading or numeracy. Pupils who have English as a second language are given specialist support if parental approval is received.

Key Stage One

Girls in Year 1 and 2 broadly follow all the subjects of the National Curriculum. Most subjects are taught in mixed ability classes with clear differentiation of tasks to accommodate and challenge all levels of ability. In Year 2 Mathematics and Grammar are taught in ability groups. Much of the curriculum is delivered via a topic/integrated approach, which develops a main theme across as many areas of learning as possible.

In Key Stage 1, the timetable follows a 35 period week. The maximum class size at Key Stage 1 is 15.

The curriculum structure at Key Stage 1 and 2 is as follows:

	Maths	Eng	PSHE	Sci	RE	Topic	French	His/Geog	PE	Art/DT	Music	ICT
KS1	9	10	2	topic	1	6	1	topic	4	topic	1	1
KS2	10	10	2	4	1	2	1	4	5	4	1	1

Key Stage Two

As in Key Stage 1 the girls in Key Stage 2 (Years 3-6) follow all the subjects of the national curriculum and there is a seamless progression from one to the other. Most subjects are taught in mixed ability groups apart from Maths and English where the girls are taught in sets.

From Year 3 all pupils will swim throughout the year, have two periods of games and one of either gym or dance.

In Year 3 every girl is taught the violin, in Years 4 and 5 the recorder, and in Year 6 singing.

Individual instrumental lessons can be provided at the request of the parents.

The timetable follows a 5 x 35 minute period morning and 4 x 30 minute period afternoon, 45 periods a week.

The maximum class size in Key Stage 2 is 20.

Reviewed: Autumn 2009