

# QUEEN'S COLLEGE PREPARATORY SCHOOL



## Curriculum (Form I - Form VI)

### *POLICY DOCUMENT*

(Refer to EYFS Policy Document for EYFS Curriculum)

## AIMS AND OBJECTIVES OF THE CURRICULUM

*“We shall be glad to improve our practice every day,  
not alter our principle”*

F. D. Maurice

The aims of the School, held in common with Queen’s College London, are:

We value academic excellence for its own sake, rather than the sterile pursuit of marks.

- We measure our success by the development of each individual.
- We value personal integrity and the discernment to deal responsibly with the wider world.

We value teaching

- that inspires pupils and stimulates intellectual curiosity;
- that encourages intellectual rigour and the ability to make informed judgements;
- that helps pupils to know how to think, rather than what to think.

We value in pupils

- self-reliance and independence of mind;
- self-discipline and the determination to outstrip expectations;
- imagination and the courage to take risks.

These aims form the basis for the curriculum at Queen’s College Preparatory School (QUEEN’S COLLEGE PREPARATORY SCHOOL).

Subject guidelines and schemes of work reflect the content of the National Curriculum, the syllabi of the ISEB and requirements of the North London Consortium of Independent Girls’ Schools leading to

11+ and Common Entrance examinations during Form VI, facilitating the successful and smooth transfer of pupils into secondary education. We recognise our responsibility to prepare pupils for their future lives.

We are committed to delivering a broad and balanced curriculum designed to give all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. In all curriculum areas the importance of children acquiring skills in speaking, listening, reading writing and numeracy are emphasised.

## **AREAS OF LEARNING**

### **Linguistic**

Lessons are taught through the medium of spoken and written English (other than in modern foreign languages). We aim to develop our pupils' communication skills and their command of language through listening, speaking, reading and writing.

### **Mathematics**

Pupils are encouraged to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding are developed in a variety of ways including practical activity, exploration and discussion.

### **Scientific**

Pupils increase their knowledge and understanding of nature, materials and forces. Pupils learn their skills in observing, forming hypotheses, conducting experiments and recording their findings.

### **Technological and Computing**

Pupils have the opportunity to use ICT in school and at home. ICT is used as a means of independent learning (e.g. conducting research) as well as being embedded within curriculum areas. Pupils have the

opportunity to develop their skills in design technology projects and craft activities including art lessons and in cross-curricular activities. Computing (coding) is taught from the pre-prep.

### **Human and Social**

History and Geography are taught as discrete subjects at Key Stage 1 and 2. These subjects are concerned with people and their environments and how human activity, now and in the past, has influenced events and conditions. Religious Education lessons also support our teaching of human and social education.

### **Physical**

Physical activity plays an important part in the curriculum, and is given significant weighting in the timetable as part of the response to our lack of outdoor space for play time. Pupils learn to develop their physical control and co-ordination, tactical skills, strength and stamina as well as an understanding of individual and team sports. Pupils also learn how to maintain a healthy lifestyle.

### **Aesthetic and Creative**

The development of interest in and enjoyment of the creative and aesthetic arts is a powerful feature of our curriculum. Art, music, ballet, dance and drama are all taught and experienced within the curriculum and feature in our extra-curricular provision. Our girls study literature through the English curriculum.

## **EQUAL OPPORTUNITIES**

The content of the programmes of study and schemes of work are appropriate for the ages and aptitudes of our pupils to ensure that all have an opportunity to learn and make progress. We have a policy of strict non-discrimination on grounds of race, sexual orientation, religion, physical ability/disability or class, which is supported in all curriculum areas. It is expected that where possible, a wide diversity of teaching methods and resources be used which will reflect the differing backgrounds and needs of the pupils

## **SEND AND LEARNING SUPPORT**

All pupils, regardless of their age and ability, have the opportunity to learn and make progress. This is the responsibility of all members of staff. We aim to meet the requirements of any pupils with any special educational and learning support needs, including those with particular general ability or talent in a particular curriculum area, adapting the teaching methods and resources as necessary. Where a child has a statement of special needs, the School, as part of the admissions process, gives careful consideration to its ability to meet that child's needs. The School understands its duty to provide for the needs of that child as set out in the statement and to work to an Individual Educational Plan cooperating with the local education authority and outside agencies, and undertaking 6 month or an annual review according to the age of the child. For details of provision for pupils with specific needs, please consult the SEND and Learning Support Policy Document.

## **SMSC**

Spiritual, moral, social and cultural education helps children develop personal qualities and an informed view of the world, which are valued in a civilised society; for example, kindness, empathy, honesty, respect for difference, moral principles, independence, self-respect and respect for others. At Queen's College Preparatory School we seek to teach these qualities across the curriculum, the wider curriculum and throughout school life.

### **Spiritual**

Beliefs, religious or otherwise, inform our pupils' perspectives on life and their interest in, and respect of, different people's feelings and values. The curriculum promotes a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Pupils are encouraged to use their imagination and creativity in their learning and develop a willingness to reflect on their experiences.

## **Moral**

The curriculum promotes the ability of pupils to recognise the difference between right and wrong and apply this understanding in their own lives. This includes developing an understanding of the consequences of their actions and an interest in investigating and offering reasoned views about moral and ethical issues.

## **Social**

The curriculum promotes the development and application of a range of social/inter-personal skills in different contexts, including working and socialising with others from different religious, ethnic and socio-economic backgrounds. Pupils are encouraged to develop a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Interest in, and understanding of, the way communities and societies function at a variety of levels, is promoted as appropriate to the ages of our children.

## **Cultural**

Pupils develop an understanding and appreciation of how cultural influences shape the heritage of different peoples and nations. Pupils are encouraged to develop a willingness to participate in, and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Pupils develop an interest in exploring, understanding, and respecting cultural diversity. The extent to which they understand, accept, respect and celebrate diversity is demonstrated by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

In November 2014, the Department of Education provided new guidance on the responsibility of independent schools in relation to the spiritual, moral, social and cultural development of pupils. That advice is as follows:

'5. The standard about the spiritual, moral, social and cultural development of pupils is met if QUEEN'S COLLEGE PREPARATORY SCHOOL -

- a) Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths

and beliefs;

b) Ensures that principles are actively promoted which –

- i. Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- ii. Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- iii. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- iv. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- v. Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- vi. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(2); and
- vii. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

c) Precludes the promotion of partisan political views in the teaching of any subject in school;

d) Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils;

- i. While they are in attendance at the school;
- ii. While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school.
- iii. In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; 'they are offered a balanced presentation of opposing views.'

As an independent school, QUEEN'S COLLEGE PREPARATORY SCHOOL is required to meet the standard on SMSC and as such will aim to actively promote:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs

Fundamental British values will be promoted and these values will be embedded and infused within school life. The girls will be expected to know and understand:

- Roles of citizens in the democratic process
- Appreciation for the Rule of Law in protecting individuals citizens
- Understanding of: executive and judiciary; role of police and army; role of

- Parliament; courts and judicial system
- Right to hold other faiths and beliefs
- Acceptance of other faiths and beliefs and rejection of prejudicial and discriminatory behaviour
- Importance of combatting discrimination

The principles to be actively promoted are as follows:

- i. Development of self-knowledge, self-esteem and self-confidence
- ii. Distinguishing right from wrong and respect civil and criminal law  
*(Express reference to the laws of England, therefore to openly deal with conflicts between religious law and state law)*
- iii. Accepting responsibility for behaviour, show initiative and understanding in contributing positively to others living and working in the locality and wider society.
- iv. Acquiring a broad general knowledge of and respect for public institutions and services in England  
*(This now means not only knowing about how institutions and services operate, but also to respect them and understand their importance in the civilised society)*
- v. Furthering tolerance and harmony between different cultural traditions by acquiring an appreciation of and respect for their own and other cultures
- vi. Encouraging respect for other people, with particular reference to the Equality Act 2010
- vii. Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England  
*(We need actively to encourage girls to: understand why democracy is perceived in England as the fairest form of political organisation ; understand why taking part in democracy is a good thing; understand why law making on the basis of representation in Parliament is seen as better than alternatives.)*

Political Views and Issues:

QUEEN'S COLLEGE PREPARATORY SCHOOL will preclude the promotion of partisan political views in the teaching of any subject. This is to prevent political indoctrination, but does not prevent girls from being exposed to different political views or discussing political issues. Teaching staff should not exploit girls' vulnerability by seeking to convince them that a particular position is necessarily correct, or by trying to impose their views on girls. Therefore careful vetting/ use of external speakers is required.

A balanced representation of opposing political views should be offered. It is acceptable that this is achieved over time.

SMSC will, where possible, be referenced through subject guidelines and possibly schemes of work, minutes, schemes of work for PSHE, the school calendar, newsletters, assemblies etc.

At QUEEN'S COLLEGE PREPARATORY SCHOOL we have SMSC guidelines that outline how this is embedded across our curriculum and approach.

## **Personal, Social and Health Education**

As well as being integrated into all curriculum areas, PSHE (including Citizenship) lessons are timetabled for all girls in Pre Prep and Prep Departments with a scheme of work for each year group which is resourced appropriately. Teachers have the freedom to use these sessions in different ways in response to situations that arise with the girls in their forms. Form teachers are normally responsible for the delivery of Circle Time/PSHE lessons. The Head of Learning Support oversees the delivery of the subject. In accordance with the School's aims and ethos, assemblies, RE lessons and Form times are also seen as important opportunities to expand the girls' awareness of the wider world and of moral issues, individual responsibilities and human qualities. Opportunities for health education are also utilised in PE and science. Furthermore, teachers take every opportunity to allow the girls to reflect on the wider world and their contribution to the common good.

## **LEADERSHIP AND MANAGEMENT OF THE CURRICULUM**

Each curriculum area is led by a Head of Department who has direct responsibility for the subject guidelines and schemes of work. The curriculum is the overall responsibility the Deputy Head Academic who works in conjunction with the Heads of Department across the school to ensure that subject guidelines and schemes of work meet the needs of the pupils and fulfil the aims of the School. The Deputy Head Academic reports to the Headmistress. It is the responsibility of the Deputy Head to ensure that subject leaders and Specialist teachers carry out the requirements of their job description and that the curriculum is delivered in an effective manner appropriate for the ages and aptitudes of the pupils.

## **DELIVERY OF THE CURRICULUM**

Learning takes place in calm, ordered and stimulating environment, where all pupils feel happy, confident and valued.

A wide variety of approaches and teaching strategies are adopted, drawing on each individual teacher's strengths and demonstrating a clear awareness of pupil needs.

Through INSET and other means, colleagues are encouraged to experiment with teaching techniques designed to enhance learning. Lesson planning includes clear learning objectives, success criteria, differentiated activities where appropriate, and a planned plenary session to discuss the content of the lesson, explore future possibilities, and provide time for reflection.

The delivery of the curriculum is the immediate responsibility of the individual teacher.

## **TEACHING AND LEARNING**

The School aims to engender positive attitudes to learning by fostering a climate of enquiry where ideas are respected and can be freely shared. Within this environment, pupils are taught in mixed ability classes and in sets where it is deemed appropriate in mathematics and English. Through the delivery of our curriculum, we seek to ensure that pupils:

- acquire knowledge, skills and understanding progressively and at a good pace
- are able to achieve standards commensurate with their potential
- are competent and increasingly independent learners
- can concentrate, co-operate and work productively with others

Teachers are expected to ensure that their lessons and/or activities:

- have clear aims and purposes which are shared with the children
- cater appropriately for the learning of pupils of differing abilities, interests and learning styles
- have resources and learning tasks that are suitably differentiated to match individual learning needs
- create and sustain pupils' interest and motivation
- ensure the full participation of all pupils

- signal high expectations to all pupils and set high but attainable challenges
- incorporate regular feedback to pupils through thoughtful marking and discussion with pupils
- make observations to determine the next steps and inform future plans
- help pupils to form useful assessments of their level of attainment and what needs to be improved

Teachers are expected to ensure that their lessons and/or activities involve teaching strategies which:

- suit the subject matter as well as the pupils
- ensure pupils apply themselves with purpose and self-confidence
- encourage pupils to display and develop learning skills such as observation and information seeking; looking for patterns and deeper understanding; communicating information and ideas in various ways; posing questions and solving problems, and applying what has been learned to unfamiliar situations
- encourage pupils to demonstrate independence and autonomy

Pupils are expected to be active participants in their learning.

## **BREAKDOWN OF CURRICULUM**

Please see the Appendix.

### **PLANNING**

Each area of the curriculum has a planning document outlining the learning objectives to be covered in each year group. There are also suggestions of activities to match the learning objectives and, where appropriate, lists of resources are available. Individual teachers may use other activities to meet the learning objectives and suggestions will be welcomed by the Head of Department when reviewing the documents.

Subjects other than English and maths are planned on a half-termly basis by teachers taking those subjects and the plans are viewed in their entirety in one or more of the weekly year group meetings. Plans for other subjects should be dated and annotated and then handed to subject leaders at the end of each term. Each year group produces detailed weekly plans for maths and English, showing appropriate differentiation and evaluation. Those weekly plans are submitted to the appropriate Head of Department.

A curriculum overview for each year group is available on the School website and is emailed to parents every term outlining the topics that a particular year group will study during the term.

### **EVALUATION**

It is the responsibility of all staff to constantly evaluate the quality of learning within their classrooms and to differentiate accordingly to ensure that all pupils have the opportunity to learn and make progress.

Evaluation of the curriculum, including the effectiveness of learning and of teaching, is discussed at all year group weekly meetings. There is an annual curriculum review to ensure continuity, proper reinforcement of concepts covered and other curriculum related issues.

The evaluation of curriculum documents takes place in Head of Department meetings as appropriate.

## **EDUCATIONAL VISITS AND SPECIAL EVENTS**

Educational visits are an important part of the curriculum and enrich and enhance the girls' learning. Teachers are encouraged to organise visits appropriate to the curriculum and also to look at the possibility of visits to school by other professionals, experts etc. This area is overseen by the Educational Visits Co-ordinator to ensure there is a range of trips, visits and workshops across the year in different subject areas.

## **CURRICULUM ENRICHMENT**

From the moment they enter the school we ensure our girls have a broad, well rounded educational experience. Music, ballet and dance, drama, art and games are important parts of the curriculum. We also make full use of our central London location to provide subject-related activities to bring learning to life at every opportunity. The girls are taught French by a specialist native French speaker from Reception. Following Senior School Entrance Examinations in January the Form VI girls develop their independent learning and research skills through a variety of cross curricular enrichment project in their studies of mathematics, English, science and history. As part of this they undertake visits, attend workshops, create performances and take part in specialist curriculum days and sporting activities.

## **CO-CURRICULAR ACTIVITIES**

At QUEEN'S COLLEGE PREPARATORY SCHOOL we offer a range of optional after school co-curricular activities and clubs, run by teachers and other professionals from Monday to Thursday. The co-curricular programme forms an integral part of the curriculum enrichment we offer to our girls. The activities offered vary from term to term. The Co-curricular Programme Coordinator oversees this area this area of the curriculum, under the direction of the Assistant Head.

## **LESSON OBSERVATIONS**

Lesson observation is viewed as an important means of ensuring quality in the curriculum, aiding staff development and helping to maintain diversity in teaching approaches. Lesson observations are a required element in Performance Management.

The process is expected to be supportive and positive at all times. However, it should not lack directness and suggestions for improvement and development should be made. Observations may take place in pairs across year groups, as part of a Head of Department's remit, as part of the performance management process, as part of the induction of new colleagues, as part the NQT process to examine a specific area of the curriculum, or as part of a curriculum audit.

Standardised lesson observation forms are available for staff on the 'Virtual Noticeboard'.

## **WORK SCRUTINIES**

'Scrutinies of Work', like lesson observations, are considered to be a genuinely useful way to ensure the quality delivery of the curriculum, and as a means to aid staff development and maintain diversity in teaching approaches.

'Scrutinies of Work' may take a number of forms e.g. for a particular subject/s across year group/s, for a particular member of staff, as part of a curriculum co-ordinator's remit, as part of the appraisal process, as part of the induction of new colleagues, or to examine a specific area of the curriculum and so on.

Standardised work scrutiny forms are available for staff on the 'Virtual Noticeboard'. A copy of the feedback form should be given to the colleague and to the Deputy Head Academic.

## **PROFESSIONAL DEVELOPMENT**

Professional development and learning is the right of every member of staff. The primary aim of the professional development and learning is to promote staff development and improve attainment. The Head of Professional Learning oversees this area.

**APPENDIX .  
CURRICULUM BALANCE**

<b>FORM GROUP</b>	<b>ENGLISH</b>	<b>MATHS</b>	<b>SCIENCE</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>COMPUTING</b>	<b>PSHE</b>	<b>ART</b>	<b>DRAMA</b>	<b>MUSIC</b>	<b>PE</b>	<b>FRENCH</b>	<b>FORM TIME</b>	<b>STUDY SKILLS</b>	<b>LIBRARY</b>	<b>RE</b>	<b>DANCE</b>	<b>INDOOR PLAY</b>	<b>GARDEN</b>	<b>LATIN</b>	<b>INTEGRATED LEARN</b>	<b>RECORDER</b>	<b>TOTAL</b>
<b>Reception</b>	9	9	0	0	0	0	0	0	0	2	3	1	0	0	0	0	1	2	7	0	9	0	<b>43</b>
<b>Form I</b>	9	9	3	2	2	1	1	2	1	2	2	1	0	0	0	1	1	0	8	0	0	0	<b>45</b>
<b>Form II</b>	9	9	3	2	2	1	1	2	1	1	2	2	0	0	0	1	1	0	7	0	0	1	<b>45</b>
<b>Form III</b>	9	9	3	2	2	1	1	2	1	2	7	2	0	0	0	1	1	1	2	0	0	0	<b>46</b>
<b>Form IV</b>	9	9	3	2	2	1	1	2	1	2	7	2	0	0	0	1	1	1	2	0	0	0	<b>46</b>
<b>Form V</b>	10	10	3	2	2	1	1	2	0	2	7	2	0	0	1	1	1	1	2	1	0	0	<b>49</b>
<b>Form VI</b>	10	10	3	2	2	1	1	2	0	2	7	2	0	1	1	1	1	0	2	1	0	0	<b>49</b>