

Eltham Hill School



Eltham Hill
SCHOOL

CURRICULUM POLICY

Governors Committee: Teaching & Innovation

Date Adopted/Reviewed: September 2014

Date of next review: September 2017

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The Curriculum Policy at Eltham Hill School fulfils the aims of the school by:

- placing creativity at the heart of the curriculum
- personalising the curriculum and recognising the individuality of all to meet the need of every girl
- providing broad and balanced learning experiences
- delivering the requirements of the National Curriculum at Key Stages 3 and 4, providing continuity and progression between and within key stages
- providing a range of opportunities for students to learn, achieve and realise their full potential and prove every girl is exceptional
- providing rigorous intellectual challenge and pace
- promoting students' spiritual, moral, social and cultural development
- developing an enjoyment of learning and a commitment to excellence in all students
- producing well-rounded, balanced individuals who are committed to lifelong learning
- preparing students for the challenges, opportunities, responsibilities and experiences of adult life
- providing a sound base and coherent routes through Key Stages 3 and 4, to post- 16 studies and on to higher education and employment.

This policy sets out how this will be achieved:

Management of the curriculum:

At Eltham Hill, we teach a broad, exciting and challenging curriculum, developing students and preparing them for life in the 21st Century. Students are grouped in forms for most lessons and smaller groups for practical subjects.

Each year group has a Keystage Leader, who monitors the academic and personal progress of all students.

The school places great emphasis on equal opportunities and the need to ensure that students of all abilities have equal access to learning. We also offer a personalised approach to learning, offering accelerated programmes across the subjects and providing in class support and challenge for those students who have special educational needs. We have a Raising Achievement Programme for all year groups, ensuring that every student is supported during their time at Eltham Hill.

Key Stage 3 (Years 7, 8)

At Eltham Hill School we have embraced the International Creative Curriculum and Personalised Learning Agenda. For us, creativity, collaboration, choice and challenge are key elements of our curriculum offer. We see the curriculum as building blocks on which outstanding teaching and learning can take place.

All pupils follow a broad range of subjects: English, Maths, Science, Integrated Humanities, Computer Science, Design & Technology, Languages (French, German or Spanish), Music and PE. One day a week Key Stage 3 students participate in an International Creative Curriculum Day where they work collaboratively on projects involving Drama, Art, Music, Engineering and PHSE. This innovative way of working ensures that students develop their Personal, Learning and Thinking skills and helps our students develop as well rounded, active citizens and also allows them to gain

extra qualifications. Each year 7 student will study a musical instrument. We pride ourselves in offering a rich, varied and active curriculum that excites students, staff and parents.

Additionally, students will experience a range of learning opportunities both inside the classroom, with visitors coming in, or on trips, visits and in a variety of clubs and teams.

Key Stage 4

At KS4, all students English Language and Literature, Maths and Triple Science and PE. In addition they choose 3 other subjects to study for GCSE.

Key Stage 5

We offer the International Baccalaureate alongside a range a A-Level and BTEC Level 3 courses.

International Baccalaureate Summary

The International Baccalaureate Diploma is taught over two years from 16-19 years of age. We are the only school in the Royal Borough of Greenwich offering this exciting course and it is extremely well regarded by Universities. Students study six courses at Higher or Standard level covering a range of subjects. These subjects are: English Language and Literature; a Second Language; Individuals and Societies; Experimental Sciences; Maths and Computer Sciences and the Arts. Students are able to choose an extra subject from the list above if they do not wish to study Art.

The course is challenging and there are also three required elements included to broaden experience. Firstly, all students must produce an independent research project of 4,000 words. Secondly, they must study the Theory of Knowledge, which looks at the different types of knowing and learning e.g. historical knowledge. Finally, they must take part in Creativity, Action and Service whereby students actively learn from experience e.g. artistic pursuits, sport or community service. This may also include the completion of the Duke of Edinburgh Award.

The whole course is assessed through tasks in school, the extended project and formal exams.

Religious Education

The school has no denominational religious affiliations. Religious education will be included in the timetable throughout the school. All girls will be expected to attend these lessons unless parents exercise their rights under the Education Acts of 1944 and 1988. In line with the aims of the School, the girls will study Christianity to learn about and discuss other aspects of religious education such as world religions or the place of religion in modern society. The general aim of Religious Education will be to develop respect for religious and moral values, and tolerance of other races, religions and ways of life.

Curriculum Planning

The Governors' Committee with curriculum overview will meet regularly to **monitor, review and plan the curriculum** in conjunction with the Principal and Vice Principal.

It is school policy that POD Leaders and Lead Practitioners will be responsible for **planning and managing the** delivery of the curriculum to meet the stated curriculum aims within the agreed time allocations. Responsibilities for co-ordinating schemes of work, writing teachers' notes, worksheets, organising resources etc will be decided within each POD area and responsibility points will be allocated for this. **Curriculum organisation, options and** time allocations will be reviewed through the LG and POD Leaders, in consultation with the Governors' Committee with curriculum overview.