



CURRICULUM POLICY

We are striving to provide an excellent education based on individual attention, in a happy positive and secure environment, to allow each girl to achieve her full potential and to become a self-confident, responsible young adult with a clear sense of duty towards others.

The general aims of the curriculum are:

- to encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others
- to generate a passion for knowledge and learning
- to stimulate pupils to think for themselves
- to achieve the best possible exam results for each pupil
- to enable pupils to develop self-reliance, self-esteem and self-confidence
- 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

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.

The girls are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression and which will lead 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. Setting to assist differentiation takes place in Maths.
Progression	providing continuity within the curriculum from Nursery to Year 11.
Teaching and Learning	Teachers have high expectations of their pupils and use a range of teaching methods. Shared experience between teachers and learners should be developed with the promotion of 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.

Teachers seek constantly to maintain and improve good standards and to assess expectations and achievements.

Schools have a statutory obligation to provide Religious Education and Sex Education.

At the Royal School 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.

There should be an awareness amongst girls and staff of the potential for IT in the school with use of IT across the curriculum. Girls should be enabled to retrieve and use information in both electronic and traditional forms.

December 2009