

## **CURRICULUM POLICY (Regulatory)**

Review: Autumn 2025  
Next Review: Autumn 2026  
Reviewed by: Deputy Head

Refer also to:

Pastoral Care and Personal Development  
Behaviour and Discipline  
Anti Bullying Policy  
School Worship  
Equality and Diversity  
Disability and Accessibility  
GCSE curriculum handbook  
Assessment and Marking  
Prizes and Commendations  
Provision of EAL  
Residential Visits  
Reporting Policy  
SEND  
Sex and Relationship Education  
British Values Statement and audit  
SMSC Policy and audit

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## **Aims**

The curriculum promotes the spiritual, moral, cultural, intellectual, social and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life in British society. This Policy is published on the school website.

The Curriculum is designed with a hierarchy to build from aims to lesson delivery.

## Curriculum Design and Delivery Hierarchy



## Curriculum Aims

### Aim 1: Engage and enthuse.

Engagement with content and learning in and out of lessons is the most fundamental aspect of making progress and the first step to ensuring impact of the curriculum.

### Aim 2: Achieve academically.

Through engagement with the curriculum the students will develop both skills and knowledge and the confidence to creatively apply both. Academic achievement is evidenced by thought and actions based on this learning.

### Aim 3: Apply to the real world.

Learning must be relevant to the world practically, aesthetically, creatively, personally, or intellectually. Our curriculum should highlight and develop these links.

### Aim 4: Progress to HE, Careers, and future life.

Our curriculum should provide knowledge, understanding and opportunity to best prepare students for the future that they choose. This can involve further education, careers, or personal progress and fulfilment.

## Curriculum Design Principles

### Coherence and Sequencing (Rosenshine 1,2,4,5,8,10)

- Elements revisited over short, medium and long term.
- Interleaving concepts and Repetition
- Progression of topics

### Progression (R 2,7,9)

- Gradually more complex knowledge and skills
- “Constructive Alignment” – Objectives, Tasks, Assessments all align.

### Assessment (R 6,7)

- Formative assessment allows adjustment of curriculum and lessons short, medium and long term to improve.
- Summative assessment provides accurate feedback on progress
- Analysis of assessment allows adjustment of curriculum or teaching.

### Cognitive Load (R 2,4,5)

- Scaffolding, models, guided practice included in curriculum to reduce cognitive load.
- Automaticity at easier levels allows cognitive challenge at higher levels.

### Cultural and Contextual Reference (R7,6,3)

- Actively teach missing cultural knowledge.

### Active Learning (R 5,7,9)

- Students apply what they learn. With support or independently.
- “Active” might mean physical if possible.

### Accessibility (R 2)

- Cater for and assess impact on all groups, including, SEN, EAL, Gender, CEM Bands, Cultural backgrounds

### Cross – curricular

- Liaise with other subject to identify efficiencies, duplication, synergies/synthesis.

## Principles of Instruction

# THE PRINCIPLES OF INSTRUCTION

**TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION**

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

**01 DAILY REVIEW**

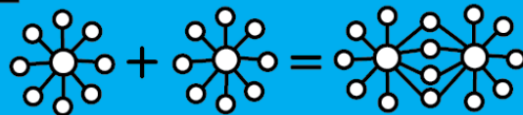
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**02 NEW MATERIAL IN SMALL STEPS**

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

**03 ASK QUESTIONS**

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

**04 PROVIDE MODELS**

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

## 05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

## 06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

## 07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

## 08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

## 09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

## 10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

## Learning Walks Foci

1. *Learning environment*
  - a. *Rapport*
  - b. *Focussed / engaged / making progress*
  - c. *Positive / Encouraging / Supportive*
  - d. *Reflection / Self-awareness / Response to feedback*
  - e. *High Expectations / Behaviour management eg lateness, prep, low level disruption*
2. *Learning Behaviours*
  - a. *Independence*
  - b. *Motivation*
  - c. *Curiosity*
3. *Leadership and management to include expectation, delivery and impact of:*
  - a. *Intent - [Curriculum Intent.docx](#) - developed last year, pasted into Dept handbook please.*
    - 1) *Engage and Enthuse*
    - 2) *Achieve Academically*
    - 3) *Apply to the real world*
    - 4) *Progress to HE, Careers and Future Life*
  - b. *Progress compared to SOW (dept meetings)*
  - c. *Progress of groups of students: SEN / AGT / EAL / Boarders / Day (Male / Female)*
  - d. *Literacy, Numeracy, Scientific, Physical, Creative, FBV, SMSC, IT, etc*
  - e. *Marking and progress - student comments / response.*
4. *Level of work / Progress*
  - a. *Differentiation - catering for different needs (point out examples and expectations, not JUST within class, but between classes)*
  - b. *Achievement of groups of students: SEN / AGT / EAL / Boarders / Day (Male / Female)*



To this end:

We offer a full time supervised broad and liberal education to pupils aged 11-19 which:

- enables each pupil (whether most or least able) to fulfil their individual potential in the areas relevant to her personal abilities, skills and interests and aptitudes
- encourages her to grow towards personal maturity as friend, partner, employee, employer and citizen
- We expect pupils to acquire key skills in speaking, listening, literacy and numeracy, making suitable provision for those for whom English is not their first language
- Through the curriculum we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs; we encourage pupils to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

Furthermore:

- We encourage pupils to enjoy the learning process, developing lively, imaginative and enquiring minds
- We encourage pupils to develop personal and moral values, respect for each person, other cultures, religions and ways of life
- We equip pupils to develop study skills necessary to realise their learning potential and equip them to be lifelong learners
- We enable pupils to acquire skills and knowledge relevant to adult life and a world of rapid and continuous technological change
- We ensure that pupils can make informed choices and are suitably prepared for the next stage of their life and education
- Through our assessment process, we aim to give pupils a knowledge of their current strengths and weaknesses and encourage them to develop their abilities and talents
- We aspire to the best possible environment in support of the teaching and learning process
- We encourage pupils to take responsibility for their own learning and development
- We recognise that excellent and inspiring teachers are intrinsic to successful learning

Pupils follow a programme of personal, social, health and citizenship education (PSHCEE – Personal, Social, Health, Citizenship and Economic Education), reflecting the School's aims and ethos and further stimulating their appreciation of Fundamental British Values. Appropriate and comprehensive careers guidance is provided through the Bright Futures Programme by the Schools' Careers Advisor (The Head of the Bright Futures Programme) in association with external agencies as appropriate. Both of these elements are delivered in KS3 via the Future Skills Programme which takes place in one 55 minute per period each week. At KS4, they are delivered via PSHCEE lessons and in KS5 it is delivered via the Future Skills programme.

Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

Areas of curriculum experience for pupils

**Linguistic:**

- All pupils study English until the end of the Fifth Year
- Most pupils study one modern language in First Year and then two modern languages from Second Year to the end of Third Year
- Latin is taught to all in First Year and to the higher divisions in Second and Third Year.
- Two MFL are available at GCSE. Some linguistically minded pupils may take additional language-based GCSEs from French, Spanish, Latin or Ancient Greek (with the latter taught off-timetable). A study of an MFL is not compulsory at GCSE.
- Native speakers are offered qualifications in their native tongue subject to examiner availability.
- At A-level, French, Spanish and Latin are offered as well as English Literature. We have occasionally offered Greek A-level.
- Linguistic education includes Speaking, Listening and Literacy in all subjects.

**Mathematical:**

- All pupils study Mathematics until the end of the Fifth Year.
- Some very able pupils may also enter the Further Maths Level 2 Certificate in the Fifth Year.
- A-levels in Mathematics (leading to one or two A Levels), Economics and the Sciences are offered.
- Numeracy is common in a wide range of subjects and is actively taught where required in all.

**Scientific:**

- First Years combined science course developing the fundamental skills of scientific thought and analysis.
- In the Second and Third Year, separate sciences are taught to pupils in one lesson per science per week
- Pupils complete one, two or three Science GCSEs. The combinations available (depending on division) are Single Science, Double Award Science or three separate Sciences: Biology, Chemistry and Physics. This ensures that all pupils have a balanced Science curriculum.
- As well as the core sciences, Psychology is offered at A-level.

**Technological:**

- Computer Science is compulsory in First to Third Year. Pupils study the basics of programming.

- ICT skills are taught across the curriculum through immersive use of technology.
- Product Design, Food Preparation and Nutrition and Art & Design are compulsory in First to Third Years.
- GCSEs in Computer Science, Product Design, Food Preparation & Nutrition and Art & Design are all offered
- Product Design and Computer Science are available as A-level options.

**Human and social:**

- Geography, History and RS are compulsory in First to Third Year and Classical Civilisation is optional at GCSE and taught to some pupils in Second and Third Year.
- All pupils in First, Second and Third Years are expected to attend Religious Studies lessons in which they study the main world religions. (See also Collective Worship Policy). Parents have the right to remove their daughter from Religious Studies lessons.
- It is suggested strongly that all pupils take at least one of these four humanities at GCSE
- At A-Level, Geography, History, Religious Studies, Art History, Business and Economics are offered.

**Physical:**

- Curriculum PE is compulsory in all year groups.
- There are an array of extracurricular activities offered and participation is high.

**Aesthetic and creative:**

- Art, Drama and Music are all studied in First to Third Year
- Pupils study a range of texts in English. English Language is taught through the studying of such texts.
- All pupils study English Language & almost all English Literature at GCSE
- At GCSE pupils may study Music, Drama and/or Art and Design. Whilst it would, in theory, be possible to opt for all three, mostly pupils take one, perhaps two, of these subjects to maintain curriculum breadth and keep a manageable extra-curricular workload.
- At A-level, pupils may study English Literature, Music, Art, Art History or Performing Arts (BTEC).

**Measuring Progress**

Please refer to our Assessment and Marking, Progress and Reporting Policies for comprehensive guidance on how the School measures and tracks progress across a range of different pupil groups.

**Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of race, disability, religion or belief.

## **Disabilities**

In accordance with the statutory requirements, the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has an Accessibility Plan which is available to parents on request. (See Disability and Accessibility Policy). This accessibility includes those with SEN and EHCP's in place, see "Learning Support" below, and the SEND Policy.

## **Meeting Individual Needs**

**Godolphin aims to provide a curriculum programme offering considerable variation and specialisation.** Pupils' different needs are met by using a variety of methods, materials and assessments. Academic scholars are expected to attend weekly activities on offer through the Scholar's Enhancement programme, the aim of which is to stretch and challenge the most able pupils. This stretch and challenge programme is open to all other pupils in the school who are encouraged to attend activities which interest them.

For the first three years the curriculum provides a broad-based education in both traditional and contemporary subjects. The First Year (NC Year 7) timetable includes:

English Language, English Literature, Mathematics, Science, French, Latin, Religious Studies, History, Geography, Food and Design & Technology, Computer Science, Art and Design, PSHCEE, Music, Drama, Physical Education.

During the First to Third Years, pupils are taught in ability groups known as 'Divisions' in Mathematics and English (from part-way through the First Year) and additionally in Latin/Classical Civilisation (from the Second Year) and Science (from the Third Year).

During the Third Year, pupils begin a process of review to reach informed decisions about the precise course of study that each would be best advised to follow for the two years to GCSE. It is our policy to sustain a balanced programme of study to give each individual a sound, broad based education to 16 and to ensure that the widest possible opportunities are available later on. Thus the main GCSE programme at Godolphin consists of between 8 and 10 subjects; certain subjects are not optional but form a core programme followed by all pupils.

The core subjects are:

- I. English
- II. English Literature
- III. Mathematics

- IV. Science - either Single Science, giving one GCSE, Double Award Science, which gives two GCSE awards, or Physics, Chemistry and Biology as three separate awards.

To the core, three or four option subjects are added. Within this framework, there is scope for negotiation and the final programme for each individual should reflect her personal strengths and interests. (See GCSE Curriculum handbook for optional subjects which may vary from year to year, depending on staffing or pupil numbers). The most able mathematicians in the top division may also take a Level 2 certificate in Further Maths alongside their GCSE.

### **Godolphin Sixth Curriculum**

We offer a rich combination of A-level, and BTEC qualifications in Godolphin Sixth. During the Fifth Year, pupils begin a process of consultation to reach informed decisions about the precise course of study that each would be best advised to follow for the two years. The common aim is to gain qualifications to enter higher education and so a primary objective is to identify three subjects that might well be taken for two years. We operate a bespoke curriculum pattern and so pupils may study three subjects from the start of the Lower Sixth, or they may study four subjects in the Lower Sixth before dropping to three in the Upper Sixth having taken internal examinations in all subjects at the end of the Lower Sixth. Some pupils have the interest and ability to consider a four subject programme and, if we are confident that this is viable, we will do our best to enable such a course.

Please refer to Godolphin Sixth Handbook for full list of subjects on offer.

### **Sex and Relationship Education**

The School provides sex education in the PSHE curriculum for all pupils, in which they are encouraged and guided by moral principles and taught to recognize the value of family life. (See Sex and Relationship Policy).

In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

### **Fundamental British Values and SMSC**

Please see separate policies and audits for provision in these areas, which are also detailed on individual lesson plans.

### **PSHCEE**

In the First, Second and Third Year PSHCEE is taught on the timetable via the Future Skills Programme and pupils have lessons on rotation at different times throughout the year. In the Fourth and Fifth Year, pupils have PSHCEE lessons every week. Important issues are also covered in other subjects such as RS, History, Geography and Science as well as during Prayers and Tutor Times. Throughout the school the focus is on a spiral curriculum - revisiting issues as pupils mature - and we cover topics such as Citizenship and British Values, Sex Education, IT safety, Drugs, Smoking, risk-taking, tolerance, life decisions and health, but to name a few. We are particularly keen to respond to the needs of our pupils and to issues that appear in the news so that pupils are not only concerned with their own PSHCEE but that they have an understanding of other people's lives and issues too. We value parents' input and we work closely with the GPA to facilitate talks on all aspects of parenting teenagers. Issues pertaining to PSHCEE in the Sixth Form are delivered via the EGA. Further details can be found in the PSHCEE Policy and schemes of work

### **Research Skills**

We consider it crucial that our pupils develop the ability to be a discerning researcher during their time at Godolphin and appropriate to their age and ability. As such, we aim to teach our pupils:

- To recognise and understand the impact of any bias in various forms of printed and online material
- To understand what constitutes a reliable source (both online and in print)
- To be aware of and sensitive to the intended audience of any information they discover.
- To question what they read, rather than simply accepting it.
- To understand (for those doing an EPQ) the peer-review process for academic journals
- To know how to reference work correctly (with the Harvard system used for those doing an EPQ)
- To be able to produce a précis of text which has been read.
- To be able to use online search engines effectively.

### **Extracurricular Activities**

The School has a wide and varied programme of extracurricular activities that take place outside the formal curriculum, both after lessons and at the weekend. All pupils, day pupils and boarders, are expected to take part in the programme. Activities include Fitness; Christian Union; Debating; Science and ICT club; Cookery; Ceramics; Silver Jewellery; Drama groups; Dance; Self-Defence; Design and Make Technology. Godolphin Sixth has an Enhancement Programme (The Elizabeth Godolphin Award) which offers varied social and leisure activities throughout the year. The Music Department runs three choirs, an orchestra and concert bands; there are also small ensembles for many instruments. The PE Department offers clubs for all the major sports, as well as options such as badminton, Zumba and Pilates, quite apart from

practices for team players. There is also a very popular Duke of Edinburgh Award Scheme and CCF. There is a varied programme in place for boarders which runs in the evenings and at weekends to which all staff contribute. Popular activities in previous years have included cookery; craft (e.g. design a T-shirt, decorate flip-flops); riding, and also new sports, such as archery, calligraphy, designing Valentine cocktails (non-alcoholic!), a make-over and deportment workshop, and a chance to try out mini motorbikes and buggies. We also run trips out of School: visits have included Longleat, the BBC Studios at White City, the Spinnaker Tower in Portsmouth, the Hawk Conservancy and the New Forest Owl and Otter Centre. Inter-House competitions and events take place regularly in sport, science, music and drama as well as other areas, one popular event being the biennial Inter-House Performing Arts Competition, directed by the pupils in Godolphin Sixth.

### **Prep**

The School expects prep (homework) to be set as appropriate. Please refer to the Prep and Internal Exams Policy for details.

### **Learning Support**

The School has a special educational needs policy for pupils who have identified learning needs. There is a Learning Support Co-ordinator whose role it is to determine the appropriate courses in consultation with the parents and external agencies if appropriate. The Co-ordinator is responsible for ensuring that staff are kept up to date with the changing needs of pupils and for preparing individual pupil summaries and EHCPs where appropriate. There is a team of well qualified support teachers who see pupils who require one to one or small group support. The Co-ordinator also liaises with feeder prep schools (including Godolphin Prep) to ensure continuity of support and with external agencies such as Educational Psychologists to ensure that specialist reports are disseminated to staff.

### **Concerns and Complaints**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with her daughter's tutor, Head of Year or the Deputy Head Academic. Parents may also wish to raise issues with the Head. Most issues can be resolved in these ways; where this is not so, parents may wish to make a formal written complaint (see the School's Complaints Policy).