

SHEFFIELD HIGH SCHOOL – MELBOURNE HOUSE CURRICULUM POLICY

The Curriculum aims to:

- provide opportunities for all pupils to learn and to achieve their potential.
- provide pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- deliver subject matter appropriate for the ages and aptitudes of pupils, including those with Special Educational Needs
- enable pupils to acquire skills in Speaking and Listening, Literacy and Mathematics
- provide the opportunity for all pupils to learn and make progress
- provide a full-time supervised education for pupils of compulsory school age

The curriculum has been planned to ensure that it is:

Broad – so that it provides each girl with a wide range of experiences, knowledge and skills, fostering educational development and encouraging independent learning

Balanced – so that each area of the curriculum is allowed sufficient time for its contribution to be effective

Flexible and differentiated – so that what is taught and how it is taught is matched to the learning needs of individual girls and fully develops their abilities and aptitudes

The curriculum aims to foster the development of the qualities and skills which will enable girls to achieve success and fulfilment in all areas of the Every Child Matters agenda and beyond:

- to be healthy
- to stay safe
- to enjoy and achieve
- to make a positive contribution
- to achieve economic wellbeing
- to promote pupils' spiritual, moral, social and cultural development

Issues of teaching and learning are high on the professional agenda of the school; we aim to use a wide range of teaching styles in response to the different learning styles of individuals. Curriculum Area Leaders take responsibility for the management and monitoring of teaching and learning in their areas.

The development of spiritual, moral, social and cultural awareness is included within the curriculum at all key stages. Assemblies are held on four days each week and these provide further opportunities to explore spiritual and moral issues.

Foundation Stage

The curriculum in Reception takes account of the Early Learning Goals, but extends beyond it. As well as teaching in Personal, Social and Emotional Development, Communication. Language and Literacy, Problem Solving Reasoning and Numeracy, Knowledge and Understanding of the World & Physical and Creative Development, the girls receive 30 minutes a week of French.

Some of the teaching will be carried out in mixed ability Forms, while for certain activities, particularly CLL and PSRN, the girls are taught in differentiated groups. Towards the end of the Reception Year, the Primary Frameworks of Maths and Literacy are introduced.

Teaching is planned using a thematic approach and a weekly planning grid ensures a balance of activities both teacher directed and child initiated with clear Learning Objectives.

In Key Stages 1 and 2 girls follow the National Curriculum and the Primary Frameworks for Literacy and Mathematics provide the basis for teaching in English and Mathematics. A topic-based approach to Science and Humanities is taken with each term having a different emphasis. ICT is integrated throughout the curriculum.

KS1

SUBJECT	NUMBER OF 1 HOUR LESSONS PER WEEK	
	Y1	Y2
English	6.25	6.5
Mathematics	5	5
Science	1.5	1.5
Geog/History	2	2
RE	1	1
Art/DT	2	2
French	0.5	1
Music	0.5	1
PE	2	2
PSHCEE	0.5	0.5

KS2

SUBJECT	NUMBER OF 1 HOUR LESSONS PER WEEK			
	Y6	Y5	Y4	Y3
English	5	5	5	5.5
Mathematics	5	5	5	5
Science	2	2	2	2
Humanities	3	3	3	3
Art/DT	2	2	2	2
MFL	1	1	1	1
Music	1	1	1	1
PE	2	2.5	2.5	2.5
PSHCEE	0.5	0.5	0.5	0.5
Reading	1.25	1.25	1.25	1.25
Form Time	0.5	0.5	0.5	0.5