



## **CURRICULUM POLICY**

This policy should be read in conjunction with the Thomas's Assessment, Recording and Reporting Policy, Examinations Policy, EAL Policy, Equity, Diversity and Inclusion Policy, More Able Policy, Outdoors Policy, SEND Policy, Wellbeing Policy

[Academic Honesty Policy](#)

[Feedback Policy](#)

[Homework Policy](#)

[Teaching and Learning Policy](#)

### **INTRODUCTION**

Our aim is to prepare pupils superbly not only for the next phase of their education, but also for their lives which lie beyond. This policy builds on the foundations established in the Thomas's Curriculum Policy.

#### *A Broad Curriculum*

Our remit is to prepare our pupils thoroughly to:

- develop a love of learning
- be responsible, caring global citizens
- develop the skills they will need, now and in their futures.

As a by product of this learning, we expect to prepare pupils for:

- external examinations that are pertinent to the next phase of their education.
- We regard these school years (from the ages of 11-16) as critical in developing pupils confidence and areas of personal interests, so that they leave the school at age 16, clear in their vision for their future.
- We therefore aim to give our pupils as broad an education as possible during their time with us.
- To this end, we place a strong emphasis on a broad curriculum learned through an enquiry approach, as well as providing opportunities for pupils to make connections between subjects through overarching projects.
- We encourage pupils to view their learning through three different lenses; innovation, inclusion and climate consciousness.
- Different themes will guide the subject content and cross-curricular skills through overarching projects.

- The pupils' spiritual, moral, social and cultural development is also given strong emphasis and the school rule "Be Kind" along with the School Values of Kindness, Courtesy, Honesty, Respect, Perseverance, Independence, Confidence, Leadership, Humility and being Givers not Takers underpin the aims and the delivery of the curriculum, in addition to the Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- We believe in the benefits of learning beyond the classroom and recognise that outdoor education offers pupils unique opportunities and experiences that cannot be taught within the constraints of everyday education and surroundings. Therefore, part of the curriculum is devoted to an outdoor learning programme with key areas of focus being Personal and Emotional development, Group Development, Organising, Planning and Risk Management skills, Nature Pedagogy and Physical Literacy. These five areas along with the life skills of critical thinking, collaboration, communication, creativity, enquiry and reflection we believe will enable pupils to succeed socially, economically and environmentally in the ever changing 21st Century.

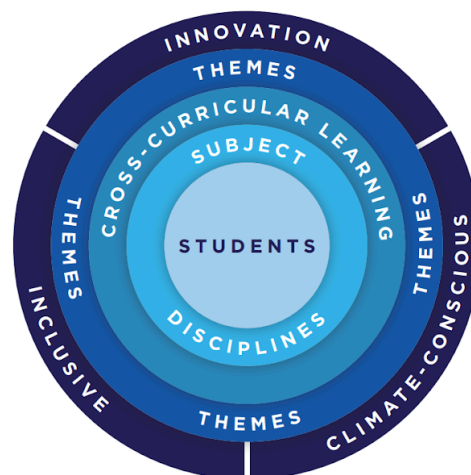
## **AIMS**

Throughout Thomas's London Day Schools, we undertake to:

- have high expectations of the pupils and ourselves
- raise levels of attainment for all pupils, enabling them to achieve their personal best
- prepare pupils for the standards and style of external examinations
- offer opportunities to develop a growth mindset and a positive attitude to new challenges
- develop confident, disciplined and enquiring learners who are able to make informed choices
- foster a love of learning and develop skills of independent enquiry
- foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- facilitate considerate and positive relationships between all members of the school community
- ensure equal opportunities in relation to gender, race, class, special needs, and belief
- value and respect all cultures
- provide a safe, happy work place
- promote a thoughtful attitude towards the immediate and wider environment
- encourage innovation in learning
- equip pupils with skills that will support their future lives, beyond education.

## CURRICULUM MODEL

Our curriculum has been developed with the understanding we have to engage and thrive within the national education system, whilst also taking the opportunity to go beyond it to prepare pupils for the world that awaits them when they enter the world of work. We plan to do this through our enquiry mindset and our curriculum model, with pupils at the centre.



The subject disciplines will remain important and our balance of studies has been carefully developed to provide a broad curriculum as the model below illustrates:

Periods	Faculty	Year 9	Year 10	Year 11
1	<b>English</b>	English	English	English
2		English	English	English
3		English	English	English
4		English	English	English
5	<b>Maths</b>	Maths	Maths	Maths
6		Maths	Maths	Maths
7		Maths	Maths	Maths
8		Maths	Maths	Maths
9	<b>Global Studies</b>	Geog	Science	Science
10		Geog	Science	Science
11		History	Science	Science
12		History	Science	Science
13		RS&P	Science	Science
14		RS&P	Science	Science
15	<b>Language &amp; Culture</b>	Language	Option 1 - French, Spanish, Latin	Option 1 - French, Spanish, Latin
16		Language		
17		Language		
18		Language		
19	<b>Performing Arts</b>	Drama	Option 2 - Geography, History, TPE	Option 2 - Geography, History, TPE
20		PE		
21	<b>Pastoral</b>	Assembly	Option 3 - Art, Computing, DT, Drama, Music, PE, Triple Science	Option 3 - Art, Computing, DT, Drama, Music, PE, Triple Science
22		PSHE		
23		PSHE		
24		Pastoral	Assembly	Assembly

25		Pastoral	PSHE	PSHE
26		Pastoral	PSHE	PSHE
27	<b>Music</b>	Music	Pastoral	Pastoral
28	<b>Science</b>	Science	Pastoral	Pastoral
29		Science	Pastoral	Pastoral
30		Science	Thomas's Core - HPQ, Global Studies, Careers	Thomas's Core - HPQ, Global Studies, Careers
31		Science		
32	<b>Creating &amp; Inventing</b>	Art		
33		Art		
34		Computing	Thomas's Options	Thomas's Options
35		Computing		
36		DT / FP&N		
37		DT / FP&N		
38	<b>Games</b>	Games	Games	Games
39		Games	Games	Games
40		Games	Games	Games

In addition to the subjects, there will also be opportunities for cross-curricular learning through:

- Exhibition - pupils led projects, which will connect to termly overarching themes and link to two or more subject disciplines.
- Global Studies - in Year 10, two lessons per week will be interdisciplinary, planned by the Geography, History and Theology, Philosophy and Ethics departments.
- Higher Project Qualification - pupils in Year 10 and 11 will complete a project leading to a Level 2 qualification.

Setting the scene for the teaching and learning will be three curriculum lenses with which teachers will plan and pupils will view their learning:



The image below illustrates how this will look for the Year 9 Leadership unit. The lenses will set the scene for the subject learning under the theme of Leadership. Towards the end of the term the timetable will be collapsed to give pupils preparation time for the exhibition, which the community will be invited to. The projects exhibited will be linked to the theme and to multiple subjects and will be pupil led.



## **AREAS OF LEARNING**

*Year 9:*

- Pupils in Year 9 will learn Art, Computing, Design and Technology, Drama, English, Exhibition, Geography, History, Maths, Music, Physical Education, PSHE, Theology, Philosophy and Ethics and Science.
- Pupils select two languages to learn from French, Latin and Spanish.
- Pupils in Year 9 will complete a project during a collapsed timetable week called Exhibition.
- Expectations for learning in each subject have been developed by Thomas's teachers as part of the Curriculum Design Project that took place across schools from 2019-21.
- Opportunities for outdoor learning include a residential trip in UK, 2 outdoor days with the Thomas's Outdoor Department and a residential in Daheim.
- Pupils will select their option choices for their GCSE courses during the Lent Term of Year 9.

*Years 10 & 11:*

Pupils will undertake learning that is both examined and non-examined:

GCSE Core	GCSE Options	
English Literature English Language Maths Combined Science	<b>Option 1 (choose 1)</b>	French Spanish Latin
	<b>Option 2 (choose 1)</b>	Geography History Religious Studies
	<b>Option 3 (choose 1)</b>	Art Computer Science Design and Technology Drama Music Physical Education Triple Science
Thomas's Core	Thomas's Options	
Higher Project Qualification Global Studies Careers Outdoor Learning PSHE and Crew Games	Can be rotated termly: <ul style="list-style-type: none"> <li>• Drama Option</li> <li>• Music Option</li> <li>• Art Option</li> <li>• Computing Option</li> <li>• DT Option</li> <li>• Humanities Option</li> <li>• Science Option</li> </ul>	

- Outdoor learning will take place as follows:

	Michaelmas	Lent	Summer
Year 10	1 day -Escape day Or -Year 10 Exped (Silver DofE)	1 day -Escape day Or -Year 10 Exped (Silver DofE)	1 day - Escape day Or -Year 10 Exped (Silver DofE)
Year 11	1 day -Escape day	1 day -Escape day	

### *Assessment and reporting*

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' learning to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual

pupils and leaders use it to monitor how effective the teaching and the curriculum is.

Record-keeping and assessment procedures are defined in the Assessment Policy and in department handbooks. The Examinations Policy references how external GCSE exams are run.

Reports to parents give clear, accurate and useful information on their child's progress.

### *Learning Enrichment*

The School has a trained SENDCo (Special Educational Needs and Disabilities Co-ordinator). Their role is to support staff in identifying pupils' difficulties and planning teaching strategies, to liaise with parents and outside agencies, to co-ordinate any extra help that may be required and to offer support to small groups in class.

We identify and meet the needs of children who are particularly able and those for whom English is an additional language.

We work closely with specialists and professional agencies to ensure that pupils' needs are met and they are able to make the most of the curriculum. Refer to the Special Education Needs and Disability Policy for further details.