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## Curriculum Policy

### 1. Aims

The primary aim of Steiner-Waldorf Education is, through the curriculum and pedagogy, to support children in becoming free, creative, independent and moral individuals who are able of themselves to impart purpose and meaning to their own lives, and be able to contribute in unique ways to the society in which they live.

The aims of a Steiner Waldorf Curriculum are, through the curriculum and pedagogy, to

- Work for all children irrespective of academic ability, class, ethnicity or religion;
- Take account of the needs of the whole child – academic, physical, emotional and spiritual;
- Develop a love of learning and an enthusiasm for school;
- See artistic activity and the development of the imagination as integral to learning;
- Enable pupils to be able to contribute in unique ways to the society in which they live.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Allow Kindergarten children to naturally learn in an environment that provides strong routines and rhythms as well as opportunities for learning through free play and imitation of purposeful activities such as gardening and domestic tasks.
- Develop Upper School pupils' independent learning skills and resilience, to equip them for further/higher education and employment

This policy aims to:

- Outline our understanding and experience of child development in classes throughout the school from Kindergarten through to Class 12
- Describe how we work with child development through use of the curriculum

Please refer to our *PSHE Curriculum Policy* for information on how our curriculum covers Relationship & Sex education; Spiritual, moral, social and cultural development and British values. Digital Citizenship is also addressed in the *Online Safety Policy*.

### 2. Legislation and guidance

This policy reflects the requirements for independent schools to provide a broad and balanced curriculum as per the Independent Schools Standards 1.2.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). Please refer to the Kindergarten Policy for further information on our exemptions from the EYFS.

### 3. Roles and responsibilities

#### 3.1 The Board of Trustees

The BoT will monitor the effectiveness of this policy and hold the SMT to account for its implementation.

The Trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is teaching a "broad and balanced curriculum" which includes English, maths, and science.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from Class 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### 3.2 School Management Team

The SMT is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed annually.
- The school's procedures for external assessment meet all legal requirements
- Proper provision is in place for pupils with different abilities and needs, including children with SEN
- Organise 'Visiting Teachers' for Upper School main lesson blocks when required.

#### 3.3 Teachers

In Waldorf Schools, the intention is that same **Class Teacher** stays with the same group of children from Class 1 to Class 8 for Lower School.

In our Upper School, a **Class Guardian** assumes the former pastoral and guiding role of the Class Teacher. Lesson delivery is, as in maintained schools, by subject specialists.

A **Subject Teacher** will take a block of daily lessons to a range of classes.

**Visiting Teachers** are brought in for blocks where specialist knowledge is required that our staff do not hold, for instance economics.

### 3.3.1 Class and subject teachers

- Class and subject teachers will ensure that the school curriculum is implemented in accordance with this policy.
- Class and subject teachers must provide a year plan to SMT before the start of each academic year. Please see below for more information on lesson plans.
- Copies of weekly and individual lesson plans must also be made readily available.

### 3.3.2 Visiting teachers

- Visiting teachers will ensure that the school curriculum is implemented in accordance with this policy.
- Copies of weekly and individual lesson plans must also be made readily available.

## 4. Organisation and planning

Ringwood Waldorf School follows the Steiner Waldorf curriculum, as outlined in *'The Educational Tasks and Content of the Steiner Waldorf Curriculum'* (Richter, Rawson and Avison 2014). This is often referred to as the 'yellow book' and is a primary resource for teachers' planning. However, it is indicative and still requires the teacher to make it fresh, new and appropriate. Another important resource is *Rudolf Steiner's Curriculum for Steiner-Waldorf Schools* (E A Karl Stockmeyer 2015). Teachers can also refer to *'Assessment and Learning'* (Mepham and Rawson) and *'Handbook for Class Teachers'* (Avison).

### 4.1 Lesson Plans

Lesson Plans should be done for:

**The Year.** These to include key theme/s for the year, a summary of main topics to be covered, a summary of key skills to be attained, main methods and educational aims (formative/qualitative) and objectives (summative/quantitative) for the year.

Yearly plans, where appropriate, should link to the school's Curriculum Development Plan and any targets within. Samples of previous year plans are made available for teachers.

**Main Lesson/Termly** plans. These should show the topic in more detail and include the main activities planned.

**Weekly** plans. (optional) These show an overview of the week extrapolated from the Main Lesson Plan showing an overview of the week's lessons, aims and targets.

**Individual Lesson** plans. Recording the structure, content and methods as well as tasks and assignments, including differentiation for individual pupils.

### 4.2 Main Lessons

A distinctive element of Steiner education is the two-hour main lesson that is held each morning. Fundamentally, Rudolf Steiner established a timetable pattern for the whole period of Class 1 to Class 8. This is a main lesson up until morning break (8.25-10.25), followed by usually three subject lessons before lunch and then two further subject lessons after lunch (unless it is a scheduled half-day). The Upper School timetable pattern is to have their main lesson between morning break and lunch (11-1). The purpose of the main lesson is to allow sustained concentration on a topic or subject for a significant block of time – ideally 3-4 weeks.

An appreciation of the significance of this structure is crucial to an understanding of how the class-teacher based system really works. In the youngest classes, children are more likely to have their own teacher for some or all of the subject lessons, but unlike maintained primary schools, there is a very clear complementary timetable of subject teaching throughout the main primary years that continues into Upper School.

### 4.3 Lower School

In the Lower School the curriculum is structured to accord with the child's imagination and learning readiness. This is determined by the underpinning pedagogical philosophy that holds that children develop according to broadly universal phases, that abstract and conceptual thinking come more naturally to children at a later stage and that young children learn best when the teaching appeals foremost to their feelings and artistic sense. Subject matter is presented in a pictorial way in a context that emphasises rhythm, routine and repetition.

All the core subjects such as English, Maths, History, Geography, Physics, Chemistry, are studied in block periods of 3-4 weeks in the Main Lesson, which form the first lesson of every school day.

### 4.4 Upper School

When the children leave their Class Teacher at the end of Class 8 in the Lower School, this marks a new phase in their development where academic challenge now predominates.

Questions, discussion, criticism – all the activities of the enquiring mind – grow in strength. At this stage the curriculum strives to foster clear independent thinking and pupils are encouraged to explore ideas that can lead them to ideals. Pupils are now taught by specialist teachers. The task of all the teachers in this phase is to enable the unfolding of the inner being and individuality of the young person into an independent, capable and responsible adult.

A limited range of GCSEs and other recognized equivalents are offered alongside the full Steiner curriculum.

What resources are available to support curriculum delivery

## 5. Curriculum

### 5.1 Kindergarten (Please refer to *Kindergarten Policy*)

Each Kindergarten group has a mixed age range of 3 to 6 year olds.

The Early Years curriculum supports and values the benefits of an unfettered childhood. The children are not rushed or over-stimulated and are allowed space to develop physical coordination and personal, social and cognitive skills. The focus is on child-led play with simple props to encourage creativity, ingenuity and problem solving skills. For example a block of wood can be a ship, a telephone, or a loaf of bread.

Free play is interwoven with more structured, hands-on activities with an emphasis on domestic, artistic and craft activities to emulate a lively extended family where children can learn through imitation – the easiest and most natural way for the young child to learn. They sing, paint, draw and move to music. They listen to stories told by the teacher, create puppet shows and little plays; bake, grind flour and help prepare their daily snack. They plant and harvest and tend the gardens; weave, sew and use simple tools. Festivals, so significant in creating community, are a major part of kindergarten life, with parents joining in the celebration. The patterns and routines of the day run through the week and the year and many of the activities following the cycle of the seasons and the celebration of festivals.

The Early Years curriculum is based on the understanding that

- imitation and activity are the young child's natural way of learning;
- activities aim to develop gross motor skills, speech, awareness of others and self-regulation;
- collaboration in play, the sharing of food and other activities promote social development;

- experiencing the natural world and sharing responsibility for such things as the care of their environment, for cleaning and tidying and for the preparation of food fosters responsibility, respect and self-reliance;
- participation in the celebration of festivals inspires a sense of awe and reverence.

The Early Years curriculum includes the following foundations for effective learning:

- pre-literacy: songs, rhymes, stories, social engagement through play and at snack time;
- gross motor skills: in dance and movement, outdoor play;
- fine motor skills: in sewing, finger knitting, baking, painting, drawing.
- pre-numeracy skills: counting songs, counting opportunities in play and snack preparation;
- science: experiencing nature in the outdoors, nature table, seasonal songs and verses, food preparation and seasonal cooking;
- technology: the use of simple hand tools in craft and cookery;
- art: painting, drawing, model making;
- music: daily singing.
- pupils will be taught about online safety through storytelling and parental support

## **5.2 Lower School (Class 1 to Class 8)**

From Class 1 the emphasis is on developing pupils' artistic expression and social capacities to foster creative and analytical modes of understanding.

The core subjects of the curriculum are delivered in the Main Lesson, a two-hour lesson at the beginning of each day that focuses on one topic continuously for usually three weeks. This develops the habit of sustained concentration on one topic, both over the two-hour period and over the three weeks and allows in-depth exploration. The Main Lesson contains a wide range of activities and ways of engaging with the subject. For example, a maths Main Lesson could include dance movement, throwing and stamping out a rhythm, singing, art work, storytelling, mental and written arithmetic. This gives every kind of learner a point of access to the subject. The rhythm of the Main Lesson aims to meet the pupils' natural energy patterns so that they do not become restless or unfocused.

The Class Teacher who delivers the Main Lesson teaches the same class from Class 1 to Class 8 – unless circumstances prevent this. This continuity means the Class Teacher knows each pupil and the social dynamic of the class very well and so can facilitate the successful management of the social and interpersonal issues that relate to the increasing maturity of the pupils.

Pupils are regularly screened to assess their learning needs. Appropriate interventions supporting pupils with a wide range of needs can be made available. In addition to this provision the school also works and liaises with external agencies to meet the needs of pupils.

The school day starts with a two hour multi-disciplinary Main Lesson taught to the whole class by the Class Teacher. The lessons after morning break are taught by mainly subject teachers, with three subject lessons before lunch and then two further subject lessons after lunch. All timetables broadly follow this pattern.

### **Numeracy**

- Class 1 – Reading and writing numbers up to one hundred. Introduction to addition, subtraction, multiplication and division.
- Class 2 – Mental practise and longer exercises, moving on to larger numbers, number bonds, odd and even numbers, place values and simple geometry.
- Class 3 – Practice of all 12 tables continues; column calculations , including carrying over will be introduced in Class 2 or 3. Long multiplication and long division will be introduced by Class 3, together with money handling and change, and various forms of measurement involving linear dimensions, liquids, solids and time.

- Class 4– Introduction of fractions; measurements and area work continue
- Class 5 – Compass geometry are introduced, also the decimal system
- Class 6 – Percentages, profit and loss, simple interest and proportion and ratio are covered; geometry lessons introduce the use of the protractor
- Class 7 – Graphs and algebra, geometry
- Class 8 – arithmetic, including simple and compound interest, power and roots, algebra, linear and curved graphs, equations, integers, geometry: the five Platonic solids, Laws of Enlargement.

## Literacy

- Class 1 – Recognise sounds, shapes and names of capital and lowercase letters. Writing simple sentences, in upper and, later, in lower case to describe a simple narrative. Write and read common, simple words and make phonetically plausible attempts at more complex words. Recite, in chorus, simple poems and verses.
- Class 2 – Read and write high frequency words and use digraphs in spelling. Use cursive script. Write longer descriptions of stories with a sense for when a sentence ends. begin to use some elementary punctuation and recognise the basic structure of literature - beginning, middle and end. Recall, in speech, the main parts of a story and recite a short verse alone.
- Class 3 – Identify and use verbs, nouns, adjectives and adverbs. Extend knowledge and usage of punctuation. Write about an event in the correct sequence and write short dictated passages. Read unfamiliar texts using contextual, semantic, grammatical and phonetic knowledge.
- Class 4 – Read simple chapter books independently. Begin using dictionaries to explore word meanings and spelling. Have individual lines in a drama. Write in past, present and other tenses. Use commas, exclamation marks and know that speech is separated by quotation marks. Plan, research and write text to accompany an individual project.
- Class 5 – Correct use of apostrophe. Take down a dictation with reasonable accuracy. Write in different styles and moods and edit own text. Write from own research on a given main lesson topic. Read aloud with expression and deliver a presentation in front of the class using notes. Use a thesaurus.
- Class 6 – Understand the main parts of a sentence. Write a formal letter, notes from a presentation and an accurate account of a practical task, e.g science demonstration or a recipe. Give a project presentation using notes only as a prompt. Give constructive feedback after listening to peers. Recite a poem on own.
- Class 7 – Compose poems with specified structure and mood. Begin using essay writing structure in response to a specific topic. Write up clear descriptions and explanations of scientific experiments and demonstrations. Compose short stories using various styles of writing. Give a presentation to the class without notes and answer questions.
- Class 8 – Accurately observe and record scientific phenomena. Plan, record and self-evaluate achievement in preparing an extended, self-chosen project. Take part in a major drama production.

**Humanities:** A rich immersion in the humanities begins in Class 1, as each day children listen with rapt attention as the teacher tells a fairy tale or nature story. Progressing through the classes, the children absorb the legends of saints, multicultural folklore, Native American tales, Norse mythology and sagas; stories of Ancient India, Persia, Mesopotamia, Egypt and Greece; the History of Western civilization from Rome through the Middle Ages, the rise of Islam, the Age of Exploration, the Renaissance and Reformation. In the early years, by “living into” these cultures through legends and literature, children gain flexibility and an appreciation for the diversity of mankind.

The study of geography as a separate subject begins in Class 4 and starts with a study of the immediate environment, broadening out in the following years to regional, national and global studies.

- Class 4 – Project work based on the study of the geography of the local area.
- Class 5 – Geography of the British Isles. History: The culture and religion of early civilisations of India, Persia, Babylonia and Egypt, moving on to classical ancient Greek history.
- Class 6 – European physical and human geography. History: Roman Empire, Roman Britain; field trip to Roman site, the rise of Christianity, Saxon and Danish invasions of Britain, William the Conqueror.
- Class 7 – World geography, including focus on one continent and looking at the cultural, material and economic conditions of specific societies. History: the Middle Ages and the transition from feudalism to the Renaissance, and the Age of Discovery with the great voyages of the 15th to the 17th centuries
- Class 8 – Geography, including meteorology; history – western culture from the 17th Century to the present, examining in particular revolutionary periods, including the English Reformation and Civil War and the revolutions in America, France and Russia. Biographies of inventors, industrialists and social reformers;

**Modern Foreign Languages:** From Class 1 onwards, children learn a wide range of French and German vocabulary and short phrases through songs, verses, poems, recitation, games and cultural activities. The written language is introduced towards the end of Class 3 or beginning of Class 4 where pupils also begin to gain an understanding of the grammar, spelling, phonics and structure of the language. In the older classes there are occasionally opportunities for individual exchanges and pupils from overseas Steiner schools sometimes visit us.

**Technology and ICT:** Pupils are introduced to a wide range of simple technologies through their practical creative work starting with cooking and sewing. As they get older this develops to include gardening, building, woodwork, pottery and metalwork. In these activities they use an increasing range of hand tools, and learn how mechanical tools function. E-safety is introduced towards the end of the Lower School when the pupils have developed an understanding of a range of mechanical technologies in the broad context of other disciplines.

**Religious Education:** The moral and spiritual well-being of the children is nurtured by developing a strong sense of belonging for all children whatever their faith background. This is achieved through a calendar of seasonal festivals from around the world that the school celebrates together. A sense of reverence and an attitude of tolerance and respect towards each other is encouraged and modelled by the teachers and reinforced by verses said at the beginning and end of the day. From Class 2 pupils have a separate RE lesson each week where they learn about historic and contemporary religious beliefs from all the main religious traditions. Pupils develop a well-informed understanding of world religions, and a strong sense of the value of community and of the wonder of the natural world.

**Eurythmy** is an art of movement that engages the whole human being. It aims to harmonise the child physical well-being with their feelings or emotions. Regular eurythmy practice lessons help children to become more coordinated, graceful and alert and to be more at ease with themselves. In the eurythmy lesson the children move to poetry, prose text and live instrumental music and this experience deepens their aesthetic appreciation of literature and music and complements other aspects of the curriculum. Eurythmy also requires the children to work in groups which develops spatial awareness and a capacity to sense the movements of the group as a whole, while also concentrating on their own movement.

**Physical Education:** There is both integrated and discrete physical education. Integrated physical education includes the movement exercises that come at the beginning of Main Lesson to help the pupils to settle

their focus for learning. The use of rhythm and movement may come into many lessons, such as maths where pupils, for example may throw and catch beanbags as they recite times tables, or a foreign language, where pupils might follow a sequence of movements when learning parts of the body.

Weekly **games** lessons include a wide range of team games. In the younger classes games are often introduced with a story so that the physical activity has an imaginative focus. Around Class 5 the ancient Greek Olympic events are introduced: running, jumping, discus and javelin. Ball games are introduced with rules tailored to the age group. From Class 7 to Class 10, there is a more formal games programme led by an external provider, which introduces the pupils to a broad range of activities including football and rugby skills, basketball and fitness exercises.

**The Natural Environment:** The curriculum respects the restorative benefits of the natural world and the outdoor programme includes land work, farming, and a range of science main lessons, field trips, as well as well-planned outdoor spaces for playing, and opportunities to hold lessons in outdoor classrooms. Science is introduced through a series of Main Lessons, starting with Man and Animal in Class 4 when the class is presented with a project that focuses on the creatures that move in and around the earth. The children will learn about the special adaptations that animals have developed to help them master survival in their environment/habitat. Then the animal theme is continued looking at animals that are native to our islands. In Class 5, the focus in the science Main Lesson shifts one step closer to the earth itself with the study of the plant kingdom and in Class 6 it moves on to the earth itself, with a Main Lesson in Mineralogy.

In these Main Lessons the scientific approach stresses the activity of the senses rather than the activity of dissecting and analysing the parts, because children at this stage learn most through what they can see, hear, smell, taste or touch. The aim is to bring the children's senses to life and school their ability to make observations about natural phenomena.

In class 6 and 7 science lessons nurture the children's ability to observe and question these phenomena. They will observe and take part in demonstrations to show the properties of light, heat, sound, magnetism and static electricity. They will also learn about the workings of the major organs of the human body and connect this with an understanding of how to keep their body healthy.

In Class 8 the main lessons for Science include human anatomy, chemistry, and mechanics.

**Music** is taught in an integrated way and as a separate subject. Singing and recorder playing is used in Main Lesson in a wide variety of contexts and all children sing daily. In the weekly music lesson all pupils learn musical notation and pupils have the opportunity to learn other musical instruments.

**Art** is taught in an integrated way and as a separate subject. Artistic work is an integral part of the Main Lesson and in a wide variety of contexts. Pupils have opportunities to learn a wide range of art techniques in weekly art lessons.

**Handwork** is an integral part of the curriculum for all children from Class 1 to Class 8. It provides a balancing element to the intellectual activities experienced elsewhere in the curriculum and is designed to aid the harmonious development of the child. The scheme of work is taken from Rudolf Steiner's indications, which outline examples of activities that match the developmental stage of the child, ensure progression and are tailored to suit the needs of the teaching group. Examples of Handwork skills that are taught in the weekly lesson include sewing, knitting, crochet, weaving, tailoring, dyeing and felting, with importance placed on the use of high quality, beautiful and natural materials in order to enhance the artistic and creative development of the child.

**Crafts:** As well as practical activities guided by the class teacher, such as modelling and painting, pupils are also taught various crafts in other subject based lessons. From Class 1 to Class 8 a weekly Handwork lesson

gives each child the opportunity to develop a range of skills, such as knitting, sewing, weaving and crochet. From Class 6 all pupils begin to learn specialist crafts and this is continued wherever possible into the Upper School. Examples of crafts taught are: woodwork, wood carving, stone carving, green woodworking, metal work (and the use of a forge), ceramics (and the use of the wheel and kiln), textiles, paper making and book binding.

### **5.3 Upper School: Class 9 to Class 12**

The Upper School curriculum aims to meet the adolescent's new capacities for critical thinking and independent judgment, as well as their interest in life's big questions: What is justice? What do we mean by truth? What will give my life meaning? How can I make a difference in the world? Pupils study a wide range of exam and non-exam subjects. All students study all areas of the curriculum to maintain breadth and balance of their education. The level and approach is personalised and differentiated in order to meet the needs and engage the interest of all pupils.

All lessons are taught by specialist teachers and the Class Teacher is replaced by a Class guardian, who has a pastoral role, and may or may not teach the class. The Main Lesson system continues and includes all the pupils in the year group and cover a range of topics delivered in an integrated multidisciplinary approach. The sciences are taught experientially and follow a "phenomenological approach," which means that the teacher sets up an experiment and calls upon the pupils to observe carefully, ponder, and discuss what is happening. Approaching the subject matter in this manner develops scientific thinking as an organic skill as well as competency within the student. Starting in Class 9 and continuing through the Upper school, each year the curriculum brings a new topic in the fields of physics, chemistry, and biology. However, because the number of exam offered has expanded, the range of Main Lessons subjects has been reduced and have been dovetailed to accommodate the exam subjects.

#### **Class 9**

Main Lessons include:

- Science: Physics: engines, combustion engines; Chemistry: Organic chemistry, carbon based chemistry; Biology: Ecology and Environmental Biology
- Humanities: geography/geology/geomorphology: the physical earth – plate tectonics, rock types and different landscapes; minerals as a resource; detailed map reading; orienteering; extensive field studies. History, including history of art from ancient civilisations to the Renaissance; 20th and 21st century history: forms of government, major political and social changes; challenges to democracy;
- English: drama and history of drama from Greek tragedy to the present, literature and drama, including their historical development and different genres;
- Maths: two and three dimensional geometry.

In addition there are regular subject lessons in German, RE, music, art, crafts, games, maths, science, IT and English

Courses in the following GCSEs are offered.

- English language
- Maths

#### **Class 10**

Main Lessons include:

- Maths: trigonometry and surveying (including a project on school grounds);

- Science: Physics: Mechanical Physics; Chemistry: Inorganic Chemistry, Metals; Biology: Psychology, Neuroscience.
- Humanities: history – anthropology; culture and the evolution of civilisation; geography: climatology and oceanography; the world’s biomes and modern ecological challenges; globalization; geo-politics; sustainable development;

In addition there are regular subject lessons in German, RE, music, art, crafts, games, maths, science, IT and English

The GCSE (and vocational equivalent) courses continue from Class 9.

**The School will offer classes 11 and 12 if there is a desire for the Class to continue. The current academic year (2018/19) has a Class 12, but no Class 11. It is currently deemed highly likely that Class 11 will be provided for in the next academic year (2019/20).**

### **Class 11**

Main Lessons include:

- Maths: trigonometry and surveying (including a project on school grounds);
- Science: Physics: Quantum Mechanics, Atomic Physics; Chemistry: Biochemistry and Molecular Biology; Biology: Botany. Science Projects.
- Humanities: history – anthropology; culture and the evolution of civilisation; geography: climatology and oceanography; the world’s biomes and modern ecological challenges; globalization; geo-politics; sustainable development;

In addition there are regular subject lessons in German, RE, music, art, crafts, games, maths, science, IT and English

The GCSE (and vocational equivalent) courses continue from Class 9.

### **Class 12**

Main Lessons include:

- Maths: Economics
- Science: Physics: Development of Science; Chemistry: Biomolecules (sugar, lipids, proteins etc); Biology: Zoology.
- Humanities: History: Art, Architecture; Philosophy: Literature: Faust; Performing arts.

In addition there are regular subject lessons in German, RE, music, art, crafts, games, maths, science, IT and English

## **5.4 Careers Guidance**

We have a range of activities lined up for students to access to prepare them for life beyond our school. Through class guardians/teachers, we offer the following:

Class 7:

- Personal skills are developed through a range of engaging activities woven into main lessons.

Class 8:

- Class 8 projects allow students to develop skills that will be applicable to work.
- Personal skills are developed through a range of engaging activities woven into main lessons.
- Relevant speakers in to talk about careers and enterprise.

Class 9:

- Careers and destinations covered in circle times.
- Relevant speakers in assemblies talk about careers and enterprise.

Class 10:

- Independent Careers advice on a one to one basis.
- Information on apprenticeships and work based learning.
- Work experience that students organise themselves in order to understand the process of seeking work as well as an understanding of the world of work.
- CV Building.
- Help and support with the process of applying for colleges and choosing courses, if not continuing at RWS
- Relevant speakers in to talk about careers and enterprise.

### **Into Work Week**

This is an Upper School initiative that either takes over a Craft block, or a week of lessons. It is split into three sections, with the aim of assisting students in becoming familiar with the world of work.

Session 1: Looking for & finding work. What work should I be looking for? Where can I find a job? Who can help in finding me the right job?

Session 2: What it's like to be in work. Looking at taxes and National Insurance, and working out take home pay from a salary. What are my entitlements? e.g. maternity pay, sick leave. What rights do I have as an employee, and what are my employer's rights?

Session 3: Moving on from work. The different ways in which a job can end, e.g. redundancy, dismissal, handing in my notice. When, how and why should I start to look for a new job?

As well as this, we regularly invite local business people from a diverse range of fields to inspire our students with their stories of success.

Our Upper School Careers Lead is Eli Vantoch-Wood. He will help with any queries around Upper School and beyond. All the US faculty are knowledgeable and equipped to give guidance regarding moving on from RWS, attending university, looking at jobs.

## **5. Inclusion**

The Curriculum is structured so children's differentiated needs can be met. The SENCo teacher will meet the specific learning needs of many children - not to separate them from their class but to enable them to participate freely in class lessons, designed to address inner challenges.

Individual teachers will vary the curriculum at their discretion depending on their perception of the needs of the class as a whole, and for individual children, and this will always be reflected as a pedagogical reason in their lesson plans.

Teachers will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject the school offers, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **6. Assessment arrangements**

The basic skills as outlined at key stages in the vertical curriculum section of 'The Yellow Book' (Waldorf key stages and not the Key stage 1-2-3 in the state system) will be checked and monitored as the children progress each year. These checklists contain the expected standards in numeracy and literacy at each key stage. In addition, there is ongoing formative assessment with spelling and maths tests, end of main lesson tests, observation and recording of progress. Whole Class Screening will take place in classes 2, 4, 5, 6, 7 and 8.

## **7. Monitoring**

Curriculum Development is seen as a core task in the school and a budget is provided for this purpose. The staff engage in study related to curriculum development at weekly meetings and in various courses and seminars.

Regular Pre-Term Meetings are also held as INSET days, which address curriculum development. Teachers share their work with colleagues on a regular basis. The Pedagogical Section of the Anthroposophical Society also engages in ongoing curriculum research and this is available to teachers.

This policy will be reviewed every two years by two members of SMT. At every review, the policy will be shared with the full board of Trustees.

## **8. Links with other policies**

This policy links to the following policies and procedures:

- PSHE Curriculum Policy (including RSE and SSMC)
- Kindergarten policy
- Online Safety policy
- Non-examination assessment policy
- SEN policy and information report (includes EAL)
- Equality information and objectives