



Curriculum Policy (Lower, Middle and Upper school)

Including curriculum diversity and inclusivity section

Reviewed by: Tina Hobday

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Next review: September 2027

Related Policies and Documents: this policy should be read in conjunction with: Framework for Curriculum Practice (K. Bransby and M. Rawson); Curriculum Documents, Lower School Assessment Policy and Procedure; The Tasks and Content of the Steiner-Waldorf Curriculum; SEND Policy; SEND Support Ideas; EAL Policy; PSHE and SMSC Education Policy inc British Values Curriculum Statement; RSE Policy; E-Safety Curriculum Outline; Outdoor Classroom Handbook; De-colonizing your curriculum Martyn Rawson.

Endorsement:

Full endorsement is given to this policy by:

Name: Julian Rolton

Position: Chair of Teaching and Learning committee

1. The Steiner Waldorf Curriculum: Aims and intentions

Curriculum refers to the totality of what students experience during the educational process, including both the explicit and hidden or tacit dimensions. Thus, curriculum includes the school culture, the learning environment, relationships and community as well as what is taught and when and how it is taught. The basic assumption behind curriculum in a Waldorf context is that there is a fundamentally developmental purpose behind the sequence of what, how and when things are taught and learned. Learning situations are arranged in which certain learning processes can occur that serve socialisation, qualification and the individuation process. Curriculum, as the whole educational approach, translates the generative principles into practice that serves the aims and intentions of the education at the local and specific level.

Framework for Curriculum Practice (K. Bransby and M. Rawson)

'Our aim is to provide a truly inspirational education where our children develop a love of learning and are prepared to go out into our ever-changing world as creative, resourceful and self-confident young people with the life skills to succeed.'

At Waldorf Cambridge we seek to educate the whole person in the three domains of educational purpose by enabling:

- **qualification:** how students acquire the dispositions, skills, knowledge and cultural capital to participate in and contribute to the world of work and civil society,
- **socialisation:** how students learn the dispositions, skills, knowledge and abilities to actively participate in their community and within a multicultural society and be able to establish and maintain coherent identities,
- **individuation:** how students develop agency, judgement, sense of coherence, a feeling for responsibility, ethical dispositions, the ability to orientate their lives, be creative and develop a relationship to spirituality.

Steiner Waldorf education believes that these overarching aims can be achieved through the development of twelve capacities:

Language and communication. The ability to use and understand languages (one's own home language and at least one other), including all forms of orality and literacy, symbolism and the use of signs and logos. Literacy includes digital and media literacy.

Health and wellbeing. This includes feeling at home in one's body, having basic nutritional and emotional needs met, and feeling safe, secure, seen, heard, recognised and understood. Wellbeing is supported by meaningful, trusting relationships and secure attachments. A vital aspect of this area of development is motor skills and physical fluency, as these manifest in all forms of movement, manual dexterity, tool use and gesture.

Senses. Highly developed senses and sensory integration are important for our relationship to the world and our understanding of it. This includes being able to direct our senses towards the world through noticing, attending and focusing on what is salient.

Imagination. The capacity for imagination is an essential aspect of knowledge. Imagination makes it possible to visualise other worlds, in history, in literature, or as scientific hypotheses and enables us to generate visions of a possible future or solutions to complex problems and processes, as well as being the basis for artistic activity.

Empathy. Empathy forms the basis for understanding others, and is the foundation for sociality in a multi-cultural society. It is also the basis for knowing about the world in a phenomenological and participatory way.

Aesthetics. Art is a way of understanding the world. A sense for aesthetics allows us to experience and appreciate the inherent qualities of things and beings in the world, such as colours, shapes, forms, textures, sounds, movement and so on, and to respond to and engage with these in an artistic way. Aesthetics also includes engaging with materials, recognising their qualities and transforming them into artefacts of all kinds through designing, shaping and making.

Enquiry. Being able to ask questions out of curiosity in ways that open situations up and generate knowledge is important to agency. It is the basis for scientific methods and understandings as well as interpretation, symptomatology, artistic activity and research of all kinds.

Democratic participation. The capacity for democratic participation has to be learned through experience of democratic behaviour in all its diversity as well as through understandings of different kinds of societies over historical time and cultural space. Learning about governance in different settings and self-management are important aspects of democratic understanding, along with the ability to recognise what hinders, manipulates and perverts democracy.

Lifelong learning. Lifelong learning involves being able to make sense and meaning of experiences, and apply learning in different contexts. It understands learning as transformation, not merely the retention of facts, information and accounts of the world that can be reproduced if required. Lifelong learning is dependent on motivation, and the capability to reflect, assess and plan.

Future thinking. Future thinking includes not only the ability to aspire to a different future but to be able to plan and take realistic steps towards realising these aspirations. It involves imagination and an understanding of the relationship between the present and the past. It means being able to withdraw from an intractable position in order to engage with problems which are difficult or seemingly impossible to solve.

Holistic thinking and spiritual experience. The capacity for holistic, living, joined-up thinking enables us to recognise patterns, correlations and interactions, and understand complexity and multidimensional phenomena, such as processes over time involving a multiplicity of factors. Spiritual experiences enables us to feel that we are part of something larger and less tangible, informing the deepest values and meanings by which we live, and giving an ethical orientation to our actions.

Judgement. Sound, autonomous judgement, based on knowledge, insight and the weighing up of numerous factors is the basis of ethics and being able to take up positions and the justify and explain them.

Each of the academic subject disciplines contributes to the development of these capacities in a range of ways. For each of the Independent School Standards areas of education, we are developing documents that outline the purpose of study, the aims of the curriculum, and the ways in which each one contributes to the development of the above capacities through its long term curriculum intent. Curriculum leaders use an intent, implementation and impact model to evaluate the effectiveness of provision. Intent is shown through the school's aims, Waldorf curriculum framework, subject purposes and sequencing. Implementation is shown through planning, teaching, resources, assessment and adaptations for pupils' needs. Impact is evaluated through pupils' work, assessment information, learning conversations, pupil and parent voice, destinations where relevant, and regular review by subject leads, senior leaders and trustees.

Waldorf as a skills-based education

We take the view that being able to apply skills always requires knowledge of the context and the relevant tools and materials, and that knowledge is of less value if it isn't applied, even in thinking, i.e. theoretically. We suggest, instead of treating skills and knowledge separately, it is more useful to think in terms of **skills as knowledgeable action with purpose**.

In order to monitor the growth and development of skills across school subjects and in different learning situations, it is useful to have a loose taxonomy of skills - loose because there are many overlaps and the same skill may be performed in different contexts.

Type of skills	Descriptors /some examples
bodily and practical skills	fine and gross motor skills, dexterity, balance and coordination, movement skills, muscle memory, effective tool use in all fields (e.g. needle and thread, carving knife, power drill, laptop, driving a vehicle), practical skills in various fields (e.g. cooking, gardening, household repairs), and craftsmanship
social and personal skills	communicative skills, proficiency in other languages, relationship skills, team skills, expressive skills, inter-cultural skills, sense of fairness and social justice, self-managing and personal organisation skills, empathy, ability to construct and maintain stable identities, acting autonomously, planning for the future, democratic skills
procedural skills	procedural skills, organisational skills, scientific methods, organising and curating information, research skills, presentational skills, aesthetic skills
subject-specific skills	reading, writing, numeracy skills, scientific, technological and artistic skills, historical awareness geographical consciousness etc.

Constrained and unconstrained skills

Our curriculum framework also distinguishes between constrained and unconstrained skills. Constrained skills are the basic skills in a field of learning that are necessary for the subsequent open-ended development of unconstrained skills. Constrained skills are usually only learned through explicit teaching over relatively short periods of a few years, compared to life-long learning of unconstrained skills.

Dispositions and habits of mind

Having a skill means being able to do something that one could not do before. Having a disposition or habit of mind inclines a person to use that skill and influences whether they use it reluctantly, only when externally required, or willingly, as part of expanded learning based on self-motivation. A resilient learner will persist in the face of setbacks and actively learn from mistakes. A learner disposed to playfulness and creativity will experiment, try out different solutions and be creative. Dispositions also include values and beliefs. If people find skills important and socially and culturally valuable, they are more likely to develop dispositions to use them. Values also influence the way we do something. It makes a difference whether we do something with care and pride in the outcome, with the sense that if it is worth doing, it is worth doing well, or whether it does not personally matter to us how we do something and what consequences this has. Someone who takes pride in doing something well may also care for the tools, materials and workspaces, clear up afterwards, and find pleasure and affirmation in whether others appreciate what they do. Notions such as vocation, service and doing good, as well as awareness of the consequences of our actions, are values that enhance skills.

2. Legislation and guidance

This policy reflects the requirements for independent schools to provide a broad and balanced curriculum under Part 1 of the Independent School Standards, including the need for full-time supervised education that gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical,

aesthetic and creative education, enables pupils to acquire speaking, listening, literacy and numeracy skills, and supports good progress according to pupils' abilities. It also reflects the DfE's current non-statutory guidance on the Independent School Standards and Ofsted's inspection expectations for non-association independent schools.

It also reflects requirements for inclusion and equality set out in the SEND Code of Practice: 0 to 25 years, the Equality Act 2010, the school's accessibility duties, and curriculum-related expectations for leadership and governance. The curriculum is planned so that pupils with SEND, pupils with English as an additional language, disadvantaged pupils, more able pupils and pupils with differing starting points can access learning, make progress and participate as fully as possible in the life of the school. The school's curriculum planning and subject documentation will show how pupils receive appropriate experience in the required areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Leaders will ensure that subject plans identify curriculum intent, key knowledge and skills, sequencing over time, assessment approaches and adaptations for pupils with different needs.

This policy complies with the School's Articles of Association.

The school will ensure that relationships education, relationships and sex education and health education are planned and delivered in line with statutory guidance and the Independent School Standards, with age-appropriate content, suitable regard to pupils' maturity and needs, appropriate parental consultation through the RSHE policy review process, and clear arrangements for parental requests to withdraw from sex education where this applies.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage statutory framework. Careers education and guidance will be embedded within the curriculum and wider school life so that pupils receive impartial information, advice and experiences that support informed choices about future education, training and employment. This includes age-appropriate opportunities to understand progression routes, develop employability skills and prepare for transition beyond the school.

3. Roles and responsibilities

3.1 The Trustees

The Trustees will monitor the effectiveness of this policy, oversee whether the curriculum continues to meet the Independent School Standards, and hold the Teaching and Learning lead to account for its implementation, including the quality of curriculum intent, implementation and impact across the school.

The Trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school has a curriculum which covers a broad range of subject disciplines, delivered through teaching that will enable all pupils to make good progress according to their abilities, and that such progress is properly assessed as part of a continuous process which feeds back into lessons.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- They participate actively in decision-making about the breadth and balance of the curriculum

3.2 Teaching and Learning lead

The Teaching and Learning lead 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 by the Trustees
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The trustee board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The trustee board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Subject Leads

Subject Leads will oversee specific curriculum areas and ensure progress for pupils through the curriculum on their individual school journeys. The Subject Lead is responsible for:

Strategic direction:

- Promoting the subject, its importance, and the value that it brings across the school
- Maintaining an evidence-informed understanding of how well the subject is planned, sequenced, taught, assessed and adapted for pupils' needs, and the impact this has on pupils' progress, achievement and wider development
- Using this understanding to feed into the school development plan and produce an action plan for the subject
- Promoting pupils' spiritual, moral, social, cultural, physical and mental development alongside universal human values in the teaching of the subject
- Consulting pupils, parents and staff about the subject and its effectiveness, and assessing the feedback against the school's values, visions and aims
- Working with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Working with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS
- Liaising with the SWSF/ sister schools on subject-related events, projects and activities

Leading the subject / supporting staff:

- Developing and reviewing regularly the vision, aims and purpose for the subject area (see pro-forma - Appendix A)
- Overseeing the planning of the curriculum content and coverage (planning trawls), ensuring it is well sequenced to promote pupil progress
- Ensuring the planned curriculum is effectively and consistently implemented across the school
- Making sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Holding team meetings / reports on the subject (minimum termly) to keep staff informed of any developments or changes (see pro-forma - Appendix B)

- Providing support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitoring teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school.

Efficient and effective deployment of resources:

- Auditing, checking and managing resources to ensure they are up to date and match pupil and curriculum needs
- Safe and organised storage of resources
- Supporting teachers to prepare appropriate resources so that the curriculum can be delivered effectively in different circumstances, including where pupils require reasonable adjustments, additional support, catch-up opportunities or temporary access to learning away from school.

3.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Early Years Lead will take specific responsibility for the younger children accessing a broad and balanced curriculum experience.

4. General Principles of the Education offered

Kindergarten

In the Waldorf Early Years approach, we provide time and space for the natural, unforced development of key skills as a basis for literacy, numeracy, and social and emotional competence. We provide a warm and secure learning environment where the qualities of childhood are nurtured.

See our Early Years policy for further information on the curriculum.

Lower school

Once children join lower school they have a class teacher who will generally stay with them through to the end of class 8. The first part of each day is spent in 'main lesson', weaving together physical, rhythmic, musical, practical and artistic activities with oral and written work. Main lessons are taught in three to four week subject blocks around a curriculum topic, such as literacy, numeracy, geography or history.

Lower school pupils also have subject lessons: Spanish (taught initially through games, songs and poems), music, art, handwork, modelling, form drawing, woodwork and games.

Middle school

In middle school specialist teachers begin to work with the class, complementing the strengths of the class teacher. This enables us to offer additional expertise and breadth of knowledge in our teachers. The class teacher continues to provide continuity of main lesson teaching and pastoral support. In numeracy, literacy and science, staff will liaise to bring GCSE-relevant outcomes that match the Waldorf curriculum in order to start to prepare for Upper school and GCSE exams, however the focus is still the Waldorf curriculum.

Upper school

The main lesson structure continues, but teaching is held by a group of specialist teachers and the structure of more subject-specific topics. Peripatetic teachers are also used to bring additional skills such as black-smithing. Pupils complete an independent project in Class 9, developing a cross-curricular focus of their own choosing.

See Curriculum themes document available separately.

5. Organisation and planning

5.1 Lower and Middle School

Explanation of how the curriculum is organised and delivered in the Lower and Middle School at Waldorf Cambridge is structured in the complementary: Framework for Curriculum Practice (K. Bransby and M. Rawson) and supporting curriculum documents. The school uses Waldorf UK's Art of Teaching app to support planning and assessment. Teachers will also make reference to *The Tasks and Content of the Steiner-Waldorf Curriculum* (K. Avison) and other key pedagogical texts.

These documents show:

The curriculum and wider life of the school actively promote fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are taught through age-appropriate curriculum content, modelled through relationships and routines, and reinforced through pupil voice, assemblies, class discussions, restorative practice, community activities and opportunities to encounter a range of beliefs, cultures and perspectives.

- The organic nature of the Steiner curriculum approach
- How subjects are designed, delivered and sequenced.
- How our curriculum covers the following:
 - Spiritual, moral, social and cultural development
 - British values
 - Relationships and sex education
 - Careers guidance
- Short, medium and long-term planning expectations
- What resources are available to support curriculum delivery
- How our curriculum suits local needs, including how we adapt the curriculum/subjects to suit local context and pupil transition.

See our EYFS documents for how our Early Years Curriculum is delivered.

5.2 Upper School

The Upper School curriculum balances both the Waldorf Curriculum (The Tasks and Content of the Steiner-Waldorf Curriculum) and GCSE curriculum for Maths, English Language, English Literature and Combined Science. The Waldorf Curriculum is accredited through the Level 2 diploma in Integrated Education which uses ongoing assessment and creation of a portfolio to evidence the level achieved during the course. This combination of qualifications and offer enables the school to facilitate next steps to Cambridge colleges for a whole range of aims and aspirations.

Teaching in upper school takes place in their class group, with specialists in their subject. The key principles of integrated learning do not change, but the focus on learning is increasingly intellectual – presenting theories, concepts and principles for analysis and debate, seeking to equip pupils with powers of discernment and a critical, but open mind, developing their ability to initiate and make decisions independently and creatively.

In Upper School we recognise that, increasingly, the pupils are going to be drawn in one direction or another. Their teachers and guardians will need to be sensitive to the individual interests of each child, balancing this with the desire to continue with a broad and deep curriculum.

Appendix C shows the outcomes and content for Class 9 and 10 Waldorf curriculum. Schemes of work are available for the GCSE content specific to the AQA exam board.

6. Inclusion

Teachers set high expectations for all pupils. They 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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every curriculum subject, 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 Accessibility Plan, EAL Policy and SEND policy.

7. Curriculum diversity and inclusivity, including decolonisation

Decolonising and diversifying the curriculum is an ongoing process. The school will review and adapt curriculum content so that pupils encounter wider global, historical and cultural perspectives and learn within a curriculum that is inclusive, reflective and age-appropriate. This requires critical engagement with sources, stories, images and examples so that marginalised voices, identities and perspectives can be represented with accuracy, dignity and respect.

Curriculum content and teaching resources will be reviewed so that they support safeguarding, respect for protected characteristics, equality of opportunity, and preparation for life in modern Britain. Staff will challenge discriminatory language, stereotypes and views that undermine the dignity, safety or equal worth of others, while supporting pupils to discuss complex issues in an age-appropriate and respectful way.

Socialisation, qualification and individuation (adapted from Martyn Rawson <https://www.waldorf-resources.org/single-view/de-colonizing-your-curriculum-some-tips-for-auditing>)

Socialization refers to how children learn to participate in the community they belong to. This includes social awareness and social skills and for most people today that means living in a multicultural and multi-ethnic

context. This means that children need to learn that people of different cultural or religious backgrounds, or are differently abled, who have a mother tongue that is different to that of the majority, people with different gender-orientation than the majority, women and minorities of all kinds may have different expectations, beliefs, ways of being and needs than children in the dominant cultural group. Many of these groups experience discrimination in a variety of explicit and implicit forms.

Teachers must be conscious of situations and stories that lack racial or cultural diversity. Curriculum adaptation should avoid reinforcing stereotypes or one-sided portrayals, while preserving the educational purpose, cultural context and integrity of the material being taught.

All staff should be aware of the opportunities for socialisation including:

- unchosen participation with others in activities (i.e. groups that are not self-chosen),
- being careful how we portray people in story and image (are all figures in blackboard drawings white/blond- and how do you portray black and brown faces on a blackboard?), and the language we use to relate to colour, especially black- does it always represent darkness, evil and stupidity? Is light always good and dark its implicit opposite.
- practicing listening to others and retelling their stories,
- hearing stories in which women and people from a range of diverse backgrounds appear and play key and positive roles (even if it means modifying traditional tales, legends and myths to redress one-sided portrayals and reinforcing of gender or ethnic stereotypes- after all these centuries of discrimination it is the least we can do),
- stories from a range of different cultures around the world and especially world tales in Goethe's sense of *Weltliteratur*, that is, stories that have a universal appeal and appear in many cultural forms, or which belong to world culture- my suggestion is to place local literature traditions at the centre of the narrative curriculum and group other literature and world literature around this,
- learning how people in different cultures and places live or have lived,
- telling historical stories from different perspectives (winners and losers),
- telling or reading biographies of people colour and ethnic minorities,
- learning about the history of slavery and its real impact on British, European and American societies,
- learning about the history of migration and immigration over the whole of history,
- giving examples of well-integrated cities and cultures in the past (e.g. Ancient Rome, Baghdad, Cordoba)
- looking at how different cultures have influenced our culture (including foodstuffs, fabrics, technologies, language) and in particular how all cultures have been influenced by other cultures.

It may be useful to ask the following questions before preparing the next block of teaching:

1. What social skills will be practiced?
2. In what way does the content of the lesson offer opportunities for experiencing and illustrating social qualities such as mutual support, tolerance and inclusion?
3. How multicultural is the story material?
4. Am I sure the stories I tell are as free as possible from colonialist elements?

Individuation refers to the process of becoming a person capable of taking responsibility for her own actions, forming judgements, being creative and behaving in an ethical (i.e. socially responsible) way. As teachers we cannot ensure that students have experiences in which they are open and receptive to the other and to the world, in which they experience situations in which they are moved, touched, motivated and challenged. We

can create opportunities for them to take responsibility without having to be asked, situations in which they are called forth by the situation itself to step up as a person. We can create opportunities for this to occur, be aware of such moments and appreciate them.

With regard to individuation we can ask;

1. What opportunities are there in which experiences of higher meaning can be felt?
2. Are there opportunities for students to take the initiative responsibly?
3. Is real creativity required and unprompted insight welcome?
4. Do students have opportunities to make meaningful choices and then to reflect on those choices afterwards?
5. Are there opportunities for encountering the real world and experiences that are rich in meaning.

8. Monitoring arrangements

Trustees monitor whether the school is complying with the Independent School Standards and providing a broad, balanced and ambitious curriculum through school visits, regular meetings, policy review, curriculum and subject-lead reports, school evaluation information, assessment information, parent and pupil voice, and scrutiny of improvement priorities.

The Teaching and Learning lead and Subject Leads monitor how subjects are planned, sequenced, taught, assessed and adapted through planning scrutiny, learning walks, work scrutiny, pupil voice, staff discussion, assessment review and follow-up actions recorded through subject plans and the school development plan.

This policy will be reviewed annually by the Teaching & Learning lead.

At every review, the policy will be shared with the Trustees.

Appendix A - Protect, Nurture, Develop

Subject:

Protect What is going well, and should be retained?	Nurture What green shoots of good practice have you seen that can be nurtured?	Develop What is not happening yet that you would like to develop? What innovations would you like to bring?

Appendix B - Subject Lead Outline / Reporting

Requirement/question	Evidence for your subject lead folder	For termly report (share with Trustees)
Who are the subject leads?	Subject leader list or directory	
Strategic		
How will you develop the subject in your school? (action plan)	Protect, Nurture, Develop plan / action plan. What is working well, and needs to be kept? What are the green shoots that need to be nurtured? What isn't happening yet that can be developed?	RAG rated action plan / share current version of Protect/Nurture/Develop plan
Curriculum development		
Where is your subject in the curriculum? How is it sequenced?	'Threads' document which identifies where the subject appears in the wider curriculum, and broadly what children learn at each stage	Share any updates / review work on these
High level curriculum documents	Curriculum framework for your subject	
Ambition of the curriculum	Some documentation from the National Curriculum, e.g. aims, something to show equivalence at the end of KS2/Class 5 Any GCSE and A-Level results	
Monitoring and Evaluation		
How well is the subject/curriculum being planned and covered?	Records of planning trawls	Share brief update
How well is the subject/curriculum being delivered?	Records of triangulation/book looks – match up curriculum documents, long/medium term planning, daily planning and work in children's books.	Share brief update
Development and Improvement		
Research	Examples of own CPD, research, reading etc Records of meetings with other SW subject leaders, including discussions on Mighty Networks	Share brief update
CPD	Records of any CPD that members of staff have undertaken, or you have led, and examples of impact	Share brief update
Moderation	Records of moderation meetings that you have led	Share brief update
Individual support	Records of meetings, mentoring or coaching where support is given to a member of staff	Share brief update

Appendix C – Waldorf curriculum

By the end of Class 9 the students should be able to –

- Gather facts and information relating to their interests
- Show self-motivated interest in the world around them
- Make logical, causal deductions, making judgements based on observation and understanding rather than purely on feeling
- Know how to make transition from 'idea' to 'ideal', and from ideal to applied practice
- Develop a feeling for technology as 'thought become worldly reality'
- Understand art and science as reflecting historical changes in cultural consciousness
- Learn through work and have as many practical experiences as possible
- Work in a team and solve problems together

Class 9 main lessons – theme of Polarity

- Geography – physical
- Physics – energy
- Biology – ecology
- Chemistry of plants
- Maths – permutation and combinations, geometry
- Performing arts
- English – History of Drama
- History – modern
- Art
- Basic computer skills
- Careers and work experience

Crafts – green woodwork – pole lathes, pottery, blacksmithing, black and white drawing, green woodwork – willow baskets, woodwork

By the end of Class 10 the students should be able to –

- Achieve objectivity and clarity in thinking, drawing logical conclusions, form common sense judgements
- Recognise natural laws using analytical thinking
- Understand how complex processes come about by working from basic principles
- Work with accuracy
- Apply what they have learned in order to respond to the practical needs of those around them
- Take more and more responsibility for their own work and behaviour
- Form their own opinions and be able to explain and justify them

Class 10 main lessons – theme of Analysis and Harmony

- Geography – human
- Physics – mechanics
- Biology – embryology
- Chemistry – mineral and inorganic
- Maths – trigonometry
- History – ancient civilisations
- Art

Please note, due to GCSE exams in the summer term, main lesson teaching content will finish at the Easter holidays.

Crafts – green woodwork, blacksmithing, textiles, sculpture, painting, woodwork.

Subject lessons in Upper School are –

GCSE based – Maths, English Language, English Literature, Science (Biology, Chemistry and Physics)

Level 2 diploma based – Art, Woodwork, Handwork, Learning for Life

Waldorf curriculum based – Games/Sports

WALDORF SCHOOL CHART

