

COGNITA

Curriculum Policy

September 2020



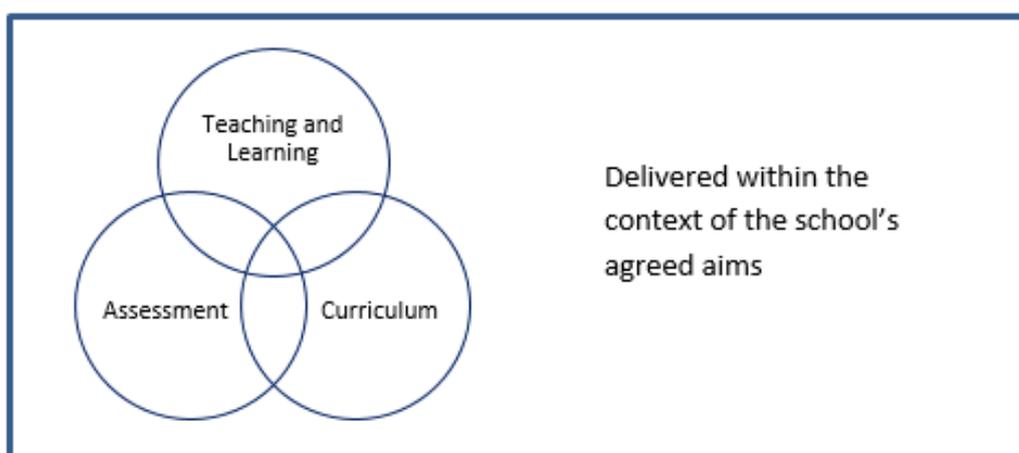
LONG CLOSE SCHOOL

1 Introduction

1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

- To inspire pupils through an education of breadth and depth
- To provide a safe and supportive school environment underpinned by excellent pastoral care, where each pupil can feel happy, confident, and valued as an individual.
- To foster a vibrant school community, built on trust, tolerance, and respect, and instil a sense of social responsibility.

- To provide a rich and stimulating school experience, where our pupils can explore and



develop their interests and talents and discover new ones.

- To provide a nurturing family

atmosphere in which every pupil can thrive and achieve.

We value:

- Kindness
- Respect
- Courage
- Ambition
- Integrity
- Resilience

1.2 This policy applies to all pupils, including those in the Early Years.

1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:

- 1.5 We aim to provide a curriculum to develop students who love learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where academic risk-taking; questioning and debating; challenging thinking and the freedom to learn from mistakes, are all encouraged.
- 1.6 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should instil in our pupils:
- A passion for life-long learning
 - A capacity for independent and critical thinking
 - Self-awareness, self-regulation and resilience
 - Self-confidence
 - Genuine interests that extend beyond the confines of the classroom
- 1.7 British value: democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.
- 1.8 Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

2 Taught Curriculum

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the (National Curriculum) at KS1,2,3,4 and is formally assessed at the end of each academic year for pupils in Year 1 – Year 9 via the GL summative assessments in English and Mathematics and at KS4 by GCSEs. The details of which exam boards are used at GCSE by our different subjects can be found in the year 9 options booklet. Our pupils also take GL summative assessments in Science at the end of years 7-9.
- 2.2 Pupils entering the school in years 7-9 take the MidYIS baseline test in September in their year of entry. All pupils take the Yellis baseline test at the start of year 10. The outcomes of Yellis tests are shared with pupils and parents as part of informed discussions about a pupil's potential. They are used to make sure that the curriculum offer is individualised to need.
- 2.3 Time awarded to each subject in each year group is visually explained in the curriculum model in appendix 1.
- 2.4 Details of how the taught curriculum is translated into subject Schemes of Work (SoW) and lesson plans can be found in the individual school phase / subject information section on our school Intranet.
- 2.5 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

3 Special Educational Needs and Disability - SEND

- 3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support.
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

4 SMSC

4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour; to show initiative and understand how they can contribute positively to the lives of those living and working in the locality as well as to society more widely
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England
- Develop tolerance, harmony and respect between different cultural traditions
- Encourage respect for other people, paying regard to the protected characteristics set out in the 2010 Act
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

4.3 In addition, our approach to SMSC ensures that all pupils will gain an:

- Understanding of how citizens can influence decision-making through the democratic process
- Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence
- Understanding that the freedom to hold other faiths and beliefs is protected in law
- Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- Understanding of the importance of identifying and combatting discrimination.

5 Religious Education and PSHE

5.1 Our school chooses to respond to the legal requirement in maintained schools to teach Religious Education and Sex and Relationships Education, and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education. Our programme encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010

- 5.2 Our PSHE course is delivered to all pupils through discrete PSHE lessons taught by our teachers. There is one lesson of taught PSHE a week in the Prep School and, in the Senior School. Elements of the programme may be supported through additional expertise, such as outside speakers. These sessions may deal with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education. In addition to these discrete sessions, PSHE is also taught across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). In Early Years, PSHE is taught through the Foundation Stage curriculum as well as through circle times and assemblies.

6 Co-curricular

- 6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport, enrichment and other activities and clubs. Regular themed days and weeks are held. These may include World Book Day, Pi Day, Science Week, Anti-Bullying Week, and Curriculum Showcase Days.
- 6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

7 Other Opportunities

- 7.1 Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:
- Careers and Higher Education
 - Work Experience
 - Leadership Training
 - Pupil Councils
 - Community Service
 - Duke of Edinburgh
 - Expeditions and trips
 - Fundraising Activities

8 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Head of Prep School and Head of Senior School, supported by the Assistant Heads who hold responsibility for the delivery of the curriculum. However, all staff are responsible for ensuring this policy is implemented and acted on
- 8.2 When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:
- Fulfils the aims of the school
 - Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress
 - Provides engagement and excitement for learning.

Appendix 1: Time awarded to each subject in each year group

Prep School	Subject	Number of lessons	% Curriculum Time
Year 1-2	English	6	20
	Maths	5	17
	Science	1	3
	RS	1	3
	Topic	7	23
	Spanish	1	3
	Music	1	3
	Games	1	3
	PE	1	3
	Swimming	2	6
	Art/ DT	1	3
	Enrichment	1	3
	PSHEE	1	3
	Computer Science	1	3
Year 3-4	English	6	20
	Maths	6	20
	Science	2	6
	Spanish	1	3
	RS	1	3
	VR	1	3
	TOPIC (History/Geography)	4	13
	Games	2	6
	PE	1	3
	Computer Science	1	3
	Music	1	3
	Art/DT	1	3
	PSHEE	1	3
	Enrichment	1	3
Year 5-6	English	5	17
	Maths	5	17
	Science	2	6
	Spanish	2	6
	RS	2	6
	VR	1	3
	TOPIC (History/Geography)	4	13
	Games & PE	2	6
	PE	1	3
	Computer Science	2	6
	Music	1	3
	Art/DT	1	3
	PSHEE/Assembly	1	3
	Enrichment	1	3
Senior School	Subject	Number of lessons	% Curriculum Time
Year 7- 9	English	4	13
	Maths	4	13
	Science	4	13
	Spanish	2	6
	RS	2	6
	History	2	6
	Geography	2	6
	Games & PE	3	10
	I.T. & Computing	2	6

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	Music	1	3
	Art	1	3
	DT	1	3
	PSHEE	1	3
	Enrichment	1	3
Year	Subject	Number of lessons	% Curriculum Time
Years 10 - 11	English	5	17
	Maths	4	13
	Science (Combined/Separate)	6	20
	Option 1	3	10
	Option 2	3	10
	Option 3	3	10
	Option 4	3	10
	Games	1	3
	PSHEE	1	3
	Enrichment	1	3

Ownership and consultation	
Document sponsor (role)	Group Director of Education
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Audience	
Audience	All school staff

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Wales	Yes
Spain	Yes

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Related documentation	
Related documentation	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards