

**COGNITA**

An inspiring world of education

# **Cumnor House School and Nursery**



## **Curriculum Policy**

**September 2017**

### 1.0 Introduction

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

- encourage the development of a love of learning within a structured, broad and balanced curriculum
- develop knowledge and understanding in all subjects to enable pupils to apply skills with confidence
- prepare pupils thoroughly for the entrance requirements of their senior schools, usually in the independent sector
- develop learning skills through encouraging a sense of curiosity, open-mindedness, perseverance, objectivity, reflection and critical thinking
- nurture individual pupil diversity emphasizing individual talents in a wide range of fields, including academic, music, sport, art and drama
- develop self esteem in each pupil and a positive belief in their individual abilities
- encourage pupils to become increasingly responsible for their own learning
- develop interpersonal skills including effective communication and teamwork
- develop values and opinions within the context of mutual respect and understanding of differing belief systems and cultures
- promote the adherence to the **Cumnor Way**:

Do your best to be your best self

Listen

Share

Forgive

Be helpful

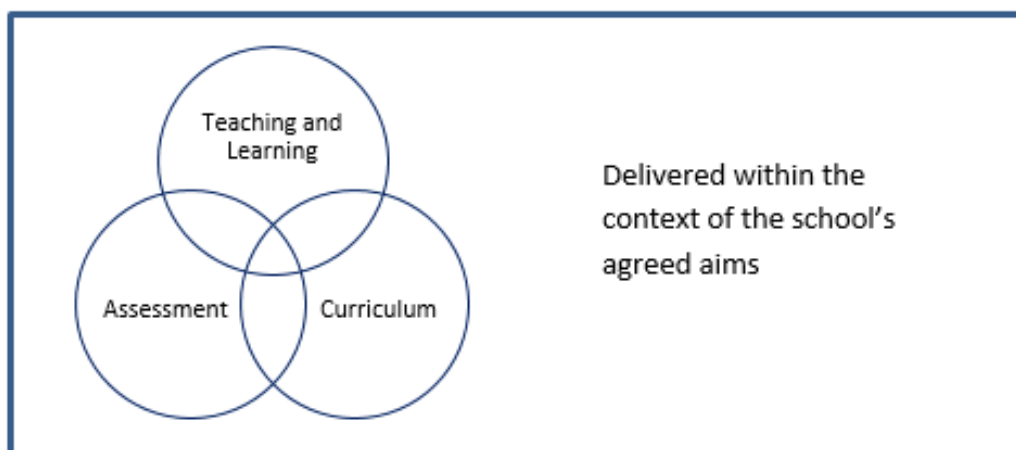
Be kind

Be truthful

Treat others as you would like to be treated

1.2 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'.

1.3 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.



- 1.4 We aim to provide a curriculum to develop pupils who love learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.
- 1.5 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 imbue in our pupils:
- A passion for life-long learning;
  - A capacity for independent and critical thinking;
  - Self-awareness, self-regulation and resilience;
  - Self-confidence without arrogance; and
  - Genuine interests that extend beyond the confines of the classroom.
- 1.6 British Values, which are 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.

### 2.0 Taught curriculum

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the (National Curriculum) at KS1,2 and 3 and is formally assessed at the end of Year 8 with the Common Entrance Examination. The details of which can be found in our Assessment Policy and on the school website. Our pupils also take GL summative assessments at the end of years 1-8 in English and Mathematics.
- 2.2 Pupils entering the school at any point from Y1 to Y8 will complete a cognitive ability test (CAT) and a Progress in English (PTE) and Progress in Maths (PTM) test to provide a baseline. In September all pupils from Y2-8 take the CAT test and Year 1 complete a VR and NVR test. These tests 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 subject information section on our website.
- 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.

### 3.0 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 or SENCo.
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) policy.

### 4.0 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, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- 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; and
- Understanding of the importance of identifying and combatting discrimination.

## 5.0 Religious Education and PSHEE

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 (PSHEE).

5.2 Our PSHEE course is delivered to all pupils through PSHEE lessons taught by a senior leader. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise such as outside speakers or the use of teachers with a particular interest or knowledge in a specific area. In addition to these sessions, PSHEE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in houses, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education.

## 6.0 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 and other activities and clubs. Regular themed days and weeks are held. These may include Roald Dahl Day, Black History Month, World Book Day, Maths Week, Science Week, Anti-Bullying Week or Art Week.

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.

### **7.0 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:

- 13+ Cumnor Diploma;
- Offices of responsibility;
- School Council;
- School Music and Drama performances;
- Community events;
- Fundraising;
- Various Societies and Activities; and
- Sport.

### **8.0 Responsibility**

8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Assistant Head. However, all staff are responsible for ensuring this policy is implemented and acted on.

8.2 When evaluating the use and impact of this Curriculum 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; and
- Provides engagement and excitement for learning.

## Curriculum Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Director of Education
Document author (name)	Danuta Tomasz, ADE
Consultation – May 2017	The following schools were consulted: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys' School, Downsend Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin. Education Team representative – John Coleman, ADE

<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	Yes

<b>Version control</b>	
Implementation date	01.09.2017
Review date	Review and update for implementation in September 2018

<b>Related documentation</b>	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards
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### Appendix 1

#### **CURRICULUM YEAR 3**

This is an important transition year into the Preparatory School. Whilst most of their academic time is spent with their Form Teacher, the boys will encounter a greater variety of teachers this year.

##### Subject allocation

English	8
Mathematics	8
Science	3
French	2
Art	2
Geography	2
History	2
Religious Studies	2
Music	2
ICT	2
P.E./Swim	2
Games	4
PSHE	1

#### **CURRICULUM YEAR 4**

##### Subject allocation

English	8
Mathematics	8
Science	4
French	2
Art	2
Geography	2
History	2
Religious Studies	2
Music	2
ICT	1
P.E./Swim	2
Games	4
PSHE	1

#### **CURRICULUM YEAR 5**

##### Subject allocation

English	8
Mathematics	7
Science	4
French	2
Art	2

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Geography	2
History	2
Religious Studies	2
Music	2
DT/IT	2
P.E./Swim	2
Games	4
PSHE	1

### **CURRICULUM YEARS 6-8 (11+ and 13+)**

The taught curriculum is broad and balanced delivered by specialist teachers. The courses ultimately lead to 13+ entry into public and local senior schools. The examinations at 13+ are based upon the syllabuses of the Common Entrance Examinations set by the Independent Schools Examination Board and are broadly in line with the National Curriculum. The more able boys may be entered for scholarship examinations after consultation with teaching staff and parents.

### **Year 6, 7 and 8**

Subject Allocation:

	Year 6	Year 7	8B	8J
English	7	7	7	7
Mathematics	8	7	7	7
Science	4	6	6	6
French	3	4	4	4
Geography	2	2	2	3
History	2	2	2	3
Latin	2	2	2	0
Religious Studies	2	2	2	2
Art	2	1	1	1
DT/IT	2	2	2	2
Music	2	2	2	2
P.E./Swim	2	1	1	1
Games	6	6	6	6
PSHE	1	1	1	1