

COGNITA

CUMNOR HOUSE SCHOOL FOR GIRLS



Curriculum Policy

September 2018

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:

Our aims and values underpin our policies, guidelines, practice and general ethos.

Our Values:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value a working partnership with parents to care for the particular needs and strengths of each child.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

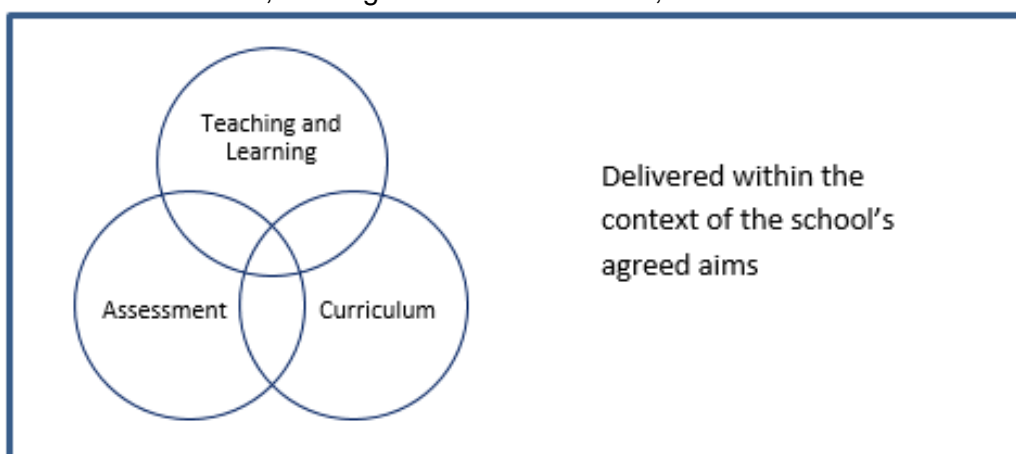
Our Aims:

- To develop knowledge, skills and understanding in all subjects that enables our girls to apply themselves with confidence, in order to provide as much choice as possible when selecting schools for their further education at 11+
- To encourage the development of a love of learning within a structured, broad and balanced curriculum; to develop self esteem in each girl promoting a positive belief in their individual abilities
- To develop learning skills by encouraging a sense of curiosity, open-mindedness, perseverance, objectivity, reflection and critical thinking
- To nurture pupil diversity emphasizing individual talents in a wide range of fields, including academic, music, sport, art and drama.
- To develop values and opinions within the context of mutual respect and understanding of differing belief systems and cultures
- To promote the adherence to the Cumnor Way :
 - ❖ 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 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 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.
- 1.6 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 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.
- 1.7 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.
- 1.8 Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

The written policy, plans and schemes of work:–

- (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and*
- (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.*

For the purposes of paragraph the matters are:

- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;*
- (b) that pupils acquire speaking, listening, literacy and numeracy skills;*
- (c) personal, social, health and economic education which:*
- (i) reflects the school's aim and ethos; and*
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);*

- *where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;*
- *that all pupils have the opportunity to learn and make progress and*
- *effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.*

2 Taught Curriculum

2.1 Our taught curriculum broadly follows and, at times, goes beyond the (National Curriculum) at KS1,2, and is formally assessed at the end of each academic year. Our pupils also take GL summative assessments at the end of years 1-6; in English and Mathematics.

Pupils are ultimately aiming for the standards set by the requirements of entry at 11+. In Year 6 pupils take a variety of examinations to enter at 11+. The composition of the curriculum is therefore influenced by this. Particular emphasis is placed on :

- English - literacy skills are acknowledged as vital to the progression of a pupil's overall educational development across the curriculum - our aim is to enable all pupils to read fluently and with understanding, write accurately, imaginatively and neatly in a grammatically correct manner, spell correctly and develop good speaking and listening skills
- Maths – numeracy skills are also recognized as fundamental to a pupil's progress at school – our aim is to build a secure foundation of mathematical concepts upon which more advanced problem solving skills may be built

Other curriculum subjects taught include Science, History, Geography, Religious Education, French, Music, Art, ICT, Food Technology, PSHE, PE, Games and Swimming (Ballet in KS1). In the pre-prep department, most academic subjects are taught by the class teacher. In KS2, pupils are taught by an increasing number of specialist subject teachers. *Details of subject policies, curriculum programmes and schemes of work are recorded electronically in the Staff Shared area and in hard copy form in the various subject handbooks.*

Curriculum planning

- We plan our curriculum in three phases:
- a long-term plan which indicates what topics are to be taught in each term, and to which groups of children – long-term plans are reviewed on an annual basis
- medium-term plans set out the topic of focus, learning objectives, activities, resources, differentiated materials, learning outcomes and methods of assessment week by week for each term – medium term plans are reviewed on a termly basis
- short-term plans are those that teachers write on a daily basis and which expand in more detail the areas of teaching and learning included in the Medium Term Plans
- Provision will be made in planning if pupils with Statements join the school. Planning will take into account the differing needs of all pupils.

2.2 Details of how the taught curriculum is translated into subject Schemes of Work plans can be found on our website. Time awarded to each subject in each year group is visually explained in the curriculum model in appendix 1.

2.3 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.

- 2.4 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 or SENCO.
- 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, 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 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 discrete PSHEE lessons taught by our teachers. 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 discrete 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 house, dealing with issues such as bullying, alcohol, sexual relationships and drugs.

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 and other activities and clubs. Regular themed days and weeks are held. These may include Book Week, Maths Week, Science Week, Anti-Bullying Week, Black History Month 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 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:
- Student Councils;
 - Involvement in the local community, in schools, residential care home, local events such as Remembrance;
 - Expeditions and trips;
 - Fundraising Activities;
 - Various Societies and Activities; and
 - Sport.

8 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is Laura Threadgold, Deputy head Academic . 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; and
 - Provides engagement and excitement for learning.

Curriculum Policy

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Karen Nicholson, ADE
Consultation – May 2017	Consultation with the following schools: 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.
Updated – April 2018	James Carroll, ADE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
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