

COGNITA

Curriculum Policy

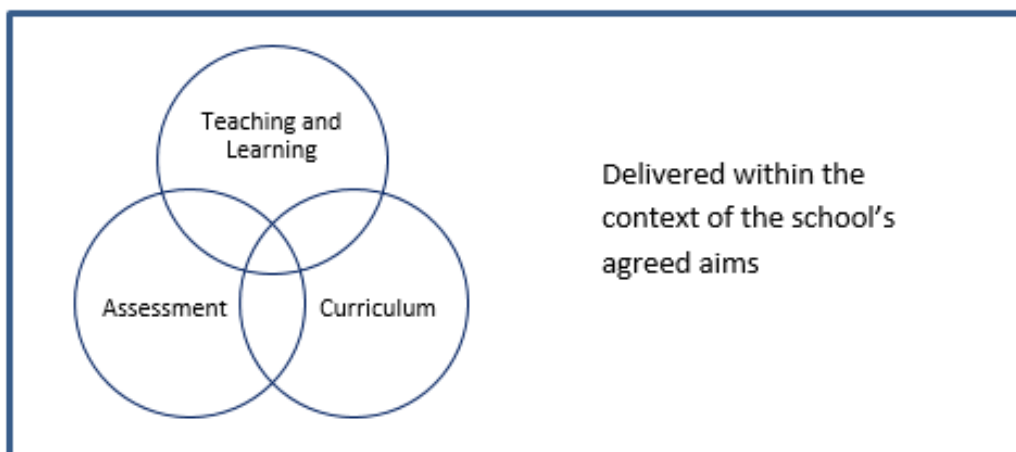


September 2023

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 create an environment where children feel physically and emotionally safe and secure, to ensure they thrive in the opportunities provided.
- To offer high quality educational expectations and pastoral care for each child, so that they fulfil their potential and feel supported at each stage of their academic journey.
- To nurture a cherished childhood, through an ethos of kindness, resilience and mutual respect.
- To enter a world of global citizenship, that ignites curiosity and fosters understanding and empathy.
- To work with parents and staff to enable excellent partnership for the benefit of their child.



1.2 This policy applies to all pupils, including those in the Early Years. See Appendix 2 for more details on EYFS.

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 holistic curriculum which develops every pupil as a confident individual who loves 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);*
- (d) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–*
- (i) is presented in an impartial manner;*
 - (ii) enables them to make informed choices about a broad range of career options; and*
 - (iii) helps to encourage them to fulfil their potential. The school has a separate careers guidance policy.*
- *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 EYFS and KS1 and 2. Our pupils take GL summative assessments at the end of years 1-6 in English and Mathematics.

- 2.2 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 are within our curriculum planning documents.
- 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 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 Relationships and Sex Education (RSE), and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHEE). Our programme encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010
- 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. Health through Science and PE; Citizenship through History & RE).
- 5.3 There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs and online safety.

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 or weeks are held. These may include Wellbeing week, Book Week, 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 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 young people and adults include:
- Leadership Training;
 - Pupil School Council;
 - School trips and residentials
 - Outdoor learning
 - Visiting speakers from a variety of professional groups
 - Whole School wellbeing focus
 - Fundraising Charity Activities;
 - Various Societies and Activities;
 - Sport, including opportunities to play in matches and tournaments

8 Responsibility

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

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- 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.

Ownership and consultation	
Document sponsor (role)	Group 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
Review – May 2022	Nicola Lambros DE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Review cycle	Annually
Implementation date	September 2023
Review date	September 2025

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

Appendix 1

Curriculum Model 2023 – 2024

Subject	Year1	Year2	Year3	Year4	Year5	Year6
English	5 hrs, 30 mins (incl. reading)	5 hrs, 45 mins	5 hrs, 30 mins	5 hrs, 30 mins (incl. VR)	4 hrs, 30 mins (incl. VR)	6 hrs (incl. life skills Spring and Summer)
Maths	5	5 hrs, 45 mins	5 hrs, 30 mins	5 hrs, 30 mins (incl. NVR)	5 hrs, 30 mins (incl. NVR)	5
Science	1	1	1	1	2	1
PSHE	1	45 mins	1	1	1	1
IT	40 mins	1	1	1	1	1
Music	1	1	1	1	1	1
Art	1	1	1	1	1	1
Spanish	30 mins	45 mins	1	1	1	1
History	1	1	1	1	1	1
Geography		1	1	1	1	1
P.E	1 hr, 45 mins	1 hr, 45 mins	3	3	3	3
Outdoor Learning	1	1	1	1	1	1
Drama	1	1	1	1	1	1
R.E	1	1	1	1	1	1
Self-Care, organisation, settling, transitions, reading etc	2 hrs, 5 mins					
TOTAL	23 hrs, 30 mins	23 hrs, 30 mins	25	25	25	25

<u>Reception</u>	<u>C&L</u>	<u>PD</u>	<u>PSED</u>	<u>Literacy</u>	<u>Maths</u>	<u>UW</u>	<u>EAD</u>	<u>Spanish</u>	<u>OTHER</u>
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Total	2.5h rs	2 hrs	1 hr	5 hrs 50 mins	5 hrs	2 hrs (Outdoor Learning and Science)		30 mins	6 hrs Includes PD, UW, C&L, PSED, EAD
<u>23 hrs, 30 mins</u>									

Appendix 2

Early Years Curriculum

High aspirations are fundamental to our approach to Early Years learning. From the early stages of learning in Nursery to the end of Reception, we are focused on developing lifelong learners who thrive on challenge and adventure. Kingscourt recognises that every child in our care is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. We encourage this by providing a dynamic, broad and balanced range of educational opportunities and experiences (both indoors and outdoors) which promotes learning by doing and exploring. At Kingscourt we utilise the Statutory Framework 2021 and the Development Matters document authored by Julian Grenier.

A fine balance is maintained between child led play/projects, where a child can be supported to extend their own learning and interests and adult led projects which intend to model techniques and introduce new concepts. This pedagogic approach draws on Vygotsky's theories of social constructivism through collaborative work and the use of the 'More Knowledgeable Other' to move learning through zones of development. Or as Bruner and Bloom might suggest taking the procedural skills taught directly by the teacher and consolidating them by applying the concept in a range of contexts to develop Mastery. The practice and consolidation of concepts helps pupils to embed learning.

Our curriculum at Kingscourt is bespoke as each child is given their own next steps to work towards to guarantee their learning is challenging and relevant. Most children are expected to fully achieve the early learning goals by the end of the Foundation Stage. This prepares them for learning in Key Stage 1 and is consistent with the National Curriculum. If a child reaches ELG level before the end of the Reception year they will start to work on the Year 1 objectives stated in the National Curriculum.

Pupils at Kingscourt have opportunities to investigate, collaborate, communicate, reflect and evaluate while fully engaged in their learning. The characteristics of effective learning are a key element in the early years. They detail the ways in which children should be learning from their environment, experiences and activities. The characteristics of effective learning run through and underpin all seven areas of learning and development within the curriculum.

