

# COGNITA



Duncombe  
School

An Independent Preparatory  
School and Nursery

## Curriculum Policy

### September 2019

Date Policy Reviewed	Policy Reviewed By	Reason/Outcome	Next Review Due
3 <sup>rd</sup> September 2013	Amanda Tierney	Review	Autumn 2015
20 <sup>th</sup> March 2016	Tom Le Tissier	Review	Spring 2018
2 <sup>nd</sup> February 2018	Tom Le Tissier	Review	Spring 2020
2 <sup>nd</sup> September 2019	Apoll Micele-Jones	Review	Autumn 2020

### 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:

#### Mission Statement

'Duncombe School will educate the whole child, fostering the individual's highest academic, creative, social and recreational standards within a happy, caring and stimulating environment.'

#### Mission Statement – Treetops

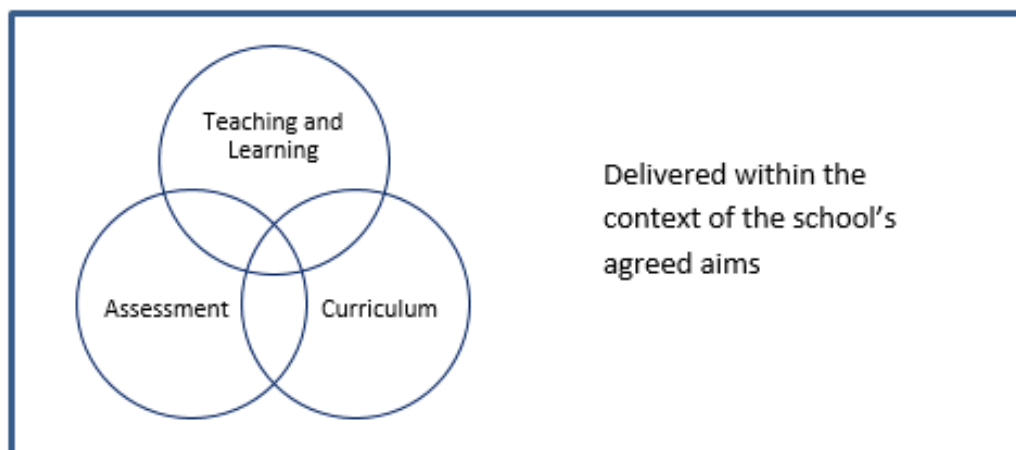
'Our primary purpose is to support children and parents through the early years of education. Treetops offers a carefully managed induction programme to school life and subsequently a broad and challenging education within a caring and secure family environment.'

### School Aims and Philosophy

- To educate the whole person (academic, spiritual, moral), promoting respect for Christian values but recognising and respecting beliefs, needs and achievements of others in our multi-cultural society taught through British Values.
- To provide a structured and happy environment where each member of the community is valued and secure and where there is a commitment to encouraging individual development.
- To promote high standards in all areas of life.
- To encourage self discipline, self motivation and self respect through promoting competition against self and objective standards rather than each other.
- To provide each child with a broad and balanced curriculum that encourages children to realise their full capabilities.

To foster a lively and varied learning environment adopting teaching styles relevant to each child's learning.

- 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);*
- (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 KS1 and 2 and is formally assessed at the end of KS2. Our pupils also take GL summative assessments at the end of years 1-6; in English and Mathematics.
- 2.2 The taught curriculum is translated into subject Schemes of Work (SoW) and lesson plans.
- 2.3 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, Mrs Susan Howes.
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

### **4 SMSC (Social, Moral, Spiritual and Cultural)**

- 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). 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 using the Jigsaw PSHE programme. 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 and RE; Financial Capability through Mathematics). There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as economic education.

### **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, Financial Capability Week, Space Week, International Languages Week and Safer Internet Day.
- 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:
- Leadership Training;
  - Pupil Council and Eco-Council;
  - Assisting in the wider community Service;
  - Expeditions and trips;
  - Enrichment opportunities;
  - Fundraising Charity Activities;
  - Various Clubs and After School Activities; and
  - Sport.

### **8 Responsibility**

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is Mrs Apollonia Micele-Jones. 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.

<b>Ownership and consultation</b>	
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 – June 2019	Danuta Tomasz, DE and Jo Storey, DE

<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	September 2019
Review date	Review and update for implementation in September 2020

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