

# SWANBOURNE HOUSE

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## 2a CURRICULUM POLICY

### Applicable to the Early Years Foundation Stage

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#### **Review Arrangements:**

November 2015 – S Cole, ISI Consultancy

Date	November 2019
Review Date	September 2020
Custodian	Deputy Head, Academic



## 1. MISSION AND VISION

To unlock and develop the confidence and individual talents of each child.

- a. To nurture every pupil enabling them to be resilient and build self-worth, through the widest variety of opportunities.
- b. To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge
- c. To ensure both day and boarding pupils are well prepared within the context of a character and values education for their next school and adult lives in a fast moving and challenging globalised world.

## 2. AIMS OF THE CURRICULUM

**It is the policy of Swanbourne House that all pupils should receive a broad, balanced curriculum that meets the needs of individuals across the full age and ability range. The curriculum does not undermine and actively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**

In general terms the school aims to:

- Provide full-time supervised education which gives all pupils experience in speaking and listening, literacy and numeracy and also in the broad areas of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- Provide all pupils with a full and rounded experience of learning, ensuring a strong emphasis is placed on a broad curriculum involving Art, Drama, Music, PE as well as Academic Subjects.
- Promote the spiritual, moral, cultural, mental and physical development of our pupils.
- Foster all pupils' creativity and develop essential skills, including learning skills.
- Promote a healthy lifestyle.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Inspire all pupils to a commitment to learning which will last a lifetime.
- Prepare all pupils for entry into their chosen Senior School.
- Prepare all pupils for the opportunities, responsibilities and experiences both in their next school and for adult life in British Society.

At Swanbourne House we seek to achieve these aims by:

- a. Using IEPs, setting, streaming and targets set by tutors and pupils to enable each pupil to reach for their full academic potential and to make good progress.
- b. Preparing pupils for transfer to Public School by Scholarship, CE (for 2020 only), Pre Senior Baccalaureate (PSB), Grammar School or selected 11+ schools.
- c. Introducing pupils to the core subjects as well as a broad set of subjects, including French, History, Geography, Religious Studies, Latin, Design, ICT, Music, Art and PE/Sport.
- d. Providing a range of activities, clubs, lectures and opportunities beyond the classroom which will broaden the horizons of the pupils and which are aimed at developing the whole person in each child.

The school's curriculum is based largely on the National Curriculum and the ISEB Common Entrance syllabuses and takes account of entrance and scholarship exams set by a variety of public schools, as may be appropriate for each child. In 3s (Nursery) the Early Years Foundation Stage curriculum is followed.

Personal, social and health education reflects the school's aims and ethos. Religious education is also provided for all pupils. In addition this programme ensures that respect for other people is encouraged. Paying regard to the protected characteristics set out in the Equality Act 2010.

The school aims to ensure that subject matter is appropriate for the ages and aptitudes of pupils, including exceptionally able pupils, SEND pupils and pupils with an EHCP. Appropriate programmes of activity are provided for pupils who are below the compulsory school age.

### 3. STATEMENT ON THE AIMS OF TEACHING

The teaching at Swanbourne House aims to:

- a. Enable pupils to acquire the essential skills of Speaking, Listening, Literacy and Numeracy.
- b. Enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- c. Foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves.
- d. Enable pupils to acquire the core skills of independence, communication, collaboration, resilience, reflection, and leadership
- e. Involve well-planned lessons, effective teaching methods, including use of IT where appropriate, suitable activities and wise management of class time.
- f. Show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account for the planning of lessons.
- g. Demonstrate appropriate knowledge and understanding of the subject matter being taught.
- h. Utilise effectively classroom resources of an adequate quantity, quality and range.
- i. Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use that Assessment information to plan teaching so that pupils can progress.
- j. Utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly.

### 4. PLANS, SCHEMES OF WORK AND DEPARTMENTAL POLICIES

In all curriculum subjects there are schemes of work which serve to achieve the school's objectives in the following areas:

- **Linguistic**

The school develops pupils' communication skills and increases their command of language through listening, spelling, reading, writing and speaking.

- **Mathematics**

The school develops skills of numeracy including calculation, understanding of concepts and the ability to think logically and express themselves clearly.

- **Scientific**

The school increases pupils' knowledge and understanding of nature, materials and forces, and in doing so enables them to develop the skills associated with science – observing, forming hypothesis, conducting experiments and recording findings.

- **Technological**

The school develops skills associated with the use of information and communication technology, and provides opportunities to work with tools, equipment and materials to build products of their own design.

- **Human and Social**

The schemes of work in history and geography ensure pupils are aware of their environment and how human action has influenced events and conditions.

- **Physical**

The school develops pupils' physical control and coordination and enables them to develop tactical skills through a wide variety of sports and games. It also enables them to acquire knowledge of the basic principles of fitness and health.

- **Aesthetic and Creative**

The school provides a range of activities enabling pupils to make personal, imaginative and practical responses.

- **Personal, Social and Health Education**

This programme encourages respect for other people, paying regard to the protected characteristics set out in the 2010 Equality Act. These protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

This programme is conducive with the school's aims and ethos and gives the pupils experience in spiritual, moral social and cultural education appropriate to the age and abilities of the pupils.

Full details of Schemes of Work and Departmental Policies for all subjects can be found in the Planning Folder held on the staff server. There is also a hard copy in the office of the Deputy Head.

### 3s (Nursery)

Children enter the 3s when they are three years old.

3s introduces the children to the important world of learning in a happy, caring and supportive environment, where they learn through exciting and challenging experiences.

There are two classes across the 3s which are allocated according to the age of the children. There are two classrooms and a large conservatory where the children have access to specific areas such as the writing table, sensory table, maths area, the computer, the painting easel, musical instruments and the book corner. The outside areas include a large garden, an enclosed courtyard and the 3s play area. The Main School grounds and buildings are also visited by the 3s children.

The children follow the Early Years Foundation Stage Framework 2019 and planned activities are set up daily to provide learning opportunities. Planning ensures that the broad and balanced curriculum is relevant and meaningful to each and every child. PSHE reflects both the school's aims and ethos and the EYFS. 3s is led by an experienced and qualified teacher. A second experienced and qualified teacher and two 3s teaching assistants complete the team.

The 3s joins the 4s to 6s for some playtimes and for end of term services including our nativity presentation, which is performed to the parents.

There is a trip at the end of every Summer Term and visiting speakers regularly come in to the school to talk to the children.

### **LOWER SCHOOL** – 4s, 5s and 6s (National Curriculum Years R, 1 and 2)

The Lower School is the natural progression from the 3s. The children in the 4s continue working within the Foundation Stage Framework, whilst the 5s and 6s cover the curriculum for Key Stage One.

Every year group can accommodate up to two parallel classes. All teachers are fully qualified and there are Teaching Assistants across the year groups.

Each year group plans together and differentiates for the needs of the children. Setting operates in the 6s for Maths. Special Educational Needs are met through in class support through teacher or teaching assistant input, or through specialist one to one teaching, for which there is an extra charge.

The 4s continue to follow the seven areas of learning for the Foundation Stage. The 5s and 6s follow a programme of Maths, English, Science, RS, Art, Topic (which covers the Humanities), Computing, PE, Swimming, Games and Music. In the Lower School, PSHE reflects both the school's aims and ethos and the EYFS.

Some lessons are taught by specialist teachers, such as Games and Swimming, with the support of Lower School staff. French is introduced as a subject taught by specialists in the 5s and 6s.

The Lower School children perform each term to their parents. This includes the Nativity, a presentation about their term's topic and Sports Day.

Daily reading activities are set by the class teacher to be completed at home. Weekly spellings and maths homework is also set for the 5s and 6s.

There are visits and trips which support the children's learning. Each year group also visits the local farm and other village amenities.

### **LOWER SCHOOL** – 7s and 8s (National Curriculum Years 3 and 4)

The 7s and 8s builds on the firm foundations established by the 6s. Liaison between staff supports a smooth and happy induction programme and consequent transition.

Each year group has two parallel classes. Setting operates in Mathematics.

Each year group follows a programme of Maths, English, Science, French, Topic which includes History Geography and RS, DT, Art, Computing, Drama, Outdoor Learning, NVR/VR Music and Games.

The majority of lessons are taught by the class teacher in the form's classroom; with some internal change for Maths.

Art, DT, French, Music, Games, PE Outdoor Learning and Computing are taught by specialist teachers.

The 7s and 8s have the opportunity to do prep in school or at home. Prep focuses on learning tables and spellings and maintaining regular reading at home, and Maths activities.

Our carefully structured progression of school examinations begins in the Summer Term of the 8s, up until this point summative assessments are referred to as 'tests'.

There are visits and trips to support the children's learning and residential activities for all pupils from the 7s upwards.

### **MIDDLE SCHOOL** – 9s and 10s (National Curriculum Years 5 and 6).

Each Year group usually has two parallel classes. Setting operates in Maths, English, French and additionally, in the 10s, for Latin.

The Middle School builds on the firm foundation of what has gone before but there is a greater emphasis on specialist teaching, movement around the school and personal organisation and independence.

Prep is set every weekday night except Wednesdays. School Assessments are taken in November and June.

Each year group follows a programme of English, Maths, Science, French, Latin, History, Geography, RS, Drama, Music, Computing, NVR/VR and Games. Nearly all pupils study Latin in 9s, and in the 10s the majority continue with this. Non-Latinists have extra teaching in English and Maths. Children also have the opportunity to participate in Outdoor Learning on a rotational basis.

Children are encouraged to take part in extracurricular clubs and activities. Trips and a residential experience are features of both years.

A small number of children will opt to transfer at the end of the 10s. For some this will involve 11+ transfer testing to Grammar School, some testing for early entry to Public Schools via their own entrance procedures or ISEB pre-tests and occasionally transfer to the state sector.

### **UPPER SCHOOL** - 11s and Top Year (National Curriculum Years 7 and 8)

Each year group generally has three classes. This is usually one Scholarship class and two PSB classes. Children follow a two year course to prepare them for Public School entry at 13+.

Most Children continue the study of Latin. Those who do not study Latin receive additional periods of Maths and English. Through PHSE and visiting speakers pupils receive careers guidance appropriate to their age, helping them to think about a range of career opportunities. Please see the Careers Policy.

The School has a particularly strong following for engineering with many pupils attending a weekly club.

Pre Senior Baccalaureate (PSB) – The PSB is an assessment model that has at its heart the development of the right values, skills, attitudes and behaviours required for children to succeed and flourish in an ever changing world. During the planning process staff consider the age appropriate PSB skills which will be taught and embedded within their subject. See Departmental Subject Policies and Schemes of Work.

To support the preparation for and anticipated transfer to next schools, Prep times continue and two Extra Study periods are introduced in the Top Year. Study Skills are taught during dedicated sessions.

Educational trips continue as do residential experiences. Notably, the 11s spend a week at a Chateau in France, engaged in a wide variety of activities to immerse them in the target language. The Top Year take part in a residential Geography and Science field trip and post Common Entrance they depart on a week long, Leavers' Trip.

## 5. PREPARATION FOR THE OPPORTUNITIES, RESPONSIBILITIES AND EXPERIENCES OF ADULT LIFE

A Saturday enrichment programme is available to pupils from the 9s to TY. It is optional in the 9s and 10s and compulsory for pupils in the 11s and TY. Teaching life-skills and character is one of the forefront objectives of a Swanbourne House education. We believe that developing a thriving enrichment programme is an essential part of promoting employability, academic attainment and teaching young people the skills they need to make good choices. These skills have benefits well beyond the classroom.

The enrichment promotes critical thinking and problem solving skills, improves pupils' ability to concentrate, and makes learning more meaningful, valuable, and rewarding. Enrichment activities are fun, which helps the pupils to become more engaged in their learning and retain more information.

Pupils who participate in enrichment activities also develop personal qualities such as:

- Increased self-confidence
- Increased self-esteem
- Creativity
- Perseverance
- Affability
- Leadership and decision making skills

The enrichment programme is overseen by the Head of Outdoor Learning and a termly programme of activities is published.

In addition to the enrichment programme, a leadership programme begins towards the end of the 11s, which complements and extends the school-wide emphasis on team work and responsibility. Opportunities to contribute to the leadership of the school abound at the top of the school.

The school's lecture programme extends and stimulates children's interest and knowledge of careers, issues and experiences beyond the classroom, the programme includes some presentations geared exclusively to the 11s and particularly the Top Year which prepare them for the responsibilities and experience of adult life.

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. A full statement of the school's sex education policy is available to parents. This policy has regard for the current statutory provisions on sex education contained within sections 403 and 405 of the Education Act 1996 and the government's guidance in 'Sex and Relationship Education Guidance published in 2000, and the Children and Social Work Act 2017.

Science and PHSE includes lessons covering alcohol and anti-drugs education.

Charity work and spirituality are also woven into the school's programme of activities each term.

Finally, the post PSB Leavers' Programme, Public School Inductions, further study skills, clubs and activities are all aimed at developing confidence and capability and stimulating an interest possible future career choices.



## 6. GENERAL STATEMENTS CONCERNING THE CURRICULUM

**These statements are further explored in the Academic Staff Handbook**

### **EQUAL OPPORTUNITIES AND DISCRIMINATION (EQUALITY ACT 2010)**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of age, disability, gender reassignment, regional or belief, sex, sexual orientation.

### **DISABILITIES**

In accordance with the statutory requirements and the Equality Act 2010 the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

### **DIFFERENTIATION**

A variety of differing teaching and learning methods and materials are used in all areas of the school to suit pupils' different needs.

### **MONITORING OF PUPIL PROGRESS**

The school has in place a framework for monitoring and evaluating pupils' performance. Pupils Progress is evaluated by reference to the School's own Schemes of Work and Progression of Skills documents, which are aimed at the skills needed to be successful at PSB and by reference to Standardised Tests. Information about the pupil's performance is provided to parents through reports and at parent teacher meetings. Teaching and marking systematically assess pupils according to the school's policy on assessment.

### **RELIGIOUS EDUCATION**

Religious Education is available to all pupils. Parents have the right to withdraw their children from religious education.

### **COLLECTIVE WORSHIP**

All pupils are expected to take part in collective worship. Parents have the right to withdraw their children from collective worship. The school has a programme of collective worship involving some whole Prep and whole Pre-Prep assemblies, small group assemblies and chapel.

### **SEX EDUCATION**

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex education policy is available to parents. This policy has regard for the current statutory provisions on sex education contained within sections 403 and 405 of the Education Act 1996 and the government's guidance in 'Sex and Relationship Education Guidance published in 2000, and the Children and Social Work Act 2017.

**In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.**

## **POLITICAL EDUCATION**

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. **Nor will the teaching of any subject 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.**

Political issues may be introduced in a number of courses but will be presented in a balanced manner.

## **PE AND GAMES**

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

## **EXTRA-CURRICULAR ACTIVITIES**

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. It is an expectation that pupils will take as full a part in this programme as possible.

## **LEARNING SUPPORT**

All teachers are considered to be teachers of Learning Support. It is the responsibility of all subject and class teachers to monitor, assess, inform and if necessary complete a record of concern which is passed to the SENCo. It is recognised that children with Special Educational Needs need to be identified as early as possible in their school career. The school maintains a SEND list of children with identified needs. Please refer to Policy A2 Special Educational Need and or Disabilities Policy.

## **EXCEPTIONALLY ABLE PUPILS**

The curriculum takes account of the needs of those pupils considered Able, Gifted and Talented, ensuring that they develop their knowledge, skills and understanding in order to reach their potential. An able pupil can be defined as one who achieves or has the potential to achieve, at a level significantly higher than his or her peer group in the school. Able, Gifted and Talented pupils are identified throughout the school and this information is stored on a list. Pupils who are identified as Able, Gifted or Talented are given opportunities both within and outside of the regular curriculum to develop these abilities, gifts and talents. The school has two academic scholarship classes to meet the needs of the most able and also provides mentoring groups for Art, Drama, DT, Music and Sport. For more information on Able, Gifted and Talented Learners please refer to the Able, Gifted and Talented Learners policy.

## **CONCERNS AND COMPLAINTS**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's personal or form tutor. If the issue is not resolved parents should make an appointment to discuss the matter with the Head of Key Stage. Complaints should follow the procedure as set out in A14 Complaints Policy (B16, E7).

## **MONITORING AND REVIEW OF THE CURRICULUM POLICY**

The Curriculum policy will be monitored by the Deputy Head- Director of Teaching and Learning, who will report to the Head on its implementation on a regular basis.

The Head will report to the governing body on the progress of the policy and will recommend any changes.