

SWANBOURNE HOUSE

THE *Stowe*
GROUP



Curriculum Policy

Date	February 2022
Reviewed	February 2023
Review Date	February 2024
Custodian	Deputy Head (Academic)

Amendments

Amendment	Date	Description
SW	March 2014	General overhaul of the policy
SH	August 2014	Tidying up and simplification of the policy
SM	August 2015	Revision of the policy to accommodate new ISI guidelines
SM	Nov 15	Review following ISI Consultancy report
SM	April 2016	ISI recommendations
SM	October 2017	Annual update of the policy
SM	September 2018	Annual update
SM	December 2018	Updated and approved following ISI Inspection

SM	November 2019	Annual update
SM	January 2022	Update
SM	February 2023	Reviewed

MISSION and VISION

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

1. To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.
2. 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.
3. 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.

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, ICSD's, setting and targets set by teachers and pupils to enable each pupil to reach their full academic potential and to make good progress.
- b. Preparing pupils for transfer to Public School by Scholarship, Pre Senior Baccalaureate (PSB) and Grammar School or other 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 Technology, Computing, Music, Art and PE/Sport.
- d. Providing a Saturday Enrichment Programme, 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 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 Foundation (Reception), 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.

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.

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.

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.

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.

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 on Share Point in the section called 'Departments'.

MANOR HOUSE - LOWER SCHOOL – Foundation (Reception), Year 1 and Year 2

Foundation is the entry point for children joining Swanbourne House. The children in Foundation work within the Foundation Stage Framework, whilst the Year 1 and Year 2 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 in each class.

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

Foundation children follow the seven areas of learning for the Foundation Stage. The Year 1 and Year 2 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 aims of the EYFS curriculum.

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 Year 1 and Year 2.

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 Year 1 and Year 2.

There are visits and trips and visitors to school, which support the children's learning.

MAIN HOUSE - LOWER SCHOOL –Year 3 and Year 4

Year 3 and Year 4 builds on the firm foundations established by Year 2. Liaison between staff supports a smooth and happy induction programme and consequent transition.

Each year group has two parallel classes.

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 as appropriate. [For example Phonics Groups]

From Year 3 upwards Drama, French, Music, Games, PE, Outdoor Learning and Computing are taught by specialist teachers. From Year 4 onwards Art, DT and Science are also taught by specialist teachers.

Year 3 and Year 4 have the opportunity to do prep in school or at home. Prep focuses on the acquiring of key skills in Maths and English including regular reading at home.

Our carefully structured progression of school examinations begins in the Summer Term of Year 4, 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 pupils from Year 3 upwards.

MIDDLE SCHOOL –Year 5 and Year 6.

Each Year group usually has two parallel classes. Setting operates as appropriate in Maths, English, French and additionally, in Year 6, 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. Whole School Examinations are taken in May. Subjects will also complete formative assessment and summative assessment for example, at the end of a unit of teaching or topic.

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/Classical Civilisation in Year 5, with the majority continuing in Year 6. Non-Latinists have extra teaching in English and Maths. Children also have the opportunity to participate in Outdoor Learning on a rotational basis within the specialist subjects.

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

A small number of children will opt to transfer to senior school at the end of Year 6. 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 - Year 7 and Year 8

Each year group generally has three classes. This is usually made up of 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 PSHE 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.

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 are longer.

Educational trips continue, as do residential experiences. Notably, the Year 7 spend a week at a Chateau in France, engaged in a wide variety of activities to immerse them in the target language. Year 8, take part in a residential Geography and Science field trip and post PSB they depart on a week long, Leavers' Trip.

COVID 19 Remote Curriculum Provision

During this uncertain period within the education sector, where pupils are having to be absent from school due to self-isolation we are keen to ensure that our pupils have access to a consistent and balanced curriculum.

Our aim is to ensure all pupils continue to receive excellent provision and continue their learning by:

- Providing an opportunity for continued excellence in teaching and learning with meaningful and ambitious learning tasks.
- An organised and familiar approach to teaching and learning using Swanbourne Digital Learning, an age appropriate digital platform.

EYFS (Foundation)

- We will continue to use Tapestry as our learning platform.

- Foundation teachers will upload onto Tapestry a weekly remote learning plan, which will outline what is being covered during the week. This can be used to support learning at home.
- EYFS staff will make daily contact with parents as required. This may take the form of an email, comments and support in response to work uploaded onto Tapestry. We will endeavour to be as flexible as possible to support the differing needs of families.

KS1 (Years 1 and 2)

- We will use Swanbourne Digital Learning as it is an easy to use online platform designed for an educational setting where teachers will be able to share information and set work, which enables the pupils who are absent from school to make progress.
- Feedback on the work submitted will be provided via email to the Parents.
- For children of this age group, the parent or guardian will be the primary user of Swanbourne Digital Learning, accessing the activities and sending finished pieces of work via email.
- KS1 staff will make daily contact with parents if required. This may take the form of an email, comments and support in response to work emailed.

KS2 and KS3 (Years 3-8)

- We will use Swanbourne Digital Learning or Showbie, as the children already have experience with these platforms, as they are used regularly to set prep.
- Teachers will share information and set work which enables the pupils who are absent from school to make progress.
- Pupils will be able to email their teachers for clarification of tasks.

Children with SEND

The Learning Support Department will continue to support pupils remotely.

PREPARATION FOR THE OPPORTUNITIES, RESPONSIBILITIES AND EXPERIENCES OF ADULT LIFE

A Saturday Enrichment Programme is available to pupils from Year 5 to Year 8. It is optional in Year 5 and Year 6 and compulsory for pupils in Year 7 and Year 8. 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.

This Enrichment Programme 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 Year 7, which complements and extends the school-wide emphasis on teamwork 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 Year 7 and particularly Year 8, which prepares them for the responsibilities and experience of adult life.

The school provides Relationship and Relationship Sex Education in the curriculum for all pupils. Please see the RSE Policy.

Science and PSHE 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, clubs and activities are all aimed at developing confidence and capability and stimulating an interest in possible future career choices.

GENERAL STATEMENTS CONCERNING THE CURRICULUM

These statements are further explored in the Information for Staff document.

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. The teaching of religions and belief systems engenders respect for other people. 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 Main House and Manor House assemblies, small group assemblies and Chapel.

RELATIONSHIPS SEX EDUCATION

The school provides Relationship and Relationship Sex Education in the curriculum for all pupils. Please see the RSE Policy.

Parents can ask to withdraw their child from parts or all of sex education taught as part of relationships and sex education. Parents cannot withdraw their child from sex education taught in science. Parents of primary age children can withdraw their child from sex education if they so wish.

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 SENDCO. 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 Special Educational Needs and or Disabilities Policy.

EXCEPTIONALLY ABLE PUPILS

The curriculum takes account of the needs of those pupils considered exceptionally able 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. Exceptionally able pupils are identified throughout the school and this information is stored on a list. Pupils who are identified as exceptionally able 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, please refer to the Exceptionally Able Pupils 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 or Subject teacher, if the issue is still not resolved then the complaint should be referred to the Deputy Head - Director of Teaching and Learning. Complaints should follow the procedure as set out in the Complaints Policy.

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.