

COGNITA

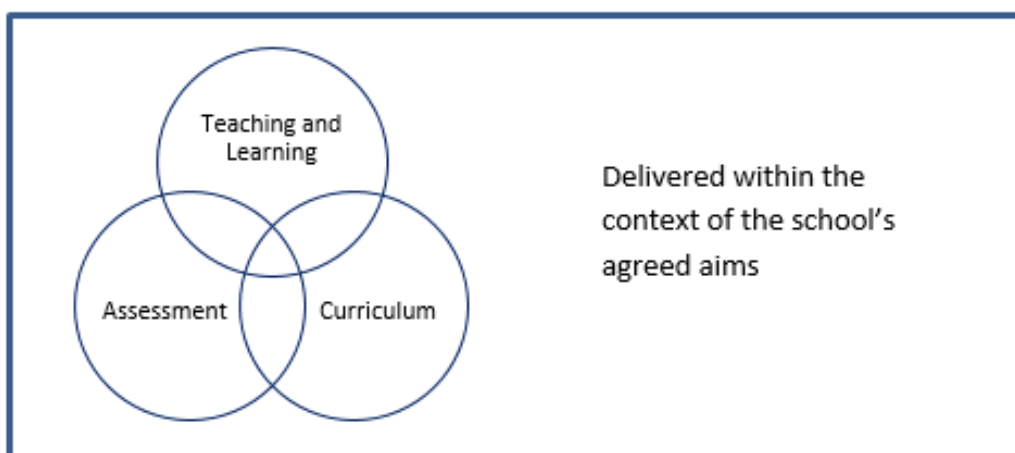
Curriculum Policy



September 2024

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 provide a safe environment so that each child is free to explore and learn
 - To encourage pupils to take pride in everything they do and have high expectations of themselves
 - To celebrate achievements and successes at every opportunity
 - To develop rounded, self-assured individuals, capable of embracing challenge and change
 - To be positive role models
 - To encourage children to respect each other and the world in which we live
 - To foster a lively and varied learning environment adopting teaching styles relevant to each child's learning.
 - To work in partnership with parents, in the best interests of their child
- 1.2 As a Rights Respecting School we are committed to embedding the UNRC through our school curriculum. We aim to inform pupils about their rights and encourage a culture that reflects in particular;
- Article 12 – You have the right to be listen to and taken seriously
Article 6 – You have the right to life, to grow up and reach your full potential.
Article 12 – You have the right to find out and share information
Article 28 – You have the right to an Education
Article 29 – You have the right to be the best you can be. Education must help you develop your skills and talents to the full.
- 1.3 This policy applies to all pupils, including those in the Early Years.
- 1.4 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'.
- 1.5 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:



- 1.6 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.
- 1.7 Effective learning describes methods of teaching and learning that actively involve children in their own learning and personal development. This involves children learning how to learn, rather than simply parroting information or copying techniques from teachers or other children. To this end we have developed the Oakleigh Learner Profile which encourages recognition and application of these characteristics.
- 1.7 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.
- 1.8 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.
- 1.9 Our curriculum is compliant with the following regulatory requirements as outlined in the Welsh Independent School Standards:

The school must draw up and implement effectively a written policy on the curriculum supported by appropriate plans and schemes of work, which provides for:

- *full time supervised education for all pupils of compulsory school age, which gives pupils experience in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;*
- *subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;*
- *pupils to acquire skills in speaking and listening, literacy and numeracy;*
- *where a pupil has a statement, education, which fulfils its requirements;*
- *personal, social and health education, which reflects the school's aims and ethos;*
- *where the school has pupils below compulsory school age, a programme of activities which is appropriate to their needs;*
- *the opportunity for all pupils to learn and make progress;*
- *appropriate preparation of pupils for the opportunities, responsibilities and experiences of adult life.*

2 Taught Curriculum

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the (National Curriculum) at KS1 and 2. Our pupils take GL summative assessments at the end of years 1-6; in English and Mathematics.
- 2.0 Details of how the taught curriculum is translated into subjects can be found in the curriculum booklets on Cognita Connect.

- 2.1 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 Additional Learning Needs

- 3.1 Our curriculum is inclusive. For those pupils with additional learning needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support or ALNCO.
- 3.2 Further details of this provision can be found in our Additional Learning Needs (ALN) Policy.

4 More Able and Talented (MAT)

- 4.1 In all aspects of our curriculum, provision is made for MAT pupils to be challenged and extended in their learning through questioning and differentiation by task or outcome for example. MAT pupils are identified using an agreed set of criteria and their progress tracked and monitored as part of the school's assessment procedures.

5 SMSC

- 5.1 Aspects of SMSC are integrated 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 Wales;
 - 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 and Wales.
- 5.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- 5.3 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.

6 RSE and PSHE

- 6.1 RSE is a not mandatory requirement in independent school in Wales; however, we provide this curriculum for all our learners. It is a positive and protective part of our curriculum and plays a central part in supporting our pupils' rights to enjoy fulfilling, healthy and safe relationships throughout their lives.
- 6.2 Our PSHE course is delivered to all pupils through discrete PSHE lessons taught by our teachers. There is at least one lesson of taught PSHE 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, PSHE 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, sex and relationships and drugs, as well as supporting careers and economic education.

7 Co-curricular

- 7.1 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, Puzzle Challenge Day or STEAM Day.
- 7.2 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.

8 Other Opportunities

- 8.1 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:
- School Councils;
 - Enterprise Challenge;
 - Fundraising Activities;
 - Various Societies and Activities; and
 - Sport.

9 Responsibility

- 9.1 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.
- 9.2 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
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Curriculum Policy

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.
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Audience	
Audience	All school staff

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Wales	Yes
Spain	Yes

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Related documentation	
Related documentation	Curriculum Policy Assessment Policy ALN Policy EAL Policy Prevent Duty Early Years Policy Independent School Standards