

COGNITA



QUINTON HOUSE SCHOOL

Curriculum Policy

September 2020

The Curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on students' experiences, helping them to become successful learners, confident individuals and responsible citizens.

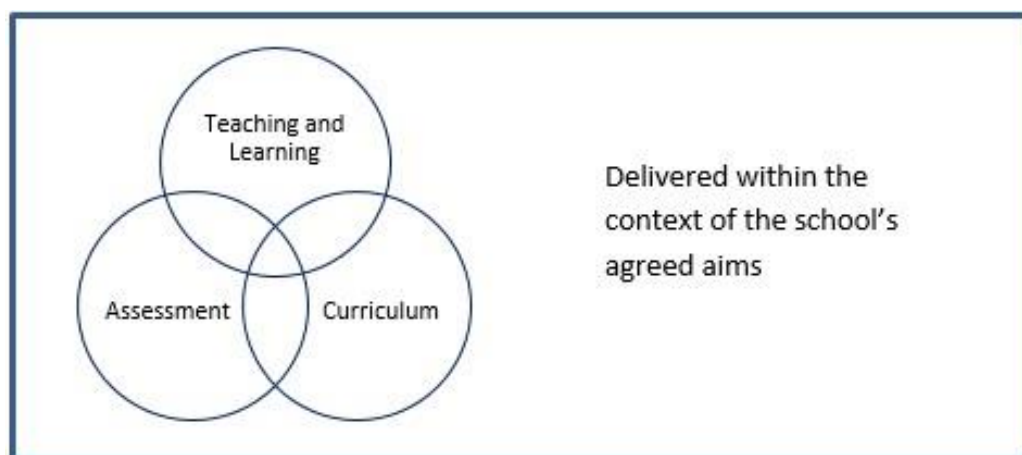
1 Introduction

- 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:

Quinton House School aims to provide a safe and caring 'family' environment in which the character, personality, individuality and awareness of each student are developed, and an approach to life is encouraged which accords with Christian values in the broadest sense.

The school seeks to help each student to achieve his or her individual potential and to promote his or her academic, personal, social and moral development. The school aims to inspire each student and to foster a genuine love of learning through his or her years in education and beyond.

We are committed to safeguarding and promoting the welfare of children and young people and expect all those who work with our students to share this commitment at all times.



- 1.2 This policy applies to all students, including those in the Early Years.
- 1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students 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 students 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 students 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 students:
- a passion for life-long learning
 - a capacity for independent and critical thinking
 - self-awareness, self-regulation and resilience

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- 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 students, including those students 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 (2)(1)(a) the matters are:

- (a) full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;*
- (b) that students acquire speaking, listening, literacy and numeracy skills;*
- (c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for students who are all temporarily resident in England and which follows the curriculum of another country;*
- (d) 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);*
- (e) for students 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.*
- (f) where the school has students 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;*
- (g) where the school has students above compulsory school age, a programme of activities which is appropriate to their needs;*
- (h) that all students have the opportunity to learn and make progress; and (i) effective preparation of students 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 KS1,2,3,4 and is formally assessed at the end of KS2 by CEM Tests and at KS4 by GCSEs. The details of which exam boards are used at GCSE by our different subjects can be found in the individual subject information section on our website.
- 2.2 Students entering the school in years 7-9 take the MidYIS baseline test in September in their year of entry; all students take the Yellis baseline test at the start of year 10; all students take

the ALIS baseline test at the start of year 12. The outcomes of all tests are shared with students and parents as part of informed discussions about a student's potential. They are used to make sure that the curriculum offer is individualised to need.

- 2.3 Details of how the taught curriculum is translated into subject Schemes of Work (SoW) and lesson planning can be found in the Curriculum Map for the whole school.
- 2.4 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all students 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.

The taught curriculum at Quinton House School should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on students' experiences helping them to become successful learners, confident individuals and responsible citizens.

The curriculum allows students to develop:

- a love for learning
- the confidence to express themselves fully
- a sense of caring for one another in their actions and deeds
- their self-esteem and self-worth
- the skills necessary to progress purposefully to the next stage in their development
- the literacy skills necessary to be able to communicate effectively in spoken and written English as well as being able to use those skills in a broader context
- the numeracy skills necessary to tackle a range of practical tasks and real-life problems
- investigative skills and a knowledge of strategies designed to overcome practical problems
- knowledge of a broad range of subjects.

3 Special Educational Needs and Disability - SEND

- 3.1 Our curriculum is inclusive. For those students with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENDCo.
- 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 students to develop their self-knowledge, self-esteem and self-confidence
 - enable students to distinguish right from wrong and to respect the civil and criminal law of England
 - encourage students 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 students 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 students 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 students 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). Religious Education is taught as a subject throughout the Preparatory Division and in the Senior School up to and including Year 9. 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 students 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. 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, sexual relationships and drugs, as well as supporting careers and economic education. In the Sixth Form, the PSHEE elements will be taught in a series of lessons forming part of their Life Skills suite. The Life Skills suite will prepare students for life after Quinton House, no matter which pathway they opt for after school. The Life Skills suite will prepare the students for university entrance, degree apprenticeships and direct entry to the workplace.

6 Co-curricular

- 6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our students 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 DEAR Week, Anti-Bullying Week, Mental Health and Well-being Week, Christmas Around the World and Cognita Global Be Well Day.

6.2 Students 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 students to gain the skills, knowledge and experience to be successful adults include:

- Careers and Higher Education
- Leadership Training
- Student Councils (Preparatory Guild and Senior School Council)
- National Citizenship Awards
- Duke of Edinburgh
- Expeditions and trips
- Charity and Fundraising Activities
- Various clubs, societies and activities; and
- Sport, music and drama.

8 Responsibility

8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Director of Studies in consultation with the Principal. However, all staff are responsible for ensuring this policy is implemented and acted on.

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, Downsends Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin. Education Team representative: John Coleman, ADE.
Updated – April 2018	James Carroll, ADE

Audience	
Audience	All school staff

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England	Yes
Wales	Yes
Spain	Yes

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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