

# COGNITA

## Curriculum Policy

### September 2018

### 1 Introduction

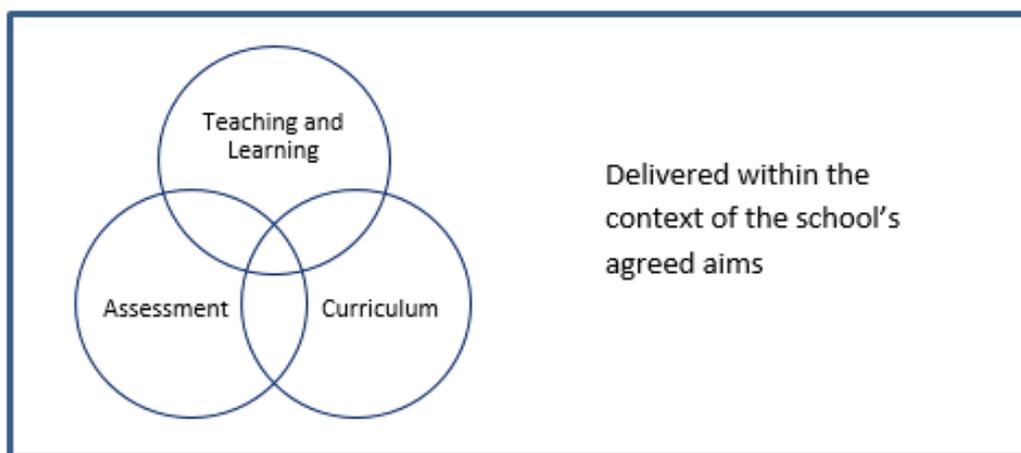
- 1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

At Long Close, we believe in preparing our students to make a difference in today's world, which is guided by our core values: family values, individualised learning and inspirational teaching. In delivering a connected experience, students find their strength and their own unique leadership style which is supported through educational excellence, character development and nurturing global citizenship.

**Altiora Petimus.** We seek higher things. These words, which sit beneath our 'Winged Pegasus' emblem, sum up the collective pursuit of excellence that characterises our School Aims at Long Close School.

- Long Close School is a Happy School. This happiness is built into the culture of the school. It comes from the unusual amount of individual attention we choose to give our students and the importance we place on family values and listening to our students, staff and in working together with our parents in an important partnership to get the best outcomes for our students.
  - At Long Close School we aim to 'Inspire Every Child' through the delivery of broad, balanced and largely STEAM focused curriculum, which challenges and inspires students to love learning and to shape a better world. Paramount to this is the importance we place on the Mental Health and Wellbeing of our Students.
  - Balancing Academic Achievement, Character Development and the Nurturing of a Global Perspective through our unique Cognita Global Learning Community, we aim to offer a curriculum which stirs the imagination, fosters creativity, develops students' critical thinking and inquiry skills and provides our students with the skills required for success in the 21<sup>st</sup> century. Our goal is to enrich the student experience by providing exceptional learning throughout their educational journey. We embrace change, develop creative competencies in our students, strengthen our community and connect LCS to the world beyond.
  - We identify individual potential and nurture it so that all of our children can make the very most of themselves. Through our passion for character development and opening the doors for our students to connect to our Global Learning Community, we inspire confidence and develop self esteem as we prepare them to be successful in their next stage of learning as we help them grow from the Learners of today to the Leaders of tomorrow.
  - Long Close children learn that their own success in life comes through hard work, self-discipline and inner strength – and we teach them how to develop and harness those characteristics. They are taught that happiness comes from the pursuit of success rather than the trappings of it and that they can spread that happiness through respect, tolerance, good manners, honesty, compassion and fair-mindedness. And they learn that personal fulfilment depends on maturity, confidence and independence of thought.
- 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);

- 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 KS1,2,3,4 and is formally assessed at the end of each Academic Year for pupils in Year 1 – Year 9 via the GL summative assessments Assessments; Progress in English, Progress in Maths and Progress in Science (Y3 – Y9); 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 of our GCSE Manual, which can be found on our website.

2.2 Pupils in Year 4, 6, 8, 10 take part in the CAT4 Assessments during the Baseline Assessment period at the start of the Autumn Term. Pupils entering the school in Years 7 take the MidYIS baseline test in September in their year of entry; all pupils take the Yellis baseline test at the start of year 10 in order to support the school in our assessment of Value Add.

The outcomes of all tests are shared with pupils and parents as part of informed discussions about a pupil's potential. They are used to make sure that the curriculum offer is individualised to need.

2.3 Time awarded to each subject in each year group is visually explained in the curriculum timetable model in appendix 1.

2.4 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, Kim Wall.

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 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).

- 5.2 Our PSHEE course is delivered to all pupils through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. In the Senior School, PSHEE lessons are taught by our Head of PSHE and Citizenship and supported by the wider work of Form Tutors during form periods.

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, tolerance and respect, sexual relationships and drugs, as well as supporting careers and 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, enrichment and other activities and clubs. Regular themed days and weeks are held, including charitable initiatives and involvement in PTA events such as the Christmas and Summer Fairs. These may include Curriculum Showcase Days, Book Week, Anti-Bullying Week and Enrichment Week.
- 6.2 Pupils are taken to places of interest on a regular basis. Educational visits, including outdoor learning, residential opportunities, international trips and an annual ski trip are organised 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:
- Careers and Higher Education;
  - Student Leadership Team (StLT)
  - Pupil Councils;
  - Community Service;
  - Bushcraft Experiences
  - Duke of Edinburgh;
  - Expeditions and trips;
  - Fundraising Activities;
  - Various Societies and Activities; and
  - Sport.

## 8 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Head of Junior School and Head of Senior School, supported by their Assistant Heads of Achievement who hold responsibility for the delivery of the curriculum. 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.

## Curriculum Policy

<b>Ownership and consultation</b>	
Document sponsor (role)	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
School Owners	Headteacher - Melissa McBride (Maternity leave from 4 <sup>th</sup> September 2018) Interim Headteacher - Kamaldeep Nijjar David McCarthy, Deputy Head / Head of Senior Sarah Harris, Head of Junior Preet Randhawa, Assistant Head Achievement (Senior) Smra Ghafoor, Assistant Head Achievement (Junior)

<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 2018
Review date	Review and update for implementation in September 2019

<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