
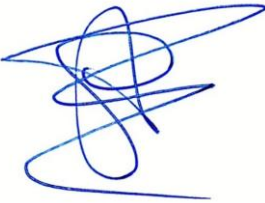


# Curriculum Policy

## Leehurst Swan School



|                            |   |                       |
|----------------------------|---|-----------------------|
| <b>Approved by:</b>        | <br>Headteacher<br><br>Chair of Governors | <b>Date:</b> 12.01.24 |
| <b>Last reviewed on:</b>   | 12.01.24  |                       |
| <b>Next review due by:</b> | 01.09.24  |                       |

**This policy applies to the whole school including EYFS and is available on the school website for parents to access. It should be viewed alongside the Learning Support Statement and the Disability Access Plan.**

### **Introduction**

The Leehurst Swan education is designed to celebrate the individual - everything we do is to create a community of learners in small classes who are supported in pursuit of individual passions and talents and well equipped and supported through our welfare provision to meet the challenges of the present and the future, taking account of individual aptitudes, needs and prior attainments including those pupils with an Individual Learning plan or EHCP, or those with EAL.

### **Our Mission is “To encourage every pupil to find their voice”**

The Leehurst Swan education is one based on Christian values, high academic standards, breadth of curriculum and exceptional pastoral care. It is designed to celebrate the individual and foster the unique interests and talents of each pupil from Reception to (I)GCSE.

### **Overview**

The pattern of the school day follows that of a traditional day school and there are no lessons on a Saturday. The curriculum in each subject and welfare provision is designed to offer continuity and progression of learning, appropriate for the ages and aptitudes and needs of pupils, including those pupils with an Individual Learning plan or EHCP, or those with EAL. The curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Leehurst Swan is committed to lifelong learning and strives to make learning a rewarding and enjoyable experience for everyone; it should be fun. Challenge is an important element of that enjoyment. Pupils are more likely to learn when they are motivated, feel valued and see the relevance of what is being taught. We believe that all pupils want to and are able to learn. The development of a pupil’s ability to be self-aware and emotionally literate, both as an individual and more specifically as a learner, is a vital part of the education we provide. Adaptive teaching gives the opportunity for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet and exceed expectations. Teachers are responsive to information about pupils’ learning, then adjust teaching to better match pupil need.

The curriculum includes all the planned activities that we organise in order to promote, learning and personal growth and development. It includes not only academic studies, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, but also a wide range of extra-curricular activities to enrich the experience of the pupils. It also includes the ‘hidden curriculum’, or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge, attributes and skills, so that they achieve their true potential.

Last Reviewed: 12/01/24, Next Review: 01/09/2024 or as required by a change in regulatory legislation.

As pupils progress through the school, there are increasing opportunities for them to follow their own interests, for example the Year 9 Independent Research Project. The school's curriculum goes far beyond that which is offered in the classroom. The school has a wide range of activities which support skills learned in the classroom or help develop wider interests. These include the Micro, Mini and Junior Duke Award scheme, the Duke of Edinburgh's Award scheme, Futures Fridays and a wide range of educational trips.

We recognise that education is a partnership between home and school and work closely with parents to encourage them to be fully involved with us in their children's education. We value the importance of creating an environment in which pupils feel safe, comfortable and secure; if this is in place they will thrive and love school with all its challenges. We recognise that learning will take place in and beyond the classroom. Through our teaching we equip pupils with the skills, knowledge and understanding, necessary to be able to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help pupils to lead happy and rewarding lives.

### **Aims and Objectives**

The aims of our school curriculum are:

- to enable all pupils to learn and develop their skills to the best of their ability, including those with a variety of different aptitudes and needs including those with an EHCP, or those with EAL.
- to promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach pupils the basic skills of speaking, listening, literacy, numeracy and computing;
- to enable pupils to be creative and to develop their own thinking;
- to teach pupils about their developing world, including how their environment and society have changed over time;
- to help pupils understand Britain's cultural heritage and the intrinsic values associated with being British;
- to enable pupils to progress to be positive citizens in British society, preparing them for the opportunities, responsibilities and experiences of life in British society;
- to encourage a global outlook and encourage links between the school and the wider community;
- to fulfil all the requirements of the National Curriculum, and prepare pupils for 11+ tests and (I)GCSEs as appropriate;
- to teach pupils to have an awareness of their own spiritual development, and to understand right from wrong;
- to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- to provide impartial careers advice for senior pupils so they make informed choices of (I)GCSE subjects, their next destination post 16, and a broad range of career options, helping and encouraging them to fulfil their potential.

### **EFFECTIVE LEARNING:**

- Pupils learn in different ways; teachers are aware of the processes by which pupils learn, the need for adaptive strategies, independent learning and critical thinking. Every effort is made to teach learners in the way they learn most effectively. Internal and external INSET is designed to support this.
- All staff use the guidance provided in the Provision Map. Liaison with Learning Support is effective in improving outcomes for all pupils.
- Creative and innovative approaches to learning are encouraged and supported through internal and external INSET.
- Pupils learn most effectively when they are actively involved with their learning. Lessons are structured to ensure variety, pace and engagement of all pupils.
- Pupils are more technologically literate than ever before and the use of the whole range of e-learning technologies is an important element of education.

### **EFFECTIVE TEACHING:**

- Inspires and enthuses pupils.
- Uses adaptive strategies that take account of individual aptitudes, and needs including those pupils with an Individual Learning plan or EHCP, or those with EAL.
- Explains what pupils will learn, why and how. Learning objectives are shared. Success criteria are clearly communicated.
- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills;
- Fosters self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- Demonstrates good knowledge and understanding of the subject matter being taught;
- Promotes fundamental British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith; the protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010 and does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.
- Effectively utilises classroom resources of a good quality, quantity and range;
- Uses a variety of questioning techniques and give the pupils time for Deep Thinking.
- Gives pupils regular feedback: positive, specific, constructive.
- Pupils know how they are doing and how to improve in order to achieve their potential and achieve higher standards.
- Provides opportunities for pupils to check their progress against success criteria.
- Opportunities are created for self and peer assessment.
- Promotes confidence that every pupil can improve. High aspirations are shared by all staff and all pupils. Pupils are inspired to succeed and aim high.
- All staff should have a repertoire of teaching techniques and use a variety within their lessons, from exposition to explanation, practical activities and investigations, discussion and problem solving; individual, group and whole class teaching, and e-learning.

- In all lessons there are high expectations and appropriate challenges for pupils of different abilities. Pupils are seated and grouped according to how they will learn best in a particular subject.
- Effective strategies are used for managing behaviour and encouraging pupils to act responsibly. Rewards and Sanctions are applied as outlined in the Behaviour Policy.

### **Organisation and Planning**

At key stage 1 and 2, lessons are taught as nine 35-minute lessons per day. At key stage 3 and 4, lessons are taught as ten 35-minute lessons per day. The timetable is organised on a weekly rotation. The school follows a three-year Key Stage 3 curriculum and a two-year Key Stage 4. Some departments may introduce GCSE knowledge and skills during Year 9 to prepare students explicitly for the increased demands of GCSE.

Curriculum overviews are available on the parent area of the school website.

<https://www.leehurstswan.org.uk/curriculum-statements?m=7>

<https://www.leehurstswan.org.uk/our-curriculum>

There are detailed schemes of work for every subject, in all departments, in all key stages. The schemes of work show continuity and progression of learning and long-term plans are reviewed on an annual basis. Planning takes account of individual needs and aptitudes and use adaptive strategies to give all pupils the opportunity to learn and make progress, including those pupils with an Individual Learning plan or EHCP. All lessons are part of a departmental scheme of work. These are available on the shared staff drive. Short-term plans are written on a weekly or daily basis. We use these to set out the learning objectives for each lesson to identify what resources and activities are going to be used in the lesson and outline adaptive strategies.

### **Resources**

A range of resources, appropriate to the pupils' age and needs, are used. IT rooms, reference materials and the library are all available to support learning. Independent learning is encouraged to further learning.

The use of e-learning opportunities is an integral part of engaging pupils and helping them learn in the ways most appropriate to them.

Staff create and maintain stimulating learning environments. Classrooms are well organised and the displays in the classroom are there to support and celebrate learning.

### **Setting**

At Leehurst Swan we endeavour to use adaptive strategies and provide the appropriate scaffolds, so all pupils can reach their own academic potential, taking account of individual aptitudes, and needs including those pupils with an Individual Learning plan or EHCP, or those with EAL.

In the classroom teachers adapt via activities set, questions asked and support given, to ensure that pupils receive the appropriate level of challenge. When the year group sizes permit, pupils are set by ability in mathematics, English and science. In Years 7 – 10 pupils are set by ability in mathematics and English. In Year 8 for 2023-24 pupils are streamed due to the nature of the cohort.

## PREP CURRICULUM

The curriculum is designed to offer continuity and progression in learning from the EYFS (Early Years Foundation Stage) to the end of Key Stage 2 and beyond. In EYFS we follow the EYFS Statutory framework.

[https://www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_K\\_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_K_2017.pdf)

In Key Stage 1 and Key Stage 2 while due consideration is given to DfE curriculum recommendations we ensure that our curriculum is planned to suit the particular age and aptitudes of pupils. We also strive to take account of pupils' interests and our setting within Salisbury when planning schemes of work.

<https://www.leehurstswan.org.uk/our-curriculum>

### Allocated Teaching Time

Curriculum time is allocated in the school timetable and complies with DfE guidance, with an increasing focus on specialist subject teaching as children progress up the school. Each lesson is 35 minutes long and although the timetable stipulates the minimum time spent on each subject; in reality, cross-curricular teaching often means that certain subjects are given more time than this, for example, by using computing skills in lessons outside of allocated IT or computer science lessons. PSHE, SMSC and Fundamental British Values are also examples of this as they are interwoven into many aspects of the school day.

Pupils in Year 3 – 5 are also given the opportunity to participate in 11+ familiarisation sessions on offer.

Detail of content and teaching in each subject is covered in more depth in separate subject handbooks.

### KS1&2 Curriculum allocations for 2023-2024

|            | R                                  | 1                        | 2  | 3                       | 4         | 5         | 6                       |
|------------|------------------------------------|--------------------------|----|-------------------------|-----------|-----------|-------------------------|
| Phonics    | 4                                  | 5                        | 4  |                         |           |           |                         |
| English    | 9                                  | 10                       | 10 | 11                      | 11        | 11        | 10                      |
| Maths      | 9                                  | 10                       | 10 | 10                      | 10        | 10        | 10                      |
| Science    | 2                                  | 2                        | 2  | 2                       | 2         | 3         | 3                       |
| Computing  |                                    | 2                        | 2  | 2                       | 2         | 2         | 2                       |
| MFL        |                                    |                          |    | 1x French               | 1x French | 1x French | 1x French<br>1x Spanish |
| Topic      | 7; including computing, art, DT RS | 4; including art, DT, RS |    | 3                       | 3         | 2         | 2                       |
| RS         | Included in topic learning         |                          |    | 1                       | 1         | 1         | 1                       |
| Art and DT | Included in topic learning         |                          |    | 3 x art/DT<br>1 x drama |           | 2         | 2                       |
| Drama      |                                    |                          |    | on 1/2 termly           |           | 2         | 2                       |

|                                |               |  |          |  |          |   |          |
|--------------------------------|---------------|--|----------|--|----------|---|----------|
| <b>Forest School</b>           | <b>4</b>      | <b>4 x Forest School on ½ termly rotation with</b> |          | <b>rotation with 4 x Forest School</b>               |          |   |          |
| <b>Music</b>                   | <b>1</b>      | <b>2 x music<br/>2 x PE</b>                        |          | <b>2 x music<br/>2 x PE<br/>on ½ termly rotation</b> |          | <b>2</b>  | <b>2</b> |
| <b>PE</b>                      | <b>2 x PE</b> |  |          |  |          | <b>2 x PE<br/>2 x swimming<br/>on ½ termly rotation</b> |          |
| <b>Swimming</b>                | <b>2</b>      | <b>2</b>   |          | <b>2</b>   |          |   |          |
| <b>Games</b>                   | <b>3</b>      | <b>3</b>   | <b>3</b> | <b>3</b>   | <b>3</b> | <b>3</b>  | <b>3</b> |
| <b>PSHE</b>                    | <b>1</b>      | <b>1</b>   | <b>1</b> | <b>1</b>   | <b>1</b> | <b>1</b>  | <b>1</b> |
| <b>Assembly/<br/>form time</b> | <b>1</b>      | <b>2</b>   | <b>3</b> | <b>3</b>   | <b>3</b> | <b>3</b>  | <b>3</b> |

### Senior School curriculum

All pupils at Key Stage 3 follow a curriculum of English, mathematics, biology, chemistry, physics, modern foreign languages (two languages in Year 7 (French, Spanish), one or two languages in Year 8 and Year 9, or core booster), history, geography, religious studies, art, design technology, IT, creative digital media (in Year 7 & Year 8), games and PSHE. Pupils acquire skills in speaking and listening, literacy and numeracy through the whole curriculum, but especially in English, mathematics, humanities and modern foreign languages.

Pupils in Year 7 study French and Spanish as their modern foreign languages, and most then continue to study one language or core booster support in Year 8 and Year 9. Pupils may continue to study two languages if they show aptitude or interest but this is usually offered off-timetable

Pupils in Year 9 have dedicated curriculum time allocated to work towards the DofE Bronze Award. It is the expectation that most pupils will progress onto the DofE Silver Award in year 10. All Year 9 pupils also undertake an independent research project, awarded Bronze, Silver or Gold with a 'Best in Show' trophy presented at prize giving.

### 'Finding Your Voice' GCSE Options pathways

Our, 'Finding Your Voice', curriculum offers a fresh GCSE options pathway tailored to individual strengths and interests. At Leehurst Swan we have maximised choice; all subjects are optional other than the compulsory core subjects of English and mathematics. Pupils choose seven optional subjects from a choice of seventeen. We do things differently at Leehurst Swan. We ask our pupils what combinations of options they want, and then so far as we can, we build the option choices around these combinations. This means pupil preference drives what we offer; this is a huge advantage for the pupil and half the battle won in terms of interest. Pupils choose seven full GCSE optional subjects from: biology, chemistry, physics, MFL, geography, history, business studies, religious studies, art, photography, drama, design and technology, music, physical education and computer science. <https://www.leehurstswan.org.uk/the-gcse-years-leehurst-swan>

## Core Booster

Whilst ten GCSEs is a reasonable aspiration for most pupils at Leehurst Swan, some pupils may choose to opt for fewer GCSE courses and benefit from additional specialist support in their core subjects through timetabled booster provision.

We believe that education is not about forcing pupils to fit a pre-determined mould; uniqueness matters. As a school, we encourage all pupils to find their voice, to explore and develop their passions and potential, preparing them to be adaptable to an ever-changing world. We are determined that pupils should choose subjects that inspire them—subjects in which they are emotionally invested. Our bespoke approach empowers pupils to be fully involved in their education increasing their chances of success and enabling them to realise their potential and fulfil their dreams.

We see success not just as achievement in examinations, but on the sports field, on the stage or in something outside of school altogether. Our individualised approach to teaching and learning ensures that every child is encouraged to ‘find their voice’, in whatever way that might be. Specific learning requirements, whether being stretched or a little extra support, are addressed either by subject specialists through adaptive strategies or through our learning support department, or a combination of both.

## Core Subjects

For the core curriculum, pupils will study full courses GCSEs in English language, English literature and mathematics only. Pupils have the option to take early entry mathematics at the end of Year 10, progressing on to take further mathematics, statistics, or continuing with mathematics as preparation for A level and life skills. All pupils also participate in games (sport) and personal, social, health and citizenship education (PSHE). Careers advice is covered in dedicated periods throughout the year. Year 11 pupils have a dedicated afternoon: ‘Futures Fridays’.

## KS3 Curriculum allocations for 2023-24 35-minute lessons per week

| Subject       | Year 7 | Year 8                                   | Year 9                                      |
|---------------|--------|--|---|
| English       | 6      | 6  | 6   |
| Mathematics   | 6      | 6  | 6   |
| Biology       | 2      | 2  | 2   |
| Chemistry     | 2      | 2  | 2   |
| Physics       | 2      | 2  | 2   |
| Spanish       | 2      | 4 French, German Spanish or core booster | 4 French, German or Spanish or core booster |
| French        | 2      |  |   |
| German        | 0      |  |   |
| Geography     | 2      | 2  | 2   |
| History       | 2      | 2  | 2   |
| RS            | 2      | 2  | 2   |
| DT            | 2      | 2  | 2   |
| Digital Media | 2      | 2  | 0   |
| IT            | 2      | 2  | 2   |



|                  |   |   |   |
|------------------|---|---|---|
| <b>Art</b>       | 2 | 2 | 2 |
| <b>Music</b>     | 2 | 2 | 2 |
| <b>Drama</b>     | 2 | 2 | 2 |
| <b>PE</b>        | 2 | 2 | 2 |
| <b>Games</b>     | 4 | 4 | 4 |
| <b>PSHE</b>      | 2 | 2 | 2 |
| <b>DofE</b>      | 0 | 0 | 2 |
| <b>Form time</b> | 1 | 1 | 1 |

#### **KS4 curriculum time - 35 minutes per week**

| <b>Subject</b>           | <b>Year 10</b> | <b>Year 11</b> |
|--------------------------|----------------|----------------|
| <b>English</b>           | 7              | 7              |
| <b>Mathematics</b>       | 7              | 3              |
| <b>Optional subjects</b> | 4              | 4              |
| <b>PSHE</b>              | 1              | 1              |
| <b>Futures Fridays</b>   |                | 4              |
| <b>Games</b>             | 4              | 4              |
| <b>Form time</b>         | 1              | 1              |

#### **PE/Games**

Each year group in the senior school has a games afternoon, paired with the year above &/or below in order to provide as wide a variety of activities as possible and to be able to conduct team practices and play matches against other schools, causing minimum disruption to the timetable.

#### **Personalised Learning**

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so only after the parents of the child have been consulted. Adaptive strategies ensure that there is access and opportunity for all pupils to learn and to make progress. Attention is given at all levels to pupils reflecting upon the process of learning, through study skills tutorials and individual help and support.

In addition to adaptive strategies work to support the less able and extend the more able, other initiatives are also in place to ensure that the able, gifted and talented are challenged and extended e.g. opportunities to learn chess, Salisbury City Challenge, UKMT Intermediate Mathematical Challenges and participation in local, regional and national competitions.

#### **Learning Support**

Learning support and welfare provision enables all pupils to reach their own academic potential, taking account of individual aptitudes, and needs including those pupils with an Individual Learning plan or EHCP, or those with EAL. If a child has a learning difficulty of any kind, including EAL or a specific learning difficulty such as dyslexia, our school does all it can to meet their individual needs.

#### How are pupils' need identified?

- Prior to entry: If a pupil falls under SEND the Head of Learning Support liaises with parents and previous schools to provide previous assessment results and detail of support received.
- On entry: Pupils new to Year 3 – 6 are assessed using standardised tests by a member of the Learning Support department. Senior pupils sit age-appropriate maths and English assessments. Below average scores may be an indication of a learning difficulty and the Head of Learning Support will liaise with parents and teaching staff to discuss the potential level of support required and if this can be facilitated by the school.
- Internal referral: If a child displays signs of having learning difficulties, their teacher makes an assessment of this need and then informs the Head of Learning Support. Pupils can, and do, refer themselves. In many instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.
- Referral to outside specialists: If a child's need is more severe, we involve our Head of Learning Support further who then contacts and speaks to parents about providing further assistance outside the classroom. Where necessary we advise parents to obtain a formal Educational Psychologist's report and a decision is made regarding whether or not an EHCP should be applied for.

### How are pupils supported?

The school provides a learning pathway for each of the pupils on the Provision Map. This sets out the nature of the difficulty and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. The provision map is updated on a termly basis.

Direct intervention may be required if pupils are identified, through data analysis and teacher observation, as making limited progress. In class or 1:1 support may be put in place temporarily until the pupil's progress is in line with their peers.

Core Booster sessions are for those pupils who do not take as many languages in KS2 and KS3 or who choose to take a reduced number of GCSEs. They are an opportunity to organise and catch-up on their classwork, coursework and homework, receive support from a core subject teacher and to complete thorough revision.

Access arrangements are arranged by the Head of Learning Support. All internal assessments are monitored by staff as to whether pupils require extra-time, word processors, scribes, readers or prompts; feedback is collected by the Head of Learning Support. Those pupils who appear to require an access arrangement are assessed at the end of Year 9 or later by an external assessor who is known to the school.

If the special needs of a pupil are extensive, we will hold a discussion with parents as to whether the school is the best place to provide for the pupil's needs. If after that discussion the decision is to keep the pupil at the school, the school and parents will jointly investigate applying for an EHCP to provide subsidised support for the individual.

## **Careers**

Impartial advice and information is available to help pupils consider their option pathways and their future beyond Leehurst Swan. Our Careers programme follows the Gatsby Benchmarks.

Pupils explore their potential through a personalised experience based on their interests and aspirations through Xello. Pupils discover new ideas, understand which careers best suit them and uncover how what they are learning in school links to future opportunities and their career destination. Xello helps young people plan and make better decisions about their future. It provides impartial careers guidance information and encourages a young person to explore their likes and dislikes, their personality type and helps them assess the skills they already have and relate them to future learning, training and career decisions.

The careers coordinator is available for individual discussions. Senior pupils are introduced to Xello, completing career-matching questionnaires based on individual interests, skills and aspirations. In Year 7 and 8 pupils are encouraged to identify their strengths and interests. In Year 9, the focus is on where different subjects can lead to in the future and guidance about options pathways. All pupils are offered a careers/GCSE options guidance interview with most pupils taking this opportunity. In Year 10 and 11, the focus is on sixth form applications, with the majority of pupils being offered places at their first-choice destination. Pupils and parents are encouraged to seek impartial advice from the careers' coordinator, tutors, mentors and teachers to make fully informed decisions. Year 11 have a dedicated afternoon with a careers' focus: Futures Fridays.

We aim to link curriculum learning to careers in addition to ensuring that all pupils have a meaningful encounter with employers/employees. All pupils in KS2, 3 and 4 can also choose to take part in various enterprise activities such as the Chamber of Commerce Education Challenge and the Peter Jones Foundation Insight into Entrepreneurship workshop. Such events may vary year on year. The school maintains good links with SEBP and has regular meetings with the Chamber of Commerce's education consultants, Peter Thompson and Maggie Fowler. Local labour market information is displayed on the Careers information board and shared with pupils, especially advising on apprenticeship opportunities. Year 11 are directed to the SEBP Instagram page for listings of apprenticeships in the local area. There is a SEBP programme of locally produced short films showcasing careers. These are shared with all pupils in form time and shared with KS4 pupils via MS Teams following careers interviews.

Virtual work experience and internship opportunities are shared with Year 10 and 11 pupils. Face-to-face work experience may be facilitated at the end of Year 11 after the (I)GCSE examinations.

Pupils on EHCP or with individual SEND needs are guided as to the most appropriate pathway, in consultation with outside agencies and parents as appropriate. Some pupils are given additional life skills workshops through Learning Support.

## **RE**

The teaching of RE is intrinsic to our school aims and ethos and contributes to promoting an understanding of the fundamental British values of democracy, the rule of law,

Last Reviewed: 12/01/24, Next Review: 01/09/2024 or as required by a change in regulatory legislation.

individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, as well as pupils' spiritual, moral, social and cultural development.

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Whole school assemblies also provide opportunities for exploration and reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect.

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

**PSHE** is taught throughout the school and encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the 2010 Act(a). The course is designed to reflect the schools' aims and ethos and provide opportunities to ensure there is effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. Pupils have the opportunity to reflect on their own experience and development, whilst at the same time showing understanding of others. The school's SMSC provision aims to provide opportunities through which pupils develop:

- Their self-knowledge, self-esteem and self-confidence
- The ability to distinguish right from wrong and to respect the civil and criminal rule of law of England.
- A willingness to take responsibility for their behaviour, to show initiative and understand how they can contribute positively to the lives of those living and working in the community.
- 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.
- Respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010: age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

- Respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

At Key Stage 1&2 all pupils have a single period of PSHE per week. At Key Stage 3&4 all pupils have a double period of PSHE per week. PSHE and SMSC is also developed through other curriculum areas, through the pastoral system, and through the school's overall ethos. Teaching in any subject precludes the promotion of partisan political views and pupils are always offered a balanced presentation of opposing views.

### **Relationships and Sex Education (RSE)**

Young people need high-quality relationships and sex education, so they can make wise and informed choices and understand their rights and choices as individuals with diverse moral, cultural and religious views. Young people and parents want an education that reflects the realities of growing up in modern society and equips them to enjoy safe and respectful relationships.

It is lifelong learning about physical, moral and emotional development. It aims to give students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and to stay safe on and offline. It enables exploration of attitudes and values and helps build self-esteem and confidence to view themselves and their sexuality and gender positively.

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is the Head of PSHE in consultation with the Deputy Head. RSE issues will be discussed in a safe environment where trust, co-operation and support between the pupils and staff minimises embarrassment and is fully inclusive. All teaching staff receive annual child protection training and are aware of how to treat a disclosure by a pupil.

In accordance with guidance under section 80A of the Education Act 2002 all prep pupils are provided with relationship education and all senior pupils are provided with relationships and sex education in accordance with statutory guidance from September 2021. The school ensures that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Regular feedback is provided on pupils' progress, and teaching is assessed and assessments used to identify where pupils need extra support or intervention, with progress captured through, for example, tests, written assignments or self-evaluations in accordance with the RSE statutory guidance.

In the RSE programme we also fulfil the legal obligation to provide information about Sexually Transmitted Infections (STIs) and HIV/ AIDS, FGM, abortion, assisted contraception, exploitation, LGBT+ equality matters, family life and forced marriages. Facts are presented in an objective and balanced impartial manner. Pupils will be made aware of the difference between fact, opinion, religious and cultural beliefs and the importance of tolerance living in modern society. Given the concerns about child sex abuse and exploitation and the risks associated with growing up in the digital world, the

curriculum is designed to meet the needs of all of its learners, equipping them with the knowledge and confidence to make the right choices and stay safe.

Pupils are helped to recognise pressure from others, to be able to discuss relationships and recognise and express emotions, develop skills in challenging prejudice and valuing diversity. They are made aware of the help and advice available from sexual health and community services as well as other adults such as parents and carers.

The long-term goal is to promote positive aspects of relationships, both emotional and physical and self-respect. The objectives of the RSE curriculum are to:

- Increase tolerance, respect and mutual understanding
- Enhance knowledge of risks and counteracting myths
- Improve effective contraceptive use by teenagers who are already sexually active
- Provide effective skills to those who wish to resist unwelcome pressure
- Ensure that students know how to keep themselves safe
- Understand and value themselves as unique individuals

Throughout all the key stages pupils are encouraged to develop the range of personal and social skills needed for relationships with family and friends which are age appropriate. Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSE up to and until three terms before the child turns 16. If a parent wishes to do this, they should make a request in writing to the Headteacher.

### **Safeguarding**

The school, coordinated by the Designated Safeguarding Lead and in consultation with the Deputy Head, Head of EYFS, Head of IT and Head of PSHE, regularly and actively consider how children may be taught about safeguarding, including online, through the curriculum and PSHE, in accordance with statutory guidance. This includes educating pupils about online safety so that they can be safeguarded from potentially harmful and inappropriate online material.

### **British Values and Preparation for Life in British Society**

Wherever possible, the curriculum at Leehurst Swan aims to teach the Fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty.

Beyond timetabled lessons, pupils are given many opportunities to develop the appropriate skills and attitudes needed to make a valuable contribution to society, both now and in the future.

Such opportunities include (but are not limited to):

- Trips to Houses of Parliament, Windsor Castle, the Battlefields, Berlin and places of religious worship;
- School council as an introduction to voting, democracy and government;
- Prefect roles in Year 6 and Year 11, House Captains in Year 2, 6 and 11 to provide them with areas of responsibility and develop their understanding of the rule of law;
- Visits from the local police, fire and ambulance service and a range of guest speakers including the local MP.

## Homework

Homework is an essential part of the curriculum. Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study and is an important part in raising pupil achievement. When appropriate homework is set, it enhances learning, improves achievement and develops study skills. Effective homework requires careful planning and integration into each subject's programme of study. The amount of homework set depends on the academic year group. The amount of homework is based on recognition of the fact that pupils need to be given time to participate in a wide range of extra-curricular activities and need to have 'down' time at home with their families.

Homework for Reception, Years 1 and 2 is set appropriately, with the expectation that pupils read to an adult every day and practise phonics, spellings and key number facts, as directed. For Years 3-6, pupils are expected to complete up to 30 minutes of homework per evening, which includes daily spelling, reading and times tables practise, alongside an extended piece of homework. Maths and English homework is set twice a week and an additional piece of homework may be set for pupils in Key Stage 2 across other subjects, on rotation.

Any Key Stage 1 and 2 homework set will be sent home in folders and will be completed on paper or in homework workbooks, as directed by the class teacher. Pupils in Reception to Year 4 are all given reading records to be completed each time they read.

Key Stage 1 and 2 homework is set in class and a weekly newsletter detailing homework is sent to parents of each year group via the Dojo platform.

For Years 7-11 homework is set on MS Teams and may be submitted and marked electronically. Subject homework allocations are as follows:

### Year 7&8

Maths/English 1x30 minutes per week

Physics, Chemistry and Biology 1 x 15 minutes per week

French/German/Spanish 1 x 10 minutes per week (15 minutes in Year 8)

History/Geography/RS 1 x 30 minutes every 2 weeks

Drama/Art/IT/DT/Music/Digital Media 1 x 30 minutes every 2 weeks

### Year 9

Maths 1 x 20-30 minutes per week

English 1 x 30 minutes per week

Physics/Biology/ Chemistry 1 x 15 minutes per week

French/ Spanish/German 1 x 15 minutes per week

History/ Geography/RS 1 x 40-60 minutes every 2 weeks

Drama/Art/IT/DT/Music 1 x 30 minutes every 2 weeks

DofE Volunteering, Skill, Physical (1 hour a week for 3 months each)

**Year 10 and 11 do not have a published homework timetables as their timetables are bespoke according to their option choices. Allocations for Year 10 and 11:**

Maths 1 x 40-60 minutes per week (In Year 11 gained time will be spent on revision for other subjects)

English 2 x 20-30 minutes per week

Option subjects: 1 x 40-60 minutes per week

Last Reviewed: 12/01/24, Next Review: 01/09/2024 or as required by a change in regulatory legislation.

## **Transition**

When pupils are about to move between the key stages and also between year groups, members of staff meet regularly to discuss the abilities of the individual child and share assessment information to ensure continuity, progression and a smooth transition. When moving from the Prep School to the Senior School entrance papers are sat in verbal and non-verbal reasoning. Those applying for scholarships sit additional papers. Assessment data and information on social skills and situations are also used to inform teaching at the next stage.

## **Assessment (See Assessment & Reporting Policy and Marking Policy)**

Assessment is an integral part of learning and teaching. Assessment of learning is both formative and summative and involves the marking of work, core assessments, tests, and exams. A framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that all pupils can progress. Assessment to ensure progression in learning is ongoing, with targets for improvement written in exercise books. Feedback is effective and informs teacher's planning. The school does not take part in government tests (SATs), though pupils take BASE in reception, INCAS in Year 1, 3, 5 & 6, NFER in Years 1-5, MidYIS in Year 7 and Yellis in Year 10.

## **The role of the Head of Department**

The role of the Head of Department is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- ensure all SOW are reviewed, updated, placed on the staff drive and monitored;
- monitor pupil progress in that subject area;
- prepare pupils for internal and external exams, coursework and NEAs;
- set entrance exams, internal exams and half termly core assessments as required;
- monitor quality of feedback and marking in the department;
- oversee the input of tracking data for the subject;
- provide efficient resource management for the subject;
- write and regularly update the departmental handbook;
- hold regular departmental meetings;
- provide opportunities for observation of lessons between members of the department.

It is the role of each Head of Department to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each Head of Department reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, the 11+ and (I)GCSE syllabuses, as chosen by them, and that progression is planned into schemes of work. The Head of Department also keeps a departmental handbook and evidence portfolio in which all departmental documentation is kept alongside examples of pupils' work, which show expectations of attainment and pupil progress.

## **Monitoring and Review**



The Governing Body is responsible for monitoring the way the school's curriculum is implemented. The Education and Welfare Committee liaises with the Headteacher and Senior Leadership Team to set the statement of aims and values of the school, and to review the success of the school in delivering those aims.

The Deputy Head and Head of Prep are responsible for the day- to-day organisation of the curriculum. They collect the planning documents of each department and checks that all classes are taught the full requirements of the relevant curriculum for their age. They also ensure that Heads of Department keep other departmental documentation up to date. They report any problems or difficulties in this area to the Headteacher who has the ultimate responsibility for the curriculum.

Heads of Department monitor the way their subject is taught throughout the school. They evaluate long-term and medium-term planning and ensure that appropriate teaching strategies are used. Heads of Departments also have responsibility for monitoring the way in which resources are stored and managed.

This policy is subject to annual review according to a timetabled programme.

## **APPENDIX: REMOTE EDUCATION**

Government guidance places an expectation on schools to have a strong contingency plan in place for remote education provision to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of students are required to remain at home. Arrangements are also in place for individuals where remote education plans are in place.

### Use of MS Teams

Teams training is available to all staff and is regularly up-dated by the Head of Computing. For safeguarding and monitoring purposes teachers should add the Deputy Head &/or Head of Prep to subject Teams as a teacher and add the Deputy Head &/or Head of Prep to pastoral Teams as a teacher.

When setting work teaching staff are expected to:

- Upload assignments to Teams setting realistic deadlines which allow for flexibility.
- Try to reduce the requirement for pupils to print. Check the quality and user-friendliness of worksheets issued.
- Continue to liaise with Head of Learning Support regarding differentiation of work for those on the provision map. Remind those children who are on the Provision Map and have access arrangements of the Immersive Reader function.
- Make expectations for each lesson clear - what is a priority for children to try and complete and what is extension work and therefore non-essential. In Prep use the What, Why, How template.
- Remind pupils to keep up with the work as best they can whilst reassuring that we are flexible and not everybody is going to be able to complete all the work set. Pupils should not be expected to do anything over and above what they can complete in lesson time.
- Homework should not be set.
- Follow as closely as possible the curriculum statements published on the school website <https://www.leehurstswan.org.uk/curriculum-statements?m=7>
- Consider content of the work set and the potential impact on mental health.

### Providing support during lessons

- Teachers provide video support in lessons from Year 3 upwards. This should be recorded from the outset to include informal chat at the start of a lesson. Pupil webcams should be switched off unless invited to turn video on. It should be made clear to pupils when teachers will be starting and finishing live learning and give adequate warning.
- Teachers may also pre-record and upload audio or video clips.
- Teachers use MS Teams to give regular and timely feedback on submitted work using the \* and T approach as set out in the Marking policy.
- Opportunities for review of feedback should be built in to enable pupils to reflect, consolidate and progress.
- Merits may be awarded by sending praise symbols to pupils.

### Supporting pupils without suitable online access

We recognise that not all pupils will have access to suitable IT hardware or sufficiently robust broadband services to support remote teaching and learning.

Where possible we will ensure that pupils without access to technology are provided by a personal laptop to be used during a prolonged period of remote education.