

THE CURRICULUM

This Policy is applicable to all pupils including those in the EYFS.

The aim of our school is to produce a broad and balanced curriculum that ensures that boys leave us at 13+ with a solid base from which to move to GCSE and A Level. Our curriculum is designed to ensure that all pupils have the opportunity to learn and to make progress and this aim is at the heart of the education that we offer. The curriculum is constantly under review and is only revised after full discussion. Essentially, our school operates a class-based structure until the end of Year 4. From Year 5, boys are taught by subject specialists.

The emphasis from Reception to Year 4 is weighted towards English and Mathematics. The foundation subjects are taught through topic work. As children move up through the year groups, increasingly some lessons are led by specialist teachers. As well as the core subjects of English, Mathematics and Humanities taught by class teachers, the other specialist taught subjects are outlined below.

Reception	Music French ICT/Computing Games and PE
Year 1	As above
Year 2	As above
Year 3	As above and: Art Design Technology Games Science
Year 4	As above

From Year 5, specialist teachers take individual subjects.

These are:

English, Mathematics, Science, Art, Design Technology, French, Games, Geography, History, ICT/Computing, Latin (from Year 5), Music, Physical Education, Religious Studies.

CURRICULUM STATEMENT

By the end of their time at CCCS, our pupils should have:

- The knowledge and tools for independent learning developed through an enquiry-based approach to teaching that encourages children to think for themselves and be active learners.
- The ability to think critically and creatively and the skills to research, sort, record and evaluate information.

- A high standard of English based on sustained and extended reading, high level comprehension skills, the ability to write accurately in different genre, an appreciation of grammar and a love of literature developed through dedicated, specialist teaching and the opportunity to take part in literacy-based events.
- An interest and appreciation of Mathematics and a high standard of mathematical operations based on acquired knowledge, an understanding of key concepts and skills and the ability to record, apply and communicate mathematical ideas and experiences to real-life problems achieved through dedicated specialist teaching and exposure to Maths competitions and challenges.
- A strong scientific background based on the National Curriculum with an emphasis on practical work and investigations to encourage scientific enquiry and thinking. All work in Science from Form 3 to Form 8 arises from a practical base where a “hands-on” approach is fostered.
- A sound knowledge of geographical terms, concepts and processes, allied with the analytical and critical tools and skills necessary for the study of geography is developed through specialist teaching from Form 4 on.
- A good historical knowledge based on a comprehensive syllabus that includes a study of historical events and important historical figures as well as an understanding of the institutions and culture of the country and of its history and place in the world.
- A knowledge of Christianity, including study of the Bible, and other world faiths and their relevance to today’s world gained through RS lessons and assemblies.
- A knowledge of computer technology and the skills and ability to use technology in other areas of the curriculum taught through timetabled ICT/Computing lessons.
- Confidence in use of the French language, both written and spoken and a knowledge about France and French culture.
- A strong classical background through the teaching of Roman history, literature and mythology and the teaching of Latin in years 5 – 8.
- An appreciation of art and artists through detailed study and practical skills training.
- Training in Design and Technology combining practical and technological skills with creative thinking to design and make products and systems that attempt to meet the needs of a project brief. All boys have timetabled DT lessons to achieve these aims. In Reception and Form 1 these are part of Art and Craft.
- Experience and training in drama, both within lessons in the junior school and through participation in class assemblies, shows, workshops, clubs and major school theatrical productions.
- An appreciation of music from different genre and cultures, as well as a knowledge of musical notation, instruments and process of composition. Music is central to our school and boys are encouraged to take part in public performances on a regular basis.
- An understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs will be actively promoted across all subjects and will be fundamental to the content of Religious Studies, PSHE and assemblies.

- In PSHE the following topics are covered: Sex and relationships education, drugs awareness, substance abuse, healthy living, citizenship, an understanding of the protected characteristics and respect for them and economic awareness which is reflected in the aims and ethos of the school. More details are to be found in the PSHE policy.
- Pupils in Forms 7 and 8 receive an understanding of the world of work and will be encouraged to start thinking about future careers and given the tools to help them make their choices of subjects at GCSE. Our Enterprise Day programme is fundamental to this process; during it the pupils are expected to think about the future world of work, about their own strengths and weaknesses, about their ability to communicate with others in ways which are not fundamentally social. Our prefectural system also teaches our Year 8 pupils about taking on responsibility and of managing younger pupils. Pupils will also be taught interview technique as part of their preparation for both future schools and life after CCCS.
- An ability to speak confidently in public and to debate, having been taught the tools, vocabulary, methodology and techniques of debating in English lessons and through preparation for the Poetry Competition and other events.
- Assistance from qualified learning support teachers for children with educational needs so that they can better access the school curriculum and achieve their potential. Boys have individual lessons and are allowed extra time for exams, when required. These provisions are continually reviewed by the SENCO.
- Good manners, citizenship, a work ethic and a sense of purpose and direction. These qualities are focussed upon in PSHE and assemblies but are taught throughout the school curriculum and by means of the example set by teachers throughout the school
- An awareness of the environment and environmental issues.
- A grounding in all aspects of physical education, including fitness, skills, knowledge of games, health, nutrition, sport ethics, etc. taught in PE lessons, swimming, clubs and games/matches.
- Experience in outdoor education and developing individual skills and responsibilities through visits and trips.
- Our curriculum also has the purpose of preparing our pupils for the opportunities, responsibilities and experiences of life in British society by equipping them with an understanding of fundamental British values, the academic, mental, physical and social skills necessary to thrive.
- Our Curriculum is fully consistent with our Equal Opportunities policy.

DELIVERING THE CURRICULUM

All boys further their **linguistic** development through English lessons, where they follow a Scheme of Work designed to allow them considerable opportunity to develop their speaking and listening, reading and writing. Individual reading is encouraged at all stages. Many boys take part in the annual Poetry Competition, in the Form 3 and 4 Drama Production, and in the Senior Drama Production.

French and Latin lessons aim to give boys a good ear, attuned to the sounds of different languages. They are trained to understand the basics of French grammar and develop each of the language skills, namely listening, speaking, reading and writing.

Mathematical experience is gained through lessons with the object of boys understanding concepts and methods in the disciplines of number, algebra, geometry and statistics. This is done through teacher exposition, discussion, investigations, problem solving and practical work, in groups, pairs or interactively.

Scientific development is achieved through a practical route, covering all topics in the syllabus. Apparatus is introduced at appropriate times, and from an early age boys experience the planning of experiments, fair tests, making predictions, recording results and drawing conclusions. Older boys look for consistent results, draw graphs and begin to apply scientific knowledge when drawing conclusions.

The **technological** progress of boys is catered for through timetabled ICT/Computing and DT lessons. In ICT/Computing lessons, boys learn to use various programmes, including the Microsoft Office Suite, Serif PagePlus and DrawPlus. They are also introduced to coding skills in Reception and these skills are developed alongside Digital Literacy. The Internet is used extensively as a source of information and to use online coding platforms.

Human and social matters are dealt with in PSHE, History, Geography, Religious Studies and English. The influence of the past, and how people react to/have responsibility for their environment today, is discussed, so that boys can have a greater awareness of who they are and of the powerful effect that the past has on our everyday lives.

Physical activity, in the form of games, swimming and P.E., occupies a large part of the timetable. Here boys learn to be part of a team and are able to develop their personal skills and level of fitness, through coaching and by taking part in matches with other schools. The fun of taking part is encouraged, whilst improving their tactical skills, physical control, co-ordination and learning how physical exercise affects the body. All boys are encouraged to be physically active and to find enjoyment in such activity. Habits established at school will promote a healthy lifestyle, a good posture and help boys to develop positive attitudes to physical endeavour.

Aesthetic and creative development is achieved through several avenues, with music, art, drama and literature, being especially notable. All boys receive class music lessons and many have weekly, individual music tuition. Concerts and other musical performances enhance the boys' appreciation of music, both as participants and listeners. In Art, boys are offered a rich choice of materials and styles with which to experiment, and regularly encounter the work of well-known artists. All boys have the opportunity to audition for parts in the annual productions. The study and appreciation of literature and poetry is a key feature of the English Department's work. Boys have the chance to discuss, in detail, the many genres encountered and have the opportunity to go to the theatre to see the works of Shakespeare and other suitable plays, including the adaptation of novels, produced for the stage.

The ISEB monitors at a national level what independent schools should cover and issues its own syllabuses, which very much fall in line with the National Curriculum. We follow the ISEB syllabi for English, Mathematics, Science, French and Latin. For other subjects, we have our syllabi, based on those of ISEB, the National Curriculum and our own unique circumstances and location. We review the curriculum on an annual basis. Each Head of Department is also responsible for ensuring that the content of what his/her department teaches falls in line with these various expectations and that the Departmental Policy and Schemes of Work remain up to date.

The Pre-Prep Curriculum at CCCS

The Curriculum strives to give the children a broad range of knowledge and skills; promoting outstanding learning, and providing a secure foundation for their future progress through our school and life. Teachers respond to children's emerging needs, interests and understanding, guiding their educational and emotional development through positive experiences. Within our teaching practices we will take into consideration effective characteristics that promote learning:

Playing and exploring

Children investigate and experience things, given the confidence to 'have a go'.

Active learning

Children concentrate and keep on trying if they encounter difficulties, enjoying their achievements.

Creative and thinking critically

Children have their own ideas and develop them, making links between ideas and developing strategies for achieving goals.

Subjects and skills are implemented through a selection of topics: weekly in Nursery and half-termly in Reception, Form 1 and Form 2. These allow for activities to include a mix of purposeful play and teacher taught activities. There are frequently links between different aspects of the curriculum especially within the learning zone of the Woodland School. By fostering these links we create a balanced and rounded curriculum, offering diverse activities. After the learning play of Nursery and the first couple of terms in Reception, there is a gradual shift towards more formal lessons preparing them for Form 1, while also allowing for the enrichment of children who are high achievers. By Form 2 the individual subjects of the curriculum become more defined and the first move towards specialist subject teachers is made.

In the Pre-Prep, children who are either potentially gifted in a subject or display some learning difficulties or areas of weakness are identified on a Form list which is updated at the end of each term. The School's Special Educational Needs procedures are implemented if necessary and an internal IEP is written. In Nursery and Reception this is a less formal IEP. Throughout Nursery and Reception, progress is monitored against the EYFS requirements and the Early Learning Goals. At the end of the Reception year, the Early Years Foundation Stage Child Profile is completed for each pupil and is used to inform planning at the start of Form 1. Towards the end of Trinity Term in Forms 1 and 2, a child's progress within Maths and English skills are assessed by the use of one or more standardised tests.

A more detailed curriculum is outline for each subject in its own individual curriculum document.

Curriculum for the EYFS at CCCS

Children in both Nursery and Reception follow a curriculum based around the seven areas of learning as required by the EYFS; these encourage children to achieve 'school readiness'.

Prime Areas

- *Communication and Language
- *Physical development
- *Personal, Social and Emotional Development

Specific Areas

- *Literacy
- * Mathematics
- *Understanding the World
- *Expressive arts and design

Aims

The EYFS curriculum at CCCS strives to give the children a broad range of knowledge and skills. We see each child as unique, promoting through learning their ability to become resilient, capable, confident and self-assured. We endeavour to produce outstanding learning, and providing a secure foundation for their future progress through our school and life. Teachers respond to children's emerging needs, interests and understanding, guiding their educational and emotional development through positive experiences. We ensure equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported. We form a partnership with parents and within our teaching practices we will take into consideration effective characteristics that promote learning:

Playing and exploring

Children investigate and experience things, given the confidence to 'have a go'.

Active learning

Children concentrate and keep on trying if they encounter difficulties, enjoying their achievements.

Creative and thinking critically

Children have their own ideas and develop them, making links between ideas and developing strategies for achieving goals.

The Curriculum

Each area of learning and development is implemented through a selection of topics: weekly in Nursery and half-termly in Reception. These allow for activities to include a mix of purposeful play and adult or child led activities. There are frequently links between different aspects of the EYFS areas of learning; by fostering these we create a balanced and rounded curriculum, offering diverse activities. In Reception, there is a gradual shift towards more formal lessons preparing them for Form 1, while also allowing for the enrichment of children who are high achievers. Class teachers will monitor and identify those children with potential SEN needs, giving them effective support and liaising with the school's SEN teacher and outside agencies as appropriate.

(We link in the EYFS curriculum to the subject schemes of work for the whole school.)

Reviewed by SMT 19th April 2021