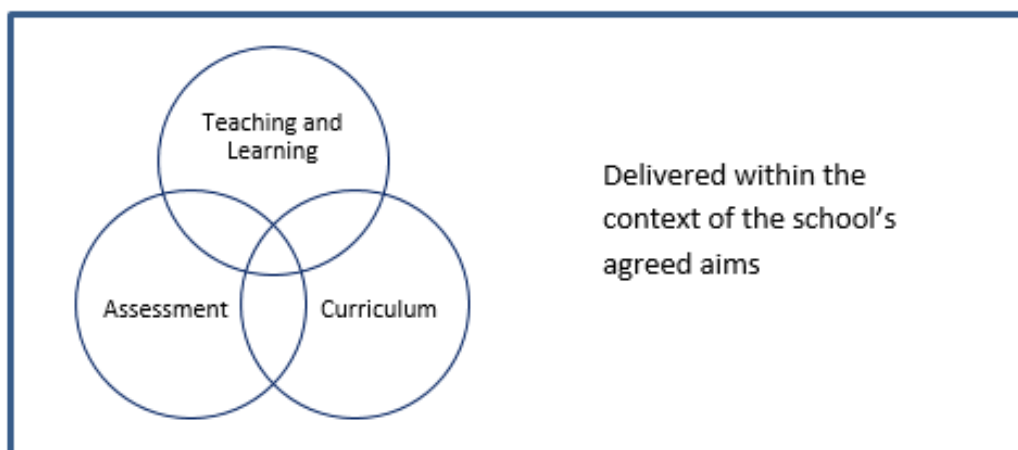# COGNITA

North Bridge House Prep School

Curriculum Policy

September 2020

1 Introduction

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

- To treat each child as an individual
- To have a happy school with a friendly atmosphere
- To help every child fulfil their potential through dedicated and inspirational teaching
- To provide a secure and nurturing environment where children learn tolerance, consideration and respect for others
- To educate the whole child by offering a wide variety of academic, sporting and extra-curricular activities

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);
(d)　for pupils 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. The school has a separate careers guidance policy.
- *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 KS2 and 3 and is formally assessed at the end of Key Stage 2 by the 11+ examination for all girls and some boys, as well as the Common Pre-Test for children seeking a place at Senior School at the end of Year 8, as well as the Common Entrance Examinations (or scholarship examinations) taken at the end of Year 8.

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

2.3　Details of how the taught curriculum is translated into subject Schemes of Work (SoW) and further information can be found in the individual subject information section on our website.

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, Peta Probst.

3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

4 Spiritual, moral, social and cultural development (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 PSHE

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 and Health Education (PSHE). Our programme encourages respect for other people, with regard to the protected characteristics under the Equality Act 2010.

5.2 Our PSHE course, using JIGSAW, is delivered to all pupils through discrete PSHE lessons taught by our form teachers. There is one lesson of taught PSHE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying and mental health, 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 and other activities and clubs. Regular themed days and weeks are held. These may include Book Week, Maths Week, Science Week, Anti-Bullying Week or Art Week.

6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

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-led Assemblies;
- School Councils;
- Community Service;
- 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 Veronika Shelley, Assistant Headteacher for Teaching and Learning & Lower school. 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, Downsend Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin. Education Team representative: John Coleman, ADE.
Updated – April 2018	James Carroll, ADE
Review – June 2019	Danuta Tomasz, DE and Jo Storey, DE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2020
Review date	Review and update for implementation in September 2021

Related documentation	
Related documentation	Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards

Appendix 1: Lesson Allocation (each unit = 15 minutes)

(Number of lessons taught, grouped by subject)

Year 3

Band	Block	Ar	As	Cl	Dr	Fr	Ga	Ge	Hi	Lu	Mu	Pe
3ad	Assembly sets	–	2	–	–	–	–	–	–	–	–	–
3ad	Games sets	–	–	–	–	–	9	–	–	–	–	–
3ad	Lunch sets	–	–	–	–	–	–	–	–	10	–	–
3ad	PE sets	–	–	–	–	–	–	–	–	–	–	8
3a	Specialist Teaching	4	–	–	4	4	–	–	–	–	6	–
3a	Class Teacher	–	–	75	–	–	–	–	–	–	–	–
3b	Specialist Teaching	4	–	–	4	4	–	–	–	–	6	–
3b	Class Teacher	–	–	75	–	–	–	–	–	–	–	–
3c	Specialist Teaching	4	–	–	4	4	–	–	–	–	6	–
3c	Class Teacher	–	–	75	–	–	–	–	–	–	–	–
3d	Specialist Teaching	4	–	–	4	4	–	4	4	–	6	–
3d	Class Teacher	–	–	67	–	–	–	–	–	–	–	–
Total		16	2	292	16	16	9	4	4	10	24	8

Year 4

Band	Block	Ar	As	Cl	Dr	Fr	Ga	Lu	Mu	Pe
4ae	Assembly sets	–	2	–	–	–	–	–	–	–
4ae	Games sets	–	–	–	–	–	9	–	–	–
4ae	Lunch sets	–	–	–	–	–	–	10	–	–
4ae	PE sets	–	–	–	–	–	–	–	–	8
4a	Specialist Teaching	4	–	–	4	4	–	–	6	–
4a	Class Teacher	–	–	74	–	–	–	–	–	–
4b	Specialist Teaching	4	–	–	4	4	–	–	6	–
4b	Class Teacher	–	–	74	–	–	–	–	–	–
4c	Specialist Teaching	4	–	–	4	4	–	–	6	–
4c	Class Teacher	–	–	74	–	–	–	–	–	–
4d	Specialist Teaching	4	–	–	4	4	–	–	6	–
4d	Class Teacher	–	–	74	–	–	–	–	–	–
4e	Specialist Teaching	4	–	–	4	4	–	–	6	–
4e	Class Teacher	–	–	74	–	–	–	–	–	–
Total		20	2	370	20	20	9	10	30	8

Year 5

Band	Block	Ar	As	Cs	Ct	Dr	En	Fr	Ga	Ge	Hi	La	Lu	Ma	Mn	Mu
5af	Assembly sets	–	2	–	–	–	–	–	–	–	–	–	–	–	–	–
5ac	English sets	–	–	–	–	–	60	–	–	–	–	–	–	–	–	–
5af	Games sets	–	–	–	–	–	–	–	10	–	–	–	–	–	–	–
5ac	Lang 2	–	–	–	–	–	–	–	–	–	–	4	–	–	4	–
5af	Lunch sets	–	–	–	–	–	–	–	–	–	–	–	10	–	–	–
5ac	Maths sets	–	–	–	–	–	–	–	–	–	–	–	–	60	–	–
5af	PE sets	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
5a	Teaching sets	6	–	4	4	4	–	8	–	4	4	–	–	–	–	4
5b	Teaching sets	6	–	4	4	4	–	8	–	4	4	–	–	–	–	4
5c	Teaching sets	6	–	4	4	4	–	8	–	4	4	–	–	–	–	4
5df	English sets	–	–	–	–	–	60	–	–	–	–	–	–	–	–	–
5df	Lang 2	–	–	–	–	–	–	–	–	–	–	4	–	–	4	–
5df	Maths sets	–	–	–	–	–	–	–	–	–	–	–	–	60	–	–
5d	Teaching sets	6	–	4	4	4	–	8	–	4	4	–	–	–	–	4
5e	Teaching sets	6	–	4	4	4	–	8	–	4	4	–	–	–	–	4
5f	Teaching sets	6	–	4	4	4	–	8	–	4	4	–	–	–	–	4
Total		36	2	24	24	24	120	48	10	24	24	8	10	120	8	24

Band	Block	Pe	Ps	Re	Sc	Sp
5af	Assembly sets	–	–	–	–	–
5ac	English sets	–	–	–	–	–
5af	Games sets	–	–	–	–	–
5ac	Lang 2	–	–	–	–	4
5af	Lunch sets	–	–	–	–	–
5ac	Maths sets	–	–	–	–	–
5af	PE sets	8	–	–	–	–
5a	Teaching sets	–	3	3	7	–
5b	Teaching sets	–	3	3	7	–
5c	Teaching sets	–	3	3	7	–
5df	English sets	–	–	–	–	–
5df	Lang 2	–	–	–	–	4
5df	Maths sets	–	–	–	–	–
5d	Teaching sets	–	3	3	7	–
5e	Teaching sets	–	3	3	7	–
5f	Teaching sets	–	3	3	7	–
Total		8	18	18	42	8

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Year 6
Band    Block             Ar  As  Ct  Dr  En   Fr  Ga  Ge  Hi  Lu  Ma   Mu  Pe  Ps  Re
6ag     Assembly sets     -   2   -   -   -    -   -   -   -   -   -    -   -   -   -
6ad     English sets      -   -   -   -   96   -   -   -   -   -   -    -   -   -   -
6ag     Games sets        -   -   -   -   -    -   9   -   -   -   -    -   -   -   -
6ag     Lunch sets        -   -   -   -   -    -   -   -   -   10  -    -   -   -   -
6ad     Maths sets        -   -   -   -   -    -   -   -   -   -   96   -   -   -   -
6ag     PE sets           -   -   -   -   -    -   -   -   -   -   -    -   9   -   -
6a      Teaching sets     6   -   6   4   -    8   -   4   4   -   -    4   -   3   -
6b      Teaching sets     6   -   6   4   -    8   -   4   4   -   -    4   -   3   -
6c      Teaching sets     6   -   6   4   -    8   -   4   4   -   -    4   -   3   -
6d      Teaching sets     6   -   6   4   -    8   -   4   4   -   -    4   -   3   -
6eg     English sets      -   -   -   -   72   -   -   -   -   -   -    -   -   -   -
6eg     Maths sets        -   -   -   -   -    -   -   -   -   -   72   -   -   -   -
6e      Teaching sets     6   -   6   4   -    8   -   4   4   -   -    4   -   3   -
6f      Teaching sets     6   -   6   4   -    8   -   4   4   -   -    4   -   3   -
6g      Teaching sets     6   -   6   4   -    8   -   4   4   -   -    4   -   3   -
Total                     42  2   42  28  168  56  9   28  28  10  168  28  9   21  0

Band    Block             Sc
6ag     Assembly sets     -
6ad     English sets      -
6ag     Games sets        -
6ag     Lunch sets        -
6ad     Maths sets        -
6ag     PE sets           -
6a      Teaching sets     8
6b      Teaching sets     8
6c      Teaching sets     8
6d      Teaching sets     8
6eg     English sets      -
6eg     Maths sets        -
6e      Teaching sets     8
6f      Teaching sets     8
6g      Teaching sets     8
Total                     56

Year 7
Band    Block             Ar  Cs  Dr  En  Fr  Ge  Gr  Hi  La  Ma  Mn  Mu  Pp  Ps  Sc
7a      English sets      -   -   -   18  -   -   -   -   -   -   -   -   -   -   -
7ab     Greek sets        -   -   -   -   -   -   -   -   -   -   -   -   -   -   -
7a      Lang 2 sets       -   -   -   -   -   -   -   -   8   -   8   -   -   -   -
7ab     Maths sets        -   -   -   -   -   -   -   -   -   32  -   -   -   -   -
7a      Teaching sets     6   4   4   -   8   6   -   6   -   -   -   4   4   3   12
7b      English sets      -   -   -   18  -   -   -   -   -   -   -   -   -   -   -
7b      Lang 2 sets       -   -   -   -   -   -   -   -   8   -   8   -   -   -   -
7b      Teaching sets     6   4   4   -   8   6   -   6   -   -   -   4   4   3   12
Total                     12  8   8   36  16  12  0   12  16  32  16  8   8   6   24

Band    Block             Sp
7a      English sets      -
7ab     Greek sets        -
7a      Lang 2 sets       8
7ab     Maths sets        -
7a      Teaching sets     -
7b      English sets      -
7b      Lang 2 sets       8
7b      Teaching sets     -
Total                     16


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Year 8
Band    Block             Ar  Cs  Dr  En  Fp  Fr  Ge  Gr  Hi  La  Ma  Mn  Mu  Pp  Ps
8a      English sets      -   -   -   16  -   -   -   -   -   -   -   -   -   -   -
8a      Greek sets        -   -   -   -   -   -   -   -   -   -   -   -   -   -   -
8a      Lang 2 sets       -   -   -   -   -   -   -   -   -   8   -   8   -   -   -
8ab     Maths sets        -   -   -   -   -   -   -   -   -   -   32  -   -   -   -
8a      Teaching sets     6   4   4   -   4   8   6   -   6   -   -   -   4   2   4
8b      English sets      -   -   -   16  -   -   -   -   -   -   -   -   -   -   -
8b      Greek sets        -   -   -   -   -   -   -   -   -   -   -   -   -   -   -
8b      Lang 2 sets       -   -   -   -   -   -   -   -   -   8   -   8   -   -   -
8b      Teaching sets     6   4   4   -   4   8   6   -   6   -   -   -   4   2   4
Total                     12  8   8   32  8   16  12  0   12  16  32  16  8   4   8

Band    Block             Sc  Sp
8a      English sets      -   -
8a      Greek sets        -   -
8a      Lang 2 sets       -   8
8ab     Maths sets        -   -
8a      Teaching sets     12  -
8b      English sets      -   -
8b      Greek sets        -   -
8b      Lang 2 sets       -   8
8b      Teaching sets     12  -
Total                     24  16
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Year 7/8
Band      Block               As    Ga    Lu    Pe
7/8ab     Assembly sets       2     -     -     -
7/8ab     Games sets          -     8     -     -
7/8ab     Lunch sets          -     -     10    -
7/8ab     PE sets             -     -     -     8
Total                         2     8     10    8
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Band      Block               As    Ga    Lu    Pe
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