



BLENHEIM
SCHOOLS

Curriculum Policy

Akeley Wood School

Policy Folder: Operations



1 Introduction

- 1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims. At Akeley Wood School, we empower each student to shine with the brilliance that is distinctly their own. We commit to fostering an educational environment where authenticity is celebrated and the unique qualities of every child, be that academic, creative or sporting are recognised and nurtured.

Akeley Wood School aims to develop our students with 5 key learner habits:

Aspiration: Striving to be the very best you can be, in everything you do.
Resilience: Bouncing back from setbacks, learning from failures, and persisting in their efforts.

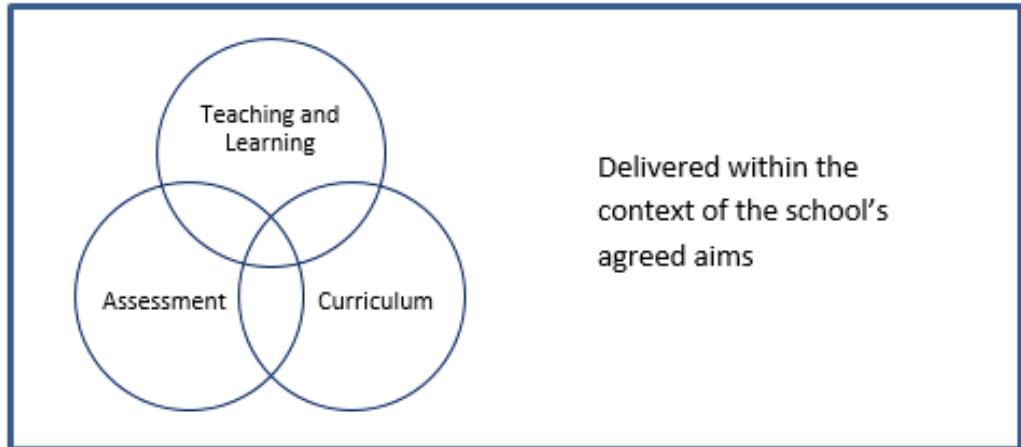
Responsibility: Instilling a sense of responsibility for one's actions and their impact on the community locally, Nationally and Internationally

Integrity: Behaving ethically and doing what is right even when it is challenging

Courage: Standing up for what you know is right and what you believe in; taking risks in pursuit of your dreams.

- 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 holistic curriculum which develops every pupil as a confident individual who loves 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.
o *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;*
o *that all pupils have the opportunity to learn and make progress and*
o *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 throughout all Key Stages. Formal assessments are carried out at the end of KS2 through the GL Summative Assessments along with Progress Test in English, Progress Test in Mathematics and Progress Test in Science; at KS3 through the GL CAT4 Assessments and the English and Mathematics Progress Tests; at the beginning of KS4 through GL CAT4 Assessments and by GCSEs at the end; similarly at KS5 through the GL CAT4 Assessments at the beginning and by A level assessments at the end. Our pupils also take GL summative assessments at the end of years 6, 7, 8 and 9 in English and Mathematics.
- 2.2 Pupils in years 3 and 5 and 7-9 take the CAT4 baseline test in their year of entry; all pupils take the CAT4 baseline test at the start of year 10. Pupils entering the Sixth Form will take the CAT4 baseline test. 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, setting Minimum Expected Grades (MEGs) and target grades.
- 2.3 Time awarded to each subject in each year group is visually explained in the curriculum model in Appendix 1 (Junior School) and Appendix 2 (Senior School).
- 2.4 Details of how the taught curriculum is translated into subject Schemes of Work (SoW).
- 2.5 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 SENCo for Junior School and Senior School respectively.
- 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 of Pupils

- 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 Relationships and Sex Education (RSE), and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHEE). Our programme encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010





5.2 Our PSHEE course is delivered to all pupils through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week at our Junior School and per week at our Senior School where we also hold six drop down days across the school year linking to three strands; Health and Wellbeing, Relationships, and Living in the Wider World. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education for our older students.

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 which may include World

Book Day, World Maths Day, NSPCC Number Day, STEM (Science) Week, Anti-Bullying Week, International Children's Day, Children in Need / Comic Relief, Art Week and Global Be Well Day.

6.2 Pupils are taken to places of interest on a regular basis. Visits, including some age 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;
- Leadership Training;
- Student Councils;
- Community Service;
- 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 Headteacher for Junior School and Assistant Head, Academic for Senior School. 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.





Appendix 1. Junior School Curriculum Model

Whole School Focus	Reception	Year 1	Year 2
All About Me	Similarities and Differences. Families around the world. Growth and change.	What do I want to when I grow up. My family.	Diversity and our place in the community. Who do we live in a community with?
Our Wonderful World	Celebrations around the World. Our celebrations.	Harvest and Diwali. Celebrations we can share.	How do we keep our world wonderful? Pollution/climate change.
All About People	Comparing countries and people. Who lives where?	Local author – Roald Dahl. The Enormous Crocodile.	Samule Peyps and the great fire of London.
Tell Me A Story	Julia Donaldson. Traditional tales from around the World.	Fairytales and talk for writing. Book creator publishing.	Castles and Knights and medieval times. Trip to Warwick Castle.
Living Things	Life Cycles. Growth and change. Spring.	Seaside and wildlife study. The Lighthouse Keeper.	Endangered animals and Sir David Attenborough.
Journeys	Different ways to travel. Journey to the Moon.	Australia and long haul travel.	Continents, oceans and different species around the world.

Whole School Focus	Year 3	Year 4	Year 5	Year 6
All About Me	Collaboration and becoming better learners together.	How did we become thinkers?	How do I cope with challenges and show resilience?	Evolution and Inheritance. Big Q: How has evolution shaped who I am today?



Our Wonderful World	The Amazon and rainforest. Sustainability and social responsibility.	Why are trade relationships so important?	How has space travel changed over time? What are the impacts of the Space Race?	Living Things, their Habitats and a Wonderful, Hazardous World Big Q: Which continent is the most vulnerable to climate change?
All About People	Fairtrade and how chocolate is made. Food production cycles.	How should we be governed? Romans and the institute of law.	World War 1. Who was important in WW1 and why?	WW2 - Big Q: What was the most important role a person could play in WW2?
Tell Me A Story	Charlie and the Chocolate Factory – who should win the Golden Ticket?	Are there two sides to every story? Debates, fake news, newspaper biases.	What was life like for different people during the war?	WW2 Big Q: Which group of people was most affected by the war?
Living Things	How does a garden grow? Farming and agriculture in our community.	Why do we need a sustainable environment?	Plastic Pollution in Oceans (Sustainability) Big Q: How is pollution affecting our environment?	Animals including humans Big Q: Is x the most important factor to a healthy lifestyle?
Journeys	Writing systems and civilisation. Impact and outcomes.	How was England created? Anglo Saxon settlers.	Caribbean Food (Social Responsibility: the land/ farming/ agriculture) Big Q: How far does our food travel?	Transitions Big Q: Am I ready for the next chapter of my school journey?



Appendix 2. Senior School Curriculum Model

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
7	Sc	Sc	Sc	Sc	PSHE	Eng	Eng	Eng	SP	SP	FR	FR	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Art/FNDT/Comp	Geog	Hst	RW	PE	Games	OL	EC	EC					
8	Sc	Sc	Sc	Sc	PSHE	Eng	Eng	Eng	MFL	MFL	MFL	MFL	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Art/FNDT/Comp/Tex	Geog	Hst	RW	PE	Games	OL	EC	EC					
9	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	PSHE	Eng	Eng	Eng	MFL	MFL	MFL	MFL	Ma	Ma	Ma	Ma	Dra	Mus	Art/FNDT/Comp/Tex/Media	Geog	Hst	Games	OL	EC	EC					
10	Ma	Ma	Ma	Ma	Eng	Eng	Eng	Eng	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Option 1	Option 2	Option 3	Option 4	PE	EC	EC							
11	Ma	Ma	Ma	Ma	Eng	Eng	Eng	Eng	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Option 1	Option 2	Option 3	Option 4	PE	EC	EC							
12	Option 1												Option 2												Option 3									
13	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	SS when op4 running						EC	EC	PE					
	Option 1												Option 2												Option 3						SS when op4 running	EC	EC	PE
	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	Op	SS when op4 running						EC	EC	PE					





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