



## Swanbourne House Curriculum Policy

<b>Name:</b>	Curriculum Policy
<b>Applies to:</b>	Whole School including EYFS
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<b>Owner:</b>	Deputy Head Academic
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### **Policy Statement**

This policy outlines the principles, objectives, and guidelines for designing, delivering, and assessing the curriculum to ensure a consistent and effective learning experience for all pupils.

### **Related Policies**

- SEND and EAL Policy
- PSHE Policy
- Relationships, Sex and Health Education Policy
- SMSC Policy
- Careers Policy
- More Able and Talented Policy

### **Delivery of the Curriculum and Co-Curriculum**

Swanbourne House aims to provide a broad, inclusive, and diverse curriculum that is underpinned by rigour and high expectations. We celebrate the joy of learning, ensuring that our curriculum is dynamic, meaningful, and accessible to all pupils, regardless of their abilities or backgrounds.

Our curriculum is designed to:

- Provide a balanced education encompassing linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative learning.

- Develop key competencies such as critical thinking, collaboration, communication, independence, leadership, and resilience.
- Be adaptable to meet the needs of all learners, ensuring accessibility for SEND, EAL, and gifted & talented pupils.
- Foster spiritual, moral, social, and cultural (SMSC) development, embedding British values of democracy, respect, tolerance, and the rule of law.
- Support personal development, self-reflection, and a sense of global responsibility.

Our teaching approach is responsive and adaptable, allowing for individual learning pathways while maintaining high expectations for all. Through a blend of academic excellence, enrichment opportunities, and pastoral care, we cultivate well-rounded pupils who are prepared for the challenges of the modern world.

The Governing Body oversees the effectiveness of curriculum implementation. Any updates to the curriculum may be informed by staff feedback, pupil voice, parent consultations, and ISI inspection findings.

### **Curriculum Aims**

Swanbourne House provides a broad and balanced curriculum to pupils aged 3 - 13 years. The educational aims are summarised as:

- To develop pupils' skills in written and spoken English, and their confidence in reading for pleasure and understanding, thereby enhancing their communication skills through speaking and listening, as well as increasing their command of language and literacy through reading and writing. Pupils' communication skills are developed through engagement with speaking and listening tasks.
- To extend pupils' linguistic experience by the learning of foreign languages and in some cases classical languages. This experience is intended to further both the understanding of language and also pupils' appreciation of different cultures.
- To develop pupils' mathematical confidence and to understand its practical applications. Work provides a broad range of experience, fostering calculating ability, algebraic understanding, the appreciation of patterns in number and space (including relationships) and the development of logical thought, including practical activity, exploration and discussions, thereby allowing pupils to develop the skills of numeracy and to express themselves clearly.
- To engage pupils across all three sciences, increasing their understanding and appreciation of the world around them. Work will focus on promoting enquiry through experimentation and teaching pupils to observe, record and form hypotheses appropriately.
- To provide pupils with appropriate technological experience. This includes work in information technology across a range of subjects to gain experience of programmes for word processing, spreadsheets and graphics.
- To gain a fuller understanding of the world around them through the study of the human and social sciences. Pupils are encouraged through their work in History to develop an understanding of other cultures as well as their own, to appreciate the ways in which actions and events affect humanity, and to assess evidence to draw conclusions. In Geography,

pupils are encouraged to explore ways in which their immediate environment affects the way they live, and to begin to understand how others' experiences may differ.

- All pupils are active participants in the sporting programme as part of their P.E. and Games lessons. A range of sports is offered to provide opportunities for all pupils to develop physical skills, coordination, tactical understanding and an appreciation of strengths and weaknesses so that they might improve their performance. There are also numerous enrichment activities that contain a physical element which further enhance appreciation of fitness and health.
- All pupils have lessons in Art, DT, Drama and Music and are encouraged to engage with the creative and aesthetic aspects in these disciplines. All pupils are involved in frequent theatrical productions and can participate in a range of ensembles, orchestras and bands and individual music lessons.
- All pupils study Religious Studies, so that they develop human and social understanding and further their spiritual, moral, social and cultural development.
- Our before and after-school activities provision, and Saturday enrichment (optional for Years 5 and 6, compulsory for Years 7 and 8) allows pupils to be exposed to a range of activities, skills and experiences beyond what is learnt during timetables lessons. Over the last year, enrichment activities have included: trampolining, sports around the world, baking, squash, chess, embroidery explorers, woodwork, pop and rock, and dodgeball.

### **Curriculum Structure**

Our curriculum aims to provide a wide range of opportunities and experiences to promote effective learning and growth for children aged 3 to 13.

### **Early Years Foundation Stage (EYFS)**

The EYFS curriculum follows the statutory requirements set out in the EYFS Statutory Framework, ensuring children are supported in their learning and development from the earliest stages.

Learning is promoted through a balance of play-based experiences, child-initiated exploration, and carefully planned adult-led activities.

The curriculum places emphasis on the **three prime areas**:

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

These are complemented by the **four specific areas**:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The learning environment is designed to be inclusive, stimulating and responsive, supporting each child to make progress and achieve their potential.

### **Lower School Key Stage 1 (Years 1 and 2)**

Pupils follow a broad and balanced curriculum, building upon the foundations laid in the EYFS.

**Core subjects:** English, Mathematics, and Science.

**Across the curriculum:** Topic (History, Geography, Religious Studies), Computing, PSHE and Art.

**Specialist subjects:** Music, PE and Games, French and Outdoor Learning.

Learning is designed to be engaging and accessible, with an emphasis on developing strong literacy and numeracy skills alongside curiosity, creativity, and confidence.

### **Lower School Key Stage 2 (Years 3 and 4)**

Pupils deepen their knowledge and understanding across the curriculum, with increasing subject specialism introduced.

**Core subjects:** English, Mathematics, and Science.

**Across the curriculum:** Topic (History, Geography, Religious Studies), and PSHE.

**Specialist subjects:** French, Computing, Art, Drama, Music, PE and Games, Outdoor Learning.

### **Pre-Senior Baccalaureate**

The Pre-Senior Baccalaureate (PSB) is a skills-based framework followed by pupils in Years 7 and 8 that runs alongside our broad, balanced and rigorous curriculum. It is designed to equip pupils with essential skills for academic and personal growth, fostering intellectual curiosity, self-reflection, and resilience, and preparing pupils for future challenges and opportunities.

The PSB framework focuses on six core skills that help students become independent, well-rounded learners:

1. **Thinking and Learning** – Developing critical thinking, problem-solving, and analytical skills.
2. **Reviewing and Improving** – Encouraging self-reflection and continuous personal growth.
3. **Communicating** – Strengthening verbal and written communication for different audiences and contexts.
4. **Independence** – Building self-motivation, responsibility, and resilience in learning.
5. **Collaboration** – Enhancing teamwork, adaptability, and interpersonal skills.
6. **Leadership** – Fostering confidence, initiative, and the ability to inspire and guide others.

These strands are interwoven into teachers' planning, pupils' lessons and permeate the learning culture. Pupils engage in independent research projects, presentations, group work, and self-evaluations to demonstrate their progress.

### **Teaching and Learning**

At Swanbourne House, we strive for high-quality teaching that supports the progress and development of all pupils. The following criteria outline the key principles of effective and excellent teaching:

- Clear learning outcomes are communicated to pupils, with teaching designed to support learners of all abilities in achieving these goals.
- Teaching includes ongoing assessment that is fair, accurate, and objective.
- Assessment outcomes are used to inform and enhance future planning.
- Pupils demonstrate progress towards the stated learning objectives through appropriate assessments.

- Personal achievements against learning outcomes are recognised and rewarded in the classroom.

Lesson delivery is designed to engage pupils and support their learning in a structured and purposeful way. Key aspects include:

- Learning outcomes should be clearly defined, shared with pupils at the start of the lesson, and measurable for both pupils and teachers.
- Lessons should provide opportunities for pupils to engage with different levels of learning, including remembering, understanding, applying, analysing, evaluating, and creating.
- A variety of learning formats should be incorporated, including whole-class teaching, group work, independent tasks, and peer-assessed activities.
- Differentiation should be applied with reference to the Learning Support register and In-Class Support Documents (ICSDs) for individual pupils to ensure all pupils are able to access the curriculum at an ability-appropriate level.
- Wherever possible, learning objectives should build upon pupils' prior knowledge and experiences.
- A diverse range of resources should be used to effectively support the achievement of learning objectives.
- Pupils should be given opportunities to reflect on their own learning and assess their progress against the lesson objectives.
- A range of teaching approaches should be used to create an engaging, interactive, and supportive classroom environment that encourages active participation.

### **Assessment, Reporting and Tracking**

- Pupils in Years 3-8 sit CAT4 at the start of the Michaelmas term each year. Progress Tests in English and Maths and New Group Reading and Spelling Tests are sat in the Summer term. These standardised assessments measure and track attainment and progress. Results are used to inform teaching through the identification of those not making sufficient progress, and those requiring stretch and challenge.
- Where applicable, summative assessment should evaluate pupils' subject-specific knowledge and be carried out against specific learning outcomes and success criteria. Formative assessment should provide insight into individual learning progress and guide differentiation and future planning. It is expected that pupils should be provided with specific targets and next steps based on the outcome of any assessment.
- In Years 3-8, summative assessments or exams are sat in November and May.
- Each subject is expected to employ an appropriate method for tracking pupil progress in relation to the achievement of learning outcomes outlined in the subject's medium-term plans.
- Pupil progress, effort and attainment is communicated to parents each term through written reports, and/or Parents' Evenings.

### **Special Educational Needs**

We are committed to ensuring equal access to education for all pupils. Any pupils with Special Educational Needs or an Education, Health and Care plan are given appropriate help and guidance

by the Learning Support department to ensure they have the opportunity to learn and make progress.

### **Personal, Social, Health and Economic Education (PSHE) and Relationship Education: Relationships, Sex and Health Education**

Swanbourne House offers a well-rounded PSHE programme, delivered through weekly lessons and integrated into the curriculum to foster pupils' personal, emotional, and social development. This programme covers:

- Relationships and Sex Education (RSE) in line with statutory guidance.
- Mental health awareness, online safety, and digital responsibility.
- Economic education, preparing pupils for financial literacy and responsible decision-making.
- Community engagement and social responsibility initiatives.

### **Fundamental British Values**

Pupils are prepared for the opportunities, responsibilities, and experiences of life in British society by actively reflecting on their own experiences and comparing them with those of others. The school's structure provides opportunities for pupils to directly witness, engage in, and support aspects of democracy, the rule of law, individual liberty, as well as mutual respect and tolerance for people with different faiths and beliefs. These topics are explicitly addressed in the PSHE curriculum and are also integrated into the planning of various other subjects. Our regular Chapel services regularly explore British values.

### **Careers Education**

Careers education is provided for pupils in Years 7 and 8. The provision is an integrated part of both the curriculum and enrichment programme and aims to assist pupils with their future learning and career choices. All careers education is given in an impartial way; professions are taught factually with no bias or favouritism being shown. Further information can be found in the Careers Policy.

### **Compliance with ISI and Statutory Requirements**

Swanbourne House ensures that its curriculum aligns with:

- The Independent School Standards Regulations (ISSR).
- ISI Inspection Framework.
- Safeguarding and online safety requirements.
- Equality Act 2010, ensuring inclusive education for all pupils.