



Swanbourne House Curriculum Policy

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Contributors:	Head of Lower School, GATCo
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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 the Swanbourne Signature Skills of **Oracy, Enquiry, Collaboration, Creativity, Leadership and Endeavour**, enabling pupils to become confident, curious, independent and resilient learners.
- Be adaptable to meet the needs of all learners, ensuring accessibility for SEND, EAL, and More Able and Talented pupils.
- Foster spiritual, moral, social and cultural (SMSC) development, promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Support personal development, self-reflection and a sense of responsibility towards others and the wider world.
- Prepare pupils effectively for the next stage of their education and for the opportunities, responsibilities and experiences of later life.

Our teaching approach is responsive and adaptable, allowing for individual learning pathways while maintaining high expectations for all. Through the **Swanbourne Journey**, we bring together academic excellence, the development of the Swanbourne Signature Skills, enriching experiences and pastoral care to cultivate well-rounded pupils who are prepared for the next stage of their education and the challenges of the wider 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. Our educational aims are:
- To develop pupils' skills in written and spoken English, alongside confidence in reading for pleasure and understanding. Pupils develop their communication skills through speaking and listening and increase their command of language and literacy through reading and writing.
- To extend pupils' linguistic experience through the learning of modern foreign languages and, where appropriate, classical languages. This develops both pupils' understanding of language and their appreciation of different cultures.
- To develop pupils' mathematical confidence and understanding of its practical applications. Pupils develop calculating ability, algebraic understanding, an appreciation of patterns in number and space and logical thought through practical activity, exploration, discussion and problem-solving.
- To engage pupils across the sciences, increasing their understanding and appreciation of the world around them. Scientific learning promotes enquiry through experimentation and teaches pupils to observe, record, analyse evidence and form hypotheses appropriately.
- To provide pupils with appropriate technological experience and develop their confidence and competence in the effective and responsible use of technology.
- To develop pupils' understanding of the world around them through the study of the human and social sciences. In History, pupils develop an understanding of their own and other cultures, consider how actions and events affect humanity and learn to assess evidence and draw conclusions. In Geography, pupils explore the relationship between people, places and

environments and develop an understanding of experiences and perspectives beyond their own.

- To ensure that all pupils participate actively in the sporting programme through PE and Games. A broad range of activities enables pupils to develop physical skills, coordination, tactical understanding, teamwork and an appreciation of health and fitness.
- To provide all pupils with opportunities to engage with the creative and aesthetic dimensions of Art, Design Technology, Drama and Music. Pupils have opportunities to participate in productions, ensembles, orchestras, bands and individual music lessons.
- To provide Theology, Philosophy and Religion (TPR) which develops pupils' understanding of different religions, beliefs and perspectives and contributes to their spiritual, moral, social and cultural development.
- To provide a rich co-curricular and enrichment programme, known as **Beyond**, which enables pupils to pursue their interests, discover new strengths, develop new skills and enjoy a wide range of experiences beyond the taught curriculum.

Curriculum Structure

Our curriculum provides a coherent progression of knowledge, skills, opportunities and experiences for pupils aged 3–13.

The **Swanbourne Journey** describes this progression through the school. From the foundations established in the Early Years through to the increasing academic challenge and independence of Years 7 and 8, pupils are supported to develop strong subject knowledge alongside the skills, character and confidence required to thrive.

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, TPR), 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, TPR), Computing, Outdoor Learning and PSHE

Specialist subjects: French, Art, Drama, Music, PE and Games.

Pupils are encouraged to become increasingly independent as learners, applying their developing knowledge and skills across a broad range of subjects and experiences.

The Swanbourne Pathway: Years 5-8

From Year 5, pupils enter the **Swanbourne Pathway**, the next stage of the wider Swanbourne Journey. The Pathway brings together academic excellence, the Swanbourne Signature Skills and a rich programme of Signature Experiences, ensuring that pupils develop the knowledge, skills and personal qualities required for future success.

In Years 5 and 6, pupils build strong foundations of subject knowledge while developing greater independence, curiosity and confidence as learners. As they move into Years 7 and 8, the curriculum provides increasing academic challenge and opportunities to apply their learning in different contexts, culminating in the Swanbourne Certificate at the end of Year 8.

Swanbourne Signature Skills

At the heart of the Swanbourne Pathway are six Signature Skills:

1. **Oracy** – communicating ideas clearly, confidently and effectively.
2. **Enquiry** – asking thoughtful questions, investigating ideas and thinking critically.
3. **Collaboration** – working constructively with others and valuing different perspectives.
4. **Creativity** – developing ideas, making connections and approaching problems imaginatively.
5. **Leadership** – taking responsibility, showing initiative and positively influencing others.
6. **Endeavour** – demonstrating resilience, determination and a willingness to embrace challenge.

These skills are developed across the curriculum and co-curriculum rather than taught in isolation. Teachers provide opportunities for pupils to practise and demonstrate them through subject learning, discussion, practical work, problem-solving, collaborative activities, presentations and independent study.

Swanbourne Signature Experiences

Alongside the taught curriculum, pupils take part in a range of Signature Experiences designed to broaden their horizons and enable them to apply their knowledge and skills beyond individual subjects.

These include enrichment activities, residential experiences, visitors and speakers, leadership opportunities, outdoor learning and collaborative and independent projects. Within Years 7 and 8, these include:

- the **Year 7 Innovate Project**, providing pupils with opportunities to work collaboratively on a STEM-focused challenge, applying knowledge, creativity and problem-solving skills; and
- the **Year 8 Independent Enquiry**, through which pupils develop a question, undertake independent research, evaluate evidence and communicate their findings.

Potential Scholars Groups provide further opportunities for selected pupils to explore subjects beyond the taught curriculum, receive specialist mentoring and prepare for senior school scholarship pathways.

The Swanbourne Certificate

The Swanbourne Pathway culminates in the **Swanbourne Certificate** at the end of Year 8.

The Certificate recognises pupils' academic achievement and wider development during Years 7 and 8. In examined subjects, academic outcomes are informed by a range of assessment evidence gathered across the two years, including internal examinations and other appropriate assessment opportunities.

Alongside academic achievement, pupils' participation in and engagement with the Swanbourne Signature Skills and Signature Experiences form an important part of their journey through Years 7 and 8.

The Swanbourne Certificate therefore provides a meaningful culmination of pupils' time at Swanbourne House, recognising both what they know and the skills and qualities they have developed.

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 intentions and appropriately ambitious expectations.
- Teaching which takes account of pupils' prior knowledge and provides appropriate challenge and support.
- Ongoing assessment that is fair, accurate and used purposefully.
- Assessment outcomes which inform subsequent teaching and planning.
- Opportunities for pupils to demonstrate progress in their knowledge, understanding and skills.

- Recognition and celebration of pupils' achievement, progress and endeavour.

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

- Learning intentions are clearly defined and understood by pupils where appropriate.
- Lessons provide opportunities for pupils to remember, understand, apply, analyse, evaluate and create.
- A range of learning formats is used appropriately, including whole-class teaching, collaborative work and independent learning.
- Teaching is adapted with reference to the Learning Support Register and individual Pupil Passports to ensure that all pupils are able to access the curriculum and experience appropriate challenge.
- Learning builds upon pupils' prior knowledge and experience.
- A diverse range of resources is used effectively to support learning.
- Pupils are given opportunities to reflect upon their learning and understand how to improve.
- A range of teaching approaches is used to create an engaging, interactive and supportive classroom environment that encourages active participation.
- Opportunities are provided, where appropriate, for pupils to develop and demonstrate the Swanbourne Signature Skills.

Assessment, Reporting and Tracking

Assessment is used to understand pupils' attainment and progress, inform teaching and planning, identify areas requiring support or further challenge, and enable pupils to understand how they can improve.

- **Quest** is used as the school's central platform for recording, tracking and analysing pupil attainment and progress. Assessment information held within Quest enables teachers and academic leaders to monitor individual pupils, groups and cohorts over time and to identify where intervention, support or further challenge may be required.
- Pupils in Years 3–8 complete standardised assessments at appropriate points during the academic year. Outcomes are recorded and analysed alongside teachers' professional judgement and other assessment evidence to build a rounded picture of pupils' attainment and progress.
- Formative assessment is an integral part of teaching and learning and is used to identify pupils' understanding, misconceptions and next steps.
- Where appropriate, summative assessment evaluates pupils' subject-specific knowledge, understanding and skills against clearly identified curriculum expectations.
- Pupils in Years 7 and 8 sit internal examinations during the academic year. These form part of a wider body of assessment evidence and support preparation for the expectations of senior school and, ultimately, the Swanbourne Certificate.
- Pupils in younger year groups undertake age-appropriate assessments within subjects to monitor progress and inform future teaching.
- Teachers use assessment information, including data held within Quest, to inform planning and ensure that pupils receive appropriate support, intervention and stretch and challenge.

- Assessment information is reviewed by teachers, Heads of Faculty and academic leaders to identify patterns in attainment and progress at individual, subject, year-group and whole-school level.
- Pupils are provided with appropriate feedback and next steps to support their continued progress.
- Pupil attainment and Approach to Learning are communicated to parents through the school's reporting cycle and Parents' Evenings.

Curriculum Monitoring and Review

The school regularly reviews the quality, implementation and impact of the curriculum to ensure that it remains ambitious, coherent and responsive to the needs of pupils.

In Years 3-8, this is supported by the Faculty Review and Reflection Cycle, which provides a structured and developmental approach to reviewing teaching, learning and pupil progress. The cycle draws on a range of evidence, including book looks, learning walks, pupil voice, assessment information, teacher reflection and professional discussion.

The process is designed to identify strengths, promote consistency, support professional development and inform priorities for improvement. Heads of Faculty and members of the Senior Leadership Team work collaboratively throughout the cycle, with outcomes contributing to ongoing curriculum development and whole-school improvement planning.

In EYFS and Years 1-2, curriculum implementation and pupil progress are monitored through age-appropriate Lower School processes.

Special Educational Needs and Disabilities and English as an Additional Language

We are committed to ensuring equal access to education and an ambitious curriculum for all pupils.

Pupils with SEND, including those with an Education, Health and Care Plan where applicable, are provided with appropriate support and reasonable adjustments to enable them to access the curriculum, participate fully in school life and make progress.

Pupils with English as an Additional Language are supported appropriately according to their individual needs.

Further information is contained within the SEND and EAL Policy.

Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE)

Swanbourne House provides a well-rounded PSHE programme, delivered through timetabled lessons and supported across the wider curriculum and pastoral programme. This programme includes:

- Relationships and Sex Education in accordance with statutory requirements.
- Physical and mental health and wellbeing.
- Online safety and digital responsibility.
- Economic education and financial literacy.

- Citizenship, community engagement and social responsibility.
- Preparation for the opportunities, responsibilities and experiences of later life.

Fundamental British Values

Pupils are prepared for the opportunities, responsibilities and experiences of life in British society through the curriculum, co-curriculum and wider life of the school.

The school 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.

Pupils are provided with opportunities to reflect upon their own experiences, encounter different perspectives and participate in aspects of school life which develop their understanding of these values. Fundamental British Values are addressed explicitly through PSHE and are also integrated appropriately across subjects, assemblies, Chapel and the wider curriculum.

Careers Education

Careers education is provided for pupils in Years 7 and 8. Provision forms an integrated part of the both the curriculum and the Beyond programme and aims to broaden pupils' understanding of future learning and career opportunities.

Careers education is provided impartially and enables pupils to explore a broad range of possibilities without bias or favouritism.

Further information can be found in the Careers Policy.

Compliance with ISI and Statutory Requirements

Swanbourne House ensures that its curriculum meets relevant statutory and regulatory requirements, including:

- The Education (Independent School Standards) Regulations
- The requirements of the current ISI inspection framework
- Statutory safeguarding and online safety requirements
- The Equality Act 2010
- The statutory requirements of the Early Years Foundation Stage where applicable

The school regularly reviews its curriculum to ensure that it remains ambitious, appropriate and responsive to the needs of its pupils.