

# COGNITA

## Curriculum Policy

### September 2020

### SPAIN

# TEMS

### 1 Introduction

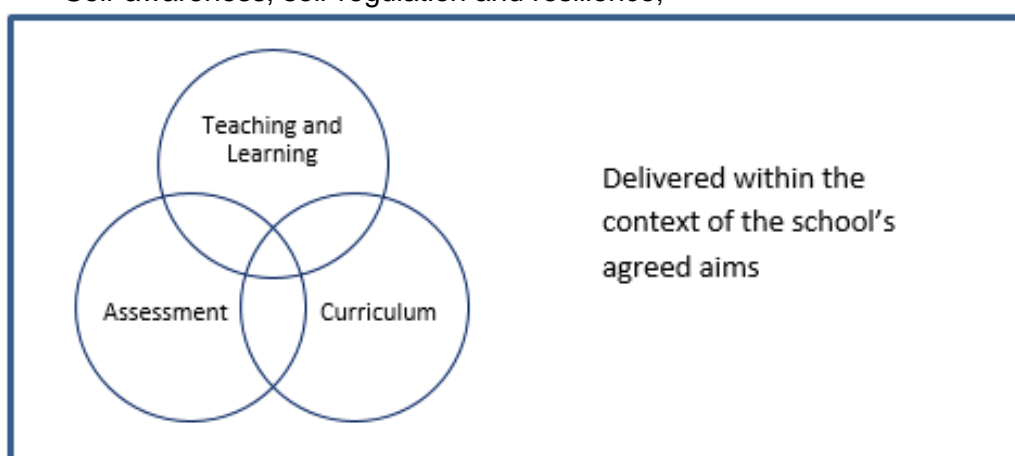
- 1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

Our Mission	Our Values	
<b>TEMS is committed to developing caring, confident and independent individuals.</b>	<b>Academic</b>	Foster a passion for learning by encouraging exploration and curiosity. Encourage independent thinkers who feel confident in making mistakes and learning from them.
	<b>Character</b>	Nurture a caring community, where respect for one another and our environment is tangible.  Develop positive relationships both locally and globally based on empathy, collaboration and trust.  Build our children's self-confidence through practical life skills with the aim of equipping them to face a rapidly changing future.
	<b>Global</b>	Deliver a trilingual education which by building oracy, debate and conversation across the globe builds an understanding of diversity. Forge strong links with Cognita family.

In order to ensure that TEMS is providing the highest quality education possible, our curriculum is designed not only to fulfill statutory requirements, but also to give our students a genuine thirst for learning and to grow in confidence. The curriculum at all Key stages (EYS to KS5) is planned to deliver relevant sections of the English and Welsh National Curriculum. It is of primary importance however that the curriculum operates in a way that ensures all students can complete the requirements of the Spanish Government and Madrid education authorities for 'Infantil' and 'Primaria' (Nursery to Year 7), as well as achieve the Spanish ESO (Secundaria) and Bachillerato, if they complete the relevant courses and assessments throughout Years 8 -13. All students who graduate from TEMS will do so in both the Spanish and UK education systems.

- 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 BSO 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 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, 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 Equality Act 2010*

(d) for pupil 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
  - *where the school has pupils under the age of 5, 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 society.*

## 2 Taught Curriculum

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the (National Curriculum) at KS1,2,3,4 and is formally assessed at the end of KS2 using GL PTE/M at KS4 by GCSEs and at the end of KS5 by A levels or by the Spanish national examinations described as EVAU. The details of which exam boards are used at GCSE and A level by our different subjects can be found in the individual subject information section on our website. Our pupils also take GL summative assessments at the end of years 2-8 in English and Mathematics.
- 2.2 Pupils entering the school in years 7-9 take the Midyis baseline test in September in their year of entry; all pupils take the Yellis baseline test at the start of year 10. Pupils entering the Sixth Form will take the ALPSbaseline test. The outcomes of all tests are shared with pupils and parents where deemed necessary as part of informed discussions about a pupil's potential. They are used to make sure that the curriculum offer is individualised to need.
- 2.3 Time awarded to each subject in each year group is visually explained in the timetable maps and further explained in the departmental SOWs, planning documents and individual lesson plans
- 2.4 Details of how the taught curriculum is translated into subject Schemes of Work (SoW) and lesson plans can be found in the individual subject information section on our website.

First, we agree a long-term plan, known as the 'curriculum map' for every subject area. This indicates what topics are to be taught each term and over the course of the academic year, to which groups of children. Subject Departments review the long-term plan annually with the review being the responsibility of the Head of Faculty, Key Stage or Subject Coordinator.

Secondly there are medium-term plans, known as 'schemes of work': These give clear guidance on the learning objectives and teaching strategies, including ICT where appropriate and crosscurricular links, that we use when teaching each topic. Medium Term plans indicate the differentiation and Assessment for Learning (AfL) strategies which are being deployed and are reviewed annually by subject Coordinators and school section Heads. Increasingly, medium-term planning will be summarized through "umbrella plan" documents. T

Thirdly, we have short-term plans that our teachers write on a weekly or daily basis in their teacher planner books. We use these to set out the learning objectives for each session, and to identify how the work will be adapted to suit the needs of the children, including those with any specific learning needs. This planning can be reviewed by each teacher's line-manager as required as part of the performance management process. We strive to provide a curriculum which has a variety of enrichment activities that are integrated into the curriculum plans for each year group throughout the school year, both in and out of the classroom environment.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

- 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.
- 2.6 Our curriculum includes those compulsory elements of the Spanish curriculum as required by the Spanish Ministry of Education and local education authorities.

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

### 4 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/BSO 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 PSHEE

- 5.1 Our school chooses to respond to the legal requirement in maintained schools to teach Sex and Relationships Education, and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHEE).
- 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. 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.

### 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, or Book Day, Science Week, Anti-Bullying Week or Global be Well Day.
- 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;
  - Leadership Training;
  - Student Councils;
  - Community Service Groups such as Padrinos and Green Club
  - Duke of Edinburgh;
  - CCF;
  - 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. However, all staff are responsible for ensuring this policy is implemented and acted on.

The Heads of Faculty, Key Stage and Subject Coordinators are responsible for the day to day organisation of the curriculum and monitor the planning and delivery of lessons. This includes ensuring that all classes are taught the relevant sections of the curriculum, and that all lessons have appropriate learning objectives. Heads of Faculty and Coordinators monitor the topics taught in all the subjects that form part of their Department. Teacher planning may be regularly monitored, and all line-managers ensure that appropriate teaching strategies are used through classroom observation. Heads of Faculty, Key Stage and Subject Coordinators, subject to instruction from their school Heads, also have responsibility for monitoring the way in which resources are stored and managed. 8.1 When evaluating the use and impact of this policy, our school leaders will evaluate the extent

- 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.

<b>Ownership and consultation</b>	
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

<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
England	No
Wales	No
Spain	Yes

<b>Version control</b>	
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<b>Related documentation</b>	
Related documentation	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards

