

STAMFORD ENDOWED SCHOOLS CURRICULUM POLICY

Definition

- The **Curriculum** embraces all the intended learning opportunities, experiences and outcomes that a boy or girl has in his or her time at the Stamford Endowed Schools (SES). The SES Curriculum is therefore planned and purposeful and its delivery monitored, evaluated and regularly reviewed from the youngest pupils¹ aged 2 in the SES Nursery, to the most senior pupils studying for GCE A Level and BTEC qualifications in the Sixth Form.

Objective

The curriculum is the central framework which supports SES in its key educational aims of enabling all its pupils to become well-rounded young men and women who have developed the personal qualities and acquired the qualifications for successful and fulfilling lives beyond school. It should develop in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and co-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

The SES Curriculum

- includes both the formal and informal taught curriculum within the Schools' timetabled programme and that which takes place outside of normal lesson time, the school day or school terms i.e. the wider learning opportunities;
- takes place within the Schools and beyond the Schools' campuses;
- develops according to the age of the pupils, allowing smooth progression and continuity through the Key Stages of school education;
- promotes the love of learning at all stages
- incorporates the following broad areas of learning and experience:
 - the linguistic
 - the mathematical
 - the scientific
 - the technological, including the use of ICT
 - the human & social
 - the physical
 - the aesthetic and creative
 - the spiritual, moral, ethical and personal

¹ For brevity and clarity the word *pupil* will be used throughout this policy document though routine SES practice, which will be reflected in SES literature, is to use the term *student* for pupils in the senior schools, especially those in the sixth form.

- enables all pupils across the age and aptitude range to learn, to be challenged appropriately and to progress, including those with a Statement or Education, Health or Care Plan (EHC) and those with other learning difficulties and/or disabilities;
- enables pupils to acquire skills in speaking and listening, literacy, numeracy and information and communication technology, and promote an enquiring mind and capacity to think rationally.
- where a pupil has a Statement or an EHC, fulfils its requirements
- supports the personal and social development of all pupils providing guidance on key personal issues; recognising the importance of respect for other people, a healthy lifestyle and keeping themselves and others safe through a discrete PSHE programme
- provides effective careers guidance for pupils receiving secondary education, preparing pupils for life beyond school, for entry to higher education, for the world of work and for their place as responsible citizens in a modern democratic society;
- recognises that the school boarding community is enriched by providing community life, activities, responsibilities and experiences within the boarding houses. The school boarding community is also international and includes pupils from across the world thus enriching SES for all pupils, both boarding and day contributing to the development of pupils' understanding of the Britain's social and diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.
- provides a broad and balanced learning programme whilst allowing increasing choice and specialisation as pupils move into Key Stages 4 & 5 giving pupils the opportunity to become innovative, enterprising and equip them for their future lives as workers and citizens;
- develops pupils' skills of teamwork, thinking critically to make a difference for the better, problem solving and of independent learning;
- provides opportunities for pupils to gain qualifications in public examinations and other awards;
- provides opportunities for pupils to take on positions of responsibility and to be of service to the Schools and the wider community;
- promotes equality of opportunity especially with respect to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (protected characteristics, Equality Act 2010);
- enables pupils to understand the origins and practices of their own culture and those of the wider community;
- promotes awareness of the modern world, its people and their needs, their different cultures and the importance of tolerance and the acceptance of others;
- does not undermine fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;

- develops the skills and attitudes necessary for pupils to become effective life-long learners;
- provides for all pupils a programme of activities which are appropriate to the pupils' needs.

Note: this policy sets out the objectives of the Schools with respect to the curriculum. No part of it should be considered contractually binding on the Schools in their contract with Parents.

PSHE

Each of the Schools will have their own PSHE programme which will be age and gender specific. The PSHE curriculum will cover, inter alia, the following topics:

- Keeping safe including on-line and the risks posed by adults or young people who use the internet or social media to bully, groom, abuse or radicalise young people
- How to build up resilience and prevent mental health issues
- The dangers of radicalisation particularly through the internet following the DfE advice [here](#), [here](#) and [here](#)
- Internet safety, this will also be part of the ICT curriculum
- smoking, alcohol, drug misuse and sex education,
- Tackling bullying – following the DfE advice 'Preventing and Tackling Bullying'
- Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and ensures that principles are actively promoted which—
 - (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - (iii) 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;
 - (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

(vii) 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;

Pupils should develop:

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An 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;*
- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An 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;*
- *An understanding of the importance of identifying and combatting discrimination*

Where visiting speakers are used in the delivery of PSHE, the Schools must take actions to ensure that they are suitable. An internet search may often be sufficient. Visiting speakers should be recorded on the list which is kept by each school.

Academic Philosophy for Stamford Endowed Schools

Our educational philosophy reflects the expectations we have of ourselves, as teachers, and of our pupils as learners. We believe that for our school community to thrive academically we must work in partnership with one another and with our parents, each of us taking responsibility for achieving **the best that we are capable** of in the classroom and beyond.

As teachers we see **the classroom as a place to inspire** pupils across our ability range. Our lessons are driven by curiosity about our subjects and passionate interest in them and we seek to pass this on to our learners. Lessons are varied in terms of style, content, breadth and use of resources because we believe that by taking a varied approach to teaching we will stretch every pupil and help them to achieve their potential. We believe that single gender classes between the ages of 11-16 enables us to deliver lessons which are more relevant to boys and girls and reduces distractions at a time when young people

are maturing at differing rates. We need to have high expectations of all pupils and to demand much of them. However, the pupils must not feel overloaded or that they cannot cope with the demands being made of them. Our primary objective is to encourage our pupils to enjoy their time in the classroom so that they will want to do well for themselves and so that they will become confident about their learning.

In keeping with this, academic departments offer a range of **extension activities** for pupils which take them beyond the limitations of the examination syllabus by providing enrichment opportunities through societies, workshops, lectures, language exchanges and educational visits which help to create and direct pupil curiosity.

SES recognises that this approach to learning needs to be supported by **excellent resources** both inside and outside the classroom and we ensure that investment to enable this is in place through our refurbished libraries, science labs, art studios, computer suites, theatre spaces, on-line resources and sports facilities.

Pupils at SES are encouraged **to take the lead in their own education** and to be proud of and committed to their own progress whatever their current level of performance. We encourage pupils to develop a critical-thinking approach to the subjects they study and we expect them to use a range of skills in exploring the different worlds they encounter in the classroom. We believe that pupils should be motivated, energetic and confident. They enjoy learning for its own sake, not only because this will help them to achieve their own educational goals but because taking pride in their own achievements will empower them beyond their life at school. We take literally Eric Hoffer's words 'In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists'. As we go further into the third millennium we recognise that for our young people the world is changing rapidly and we seek to equip our boys and girls to cope with it and to relish its challenges.

We want our pupils to **move from being dependent to independent learners** and this will happen at different times according to their maturity and motivation. For those who have not yet taken responsibility for their own learning, these pupils require considerable support such as additional lessons and supervised study time to help them produce work to the standard of which they are capable. All our pupils benefit from receiving praise and encouragement and this is particularly true for those who have not yet developed an enjoyment of learning. We recognise that the achievement of good examination grades, which are essential so that pupils can access the next stage of their education or to start in the world of work, must at certain times structure the manner in which they are taught. However, for this to be effective, a firm foundation must have been built which ensures the pupils have excellent learning skills and high motivation.

Assessing how our pupils are progressing is essential. We have a formal and informal reporting programme in place which aims to support individual pupil development in an effective way through a timely provision of meaningful information to pupils, parents and tutors. Homework forms an important part of every pupil's independent learning and topic tests and internal assessment points are in place to ensure that teachers, parents and pupils know how individuals are progressing across the year. In keeping with our approach

to teaching and learning, the nature of assessment is varied, diverse and appropriate to the development stage of each pupil.

The SES **structure of the working week** has been designed to provide the time necessary to allow pupils and teachers to explore subjects in lessons in their academic and real world context. Lessons are not didactically driven, and as such pupils have the confidence to voice their own ideas and to reflect on their own thinking. The school week also allows for the development of non-academic activities, whether sporting, dramatic, vocational or practical, which we feel broaden boys' and girls' enjoyment in life as well as giving them the opportunity to grow as rounded individuals. Our school week is busy and has purpose but it also provides pupils with a balance of work and play across our ten day timetable cycle.

None of the above is possible without the commitment of our parents. We expect **parents to be supportive of the Schools' educational philosophy**, working with us to ensure that their sons and daughters work towards taking responsibility for their own learning. Parents will support their children through having realistic though ambitious aspirations for their children which are their children's and not their own. They will provide an environment at home which is conducive to academic study and will show an interest in the work being carried out. Through attending parents' meetings and other events they will understand the work in which their children are involved and will have a good understanding of their child's progress. They will discuss the information from meetings and from written reports with their children and this will enable them to offer praise and encouragement and also be able to bring any concerns to the attention of the school.

At SES we see that education is a **shared responsibility in which teachers show intellectual courage** in driving the educational process forward and pupils confidently embrace their role as thinkers and learners who actively seek to stretch their understanding. We hold our responsibility for delivering exciting, interesting and purposeful lessons dear, and as such invest in our own professional development and the development of our pupils so that they will be able to achieve ambitious goals together. Our parents play an important role in this and help us to produce assured and happy young men and women who will eventually take their place in the wider world.

Co-curricular Philosophy

All pupils at SES should be able to develop their skills and confidence through a wide variety of co-curricular pursuits. These include music, drama, sport, clubs, societies and adventurous activities. Many life skills will also be developed through involvement in the co-curricular programme such as leadership, teamwork, etiquette and social skills. On leaving the Schools it is our aspiration that pupils will have an enjoyment of and sufficient ability in pastimes to ensure that they wish to continue to pursue activities for pleasure or even as a profession.

Younger pupils will have the opportunity to try a wide range of activities so that they can find where their enthusiasms and abilities lie. This will take place in curriculum lessons such as music, drama, House activities, games and physical education as well as in clubs, societies, practices, matches, performances and adventurous activities which occur in lunchtimes, after school and in the holidays. As pupils get older, many will wish to

specialise. Expert coaching, tuition and guidance should be available to help develop higher level skills though some pupils will reach a competent level and will wish to participate mainly for pleasure rather than to work to improve their skills further. While competition or performance in some activities will be important, coaching will try to support the improvement of a pupil's skills rather than simply achieving short term success.

In some activities differing abilities will be catered for; for example there will be a number of teams in each year group to accommodate players of different levels of skill. It is inevitable that some activities, for example the First Orchestra or lead roles in the main School play, will require pupils to have a minimum competence in order to participate. Where there is a need for selection then there should be other opportunities for less able or less experienced pupils so that as many pupils as possible can participate and their successes celebrated. All pupils should receive support which will help them improve their skills.

There will be a limit on the range of activities which are available and this will be determined, to some extent, by the enthusiasms and skills of the teaching staff. In some areas, such as learning a musical instrument or Speech and Drama where individual tuition is required, the cost of this may be passed on to parents though will be notified in advance.

Version 19: July 2017

Review: July 2018

Governors' Committee Review: Education

Complies with requirements of Education Act 2011 and Independent School Regulations 2015