



## Curriculum Policy

### Introduction

Teaching and learning is the core purpose of our School. It is the method through which we provide a curriculum that is as broad and balanced as possible. It is based to a large extent on the National Curriculum but also meets the requirements of both Common Entrance and Scholarships of senior schools to which our pupils go. While considering all aspects of Teaching and Learning at Cheam, one must refer also to the Academic Handbook which can always be found on the Parent Portal and, whilst this incorporates the Pre- Prep department, specific Teaching and Learning principles and procedures may be found in the Pre-Prep Curriculum Overview and accompanying subject policies.

The School is committed to ensuring:

- Full time supervised education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- Subject matter appropriate for the ages and aptitudes of all pupils whatever their educational needs
- That pupils acquire speaking, listening, literacy, numeracy, scientific, technological, human and social, physical, and aesthetic and creative skills
- Where any pupil has a statement or EHC plan, an education which fulfils its requirements
- Personal, social, health, citizenship and economic education (“PSHCEE”) which (i) reflects the School’s aims and ethos and (ii) encourages respect for other people
- Impartial careers advice for Years 7 and 8 which encourages all pupils to fulfil their potential and have an understanding of their GCSE and post 16 options whether they be academic or in the workplace
- A programme of activities which is appropriate to the pupils’ 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. This includes those with special educational needs or learning difficulties, those for whom English is an additional language, and the most able. Additionally, the School is also committed to ensuring that the opportunity to learn and make progress is available to those pupils who have other particular needs, such as those who perform a caring role at home as young carers
- Effective preparation of pupils for the opportunities, responsibilities and experiences of adult life in British society
- Smooth transitions from Pre-Prep to Prep and from year group to year group to ensure continuous progress for every child.

By the end of their education at Cheam, pupils will have had the opportunity:

- to experience a broad and balanced curriculum accessed via directed study with a focus on independent research and creativity
- to develop the ability to think critically and creatively and the skills to research, sort, record, analyse and evaluate information
- to develop a high standard of English based on sustained and extended reading, high level comprehension skills, the ability to write in different genre, an appreciation of grammar and a love of literature

- to develop an interest and appreciation of Mathematics and achieve a high standard of mathematical operations based on acquired knowledge, an understanding of key concepts and skills and the ability to record, apply and communicate mathematical ideas and experiences to real-life problems
- to acquire a strong scientific background based on the National Curriculum with an emphasis on practical work and investigations to encourage scientific enquiry and thinking and familiarisation with laboratory equipment and etiquette
- to gain a knowledge of another language and culture in addition to English
- to acquire a strong classical background through the teaching of the Latin language, Greek and Roman history, literature and mythology
- to gain a sound chronological knowledge of British and world history allied with the analytical and critical tools/skills necessary for the study of history
- to acquire sound knowledge of geographical terms, concepts and processes allied with the analytical and critical tools/skills necessary for the study of geography
- to develop a knowledge of the Bible and to demonstrate tolerance of one another's viewpoints and beliefs
- to develop an appreciation of music from different genres and cultures, as well as a knowledge of musical notation, instruments and process of composition
- to gain experience and training in drama, both within lessons in the junior School and through participation in class assemblies, shows, workshops, clubs and major School productions
- to develop their ability to express themselves creatively and imaginatively in different media based on knowledge of the skills, materials and art techniques and an understanding of art history, design and art movements in different cultures
- to learn about the various features of technology in the 4th industrial revolution; manage a computer to access work, research and collaborate; communicate their ideas with a range of technologies; learn about innovative design using digital tools and become a good digital citizen
- to provide an opportunity for pupils to be creative and competitive in a physical environment. Pupils will learn to face different skills and challenges as an individual, as part of a group and as part of a team through a variety of sporting opportunities.
- to develop a good general knowledge based on a comprehensive syllabus that includes a knowledge of great artists, musicians, writers, scientists, as well as knowledge of historical events, geography and current events
- to develop a personal moral code to live by based on relationships, respect, tolerance and understanding delivered via a structured PSHCEE programme using the five standards of Every Child Matters
- to gain an awareness of international relations and an understanding of other peoples and cultures and their responsibility in global matters
- to acquire the ability to speak confidently in public and to debate, having been taught the tools, vocabulary, methodology and techniques of debating and public speaking in timetabled classes in Years 7 & 8
- to benefit from the assistance of qualified learning support teachers for children with educational needs so that they can better access the School curriculum and achieve their potential
- to benefit from the assistance of a qualified English as an Additional Language teacher for children with a limited facility in English
- to develop skills that will enable them to flourish at the Senior School and beyond into the wider world

- to acquire good manners, citizenship, humility and a sense of purpose and direction
- to gain an awareness of the environment and environmental issues
- to experience visiting various places of interest during trips that challenge and educate

#### Teaching at Cheam:

- Enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- Fosters in pupils the application of intellectual, physical or creative effort, self-motivation, interest in their work and the ability to think and learn for themselves
- Involves well-planned lessons and effective teaching methods, activities and management of classtime.
- Shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
- Demonstrates good knowledge and understanding of the subject matter being taught
- Utilises effectively classroom resources of a good quality, quantity and range
- Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils know how to make progress
- Utilises effective strategies for managing behaviour and encourage pupils to act responsibly
- Evaluates pupil performance: The School provides a framework for pupil performance to be evaluated with reference to the School's aims

#### Principles

Teaching and learning is seen as a process of co-operation between teachers and children with the encouragement and support of parents and other pertinent members in the community. All members of the School community (teaching and non-teaching staff, parents, pupils and governors) work towards the School's aims by actively promoting :-

- Pupils to develop their self-knowledge, self-esteem and self confidence
- The ability to distinguish between right and wrong
- Knowledge and respect for each other and for the rule of law
- Seeing children as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the School community
- Providing a well-ordered, happy and thriving environment in which clearly stated behavioural expectations are known and understood by all
- Offering equal opportunities in all aspects of School life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Working as a team, supporting and encouraging each other
- Incorporating the Prevent Duty across the curriculum and providing a spiritual, moral, social and cultural education which gives pupils an understanding of fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Whilst all teaching is designed to support these values, it is explicitly addressed in PSHCEE, chapel and assemblies.
- PSHCEE appropriate to the specific age of pupils in the 3 to 13 year old age range in the School which provides pupils with an (appropriate) understanding of the importance of

identifying and combatting discrimination; that the freedom to hold other faiths and beliefs is protected in law, should be tolerated and should not be the cause of prejudicial or discriminatory behaviour; and which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act, including a commitment to incorporate EDI themes within all areas of Teaching and Learning and encouraging pupils to consider aspects of topics that relate to EDI.

- Through a combination of academic lessons including PSHCEE, services and assemblies, and form and tutor periods we seek to prepare our pupils for the opportunities, responsibilities and experiences of adult life. It is our aim to develop our pupils to be proactive and responsible citizens for the future. The curriculum is designed to develop pupils understanding and preparedness to enter British society through a number of elements including PSHCEE.

## **Aims**

Our aims for teaching and learning are that all children will:-

- Reach their potential in terms of academic achievement, aesthetic appreciation and spiritual, cultural & moral awareness
- Be tolerant and understanding with respect for the rights, views and property of others.
- Develop a responsible and independent attitude towards their work and their roles in the School and wider community.

Teachers work towards the School's aims by:-

- Being thoroughly prepared in all aspects of their teaching
- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Providing regular and appropriate feedback on progress to enable the children to develop their skills and knowledge
- Ensuring that teaching is progressive and has continuity
- Being good role models - punctual, smart, courteous, well-prepared and organised
- Maintaining an up to date knowledge of their subjects and their relation to the National Curriculum and the syllabi of other relevant courses of study, especially Common Entrance and Scholarships.
- Having a positive attitude to change and the development of their own expertise
- Working and co-operating with other members of the School community

Pupils work towards the School's aims by:-

- Trying their hardest in all areas of the curriculum
- Being punctual and ready to begin lessons on time
- Being organised with themselves and their possessions
- Following the School Rules for Neatness and Presentation as set out in the Calendar, including always having with them Cheam's Educational Toolkit
- Conducting themselves in an orderly manner in line with the various codes of discipline and good citizenship
- Taking a growing responsibility for their own learning

Parents work towards the School's aims by:-

- Ensuring that children attend School regularly, punctually and in good health
- Providing support for the discipline within the School and for the teachers' role
- Being realistic about their children's abilities and offering praise and encouragement
- Participating in discussions concerning their child's progress and attainments
- Ensuring early contact with School to discuss matters which affect a child's happiness, progress and behaviour
- Giving due importance to any work that is sent home for completion during term time or holidays
- Allowing their children to take increasing responsibility as they progress through the School

## Strategies

Our strategies for ensuring progress and continuity of learning are that:-

- Planning is a process in which all teachers are involved, wherein schemes of work for individual subjects are developed by co-ordinators (or Heads of Departments) in collaboration with the whole staff
- Schemes of study, including lesson plans, are drawn up by individual teachers after consultation with Heads of Departments and other involved staff, for each term. These are monitored by Heads of Departments, the Director of Teaching and Learning, the Head of Pre-Prep (for Early Years and Key Stage 1) and the Headmaster from time to time.
- Staff meetings are used to discuss various aspects of the curriculum and to discuss any concerns that staff may have about pupils' progress
- Heads of Departments (or others responsible for various aspects of the curriculum) should take the lead in policy development and the production of schemes of work. These should be designed to ensure that there is progression and continuity in their subject throughout the School
- Heads of Departments should monitor progress in their subjects and advise the Director of Teaching and Learning, the Head of Pre-Prep and the Headmaster on any action needed
- Heads of Departments should keep up to date with developments in their subject and inform other members of staff of such developments

## Standards for Teachers

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

1. A teacher must set high expectations which inspire, motivate and challenge pupils by:-
  - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
  - Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
  - Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.
2. A teacher must promote good progress and outcomes by pupils by:-
  - Being accountable for pupils' attainment, progress and outcomes.
  - Planning teaching to build on pupils' capabilities and prior knowledge.

- Guiding pupils to reflect on the progress they have made and their emerging needs.
  - Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.
  - Encouraging pupils to take a responsible and conscientious attitude to their own work and study.
3. A teacher must demonstrate good subject and curriculum knowledge by:-
- Having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and addressing misunderstandings.
  - Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
  - Demonstrating an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
  - Demonstrating a clear understanding of phonics if teaching early reading
  - Demonstrating a clear understanding of appropriate teaching strategies if teaching early mathematics.
  - Demonstrating a clear understanding of the Early Years Curriculum and all the latest developments if teaching in Early Years.
4. A teacher must plan and teach well-structured lessons by:-
- Imparting knowledge and develop understanding through effective use of lesson time.
  - Promoting a love of learning and children's intellectual curiosity.
  - Setting prep and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
  - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
  - Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).
5. A teacher must adapt teaching to respond to the strengths and needs of all pupils by:-
- Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - Demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. A teacher must make accurate and productive use of assessment by:-
- Knowing and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
  - Making use of formative and summative assessment to secure pupils' progress
  - Using relevant data to monitor progress, set targets, and plan subsequent lessons
  - Giving pupils regular feedback, both orally and through accurate marking, and encourage



pupils to respond to the feedback.

7. A teacher must manage behaviour effectively to ensure a good and safe learning environment by:-
  - Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour policy
  - Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
  - Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
  - Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
  
8. A teacher must fulfil wider professional responsibilities by:-
  - Making a positive contribution to the wider life and ethos of the School
  - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
  - Deploying support staff effectively
  - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
  - Communicating effectively with parents with regard to pupils' achievements and well-being
  - Producing well-written individual reports on all pupils taught as set out in yearly report structure.

### **Transitions (please also see Transition Policy)**

Transition refers to the transition from one school year to the next. It has no other meaning in the context of this Policy.

Transitions from one year group to another are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders and other Schools. In particular the transition between Pre-Prep and Prep is carefully managed and the children are given various opportunities to familiarize themselves with the staff and environment of the Prep school before moving up to Year 3.

This policy is reviewed at least annually.

#### Policy Owners

Staff: Deputy Head Academic  
Governors: Teaching and Learning Sub-Committee

#### Latest Reviews

Staff Policy Owner: May 2024  
Compliance: May 2024  
Board of Governors: June 2024