

CURRICULUM POLICY

We believe that all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

The school aims to:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who experience learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent, responsible, useful, thinking, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and progress.
- Ensure that all tasks are differentiated to include all children
- Provide a broad and balanced curriculum.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the education process.
- Treat children in a dignified way.

We aim that all children should:

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team.
- Develop the ability to make reasoned choices and judgements based on interpretation and evaluation of relevant information from a variety of sources.
- Be cheerful, happy and well-balanced.
- Be eager and enthusiastic to put their best into all activities.
- Begin acquiring a set of moral values, such as honesty, personal responsibility and sincerity, on which to base their own behaviour.
- Be expected to behave in an acceptable way and learn to take responsibility for their actions.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Develop non-racist and non-sexist attitudes.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Be able to listen and read for a variety of purposes and to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Develop an enquiring mind and scientific approach to problems.

- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, and drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Have some knowledge of the beliefs of the major world religions.
- Develop agility, physical coordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.

The overall curriculum is reviewed annually as part of the school development plan and each department conducts its own curriculum review at the end of the year. The curriculum broadly reflects the National Curriculum in as much as it enables each subject to prepare the students ultimately for GCSE.

Each subject within the curriculum must clearly illustrate the use of differentiation that will be of benefit to those children who require it-including those who are academically able.

Cransley School is a co-educational independent school from 3-11 years with a girls only Secondary department from 11-16. We operate a full time teaching day from 8.55 to 3.30 with additional clubs and activities available during the lunch break and between 3.30 and 5.00. All teaching and learning activities are supervised by appropriately qualified and experienced members of staff.

Early Years-KS2

Pupils in the early Years follow the statutory EYFS Curriculum. In KS1 and KS2, we broadly follow the National Curriculum and QCA guidelines. In addition, the curriculum is enhanced by offering discrete lessons in French in KS1 and KS2.

KS3: Senior 1-3

At KS3 Cransley School offers a broad and balanced curriculum which enables pupils to experience and become confident in a range of subjects which include:

Art, Biology, Chemistry, Design and Technology, English, French, Geography, German, History, ICT, Mathematics, Music, Physics, Physical Education, Religious Studies and Spanish.

KS4: Senior 4-5

At KS4 all pupils study English, English Literature, Mathematics, Science and Additional Science. A further 4 optional subjects are chosen from the following:

Art and Design, Business and Communications Systems, Child Development, Drama, Food Technology, French, German, Geography, History, Music, Physical Education and Spanish.

It is also possible for the more able students to study separate Sciences for GCSE.

The most able mathematicians will be invited to study either GCSE Statistics or Additional Mathematics.

GCSE Religious Education (short course) is available as an extra subject.

All pupils will also have general lessons in P.E., IT, Careers and PHSE.

Thus most students will study for 9 GCSEs, 10 if they cover the additional Mathematics subject. Occasionally, students study for fewer GCSEs but this is in exceptional circumstances and is organised after consultation between the parent/guardian and the Headteacher.

All departments are responsible for providing opportunities for pupils to gain the necessary skills, knowledge and understanding to help fulfil the requirements of the curriculum.

At Cransley School, the principal language of instruction is English. However when we have pupils for whom English is a Foreign Language, the curriculum can be modified to suit their academic needs. This would be done in consultation with Senior Management, subject teachers and parents/guardians.

Pupils with Statements of Educational Needs are provided with appropriate support and mentoring. The SENCO liaises with parents and outside agencies to ensure that all requirements are met.

PHSE /CITIZENSHIP

Junior Department

PHSE activities take place across the key stages. These include dedicated PHSE lessons in Years 1-6. They are supplemented by assemblies and specialist, enrichment days and other activities.

Senior Department

All pupils in the Senior Department follow a prescribed PHSE course which is delivered in dedicated PHSE lessons. These are supplemented by assemblies which may also cover facets of the PHSE course. Outside agencies may, where appropriate, assist in the delivery of some of the material covered.

At KS4, the emphasis of PHSE/Careers is to prepare students for further education, the workplace and for an introduction to adult life-dealing with such topics as contraception, sexual health, pregnancy, childbirth, life skills and money matters.

In all areas of the school, whilst PHSE is taught throughout the year, it is also covered indirectly through the wider curriculum.

CAREERS

Senior Department

We offer a wide variety of help and advice on careers and post-16 opportunities coordinated through our Careers Advisor. These opportunities are:

- As part of the Options process, we offer an Options Evening to Senior 3 which gives parents and pupils the opportunity to discuss appropriate academic choices for GCSE. The Options Evening is enhanced by the presence of the school's ISCO Advisor. Pupils are offered further guidance through individual mentoring by members of the teaching staff.
- In the Senior Library there is a section dedicated to careers and post 16 Educational establishments.
- Students take part in Morrisby testing organised and administered by the Independent Schools Careers Organisation. Each student then has a follow-up meeting to discuss future education and career choices.
- The programme of Careers lessons (which begins in Senior 3) covers the creation of CVs, college applications and careers interviews.

All pupils follow the curriculum as set out by the school. At each Key Stage the curriculum will be differentiated to meet the academic needs of the pupils. Any request for further enhancement will be implemented by the appropriate teaching staff.

At Cransley School, we provide a safe and secure learning environment in which pupils have the opportunity to learn and progress. Many subjects use the outline of the National Curriculum and QCA guidelines as a basis of their curriculum- this will ensure that preparation is made for GCSEs. At KS4 subjects will decide on their specific curriculum and this will be reflective of the examination board which they have chosen to study (e.g. EDEXCEL, AQA etc)

ASSESSING PUPIL PROGRESS

Pupil progress is assessed in a number of ways:

At the Foundation Stage, each pupil is continuously assessed using the Early Years Foundation Stage Profile.

At other stages throughout the school, class and homework in all subjects is monitored and assessed for progress. Teachers note progression through their mark book (either electronic or paper-based). Pupils are set targets to ensure that progression is made in the future.

Standardised testing in Mathematics, Reading and Spelling take place from KS1 and results are recorded to assist with pupil tracking.

Cognitive Ability Tests are completed at the end of Key Stage 2 to guide staff and assist with the transition to Senior Schools. In the Senior Department, Cognitive Ability Tests are also completed in Senior 1 and Senior 3 to help monitor progress and aid GCSE predictions.

Pupils in the Reception class and at Key Stage 1 (Classes 1 and 2) have a written progress report at Christmas.

Grade cards are completed at Christmas and Easter for all year groups KS2-KS4. These indicate current progress and act as a guide for staff and parents.

The End of Year Report takes a slightly different form for Pupils in Nursery and Reception, but here again, parents are fully informed of the progress which their child has made during the year in written comments made by the teaching staff.

End of year assessments in a number of subjects also enable teachers to check on progress and common misunderstandings. These are reported to parents in the end of year School Report. The outcome of these tests help assist teaching staff in the setting of appropriately differentiated work so that progress can be seen. The setting of students where this occurs in the Senior Department will ensure that the learning is appropriate for the level of ability.

Regular Parents' Evenings are organised to enable parents and members of the teaching Staff to discuss pupils' achievements and progress. Appointments can be made at other times if there are any concerns-this may be at the instigation of either the parent or the teacher.