

Curriculum Policy

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School Mission and Aims	3
Overview	4
EARLY YEARS-KS2	4
KS3: YEAR 7-9	5
KS4: YEAR 10-11	5
GOOGLE CLASSROOM	5
Differentiation, EAL and SEN	6
Assessment	6
Homework	7
Junior School Department	7
Senior Department	8
Personal Social Health Economic Education/Relationships and Sex Education	9
(See PSHEE/ RSE policy and Scheme of Work)	9
Careers	10
Parents' Evenings	11

School Mission and Aims

Mission: to **'seek excellence'**, **'nurture relationships'** and **'venture beyond'**
'seek excellence'

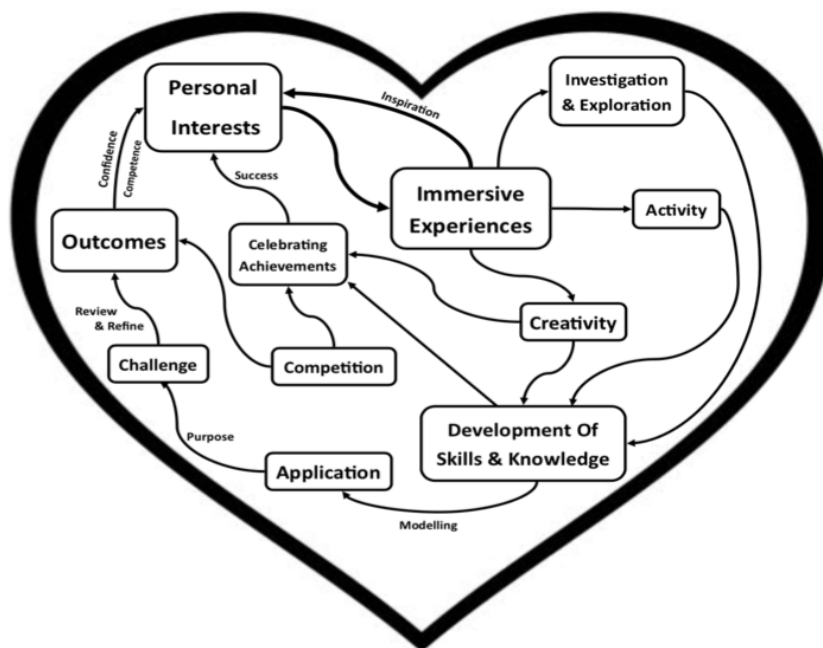
- To recognise, develop and provide opportunities for the highest possible individual academic effort, attainment and achievement across a linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative curriculum;

'nurture relationships'

- To provide excellent pastoral, spiritual, ethical and moral understanding for boys and girls;
- To maintain small class sizes and school pupil roll, with a semi-selective, inclusive ethos, and meet the academic and pastoral needs of every child;

'venture beyond'

- To foster an independent, reflective, risk-taking, responsible, aspirant work-ethic;
- To ensure success in achieving ambitious vocational or educational next steps for all pupils;
- To be economically, environmentally and socially aware.



Overview

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 closely follows the National Curriculum in as much as it enables each subject to prepare the students ultimately for GCSE.

Cransley School is a co-educational independent school from 4-16 years. We operate a full time teaching day from 8.45 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. Pupils are taught a broad, balanced and ambitious curriculum, with the National Curriculum at its core; this ensures the optimum preparation is made for GCSE outcomes.

Within all areas of the curriculum, pupils engage with independent learning opportunities and collaborative projects to develop critical thinking skills via a plethora of problem solving experiences.

EARLY YEARS-KS2

Pupils in the Early Years follow the statutory EYFS Curriculum enriched by a heavy emphasis on outdoor learning in our woodland classroom area, where children are offered a range of activities to choose from that develop their confidence and self-esteem - providing them greater control of their own learning.

In KS1 and KS2, we have developed a bespoke, connected curriculum of knowledge, skills and understanding that link History, Geography, Science, Computing, Technology and Art together in themes and topics driven by shared vocabulary. These connected curricular themes are driven by our English curriculum which is centred around Read to Write units of work - an evidence-based, metacognitive system of teaching writing through high-quality literature; and Steps to Read - daily reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches.

Maths is taught using a research-based mastery approach to ensure deep understanding, confidence and competence in the subject - the updated framework of White Rose Maths forms the foundation of our Maths curriculum. Teachers adapt this scheme to meet the needs and interests of their pupils. These skills are further reinforced in connected curriculum areas such as Science, Technology, Geography, History and Art.

Mental health, wellbeing and understanding our role as members of society are essential elements of a curriculum that represents life in modern society. All pupils in the Junior School engage in weekly PSHE lessons centred around the No Outsiders ethos - respect for diversity in society where everyone is different, but everyone is equal - and the Jigsaw PSHE scheme of learning. Our PSHE curriculum not only includes the statutory required Relationships Education topics introduced in 2020, but also reflects and addresses any issues that arise within and outside of school through assemblies, circle time, self-reflection time and the wider curriculum. For Religious Studies the Junior School follows the Discovery RE scheme of learning..

The Junior School curriculum is enriched by the use of our Senior School resources, learning environments and specialist teachers, particularly for PE, Technology, French and Music. Pupils in Year 6 also benefit from weekly LAMDA sessions and have the option to be assessed and graded against the [LAMDA criteria](#).

KS3: YEAR 7-9

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

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

Independent learning is encouraged as is collaborative projects, critical thinking skills and problem solving.

See Departmental Schemes of Work

KS4: YEAR 10-11

At KS4 all pupils study English, Mathematics and Science (Trilogy). A further 4 optional subjects may be chosen from the following:

Art and Design (Fine Art and Textiles), Business Studies, Food and Nutrition, French, Spanish, Geography, History, Music, Physical Education, Computer Science, Separate Science and Btec Performing Arts.

All pupils will also have curriculum lessons in P.E., Careers (From Year 9) and PHSEE.

Many students will study for 9 GCSEs while some students will study 8 GCSEs with extra support in other areas of the curriculum. Some students study fewer GCSEs and have extra Maths and English tuition or extra time to study for other GCSE subjects.

Cransley School ONLINE

Our Online provision is powered by the Google G Suite for Education.

Pupils from Year 5 to Year 11 and all teaching and support staff have a Google Chromebook, issued by school. The Google Suite is accessed via a Cransley School email address and work may be set using the Google Classroom. Sets of Google Chromebooks in both the Junior and Senior School are available for other year groups.

A *blended approach* to learning is adopted where Google Classroom is used alongside paper based learning. Google Classroom is the principal platform used to set work for homework for Years 5-11 as well as when pupils or a member of staff are absent from school.

Pupils, staff and parents adhere to an Acceptable User Agreement See *Cransley School AUA policy*

Differentiation, EAL and SEN

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 an additional language, the curriculum may be modified to suit their academic needs. This would be done in consultation with Senior Management, subject teachers and parents/guardians.

Pupils with Educational Health Care Plans are provided with appropriate support and mentoring. The SENCO liaises with parents and outside agencies to ensure that all requirements are met and any subsequent interventions are implemented.

Please see the SEN Policy for further information.

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.

Please see the AGT Policy for further information.

Assessment

Please see the Assessment and Feedback Policy

Homework

Junior School Department

In the Junior School, age appropriate homework is encouraged on a regular basis to consolidate skills taught in class.

Reception

Pupils in EYFS complete writing and number patterns and sounds regularly.

Reception pupils have a broader range of activities pertaining to the immediate curriculum.

KS1

Pupils in KS1 are set spellings to learn each week along with a piece of English-based and Maths-based homework, including use of online resources (e.g. Mathletics and Active Learn Reading).

KS2

Pupils in KS2 are expected to learn differentiated spellings each week as well as a daily or continuous piece of homework, based on the immediate curriculum or revising and recalling a previously learned skill. The online Mathletics resource is available to all children to help reinforce and develop Maths skills at home. Homework is set via Google classroom where possible and tasks are completed using the Google Suite.

English or topic-based homework can often take the form of an independent learning project, resulting in a written/spoken presentation to peers and parents.

Homework is recorded in personal pupil dairies, or via Google Classroom to ensure timely completion and clear instructions. Failure to complete homework on time will result in the pupil attending a Study Support session on Monday lunchtime, where they will have the opportunity to complete the work set.

All pupils in KS1 and KS2 are expected to read daily, both for enjoyment and research purposes, and where appropriate EYFS pupils have reading from a reading scheme or class library. Reading is recorded in each pupil's Reading Record - with a minimum requirement of four times per week at home to an adult and signed. Failure to do so will result in the pupil attending a Study Support session at lunchtime.

Senior Department

Homework set may be an extension of the work being carried out in lessons or preparation for the next lesson. It may take the form of written work, consolidation, learning, research, reading, etc. Homework is recorded on Google Classroom. A weekly or termly report is sent to parents/guardians via the Google Classroom Platform. Feedback will be completed promptly by the subject teacher and pupils are expected to respond to that feedback.

The Senior homework schedule is as follows:

CRANSLEY SCHOOL	Y7/8	Y9	Y10/11
English/Maths	2/week (20-30 min)	2/week (30 min)	2/ week (30-45 min)
Science	1/ week (20-30 min) Alternates between Phy/Chem/Biol	3/ fortnight (30 min) Alternates between Phy/Chem/Biol	3/week (30-45 min)
MFL/Geog/Hist	1/ term (up to 2 hrs)	1/ half term (up to 2 hrs)	All options 2/week (30-45 min)
Music/DT/RS/Drama/ PE/Art/Computing	These subjects should set homework occasionally and as appropriate		

It is at the discretion of the teacher whether the homework is to be handed in the day following when it is set or not. Clear instructions will always be given to the pupils as to when it is expected. If it is known in advance that there is a specific reason why a pupil cannot complete their homework on the night it is set, extra time will be given in order that it can be assessed. This is at the discretion of the teacher.

Project work may be set for completion over a number of weeks. It will, however, be regularly monitored.

If any pupil fails to meet a deadline with homework, following a further 24 hours to complete the work, the teacher concerned will issue a sanction point. If the homework is not submitted following an extended deadline, or if it is not of an acceptable standard, the pupil will sit a half hour detention with the Assistant Headteacher (Pastoral). If homework deadlines are repeatedly missed, the pupil will sit a further hour long after school detention with the Pastoral Lead and parents will be informed. *See Behaviour Policy*. Pupils may be placed on a homework report.

Personal Social Health Economic Education/Relationships and Sex Education

(See PSHEE/ RSE policy and Scheme of Work)

PSHEE/RSE at Cransley School links closely to our Pastoral Framework. Pupils have a dedicated PSHEE/RSE lesson once a week in the Junior School and at KS3 pupils have a double lesson that is linked with Form Time. At KS4, pupils have a PSHEE/RSE lesson alternating with Careers. Further PSHEE/RSE activities can be delivered at any time when the need arises.

Junior School Department

Weekly PSHEE/Relationships Education lessons are centred around the No Outsiders ethos - respect for diversity in society where everyone is different, but everyone is equal - and the LCP scheme of learning. Our PSHEE/RE curriculum takes a child-centred approach to developing resilience and awareness of others. Any issues that arise within and outside of school are also addressed through assemblies, circle time, self-reflection time and the wider curriculum. For RS the Junior School follows the Manchester Diocesan RE Scheme of work. They are supplemented by the Manchester Diocesan RE Scheme of Work (which includes reflection, personal development and philosophy), assemblies, visitors, trips and specialist enrichment days and other activities.

Senior Department

All pupils in the Senior Department follow a prescribed PSHEE/RSE Programme which now incorporates the statutory Relationships and Sex Education Programme (RSE). We follow the Cre8tive PSHEE Resources Programme of study which is delivered in dedicated PSHEE lessons. The Cre8tive resources programme has 6 core themes that are studied during each year group with differing and aged related topics. The 6 core themes are:

- Celebrating Diversity and Equality
- Relationships and Sex Education
- Rights, responsibilities and British Values
- Staying Safe Online and Offline
- Health and Wellbeing
- Life Beyond School

These are supplemented by assemblies which may also cover facets of the PSHEE/RSE course. Outside agencies and visiting speakers may, where appropriate, assist in the delivery of some of the material covered.

In all areas of the school, whilst PSHEE/RSE is taught throughout the year, it is also covered indirectly through the wider curriculum. Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect, Protected Characteristics and tolerance of those with different faiths and beliefs are supported and maintained in PSHEE/RSE lessons, in Tutor time and in Assemblies.

(For full details see PSHEE/RSE Scheme of Work). Training opportunities are made available to teaching staff.

Careers

Senior Department

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

As part of the Options process, we publish an Options Booklet outlining courses available to pupils and invite parents and pupils to attend an Options Evening 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 Morrisby Advisor. Prior to the evening a lesson a week is dedicated to 'choices at 14' to inform pupils of the various strategies when deciding on their options. Pupils are offered further guidance through individual mentoring by members of the teaching staff and the Morrisby careers advisor.

Students in Years 9-11 have access to a library of careers and post 16 options online via Morrisby.com

Pupils take part in Morrisby aptitude testing organised and administered by Morrisby. Each pupil then has a follow-up meeting to discuss future education, career choices and employment pathways. There are visits from local further educational establishments and a visit to an apprenticeship show.

The programme of Careers lessons are being developed to cover the Gatsby Benchmarks and changes are ongoing. They include:

1. Year 7-8 within PSHEE lessons and separate Careers lessons for Year 9-11 following the Cre8tive-Careers curriculum as seen in the [Cre8tive-Careers-Mapping-Document](#)
2. Learning from career and labour market information – use of Morrisby.com and their advisor
3. Address the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplace
7. Encounters with further education
8. Personal guidance – one to one interviews with careers advisor/staff

PARENTS' EVENINGS

Regular Parents' Evenings are organised to enable parents, pupils and members of the teaching staff to discuss pupils' achievements and progress. In the Junior Department there are two Parents' Evenings a year, in the Autumn and Spring terms. In the Senior Department, parents are invited to review their child's progress with all class teachers once a year, between November and March. These may take place online via Google Meet.

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.