



Sidcot
Live Adventurously

Policy Name: Curriculum Policy (Whole School)

Policy Number: 6.1

Date: 26 November 2020

Table of Contents

1	Introduction	3
2	Scope	3
3	Equal Opportunities	3
4	Students and Pupils with Additional Needs	3
5	Our Aims	4
6	Teaching and Learning	5
7	Academic Curriculum Planning and Review	7
8	Review	8
9	Document Change History	8
Appendix A	The Sidcot Learning Wheel	9
Appendix B	Senior School Department Handbook Contents	9
Appendix C	Faculty Report Contents	10
Appendix D	The Sidcot Teaching Framework	12

1 Introduction

1.1 Sidcot caters for the educational needs of pupils and students between the ages of 3 and 18 years. The curriculum has been designed to give a broad and balanced education to our pupils and students who have a broad range of ages, aptitudes and needs including those with an EHC plan, and who are from a wide range of cultural backgrounds. The curriculum also recognises that all pupils and students have special needs, whatever their ability.

1.2 We provide a full-time education for all pupils and students below, beyond and of compulsory school age, with an appropriate programme of educational activities for their ages and aptitudes, and which is appropriate to their future needs.

1.3 In formulating our curriculum, we aim to keep abreast of national developments and believe that we are well-placed to provide an education that embraces the National Curriculum as well as offering areas of education and exploration beyond its formal confines.

1.4 At Sidcot, we believe that we educate the whole child and place great emphasis on the broader curriculum. We aim to effectively prepare pupils for the opportunities, responsibilities and experiences in life in British society, whilst acknowledging that many of our students are from overseas. Through our programme of co-curricular and extra-curricular activities and in the relationships that are formed in our community, our aim is that pupils and students develop into confident and communicative individuals. Our Quaker values underscore how we work together as pupils/students, teachers, support staff and parents.

2 Scope

2.1 This is a whole school policy. It is available on the School website and on the intranet for staff. It is also available free of charge in hard copy form upon request, and is available in large print if required.

2.2 The word “pupil” relates to the junior school, and “student” relates to the senior school.

3 Equal Opportunities

3.1 The School Governors and Senior Leadership Team are committed to ensuring that the School meets its responsibilities under the Equality Act (2010).

3.2 The School will not discriminate on the basis of protected characteristics including race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, disability or special educational need. The School has an Equal Opportunities policy in place 2.11.

4 Students and Pupils with Additional Needs

4.1 The School is not selective beyond an expectation that each pupil and student is able to access the School’s curriculum as a whole, subject to reasonable adjustments being made. Please refer to the admissions policy 3.1.

4.2 The School ensures that all enrolled pupils and students have the opportunity to learn and make progress through the following:

4.2.1 The School has a Learning Support Department, (led by the SENCO), which caters for those enrolled pupils and students with special educational needs and disability;

4.2.2 There is a programme of extension and additional opportunities for gifted and talented pupils and students. The Academic Enrichment Co-ordinator provides strategic leadership to support and challenge our Lead Learners, ('gifted and talented') and scholarship students as they strive for academic excellence.

4.2.3 The class teacher and 'English as an Additional Language' Department supports those pupils and students for whom English is not their native language.

4.2.4 Students with an EHC plan are supported as appropriate.

4.3 In addition; through its pastoral system, the School supports those pupils and students who are experiencing extraneous factors which may impact on their learning.

5 Our Aims

5.1 Our Aims as expressed in the "Blue Book" are as follows:

5.1.1 "To provide an education of quality, rooted in our Quaker ethos, for boys and girls aged 3 to 18 that demonstrate its difference and uniqueness.

5.1.2 To inspire our young people to strive for excellence and a love of learning which goes beyond the formal curriculum: to develop independent, searching minds, the confidence to inquire and challenge, encouraging them to realise their full academic potential.

5.1.3 To instil in our young people Sidcot's values, so that they may live them whilst at school and in their lives beyond.

5.1.4 To provide a safe, welcoming, supportive and tolerant environment in which each young person feels recognised as an individual and, in turn, learns the importance of tolerance and consideration towards others.

5.1.5 To maintain close relationships with parents, acting in partnership in guiding and caring for their children.

5.1.6 To encourage wide interest and participation, at school and beyond, in sport, music, drama, community service, outdoor pursuits and other activities through the provision of excellent facilities and expert coaching and tuition, and to ensure high standards of achievement in these areas.

5.1.7 To appoint talented staff who share our vision, values and aims and to assist them in their professional development.

5.1.8 To maintain the boarding ethos and structures of the School to the benefit of all our young people – both day and boarding.

5.1.9 To ensure that the School is of benefit to the community both locally and further afield.

5.1.10 To maintain close and mutually beneficial links with all those who have an interest in Sidcot School, including alumni, past and present parents and former members of staff.

5.1.11 To ensure that Sidcot enjoys a strong reputation locally, nationally

and internationally.

5.1.12 To work constantly towards the improvement and good maintenance of school facilities and to exercise careful, responsible stewardship of the School grounds and wider environment.”

6 Teaching and Learning

6.1 Educational Philosophy

6.1.1 Sidcot is a co-educational Quaker school based upon fundamental values such as the intrinsic worth of each and every person, the recognition of ‘that of God’ in everyone, the desirability of simplicity and the need to seek reasonable pathways to peace and justice.

6.1.2 As a learning community we are concerned with academic, physical, social, cultural and spiritual development of all those in our care. We strive to help our pupils to develop into young men and women who are able to think clearly, act with integrity, make informed decisions, be sensitive to the needs of others and to seek to make a contribution to our global community.

6.1.3 The education offered at Sidcot goes well beyond academic success. Sidcot aims to demonstrate to its pupils and students, the qualities crucial to be successful in life. Great emphasis placed upon the quality of relationships throughout the School. Every individual – from the youngest pupil to the oldest member of staff – should treat others, and be treated by them, with dignity and respect. Sidcot has been a pioneer in co-education and in the pastoral care of its community since the foundation of the School in 1808 in its present form, informed by the first Quaker school established in 1699. The challenge for those of us in education is to enable each child to develop their talents to the full.

6.1.4 Academic success is important at Sidcot, but we also place a high priority on the Quaker belief that education is much broader. Education should be a joyful experience of self-development and an inspiring introduction to the many challenges to come. We seek to promote learning not as a means to an end, but as something intrinsically satisfying and to be carried forward long into later life. To this end we aim to stimulate our students to realise every aspect of their individual potential and develop self-assurance without arrogance – enabling them to get the most out of their lives. Essentially, what makes Sidcot stand out is that we open our students’ eyes to the wider world, giving them the convictions and courage to challenge the status quo, and by so doing, enabling them to make a positive contribution to improving the lives of others

6.1.5 All staff at Sidcot School embrace the Quaker notion that each and every child is an individual; someone who has particular abilities, interests and talents that should be nurtured and encouraged to flourish. These same people also recognise that the journeys taken by pupils in developing these talents are myriad in their variety. It is therefore an accepted part of professional practice at Sidcot to explore and employ a broad range of different teaching strategies aimed at catering for even the most diverse learning needs.

6.1.6 Whilst the Quaker Advices and Queries’ challenge us to be adventurous, we also endeavour to apply this philosophy to our

professional lives. Employing a combination of traditional and more innovative teaching methods is at the forefront of good practice.

6.1.7 Our sincere aim is that the pupils who leave our care are able to consider and then embody the sentiments of 'Advices and Queries', number twenty-seven:

6.1.8 'Live adventurously. When choices arise, do you take the way that offers the fullest opportunity for the use of your gifts?'

6.2 Our Vision

6.2.1 Sidcot will become a pioneer, and a world-class centre of excellence, for inspirational education that is as much about nurturing the spirit as it is about outstanding academic success.

6.2.2 This vision is enshrined in the Testimonies of the Religious Society of Friends (Quakers) which acts as a touchstone and challenge to the whole School community; those with faith and those without, all of whom are equally welcomed.

6.3 Our Values

6.3.1 Truth and Integrity: we cherish the truth which enables our young people to develop integrity in what they do and what they think, helping them to build meaningful, lasting relationships.

6.3.2 Equality and Community: we believe all people are of equal worth and aim to build a truly international community that values all individuals and answers the good in everyone.

6.3.3 Peace: we encourage our young people to adopt peaceful methods of dealing with conflict in all its forms, taking both individual and collective responsibility in resolving differences.

6.3.4 Simplicity: we believe in living simply and adventurously, placing charity and concern for others at the centre of what we do.

6.3.5 Sustainability: we believe it is our responsibility to protect the Earth and to teach our young people to treasure and preserve it across the generations.

6.4 Our Pedagogy

6.4.1 The Sidcot Learning Wheel (please refer to Appendix A) succinctly identifies the principal aims of our pedagogy in developing transferable skills in our pupils and students, which will equip them for life at and beyond school. These skills form the basis of important employability skills which will be further developed through the senior school curriculum and pastoral provision.

6.4.2 Alongside speaking, listening, literacy and numeracy skills, the development of the following skills should be embedded in our Teaching and Learning pedagogy:

6.4.2.1 Thinking

6.4.2.2 Self-managing

6.4.2.3 Communicating

6.4.2.4 Collaborating

6.4.2.5 Practical Learning

6.4.2.6 Researching

6.4.3 In order to crystallise many of the whole school academic priorities and expectations of teaching staff in the classroom, a new resource called the 'Teachers' Toolkit' has been introduced from September 2019. The Toolkit introduces a new 'Sidcot Teaching Framework', (see Appendix D), which is designed to ensure a consistent approach across the Senior School and must be followed by all teachers. This Framework supports the Sidcot Learning Wheel. The Wheel demonstrates how the *vision and values* of our school meet the teaching and learning practices. The Teaching Framework outlines the *specific expectations* for those teaching and learning practices.

The Framework consists of the following sections:

'Key teaching, learning & assessment focus areas';

Teaching and Learning';

'The Golden Rules';

'Relationships at Sidcot';

'Key documents';

'Classroom Management' and

'Assessment for Learning'.

Successful teaching and learning will clearly encompass a broad and balanced suite of activities. The Sidcot Teaching Framework supports our teachers to plan and deliver lessons that ensure the progress of all students.

The other sections of the Toolkit focus on the Teachers' Standards, the Sidcot Senior School Assessment and Reporting Policy, Assessment for Learning, Active Learning, the Sidcot Lesson Observation Checklist, Lesson Plan Pro-forma, Lesson Observation Form and The Sidcot Learning Wheel. The Toolkit continually evolves and grows as an essential classroom resource, developed by our teachers, for our teachers.

6.4.4 Our Learning in tandem with our pastoral system supports the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Please refer to the PHSE policy 7.1.

6.4.5 Our curriculum has been formulated to provide pupils and students with experience in linguistic, mathematical, scientific, technology, human and social, physical, aesthetic and creative education.

6.4.6 We aim to provide first class Careers and Higher Education guidance, which is presented in an impartial manner, and enables students to make informed choices and encourages them to reach their full potential. Please refer to our Careers, and Policy 6.11 (CEIAG, careers) for further details.

6.4.7 In 2016, Sidcot became an Ashoka Changemaker School as one of a limited number of schools in the UK. This status allows Sidcot to link to other innovative and inspiring educators. We are proud to be part of the international Ashoka Changemaker community.

7 Academic Curriculum Planning and Review

7.1 EYFS

7.1.1 The EYFS curriculum and organisation is laid out in the Foundation Stage Policy 10.8

7.2 Junior School

7.2.1 In KS1 and KS2 we plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term and to which groups of children. We review this long-term plan on an annual basis.

7.2.2 Through our medium term plans we give clear guidance on the objectives and teaching strategies for each topic. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and there is planned progression in all curriculum areas. We use the National Curriculum as the basis for content and then enrich the curriculum with other lessons such as 'Forest School' and Quaker Peace and Global Studies. The schemes of work for much of our long and medium term planning are held on the Junior School central drive.

7.2.3 Subjects are taught either discretely or in a thematic creative curriculum way. All schemes of work relate to aspects of the Sidcot Learning Wheel (please see Appendix A).

7.3 Senior School

7.3.1 We review key stage curricula on an ongoing basis, and formally through Academic Board pursuant to an annual cycle and in line with government changes to the National Curriculum. The School's strategic plan and the development of the Learning Wheel further inform these reviews.

8 Review Each department produces a Departmental Handbook on an annual basis. Please refer to Appendix B. Departments also produce an Annual Report for the Headmaster, (please refer to Appendix C) which includes an analysis of performance in public exams, which is presented to the Headmaster and Deputy Head (Academic) at the start of the Autumn Term. Faculties also produce an annual Faculty Improvement plan, which includes planning for improved curriculum activities, resources, extra-curricular activities etc.

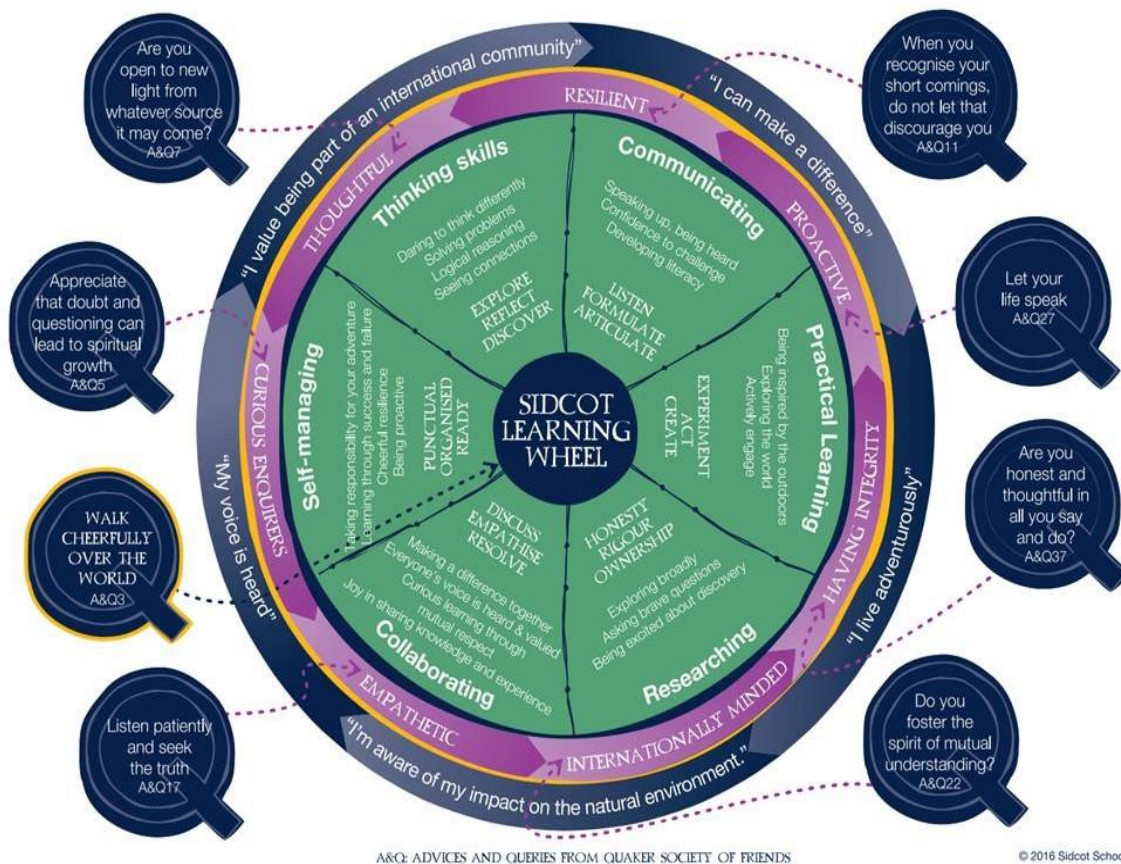
This policy is the responsibility of the Junior School Head and the Deputy Head Academic. The policy will be informed by all members of the School Community.

This policy will be reviewed annually by the Deputy Head Academic, and Junior School Head, in conjunction with the Education Group, unless changes in circumstances, legislation, regulations or practice require an earlier review.

8 Document Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account
3.12.2016	Senior School Policy rewritten and adopted by the Board of Governors
9.3.2017	Policy revised to include junior school including EYFS, paragraphs reordered.
25.03.2017	Policy adopted by Board subject to grammatical amendments at paragraph 6.1
27.04.2018	Para 6.4 – cross-reference to employability and the Sidcot Learning Wheel Para 6.4.5 – reference to Inspiring Futures removed as this role is largely now fulfilled by the Head of Careers. Policy reviewed and adopted by Board.
01.09.2019	Policy reviewed Para 6.4.3: provides details of the introduction of the Teachers' Toolkit from September 2019, including The Sidcot Teaching Framework. Para 8.8.1: inclusion of analysis of performance in public exams by subject leaders in, which is presented to the Headmaster and Deputy Head (Academic) at the start of the Autumn Term.
30.11.2019	Reviewed and changes adopted by Board.
26.11.2020	Reviews, no changes

Appendix A – The Sidcot Learning Wheel



Appendix B - Senior School Department Handbook Contents

- 1 Introductory statement
- 2 Outline of the Curriculum from Years 7 to 13 as appropriate
- 3 Departmental resource summary, including rooms, multimedia technology, etc.
- 4 Staff details.
- 5 Department specific policies relating to
 - a) Health and Safety
 - b) Assessment, recording and reporting
 - c) Homework
 - d) Enrichment activities

-
- e) Quakerism
 - f) Environmental education and sustainability
 - g) Special Educational Needs and Learning Support.
 - h) Promoting British Values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

6 Schemes of Learning for all year groups and subjects taught within the department.

Appendix C - Faculty Report Contents

(Prepared annually in the first half of the Autumn term by the Head of Department for the Head of Faculty, the Deputy Head Academic and the Headmaster).

- 1 An analysis of the previous year's public examination results and issues for the coming year.
- 2 Staffing analysis, projections and successes.
- 3 INSET analysis for the past year and for the coming year.
- 4 Proposed developments of departmental areas.
- 5 Major budgetary issues for the coming year.
- 6 Departmental Developments – curricular, extra-curricular.
- 7 A.O.B.

The Head of Faculty uses the Departmental Reports to produce a Faculty Executive Summary and an Annual Faculty Improvement Plan.

Appendix D: The Sidcot Teaching Framework:

Sidcot teaching framework (Senior School)

Teaching and learning

- A holistic approach to learning is employed, with academic and student well-being at the forefront.
- The Learning Wheel is displayed in every classroom and used to enhance learning and to provide a consistent approach.
- Learning activities engage and challenge all students.
- Learning is differentiated with different starting points, activities and expected outcomes.
- Directed questioning is used throughout the lesson to probe understanding, aid learning and check progress.
- Work is modelled and examples shared so that students are clear about what they need to do to make progress.
- Students know what to do when they get stuck.
- Prep is set and recorded on Firefly. Prep is collected in for marking and is returned promptly.
- Students regularly use 'DIRT' time and are made to redo any substandard work.
- EAL, Literacy and Numeracy are planned for and students are helped to develop relevant skills.
- Key focus areas are embedded appropriately; for example, opportunities to discuss careers/an emphasis on outdoor learning.

Relationships at Sidcot

- The learning environment sets high expectations for all students.
- Know students' names and use them.
- Model behaviours: be positive and enthusiastic.
- Praise but challenge: develop positive mindsets.
- Be empathetic but assertive: students are given choices and a way out of a situation.
- Convince students that their work is worthwhile and share pride in it.
- Be fair and expect the same high standards from all.

Key teaching, learning and assessment focus areas:

- Embedding the principles of the Learning Wheel.
- Ensuring all students make good progress.
- Assessment for learning (AFL).
- Marking and feedback.
- Differentiation.
- Active learning.

The golden rules

- Focus on learning and progress.
- Don't rely on 'teacher talk' – use appropriately and proportionately.
- Differentiate the learning for all students.
- Ensure pace and challenge for all students.
- Make sure that students participate and are actively engaged in their learning at all times.
- Mark books/folders regularly and in accordance with the Senior School Marking & Feedback Policy.

Key documents

The Learning Wheel: pedagogical approaches, cross-curricular links, ethos and holistic approach.

Lesson plans: learning objectives, learning activities, AFL, pitstop activities plus homework/Prep.

SISRA data sheets: ongoing tracking.

Teacher mark-sheets: summative records of current student grades.

Mark schemes: relevant criteria provided to ensure consistency and understanding of progress.

Schemes of work: plans of the learning to provide consistency and clear direction, building on prior learning.

IEP: information about specific learning needs.

EAL information: provide support for those learners whose first language is not English.

Classroom management

- Meet and greet students at the door.
- Check uniform on entry.
- Take the register using SIMS.
- Ensure mobile phones are 'not seen, not heard'.
- There is a prompt and stimulating launch to the lesson.
- Students are seated to facilitate the most effective learning, where they are fully supported and can make, at least, good progress.
- Positive behaviour management strategies and language are used. Misbehaviour is dealt with promptly and consistently: zero tolerance on low level disruption.
- Reward students for good work by issuing house points.
- Log all sanctions and rewards on SIMS.

Assessment for Learning (AFL)

- Mark and provide written feedback on a minimum of 7 substantial pieces of student work per half term.
- Provide clear evidence that students have responded to your written feedback. Plan use of 'DIRT' time.
- Feedback identifies what students have done well and what they need to do to improve (using WWW & EBI).
- Share assessment criteria.
- Constantly check students' understanding.
- Take pit stops, review progress & consolidate learning.
- Use plenary activities to help students reflect on their learning and be clear about their progress.
- Adapt your teaching in response to feedback.
- Use GCSE, BTEC or A-Level grades when grading work and when reporting.
- Correct SPaG using notations shown in marking policy.
- Teachers mark with a red pen.
- Students respond to feedback with a purple pen.
- Books/folders are well presented. Work is dated and neat. Prep and classwork are clearly identified as such.