

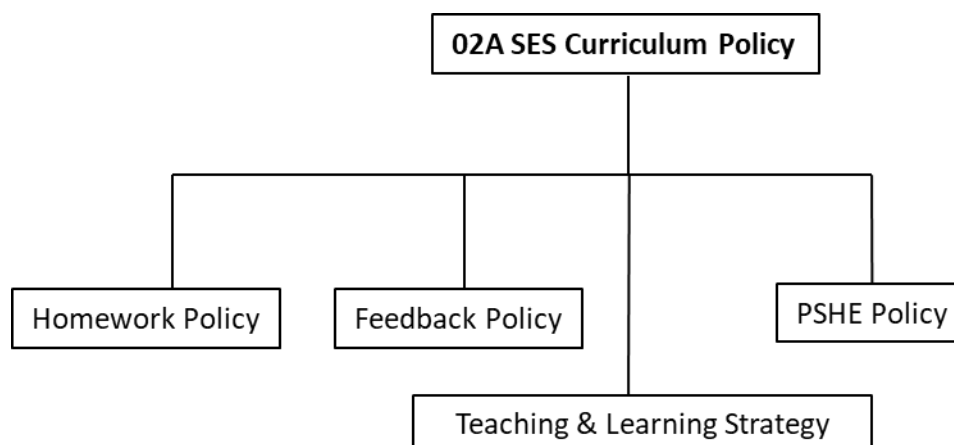
CURRICULUM POLICY

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), from the youngest pupils¹ aged 2 in the SJS 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 equip every young person to be a part of society in the 21st Century in skills; personal, academic and pastoral. All children should receive a rich provision of classroom and co-curricular activities that develop a range of character attributes (for example, resilience, self-motivated, active listening, literate, metacognition, organised, independent learners, decision makers) which underpin success in education and employment.

Supporting Policies at the Senior Schools



At the Junior School this policy should be read alongside policies for each subject in addition to:

- SJS Curriculum Handbook

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 school.

- SJS Assessment and Reporting Policy
- SJS Responses to Children's Work policy
- SJS Homework Policy
- Stamford Junior School Early Years Foundation Stage (EYFS) Policy

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
- takes place within the Schools and beyond the Schools' campuses;
- incorporates the following broad areas of learning and experience:
 - the linguistic
 - the mathematical
 - the scientific
 - the technological, including the use of ICT
 - the human and social
 - the physical
 - the aesthetic and creative
 - the spiritual, moral, ethical and personal
- enables all pupils across the age and aptitude range to learn, to be challenged appropriately and to progress, including those with an Education, Health and Care Plan (EHCP) 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 an EHCP, 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; wellbeing and keeping themselves and others safe;

- 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;
- develops pupils' skills of collaboration, creativity, thinking critically to make a difference for the better, complex problem solving and independent learning;
- 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);
- promotes awareness of diversity in 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;

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.

Academic Philosophy for Stamford Endowed Schools

We have high expectations of all pupils in order that they achieve their potential. 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.

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 the classroom. We believe that pupils should be motivated, engaged and confident. They enjoy learning for its own sake taking pride in their own achievements which will empower them beyond their life at school. We want our pupils to develop the skills and characteristics of independent learners; this will happen at different times according to their maturity and motivation.

A firm foundation must be built that ensures pupils have the necessary learning skills and high motivation to be successful in their examination years of KS4 and KS5 and beyond.

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.

Author/Reviewer	Deputy Head (Academic) SS /SJS	ISI Doc Code	ISSR 2
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