THE CEDARS
school

## Curriculum Policy

This should be read in conjunction with the Careers and SMSC \& PSHE policies.

## Introduction

The Cedars curriculum is broad, balanced and academically rigorous. The emphasis is on teaching pupils to think and cultivating a spirit of intellectual adventure through exposure to "the best that has been thought and said." While recognising - and embracing - our responsibility to prepare our pupils to be effective in the workplace, we resist an excessively narrow view of the curriculum that would reduce it to employment training only. We believe that fostering the development of the 'whole person' and inspiring a profound love of learning are not opposed to preparation for employment; on the contrary, well-rounded, thoughtful, and virtuous young men and women will be well prepared for work - and much else besides.

## Principles

## Entitlement

We are committed to the principle that all pupils, regardless of ability, race, cultural background, or gender have the right to the highest quality of education we can provide. This means that we seek to ensure:

- breadth and balance for all;
- appropriate, high levels of expectation and genuine challenge;
- relevance, continuity, and progression in learning;
by providing courses of study and teaching methods tailored to the wide range of needs, interests, and aspirations of our pupils. It also means that many features of the curriculum are common to all pupils. No pupil is denied access to any part of the curriculum on grounds of ability.


## Access

The principle of entitlement presents us with a responsibility to find ways of ensuring that all pupils are engaged in their learning, motivated, and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, pupils who are having difficulty or becoming demotivated are identified early and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they might continue to participate at the highest level possible. The responsibility of finding means of access to the curriculum for all is a result of our stated intention to include, not exclude.

## Coherence

The curriculum is underpinned by a "liberal arts" approach that is designed to enable pupils to join with the great minds of history, rising above their current situation and culture, to appreciate what is deepest in our human condition: the meaning of love, commitment, suffering, sacrifice, death, and generous service to others.

A liberal education teaches, among other things, a respect for the proper and responsible use of words, a sincere spirit of enquiry and the recognition and appreciation of the Good, the True, and the Beautiful. The fruits of a liberal arts education - a broad understanding of reality,
clarity in thought, excellence in writing, and effective speaking skills - are of great benefit in later life.

The Cedars curriculum is rooted in a perspective that sees the abundant goodness of the world, of all creation, as a fundamental governing principle; a perspective that sees the nobility and heroism of individuals in struggles throughout history.

## 'British Values'

The Cedars School curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. All of these values are consonant with our ethos through which all people, regardless of their faith, race, views or indeed any other characteristics, are seen to be deserving of respect by virtue of their human dignity. In fact, our ethos goes further than merely enjoining tolerance by teaching that we are called to love our neighbour.

## Ethos

The school seeks to develop the whole child, in partnership with parents, through an emphasis on cultivating virtue in and through the events and routines of ordinary life. It aims to foster a sense of community, promote personal qualities of honesty, tolerance, and respect for others, and develop in the pupils a sense of moral awareness and an appreciation of the virtues of loyalty, duty, and social responsibility. At its centre, the school is one in which high expectations are the norm in a caring environment.

## Structure

## Timetable

The school operates a weekly timetable with 35 periods of 45 minutes each. There are seven periods each day with registration taking place at the start of each morning and the end of each afternoon. Supervised private study is available until 5pm each day. Excluding co-curricular activities and private study, teaching time is 30 hours per week.

The School Day

| 0830 | Pastoral/Assembly/Registration |
| :---: | :---: |
| 0910 | Period I |
| 0955 | Period 2 |
| 1040 | Break |
| 1100 | Period 3 |
| 1145 | Period 4 |
| 1230 | Period 5 |
| 1315 | Lunch |
| 1420 | Period 6/Registration |
| 1505 | Period 7 |
| 1550 | Extra-curricular activities - optional |

## The Curriculum

What follows is an overview of the curriculum. For more detail, see written schemes of work for individual subjects.

## Lower School

All follow a common curriculum providing breadth and balance. This enables pupils to discover their interests and talents while laying solid foundations for more specialised study later on. The following table represents the organisation of the Year 7-8 curriculum:

|  |  |  | $\begin{aligned} & \text { n } \\ & \frac{n}{0} \\ & \stackrel{0}{0} \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { ㅇ.. } \\ & \stackrel{0}{\circ} \\ & \text { og } \end{aligned}$ | $\begin{aligned} & \text { ? } \\ & \frac{\vec{D}}{3} \\ & \frac{3}{n} \\ & \frac{1}{2} \end{aligned}$ | $\frac{0}{\hat{n}}$ |  |  | 》 |  |  |  |  | $\begin{aligned} & 3 \\ & \stackrel{3}{n} \end{aligned}$ |  | סְ: | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} \hline \text { YEAR } \\ 7 \end{gathered}$ | 5 | 5 | 4 | - | - | - | 3 | 2 | 1.5 | 1.5 | 0.5 | 2 | 3 | 1.5 | 2 | 2 | 2 |
| YEAR | 5 | 5 | 4 | - | - | - | 3 | 2 | 1.5 | 1.5 | 0.5 | 2 | 3 | 1.5 | 2 | 2 | 2 |

Competence in IT is developed across the curriculum through use of, for example, Word, Excel, and PowerPoint in the context of other subjects. The taught curriculum is supported by co-curricular activities such as the 'robotics' club, Science Crest award, Musical productions and regular sports training and fixtures.

Middle School
Options guidance is given during Year 8 to assist pupils with choosing appropriate subjects at GCSE level. The following subjects are currently offered at GCSE level:

Core courses leading to external examinations
English Language, English Literature, Mathematics, Sciences (Biology, Chemistry and Physics), and Religious Education.

## Optional courses leading to external examinations

Art, Computer Science, Design \& Technology, French, Geography, History, Latin, Music, GCSE Physical Education/Sports Science and Spanish. (Further Mathematics is available as a 'twilight' subject.)

Core courses not examined externally
Core PE \& Games, Eudaimonia (a combined history and literature course) in Year 9.
Students choose three subjects from the optional list to study alongside the core curriculum.

|  |  | $\begin{aligned} & 3 \\ & \stackrel{3}{3} \\ & \stackrel{7}{4} \end{aligned}$ | $\begin{aligned} & \underline{\underline{O}} \\ & \frac{0}{O} \\ & \text { Oq } \end{aligned}$ | $\begin{aligned} & \text { n } \\ & \frac{0}{0} \\ & \frac{3}{3} \\ & \frac{1}{2} \end{aligned}$ | $\frac{\overline{7}}{\sqrt[n]{n}}$ |  |  | $\begin{aligned} & \text { O } \\ & \frac{1}{0} \\ & \frac{0}{2} \end{aligned}$ | $\begin{aligned} & \text { O } \\ & \frac{1}{1} \\ & \text { O} \\ & \sim \end{aligned}$ | $\begin{aligned} & 0 \\ & \frac{0}{7} \\ & \frac{1}{0} \\ & \gtrless_{\omega}^{2} \end{aligned}$ | סְ | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| YEAR 9 | 5 | 5 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| YEAR 10 | 6 | 5 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 1 | 2 |
| YEAR 11 | 6 | 6 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 0 | 2 |

## The Sixth Form

Sixth formers follow three or four A Level courses. They may also undertake an EPQ and all follow a core Arete / Eudaimonia course embracing elements of philosophy, theology, critical thinking, and academic enrichment. There are weekly games sessions and opportunities to play sports fixtures and engage in community service. Subjects which are currently studied at A Level: Biology, Chemistry, Computer Science, English Literature, French, Geography, German, History, Latin, Mathematics (\& Further Mathematics), Physics and Spanish. From September 2024, we aim to introduce A Level Psychology and Government and Politics.

## SMSC, PHSE and RSE

SMSC and PSHE education is embedded throughout the curriculum and its provision is detailed in separate documents. PHSE education is also delivered according to a weekly form time schedule. RSE is accessed through the school's ethos, is embedded throughout the curriculum, and is delivered in a specific RSE curriculum; its provision is detailed in the Relationships and Sex Education Policy.

## Cross-curricular Matters

## Mixed ability teaching, setting and differentiation

Although pupils must pass an entrance assessment to be admitted to the school, there is a wide range of ability within the school.

To take account of the range of ability in any class, all staff have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, catering for a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

## Speaking, Listening and Literacy

Speaking and listening are promoted in all subjects by an insistence on the use of Standard English in class discussion. Teachers exemplify academic and formal language in their explanations, modelling articulacy and fluency to pupils, who are expected to develop this in their own oral contributions. Reading out loud from challenging texts and the memorisation of great poetry also provide opportunities for the expansion of spoken vocabulary.

Literacy is developed through a combination of formal instruction in English lessons and independent extended writing. Pupils receive direct instruction in writing, using a course proven to improve fluency and accuracy. They also explicitly study grammar. Once each half term they complete an extended piece of written work under test conditions. All written work, whether ordinary classwork or that done in summative tests, is expected to be accurate and in formal Standard English.

Reading ages are tested on entry to the school and repeated where concerns exist. For those with reading issues, further diagnostic tests are administered to identify the cause of the problem. Where it is felt that the benefits outweigh the disadvantages, pupils are placed on an intensive catch-up programme run by the Support Hub.

Teacher led reading is conducted according to the form time schedule using selected texts. This ensures pupils are engaged in reading at least twice a week and enables them to experience and develop new vocabulary.

## Numeracy

Numeracy is taught primarily through mathematics lessons but is reinforced in other areas of the curriculum such as DT, geography, and science. Pupils are encouraged to use appropriate methods to solve problems including non-calculator methods. Where a calculator is used, pupils are encouraged to estimate answers mentally and consider whether they are sensible.

## Signed: T Part

 27/I/2024| This policy will be reviewed every year |  |
| :---: | :---: |
| Title | Curriculum Policy |
| Version | 8 |
| Date | 27/I/2024 |
| Author | Tom Part/Tony Nelson/Dominic Rose |
| Approved by SMT | Yes |
| Approval/Review required by PACT or sub-committee | Yes |
| Latest Review (state whether changes were made) | Yes <br> - minor corrections to school day timings <br> - minor amendment to co-curricular activities <br> - Minor amendments describing the PHSE and RSE provision <br> - Form time reading provision mentioned. <br> - Arete / Eudaimonia in the Sixth Form mentioned |
| Next Review Date | Summer 2024 |

