



Vision, Aims and Curriculum Policy

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*Dr Steve Bailey
Headmaster
Reviewed October 2019*

This policy applies to all pupils, including those in the Early Years Foundation Stage

Vision

1. Twyford is a school:

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where teachers are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

2. Academic and Curriculum:

At Twyford we offer a relevant curriculum that provides challenge and excitement.

Twyford provides a climate conducive to success, encouraging children to have high expectations of self and others. As a result of engaging in a Twyford education we expect pupils to enter the senior school most suited to their nature and aspirations.

At Twyford children are equipped with a resourcefulness and resilience that will enable them to be adaptable to the uncertainties of life. Our pupils develop through the nurturing of rigour, imagination and curiosity. Creativity and an appreciation of methodical enquiry will endow our pupils with the appropriate outlook for a changing world.

At Twyford children are expected to extend themselves in the performing and creative arts. Music, art, design technology and drama provide further opportunities for creative expression and the pursuit of excellence.

At Twyford we have outstanding teachers who are advocates for the child and advocates for learning.

Twyford is a school that demands engagement from children rather than passivity. We encourage autonomy and leadership; we are a school where independent thought is promoted and individual growth comes from commitment and tenacity.

At Twyford children have a voice and are expected to be intelligently critical of their world.

Through physical education and sports children gain in confidence and social skills, as well as being equipped for the most important stages in their physical development: a healthy outlook. Children acquire the knowledge and skills to participate in most activities in the future, while being encouraged to do their very best.

Enjoyment should be evident in all aspects of our educational experience. Understanding limitations, as well as experiencing failure and disappointment, are legitimate educational opportunities. A better appreciation of individual differences can often promote greater tolerance.

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3. **Social:**

At Twyford children are actively encouraged to:

Have confidence in who they are as individuals, identifying courage as a worthy attribute.

Stand up for the positive values that engender meaningful loyalties and strong communities. These include humility, dignity, compassion and integrity.

Promote supportive relationships, and a respect for diversity and difference.

Support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Be self-disciplined, self-directed, and demonstrate self-control.

Participate in the transformation of their society through reflection, sensitivity and action.

4. **Environment and community:**

Twyford is a friendly, happy and kind community with shared purpose.

Twyford is a rural school where children learn to value the environment and appreciate our responsibilities towards it.

Twyford provides an exceptional quality of pastoral care.

5. **Curricular aims**

The School's curriculum is balanced and broadly based, and it aims to promote the spiritual, moral, cultural, mental and physical development of the pupils, and to prepare them for the opportunities, responsibilities and experiences of adult life.

The School provides fulltime supervised education for children of compulsory school age, enabling them to experience linguistic, economic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education, appropriate for their ages and aptitudes.

The School sets out to:

- ensure that pupils develop essential speaking, listening, literacy and numeracy skills
- provide pupils with a full entitlement to learning
- foster pupils' creativity and develop essential skills, including learning skills
- promote a healthy lifestyle
- inspire pupils to a commitment to learning which will last a lifetime
- promote high standards in all learning and teaching
- promote fundamental British values
- ensure that all pupils have the opportunity to learn and make good progress according to their ability.
- promote a spirit of enquiry
- prepare pupils for the academic challenges that lie ahead
- provide academic, cultural and sporting opportunities
- provide a happy, functioning learning environment
- provide personal, social, economic and health education which:
 - reflects the school's aims and ethos
 - reflects our strong wish to promote respect and a culture of tolerance and diversity, especially where individuals may choose a lifestyle that one would not

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choose to follow oneself. We pay particular regard to the protected characteristics set out in the 2010 Equality Act (a)

Religious education is provided for all pupils.

6. **Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, ethnicity, culture, linguistic background, colour, religion or belief, sexual orientation, gender reassignment, special educational needs or disability. We have regard to the Equality Act (2010).

Disabilities: in accordance with statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Accessibility Plan which are available on our website or from the School Office.

7. **Differentiation**

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

Assessment

Teaching systematically assesses pupils and uses that assessment to plan and modify provision so as to support all pupils so that they make good progress according to their abilities.

8. **Subjects Offered**

Pre-Prep

The Nursery and Reception classes work within the seven areas of learning from the revised Early Years Foundation Stage (EYFS) Curriculum

- Three prime areas – communication and language; physical development and personal social and emotional development;
- and four specific areas – literacy; mathematics, understanding the world and expressive arts and design

In Years 1 and 2 the basis of the curriculum comprises the ten subjects of the revised National Curriculum (September 2000) plus Religious Studies. PSHEE and drama.

Prep

All Years: English, mathematics, science, French, geography, history, RS, ICT, art, design technology, music, drama, PSHEE, physical education and games.

Years 6, 7 and 8: Latin

9. **Schemes of Work**

Schemes of work are prepared by Heads of Department which allow for subject matter appropriate to ages and abilities, including those with specific learning difficulties and disabilities, those for whom English is an additional language, and those who have a statement

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of educational needs. Summaries of these schemes of work (as programmes of study) are available on the portal.

The principles behind, and the content of our schemes of work actively encourage the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The schemes of work have the Twyford Learning Qualities embedded in them.

10. Apprenticeships

At Twyford we offer a unique programme of study called Apprenticeships. The intention of this programme is to provide opportunities for greater independence, creativity and extension work beyond the confines of the curriculum. The activities will normally have some overlap with existing subjects but may provide opportunities for more specific development than would normally be offered within the curriculum (eg Ceramics rather than Art). Pupils choose from a very extensive range of areas beyond the curriculum to pursue, usually for one term at a time. Pupils in Years 4 & 5 have two lessons of Apprenticeships in the timetable, while Years 6, 7 & 8 receive one lesson of Apprenticeships in the timetable. The activities regularly on offer include: Debating, Drama Workshop, Music Theory, Mandarin, Outdoor Problem Solving, Play Reading, Eco Warriors, Mountain Biking and Table Tennis.

11. Disapplication

In accordance with the law the School has the right to respond to individual needs by modifying the curriculum programmes. It will:

- allow a pupil to participate in extended work-related learning
- allow a pupil with individual strengths to emphasise a particular curriculum area
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the parents.

12. Religious Education

Religious Education is available to all pupils in the curriculum subject Religious Studies.

13. Collective Worship

Twyford is a Church of England School (a school of “special religious character”) and all pupils are expected to take part in regular worship. Parents of other faiths may withdraw their children from worship after discussion with the Headmaster/Head of Pre-Prep.

14. Personal, Social, Health and Economic Education (PSHEE)

PSHEE is taught to all pupils. PSHEE reflects the school’s ethos and aims, and encourages respect for other people, playing particular regard to the protected characteristics set out in the 2010 Equality Act (a). This includes age-appropriate education in citizenship, healthy living, drugs awareness, substance abuse, sex and relationships education and aspects of socialisation. Careers education is provided appropriate to the age groups in the School. It is impartially presented, and encourages informed choices that should help pupils to fulfil their potential.

15. Sex and Relationships Education

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The School provides Sex and Relationships education in the basic curriculum in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The syllabus for the School's Sex and Relationships Education is available to parents. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

16. Cultural education and appreciation of diversity

The School includes aspects of cultural education in many specific and cross-curricular ways. All pupils are encouraged to develop an awareness of equality of opportunity. See Equal Opportunities Policy for further information.

17. Preparation for life in British society

Closely linked with PSHEE, cultural education and careers guidance is the active and positive encouragement among pupils of an understanding of fundamental British values. This is blended within all aspects of our curriculum and within many areas of the co-curriculum. We are conscious of our responsibility to educate and lead by example in our pupil's understanding of the rule of law, democracy and individual liberty. In all our curricular and informal contact with children we look to ensure they can: develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong; respect civil and criminal law of England; accept responsibility for their actions; show initiative; contribute positively to the lives of those living and working in the locality; acquire broad understanding of public institutions and services in England; improve tolerance and harmony between different cultural traditions through respect for their own and other cultures; respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and, we encourage pupils to respect the democratic process, including respect for the basis on which the law is made and applied in England.

18. The Prevent Duty

We have due regard to all aspects of the Prevent Duty (see Child Protection Policy and Code of Conduct). Through the active promotion of fundamental British values, and suitable alertness to signs and risks of extremism, we maintain our duty towards our pupils to prepare them for society. They are taught to appreciate that tolerance, the rule of law and openness to democratic processes help to identify and combat extremism.

19. Political Education

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

20. PE and Sport

All pupils are expected to take part in the school's Physical Education and Sport programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

21. Extra-Curricular Activities

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The School has an extensive programme of activities that take place outside the formal curriculum.

22. Prep and Homework

The School sets prep/homework as appropriate. Parents are encouraged to read with their children in all year groups. The school expects pupils to spend the following times on homework:

Pre-Prep

Years N and R: Reading with parents.

Years 1 and 2: Reading and Spelling homework. The pupils are encouraged to follow up topics at home.

Prep

Year 3: No formal Prep time, but spellings, maths and occasional other homework is given

Year 4: As for Year 3 in the Autumn and Spring Terms, then Prep set for 20 minutes a day in the Summer Term plus spellings which can be completed in school at 5:15 or at home

Years 5 to 7: 40 minutes per day (except Wednesday) plus weekly spellings. In the first 2 terms of year 5 pupils can choose to do prep in school or at home.

Year 8: 80 minutes per day (except Wednesday)

23. Learning Difficulties and Disabilities (LDD) / Special Educational Needs (Known as HUB)

The School has a Learning Support Department, with qualified teachers in both Prep and Pre-Prep. The School will determine the appropriate courses for pupils in consultation with the parents. The School's Policy for Special Educational Needs and Disabilities (SEND) should also be consulted. The Head of Learning Support is Mrs Kathleen Digby. We have regard to the Children and Families Act (2014), the SEN and Disability Code of Practice, 0-25 years (2014) and the Equality Act (2010).

24. Pupils with a Statement of Special Educational Needs or Education, Health and Care Plan (EHC)

Should a pupil be in receipt of a statement or EHC, we will endeavour to give them an education which meets their needs as specified by their statement/EHC. It is likely that some pupils in possession of a statement cannot be accommodated at Twyford School due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

25. Pupils for whom English is an Additional Language

At Twyford we take all reasonable steps to provide opportunities for children whose first language is not English to develop and use their home language in play and learning, supporting their language development at home, ensuring they also have sufficient opportunities to learn and reach a good standard in English language. A register of children for whom English is not their first or only spoken language is kept. Individual decisions about specific support for EAL

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issues are made in each case. Each child's support plan is reflected on the register. It is unusual for the School to have children who are not fluent in English regardless of other language abilities and backgrounds. In the case that a pupil is unable to access the curriculum comfortably in English a specific personal support plan (IEP) will be made. The creation of such a plan will be supported by opinion and advice from the specialist teachers, class teacher, Head of Learning Support and parents. The teacher with particular responsibility for English as an Additional Language is Mrs Paula Bailey, who monitors progress of those pupils for whom English is an additional language, closely communicating with form teachers, tutors and subject teachers. Please also see Equal Opportunities Policy and EAL Policy.

26. Careers Guidance

Pupils at Twyford are guided towards the fulfilment of their potential and receive advice on how to come to know their strengths and weaknesses – including some idea of how this might apply to the world of work. Pupils at Twyford are supported in their preparation for formal examinations at various stages of their education. They receive specific lessons in Study Skills, which include guidance on revision techniques, making notes, examination techniques and management of stress. Pupils are encouraged to learn about their own academic strengths and weaknesses, and the type of learning method that best suits them as an individual. While we do not specifically instigate careers advice, we provide opportunities for pupils to understand the world of work, and the promotion of their economic wellbeing. There are talks from professionals in various fields, as well as visits to places of employment and manufacture. Through visiting speakers at Chapel services pupils receive motivational and inspirational guidance from individuals of all backgrounds and diversity that will help them in their current and future endeavours. Pupils receive interview training prior to attending pre-testing and selection assessments at senior schools. These are all ways in which they are prepared for the future beyond Twyford School.

27. Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's tutor (Prep) or form teacher (Pre-Prep).

If the issue is not resolved parents should contact the Headmaster or Head of Pre-Prep. If there is no resolution then parents should write to the Headmaster. The School has a Complaints Procedure in place, which is on the School website, and is available at the School Office.

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THE FOLLOWING VALUES AND EXPECTATIONS ARE COMMUNICATED TO AND DISCUSSED WITH ALL PUPILS. THEY ARE ON DISPLAY IN ALL CLASSROOMS:

Twyford School Values:

Respect

Kindness

Honesty

Responsibility

Friendship

Code of Conduct

- Show consideration to others, treating everyone with courtesy and respect.
- Respect the right of everyone to learn without disruption or derision from others.
- Care for and respect the environment.
- Attend School prepared to learn.

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Twyford School Expectations

You are expected to:

- be punctual at all times
- line up quietly outside the classroom unless invited in
- prepare your books and equipment quickly and quietly at the beginning of the lesson, and have your planner available
- modify your behaviour to suit any given situation
- put up your hand to ask and answer questions and refrain from shouting out
- respect the views and opinions of others in the class
- be polite to staff and other pupils
- participate in lessons and always give of your best
- have all your books and equipment in lessons
- knock on classroom doors when a lesson has started and wait to be invited in; remember to apologise for lateness or absence
- ask permission to leave a classroom (e.g. for a music lesson or sports fixture) in advance
- leave the chairs and desks tidy and put all rubbish in the correct bin
- wait to be dismissed from lessons
- leave the classroom quietly and walk to the next lesson
- be neat and wear the correct uniform at all times.
- At **registration**, sit quietly and read or work after preparing your books, equipment and planner for first two lessons.
- During **readings**, report to the staff before going to any other commitments. Otherwise read quietly. At the discretion of the staff, work may be allowed.
- During **Prep**, have all the right books and equipment and work individually and quietly (unless by prior agreement); it is important that prep is individual work.