CANBURY SCHOOL

CURRICULUM, TEACHING AND LEARNING POLICY

Last Review Date:	**June 2026**
Policy Owner:	**L Buchanan**
Approved by:	**P Rich**
Next Review Date:	**June 2027**

Statutory requirements

This policy outlines the principles, structure, and expectations for delivering a broad, balanced, and ambitious curriculum across our school.

It ensures compliance with:

- The Education (Independent School Standards) Regulations 2014 (as amended)
- The Independent School Standards: Guidance for Independent Schools - April 2026
- DfE Promoting fundamental British values as part of SMSC in schools

We have regard to the National Curriculum in England, while being tailored to meet the needs of our students.

Curriculum

The curriculum provided by the school offers a broad, balanced and sequenced educational experience suited to all students across the full age (11-18) and ability range that is aligned to the values of the school. The curriculum provides both continuity and progression taking the needs of individual students into account. The broad curriculum is designed to meet the needs of our students in preparation for the next stage of education and for the world of work.

Students are provided with a range of opportunities that seek to identify and develop talents in artistic, cultural and sporting pursuits as well as the academic. Opportunities for personal, social, moral, spiritual and cultural development are an integral part of the curriculum and feature where possible in lessons.

The curriculum has been designed to:

- Cater to the needs of individual students from all ethnic and social groups, including the able and those who are experiencing learning difficulties or in need of learning support, offering an alternative, adapted or additional curriculum.
- Cater to those students who have an EHC Plan agreed by an LA.
- Cater to those for whom English is an additional language.
- Facilitate students' acquisition of knowledge, skills, understanding and qualities which will help them to develop intellectually, emotionally, socially, physically, spiritually, morally and aesthetically, so that they may become independent, responsible, useful, thoughtful, confident and considerate members of the community.
- Create and sustain an exciting, stimulating and inspiring learning environment.
- Ensure that each student's education has continuity and progression.
- Ensure that there is a match between the student and the tasks he/she is asked to perform.
- Ensure that all students have equal access to the curriculum in such a way that enables them to learn effectively and make good levels of progress.

Through the curriculum, students should have opportunity to:

- Develop their level of literacy so that they are able to listen and read to gain information and for pleasure, and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes, including informative and creative.

- Develop their mathematical understanding so that they know how to think and solve problems mathematically in a variety of situations, appreciating and understanding relationships and patterns in number, algebra and shape. They should be aware of the aesthetic and creative aspect of mathematics and be able to use numeracy skills necessary for functioning in modern society.
- Develop their linguistic skills to the extent of being able to read, speak, write and understand to a basic level in Spanish.
- Develop the skills associated with Science as a process of enquiry, increasing their knowledge and understanding of nature, materials and forces.
- Develop their skills in the use of information and communication technology as a rigorous subject in its own right as well as acquiring knowledge and skills that will support learning throughout the curriculum and develop an understanding of how to stay safe online both in school and outside.
- Know how to extend their knowledge through internet research.
- Develop knowledge and understanding of the importance of a healthy diet; know basic principles of health, hygiene and safety and be able to make healthy lifestyle choices.
- Know how geographical, historical and social aspects of the environment influence events and conditions now, and how human action and natural occurrences in the past have resonance in the present.
- Acquire knowledge and understanding of the basic principles of fitness and health and develop coordination, tactical skills and control through taking part in a variety of physical pursuits and team sports.
- Be given appropriate careers guidance as they move to the next key stage so that they can make an informed choice of what subjects best suit their needs and to help them define their future aspirations.
- Develop their aesthetic, creative and cultural awareness through the study of art, graphics, music and drama.
- Be able to study independently as well as think and learn for themselves, by building a resilience for learning, and developing positive relationships.
- To develop the ability to understand their own mental health and wellbeing as well as learn strategies for coping with stressful situations and building their own resilience.
- Gain a robust knowledge of public institutions and services in England, alongside an explicit embedding of the fundamental British values. The school's curriculum and ethos are designed to actively promote democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (including those who leave their faith or hold no faith). Staff will actively challenge opinions, resources, or behaviors that undermine these values or promote partisan political views.
- The content of the National Curriculum has been incorporated into schemes of work for the relevant year at Key Stage 3. The curriculum is structured in Years 7-9 to show year by year progression within a subject. It also links to the GCSE / KS4 courses, and further to KS5. The taught academic curriculum is broadly covered in the following way:

Years 7, 8 and 9

1. English

2. Mathematics
3. Science incorporating Biology, Chemistry and Physics
4. Spanish
5. History
6. ICT
7. Geography
8. Art and Design
9. Music
10. Drama
11. Wellbeing for Years 7 and 8 (9 from September 2026)
12. Physical Education
13. PSHE (Personal, Social, Health and Economic education) including RSE and Careers
14. SMSC (Spiritual, Moral, Social and Cultural education) for Years 7 and 8

Policy for the access to the study of Spanish by EAL Students

Canbury School is committed to ensuring that all students, including those for whom English is an Additional Language (EAL), enjoy equitable access to a broad and balanced language curriculum. To ensure EAL students are not overwhelmed and can consolidate core English literacy skills, their readiness to study Spanish will be evaluated individually upon enrollment:

- Students entering at the start of Year 7 will join standard Spanish lessons, supported by adaptive teaching, provided they possess baseline English literacy skills.
- For students entering part-way through Year 7 or during Key Stage 3, the school will conduct a collaborative review involving the Deputy Head Academic, the SENDCo, and parents, a personalised determination will be made.
- If a student's current English acquisition requires intensive short-term literacy support, a bespoke timetable may be mutually agreed upon, replacing Spanish with targeted sessions to optimise their capacity to learn and make good progress across the wider curriculum.

Years 10 & 11

At KS4 students study a number of courses suitable to their academic ability, wider natural aptitudes and personal inclination. They are encouraged to keep their choices as balanced and broad as possible.

The school offers the facility to study for nine subjects. The compulsory subjects are:

- English - Functional Skills English is also offered if more appropriate.
- Mathematics -- Functional Skills Mathematics is also offered if more appropriate.
- Sciences: Double Award - Triple award can be offered to a student who has the ability to independently study toward some of these units, as they are not time tabled.

Students may choose from the following GCSE subject options for **September 2025:**

- Art and Design
- Business Studies
- English Literature
- Geography
- History
- ICT
- Spanish
- Photography
- Statistics (off timetable)

And also the following BTEC courses at Level 1/2

- Travel and Tourism
- Sport

All students continue to have lessons in Physical Education and Games, and PSHE which includes an RSE, a Careers programme and a work experience week.

Occasionally there are students for whom the curriculum needs to be more bespoke. When such a situation occurs, the school will discuss with subject staff and offer the student and parents the opportunity to follow an alternative programme. The suggestions made to each student and their parents will vary depending on the individual student, but some suggestions in the past have been:

1. The removal of the expectation to study Spanish.

2. A reduction or increase in the number of subjects to be studied.

3. Entering the candidate for Entry Level or Functional Skills qualifications in some subjects;

4. The option to attend lessons for interest but not take the GCSE exam.

Canbury School will, as far as possible, take parent and student wishes into consideration but retains the right to decide on the course of action which the School feels is in the best interests of the student. The situation will continue to be reviewed throughout KS4 if it appears a student is struggling to meet the demands being made.

Years 12

The Sixth Form curriculum forms the culmination of the Canbury School programme of study rounding off the three central tenets of academic study, wider personal development and support for additional needs that are the hallmark of a Canbury School education. Our one year programme supports students in getting to the next stage of their academic journey whilst gaining important life skills as well as additional qualifications.

Students who enter the Sixth Form are students who progress from the main school in all but exceptional circumstances. The curriculum can consist of the following options:

- EPQ - Level 3
- ASDAN - Certificate of personal effectiveness - Level 3
- ASDAN - Employability - Level 2
- Extended work experience

- Retakes in English and Mathematics GCSE or study periods
- Functional Skills English and Mathematics or study periods

Each subject has detailed schemes of work available on the school system.

The Senior Leadership Team (SLT) meets regularly to discuss aspects of the curriculum and timetable. Other staff members are invited to attend specific meetings when applicable. Staff meetings assigned to the curriculum will provide feedback and enable discussion with all staff as appropriate.

The SLT checks that schemes of work (SoW) reflect the overall curriculum policy of the school and liaises with teachers in charge of subjects and teaching staff. The Director of Studies will arrange the Option programme and Option evenings with students and parents (Year 9) and the Post 16 information evening for Year 11 students and parents. In the selection of options at year 9, students will be encouraged to choose a broad, balanced and appropriate range of subjects. If a student has a number of interventions, we may advise the child to leave one of the option block choices as a study period to allow us the flexibility to timetable these interventions and therefore prevent these interventions with impeding on GCSE lessons in year 10 and 11.

The school aims to add to the curriculum by providing a range of enrichment activities at lunch time and after school and by way of day excursions and longer residential visits both within and outside of the UK. Each department is expected to offer enrichment activities. Examples include, visits by textiles and fine art artists, musicians, dramatic groups, speakers, foreign visits, educational visits, fieldwork studies. The House system encourages the development and building of leadership skills in the upper years and serves to provide a focus for inter-house competitions. All staff and students are expected to participate in the varied programme of events.

Support

Canbury School provides a mainstream school curriculum for teenagers with a need, not necessarily special needs teenagers. It is recognised that not every student will gain the highest grades, but the message that they should all push themselves to achieve their best is understood. In addition to quality first teaching and differentiation, we are able to offer a range of interventions to support our students and enable them to achieve their full potential:

- Provision maps and student passports: all information is disseminated to all teaching and support staff via the SENDP register.
- Students requiring LSA support have these needs accommodated in lessons or in smaller study groups.
- Students may be withdrawn for individual/small group teaching or therapies as detailed in their EHCPs. These are delivered by on-site educational specialists as follows:
    - Speech and Language therapists
    - Behaviour specialist
    - Mental health specialist
    - Emotional Literacy Support Assistant
    - ASD specialists,
    - Occupational therapists
    - Literacy specialists,

- Dyslexia and dyscalculia assessments,
- Numeracy specialist
- Singapore Maths practitioners

PSHE and RSE

PSHE and RSE at Canbury School is delivered as a scheduled, time tabled lesson throughout the school. Additionally, PSHE topics are embedded in various subjects throughout the curriculum.

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. The lessons this relates to are highlighted in the table below.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of the Relationships, Health & Sex Education policy and addressed to the Head.

A copy of withdrawal requests will be placed in the student's educational record. The Head will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

Careers Education

Careers guidance is given as part of the PSHE provision. The school organises:

1. A programme of Work Experience, undertaken in Year 10 and Sixth Form;
2. Individual careers guidance
3. Lessons focusing on careers and life planning, as evidenced in the scheme of work for PSHE.

The PSHE programme encourages students to develop self-knowledge with a view to being able to make informed and appropriate life choices, including the ability to choose between subject options. Specific individual advice is offered to students about to choose GCSE and/or post-16 options.

TEACHING AND LEARNING

Teaching and learning taken together constitute the implementation of the curriculum and is the core purpose of the whole school.

Aims:

At Canbury School we undertake to:

1. Raise levels of attainment for all students, enabling them to achieve their personal best;
2. Develop confident, disciplined and inquiring learners, able to make informed choices;

3. Foster a love of lifelong learning;
4. Foster self-esteem and personal responsibility, linked to respect for the needs and feeling of others;
5. Facilitate considerate and positive relationships between all members of the school community;
6. Ensure equal opportunities and foster an environment of mutual respect, paying particular regard to the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation);
7. Value and respect all cultures;
8. Provide a safe and happy environment;
9. Promote a thoughtful attitude towards the immediate and wider environment.

Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Teachers provide a broad and balanced curriculum, which develops the skills, concepts and knowledge necessary for future learning. In the course of their daily work, the staff will contribute to the development of this ethos through:

1. We aim to provide a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential;
2. Providing a welcoming environment, in which courtesy, kindness and respect are fostered;
3. Providing positive role models;
4. Providing a fair and disciplined environment;
5. Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement;
6. Effective management of their professional time;
7. Providing children with meaningful, purposeful tasks;
8. Valuing and celebrating students' success and achievements;
9. Reviewing personal and professional development by providing appropriate INSET, training and support for colleagues in order to ensure a high level of professional expertise is maintained and enhanced;
10. Developing links with the wider community.

Canbury Values

Our core values of Achievement, Inclusion, Responsibility and Support are at the heart of all the teaching and learning that takes place. Staff work towards ensuring that these values are adhered to and met in each and every lesson.

Equal Opportunities

In accordance with the school's Equality, Diversity and Inclusion Policy, all students at Canbury School receive an equity of entitlement to the school's academic and wider curriculum. The school does not unlawfully discriminate against any applicant or student on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, or pregnancy and maternity.

Staff will proactively implement reasonable adjustments and high-quality adaptive teaching strategies to ensure all children can learn effectively and reach their full potential.

Classroom Management and Organisation:

1. Management

The learning environment will be managed in such a way as to facilitate different styles of learning with particular regard to Special Educational Needs & Disabilities:

a. Whole class teaching;

b. Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest, etc.);

c. One to one teaching;

d. Collaborative learning in pairs or groups;

e. Independent learning

f. Differentiation will be provided as part of high-quality teaching (see below).

Learning support assistants, in-house therapies/interventions and external agencies will be employed to support children with Special Educational Needs & Disabilities, as outlined on their Education and Health Care Plans.

2. Behaviour Management

As outlined in the Behaviour Policy and the Canbury Code.

3. Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture, resources and displays.

Differentiation:

Teachers will differentiate the curriculum using a variety of methods and strategies suitable to the needs of the students and taking prior data gathered into consideration. The SENDP register is updated as new students are admitted to the school; this provides essential information for the planning and delivery of lessons and general interaction with students. In addition, Schemes of Work are accompanied by a summary of the students' needs alongside general strategies for support and individual strategies used by subject teachers.

Record-keeping and assessment:

Regular assessments are made of students' work in order to establish the level of attainment and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment, Recording and Reporting Policy.

Teaching Strategies:

Teachers are expected to employ a variety of strategies in any one session:

1. Teacher observation;
2. Discussion and questioning (open and closed as appropriate);
3. Previewing and reviewing work;
4. Didactic teaching;
5. Interactive teaching;
6. Listening;
7. Brainstorming;
8. Providing opportunities for reflection by students;
9. Demonstrating high expectations;
10. Providing opportunities for repetition and reinforcement;
11. Providing encouragement, positive reinforcement and praise;
12. Making judgements and responding to individual needs;
13. Intervening, as appropriate, in the learning process in order to encourage development;
14. Providing all children with opportunities for success;
15. Using a range of communication strategies – verbal and non-verbal.

Resources:

Each class will be equipped with specialist resources, an interactive white board, Google Classroom and Satchel One, as well as books appropriate to the subject area.

Students will be taught how to use all resources including Chromebooks correctly and safely, with care and respect: and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society and that all students have equality of access.

Learning Processes:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes. These include:

1. Investigation;
2. Experimentation;
3. Listening;
4. Observation;
5. Talking and discussion;

6. Asking questions;
7. Practical exploration and role play;
8. Retrieving information;
9. Imagining;
10. Repetition;
11. Problem-solving;
12. Making choices and decision-making.

At Canbury School opportunities are organised to allow students access to these processes and for them to develop their own strategies to gain knowledge and skills.

Learning Styles:

Children learn in a variety of ways and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

1. Individual learning;
2. Collaborative learning in small groups or pairs;
3. One-to-one learning with an adult or more able student;
4. Whole class;
5. Independent learning.

Assessment, Recording and Reporting:

At Canbury School, we recognise that robust Assessment, Recording and Reporting are integral to effective teaching and learning.

It is recognised that students learn and make progress through many techniques, several of them being subject-specific. However, such learning and progress must be measurable through the assessment of students, and the recording and reporting of marks from these assessments. See ASSESSMENT, RECORDING and REPORTING POLICY for further information regarding our systems and expectations regarding these.

We recognise that students, parents/carers and staff each have a vital role to play in ensuring that learning happens in such a way as to promote the highest levels of progress across a range of metrics:

Parent/Carers' Role:

Parents are encouraged to support their children's learning by;

1. Ensuring that their child comes to school feeling confident and positive;
2. Ensuring that their child arrives at school punctually and regularly;
3. Sharing with the teachers any problems in school that their child is experiencing;
4. Supporting their child by attending Progress Check Evenings with their child and attending other meetings that they are required to attend;

5. Supporting their child and the teacher by becoming actively involved in the operation of the Education and Health Care Plan and any Special Educational Needs processes;
6. Discussing their child's work and progress;
7. Ensuring that their child arrives at school wearing the correct uniform and bringing the correct PE kit;
8. Agreeing to the Canbury Code concerning their child's behaviour;
9. Agreeing to and supporting the school's homework policy;
10. Responding to letter/emails sent home from school;
11. Informing the school of reasons for their child's absence;
12. Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.

The School's Role:

In relation to each of the above areas the school will reciprocate by:

1. Responding to all offers of support as far as it is able;
2. Respecting all information given in confidence;
3. Giving clear information on the aims and objectives of the curriculum and school procedures;
4. Giving reasonable/appropriate access to teaching staff;
5. Working in partnership with parents and guardians to ensure the success of their child and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This policy is a working document and is therefore open to change and restructuring as and when the need arises.

LB 06//2026