

Cothill House Curriculum Policy

Introduction

The curriculum at Cothill House amounts to everything that our children do within the school, both inside and outside the classroom. It is thus our primary aim to provide as broad and exciting a curriculum as possible that exposes pupils to a very wide range of subjects, activities and challenges. This policy should be read in conjunction with the Teaching Policy.

- Whereas our ultimate target is to prepare our pupils for the entrance and scholarship exams of their chosen senior schools, we realise that we are responsible for guiding and preparing boys for the life beyond.
- Children in our care between the ages of 8 and 13 will develop a firm foundation on which their future education will be built and thus it is our responsibility to ensure that they have a wide range of opportunities and experiences.
- As well as the academic subjects, which form the core of the curriculum, there is also a strong focus on non-core subjects and activities. Throughout their time at Cothill, our pupils receive specialist teaching in Art and Ceramics, Design Technology, Woodwork, ICT, Music, Music Technology and Games. In addition, drama plays an important role in school life. General Studies helps to broaden horizons, develop knowledge beyond the Common Entrance and Scholarship syllabuses as well as show the pupils links between traditional subject areas.

Aims of the Curriculum

- To identify, nurture and fulfil the potential of each child in our care
- To have the highest expectations of our children and our teaching
- To develop confidence, self-discipline and application in our pupils
- To acquire knowledge and understanding that will help them in later life
- To engender a passion for independent learning, enquiry and responsibility
- To engender an environment which encourages healthy and supportive relationships between staff, pupils, parents and other members of the school community
- To respect the needs, feelings and property of others
- To teach children the values of honesty, hard work, modesty and good manners
- To value and respect children from all cultures, races, ethnicities and backgrounds
- To enjoy a happy and secure learning environment in which children want to learn
- To encourage and develop a thoughtful and inquiring attitude towards the wider world
- To respect and uphold the school's most treasured quality: Being kind to others.

The Juniors – Years 4 and 5

Year 4 (Sixes): 8 to 9 year-olds (2 classes)

In the Sixes it is hard to differentiate ability levels when the pupils first arrive and so the classes are organised chronologically in the beginning with necessary changes being made at the start of the spring or summer terms. Mathematics may be set. The emphasis in the early weeks is on boarding and settling into the routines.

Emphasis is placed on the acquisition and reiteration of the basic skills of reading, writing and numeracy, but balance and breadth in the curriculum are not neglected.

French is taught throughout with a special emphasis on learning new sounds, pronunciation and basic vocabulary.

Generous allocations of time are given over to Art, Design Technology, Music and Sport, all of which are taught by specialists.

Religious Studies, PSHE and Drama (in the spring) are also included.

Junior Prayers (assemblies) are held each week to discuss various themes and review achievements in the prior week. The pupils will attend Full School Prayers to hear of current affairs news each week.

The Seniors - Years 6 to 8 (Lower Removes, Middle Removes, Removes)

Year 6: 10 to 11 year-olds (3 or 4 classes)

Year 7: 11 to 12 year-olds (2 or 3 classes in the autumn and spring, 4 or 5 classes in the summer)

Year 8: 12 to 13 year-olds (4 CE classes and 1 Scholarship class)

Pupils in Year 6 are under the academic and pastoral care of a Form Teacher. As their education progresses, the curriculum is steadily enriched as they mature mentally and become interested learners. Mindful of their performances during the previous terms and in exams, the pupils will be streamed into classes of pupils of similar abilities.

In Year 6, pupils are divided into classes. These streams will follow schemes of work that are broadly based on the core of the ISEB's syllabi in preparation for 13+ exams in Year 8.

All pupils start Latin in Year 6. The learning of Classics enjoys a strong tradition and includes some study of the civilisation, history and mythology elements of the subject as well as a firm focus on the language side.

Global Citizenship is encouraged through General Studies. This focuses on raising awareness of issues facing the world and the environment.

The curriculum in Years 7 and 8 is largely, though not entirely, planned according to the Scholarship and Common Entrance requirements of the senior schools.

Pupils prepare to offer these subjects at Common Entrance:

English, Maths, Biology, Chemistry, Physics, French, Latin, Geography, History, RS

In Year 7 French is promoted through a term being spent in Sauveterre. As well as having numerous benefits for the pupils personal development their immersion in a different culture helps with SMSC.

In Year 8, all maths is setted. This allows all children to perform at the speed that suits them best and enables a very individual approach to be offered to every child.

Upper School assemblies focus on events happening in the news and aim to raise awareness and understanding of cultures and peoples facing challenges in the wider world. They also promote moral and ethical understanding.

All boys in Year 8 are expected to be involved in a major theatrical production.

The aims and aspirations of each department can be found in the Departments' Schemes of Work.