

The Cornwall Independent School

CURRICULUM POLICY

This document which applies to the whole school, including the Early Years Foundation Stage (EYFS), is available on request, from the School Office, and can be made available in large print or other accessible format if required, from the School Office.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: This policy is a live document that is sensitive to our working practices and is subject to change according to the needs of The Cornwall Independent School (TCIS). All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force and other statutory and best practice documentation cited in this document.

Monitoring, Review and Adaptation: The text of this policy is **necessary** and proportionate to meet the needs of The Cornwall Independent School, supporting those who work with our pupils, **making clearer** the responsibilities of school staff, volunteers, proprietor and the Governing Advisory Body. These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Governance Advisory Body is committed to regularly reviewing and updating our policies to ensure they remain relevant and effective in supporting our school's mission and values, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

The Policy Owner is Miss Louise Adams, supported by the Education and Compliance Officer.

Reviewed: September 2026

Next Review: September 2027 (or sooner, to reflect any material change in statutory or best practice requirements)



Miss Louise Adams
Headteacher

Introduction: The school offers full-time supervised education for pupils aged 4 - 16 with an age-appropriate curriculum which reflects the ethos and core values of the school.

- This policy draws in parts upon the following guidance documents and other The Cornwall Independent School policies
- [Independent School Standards 2019](#)
- [National Curriculum](#)
- [Statutory Framework for the Early Years Foundation Stage](#)
- [Guidance about teaching personal, social, health and economic \(PSHE\) education \(2021\)](#)
- [Relationships, Sex and Health Education \(RSE\) \(2025\)](#)
- [Promoting fundamental British values through SMSC \(2014\)](#)
- [Research review series: religious education \(2021\)](#)
- [Teaching about Mental Wellbeing \(2021\)](#)
- [DfE Careers guidance and access for education and training providers \(2021\)](#)

Intent: The school takes pupils from the age of 4-16 and focuses on EYFS to KS4 accordingly. It is our intent that all children will master key knowledge and skills, building their learning on prior knowledge. Children's learning will begin with their own interests and develop to consider a wider audience. The school has a focus on developing children's vocabulary and ensuring that children have effective learning behaviours with a strong moral compass which will guide them as they go into the wider world. In order to support them in their transition through the school, we support our core curriculum with an area-based curricula. This includes PSHE, SMSC, British Values and Cultural Capital all embedded within the core curriculum and also delivered through formal and informal sessions, creating a whole school approach. The curriculum at The Cornwall Independent School consists of three highly interdependent elements:

1. **Academic or core curriculum** – National Curriculum subjects
2. **Support curriculum** – PSHE, SMSC, RSE, British Values, Cultural Capital, Careers, extra-curricular, interview-skills, debating, etc
3. **Area-based/community curriculum** – engagement at social, charitable, academic and careers level with local organisations, NGOs, people, and events that enrich, inspire, educate and motivate our pupils to learn more about our local area.

The knowledge and skills to be learnt by the pupils are generally outlined in the content and specifications of the National Curriculum and EYFS Statutory Framework, but individual teachers will also highlight and augment these where appropriate. Outside speakers are encouraged to interact and address the pupils so that complex issues such as radicalisation, crime, pornography, drugs, depression, anxiety, technology and relationships can be aired in an open, supportive and safe environment.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school arranges in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills, ensuring they achieve their true potential. We believe in engendering in young people a love of lifelong learning. The Cornwall Independent School ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

- **Linguistic** (including English and French) this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking and reading. This includes phonics screening checks at the beginning and end of Key Stage 1. Further monitoring and the implementation of phonics booster sessions for children who need further support throughout Key Stage 2 as well as writing and speaking and listening opportunities and assessments. The Cornwall Independent School is determined that all children will become confident and fluent readers. Learning is sequenced to develop a child's confidence and targeted support is quickly given for any child falling behind.
- **Mathematical** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion, with the aim being effective retention of mathematical knowledge, concepts and procedures. Mathematical learning is carefully sequenced, and our curriculum aims to build a link between abstract mathematical ideas and practical problem-solving.

- **Scientific** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
- **Technological** skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.
- **Human and Social** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.
- **Physical** This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.
- **Aesthetic and Creative** this area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical responses. Pupils are encouraged to demonstrate their learning in a variety of ways with regular musical and drama events throughout the year, including School Productions, Remembrance events, Christmas celebrations, the Summer Concert, music festivals, poetry and literary festivals.

Values: Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. These are the main values of our school:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school including those with a statement of special educational needs (SEN) or an education, health and care plan (EHCP).
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.
- We ensure that in all curricular and extra-curricular activities we do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Aims and objectives: The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to enable all children to produce high-quality work they are proud of;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of Literacy, Numeracy, and Information Communication Technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children to be positive citizens in British society and develop cultural capital needed to succeed;
- to fulfil requirements of the National Curriculum;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to develop an understanding of economic factors in society which can affect their well-being;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to ensure all children are being prepared for their next stage of education, training or employment at each stage of their learning;
- to ensure all children can read and write at an age-appropriate level of fluency;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others and taking responsibility for the general welfare of their peers as appropriate;
- To encourage our children to develop respect for and understanding of diversity with particular regard to the protected characteristics set out in the 2010 Act and with regard to the Single Equality Policy.
- To ensure our curriculum provides opportunity to develop the *12 future-readiness skills* (skills commonly identified as

important for future success). This includes *Digital Literacy*.

12 future-readiness skills



Organisation and Planning:

- What is taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the QCA schemes of work for much of our medium-term planning in the foundation subjects.
- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Copies of short-term plans are submitted to the Headteacher each week.
- In the Early Years we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all areas.
- In Key Stage 1 & 2 the curriculum at our school places a greater emphasis on discrete subjects than it does in Early Years, and we teach these subjects separately. Our pupils benefit from senior specialist teachers for subjects such as History, Science, Music and French.
- At Key Stage 3 each child has the opportunity to experience the full range of subjects taught by specialist subject teachers.
- GCSE courses are followed in KS 4, as well as PCSHEE and PE to ensure breadth of subjects.
- We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what they are to learn.

Implementation: The way in which the curriculum is delivered and taught is critical to outcomes and the success of our pupils. At The Cornwall Independent School we have a focus on high-quality teaching, as high-quality implementation depends on teachers having an expert knowledge of the subjects that they teach. There is a focus on demonstrating and applying learnt knowledge and skills. Teachers will set curriculum content into real life contexts, showing how the skills learnt form an essential part of our daily lives, often linking subjects together such as Science, Technology, Mathematics and English.

Our teachers at The Cornwall Independent School will:

- Use clear, sequenced planning to ensure content is taught and delivered in a way that allows knowledge to be connected with prior learning, and in a way that the endpoints of each unit of learning are clear.
- Ensure that taught content is made visible through clear learning intentions with defined outcomes and success criteria.
- Teach high quality lessons which incorporate time for retrieval, instruction, practise and application of knowledge and skills.
- Model and use metacognition to articulate concepts ensuring use of high-level vocabulary.
- Facilitate opportunities for children to engage collaboratively with their peers as well as working independently.
- Make explicit links to prior learning so that children can build upon this and design opportunities for repeated exposure to new learning, using different models and representations so that the learning becomes secure.
- Demonstrate how children's errors can be used as learning points and ask children to share their thinking through these.
- Unpick and explore misconceptions that arise and plan opportunities to address these using hinge questions to assess understanding.
- Provide high quality feedback which supports the development of their understanding or addresses misconceptions.
- Account for any and all gaps in learning that have arisen as a result of the pandemic.

Teachers will monitor the progress over time of a pupil through all of the following:

- Practical work – this provides an excellent opportunity to evaluate specific skills and competencies linked to the specification and in a broader sense
- Through engagement with the Interim Headteacher and the SLT, teachers should be able to demonstrate an understanding of the strengths and weaknesses of their pupils and what steps they are taking to reduce any gaps in knowledge and skills
- Focusing on literacy and numeracy – do pupils understand the importance of correct spelling, syntax and the cogency in communication of information; do pupils understand the importance of wider reading, developing a broad vocabulary and read outside of their immediate specification; do pupils appreciate the need to understand how to apply formula, connect cause and effect, use appropriate units or apply Standard Form
- Understanding pupils' strengths and weaknesses in the class and using differentiation strategies, ensure that all children are appropriately challenged.
- Ensure that pupils understand connections between elements of the specification, build on prior knowledge, and unpick assumptions
- Examine and scrutinise pupils' work to ensure that they are kept in a neat, logical ways, which aids studying and revision
- Ensure that pupils understand command words in order to develop their examination technique
- Through discussions with the SLT and other team members, be able to explain at what point is a pupil in their attainment of knowledge of skills, and what they must do fully grasp all the principal concepts involved
- Teachers should in discussions with SLT, organise some form of intervention if a pupil is falling behind in their course or simply not applying themselves.
- Discussions with pupil about schemes of work and other long-term curriculum planning to better understand where improvements can be made.

All teachers will ensure that they keep up to date with their subject knowledge and be supported where necessary to address gaps in their knowledge that may otherwise hinder learning. They follow appropriate CPD training programmes and/or belong to membership of appropriate professional societies. Teachers will be inspected formally and informally and feedback provided on how they teach.

A good attendance is central to all successful teaching and outcomes, so teachers along with the SLT must ensure that all pupils have very high levels of attendance. Teachers and the SLT will use formative and summative assessment to get a "picture" of a pupil at any one point during the course. Adaptive baseline assessment tests, such as CAT4 are used, along with, where appropriate, specific aptitude tests to gain an insight into a pupil's potential and capability. Baseline tests along with formative and summative assessment can then be used to set a target grade.

Roles and Responsibilities: Learning and teaching is a shared responsibility, and all members of The Cornwall Independent School community have an important part to play. We place pupil progress and welfare at the centre and build a supportive staff network around each pupil, depending on their need.

All members of The Cornwall Independent School community should work according to The Cornwall Independent School aims and policies:

The Cornwall Independent School (UK) Ltd is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- valuing each other as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to The Cornwall Independent *School* community;
- providing a well-ordered environment in which all are fully aware of behavioural expectations;
- ensure all pupils can access lessons in the event of remote learning;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.
- is responsible for CPD and INSET and sets the learning and teaching focus areas
- has overall oversight of pupils 'personal development and academic achievements
- has overall oversight of quality assurance
- is responsible for quality assurance of teaching and learning
- is responsible for quality assurance of teaching and learning with the EYFS

Quality Assurance processes will involve:

- Consistent use of The Cornwall Independent School and subject policies; programmes of study; pupils' prior performance data
- Classroom observation, learning walks, pupil feedback, work scrutiny, pupil data, schemes of work
- Department analysis of exam results, SEF, development and action plans

Subject Leaders/ co-ordinators should:

- ensure that schemes of work that challenge and stimulate children to achieve their best, are in place;
- stay up to date with recent developments and best practice in their subject and support colleagues by sharing their knowledge and understanding with other members of the teaching team;
- monitor planning, teaching and marking in their subject;
- regularly quality assure departmental processes and feedback to the SLT;
- ensure the subject curriculum is being taught in way that children are transferring knowledge to their long-term memory
- ensure that resources are available and accessible to support learning in their subject.

Teachers are responsible for day-to-day monitoring of pupil welfare, in relation to their learning and their pastoral care.

Teachers will endeavour to:

- provide challenging and stimulating lessons designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up to date with best practice;
- present information clearly, promote appropriate discussion and systematically check pupils' understanding;
- provide clear information on The Cornwall Independent School *procedures* and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

Parents can support their child's learning by:

- ensuring that their child arrives at The Cornwall Independent School wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within The Cornwall Independent School and for the teacher's role;
- participating in discussions concerning their child's progress and attainment;
- supporting The Cornwall Independent homework School policy and give due importance to any homework set;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- being active members of the Friends of The Cornwall Independent School.

Pupils are encouraged to support The Cornwall Independent School aims by:

- being organised, bringing necessary equipment, taking letters home promptly, etc;
- taking increased responsibility for their own learning.

The Cornwall Independent School (UK) Ltd is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The community is invited to support The Cornwall Independent School by:

- contributing to activities such as assemblies, outings, clubs, etc;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events

Children with Special Needs:

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. A child with SEND will never be offered a reduced or restricted curriculum and our curriculum aims to be as broad as possible for as long as possible. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice 2015 in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. The child will then be placed on the 'Alert' List by the SENCo and reviewed and actioned following consultation with relevant staff. In most instances the teacher is able to provide resources and educational opportunities, which meet the child's need within the normal class organisation. We provide additional resources and support for children with special needs in consultation with parents. The special needs register sets out the nature of the special need and outlines how the school will aim to address the need.

Our curriculum is ambitious and designed to give all students with SEND the knowledge to take advantage of opportunities, responsibilities and experiences later in life.

Assessment and Reporting: Assessment is used to measure progress and inform planning. Assessment addresses the attainment of long term and short-term learning objectives. It is used to analyse pupils' strengths and weaknesses and address them by adapting the curriculum to individual needs. Importantly, it develops our children's ability to embed key concepts and develop their understanding of the topic instead of simply memorising disconnected facts

Key Stage Assessment: Across KS1-KS3, GL Assessments (CAT4) are used across core subjects and for testing reading age. End of unit assessment is carried out in all subjects at an age-appropriate level regular testing of spelling and math's skills occurs within our schemes of work.

Unit Tests and Assessments: In Key Stages 3 and 4 the subject teachers use unit tests and assessments to check progress in individual subjects. Self-assessment is encouraged as this enables pupils to reflect on the attainment of learning objectives. Peer assessment enables older pupils to apply the assessment criteria of the GCSE examination boards and highlights the need to target specific areas of the curriculum. Progression scales provided by the exam boards are also used as appropriate.

GCSE: Pupils sit Edexcel, AQA and WJEC examinations at the end of Year 11.

Reporting: Parents receive an interim report at the end of the Autumn Term, they are invited to Parent-Teacher Consultations in the Spring Term and Parents receive a full narrative report in the Summer Term. In Year 11 parents receive the full narrative report towards the end of the Spring Term prior to external examinations. Parents are welcome to communicate via emails or telephone calls at any point throughout the school year.

Early Years Curriculum Policy:

The Early Years curriculum is as follows:

Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. The curriculum for the EYFS promotes teaching and learning to give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The experiences that our children meet enable them to develop a number of competencies, skills, and concepts across several areas of learning. The revised Early Learning Goals (ELGs) are used for assessment and are not the basis for our curriculum.

Our educational programmes within the EYFS provide a breadth of activities and experiences from the seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics

- Understanding of the World
- Expressive Arts and Design

We follow the latest [Statutory Framework for the EYFS \(2025\)](#) to support the planning, teaching and assessment for individual children. Our medium-term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals.

Primary Curriculum: The Cornwall Independent School Key Stage 1 and 2 provides full time supervised education for pupils from Years 1 to 6. The Cornwall Independent School Key Stage 1 and 2 believes that all pupils have a right to a broad, balanced, and relevant curriculum, which provides continuity and progression and takes individual differences into account. From Year 1 onwards, the [National Curriculum](#) serves as a minimum entitlement and, when beneficial to the children, we go beyond the requirements set out in the National Curriculum document. We have some specialist teachers from Year 1 onwards: in French, Music, Science etc. We also aim to enrich our offering through a variety of clubs. Transition to Key Stage 3 and 4 is greatly assisted by the flexible use of staff and rooms. This means that subject specialists who are based in the Key Stage 3 and 4 are regularly seen and teach in the Lower School. English and Mathematics are planned in line with government guidelines using the National Curriculum.

Key Stage 3 and 4 Curriculum: Going into Key Stage 3 and 4, pupils have timetables which continue to cover the full range of subjects. All pupils are supported by staff through this transition. All pupils are exposed to the GCSE subjects that are on offer at The Cornwall Independent School. In Year 9, pupils pick their GCSE options from a range of subjects such as Humanities, Computer Science, Design Technology - Food, and Art. There is ongoing communication with parents and pupils about subject options. They are supported throughout their GCSEs by specialist teachers with appropriate feedback and support when needed. We aim to continually improve our intra and co-curricular opportunities. We further enhance learning through a variety of school trips, residentials and sporting events.

Impact: The impact of the three interdependent curricular are difficult to measure when taken as whole, but outcomes in terms of progression made from entry to leaving the School is possible alongside examination outcomes and progress to university. Summative assessment is particularly important in determining long-term progress. To evaluate the impact of the curriculum, Senior Leaders and Subject Leaders use a combination of different techniques within school:

- Work and book monitoring
- Pupil conferencing
- Parent feedback
- Teacher's self-evaluation
- Learning walks
- The characteristics and behaviours demonstrated by children in all settings within school
- The monitoring of e-safety incidents that are raised to or by the school.

Impact of the curriculum will also be measured/evaluated through:

- Test results
- Examination outcomes
- College destinations
- Entry points and progress over time – value added

PSHE, Social and Emotional Literacy and Support: *Please also refer to PSHE and RSE policies.* Each child's Personal, Social, Health, and Economic education informs all aspects of the school day. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans to enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We encourage respect for others, with a focus on protected characteristics. We promote emotional and social literacy through all curriculum subjects. The groundwork for social and emotional literacy is based on the "5 Skill Buckets".



Spiritual, Moral, Social and Cultural Development (SMSC): Alongside achieving their academic potential, pupils are led towards developing their spiritual, moral, social and cultural awareness. While encouraged in all subjects, these themes are given a specific focus in PSHE and RE. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. The Cornwall Independent School builds resilience towards extreme and radical views through promotion of strong values and any such views are challenged as a matter of principle. We aim to expose our children to viewpoints and knowledge such that an appreciation of human creativity and achievement is engendered, and their spiritual understanding is nurtured.

The Cornwall Independent School ensures that principles are actively promoted which:

- enable pupils to develop their self-knowledge, self-esteem, and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- ensures that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This may be during lessons, or when extra-curricular activities within the school such as debates take place, or through the use of external speakers.

Pupils gain:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs (including those people who leave their faith or those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting unfair or illegal discrimination
- An understanding of why democracy is perceived within the UK as the fairest form of political organization
- An understanding of why taking part in democracy is a good thing and why law-making on the basis of representation in Parliament is seen as better than the alternatives

At The Cornwall Independent School this is achieved through activities such as:

- Sharing age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in the UK and other democracies, in contrast to other forms of government
- Discussions with and within the school council ensures that all pupils at The Cornwall Independent School have a voice that is listened to, and which promotes democratic processes
- using opportunities such as general or local elections to hold mock elections to promote the fundamental British values, and provide pupils with the opportunity to learn how to argue and defend points of view
- enabling pupils to encounter people of different faith backgrounds
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- considering the role of co-curricular activity, including any organised directly by pupils, in promoting the fundamental British values
- running group activities that teach co-operation and initiative, giving pupils responsibility within the school setting, and enabling pupils to serve other people in the wider community
- educational visits, and work-shadowing or work experience in relevant organisations, which enhances pupils' understanding of public services
- Enabling pupils to gain knowledge and respect for their own culture and faith, to prepare pupils to interact positively with people of different cultures and faiths

Staff at The Cornwall Independent School understand that they must not adopt a stance which supports a particular political view/purpose which might be considered partisan (one-sided). This might be seen if:

- superficial treatment is given to the subject matter, by portraying factual or philosophical premises as being self-evident, with insufficient explanation and without any indication that they may be the subject of legitimate controversy
- the use of data which is misleading or contains misrepresentations and half-truths
- deployment of material in such a way as to prevent pupils meaningfully testing its veracity and forming an independent understanding as to how reliable it is
- the exaltation of protagonists and their motives is coupled with the demonisation of opponents and their motives
- a particular view being advocated as being the 'right' view which must be adopted because otherwise certain presupposed consequences follow
- actions are taken either directly or indirectly to further the interests of a particular political party
- actions are taken either directly or indirectly to procure changes to the laws of this or another country
- actions are taken either directly or indirectly to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country

We promote work and interactions within The Cornwall Independent School which respects individuals and differences between them and we ensure that pupils become familiar with different approaches to religion and culture. We celebrate achievement in a number of ways (Headteacher's awards, letters of Commendation, parents being informed of achievement) and encourage pupils to have the confidence to undertake difficult tasks and have a wide range of experiences. Pupils are also encouraged to question things which prevent them developing into confident adults. For more details, please see our *Safeguarding and Child Protection Policy*, our *Preventing Extremism and Radicalisation Policy* and our *SMSC Policy*.

Tracking Progress and Baseline Assessments: In the primary phase GL Assessments - CAT4 and reading age tests are used to monitor progress within English and Math's. In Math's continuous testing and assessment occurs at the end of each unit. During lessons and activities, teachers give children feedback in line with the school's feedback and marking policy. Teachers also track children's progress using digital tracking systems, based on children's performance in classwork and in informal assessments.

Google Classroom – Virtual Classroom: At The Cornwall Independent School, we use the Google Classroom to provide a virtual learning environment for our pupils and teachers, with the ability to offer Remote Learning, if required. Google Classroom can be used to set Homework and provide additional resources for home study. It also provides a link to parents and carers sharing progress, events and communications about school.

Teacher Preparation for Effective Learning:

- Subjects have Policy Statements and Schemes of Work that are reviewed regularly for balance and relevance. Schemes of Work incorporate opportunities for appropriate differentiation.
- Teachers are responsible for producing lesson plans according to the scheme of work.

The Cornwall Independent School (UK) Ltd is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Planning should include a learning objective and success criteria, as well as information about support, resources and differentiation.

Classroom discipline and management:

- All staff are expected to utilise effective strategies for managing behaviour and encouraging pupils to act responsibly
- Learning activities are given appropriate time so that pupils may understand what is being taught. Lessons are well paced to maintain motivation and progress. Teachers look for opportunities to exploit time and space and use cross-curricular links with other subjects where appropriate.
- Flexibility is shown either to meet individual needs and add variety, or because of unseen problems or opportunities, to make a particular learning point.
- Transitions between activities are handled carefully so that all pupils can move on with a sense of purpose and success.
- Discipline is maintained in a fair and firm manner. Pupils learn because they are encouraged, not because they work in fear. Pupils and teachers understand what constitutes acceptable behaviour and what sanctions will be employed should standards slip.
- The learning environment is carefully monitored, and all materials or resources are of the highest quality and are treated with respect. The teachers in their dress and manner contribute to this understanding of respect. Classrooms are positive, bright, stimulating and welcoming.

Teaching Skills which activate Pupil Learning:

- All lessons should have a clear objective, and pupils should understand how they can be successful.
- Pupils should receive regular constructive feedback.
- Staff show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons
- Staff ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Staff ensure that teaching does not discriminate against pupil's contrary to Part 6 of the 2010 Equality Act
- Teachers regularly assess pupils and lessons are adapted accordingly to meet their needs.
- Teachers make the learning activities clear by effective presentation using a variety of methods.
- Teachers utilise effectively classroom resources of a good quality, quantity and range, so that pupils are exposed to a sufficiently wide variety of stimulating material.
- when the teaching of subjects touches on matters covered by the SMSC standard, such as forms of government or political ideologies, the resources (books, films etc.) used for teaching should be of a range which fulfil the requirements of the SMSC standard, for example, by representing a range of views.
- Teachers are aware of the indirect messages they may give. Therefore, they consider carefully the language they use, the type of humour they use in their lessons, the examples they give, the way they encourage quiet pupils, the time they spend with particular pupils, their marking turnaround time and so on.
- Pupils should not be actively encouraged by teachers or others to support particular political viewpoints
- Good direct teaching requires staff who really know their subject; therefore, staff are expected to be fully in command of subject material.
- Teachers try to use their voices in ways that are clear, varied, interesting and welcoming.
- Questioning is an important part of learning. Pupils are encouraged to phrase their own questions and develop an enquiring mind so that they become more independent learners.
- Within the wide range of teaching styles that are appropriate to any subject, all teachers should ensure that their lessons include:
 - an expectation of effort by both the teacher and the pupils
 - opportunities for pupils to speak and respond both to the teacher and to each other
 - time for pupils to write notes or consolidate discussion in written form
 - varied presentational styles and activities in order to keep lessons stimulating
 - differentiated strategies (to include scaffolding and challenge) suited to different learning needs and styles
 - effective use of the resources available including books, handouts, displays and IT equipment, etc.

Independent Learning:

- The way pupils learn is important and we therefore place some emphasis on interactive and co-operative learning and on devising lessons that draw on the different knowledge, aptitudes and learning styles of individual pupils.
- Independent learning is a goal both inside and outside class. Teachers should plan lessons that encourage pupils to take an active role in constructing their knowledge, skills, attitudes and understanding. This includes setting research tasks, collaborative projects and problem-solving challenges. Pupils should be encouraged to think for themselves, ask questions and come to answers through discussion and reflection. Lessons should include opportunities for pupils to lead discussion, work together and work independently.
- The Cornwall Independent School values independence and developing a child's independence through tasks in and out of the classroom.

Examination Preparation: Examination success is important because of the opportunities it opens to pupils. It is therefore essential that in addition to learning freely and independently, pupils also be taught the knowledge and skills required for high performance in examinations. These objectives are not mutually exclusive - independent learning should be better preparation for examination success than spoon-fed learning because the knowledge will be better internalised - but there is clearly a place for specific instruction in the requirements of different assessment types, the essentials of examination technique, and the analysis of past examination performance.

Careers Advice: It is important that the School provides impartial career advice to pupils and promotes their best interests as well as inspiring and motivating them about the full range of opportunities, both academic and vocational, available. Advice given by the school should achieve the following:

- Provide impartial information on a range of education and training opportunities, including apprenticeships and technical educational routes
- Promote the best interest of pupils
- Explain the wide variety of new disciplines, mostly driven by changes in technology (e.g. bioinformatics, neuro-marketing, artificial intelligence, robotics, data mining, environmental issues, etc.) alongside more traditional careers.

Careers education and awareness will be integrated into the curriculum at all three main levels, but especially in the support and community-based areas. The school will make a special effort to forge links with local businesses as well as academic groups and NGOs in the area to ensure that pupils can engage directly with those who can best explain the relative merits of certain career options. Links with outside speakers and representative from, for example, HM Armed Forces, are used to ensure that pupils receive sound feedback about potential careers.