



## **Curriculum Policy**

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### Mission Statement

***'To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the values of Christ's Gospel'***

### Curriculum

Thornton College is committed to delivering a high quality education in line with our mission statement.

The Curriculum aims to offer a broad and balanced education to all day and boarding students, ensuring that all pupils have the opportunity to learn and make progress.

#### **The Curriculum should encourage students:-**

- To prepare for the opportunities, responsibilities and experiences of adult life in British Society
- To enjoy and take responsibility for their learning experiences
- To develop lively, enquiring, clear thinking, imaginative and creative minds and an ability to question and argue rationally
- To develop interests and skills that will enable them to contribute to and enjoy the benefits of society
- To develop a reasoned set of attitudes, values and beliefs
- To understand the world in which we live and the inter-dependence of individuals, groups, nations and the environment
- To develop and live the values of Christ's Gospel

#### **To ensure that these aims are met the Governors, Head Teacher of Thornton College and teachers of Thornton College offer a curriculum that includes:**

- Religious education and collective worship for all students
- Personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- Access to a range of courses to suit the needs of a wide range of students
- Experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- A range of cross curricular topics
- A wide range of co-curricular activities
- Appropriate progression through the key stages and beyond
- Continuity and links with the further education sector
- Access to accurate, up-to-date and impartial careers guidance that enables students to make informed choices about a broad range of career options and helps encourage them to fulfil their potential.

- Differentiation which ensures students of all ages, aptitudes and needs have access to appropriate curriculum opportunities, including those students with special educational needs, including those with an SEN Statement or EHC plan
- The opportunity for *all* to learn and make progress, including those of exceptional ability, those with special needs and those who may come from a disadvantaged background and, in consequence, have delayed attainment.
- Appropriate assessment, recording and reporting of attainment and progress of students
- Reporting to parents
- An appropriate curriculum for EAL students
- Homework
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### **Preparation for the opportunities, responsibilities, and experiences of life in British Society.**

Classroom and extra-curricular activities across the school will help to develop a range of character attributes such as resilience and grit, which underpin success in education and employment. The curriculum will aim to ensure that all pupils develop the values, skills and behaviours needed to succeed in life.

### **British Values**

The government set out its definition of 'British values' in its 'Prevent Strategy' and the DfE subsequently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs". The promotion of these values is not something new at Thornton College; these values have always been integral to our vision and ethos and are reinforced throughout our Curriculum (See British Values Policy)

### **PSHEE**

The PSHEE curriculum at Thornton College reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

A wide range of sources, including the PSHEE Association, are consulted in the drawing up of policy, plans and schemes of work. The College considers, amongst other things, the ages of pupils and their learning abilities in order to ensure the curriculum is delivered appropriately. See PSHEE Policy

### **Monitoring and Evaluation**

The school will regularly monitor the curriculum through a variety of working groups which include teachers, trustees and Governors. Appropriate recommendations for change will be made to the Head Teacher who will consult the Governing Body before implementing any changes through targets and developments outlined in the School Development Plan. Evaluation of the curriculum will be measured against a range of indicators including:

- Examination results
- Destinations of school leavers
- Departmental Reports
- Regular meetings with Heads of Department and Prep Subject Coordinators
- Student surveys
- Reports to the Governing body
- Parental feedback

As students progress through Thornton College they should increasingly show:

- A positive self-image
- Effective use of the skills of numeracy, literacy and oratorical skills (speaking and listening)
- Positive links with the local community
- An appreciation of the natural and man-made world
- Independence, motivation and self-discipline
- An appreciation of human aspirations and achievement
- The ability to work actively together in co-operative groups
- The competences and attitudes needed for adult life
- Resilience and independence
- The values of Christ's Gospel

### **Pre-Prep and Prep School**

The combination of exceptional care with inspirational and innovative teaching ensures that a Thornton Prep education is special. Innovative teaching methods adopted include the mastery approach inspired by Shanghai Mathematics, a Creative Curriculum, which combines Arts and Humanities through topic teaching (Years 3&4), and Robotics and programming in Computer Science. Each girl will also develop a range of skills as part of our Forest School Curriculum.

### **The Senior School Curriculum**

The Senior School Curriculum is diverse and exciting with additional breadth provided as the pupils move up the school. We offer girls every opportunity to excel and encourage them to make the most of their educational experience and to develop skills and knowledge in a wide range of subjects.

#### **GCSE Options:**

Art  
Business Studies  
Citizenship  
Computer Science  
Dance  
Design and Technology  
Drama  
English  
French

Geography  
History  
Mathematics  
Music  
Photography  
Psychology  
RE  
Science  
Spanish

### **The Sixth Form Curriculum**

Thornton College has a strong tradition of academic success at GCSE and is building on that through its curriculum at Sixth Form. This is achieved through a combination of excellent teaching, superb facilities and a strong pastoral care system that enables each student to achieve her true potential.

There are many features that make Thornton College Sixth Form Curriculum distinctive:

- Smaller classes and tutor groups, taught by A Level specialists. Dedicated communal facilities, such as the Common rooms and Resource Room
- A wide range of A Level subjects
- The Extended Project Qualification
- A broad core curriculum that continues to develop interests and skills beyond the A Level specifications; this includes PE, RE and Horizons
- Specialist support for those wishing to apply to Oxford, Cambridge or US universities.
- Specialist support for those wishing to apply for apprenticeship programmes
- A specialist university preparation programme, including applications for Medicine and Law courses
- A specialist careers programme
- A varied and rich co-curricular activities programme
- Access to vocational qualifications as well as academic qualifications
- Opportunities to develop leadership skills in a range of roles
- Opportunities to prepare for the transition from school to Higher Education, with a dress code and individual study periods to develop independent learning

We offer a wide range of subjects and courses to appeal to a variety of students with varying academic profiles. The majority of courses are A' levels, but we have extended our provision to include popular vocational courses.

#### **A Level Courses**

Art, Biology, , Chemistry, Economics  
English Literature, French, Geography, Government & Politics, History, Mathematics, Further Mathematics, Music, PE, Photography, Physics, Psychology, Sociology, Spanish and Religious Studies, Drama, Computer Science

#### **Vocational Qualifications** (equivalent to 2 A Levels)

Level 3 Cambridge Technical Diploma - Health and Social Care  
Level 3 National Diploma - Forensic and Criminal Investigation  
Level 3 National Diploma - Art & Design

Plus:

## **Students with Statements of Educational Needs or Education, Health and Care Plans**

SEN support is that which is provided for pupils that have significantly greater difficulty in learning than their peers and it is educational or training provision that is additional to or different from that made generally for others of the same age. Where a child with SEN and/or a disability has specific learning needs which are not a reasonable adjustment, school and/or parents may apply to the relevant local authority for an Educational Health Care Plan.

It is only those independent schools that are on the section 41 list or relevant early years' providers that must have regard to the SEND CODE OF PRACTICE 2015 AND THE CHILDREN AND FAMILIES ACT 2014. As such, parents / guardians should contact the Head Teacher to discuss provision before naming the College on any EHC Plan.

Thornton College is a non-selective school and in accordance with its current admission policy, any students with an EHC plan must meet the following criteria;

- The applicant's learning needs can be met within the classroom.
- Meeting the applicant's needs will not be detrimental to the learning of the applicant and/or other students in the group

For those students with an EHC Plan who meet our admissions criteria, or who gains an EHC Plan whilst on roll, the College will meet the practical responsibility of day to day provision set out in the Plan as far as possible. The Plan will be reviewed annually.

Parents can seek funding from their local authority for the cost of additional provision as set out in an EHC plan to enable access to learning by way of personal budgets and direct payments awarded by local authorities, however such payments cannot be used to pay for school fees. It is possible for them to be used to pay for some SEN provision and local authorities should offer parents guidance on the award and use of personal budgets and direct payments.

At Thornton College, where a pupil who is wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2016) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State.

At Thornton College, where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority and they are invited to contribute to the annual review for the pupil. The school adheres to the relevant local authority process and documentation (either Northampton, Milton Keynes or Bucks LEA depending on the home address of the student concerned.) An annual review, chaired by the Head of Learning Development or Head, will review the targets and provision laid out in the plan. Recommendations are sent to the Local Authority informing them of any necessary changes.

Under Part 6 of Schedule 1 of the SEND Code of Practice 2015: - Where a pupil with a statement or EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may be reasonably required for the purpose of the annual review of the statement or EHC plan is provided to the responsible local authority. Particulars of educational and welfare provision for pupils with statements or EHC plans is made available to

parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate.

Relevant Early Year's providers must have regard to the Code and if they are not able to follow the advice in it they should explain this to the local authority. Only section 41 schools are required to adhere to all of the 'musts' in the Code. This is important given that some independent early years providers, such as Thornton College, may be small and may not have the resources to comply with the requirements set out in the Code.