



Chigwell School

Mr D.A.P. King
Head

dking@chigwell-school.org

D: +44 (0)20 8501 5701

T: +44 (0)20 8501 5700

High Road, Chigwell, Essex IG7 6QF

www.chigwell-school.org

Staff champion	NMS
Last Reviewed by Governors	March 2023
Next Review by Governors	March 2025

Curriculum Policy

This policy is applicable to all Pre Prep, Junior and Senior School pupils including those in the EYFS.

Introduction

Our school curriculum is underpinned by the School Motto, (*aut viam invenium aut faciam* "Either I shall find a way or make one"). It is important that our pupils develop a determinedly independent spirit, taking responsibility for their own academic progress, their personal health and fitness, their relationships with others and the world around them.

The curriculum takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan and 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. The curriculum includes all those activities designed to promote the intellectual, personal, social, physical, spiritual and moral development of our pupils. It includes not only the formal programme of lessons but the informal programme which includes extra-curricular activities and all the features contributing to the School's ethos.

- We value the way in which all pupils 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 e.g. breadth of curriculum, range of learning styles.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each pupil to be successful, and we provide equal opportunities for all the pupils in our school.
- We value our enabling environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations.
- We recognise that pupils develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

Aims

We aim to offer each pupil breadth, balance, coherence, relevance, differentiation and progression, with the ultimate goal of every pupil fulfilling his or her academic potential. We offer a core of subjects with an element of increased choice for pupils as they progress through the school. We aim to be as flexible as we can in order to provide a choice of subjects that is appropriate to each individual pupil. In particular, through the curriculum we aim to:

- Enable all pupils to learn, be challenged and develop their skills in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education to the best of their ability;
- Promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- Teach pupils the basic skills of speaking and listening, literacy, numeracy and information technology;
- Enable pupils to be creative and to develop their own thinking;
- Teach pupils about their developing world, including how their environment and society have changed over time;
- Help pupils understand local cultural heritage;
- Enable pupils to be positive citizens in society;
- Prepare pupils for the opportunities, responsibilities and experiences of life in British society;
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong;
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable all pupils to fulfil their potential. We aim to stretch and challenge all of our pupils, not just the most able, by giving them all opportunities to develop their thinking both within and outside of the classroom.

Organisation and Planning

The Director of Studies is responsible for the overall planning and organisation of the curriculum from Years 7 to 13. The Head of Pre-Prep and Junior School is responsible for the overall planning and organisation of the curriculum from Reception to Years 2, and Years 3 to 6.

Schemes of Work

Full details are available in Schemes of Work produced by Heads of EYFS, KS1 and KS2 subject and Heads of Department.

- a) All pupils of compulsory school age attend school full-time. By maintaining a very broad range of subjects until Year 9 and having a policy of pupils taking nine or ten subjects to GCSE, the breadth of the educational experience is maintained for as long as possible. To foster linguistic skills, all pupils take GCSEs in English Language and Literature and at least one language. All pupils take GCSE in Mathematics and Science (either combined as two GCSE awards or as separate sciences). Design Technology is compulsory to KS3, as are human, social, aesthetic and creative subjects (Religious Studies, History, Geography, Art, Music and Drama). All the subjects mentioned are available as GCSEs. Physical Education is provided for in PE lessons up to and including Year 11, and all pupils in every year have weekly Games lessons.
- b) ICT is taught as a discrete subject up to the end of Year 9. However, we believe that it is an important tool that should be developed through use in all subjects and, therefore, it is also delivered across the curriculum.
- c) Relevant Heads of EYFS, KS1 and KS2 subject and Heads of Department ensure that the content of the courses is suitable for each year group and liaise appropriately. Syllabuses are created and followed as far as KS3 and appropriate GCSE and A level syllabuses are chosen thereafter. Heed is taken of aspects of gender, race and religion when formulating and choosing syllabuses; schemes of work and lesson plans make provision for differentiation in accordance with the aptitudes of pupils, including those pupils with a statement.

- d) Pupils are assessed in literacy and numeracy by appropriate work set in each year and by formal examinations and tests. Pupil participation in class at every level ensures that high standards of speaking and listening are maintained, the latter also tested by written work and formal examinations.
- e) Lessons are conducted in English; where English is not the pupils' first language, we are satisfied at the point of entry that the pupil is able to cope with the teaching provided. When the pupil simply needs help in bettering his/her fluency and understanding, special arrangements are made through the Learning Support Coordinator; this is particularly true of some of our overseas sixth form students.
- f) There are a number of pupils who need varying degrees of support and their needs are coordinated by the Learning Support Coordinator who ensures that statutory requirements and individual needs are met. See Learning Support Policy.
- g) PSHEE which reflects the School's aims and ethos is taught from EYFS to Key Stage 4. PSHEE includes economic education, personal, social and health education, political themes including the rule of law, promoting fundamental British values, e-safety and preventing and tackling bullying. It also encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. Such issues are dealt with specifically in the weekly church and chapel services as well as in assemblies. Many issues are also raised and discussed in other subjects and are highlighted in schemes of work (e.g. stemming from English literature, or from ethical issues in geography and science, for example). In the Sixth Form, there is no formal programme beyond the first term of Year 12, but issues are dealt with in academic subjects as they arise as well as in tutor sessions and assemblies. The PSHEE curriculum plan links to the whole school half termly themes, which are also supported via the tutor programme, assembly, church and chapel. These are: Diversity and Equality, Society, Health, Morality and Environment
- h) Pupils receive timely, appropriate and impartial careers guidance regarding subject choices and careers options beyond school from Year 7. The aim of this advice is to help pupils become familiar with the options that will be available to them in the world of work, and through self-evaluation and knowledge to enable them to make informed choices regarding training, education beyond school and ultimately employment. Whenever pupils come to a stage where they need to choose subjects, e.g. GCSE or A level choices, there is a parents' evening to enable parents to speak to staff and pupils are given advice in school. From Year 10 we encourage work experience and work shadowing, there is an annual careers convention and other visits from experts in their field including from former pupils who have recently taken up a particular career, through the 'Meet the Future' programme. Members of the Upper Fifth take careers aptitude tests. The Head of Sixth Form is responsible for providing advice on higher education in Sixth Form assemblies and in special lunch-time and after-school sessions; as well as taking responsibility for pupils applying to Oxford and Cambridge, and he advises on the American universities. Members of the Sixth Form use the Unifrog package to inform their university and/or apprenticeship decision-making. Through the PSHEE programme, pupils are taught how to write a CV and present themselves well at interview. Mock interviews are held both internally and with other schools to prepare students for medical interviews, for example, and those at Oxford and Cambridge. There are also practice medicine, dentistry and vet interviews with serving professionals, and an annual mock interview afternoon with professionals from a variety of fields. Chigwellians go on to pursue a wide range of careers and study at a variety of universities. We take note of the [DfE Careers Strategy: Making the Most of Everyone's Skills and Talents \(December 2017\)](#)
- i) A full A Level programme is available for students in Years 12 and 13. Sixth Form students are actively encouraged to develop academic and non-academic interests beyond the classroom.
- j) The academic programme is open to all pupils. We aim to create a safe environment where all are stimulated to learn and to pursue both a full general programme of education and their own

specific interests. There are no barriers to any pupil taking any subject, other than when professional advice suggests that a particular GCSE or A level would be inappropriate for a particular pupil's ability.

- k) The breadth of the curriculum allows pupils to have experience of many issues which they will face in adult life. Moreover, appropriate careers and higher education advice is provided. Societies such as the Williams Project provide other stimuli, whether in the form of visiting speakers on topics such as politics/economics/gap year opportunities etc., or activities such as community service, Duke of Edinburgh Award scheme, or the Chigwell Sixth Form Award.
- l) Physical Education is taught up to Year 11. All year groups have games weekly and a rich variety of sports are on offer. We are committed to encouraging physical fitness and provide a full range of activities, so that each pupil at every level can find something to his/her liking and so develop physical fitness and the ability to be part of a team and to work together. Competition is encouraged and excellence in team and individual sports, as in other areas of school life, is nurtured and very much valued.
- m) All pupils have religious studies classes until the end of Year 9; thereafter a significant number opt to study RS at GCSE and A Level. Chigwell is an Anglican Foundation, while welcoming those of all faiths or none, and the ethos of the School relies heavily on Christian ethics with weekly church and chapel services. Religious education serves to open all pupils' eyes to the spiritual dimension in their own and others' lives. It matters to us that our pupils are equipped to live a moral life informed by choices and values, and are helped to navigate their way through uncertain and unchanging times. Pupils learn about and discuss moral and ethical issues and study comparative religion, making them aware of the beliefs of others by whom they are surrounded.
- n) Great value is placed upon pupils participating in extra-curricular activities and all are encouraged to make the most of the opportunities made available to them. The extra-curricular activities are an essential aspect of providing the pupils with a well-rounded education. These activities aim to develop the pupils' confidence, skills and interests in a non-academic environment and have great social benefits. There is a range of activities at lunchtimes and after school hours. During the summer term, between three and five days are set aside for curriculum enhancement and personal development activities.

In addition, in the Junior School and Pre Prep:

The curriculum is planned in three phases. Long-term plans are agreed which indicate the skills and topics to be taught in each term and to which groups of pupils. Medium term plans provide guidance on objectives and teaching strategies, suggested resources, activities, ways to differentiate, and cross-curricular links. The national curriculum is used as a basis for long and medium term plans. Short term plans are those that teachers write on a weekly or daily basis.

For EYFS, weekly plans set out learning objectives for each session and identify resources and activities. Short-term plans are written on a daily basis and include specific notes on pupils that may need to be targeted, how the Teaching Assistant may be deployed and general day to day notes.

Provision for Higher Achievers

In the Pre Prep higher achievers are initially identified through on-entry baseline assessment and the EYFS profile. Attainment is continually monitored using teacher assessment and standardised testing such as Progress Test in English, PUMA and Suffolk Reading Test. Differentiated class and homework caters for high achievers along with intervention programmes in Literacy and Maths. There are also a variety of extra-curricular clubs and sporting activities provided in the Pre Prep which, whilst open to all abilities, provide additional challenge to higher achievers and those with specific talents.

At KS2 higher achievers are identified through CATs4 baseline testing and performance is monitored using continuous assessment in the classroom as well as standardised PUMA and PIRA testing. As with all pupils, if performance is below expectation then intervention is arranged. In maths at KS2 challenge tasks are set in lessons and for homework, and higher achievers are entered for national competitions such as the Primary Maths Challenge. In Years 5 and 6, maths is setted according to ability.

In English at KS2, visiting authors are invited into school in order to stimulate the interest of all pupils. The accelerated reader scheme is differentiated to meet the needs of all.

Because there is a broad curriculum, there are extension opportunities through art, design and technology, drama, music and the games programme. Many high achieving musicians play more than one instrument and they have the opportunity to take part in small ensembles, orchestras and choirs and they participate in concerts and prom concerts. Some high achieving musicians play and sing in youth orchestras and choirs. Pupils experience drama at a high level in both their lessons and in KS2 productions where they can also learn the technical side of drama.

In art, design and technology, high achieving pupils have the opportunity to enjoy an extended curriculum. They can also take part in local and national competitions. The high achieving pupils can exhibit their work here and we also award prizes for the best artist in each year group in KS2.

Pupils have the opportunity to experience sport at an elite level. We have fixtures against other schools from Year 3 and a high level of coaching. This results in some pupils being selected for elite sport and playing at county and national level (in their sport of choice).

There are numerous extension activities during and after the school day that pupils are encouraged to take part in. As well as the drama, music and sport there are clubs such as Chess Club, Science Club, Computer Club, Astronomy Club and Quiz Club, which they can enjoy and which stretch them. There are school trips to museums, art galleries and workshops that cater to pupils' needs. There is also a full range of activities in school such as theatre workshops, PSHE workshops and themed days to enrich the curriculum further. There is also an activities week programme in June. This provides extension in science, history, drama and art.

In the Senior School all pupils take the MidYIS test in Year 7 and 9. This is used as a measure of academic ability/potential and all attainment grades in Years 7 to 11 are compared to the MidYIS baseline, so as to measure performance relative to ability. Pupils with a MidYIS score of 7.5 or above, as well as those averaging 7.5 or above in internal exams are added to our High Achievers list. All High Achievers are identified on iSams and on all half termly grade spreadsheets.

There is setting in Maths from Year 7, and Science from Year 9. There is also a degree of setting in English, especially at GCSE. Teachers are encouraged to differentiate in lessons but we are keen that all pupils have the opportunity to excel, not just the few.

Our most able readers, by reading age, are given the opportunity to become Reading Champions which affords them the opportunity to read a book with other able readers in different year groups.

As with the younger pupils there are lots of opportunity for all to take part in extra-curricular pursuits such as drama, music, and sport. Pupils, irrespective of ability, are given the opportunity to take part and develop their skills though there are plenty of opportunities for the higher achievers to really shine.

Subjects like Mathematics enter all of its pupils into the national Maths Challenge competition, with the most able qualifying for subsequent rounds. There are a number of national academic competitions entered in the Sixth Form to stretch the most able (and the most interested).

HPQ and EPQ is offered to all, irrespective of ability though it is invariably the most able (and the most interested) who pursue this option, usually with a good degree of success. There is a HPQ and EPQ presentation evening that is very well attended and one of the highlights of the academic year. The Howard and Mitchell Essay Competition (and subsequent presentation evening and dinner) for sixth form students is another opportunity and highlight.

The structure of the School and its Curriculum

The structure of the School is set out below. Regular meetings between the Directors of Studies and Heads of Department (Years 7 to 13), and Heads of Subject (KS2), and Subject Co-ordinators (Pre Prep) enable curriculum coherence and provide for any curriculum change and development.

Age	Year Group	NC year	Key Stage	School
4-5	Reception	Reception	EYFS	Pre Prep
5-6	Year 1	1	KS1	
6-7	Year 2	2		
7-8	Lower One	3	KS2	Junior School
8-9	Upper One	4		
9-10	Lower Two	5		
10-11	Upper Two	6		
11-12	III Form	7	KS3	
12-13	IV Form	8		
13-14	Removes	9		
14-15	Lower Fifth	10	KS4	Senior School
15-16	Upper Fifth	11		
16-17	Lower Sixth	12	KS5	
17-18	Middle Sixth	13		

Pre Prep

The EYFS curriculum follows the learning and development requirements set out in the statutory framework for the EYFS (September 2014). These include:

The three prime areas of:

- Personal social & emotional development
- Communication and language
- Physical development

Four specific areas of:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

See the School's EYFS Policy.

Areas experienced by pupils in Years 1 and 2 include:

English (reading, writing, speaking & listening), numeracy, P4C, science, ICT, religious studies, history, geography, physical education and sports, PSHEE, French, art and design, music, design and technology, and outdoor education.

Creative Curriculum

Learning in the Pre Prep is enhanced through cross-curricular learning. We provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills. A creative approach to learning enables pupils and teachers to make connections between different aspects of learning, establishing a high level of enthusiasm and a thirst for knowledge and understanding, underpinned by key skills and attitudes. The school combines and adapts existing schemes of work to take advantage of strong links between subjects or identify linking themes. The subjects most likely to be linked are: Art, Design and Technology, History, Geography and ICT. A range of enrichment days are organised throughout the year to bring many facets of learning under one focus e.g. book character day, themed topic based days.

Learning Outside the Classroom/Outdoor Education

All pupils are provided with a rich outdoor curriculum allowing them opportunities to experience first-hand and participate in activities outside the classroom. Our school grounds provide rich opportunities to engage all pupils effectively in understanding about sustainability and the environment. Visits outside of school, are built into our curriculum and enhance pupils' learning.

Opportunities offered at the Pre Prep include:

- All pupils offered the opportunity to experience trips and visits. These will be included in the curriculum plans and will support and expand opportunities for teaching and learning.
- All topics taught are supported by visits and/or visitors
- All pupils have the opportunity to enhance learning through the use of school grounds. We aim to use the grounds as frequently as possible, e.g. as a planned resource within the curriculum, e.g. habitats. As a resource to support all curriculum areas, e.g. for sketching in art, a stimulus for writing activities. Supporting our healthy school initiatives, e.g. gardening club, cookery, sustainability initiatives.
- All pupils have the opportunity to participate in school productions, e.g. class and whole school assemblies, harvest festival, Christmas and summer concerts.
- All pupils have the opportunity to participate in extra-curricular activities. A range of after-school activities are provided on a weekly basis. These are led by school staff or external clubs. The programme changes to reflect the seasons and the availability of staff.
- All pupils have frequent and regular sessions in the Woodland Classroom situated in the grounds of the School.

Time Allocation Per Subject Per Week

Literacy	5 hours
Numeracy	5 hours
Religious Education	1 hour
Science	2 hours
ICT	1 hour
Geography/History	1 hour
Art/Design and Technology	2 hours
French	Reception and Year 1: 30 minutes / Year 2: 40 minutes
PSHEE	1 hour in short sessions including circle time/assembly
Music	1 hour including class music lesson, singing practice and recorder tuition
Physical Education/Games	2 hours
P4C	30 mins (Year 2 integrated with literacy)
Outdoor Education (cross curricular)	Reception: one morning per week Year 1 and 2: one morning on alternate weeks

KS2

The curriculum is based on the core of English, mathematics, and science, a modern foreign language, games and PE (from Year 3) to UII (Year 6). In addition, the foundation subjects of history, geography, religious studies, art, design and technology, drama, ICT and music are also taught.

The Lesson Allocation Per Subject Per Week at KS2

Subject	LI	UI	LII	UII
English	5	5	5.5	5.5
Maths	5	5	6	6
Science	2	2	3	3
History	1	1	1	1
Geography	1	1	1	1
Art / DT	1.5	1.5	1.5	1.5
French	1	1	1	1
R.S.	1	1	1	1
Music	1	1	1	1
P.E.	1	1	1	1
PSHEE	1	1	1	1
Games	4	4	4	4
ICT	1	1	1	1
P4C	1	1	1	1
Drama	0.5	0.5	1	1
	27	27	30	30

The lessons are planned carefully using year teams and the curriculum for each year group is linked thematically. Educational visits and experiential learning support the teaching and learning. Each term curriculum webs are produced so that the parents can see what their children are studying across the subject range and support their learning and curriculum evenings are held to inform them further.

The wide curriculum gives the children the opportunity to participate in plays and musical performances. They are all expected to sing in the respective choirs and perform in concerts to a high level. They also take part in pupil presentations and in class assemblies to aid the development of their speaking and listening.

The children study French as a modern foreign language and also have the chance to take part in clubs such as the mandarin club to gain exposure to more than one language.

ICT is taught as a discreet subject from years 3 to 6 and is enhanced by clubs such as the coding and animation clubs. It is also used throughout the curriculum as each class is equipped with a bank of chrome books.

PE and Games are taught by subject specialists as well as class teachers and from year 4 onwards is enhanced by fixtures and festivals involving other schools.

The outdoor curriculum is continued from the Pre Prep with woodland days for both years 3 and 4.

Years 7, 8 and 9

Whilst Years 7 and 8 are in the Junior School pastoral system, (Senior School) Heads of Department are responsible for the organisation and delivery of their academic curriculum. The curriculum in Years 7, 8 and 9 is designed to give pupils further experience of a wide range of subjects, not only to provide knowledge and to develop critical thinking skills but also to ensure that they can make informed choices about which subjects to continue to GCSE.

All pupils in Years 7 to 9 study English, Mathematics, Geography, History, Religious Studies, Art, Design Technology, ICT, Music, Drama. In Year 7 pupils study two languages from French, German, Spanish; in Year 8 most focus on one.

However, all pupils must study at least one language to the end of Year 11 at Chigwell; most study at least one Modern Foreign Language to GCSE.

In Year 7 Science is taught as a single subject, while Biology, Physics and Chemistry are taught separately in Years 8 and 9. Pupils are taught Classics in Year 7 and Latin in Year 8. Each year group has a Games afternoon each week in addition to PE.

The figures below refer to the number of 50 minute lessons allocated a week:

	Yr 7	Yr 8	Yr 9
Art & Design	1	1.5	1.5
Biology		1.5	2
Chemistry		1.5	2
Design & Technology	1.5	1	1.5
Drama	1	1	1
English	4	4	3.5
Games	2	2	2
Geography	1.5	1.5	1.5
History	1.5	1.5	1.5
ICT	1	1	1
Latin	1.5	1.5	
Mathematics	3.5	3.5	3.5
Music	1	1	1
Physics		1.5	2
Religious Studies	1.5	1.5	1.5
Science	3		
Physical Education	1	1	1
PSHEE	1	0.5	0.5
MFL: Fre, Ger, Spa	4	3	
Languages: Fre, Ger, Spa, Latin			3
	30	30	30

Years 10 and 11

The GCSE curriculum core consists of:

- English Language
- English Literature
- Mathematics
- At least one foreign language (French/German/Spanish/Latin)
- Science. Pupils start the GCSE course in Year 9. Depending on their aptitude, they are set so that the majority of students take three separate sciences to gain three GCSEs in Physics, Chemistry and Biology

In addition, pupils choose three other subjects. While guidance is given over the formation of a sensible set of subjects and university/career implications are discussed, there is no other compulsion on pupils as regards these further choices. They may choose any three from History, Geography, Religious Studies, Art, Drama, Music, Design Technology, and Computing; in addition to the language taken as a core subject, pupils may take a second, or occasionally third, language. Pupils make their choices and the blocking system is drawn up to accommodate the first choices of as many pupils as possible (rarely do students not get their first choice subjects). All pupils have a Games afternoon weekly as well as PE. PSHEE is fortnightly in Years 10 and 11.

The allocation of subjects is indicated in the table below (The figures below refer to the numbers of 50-minute lessons allocated a week):

	Yr 10	Yr 11
Art & Design	*	*
Biology	2.5	2.5
Chemistry	2.5	2.5
Design & Technology	*	*
Drama	*	*
English	4	4
French	*	*
Games	2	2
Geography	*	*
German	*	*
Graphic Design	*	*
History	*	*
Latin/Greek	*	*
Mathematics	3	3
Music	*	*
Physics	2.5	2.5
Religious Studies	*	*
Spanish	*	*
Physical Education	1	1
PSHEE	0.5	0.5
* GCSE option 1	3	3
* GCSE option 2	3	3
* GCSE option 3	3	3
* GCSE option 4	3	3
	30	30

Years 12 and 13

Students in the Sixth Form initially take either three or four subjects in Year 12; less than a quarter take four in Year 13, the rest reducing to three subjects.. The students are initially given a free choice and the blocking structure then fixed to accommodate as many of these choices as possible (around one or two choices per year cannot be timetabled and the students have to opt for another subject).

We deliberately do not offer five subjects; we believe that time should be spent thinking about subjects and reading beyond the syllabus. At this level, it is our policy to encourage depth and academic rigour. Students opting for Further Mathematics can complete Mathematics, Further Mathematics as well as their three other options, leading to five A Levels; this is relatively infrequent.

The qualification to take a subject to A Level is a grade 8 or 9 at GCSE: this is set as the target. We do make exceptions and judge each case on its merits; the Head of Sixth liaises with the relevant Head of Department. A grade 7 in specified related subjects is required for subjects not taken at GCSE Level (e.g. an A in Maths for A level Economics).

The subjects currently on offer (24) in the Sixth Form are:

- English Literature
- Economics; Geography; Religious Studies; History; Government and Politics
- Latin; Greek; Classical Civilisation
- French; Spanish; German
- Art & Design; Music; Drama; Design & Technology
- Mathematics; Further Mathematics, Computer Science (Physics; Chemistry; Biology; Psychology)

Each subject has six periods a week in both Years 12 and 13. In addition all sixth formers have a weekly Games afternoon.

Fundamental British Values

The promotion of partisan political views in the teaching of any subject is prohibited by law. Where subject content has a political dimension, issues are presented in a balanced and objective manner. The School also recognises and understands its responsibilities under the [Counter-Terrorism and Security Act 2015](#), to take every effort to prevent individuals from being drawn into terrorism through the internet or by other means, and to challenge extremist ideas propagated by terrorist organisations. Therefore, the school seeks to foster understanding and respect for British values throughout the whole school community in a variety of ways, including: whole school assemblies and chapel services, Williams Project sessions, PSHEE, the tutorial programme, involvement in the Epping Forest Youth Council, through trips to Parliament and through exploiting opportunities within the academic curriculum, particularly (though not exclusively) in subjects such as History, English, RS and Government and Politics. Further details are given in the Spiritual, Moral, Spiritual and Cultural (SMSC) Policy.

Learning Support (Special Educational Needs)

We believe all pupils in the School should have equal opportunities and equal access to the curriculum.

Chigwell has a trained SENCO who is our Learning Support Co-ordinator and who works across the Junior School and Senior School. Her role is to support staff in identifying pupils' difficulties and talents, and planning teaching strategies, to liaise with parents and outside agencies, to co-ordinate any extra help that may be required and to offer support, including extension, to small groups in class and to individuals.

The Pre Prep has its own trained SENCO who works closely with the SENCO in the Junior and Senior Schools. Group and occasionally individual lessons, are timetabled on a weekly basis for pupils in Reception, Years One and Two. These sessions are in maths or literacy time and generally mirror the class objective but in a teaching style and level to assist pupils with a learning development need. Separate intervention programmes take place when the need arises.

In addition we have a number of overseas Sixth Form students for whom English is an additional language. All these students are tested on arrival as part of their induction programme, to see how their language skills have developed since their admission tests. The EAL Co-ordinator assesses their competence, and circulates a written report to all staff, highlighting any particular concerns.

The EAL Co-ordinator gives individual tutorials in English language to all new international students throughout their first term. Additional help is given to students in the boarding houses in the evenings by Houseparents and House Tutors.

Towards the end of the Michaelmas term, the EAL Co-ordinator discusses the students' progress with their subject teachers, the Head of Sixth Form and the boarding staff. The timetable of weekly tutorials is then re-arranged from January onwards, so that the EAL Co-ordinator can concentrate on the weakest students. Students who are coping well are no longer required to attend regular sessions, though any student who wishes to continue may do so, and help will always be given to students who request it.

In the Lower Sixth year, the EAL co-ordinator's efforts are focussed on getting new foreign students' English skills quickly up to standard, so that the students' true abilities are visible as soon as possible. In the Middle Sixth year, the EAL co-ordinator focusses on ensuring that international students have the English Language qualifications required for university entrance. Regular classes leading to IELTS etc. are therefore organised.

**For and on behalf of the Governors
D.A.P. King**