



SWEDISH SCHOOL LONDON

EST. 1907

Curriculum Policy

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| Current review date: | 27 December 2024 |
| Policy reviewed by: | Headteacher & Deputy Headteacher |
| Policy approved by: | Board of Governors |
| Policy due for review: | 31 October 2026 |

1. Background

The Swedish School in London follows the Swedish national curriculums for Preschool (age 3-5), Compulsory school (ages 6-15) and Sixth Form (ages 16-19) in their entirety.

The Swedish School in London is exempt from the Statutory Framework for the Early Years Foundation Stage (EYFS) learning and development requirements. The latest exemption was granted by the DfE on 18 August 2021.

2. Legislation and guidance

UK legislation

This policy reflects the requirements for independent schools to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Swedish legislation

This policy reflects the requirements for Swedish schools to follow the curriculum as per the [Swedish School Act \(2010\)](#), [The School Ordinance \(2011\)](#) and [Sixth Form Ordinance \(2010\)](#).

It also reflects the requirements for an equal curriculum as set out in the guidelines from the [Swedish National Agency for Education](#).

There is also a statutory requirement to teach a minimum of hours for each key stage of the curriculum. This is regulated by the [School Ordinance](#) and [Sixth Form Ordinance](#). In addition to this, for the [Compulsory school](#) there is also a statutory requirement (see table 1) for how much time each subject must be given per key stage as regulated by the Swedish National Agency for Education.

3. Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

Headteacher & Deputy Headteacher

The Headteacher and Deputy Headteacher will:

- Ensure that the Swedish curriculum is implemented throughout the school.
- Teaching at school reflects the aims of the school's strategic vision and this policy.
- The amount of time provided for teaching is meeting statutory requirements.
- Teachers plan and implement their teaching in accordance with the Swedish curriculum.
- Ensure that the school's procedures for assessment meet all legal requirements.
- Ensure that the governing board is advised on whole-school targets in order to make informed decisions.
- Pupils with different abilities and needs, including children with SEN, are supported.

Teachers

Teachers will ensure that they:

- Meet the requirements of teacher's in the Swedish curriculum, including for grading and assessment where applicable.
- Implement the aims and content of the Swedish curriculum and relevant subjects in their daily work.
- Differentiate and adapt their teaching to the different abilities and needs of all pupils, including those with SEN.
- Teach in a way that reflects the aims of the school's strategic vision and this policy.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Intent

The Swedish curriculum sets out the values (chapter 1-2), intentions and aims for teaching in all subjects throughout the school system. In Sixth Form, there is also separate objectives for each course of study or programme that should influence teaching across all courses included in that programme.

The Swedish curriculum for the various key stages all have in common that they aim to provide a broad and balanced education for all children and students. The education is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment. There is a big emphasis on "learning for life" and developing key abilities and skills amongst all children and students in an age appropriate way. In addition to this, teaching at the Swedish School in London aims to:

- Promote the learning and development of our youngest children and ensure they are ready for Preschool Class when the school year they turn 6.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils at school, with high expectations for every pupil and appropriate levels of challenge and support
- Have high ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

5. Implementation

The school is teaching a "broad and balanced curriculum" which includes more than the required teaching time for each of the different key stages (see *Table 1* below).

- Preschool (age 3-5):
- Preschool Class (age 6):
- Compulsory school (age 7-15): 17 different subjects, including the three core subjects English, Mathematics, Swedish, Science, and a range of other subjects, both practical and more theoretical.
- Sixth Form (age 16-19): 13-18 different subjects depending on the chosen programme and number of courses taken. The students can choose freely from a range of subjects for up to 500 credits or more during their Sixth Form education.

All courses provided for pupils below the age of 19 that lead to qualifications, such as a diploma from compulsory school (equivalent to GCSEs) and a Sixth Form diploma (equivalent to A-levels) are approved by the Swedish National School Agency.

The school implements the relevant statutory assessment arrangements according to the Swedish School Act and other relevant regulations.

| Key Stage | Minimum number of hours offered according to statutory requirements | Hours offered at the Swedish School in London |
|-------------------------------|--|---|
| Preschool | No minimum requirement | 1,056 hours per year + possibility to extended hours up to appr. 360 hours/year |
| Preschool Class | 525 hours | 720 hours (+195 hours) |
| Compulsory School (years 1-9) | 6,890 hours in total | 7,398 hours in total (+508 hours) |
| Sixth Form (over 3 years) | 2,180 hours in total | 2,182 hours in total (+2 hours) |

Table 1: Overview of statutory requirements for teaching time in compulsory school and what is offered at the Swedish School in London.

The Headteacher distributes the hours required for each key stage and subject (or courses in Sixth Form) across year groups. The distribution is reviewed each Spring term for the coming school year to ensure we continue to be compliant with statutory requirements. The timetable is based on this distribution of hours to make sure that pupils receive the education we want to offer them.

How the curriculum is delivered

Teachers will have a term plan for each subject that provides students and parents with an overview of what they are expected to learn and when. Each module or project specified and planned on a lesson basis. This is available on the digital school platforms SchoolSoft and/or Google Classroom for students from year 4 and older. In younger years, teachers use the platform SeeSaw in combination with SchoolSoft for the more formal assessments and information from the school.

The Swedish School in London emphasizes the importance of developing a broad skill set and to offer pupils different opportunities to show their knowledge. In line with the Swedish Education Act, we also offer students the chance to influence their education in various ways. For example by inviting students (within reason) to choose between different work and assessment methods, what subjects they want to do further research on, etc.

We also enable students to learn through creativity in order to develop key abilities and skills, such as working together in a team and standing in-front of an audience.

The education also covers areas such as

- Relationships and health education in primary school.
- Relationships and sex education, and health education through subjects such as Biology, Physical Education and Home Economics, as well as in General Sciences in Sixth Form.

- Spiritual, moral, social and cultural development through subjects such as Social Sciences and Religious Studies.
- British values through both subjects and a range of different events we organise at the school, for example Remembrance Day, different charity events, study visits to for example the Parliament and similar places.
- Careers guidance through theme weeks around entrepreneurship and other related topics, guest speakers, visits from parents and other speaking about their jobs, work experience, information meetings and individual help by a career advisor, etc.

Group sizes

The Swedish School in London deliberately want to keep group sizes considerably smaller than in an average school in Sweden or the UK. By doing so, we are able to offer all students a high teacher to student ratio and excellent support and help in the classroom during every lesson. We also strive to recruit skilled and experienced teachers that are able to meet the needs of students and challenge them to reach their objectives. We also put a lot of emphasis on the relationship between students and staff in order to make students feel safe and listened to.

These are some of the main reasons to why our students consistently performs well above the national average and are competitive when it comes to further studies in the UK, Sweden and other countries.

6. Impact

Teachers clarify objectives and expectations on students so that they with the help of formative feedback are able to develop both academically and as persons. Teachers support pupils' learning and progression on a daily basis, and thereby enabling them to work towards achieving their goals.

All children and students at the school should be ready for the next stage in their lives. Regardless if that is starting in Preschool Class, applying to a Sixth Form college or a good university. We also prepare students for a life after their studies by helping them to develop key skills through a broad curriculum and varied ways of learning.

7. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More abled pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with Swedish as a second language

Teachers will plan lessons so that pupils with SEN and/or disabilities can join lessons and fully take part in the curriculum. Teachers will also take account of the needs of pupils whose first language is not Swedish. Lessons will be planned so that teaching

opportunities help pupils to develop both their Swedish and English, and to support pupils to take part in all subjects.

8. Monitoring arrangements

Governors monitor whether the school is teaching a “broad and balanced curriculum” which includes the required subjects through:

- Monthly Board meetings where school management information in a written management report and are held to account by the Board
- Monthly follow-up meetings between the Chair and Headteacher that are scheduled in-between board meetings
- Regular school visits from assigned governors

The Headteacher based in Barnes and Deputy Headteacher based at Sixth Form monitor the way the curriculum is taught throughout the school by:

- Scrutiny of planning and feedback via the online systems used (SchoolSoft, Google Classroom, and SeeSaw for the ages 3 to 9)
- Documented lesson observations that are followed with each teacher in a subsequent meeting
- Twice annual staff development and appraisal talks, or more frequent if required
- Regular learning walks
- Weekly staff meetings
- Weekly meetings with the Work Team Leaders (Barnes only)
- Attendance in chosen work team meetings depending on what is on the agenda

This policy will be reviewed every two years by the Headteacher. At every review, the policy will be shared with the full governing board.

9. Links with other policies

This policy links to the following policies and procedures:

- Swedish School in London - Governance and 2025 Vision
- Teachers' standards (Barnes only)
- Expectations on teachers (Sixth Form only)
- SEN policy and information report