

## Curriculum Policy

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*Next review date: September 2021*

### **The King's School foundation curriculum overview**

The academic aims of the King's school are:

1. That every pupil fulfils his or her academic potential;
2. That teachers and pupils pursue excellence in teaching and learning;
3. That our pupils develop a love of learning, both individually and with others, and acquire a wide range of learning skills; and
4. That we create an environment in which pupils are confident in their ability and increasingly ready to take responsibility for their own learning.

We aim to offer a curriculum that supports these academic aims. It is also our aim that our curriculum is intellectually challenging and offers cultural, spiritual and physical development which will prepare our pupils successfully for their future beyond school.

We also seek to ensure our curriculum meets the following regulatory requirements:

- pupils experience full time supervised education in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative;
- pupils acquire skills in speaking, listening, literacy and numeracy;
- pupils have the opportunity to learn and make progress at all times, according to their age, needs and aptitudes;
- PHSE education reflects the school's aims and ethos and encourages respect for other people in line with the protected characteristics set out in the Equality Act 2010;
- pupils in secondary education (from year 7) receive appropriate careers guidance that is presented impartially, offers a broad range of options and encourages them to fulfill their potential;
- pupils below compulsory school age learn through a programme of activities which is appropriate to their educational needs; and
- pupils should be effectively prepared for the opportunities, responsibilities and experiences of life in British society.

### **The Senior School Curriculum**



### **The Principles behind the Senior School Curriculum**

The curriculum at King's is intended to encourage breadth, balance and choice. In addition to a broad range of academic subjects, a considerable variety of extra-curricular and sporting activities is offered. The intention is not only to foster academic excellence but also to enhance the personal development of the pupil through religious education, the PSHE programme and Key Skills.

In general terms King's shadows the National Curriculum where appropriate but strives to offer a great deal more than this. The school does not enter pupils for tests at Key Stage 3.

The Headmaster is responsible for overall academic policy. The Deputy Head (Academic) is responsible for the detail and delivery of the curriculum and is the first point of contact for staff, pupils and parents on curriculum matters.

### **Regulatory requirements**

**Pupils experience full time supervised education in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative**

In the senior school, pupils receive more than 23 hours of education per week, in excess of the 20 hours stipulated by the DfE. All King's pupils study a broad curriculum that ensures they receive education in all of these areas. The details of this are set out in the organization of teaching section of this policy.

**Pupils acquire skills in speaking, listening, literacy and numeracy**

All subjects make a contribution to the development of these skills and how this is provided is set out in departmental handbooks.

**Pupils have the opportunity to learn and make progress at all times, according to their age, needs and aptitudes**

The King's school is committed offering a high-quality education for all pupils that will enable all to learn and make progress according to their age, needs and aptitudes. This includes pupils with SEND, EHCP, and EAL. It also applies to those who are considered most able, which includes, but is not limited to, our academic scholars.

The Learning Support department coordinate the screening and support of pupils who have needs that impede their learning.

Departments maintain written schemes of work which take into account the ages, aptitudes, and needs of pupils, including those with EHCP and EAL needs.

The school identifies its most able students as academic scholars. The majority of ordinary scholars are appointed at the key entry points to the school (e.g. L4, LR and L6) but they can also be appointed at other times e.g. at the end of the U4 or the end of the L6. Our most able scholars are appointed King's and Queen's scholars. These appointments are typically made at the end of the U4 and the end of the L6 but may take place at other times. Both boys and girls can be King's scholars. The title of Queen's scholar only applies to girls who are given this role at the end of the L6. The academic progress of all scholars is monitored closely by the Heads of Lower Years, heada of Middle Years and Head of Sixth Form through the scholar monitoring programme.

In addition to this, in January of each year, departments identify those pupils who demonstrate skills for mastery in the curriculum area concerned. This information is collated centrally and departments use this to inform their teaching. This information is also distributed to House Tutors and Heads of Section.

The Head of Academic Enrichment coordinates the school's approach for extending the most able. The Deputy Head (Academic) leads the development of academic challenge in the classroom and the Head of Academic Enrichment also runs the academic enrichment programme.

The academic enrichment program is open to all students in LR, UR, FF and L6. Scholars must attend and a register is taken. The enrichment program has three main aims:

1. To extend the thinking and questioning skills using a variety of activities
2. To build resilience by attempting open-ended tasks and activities that are off the curriculum.
3. Provide a taster of activities that are run by departments within the school. For example, debating or philosophy.

Related documentation:

1. [Teaching and assessment](#)
2. [SEND policy](#)
3. Departmental handbooks

**PHSE education reflects the school's aims and ethos and encourages respect for other people in line with the protected characteristics set out in the Equality Act 2010**

PHSE is taught throughout the senior school in a way that reflects the school's aims and ethos and encourages respect for other people in line with the protected characteristics set out in the Equality Act 2010.

Related documentation:

[PHSE policy and PHSE schemes of work](#)

**Pupils in secondary education (from year 7) receive appropriate careers guidance that is presented impartially, offers a broad range of options and encourages them to fulfill their potential;**

Careers guidance is coordinated by the Head of Careers. Guidance is given to pupils in all years and is presented impartially, offers a broad range of options and encourages King's pupils to fulfill their potential.

Related documentation

[Careers and Higher Education Policy](#)

**Pupils should be effectively prepared for the opportunities, responsibilities and experiences of life in British society.**



The school's aim is "to help young people to reach their potential at school in preparation for leading confident, fulfilled and unselfish lives as adults." Throughout their years at King's pupils are encouraged to make the most of the opportunities that the school provides to help them meet this aim. There are many occasions when pupils have the chance to take on leadership roles including, but not limited to, sporting team captains, heads of house and monitors. Monitors also give assembly talks that commonly draw on the themes of resilience and grit. Pastoral sessions in houses and forms help reinforce these messages. Pupils are also encouraged to contribute to their community through volunteering and charity work in all years which is led by the 6th form charity committee.

Schemes of work in all subjects, including PHSE, are written in accordance with the fundamental British values of democracy, the rule of law, and mutual respect and tolerance for different faiths and beliefs.

### **Curriculum monitoring**

The curriculum is reviewed and evaluated regularly to take into account developments at a national level and our internal requirements. In the senior school this is achieved through discussion at the Academic Committee and Heads of Department meetings and the Governors' Education Committee meeting which feeds into the Governing Body. Curriculum matters are also discussed by SIAG (School Improvement and Action Group) and items may then progress to working groups for further development. Where appropriate, whole-staff consultation may also be sought on curriculum issues. The effectiveness of the curriculum is also discussed in the annual review meetings between Heads of Department and the Headmaster and Deputy Head (Academic). At the departmental level, schemes or work are reviewed annually to incorporate external changes and/or to meet the needs of pupils.

### **Pupil assessment, monitoring and reporting procedures**

We work hard to ensure that all pupils at King's have the opportunity to make good progress and continue to achieve GCSE and A level exam results well above national averages.

Annual reviews of public exam data are conducted at the senior management and governor level including detailed analysis and scrutiny which takes place at the governors' education committee meeting in the first half of the autumn term. Analysis conducted includes:

- overall GCSE, AS and A2 performance (including in relation to competitor schools in the UK);
- value-added performance measures (including the use of CEM baseline data);
- individual subject scrutiny; and
- year-on-year comparisons of results and cohort ability.

The Headmaster and the Deputy Head (Academic) also meet each Head of Department in the Autumn term to evaluate, amongst other areas, academic performance. Baseline data (e.g. MidYIS, ALIS) and comparative subject performance data are used to review the academic progress of pupils in each subject.

Internal examinations for the L4, U4, LR, UR and L6 take place in the summer term. In January each year, the FF and U6 complete GCSE mock and A level mid-year exams respectively. Results for all of these internal exams are collated centrally and summaries are distributed to relevant staff. Individual departments also regularly assess academic performance in their subject through interim assessments. Results from these exams and assessments are used to demonstrate the level of pupil progress and to inform teaching.

We also monitor pupil progress through our reporting system. The system places greatest emphasis on effort as this is the most significant factor in achieving favourable academic outcomes. Attainment grades are only given in reports once per term although pupils will get feedback on their attainment from marked homework. We actively respond to unacceptable pupil effort. A high frequency of M, P or V grades for effort will trigger action from the pastoral staff. We also closely monitor the effort of our academic scholars and have a formalized review process if their effort falls below our expectations for them as academic leaders.

Related documentation:

[Teaching and Assessment](#)

[Guide to Reporting](#)

### **Organisation of teaching in the Senior School**

#### **Setting and streaming:**

Most subjects are taught in forms or option blocks. In Mathematics, English, Science and Modern Languages, setting is used in order to differentiate between the needs of pupils. Much thought goes into the setting of pupils and the interests of the individual pupil are always paramount. Movement between sets is encouraged where appropriate. The final decision lies with the Head of Department.

Size of teaching groups: Within the constraints of staffing, space and pupil choice, the School aims to run all courses if there is sufficient demand. Lower and Middle Years set sizes do not normally exceed 24 and in the Sixth Form, the maximum set size for any subject is usually 16. Very small set sizes are to be avoided if possible as they may not contribute adequately to the overall development of pupils.

Differentiation is achieved through:

- Establishing the needs of each individual pupil;
- Matching tasks to each student; and
- Providing a variety of teaching approaches and classroom organisation.

The detail for particular subjects may be obtained in individual departmental handbooks.

#### **Organisation of Teaching: The Lower Years**

The Lower Years follow a broad two-year curriculum over a wide range of subjects. We aim to offer a challenging curriculum that develops the intellectual and practical skills of our pupils. The first year is also designed to allow pupils from the Junior Schools and new entrants to become academically and socially integrated. The ratio of boys to girls is about the same in all the Forms.



The Lower Fourth and Upper Fourth years are usually divided into six forms. Pupils work in their Forms for the majority of their subjects; however, when there are four large forms they may be divided into five groups in each year for the Sciences. The groupings are not streamed, but they are taught by a specialist in every subject.

In the Lower Fourth year there is a **Language Carousel**. Spanish, German and French will be studied for about five weeks each. After this, pupils choose their preferred language, which normally becomes their 'first language', so long as numbers allow. Pupils are then taught this first language in the Spring and Summer terms of L4. The second language is then also taught in the Upper Fourth year. A communicative approach to language is adopted in the Fourth Forms with great emphasis being placed on the development of oral and aural skills.

Mathematics establishes a common base of knowledge before moving on to cover a syllabus which has as its core the National Curriculum; there is some setting. The Sciences, taught as separate subjects, allow all pupils to learn to handle the subjects practically as well as theoretically; specially developed courses work beyond the limits of the National Curriculum to provide a firm foundation to GCSE.

In the Lower Fourth Information technology (IT) course, pupils build on some basic skills from junior school using word-processing, spreadsheet and presentation applications. Computing skills are introduced and built upon which include knowledge of binary, logic, computer internals and also they are given the opportunity to connect up Physical Hardware using microprocessor boards (such as MicroBit and Arduino Uno). Computational Thinking skills are introduced and some coding and cryptography are learned towards the end of the Lower Years curriculum. Pupils use computers in many other subjects too as we have bookable IT rooms across the school and some subjects also have their own PCs and tablets for pupil use.

All pupils have a timetabled PHSE lesson, Religious Studies Lesson, PE and Games.

Towards the end of the Upper Fourth year, pupils **choose some of the subjects** which they will study in the Lower Remove.

### Organisation of Teaching in the Lower Remove

The pupils coming up from the Lower Years are joined by some new entrants in the Lower Remove.

All pupils take English, Mathematics, Physics, Chemistry, Biology, Geography, History and a Modern Foreign Language.

In addition to this pupils choose one from the following:

Second Modern Foreign Language	Classical subject (either Latin or Classical Civilisation)
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Pupils also select three subjects from the following:

Art	Philosophy
Design and Technology	Drama
Music	Computing

Art	Philosophy
Latin	

The classics department determine if Latin or Classical Civilisation is followed in the Lower Remove based on prior progress in the subjects. Pupils may select Latin in the second grouping if they have opted for a second Modern Foreign Language.

PSHE is taught through a series of special days when the year group is off-timetable and in pastoral time in House. Pupils also have a single Religious Studies lesson every week. All pupils also have a double PE lesson and Games afternoon.

Towards the end of the Lower Remove year, pupils **choose some of the subjects** which they will study for the next two years and in which they will take public examinations.

### **Organisation of Teaching in the Upper Remove and Fifth Form (Years 10, 11)**

All pupils take English (both Language and Literature), Maths, a Modern Language and the Sciences. They study Physics, Chemistry and Biology for two years and usually take GCSEs in three separate sciences. The period allocation per week for the compulsory subjects is Maths: 5, English: 5, Language 1: 4, and the Sciences: 3 each in the Upper Remove and 3.5 in the Fifth Form.

In addition, pupils choose three more subjects from the following list of options:

History	Art
Geography	Music
Spanish	Classical Civilisation
German	DT
Latin	French
Drama	RP

A free choice of optional subjects is offered, and it is unusual for pupils not to be able to do the combination of subjects of their first choice.

The Upper Remove and Fifth Form years form a two-year course covering most of the work leading to the main set of GCSEs. In Maths, English and MFL, the teaching groups are sets based on ability; the Sciences are banded by ability, with only the bottom set sitting Core and Additional Science; the teaching groups for the optional subjects are governed by the pupils' choices.

In addition, all pupils do RS, PE and Games. PSHE is delivered in timetable lessons in LR and UR and in tutor time for FF and occasionally in large talks or workshops during which the normal timetable is suspended.

At GCSE, a small number of subjects have an important element of internally assessed coursework including Art, DT and English.

In the autumn term of the Fifth Form year, **preliminary choices of A level subjects** are made. After the preliminary choices are made, the option groups are constructed to give maximum choice; then a firm decision is made towards the end of the Spring Term. The choices made at this stage are not

binding – they may be changed after further consideration between March and September. However, it is necessary to get a preliminary idea of what pupils are likely to do in order to plan for the following year. A pupil is free to follow his or her major interests in selecting which subjects to study at specialist level. We would stress that to follow major interests is one of the best guarantees of success at A level but that choices must also take into account the student's aptitude and the requirements of possible university study.

GCSE results are available towards the end of August. If they suggest that there may be problems over a pupil's selection of A levels, advice will be available from the School. **To qualify for entry to the Sixth Form from the Fifth Form, the normal requirement is a minimum of seven GCSE passes (above grade 4 ), including Maths and English, with at least five of them at grade 6 or better.** We would prefer to see sound results in the subjects which have been selected for A level if they have been taken at GCSE (ideally A\*-A/9-7), but this is not a rigid bar - individual cases can be discussed in the light of all the circumstances.

For candidates from outside King's, the entry qualification to the Sixth Form is slightly higher than that set for internal candidates (eight passes (above grade 4 *or equivalent*) and six grade 6 *or equivalent* or better).

### Teaching in the Sixth Form

The changes experienced by all pupils moving from the Fifth Form to the Sixth Form are considerable. Although there are significant social and pastoral changes, it is the difference in academic life that is the most noticeable. Sixth Formers are treated, and expected to act, more like students than pupils. There is much more independent learning; they are given time for private study which, if it is to be used effectively, requires them to exercise self-discipline and to be prepared to take the initiative. Where we are concerned about a pupil's approach to work we may require them to spend their study periods in supervised private study. They study fewer subjects to a greater depth, and these are subjects which they have selected themselves. Thus, those who join the School at this stage will find they are not alone in making a fresh start.

Pupils will be expected to study four subjects in the L6 selected from the list below. Most combinations are possible. In the autumn term of the L6, pupils will be asked to choose whether they wish to continue with four subjects at A2 in the U6 or to drop one. They may choose to take an AS qualification in one subject where offered. AS qualifications are only offered in subjects where the co-teaching of the AS course does not negatively affect the delivery of the A level course.

### The A level subjects on offer at the moment are:

Art	Geography
Biology	History
Business Studies	Latin*
Chemistry*	Mathematics*
Classical Civilisation	Further Mathematics*



Computing*	Music*
Design and Technology	Physical Education
Drama and Theatre Studies	Physics*
Economics	Politics
English Literature	Religious Studies*
German*	Spanish*
French*	

\* Denotes AS possible in this subject in 2020-21.

We aim to provide eight periods for Sixth Form subjects per week. If seven are allocated, it may be possible to devote an eighth period for dedicated supervised study. The object of the options system is to enable pupils to make a reasonably free choice of subjects rather than being tied to the traditional combinations. This is not to deny the value of such combinations, which are still taken by many of our pupils, but it means that, for example, those whose main interest is Geography or Economics can combine this subject with others drawn either from the Arts or the Sciences. Breadth is encouraged and House Staff, Heads of Departments and the Careers Staff advise on the effects that choices which cut across traditional lines would have on a pupil's future career options. Subject to such guidance, a pupil is free to follow his or her major interests in selecting which subjects to study at specialist level. We would again stress that to follow major interests is one of the best guarantees of success at A-level.

In addition to his or her specialist periods, every pupil undertakes a course in **Key Skills**.

The course is undertaken on a two period per week basis for the first five terms of the student's Sixth Form career. Some of the topics included in the course dovetail with activities needed for the research into, and development of, the student's own career. Thus, each student will be involved in a series of careers activities and a series of talks from visiting speakers (from Universities, UCAS and a range of professions). In the Lower Sixth programme, there is an opportunity for some students to take an additional qualification (Extended Project Qualification (EPQ) or Gold Arts Award (GAA)); Students may also opt to join a school journalism group; all other students experience a course consisting of skills associated with the EPQ as well as IT and Debating.

At the end of the Lower Sixth year each student takes part in a **Business Conference** which brings the world of work into the School. In addition everyone normally undertakes some form of **work experience** in the summer holidays, and many are involved in the Young Enterprise Scheme which introduces them to the world of commerce and industry. All these activities provide valuable background for the vital course/career decisions to be made in the autumn of the Upper Sixth year.

### Homework

Departments have their own homework policies and members of staff should refer to the appropriate section in their Departmental Handbook. Homework is intended to further the study of a subject; it should usually relate to what pupils have done in class or are going to do and have an identified, recognisable purpose.

Homework might take various guises, for example, routine practice of ideas learned in the lessons; preparation of work for the following lessons; working on coursework; thinking up creative ideas; problem solving.

It is rare for it to be impossible to use homework time productively on complementary study, but when this is not possible pupils, usually only in the Lower Years, should be given a clear instruction to read a book of their choice for an appropriate period of time.

For the L4, U4, LR, UR and FF, a homework timetable for each year is published at the beginning of the autumn term. Each subject has normally one or two homeworks per week allocated to it. They should be of 20-25 minutes duration in the Lower Years, 25 minutes for the Lower Remove and 30 minutes for the years above. It must be noted that the Lower Fourth do not get any homework before half term in the autumn term on one night a week to ensure that they do not become exhausted. English and Maths are timetabled on this evening to help ensure that other subjects are not denied any homework during this time.

Homeworks for L4 - FF should be set for the evenings allocated, though extensions of time until, say, the next lesson may be given. Extra homework or variation of the evening on which a homework has to be done which result in increasing a student's work load for a particular night are to be avoided.

Sixth formers shouldn't be set homework that will total more than 15 hours per week for all of their subjects. This translates to a maximum of 3.5-4 hours per week in the L6 and 5 hours per week in the U6 per subject.

Members of staff should ensure that what is set for homework is clearly explained and properly understood; checking tactics might include:

- setting homework at the start of a lesson (not at the time of low concentration at the end of a lesson) or with plenty of time to explain the task;
- presenting homework in written form, on the board and/or on paper to the pupil;
- checking that pupils have their homework diaries and that they record homework accurately (so that parents know both that homework has been set and also what it is);
- Setting the homework on Firefly.

Clear instructions for when the work is to be completed, and, where applicable, for handing it in, should be laid down. Pupils must be required to adhere to them; lateness should not be tolerated. Requiring one pupil from a group to be responsible for collecting all homeworks has proved a workable system for some, particularly in the Fourth Forms; other staff prefer to collect homeworks themselves. Some Departments have racks or pigeonholes into which homeworks must be placed.

In the longer holidays (Summer, Christmas and Easter) work that is part of the normal curriculum should not routinely be given to pupils in the L4th, U4th and LR. Some curriculum work may be given to the UR and FF, especially if it relates to coursework or revision. In the 6th form, setting curriculum work can bring many advantages and is encouraged.

Half-term holidays are an important break for teachers and pupils alike. Teachers are therefore encouraged not to set curriculum homework to be done over these holidays unless pupils are behind

with work, have coursework or revision that needs to be completed or if there is another exceptional reason for doing so.

In all holidays for all years, setting activities outside of the curriculum to extend and challenge King's pupils is actively encouraged. This might include a reading challenge or a creative independent project. If staff wish to do this they should consult with the Academic Deputy who will seek to ensure that there is a reasonable and not excessive number of such activities for any individual year group or pupil.

Pupils in Lower Years are generally encouraged to use the library during their breaks when not taking part in extra-curricular activity, and they are told that they should do their homework only after school, other than for exceptional circumstances. Doing homework before school, or with others at morning break is discouraged.

Subject teachers should make sure they are not setting too much homework by:

- Being very careful that creative and open-ended homeworks are given with clear instructions, and the member of staff ensuring that the task they set can be completed within the homework time, given the speed of work typical for the year group.
- Sometimes setting homeworks to be done during the lesson so that they can see how individual pupils get on and also how long the homework takes to be completed.
- Instructing younger pupils particularly to stop work at the end of the allotted homework time and to write in pencil at the end of what they have done how long it has taken them (though they might then continue to work).
- Requesting parents to sign work if they have had to help their child to do it.

Pupils are often helped to manage their workload better over the course of a week if, when possible, subject teachers set:

- written homeworks to be completed in one evening and handed in the next morning; or
- structured projects that are meant to take several days so that pupils know more clearly what they have to do each night.

If a pupil is simply not doing homework, or not doing it satisfactorily, he or she should be required to do or to redo it within a specified time limit (24 - 48 hours); in the latter case, staff must make clear what improvements are necessary. Teaching staff should report problems promptly to House or Fourth Form staff, for example via a SIMS behavior incident. Pupils who take time off School to catch up on set work, or to avoid a test, also need to be reported to House or Fourth Form staff.

If a pupil still fails to catch up on missed work, a second SIMS behavior incident should be made and a detention may be set to be supervised by the subject teacher concerned. The lunch break may offer the best opportunity for this. Tuesday and Thursday after school detentions are available to subject teachers for persistent offenders. If a detention is given, the parents must be informed at least twenty four hours in advance by means of a standard letter issued through the school office.

If pupils regularly do not complete homeworks, perhaps across a range of subjects, House and Fourth Form staff may impose a Blue or, in more serious cases, a Red Book, or may require that a pupil's homework diary is signed:

- by parents to indicate the work has been done at home;
- by subject teachers to indicate unsatisfactory work or work not done.

In both cases the pupil must report regularly to House or Fourth Form staff with the Blue Book, Red Book or homework diary.

In extreme cases, those who persist in defaulting OR creating a bad work ethos may be prevented from progressing from one year to the next, may be suspended or asked to leave by the Head.

Good work should always be praised and appropriate rewards should be given if the work is of sufficient quality.

*Further detailed advice is given in [Rewards](#).*

#### **Annexe for King's St. Alban's**

**Updated by DB, August '20**

#### **Policy 4ABC: Curriculum, Teaching and Learning**

**including guidance on assessment, recording and reporting**

##### **Introduction**

The Curriculum, Teaching and Learning Policy for King's St. Alban's seeks to closely follow that of King's Senior School (reference Handbook sections 4A, 4B and 4C). This will ease pupils' (and parents') progression at 11+. This annexe differentiates the preceding King's Senior School Policy appropriately for the scale, structure and pupil age range at King's St. Alban's.

What follows is a statement of the aims, principles and strategies for the curriculum, teaching and learning at King's St. Alban's School. It lays the foundations for the whole curriculum, both formal and informal, and forms the context in which all other curriculum-related policy statements should be read.

##### **Aims**

The school aims to offer a curriculum that is broad and balanced, in which:

- pupils experience a linguistic, mathematical, scientific, technological, human and social, mental, physical, aesthetic and creative education appropriate to their age and aptitude;
- pupils acquire skills in speaking and listening, literacy and numeracy;
- a growth mindset is actively encouraged in our pupils, to help underpin the best possible progress;
- the children develop a love of learning and an intellectual curiosity;
- mental health is addressed through a programme of lessons on mindfulness. The children are given strategies to cope with the day-to-day stresses of life both within and beyond school;



- progress and academic success is expected, achieved and celebrated for all pupils, including those with SEND or EAL, according to their age, needs and aptitudes;
- plans and schemes of work are in accordance with the fundamental values of democracy, the rule of law and mutual respect and tolerance of different faiths and beliefs;

Personal, social and health education reflects the school's aims and ethos and, in particular, provides encouragement for pupils to:

- become enthusiastic and effective learners;
- develop a responsible and independent attitude towards work;
- show tolerance and understanding, with respect for the rights, views and property of others;
- build resilience through the Prevent strategy to any extremist views and radicalisation;
- develop a responsible attitude towards their roles in society;
- fulfil their potential in terms of academic achievement, physical development, aesthetic appreciation and cultural and spiritual awareness.

### **Principles of Teaching and Learning**

All members of the school community work towards achieving the School's aims by:

- appreciating children as individuals; knowing them well and respecting their rights, values and beliefs;
- promoting good relationships and a sense of belonging to the School community;
- providing a well-ordered and safe environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and valuing different individuals and cultures;
- upholding high expectations of relationships, behaviour and work;
- encouraging, praising and positively reinforcing good relationships, behaviour and progress;
- differentiating work, so as to secure appropriate challenge for all;
- working as a team, supporting and encouraging one another.

### **Strategies for Ensuring Progress and Continuity**

· Subject policy documents define what we set out to achieve in a given subject, and highlight the basic principles and strategies involved. Curricular overview plans (Long Term Plans) provide a broad perspective of all subjects by year group. These are then fleshed out in the subject curricular plans, plans which are purely subject-based. Subject curricular plans are developed and kept under regular review by coordinators, supported by Subject Team meetings. These meetings involve representatives from across the Foundation who meet to discuss the progress of teaching and learning in each of the three schools. Subject coordinators then feed back to all staff charged with

teaching that subject. A central, computer-based record of what is taught in the subjects is kept accessible to all;

- Medium Term Plans are available for all curriculum areas. These are used by teachers for planning day-to-day programmes of work. They define learning objectives and coverage, identify available resources and, where appropriate, assessment strategies. Medium Term Plans are reviewed on an ongoing basis. Staff undertake these reviews on at least a termly basis, working in Year Teams where appropriate. Necessary changes, either to the forthcoming teaching plan, or to the plan just covered, are noted and the adjusted copy passed to the Director of Studies. Once again, a central, computer-based record is kept, accessible to all;
- Short term work plans (lesson plans) are drawn up by individual teachers. Staff, Subject Team and Year Team meetings are used to discuss and develop the curriculum and to ensure consistency of approach, appropriate standards and valid progression.
- Continuity and progression are regularly evaluated through book scrutiny by the Head and Director of Studies, and on occasions by staff at staff meetings where vertical and horizontal book scrutiny is undertaken.

#### **Subject Co-ordinators in association with the DoS and Subject Teams:**

- lead the production of curricular overview plans (LTPs) designed to ensure progression and continuity in their subject throughout the School;
- support colleagues in their development and implementation of Medium Term Plans and short term work plans and in assessment and record keeping activities;
- are expected to keep up-to-date in their subjects through reading and by attending relevant courses.
- take responsibility for the purchase and organisation of central resources for their subjects in collaboration with Year Teams;

#### **Strategies for Teaching and Learning**

##### **Curriculum Organisation**

The curriculum is organised on a subject basis but has been planned to facilitate cross-curricular links. Single lessons in Years 3-6 last 40 minutes. Some lessons take the form of double periods. Lessons are taught to Forms except for PE and Games which are Year-based and Maths in Years 5 & 6 where Forms are split into sets. Significant units of activity may fit into more than one subject area. Literacy development pervades the entire curriculum. In addition, specific units of time are allocated to the development of literacy skills alone. Similarly, whilst time is devoted specifically to Numeracy development, opportunities exist across the curriculum to support that work.

Differentiation by outcome and/or task with respect to groups and/or individuals within classes is facilitated by the relatively narrow ability range and small class sizes. Teaching based on form teachers ensures that all the children are well-known as individuals; time is often set aside to work with pupils beyond lessons. Setting only occurs in mathematics in Years 5 + 6.

##### **Specialist Teaching**



There is specialist teaching in French, music, games and PE (including swimming) throughout the School, and in ICT, dance, art and design and technology in Years 3-6. Year 2 benefits from specialist ADT teaching. Science is increasingly taught by specialists in Years 5 and 6.

### **Mindfulness and Mental Health and Wellbeing**

We regard an education in mental health and wellbeing as a prerequisite to good learning and as an important part of our aim to develop the whole pupil for a healthy and happy life both within and beyond school. We have two fully trained teachers qualified to deliver this. In addition, guided by the specialist teacher, form teachers provide opportunities for pupils to practise regular relaxation exercises to help combat any negative feelings, stress and anxiety.

### **Form Teaching**

In Years Reception to Year 3, Form Teachers generally teach all subjects other than Dance, PSHE, French, Games, Music, Forest School and PE. This decreases in Years 4-6, though it varies according to expertise and timetable constraints.

### **Teaching Methods**

Group work, individual work and didactic, whole class teaching are all used as and when appropriate. Groups may be mixed ability or children may be matched by ability where the teacher feels that this is best for the teaching of a specific skill. Focused discussion is encouraged, as is quiet concentration when the task requires it (e.g. quiet reading time or reflection on the teacher's comments in exercise books). Where appropriate, the benefits of team teaching are capitalised upon. The resulting peer observation is valued, as is the sharing of ideas and resources. This approach is further enhanced with our 'Drop-in Fortnights' where teachers can watch another teacher's lesson(s), plan in advance and team teach with them or even request to teach a totally different year group from their own.

Teaching Assistants work alongside Form Teachers in the Pre-Preparatory Department and, in Reception in particular, great use is made of the outdoor Nature Space as a learning environment. There is also targeted learning support in the junior school delivered by specialists.

In lessons, a range of different teaching approaches are used: visual, auditory and kinaesthetic, as well as a variety of approach, to help keep lessons and learning fresh. Support teaching is available in the classroom both in English and maths in the junior school according to need. It is our intention in all lessons to avoid spoon-feeding pupils. Rather, we strive to encourage them to think for themselves individually, or in pairs or groups. We nurture this further through our school's Growth Mindset initiative.

Opportunities for independent work are provided at various stages. From time to time, pupils prepare and deliver presentations on their work or research to the rest of the class. One way in which this happens is through our half-termly 'Grow Your Mind' homeworks, where pupils can select from a number of suggested tasks designed specifically to stimulate curiosity. They then feed back what they did/found out to their class the following week in a form period.

### **Pupils with Special Needs**

Pupils experiencing difficulty in literacy and/or numeracy are withdrawn for extra support provided by our SENCO and other specialist teachers and/or other members of the teaching staff.

**Refer to SEN Policy 4D in the Staff Handbook**

### **Homework Policy**

Homework is intended to reinforce learning covered in lessons and to encourage independent study skills. By gradually increasing the amount given as the children progress through the school, we aim to develop and support pupils' ability to use their initiative and organise themselves to complete their work in the allocated time. Homework is also viewed as an increasingly important means of developing a pupil's capacity for work.

We ask parents to encourage their children to finish tasks within the time expected for their year group. However, extra time may be appropriate at the teacher's discretion. Some homework, such as spellings, is differentiated so that less able pupils can tackle the task independently while the more able children can be provided with sufficient stretch.

Homework is considered to be a valuable element of teaching and learning:

#### **In the Pre-Preparatory Department:**

The school day is very demanding for young children and to help boost their confidence, we will only send home work they have already covered in the classroom. Homework should be seen as practice. The following is an indication of some of the activities that we will send home. The aim is for all pupils to enjoy doing their work and to be proud of their achievements.

- **Reception** - Basic Code practice; letter sound recognition, blending and segmenting, letter formation, tricky words. Reading activities/books containing appropriate sounds and tricky words taken home nightly.
- **Year 1** - Reading activities/books containing appropriate sounds and tricky words taken home nightly, blending and segmenting practice (as appropriate). A weekly maths activity or investigation will also be given.
- **Year 2** - Reading books taken home nightly. A weekly spelling investigation and a weekly maths activity will also be given.

#### **In the Junior School:**

- Other than in the first and second term of Year 3, homework is set every night. Over a week or fortnight, homework will have been given in most subject areas;
- Expectations of quantity and quality will rise with age: on average, in the Junior School, homework will take between 20 and 40 minutes depending on the year group;
- Some homework will include reading, multiplication tables and spellings to learn, and revision of a science, history or geography topic;
- Children who have made insufficient effort during class time may be asked to complete work at home or catch up at break times;
- Each child has a reading book of their own or from the school or class fiction library, which they are encouraged to read in Late Room once homework is completed.



- It is intended that all children will read at home and share a book with their parents (ref. English documentation and Homework Diary). Up to the end of Year 4, and from time to time with reluctant or weaker readers in Year 5, parents sign their child's reading log book when they have heard their child read.
- Staff will explain carefully what is expected for homework and when the work is due. Children copy down in their homework diary the task they are to undertake. Most homework is required the following day;
- Parents are encouraged to sign in the margin of their child's book to indicate when they have offered assistance with homework. Children may be asked to repeat a homework if it does not meet the standard of which they are capable. Parents are encouraged to make contact with the school to share any concerns over homework e.g. a child's unwillingness to complete tasks or the length of time taken to complete the work - too much as well as too little.
- Staff will normally mark work promptly and return it while the task remains fresh in the child's mind. Praise will always be given for good work; really good work should be sent to the Headmaster for special commendation or celebrated at Celebration Assembly.

### **Strategies for Assessment, Recording and Reporting**

#### **Marking Policy**

Effective marking aims not to find fault, but to help children learn. Comments aim to be positive and constructive, based on a good personal knowledge of the child:

- Marking aims to give children swift feedback on their progress. Marked written work is returned promptly;
- Some of the most effective marking may be done while a task is being carried out through discussion between child and teacher. This can be shown with the letters VF, meaning verbal feedback has taken place;
- Marking of written work is done sensitively and with discretion. The style will vary according to age and ability and will enable children to assimilate a limited number of corrections at one time. Too many corrections can prove demoralizing and/or can simply overwhelm;
- Marking is mainly targeted rather than general. The target(s) should be clear to the child(ren). Teachers provide written comments on children's work that are frequently detailed. These comments identify aspects that have been well done while highlighting ways to improve in future. Such comments are useful to parents too as exercise books often go home for homework.
- Children will be asked to look back and review teachers' comments on previous lessons where this informs the current lesson.

#### **Formative Assessment**

Formative assessment is used to guide the progress of individual pupils. We seek to identify a child's progress in each area of the curriculum and determine what they have learned so as to plan the next stage effectively (assessment for learning).

Suitable tasks for assessment include:

- written tasks;
- small group discussions perhaps in the context of a practical task;
- short tests in which the teacher gives questions orally and pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own and others' work and progress.

### **Summative Assessment**

The assessments made at Entrance to the school (including standardised test scores), along with reports received about prior performance, are used as an initial benchmark against which to judge a child's potential and progress.

Formal summative assessment is carried out twice each year through the use of Hodder standardised tests in reading comprehension and maths in late autumn and summer, and Year 5 pupils take cognitive ability (CAT) tests in the spring. Correlation between this test data and the Senior School Entrance Examination results is checked annually and is invariably high. Standardised spelling tests are also undertaken once a year in the summer term.

In-house tests in English and mathematics take place annually during the summer term. These assessments are used as an additional check on progress. The results of these tests (and the other standardised assessments) are set in context for parents through verbal and written reports. A year average score, a 'residual' score based on the in-house tests, is provided in English and mathematics, allowing parents to understand their child's progress in relation to their year group. These year average scores are tracked over a child's time at King's St. Alban's from Years 3 to 6. Ongoing assessments in science, history, geography and French are undertaken at the end of topics.

The academic tracking of individuals is co-ordinated by the Headteacher in liaison with Form Teachers, the Director of Studies and the SEND Co-ordinator. A Pupil Concern Register is updated on an ongoing basis and pupil progress in each form is discussed regularly at whole staff meetings. Form Teachers take primary responsibility for ensuring appropriate learning support for individuals when necessary, and involve parents. They liaise closely with the Head, the Director of Studies, the SEND co-ordinator and specialist teachers.

### **Ref. SEND Policy 4D Staff Handbook.**

Confidential files including medical details and correspondence are kept in the School Office. All records are kept on file throughout the child's time at the School and beyond into senior school in accordance with General Data Protection Regulation (GDPR) rules. When pupils leave, selected information is passed on to their next school, usually the Senior School, in both written form and through handover meetings between old and new Form Teachers.

### **Reporting To Parents**

Formal written reports are completed at the end of the autumn and summer terms. In addition, parent-teacher interviews are held in November, February and June.

Parents may also meet with their child's teacher by appointment at any other time (or speak to them over the telephone), to discuss particular concerns. The Headteacher is pleased to discuss specific problems when they are brought to his attention. Much informal discussion arises and is encouraged.

### **Displays at King's St. Alban's**

#### Displays at King's St Alban's

#### Displays in Form Rooms

Displays in form rooms are to be informative, motivational and should model high standards. To facilitate this, these rules should be followed:

1. Displays should include high quality children's work.
2. Work displayed should look attractive. If children have misspelt words when writing-up for display, the teacher should use a pencil to show the correction. This keeps the display looking smart while inspiring a sense of pride in a child's own work. It also sends the right messages out to visitors looking at displayed work.
3. At the beginning of a topic it is acceptable to have information posters on display, but these should normally be used for short periods (two / three weeks) until children's work can be displayed.
4. Borders and backing paper can be reused if undamaged/unmarked/not faded – otherwise they must be replaced with new.
5. Staples should be used, or map pins if needed for particular materials – not drawing pins.
6. 'Working walls' may be used but they must be of a high quality, used regularly and not be left looking unkempt.
7. Information/class boards with timetables, menus, 'Star of the Week' type displays, must only be used if they are up-dated on a weekly basis.
8. All work, photographs, labels etc must be trimmed and mounted e.g. if a child has only written on half an A4, this should be cut-off and mounted as an A5, not leaving a chunk of blank lines. There may be the occasional piece of work which does not require mounting due to its style, but this is an exception, not a rule.
9. Displays should be changed at timely intervals, for example when a topic changes. At the least, displays should be changed once a term. A good model would be:
  - Before September term starts - posters/information
  - October – children's work displayed
  - End of autumn term ready for new term or first week back in January – new work displayed.
  - End of spring term ready for new term or first week back in April – new work displayed.
10. No work should be displayed in September in a form room, which is work from a previous class/year.

11. Growth Mindset boards should be updated/remodelled yearly to ensure they continue to have impact.

Display boards in other teaching rooms

Science lab (NR)

Art Room (NC)

IT (KB)

Music Room (VG)

Libraries (KH/FA)

PP Early/Late room (KH)

Boards in these rooms will often be a combination of children's work and information style posters. The subject coordinator for those rooms holds responsibility for keeping these boards relevant, smart and up to date in liaison with other teachers of these subjects. Where children's work is displayed, work should be changed at least annually. Points 1, 2, 4, 5 and 8 above apply.

Other boards in corridors etc (info in brackets states regularity of change and who is responsible)

O/S N2 – housepoints LK (as hp count changes)

O/S N5 - two boards of photographs (holiday club + trips/visits- LR/SV - (as photos become too out of date or faded)). This will become the charity board (RD)

O/S N1 – 'outdoor activities' photos LR (as photos become too out of date or faded)

O/S N4 – French Trip LK (annually)

O/S changing rooms – this board is to be taken down

Art corridor NC (annually – Creative ConneXions)

Large display board o/s music room – NC (annually – Creative ConneXions)

Small display board opposite art room – VG (annually or when new chorister/news)

O/S library – currently Old Chapel KH

O/S S4 –Yr 4 art NC or Year 4 teachers (annually)

O/S individual PP classrooms – Class teachers / TAs (termly)

These boards offer a chance to showcase school life to all visitors so should be maintained to a high standard, taking account of points 1, 4, 5 and 8 above.

**Strategies for the Use of Resources**

Where appropriate, staff supplement the resources available from bought, formal schemes by preparing their own innovative resource materials. Medium Term Plans identify appropriate resources, including those which are internet-based.

### **Classroom Resources**

Classroom resources are the responsibility of Form Teachers, who have a budget for miscellaneous items, and will ensure that:

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- all children know where resources are kept and the rules about their access. In line with COVID conditions, resources such as pens/pencils should not be being borrowed unless they have been untouched for 72 hours;
- all children are made aware of the need for safety, privacy and confidentiality;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate. However, under present COVID conditions, staff will exercise care when allowing pupils to access materials. Library book returns, for example, should be quarantined for 72 hours before being made available again;
- children, teachers and support-staff work together to create an attractive, welcoming and well-organised environment which promotes a respectful, caring attitude to the fabric and resources of the room.

### **Central Subject Resources**

Central subject resources are generally the responsibility of Subject Co-ordinators. Stationery is ordered by the Deputy Head and stored centrally with open, but stock- controlled, access for all staff. Year Teams have shared resources.

### **External Resources**

Visiting speakers feature regularly in the life of the school. There are also visits to places relevant to each year's programme of study (see individual subject documents/calendars for details) where it is considered safe to do so in current COVID conditions, and to cultural events, such as exhibitions, dance or theatre. Some resources are brought into school via workshops from external providers.

### **Information Technology**

Information Technology is a major resource that is used by every child across a range of curricular areas (see ICT Policy and individual subject documents for details.).

### **Libraries**

During the current COVID conditions, the school library will only be able to be accessed by forms; it will not be open at breaktimes. Fiction libraries are available in each classroom and are the responsibility of the Form Teacher in consultation with the Year Team. Returned books will be quarantined for 72 hours prior to placing them back on shelves. The school library has a fiction and non-fiction section available to pupils at various times each week. In normal conditions, each year group enjoys its own dedicated library days during breaktimes.

### **Ref. Library Policy 4G Staff Handbook**

## **KING'S ST. ALBAN'S**

### **EARLY YEARS**

#### **CURRICULUM POLICY STATEMENT**

##### **Introduction**

This document is a statement of the philosophy, aims, principles and strategies for the delivery of the statutory Early Years Foundation Stage 2016 (EYFS) curriculum in Nursery and Reception at King's St Alban's. Our approach ensures that the EYFS meets the aim of improving outcomes and reflects that it is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. 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. Children learn best when they are healthy, safe and secure, and when they have positive relationships with the adults caring for them. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

##### **Principles Underlying our Curriculum**

The four EYFS guiding principles which shape our practice are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn through **positive relationships** – these are warm and loving, and foster a sense of belonging
- Children learn and develop well in **enabling environments**, in which their experiences are tailored in response to their individual needs. There is a strong partnership between practitioners and parents/carers
- Children **learn and develop** and learn in different ways and at different rates

Our curriculum involves activities and experiences to meet the learning and development requirements in the EYFS:-

The three prime areas of learning and development:

- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups, and to have confidence in their own abilities.
- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Alongside these are four specific areas, through which the prime areas are strengthened and applied:

- **Literacy** development involves encouraging children to link sounds and letters to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, space and measures.

- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

The EYFS provides a framework for planning and guiding children's activities which should be a balance of adult-led and child-initiated learning experiences. Staff reflect on the different ways in which children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children have opportunities to investigate and experience things and 'have a go'.

- **active learning** - children concentrate, keep on trying if they encounter difficulties and enjoy achievements.

- **creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

## **Ethos**

It is our mission to create a stimulating, happy, safe and secure environment which will promote the learning process for all our children, a place where friendships and confidence will flourish.

- We believe that childhood is a time of play through which children discover the excitement of learning and the rewards of achievement, while acquiring important life skills.

- We develop, through appropriate adult support, key learning skills such as listening, speaking, concentration, persistence, negotiation and co-operation with other children

- We consider the development of the intellectual, emotional, social, physical and spiritual potential of every child, and nurture the growth of these characteristics.
- We value our community where children, parents/carers and staff can feel secure and happy, thus enabling them all to work successfully together.
- We foster an ethos of tolerance and mutual respect.
- We encourage a positive attitude with a disposition to learn, where curiosity, excitement, willingness to 'have a go' and persistence are all equally fostered.
- We promote healthy growth through correct nutrition, exercise, fresh air and hygiene.
- We provide varied and challenging experiences for our children, both indoors and outside.
- We continually assess and evaluate the development of each child by systematic and regular observation.
- We celebrate successes as vital steps in the process of learning.

**Aims:**

- For our children to feel safe, nurtured, loved and supported.
- To provide a carefully planned, bright and busy environment in which children can develop skills, attitudes and understanding that will help them to live full, satisfying lives and become confident, useful, active members of a diverse, constantly-changing society.
- To provide opportunities for each child to become a valued member of the school community so that a strong self-image and self-esteem are promoted.
- To develop, through appropriate adult support of play, key learning skills such as listening, speaking, concentration, persistence, learning to work together and to co-operate with other children.
- For each child to be sociable, happy, enquiring, confident and stimulated.
- For each child to communicate her/his needs while understanding the needs of others, and to be ready to move on and make the most of what school and life have to offer.
- To provide a broad and challenging experience for our children, both indoors and outside.
- To nurture the independent growth of the individual characteristics of each child.
- To prepare children for formal schooling in an academic environment, for an academic style of learning.
- To establish a partnership with all parents for the mutual benefit of children, parents and staff.
- To recognise signs of mismatch with normal development and to liaise with parents and source expert help accordingly.



### **Strategy for the Delivery of the Curriculum**

Children at this stage are constructing a framework for learning and life. They are acquiring key attitudes to learning and exploring learning processes, as well as acquiring a core of knowledge and a grasp of language.

Initially, information given by parents, then by our own observations, informs our planning of the learning environment to stimulate and motivate each child to progress at his/her own pace.

Our curriculum is child-centred, focused upon the development of the individual child socially, emotionally, physically, aesthetically, morally and cognitively. We recognise that the needs of our young children are such that it is not possible to separate their need for learning experiences from their need for care and emotional support.

Children learn through their senses and through powerful interaction with their environment. There is a strong focus on play-based and outdoor learning together with a combination of structured play, first-hand experience and some directed teaching. The development of the whole child is considered crucial (and this is true throughout the King's Foundation).

Active exploration and autonomy are encouraged. Opportunities for investigation and discovery in both the indoor and outdoor environment are provided, and adults play a key role in enriching and extending learning potential. A wide range of resources is provided to stimulate interest and nurture curiosity. We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. We use resources that reflect both the community that the children come from and the wider world. We encourage the children to select resources and make choices to develop independent learning.

In order to achieve our stated aims the children are given opportunities to enjoy activities which address all seven areas of learning. One activity can develop skills and competences across several areas of learning and address many learning outcomes.

In addition, on a weekly basis:

French is taught as a modern foreign language from Nursery level.

Music is taught by a specialist teacher

P.E. and Games is taught by a specialist teacher in Reception

Reception children participate in a weekly outdoor session (Welly Wednesday) and a weekly Forest School session with a trained Forest School Practitioner.

Ballet (Optional extra) is taught in Reception.

Swimming is taught weekly in Reception.

### **Strategies for Ensuring Progress and Continuity**

All staff are involved in the planning and review process. Long-term plans give details of continuous provision whilst medium-term planning, based around topics and themes, is used as a guide for weekly planning which is altered in response to the needs, achievements and interests of the children.



### **Strategies for the Use of Resources**

Resources and equipment required to directly support the delivery and experiences of the seven areas of learning are detailed in the curriculum policy documents.

Resources to support the delivery of topics and activities are gathered and organised as and when appropriate. Resources to enable continuous provision and child-initiated learning are detailed in the relevant long-term plans. Resources needed to enhance continuous provision and extend children's learning and development are obtained and organised as required.

Children are encouraged to self-select, care for and return resources independently. Forest School resources are kept in a locked shed on the Forest School site.

### **Strategies for Recording and Reporting**

The children's progress is monitored carefully and assessed using the **Early Learning Goals** which show the level of attainment expected by the end of the EYFS (end of Reception). Details of this, the Early Years Foundation Stage Profile, are given to Reception parents/carers during the Autumn Term.

Information from regular assessments of children's learning is used to ensure that future planning reflects identified needs. Assessment takes the form of observation involving all adults as appropriate. Observations are recorded in a variety of ways and used to inform next steps and the EYFSP in Reception.

Within the final term of the EYFS, the EYFS Profile is completed for each child. The Profile provides parents and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the Early Learning Goals and indicates whether children are meeting expected levels of development, exceeding expected levels or not yet reaching expected levels ('emerging'). The results of the Profile are shared with parents/carers in the final term and provide an opportunity for discussion with their child's Reception teacher. This is also shared with the Year 1 teacher.

Written school reports are sent to Reception parents in December and June. Parent-teacher consultations are held three times during the course of the year to discuss progress.

## **Hawford**

### **Curriculum Policy Statement**

#### **Introduction**

This document is a statement of the aims, principles and strategies for the delivery of the curriculum at King's Hawford.

### **Aims and Objectives**

Our aim is to prepare children fully for their future role as responsible citizens, capable of playing a full part in society.

Our objectives are to ensure that our pupils:

- Develop the skills necessary to progress successfully from the School into secondary education and then into the world of work or further & higher education.
- Develop the literacy skills necessary to be able to communicate effectively in spoken and written English, as well as being able to use those skills in a broader context.
- Develop the numeracy skills necessary to tackle a range of practical tasks and real-life problems.
- Develop investigative skills and a knowledge of strategies designed to overcome practical problems.
- Develop an awareness and knowledge of a broad range of subjects.
- Adopt a lifelong love of learning and participation.
- Develop the confidence to express themselves in an articulate, creative and confident manner.
- Show a sense of caring for one another and respect for others in their actions and deeds.
- Create and maintain high self-esteem and a feeling of self worth.
- Experience a wide range of subjects and disciplines.
- Develop their skills and understanding in linguistic, mathematical, scientific, technological, physical and aesthetic/creative areas of experience.
- Learn to be creative in their expression, enjoying a full range of dramatic and expressive arts.
- Develop the skills required to access and enjoy a wealth of literature.
- Develop an understanding of the Christian faith and respect for other faiths.
- Develop an awareness of the importance of personal, social, health and economic education in preparation for Senior School and later life.

### **Principles Underlying our Curriculum**

We aim to deliver a curriculum which allows pupils to:

- Experience a range of teaching styles
- Utilise a range of learning styles and intelligences
- Learn to work systematically, independently and co-operatively
- Learn through practical activities and discovery

- Be challenged at a level appropriate to their ability
- Have access to and enjoy a wide range of activities and resources
- Be introduced to a broad range of subjects and knowledge
- Find fulfilment through endeavour and achievement

### **Strategy for the Delivery of the Curriculum**

Formal and informal methods of teaching are used as appropriate by all staff and the curriculum is adapted where necessary to meet individual pupil needs.

Lessons are delivered with full regard to pupils' individual preferred learning styles and with regard to visual, auditory and kinaesthetic approaches to teaching.

The curriculum is approached by subject discipline, with the Foundation Stage seven "Areas of Learning" being delivered in Kindergarten and Reception. These are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

There is a strong focus in the early years classes on play-based, child-initiated and outdoor learning.

Teaching takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. Teaching is fully supportive of 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 National Curriculum core and foundation subjects are delivered from Year 1. Schemes of work are in place for all subjects. PSHCE is taught in all year groups, although not always as a timetabled subject.

German is taught as a modern foreign language from Kindergarten 2 to Year 6. French is introduced in the Prep classes. There is a Spanish element to the Skills afternoon, which is delivered from Year 3.

Classes from Reception to Year 4 are taught predominantly by the class teacher with following exceptions:

∅ French and German are taught by a specialist teacher

∅ Music is taught by a specialist teacher

∅ P.E. is taught by a specialist teacher from Reception

Ø Art and Design Technology is taught by specialism from Year 1

Ø ICT is taught by a specialist in Years 3 to 6

Ø Support teaching is delivered by additional, appropriately trained learning support staff

Ø There is some additional crossover of staff within year groups and across Key Stages

Mathematics is taught in ability groups in Years 3 to 6. There is grouping by ability in this subjects in Reception, Year 1 and 2. English is taught in ability groups where appropriate. An additional English and Maths subject teacher, in addition to form teachers, is utilised in Years 4 to 6 to allow for the teaching of these subjects in smaller groups. Children are taught in phonics ability groups based on the Read Write Inc assessments carried out each term throughout Reception to Year 2. Phonics teaching continues into Year 3 where necessary. Sets are adapted to the ability profile of the cohort.

In P.E. the programme of study incorporates swimming in all year groups.

There is an allocated Skills Afternoon on Fridays for Years 3 to 6. Teachers deliver topics in modules during this time. Topics are deliberately designed to offer skills not encompassed by the National Curriculum (e.g. radio production, cookery, sewing, outdoor crafts, newspaper design).

Time is allocated for reading as this is a school priority.

Support is provided in English and Maths and in other areas where applicable. Pupils requiring support are listed on a separate support register. The Head of Lower School and the Deputy Head oversee this area, along with the SENDCo.

### **Strategies for Ensuring Progress and Continuity**

All staff are involved in the planning and review process.

There are agreed medium and long term plans to which the staff refer to in order to prepare their lessons.

The National Curriculum forms the basis of most subject plans. These are adapted to school circumstances with subject policy documentation in all subject areas being available on the school intranet.

The Early Years Foundation Stage Curriculum forms the basis of Kindergarten and Reception planning.

Subject co-ordinators are responsible for overseeing a curriculum area, with Head of Lower School assisting with curriculum planning and delivery in Key Stage 1.

### **Strategies for Recording and Reporting**

The Deputy Head ensures that standards are applied consistently throughout the school, taking the Assessment, Recording and Reporting Policy as the point of reference.

### **Strategies for the Use of Resources**

These are detailed in the Subject Policy Documents.

There are specialist teaching rooms for Science, Music, Art and Design and IT. The Cobb 1 and Barn are used for P.E. These areas are also used for drama and arts related activities. The sports fields are used for Games and P.E. The main Forest School area is used by Early Years and Pre-Prep children while Kindergarten 1 and the older children use the secondary Eco/Forest School area.

Teaching Assistants provide additional support in the Early Years. Teaching Assistants are allocated to all Early Years and Pre-Prep year groups and there is a Teaching Assistant allocated to support Junior Classes.

September 2020

### Subject Period Allocations

Junior Classes

Year	Eng	Maths	Science	Humanities	PSHCE	Art/DT	Music
3	9	8	3	3	1	2	2
4	9	8	3	3	1	2	2
5	9	8	3	3	1	2	2
6	9	8	3	3	1	3	2

**42 Periods per week**

- **There are three assemblies each week of 30 minutes duration.**
- **Class reading sessions or diary periods of 20 minutes follow the end of each school day (one is allocated to form time and one to hymn practice).**
- **Independent reading and tables practice take place on alternate days during the 15 minute registration period each morning.**
- **Each teaching period is 35 minutes in duration.**

**Homework**

**The approach to homework is outlined in the school's homework policy.**

September 2020

**EARLY YEARS**

**EARLY YEARS**

**CURRICULUM POLICY STATEMENT**

**SEPTEMBER 2020**

**Introduction**

This document is a statement of the philosophy, aims, principles and strategies for the delivery of the statutory Early Years Foundation Stage 2017 (EYFS) curriculum in Kindergarten and Reception at



King's Hawford. Our approach ensures that the EYFS meets the aim of improving outcomes and reflects that it is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. 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. Children learn best when they are healthy, safe and secure, and when they have positive relationships with the adults caring for them. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

### **Principles Underlying our Curriculum**

The four EYFS guiding principles which shape our practice are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn through **positive relationships** – these are warm and loving, and foster a sense of belonging
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers
- **Children develop and learn in different ways and at different rates**

Our curriculum involves activities and experiences to meet the learning and development requirements in the EYFS:-

The three prime areas of learning and development:

- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Alongside these are four specific areas, through which the prime areas are strengthened and applied:

- **Literacy** development involves encouraging children to link sounds and letters to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

The EYFS provides a framework for planning and guiding children's activities which should be a balance of adult-led and child-initiated learning experiences. Staff reflect on the different ways in which children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - Children have opportunities to investigate and experience things and 'have a go'.
- **active learning** - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Ethos**

It is our mission to create a stimulating, happy and secure environment, which will promote the learning process for all our children and where friendships and confidence may flourish.

- We believe that childhood is a time of play, through which children discover the excitement of learning, the rewards of achievement and acquire life skills.
- We develop, through appropriate adult support, key learning skills such as listening, speaking, concentration, persistence, resilience, negotiation and co-operation with other children
- We consider the development of the intellectual, emotional, social, physical and spiritual potential of every child and nurture the growth of these characteristics.
- We value our community where children, parents/carers and staff can feel secure and happy, thus enabling them all to work together.
- We foster an ethos of tolerance and mutual respect.



- We encourage a positive attitude with a disposition to learn, where curiosity, excitement, willingness to 'have a go' and persistence are all equally fostered.
- We promote healthy growth through correct nutrition, exercise, fresh air and hygiene.
- We provide varied and challenging experiences for our children, both indoors and outside.
- We continually assess and evaluate the development of each child by systematic and regular observation.
- We celebrate success as being the starting point to learning.

**Aims:**

- For our children to feel safe, nurtured, loved and supported.
- To provide a carefully planned, bright and busy environment in which children can develop skills, attitudes and understanding that will help them to live full satisfying lives and become confident, useful, active members of a diverse constantly-changing society.
- To provide opportunities for each child to become a valued member of the school community so that a strong self-image and self-esteem are promoted.
- To develop, through appropriate adult support for play, key learning skills such as listening, speaking, concentration, persistence and learning to work together and to co-operate with other children.
- For each child to be sociable, happy, enquiring, confident and stimulated.
- For each child to communicate her/his needs, understand those of others and to be ready to move on and make the most of what school and life have to offer.
- To provide a broad and challenging experience for our children, both indoors and outside.
- To nurture the independent growth of the individual characteristics of each child.
- To prepare children for formal schooling in an academic environment, for an academic style.
- To establish a partnership with all parents for the mutual benefit of children, parents and staff.
- To recognise signs of mismatch with normal development and to liaise with parents and expert help accordingly.

**Strategy for the Delivery of the Curriculum**

Children at this stage are constructing a framework for learning and life. They are acquiring key attitudes to learning and exploring learning processes, as well as acquiring a core of knowledge and a grasp of language.

Initially information given by parents, then by our own observations, informs our planning of the learning environment to stimulate and motivate each child to progress at his/her own pace.

Our curriculum is child-centred, focused upon the development of the individual child, socially, emotionally, physically, aesthetically, morally and cognitively. We recognise that the needs of our



young children are such that it is not possible to separate their need for learning experiences from their need for care and emotional support.

Children learn through their senses and through powerful interaction with their environment. There is a strong focus on play-based and outdoor learning together with a combination of structured play, first-hand experience and some directed teaching. The development of the whole child is considered crucial.

Active exploration and autonomy are encouraged. Opportunities for investigation and discovery in both the indoor and outdoor environment are provided and adults play a key role in enriching and extending learning potential. A wide range of resources is provided to stimulate interest and nurture curiosity. We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. We use resources that reflect both the community that the children come from and the wider world. We encourage the children to select resources and make choices to develop independent learning.

In order to achieve our stated aims the children are given opportunities to enjoy activities which address all seven areas of learning. One activity can develop skills and competencies across several areas of learning and address many learning outcomes.

In addition, on a weekly basis:

German is taught as a modern foreign language in Kindergarten 2 and Reception.

Music is taught by a specialist teacher throughout Early Years

P.E. is taught by a specialist teacher in Kindergarten 2 and Reception

Kindergarten 1, Kindergarten 2 and Reception children participate in a weekly Forest School session

Swimming is taught in Kindergarten 1, Kindergarten 2 and Reception

Ballet (Optional extra) is taught in Kindergarten 2 and Reception

Rugby Tots (Optional extra) is taught in Kindergarten 2 and Reception

### **Strategies for Ensuring Progress and Continuity**

All staff are involved in the planning and review process. Long-term plans give details of continuous provision whilst medium-term planning based around topics and themes based on the child's interests, are used as a guide for weekly planning which is altered in response to the needs (achievements and interests) of the children.

### **Strategies for the Use of Resources**

Resources and equipment required to directly support the delivery and experiences of the seven areas of learning are detailed in the curriculum policy documents.

Resources to support the delivery of topics and activities are gathered and organised as and when appropriate. Resources needed to enhance continuous provision and extend children's learning and development are obtained and organised as required. Children are encouraged to self-select and to



return and care for resources independently. Forest School resources are kept in a locked shed on the Forest School site.

### **Strategies for Recording and Reporting**

The children's progress is monitored carefully and assessed using the **Early Learning Goals** which show the level of attainment expected by the end of the EYFS (end of Reception). Information about the Early Years Foundation Stage Profile is given to Reception parents/carers during the autumn term.

Information from regular assessments of children's learning is used to ensure that future planning reflects identified needs. Assessment takes the form of observation involving all adults as appropriate. Observations are recorded in a variety of ways and used to inform next steps and the Nursery Pathway Profile in Kindergarten and the EYFSP in Reception.

When a child is aged between two and three, parents are provided with a short, written summary of their child's progress and development in the prime areas. This 2 year progress check identifies the child's strengths, and any areas where the child's progress is less than expected.

Within the final term of the EYFS, the EYFS Profile is completed for each child. The Profile provides parents and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the Early Learning Goals and indicates whether children are meeting expected levels of development, exceeding expected levels or not yet reaching expected levels ('emerging'). The results of the Profile are shared with parents/carers in the final term and parents have the opportunity to discuss this with their child's Reception teacher.

Written school reports are sent to Reception parents in December and June and to Kindergarten parents in June. Parent-teacher consultations are held during the course of the year to discuss progress.