



# **King's Worcester**

## **Curriculum Policy**

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Effective 1<sup>st</sup> September 2026

# 1. Curriculum Overview

This is a Foundation policy that also applies to EYFS settings.

The academic aims of the King's School Worcester are:

- that every pupil fulfils his or her academic potential
- that teachers and pupils pursue excellence in teaching and learning
- that our pupils develop a love of learning, both individually and with others, and acquire a wide range of learning skills, and
- 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 Foundation'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 fulfil 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.

## 2. Review

This policy will be reviewed by the Deputy Head (Academic) and Heads of King's St Alban's and King's Hawford annually or at more frequent intervals if there are relevant legislative changes, and/or the evaluation of the policy highlights the need for a review. The Governing Body will review the policy annually, or following significant changes.

# The Senior School Curriculum

## 3. 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 Life Skills.

In general terms King's shadows the National Curriculum where appropriate but strives to offer a great deal more than this.

The Head of Foundation 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/guardians 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 at least 23 hours of education per week. 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 organisation 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.

***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 to 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 coordinates the screening and support of pupils who have needs that present challenges to their learning. Recommendations are made to teaching staff who implement them in lessons.

Departments maintain written schemes of work which take into account the ages, aptitudes, and

needs of pupils, including those with SEND and EAL needs.

The Foundation identifies its most able pupils 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 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. The academic progress of all scholars is monitored closely by the Heads of Lower Years, Middle Years and 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 Foundation'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 programme is open to all students in LR, UR, FF and L6. Scholars must attend and a register is taken. The enrichment programme has three main aims:

- to extend the pupils' thinking and questioning skills using a variety of activities
- to build resilience by attempting open-ended tasks and activities that are off the curriculum
- provide a taster of activities that are run by departments within the Foundation. For example, debating or philosophy.

Related documentation:

*Teaching and assessment*

*SEND policy*

*Departmental handbooks*

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

PSHE is taught throughout the Senior School in a way that reflects the Foundation'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:

*PSHE 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 fulfil 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 fulfil 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 Foundation's mission is "to seek excellence in all we do and provide an outstanding preparation for life." Throughout their years at King's pupils are encouraged to make the most of the opportunities that the Foundation 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.

## 4. 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 Heads of Department meetings and the Governors' Education Committee meeting which feeds into the Governing Body. 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 Head of Foundation and Deputy Head (Academic). At the departmental level, schemes of work are reviewed annually to incorporate external changes and/or to meet the needs of pupils.

## 5. Pupil assessment, monitoring and reporting procedures

Teachers at King's 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 Head of Foundation 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 under the framework of the Managing Pupil Progress. We also closely monitor the effort of our academic scholars and have a formalised review process if their effort falls below our expectations for them as academic leaders.

Related documentation:

*Teaching and Assessment Guide to Reporting*

## 6. 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 Foundation 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 is usually 16. Very small set sizes are avoided if possible as they may not contribute adequately to the overall development of pupils.

Effective teaching for all pupils is achieved through:

- establishing the needs of each individual pupil
- adapting teaching to support and scaffold the learning of all pupils whilst maintaining high expectations
- 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 Prep 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. 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 Lower Years 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 and pupils are set in this subject. 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 course in Computing, pupils build on some basic skills from Junior School using word-processing, spreadsheet and presentation applications. Computing skills are introduced and built upon. 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 Foundation 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 must choose one from the following: Art, DT, Drama and Music.

Pupils also select three subjects from the following:

|                       |                        |
|-----------------------|------------------------|
| Art                   | Philosophy             |
| Design and Technology | Drama                  |
| Latin                 | Classical Civilisation |
| Music                 | Computing              |
| Second language       |                        |

PSHE is taught as a timetabled period as well as in pastoral time in House. 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)**

At King's pupils will take between 9 and 11 GCSEs. 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 take GCSEs in double award and for some all three separate sciences. Sets 1 and 2 in maths will sit the Further Maths GCSE. The period allocation per week for the compulsory subjects is Maths: 5, English: 6 in UR and 5 in FF, Languages: 4, and the Sciences: 3 each in the Upper Remove and 4 in the Fifth Form.

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

|           |                        |
|-----------|------------------------|
| History   | Art                    |
| Geography | Music                  |
| Spanish   | Classical Civilisation |
| German    | DT                     |
| Latin     | French                 |
| Drama     | RP                     |
| Computing | P.E                    |

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; the teaching groups for the optional subjects are governed by the pupils' choices.

In addition, all pupils do PE (UR only) and Games. PSHE is delivered in timetabled 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, Drama, Music, PE 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 pupil's aptitude and the requirements of possible university study. Extensive opportunities are given to support good choices including an A Level taster day, consultation evening and 1:1 appointments in Careers.

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).

## 7. 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. All pupils will have some of their free time assigned to Supervised Private Study (SPS) and where we are concerned about a pupil's approach to work we may require them to spend additional 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 Foundation at this stage will find they are not alone in making a fresh start.

Pupils will be expected to study three subjects in the L6 selected as well as an Elective from the list below. For the most able, it is possible to study four A levels. Most combinations are possible.

The A level subjects on offer 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        | Psychology          |
| French                    | Religious Studies   |
| German                    | Spanish             |

Elective courses are:

|                                   |                                             |
|-----------------------------------|---------------------------------------------|
| EPQ                               | Core Maths                                  |
| Gold Arts Award                   | Sports Leadership Award (level 3)           |
| Sign Language and TEFL (combined) | Environmental study (currently through EPQ) |
| Digital Skills                    |                                             |

We aim to provide eight periods for A Level subjects per week. And four periods for Electives. 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 their major interests in selecting which subjects to study at specialist level.

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

The course is undertaken on a two period per week basis for the first five terms of the pupil's Sixth Form career. There are elements that will be delivered to the whole year group such as driving safely, UCAS information session and PSHE. The rest of the half term will be devoted to a life skill that pupils will be able to make a choice. Examples of course are Car Maintenance, Community Service, Finance. On one half term per year, pupils may choose independent study. Thus, each pupil 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).

All pupils are encouraged to undertake some form of **work experience** in the 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.

## 8. Homework

Homework is an invaluable opportunity for pupils to continue their learning outside the timetabled curriculum and is an important element in achieving good outcomes at King's Worcester. When tasks are set and completed effectively, homework becomes a crucial way of raising standards and encouraging young people to develop a positive attitude to learning that they will carry with them for the rest their lives.

Homework enhances pupils' learning experiences and develops a sense of independence and ownership of their education. Pupils are expected to extend their learning at school by continuing their work at home throughout their years at King's Worcester. All homework is set on Firefly and parents/guardians also have a login so that they too can see what tasks have been set.

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. Lower Fourth pupils do not have homework on Fridays in the first half term as they become acclimatised to the pace and expectation of the Senior School.

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 pupil's workload for a particular night are to be avoided.

Sixth formers should be set homework for each subject of approximately 4 hours per week.

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 optional 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 Deputy Head (Academic) 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.

If a pupil is simply not doing homework, or not doing it satisfactorily, they 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 Lower Years staff via a SIMS behaviour incident. If a pupil still fails to catch up on missed work a detention may be set.

If pupils do not regularly complete homework then this will be managed under the Managing Pupil Progress framework.

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

Related documents:

*Rewards Policy*

*Homework Policy*

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

### Introduction

The Curriculum, Teaching and Learning Policy for King's St. Alban's seeks to closely follow that of King's Senior School. This will ease pupils' (and parents'/guardians') progression at 11+.

### 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, English and Maths
- 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 the broad perspective of content for 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 subject coordinators and supported by subject team meetings.
- The teaching programme is then given greater detail in the medium term plans which are produced in all curriculum areas. These are used by teachers for planning their own day-to-day programmes of work, or lesson plans. Medium term plans define learning objectives and coverage, identify available resources and, where appropriate, assessment strategies. Staff review medium term plans on at least a termly basis, working in Year Teams where appropriate. Necessary changes, either to the forthcoming medium term plan, or to the plan just covered, are noted and the adjusted copy is flagged to the Director of Studies (DoS). A central, computer-based record is kept of all plans, accessible to each member of staff.
- 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. Consistency is enhanced by book trawls, book looks (within and across year groups) and drop-in weeks where staff can watch each other teach or team teach a class together. The annual round of lesson observations as part of staff review and development provides a more formal method of ensuring continuity and progression across the School.
- Subject meetings across the Foundation also take place. Here, subject coordinators discuss content, method, resources, progress of teaching and learning and assessment in each of the three Schools. Subject coordinators then feed-back to all relevant staff.
- Each year, subject coordinators prepare and submit their departmental Subject Development Plans. These contain a set of aims and aspirations for the coming year in all subjects, including PE and Games. These plans are disseminated to all staff involved in teaching the particular subject(s), and are discussed and agreed before the new school year begins.

### **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. Whilst subjects are taught as individual subjects, they are groups in nine areas to provide breadth of provision but also support cross curricular links. These nine areas are:

- **Communication** (English and Languages)
- **STEM** (Science, Design Technology and Maths)
- **Humanities** (Geography, History and Religious Studies)
- **Performing Arts** (Dance, Music and Drama)
- **Creative Arts** (Art and Design)
- **Sport** (Games, PE, Swimming and Fixtures)
- **Digital** (Computing and E-Safety)
- **Citizenship** (PSHE, Assemblies)
- **Skills for Life** (Clubs and Co-curricular provision)

In Years 3 to 6 the timetable is built around 20-minute blocks with lessons lasting either 40 minutes or 60 minutes. Form time sessions are 20 and Games afternoons are 120 minutes. 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. English development pervades the entire curriculum. In addition, specific units of time are allocated to the development of English skills alone. Similarly, whilst time is devoted specifically to Maths development, opportunities exist across the curriculum to support that work.

Lessons are taught in mixed groups (except for maths in Years 5 & 6) and differentiation of task is an expectation of all lessons. Setting only occurs in Mathematics in Years 5 and 6 and there is a school-wide approach to 'stretch and challenge' to support our most able pupils.

### **Specialist Teaching**

There is specialist teaching in French, Music, Games and PE (including swimming) throughout the School, and in Science, ICT, Dance, Art and Design and Technology in Years 3-6. Year 6 also have specialist teaching in PSHE, History, Geography and RE. Year 2 benefits from specialist ADT teaching.

### **Mindfulness and Mental Health and Well-being**

We regard an education in mental health and well-being 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 exploited. The resulting peer observation is valued, as is the sharing of ideas and resources. This approach is further enhanced with our 'Drop-in Weeks/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 English and/or Maths can be withdrawn for extra support provided by the SENCO and other specialist teachers and/or other members of the teaching staff.

### ***Refer to SEND Policy***

### **Homework Policy**

Homework is intended to reinforce learning covered in lessons and to encourage independent study

skills. By gradually increasing the amount of homework 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/guardians 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 receive 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. To help boost their confidence, we will only send homework 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 Prep School:**

- Other than in the first and second term of Year 3, homework is set three times a week in Years 4 and 5 and on four nights a week in Years 5 and 6.
- 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. As a guide, the lengths of homework should be:
  - around 20 minutes in Year 3
  - around 25 minutes in Year 4
  - around 30 minutes in Year 5
  - and around 40 minutes in Year 6.
- 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 and/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/guardians (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/guardians 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/guardians 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/guardians 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 Head for special commendation (Headteacher's Award) 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 and 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
- work completed/submitted online is marked in a similar fashion to the work in exercise books. This can be through audio or written feedback. Work is marked either online or in exercise books
- 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
- spelling corrections are noted with an 'sp' for children to correct in the back of their books. Spelling corrections tend to be targeted and will regularly involve mis-spelt words alongside some topic vocabulary
- 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 quite detailed. These comments identify aspects that have been well done, while highlighting ways to improve in future. Such comments are useful to parents/guardians 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

- in Pre-Prep, stamps may be used during marking to reflect the level of support provided. Written comments reflect the reading age of the child and focus on the positives. Children are given the opportunity to respond to written and verbal feedback. Pink and green pens are used to differentiate between positive feedback and next steps. Opportunities to correct spellings will be embedded within a piece of work.

### **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 (self and peer assessment).

### **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.

Standardised 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/guardians through verbal and written reports.

The academic tracking of individuals is co-ordinated by the Headteacher in liaison with Form Teachers, the Assistant Head, Academic and the SEND Co-ordinator. A Pupil Concerns 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/guardians. They liaise closely with the Head, the Assistant Head, Academic, the SEND co-ordinator and specialist teachers.

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 written form.

### **Reporting to Parents/Guardians**

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

Parents/guardians 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.

### **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
- 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
- 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) 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**

The School library is a purpose-built room containing fiction and non-fiction material, open at breaktimes and timetabled/accessed/utilised during lessons. Fiction libraries are also available in each classroom and are the responsibility of the Form Teacher in consultation with the Year Team. In normal conditions, each year group enjoys its own dedicated library days during breaktimes.

## **Early Years**

### **Introduction**

This document is a statement of the philosophy, aims, principles and strategies for the delivery of the statutory Early Years Foundation Stage (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/guardians
- 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 in order 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/guardians 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 stimulating 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/guardians for the mutual benefit of children, parents/guardians and staff.
- To continually assess pupils and be able to identify any additional needs.

### **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/guardians, 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 Forest School session with a trained Forest School practitioner. Alongside this, they have regular ongoing learning outside
- Ballet (an 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 (EYFSP), are given to Reception parents/guardians 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 are 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/guardians 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 or not yet reaching expected levels ('emerging'). The results of the Profile are shared with parents/guardians in the final term and provide an opportunity for discussion with their child's Reception teacher. They is also shared with the Year 1 teacher.

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

## Annexe for King's Hawford

### Introduction

The Curriculum, Teaching and Learning Policy for King's Hawford seeks to closely follow that of King's Senior School. This will ease pupils' (and parents'/guardians') progression at 11+.

### 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 Senior School education and then into the world of work or further & higher education
- develop the 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 Maths 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, with learning outside of the classroom the key vehicle for this
- 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 to a range of different audiences
- 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
- learn to be creative in their expression, enjoying a full range of music, 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:

- recognise the Foundation values of Curious, Caring and Confident
- understand how our Foundation values are underpinned by our Hawford attributes of Ambition, Resilience, Humility, Creativity and Kindness
- experience a range of teaching and learning styles

- learn to work systematically, independently and co-operatively
- learn through practical activities and discovery in and outside of the classroom
- be challenged at a level appropriate to their ability, and stretched to better themselves
- have access to and enjoy a wide range of activities and resources
- find fulfilment, in equal measure, 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 regard to pupils' individual preferred learning styles and with an understanding of visual, auditory and kinaesthetic approaches to teaching.

There is a strong focus in the early years on play-based, child-initiated and outdoor learning, using the triangulation of continuous provision, enhanced provision and direct teaching.

Teaching takes into account the ages, aptitudes and needs of all pupils. Fundamental British Values are embedded throughout all areas of learning and co-curricular provision and PSHE is taught in all year groups. Core and foundation subjects are guided by the National Curriculum from Year 1.

German is taught as a Modern Foreign Language (MFL) from Kindergarten 2 to Year 6. French is introduced in the Prep classes. Spanish is introduced in the timetable in Year 6, and is offered in Pre-Prep as a co-curricular club.

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

- French, German and Spanish are taught by a specialist teacher
- Music is taught by a specialist teacher
- P.E. is taught by a specialist teacher from Kindergarten
- Art and Design Technology is taught by specialism from Year 1
- Computing is taught as a stand-alone subject in Years 1-5
- support teaching is delivered by additional, appropriately trained learning support staff.

Mathematics is taught in ability groups in Years 4 to 6. As a guiding principle, English is taught in form 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 enrichment Afternoon on Fridays for Years 3 to 6. Teachers deliver topics in modules during this time. 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, which is held by the SENCO but readily accessible to

all teachers. The Head of Pre-Prep and the Assistant Head Academic oversee this area, along with the SENCO.

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

All staff are involved in the planning and review process.

There are agreed medium-term plans and a curriculum overview to which the staff refer to in order to prepare their lessons.

The National Curriculum forms the basis of most subject plans.

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 the Head of Pre-Prep assisting with curriculum planning and delivery in Key Stage 1.

Discussions that take place regarding the curriculum are framed by the Foundation's Strategic Vision for its pupils – To be curious, to be caring, to be confident.

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

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

Formal written reports are completed at the end of the autumn and summer terms. In addition, parents' evenings are held in October (with a pastoral focus) and February/March (with an academic focus).

Parents/guardians 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, and this is encouraged. Form teachers and the SENCO are particularly proactive when contacting parents/guardians to ensure any emerging issues are dealt with in a timely manner. The Head is pleased to discuss specific concerns or queries when they are brought to his attention. Much informal discussion arises with parents/guardians and this is to be encouraged.

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

There are specialist teaching rooms for Science, Music, Art, Design and Technology and MFL. The Cobb 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. Children have access to two Forest School areas.

Teaching Assistants provide additional support in the Early Years. Teaching Assistants are allocated to all Early Years and Pre-Prep year groups.

### **Subject Period Allocations**

Junior Classes

| Year | Eng | Maths | Science | Humanities | PSHCE | Art/<br>DT | Music | PE | Games | RE | Fr/Ger | ICT | Skills | Dance/<br>Drama | Reading |
|------|-----|-------|---------|------------|-------|------------|-------|----|-------|----|--------|-----|--------|-----------------|---------|
|      |     |       |         |            |       |            |       |    |       |    |        |     |        |                 |         |

|          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>3</b> | 9 | 8 | 3 | 3 | 1 | 2 | 2 | 2 | 4 | 1 | 2 | 1 | 2 | 1 | 1 |
| <b>4</b> | 9 | 8 | 3 | 3 | 1 | 2 | 2 | 2 | 4 | 1 | 2 | 1 | 2 | 1 | 1 |
| <b>5</b> | 9 | 8 | 3 | 3 | 1 | 2 | 2 | 2 | 4 | 1 | 2 | 1 | 2 | 1 | 1 |
| <b>6</b> | 9 | 8 | 3 | 3 | 1 | 3 | 2 | 2 | 4 | 1 | 2 | 0 | 2 | 1 | 1 |

### **42 Periods per week**

There are two assemblies each week.

Daily form periods with a pastoral focus, class reading sessions or diary periods start each afternoon following afternoon registration in the Prep year groups. This time allows meaningful activities to take place.

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**

At King's Hawford we believe that homework encourages independence and provides an opportunity to revisit learning which has taken place in the classroom. It also provides further opportunities for enhanced communication between the School and home.

We recognise that children who attend King's Hawford lead busy and fulfilled lives; with the majority attending after school clubs and additional activities. We endeavour to provide homework as an opportunity to add value to children's learning and not a burden. To achieve this, tasks must be carefully pitched to provide challenge yet be independently achievable and feedback should be given whether from parents/guardians, the class/set teacher or online.

### **Reading**

Pupils are expected to read for twenty minutes every day and regularly to an adult at home. Children throughout the School are provided with a school diary and a book from our school reading scheme or library.

For children in Reception to Year 2, we encourage parents/guardians to comment daily on their child's reading. This diary will be checked daily in school by the staff member who organises new reading books. Occasionally, children will have additional reading tasks to complete at home. These will be found in their book bags.

From Year 3 to Year 6, children can approach reading with more independence. Each day, children can respond to questions in their diary and discuss their answers with an adult. We expect children to spend time thinking about their response and try to offer explanation and depth to their answers. Parents/guardians should sign their child's diary weekly and discuss their child's response to the questions. Diaries will ordinarily be checked and signed by form tutors during the final session of the week on a Friday afternoon.

## Spellings

Children in Reception to Year 2 will practice spelling patterns in phonics lessons. Occasional practice sheets will be issued when necessary to be completed at home. Termly high frequency word lists are also found in the pupil diaries and these will be formally tested on at the end of each term.

In Year 3-6, with the introduction of our revised spelling scheme, children no longer have lists of words to learn for weekly tests. Instead, children will be learning, practicing, investigating and working with words throughout each English lesson. Every two weeks, fifteen words are displayed and worked on as a class. At the end of this period, a 'soft' test assesses their learning. Throughout the academic year, spelling sounds and rules are revisited and connections are made in order to embed their learning. Further practice in morning form sessions, using word searches, games and handwriting drills, further enhances their understanding and retention.

As well as learning the year group statutory spellings, children also work on their own set of words that they have difficulty in spelling. They keep a list of up to 5 words, their 'Focus Words' in their pupil diaries. They practice these at home and in school, with the aim of applying correct spelling of the words in their written pieces in lessons. Once the word can be spelt correctly on several occasions, a new word can be added to their list. If parents/guardians wish to work on spellings further, the high frequency words for each year group are published in the pupil diaries.

## Maths

Weekly maths tasks are set from Year 1 to Year 6 either through the online resource MyMaths or on paper or Showbie. Each child will have an individual login, which will be written inside the front cover of their pupil diary.

It is the expectation that pupils from Year 3 to 6 complete this homework task in their own time or in Homework sessions at the end of the school day on Monday – Thursday. For children in Year 1 and 2 we encourage them to try. However, it remains optional and dependent on whether a child has sufficient time in the evenings or at the weekend.

Children from Year 2 upwards are also encouraged to practice their tables each week using the Numbots & TT Rockstars app. Practice sheets for weekly Big Maths tests may also be supplied for those in need of extra practice.

## Year 5 and 6

In preparation for the transfer to the Senior School, from the second term of Year 5 there will be an additional English homework set once a week. Further project style tasks may also be set from time to time in years 5 and 6. This may involve research or finishing off work started at school. In such circumstances this will be clearly communicated. Children should not find these tasks too overwhelming. Parents/guardians are encouraged to communicate with teachers if they feel that this is the case.

## Communication

We recognise that on occasions it may be difficult for children to complete homework tasks due to out of school commitments. If this is the case, we ask parents/guardians to communicate this with the form or subject teacher to avoid any misunderstanding.

## Holiday Homework

With the Showbie platform, tasks can now be set online and self-marked by parents/guardians during the holidays. These tasks are not compulsory and are provided so that those who wish to keep their learning ticking over during longer holidays can complete useful revision or catch-up work.

# Early Years

## Introduction

This document is a statement of the philosophy, aims, principles and strategies for the delivery of the statutory Early Years Foundation Stage (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 well-being at the heart of the provision.

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 to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/guardians
- the importance of **learning and development**. Children develop and learn 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/guardians 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 good 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 stimulating 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.
- To establish a partnership with all parents/guardians for the mutual benefit of children, parents/guardians and staff.
- To recognise signs of mismatch with normal development and to liaise with parents/guardians 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/guardians, 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, 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 and Reception children participate in a weekly Forest School session
- Swimming is taught in Kindergarten (twice weekly) and Reception (weekly)
- 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 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/guardians 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 EYFS profile in Reception.

When a child is aged between two and three, parents/guardians 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/guardians 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/guardians in the final term and

parents/guardians have the opportunity to discuss this with their child's Reception teacher.

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