

KING'S HOUSE SCHOOL

CURRICULUM POLICY



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| Policy date | September 2021 |
| Policy review | Annual |
| Date ratified | September 2021 |
| Ratified by | Miss J Pawaar (Headteacher) |
| Review date | September 2022 |
| Related policies | Assessment and Marking Policy |

At King's House School, we believe that the curriculum offer should be broad, balanced, engaging and relevant and meets the needs of all children.

The curriculum is comprised of The National Curriculum and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum also includes the hidden curriculum, which is what the children learn from how they are treated and the expectations placed on them.

This policy acts as an "umbrella" policy for all other school curriculum procedures and guidelines, in that, along with the aims of the school, it will provide the philosophical framework for them.

Aims

The aims of the curriculum are to

1. Teach the basic skills of Literacy, Numeracy, Science and ICT and promote high standards of work in these core subject areas.
2. Promote a positive attitude towards learning and to create a basis for lifelong learning.
3. Enable all children to learn and develop their skills to the best of their ability
4. Promote children's spiritual, moral, social and cultural development
5. Prepare all children for the opportunities, responsibilities and experiences of life
6. Enable children to be creative and develop their own thinking
7. Promote physical development and the awareness of a healthy lifestyle
8. Develop key skills in all areas of the curriculum by ensuring continuity and progression
9. Promote the involvement of parents, carers and families in their child's learning
10. Enable children to be creative through art, dance, music, drama and design technology
11. Enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Curriculum Organisation

The curriculum is planned in three phases. We agree a long-term plan (reviewed annually) for each key stage. This indicates what topics are to be taught in each term.

With our medium-term plans, we agree clear guidelines on the objectives and teaching strategies that will be used. The School has adopted the National Curriculum and we base our medium-term planning on the guidance given.

Our short-term plans are those that our teachers write on a weekly basis. Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

In the Foundation Stage for all areas other than Literacy & Maths the School adopts an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

At Key Stage 1 & 2 the curriculum is integrated as much as possible. A child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

The structure of the National Curriculum 2014

| | Key Stage 1 | Key Stage 2 |
|---|-------------|-------------|
| Age | 5-7 | 7-11 |
| Year Groups | 1-2 | 3-6 |
| Core Subjects | | |
| English | ✓ | ✓ |
| Mathematics | ✓ | ✓ |
| Science | ✓ | ✓ |
| Foundation Subjects | | |
| Art and Design | ✓ | ✓ |
| Citizenship | ✓ | ✓ |
| Computing | ✓ | ✓ |
| Design and technology | ✓ | ✓ |
| Languages (eg, French, Spanish, Mandarin) | ✓ | ✓ |
| Geography | ✓ | ✓ |
| History | ✓ | ✓ |
| Music | ✓ | ✓ |
| Physical Education | ✓ | ✓ |
| Religious Education | ✓ | ✓ |
| Relationships & Health Education | ✓ | ✓ |

Children with support needs

The curriculum in the school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of requiring support in most instances the class teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we

consider the child for an assessment of needs, and we involve the appropriate external agencies when making this assessment.

The Foundation Stage

The curriculum that we teach in the Reception class meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the seven areas of learning: personal, social and emotional development; communication and language; literacy; mathematics; understanding the world; physical development and expressive arts and design.

The school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning.

During the children's first term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child.

The key skills foci for the school are

Creativity
Communication
Collaboration
Self-esteem
Independence
Reflection

We believe that by focusing on these skills we will prepare all our children for the journey of lifelong learning.

Spiritual, Moral, Social and Cultural Development (SMSC)

The curriculum aims to support children's spiritual, moral, social and cultural development. We do this in many ways across the curriculum and through the opportunities and experiences we offer to them. We reflect on these areas during assemblies and through times such as class discussion.

British Values

The curriculum also aims to promote British Values

- respect for democracy and support for participation in the democratic process
- respect for the basis on which the law is made and applies in England
- support for equality of opportunity for all
- support and respect for the liberties of all within the law
- respect for and tolerance of different faiths and religious and other beliefs

Monitoring and Review

The Headteacher of the School is responsible for the day to day organisation of the curriculum. The curriculum is monitored through planning, classroom observation and liaising with the School Leadership Team.