

THE KINGSLEY SCHOOL

CURRICULUM POLICY

This policy applies to all pupils at The Kingsley School, including those in EYFS. The School's curriculum is broadly in line with the requirements of the National Curriculum.

MONITORING AND REVIEW:

This policy will be reviewed every 3 years by the Senior Leadership Team.

September 2020 – September 2023

AIMS:

The School aims through its curriculum (in line with the school aims and objectives) to:

- ensure that pupils have experience of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education during the compulsory period of education
- provide pupils with a broad and balanced education
- foster pupils' creativity
- develop essential skills in speaking and listening, numeracy, literacy and ICT, and learning skills
- promote health and wellbeing
- inspire a commitment to lifelong learning
- offer all pupils the opportunity to learn and make progress, encouraging high standards
- develop spiritual, moral, civil and social awareness (including mutual respect and tolerance of different faiths and beliefs)
- prepare our pupils for the opportunities, responsibilities and experiences of adult life

Curriculum areas covered at The Kingsley School:

EYFS (Nursery and Reception)

KS1 (Year 1 and Year 2)

KS2 (Year 3, Year 4, Year 5 and Year 6)

KS3 (Year 7, Year 8 and Year 9)

KS4 (Year 10 and Year 11 - GCSE)

KS5 (Year 12 and Year 13 – Post -16)

PERSONAL, SOCIAL and HEALTH EDUCATION

PSHE reflects the School's aims and ethos

From Foundation onwards pupils have at least a weekly lesson.

In KS2, Yr. 7, 8, 9 10 and 11 girls have a timetabled lesson and in all years elements are delivered through Form Time and in the Sixth Form through enrichment and Form Time (see separate PSHE policy). All statutory requirements for SRE are embedded within the schemes of work.

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, sexual orientation, race, disability, religion, cultural background or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

DIFFERENTIATION:

We aim to cater or provide for different pupils' differing abilities and learning styles by:

- using a range of different teaching strategies
- appreciating a variety of different learning styles
- utilising a range of resources and materials
- supporting and challenging according to individual needs
- working closely with the Learning Support department to best support and challenge those with specific and diagnosed need

EARLY YEARS (Foundation and Reception)

Our Early Years Foundation Stage offers a Nursery setting and Reception classroom where girls and boys are encouraged to develop their individual strengths. The EYFS curriculum is designed around four themes: A Unique Child; Positive Relationships; Enabling Environments and Learning and Development.

They are introduced to letters and sounds through phonics, numbers and counting, through a multi-sensory approach. They learn to read, write and use numbers in an exciting way and gain an understanding of the world around them through many different topics. The children learn through play and directed activities, using indoor and outdoor facilities and resources. They are encouraged to listen attentively and to enjoy exploring, discovering and experimenting. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

As an independent school, we offer learning experiences of the highest quality by considering both the children's individual needs and achievements, and by providing a range of learning experiences that will assist them to make progress. Well-planned play is a key way in which children learn with enjoyment and challenge during the Foundation Stage. A superior learning environment which reflects all areas of the curriculum generates the opportunities for children to make their own choices and it encourages them to be active learners who are able to create and think critically.

However, many children in our setting are working beyond expectations at national levels; through small class numbers we are able to adapt the curriculum to incorporate higher level learning which ensures the transition into Key Stage 1 is smooth and progressive. From Foundation Stage, subject specialist teachers are used for Physical Development and MFL.

Additionally, we provide a programme of weekly Forest School lessons where our learners develop socially, emotionally, spiritually, physically, and intellectually. It creates a safe, non-judgment environment where the children learn to be self-sufficient and take care of themselves. This boosts their confidence and self-esteem and increases awareness of the consequences of their actions on peers, through team activities.

There are seven areas of learning and development that must shape educational programmes in Early Years' settings; all of which are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive; these three areas are known as the Prime Areas:

- Personal, Social and Emotional Development (Making Relationships, Self-confidence and Self-Awareness, Managing Feelings and Behaviour)
- Physical Development (Moving and Handling, Health and Self-care)
- Communication and Language (Listening and Attention, Understanding, Speaking)

Children in the Early Years are also supported in four Specific areas, through which the three Prime areas are strengthened and applied. The specific areas are:

- Literacy (Reading, Writing)
- Mathematics (Number, Shape, Space and Measure)

- Understanding the World (People and Communities, The World, Technology)
- Expressive Arts and Design (Exploring and Using Media and Materials, Being Imaginative)

The children are assessed on each of the 7 areas of learning against the Early Learning Goals (ELGs) and profiled using Characteristics of Effective Learning. These are:

- Playing and exploring - engagement
- Active learning - motivation
- Creating and thinking critically

Key Stage 1 and 2:

In the Preparatory School, our pupils are given the benefit of National Curriculum standards and objectives, within a wider and more experiential programme of delivery. Pupils in KS1 and 2 are taught English, Mathematics, Science, ICT, PE, Drama and Music in discrete lessons which are protected within the timetable.

The Foundation subjects are taught within the confines of a Creative Curriculum, drawing upon carefully mapped objectives to deepen learning and offer a creative learning journey through the Preparatory School. A thematic approach to teaching provides a purposeful base for exciting literacy and numeracy tasks developing children's engagement and positive attitudes to learning. Umbrella topics link the whole school in their learning, but individual year groups are able to focus on the most relevant areas of the curriculum for the age of the children.

Independent learning and the opportunity to explore different aspects of a theme are at the core of the Creative Curriculum, which is supported by ICT skills delivered throughout the curriculum. This is supplemented by an 'Innovation Station' in the Prep School, where pupils have the opportunity to engage with STEM subjects and technologies alongside design time and project work.

In Music, Drama, PE & Games and Modern Foreign Languages (French and Spanish), the pupils are taught by subject specialists, to encourage the acquisition of skills and confidence which are necessary to other areas of learning. In Reception and Key Stage 1, pupils are taught on a two-subject carousel of French and Spanish. In Years 3 and 4, pupils have timetabled lessons in French and then in Years 5 and 6, Spanish is added into the timetable as a second language.

PREP CURRICULUM - number of lesson hours per fortnight

	ENG .	MATH S	SCI .	MF L	IT	RS	DRAM A	MUSI C	PSH E	PE/ SWI M	GAME S	CR CUR R	OUT DOO R
Y6	10	10	2	2	1	1	2	2	1	3	4	8	0
Y5	10	10	2	2	1	1	2	2	1	3	4	8	0
Y4	10	10	2	1	1	1	2	2	1	3	4	8	0
Y3	10	10	2	1	1	1	2	2	1	3	4	7	2

Y2	10	10	2	1	2	1	1	1	1	3	3	6	2
Y1	10	10	2	1	2	1	1	1	1	3	3	6	2
REC.	N/A	N/A	N/A	1	N/A	N/A	1	1	N/A	2	1	N/A	9
FOU ND	N/A	N/A	N/A	1	N/A	N/A	1	1	N/A	2	1	N/A	9

KEY STAGE 3

The key aim of the Key Stage 3 curriculum is to provide a broad and balanced curriculum within the statutory framework whilst maintaining the level of flexibility an independent school has to determine its own curriculum content.

All pupils study a core of English, mathematics, science, humanities (geography; history; classics (Y7 only) ; philosophy, ethics and religion), arts (art, music, drama), languages (French, Spanish and Latin (from Y8) and practical subjects (textiles; food and nutrition; design and technology). (See appendix for curriculum model). Some subjects begin the GCSE curriculum formally in Year 9 (Sciences, mathematics and a modern foreign language).

Languages:

Year 7 Most students study both French and Spanish equally. A small number of students may be advised to have Learning Support lessons in place of a second language.

Year 8 Pupils continue with two modern foreign languages or Learning Support lessons in place of the second language. They also begin their study of Latin as an additional language in place of the classics lessons that were taught in Year 7.

Year 9 Pupils will start their GCES courses in mathematics, sciences and they can choose either French or Spanish as a core, GCES language. They then have the option to carry on with French/Spanish as a conversational language OR continue the study of Latin. Support is available for those wishing to study two modern languages at GCSE.

Option process:

Information concerning GCSE option choices is provided through assemblies (for girls), an evening event (for girls and their parents), a parents' evening and careers workshops. This process starts in the Autumn Term of Year 9 and final option choices are submitted in January.

KEY STAGE 4

GCSE 70% of the Year 10 and 11 timetable is occupied by compulsory core subjects and 30% is filled by the 3 option subjects chosen in Year 9. Option lines are drawn up to accommodate as many combinations of subjects as possible. As the students are allowed a free choice of option subjects to suit their interests and talents some of them will not necessarily meet the current criteria for the E Baccalaureate

KEY STAGE 5

Post 16 Almost all students study 3 or 4 subjects in Y12/13, either at A level or the OCR Cambridge Technical Qualification Level 3 which carries UCAS points equivalent to A levels. We continue to offer



AS levels as a mid-point assessment for those subjects where the qualification is still offered and is appropriate. The Extended Project Qualification (EPQ) is offered to all Year 12 students.

ALL STAGES

RELIGIOUS EDUCATION

Religious Education is available to all pupils during the period of compulsory schooling. Parents have the right to withdraw their children from religious education. For students in year groups where RE is not a part of the core curriculum, faith values and tolerance of other faiths appear as strands in the PSHE programme.

RELATIONSHIPS AND SEX EDUCATION

Relationships and sex education will take place within the Personal, Social, Health, Economic (PSHE) programme, in Religious Studies (PER in Senior School), which will emphasise sexuality in a personal, social and moral context, and in Science where students will look at the biological aspects.

A full statement of the school's Relationships and Sex Education policy is available to parents. It has been drawn up in consultation with staff, pupils and parents. It has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

POLITICAL EDUCATION:

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in PSHE and are presented in a balanced manner. British values (such as the rule of law and the importance of individual liberties) are recognised and promoted as recommended by DfE guidance November 2014.

PE AND GAMES

All pupils of compulsory school age are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

CAREERS EDUCATION:

In the Prep School, careers guidance is delivered informally through assemblies, workshops, visiting speakers and through links with the creative curriculum.

In the Senior School, impartial careers guidance is delivered by a careers co-ordinator and is delivered through PSHE lessons, workshops, assemblies, special events, work experience and a range of external speakers. The pupils are made aware of a broad range of career options across all the year groups.

EXTRA-CURRICULAR ACTIVITIES:

The school has a wide and varied programme of academic cultural and sporting activities that take place outside the academic curriculum and are largely formalised within the 'Enrichment Programme' which takes place at the end of each day Monday – Friday in KS2-KS5. There are additional academic and practical courses which may lead to a qualification.

HOMEWORK:

The school expects homework to be set as appropriate. There is a separate homework policy.

SPECIAL EDUCATIONAL NEEDS

The school has a Special Educational Needs and Disability Policy for all students who have a learning difficulty which calls for special education provision to be made for them. The school will determine the appropriate courses in consultation with the parents. The school also makes provision for students who do not have English as their first language.

CONCERNS AND COMPLAINTS:

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's class teacher in the Preparatory School and the relevant Head of Department in the Senior School.

If the issue is not resolved parents should take their concern to the Head of Preparatory School or Assistant Head (Academic) in the Senior School. If, after both those steps, parents wish to make a formal complaint they should do so in writing addressed to the Head Teacher as set out in the Complaints Procedure which is on the School's website.

UPDATED SEPTEMBER 2020
FOR REVIEW SEPTEMBER 2023

APPENDIX – Y7-13 curriculum model 2020-21

LA* - OPTION IN Y9			
LATIN/CLASSICS - 3 PERIODS			
2ND LANGUAGE - 3 PERIODS			