

KINGSWOOD HOUSE SCHOOL

Curriculum Policy

This policy relates to the whole school including the Early Years Foundation Stage.

Kingswood House aims to:

- Develop the individual abilities of each child in a secure, caring and friendly environment where they are happy and motivated to learn and to appreciate the benefits of healthy living and physical fitness.
- Encourage participation, enjoyment and success in all areas of the school's curriculum to create a well-rounded, confident child who shows respect, tolerance and compassion towards people and the environment.
- Help children develop self-worth and maturity so they are equipped to deal with life's challenges and are well-prepared for the next stage of their education.
- Create a strong partnership between parents, children and staff to foster social awareness and to allow all members of the school community to feel valued and appreciated.
- Fulfil the potential of each pupil in our care.
- Encourage children to explore beliefs and experience; to respect faiths, feelings and values; to enjoy learning about themselves, others and the surrounding world; to use imagination and creativity and to develop the ability to reflect upon what they observe and experience.
- Guide children towards recognising right and wrong; respecting the law; understanding the consequences of their words and actions, and those of others; investigating moral and ethical issues and offering reasoned views.
- Encourage children to use a range of social skills; to participate in the local community; to appreciate diverse viewpoints; to participate, volunteer and cooperate; to resolve conflict; to engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.
- Help children to appreciate cultural influences; to appreciate the role of Britain's parliamentary system; to participate in culture opportunities; to understand, accept, respect and celebrate diversity.

Introduction

The school provides full-time supervised education for pupils of compulsory school age (in accordance with Section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The curriculum throughout the school has breadth and balance. There is effective integration of knowledge, skills and understanding. Personal and social capabilities and identified cross-curricular aspects, including ICT permeate the curriculum.

- In its most narrow definition, our remit is to prepare our pupils thoroughly for the next stage of their education, whatever age they leave the school.
- However, we believe that we are preparing children not only for their education elsewhere, but also for the life that lies beyond this.
- We regard the school years they spend with us as forming the base on which our pupils will build their future education.
- We therefore aim to give our pupils as broad an education as possible during their time with us.
- To this end, we place a strong emphasis on a broad curriculum, with Music, French, Art and PE all taught by specialist teachers right from the Reception Class.
- The pupils' spiritual, moral, social and cultural development, including an understanding of British Values, is also given strong emphasis, by incorporating Circle Time into the Lower Prep curricula and a structured PSHE programme.

Aims of the curriculum

At Kingswood House School we undertake to:

- Have high expectations of the children and ourselves
- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Prepare pupils for the standards and styles of entrance examinations into senior schools suited to their abilities and temperament
- Develop confident, disciplined and enquiring learners who are able to
- make informed choices
- Foster a love of learning
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- Facilitate considerate and positive relationships between all members of
- the school community
- Ensure equal opportunities in relation to gender, race, class, special needs and beliefs
- Provide a safe, happy work place
- Promote respect for the British values of democracy and the freedoms of the individual.
- Value and respect all cultures.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Foster the development of pupils' spiritual, moral, social and cultural awareness.

The school gives experience in the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and social

- Physical
- Aesthetic and creative
- PSHE

1. LOWER PREP

Lower Prep: Reception (see also KHS EYFS Policy 2021-22)

At Kingswood House Lower Prep, we aim to establish the foundational skills outlined in the [Early Years Foundation Stage \(EYFS\) Statutory Framework September 2021](#), published by the Department for Education (DfE). The EYFS Statutory Framework sets out in detail the standards for learning, development and care for children from birth to five. At Kingswood House, this includes children in Reception Class.

Our curriculum is well-balanced and topic based, with topics changing on a half-termly basis. It is based on the three prime areas of learning and development within the EYFS Framework:

- Communication and Language (C.L.)
- Personal, Social and Emotional Development (P.S.E.D)
- Physical Development (P.D)

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied:

- Literacy (L)
- Mathematics (M)
- Understanding The World (U.T.W)
- Expressive Arts and Design (E.A.D)

Subject specialist teachers are employed in French, Music, Physical Education and Forest School.

Early Years Profile

The EYFS Profile is a way of assessing and recording a child's level of ability and progress as they move through the EYFS. Each child has an individual profile and the level of development that they are expected to have attained by the end of the EYFS are defined by Early Learning Goals (ELG), which are detailed in the Statutory Framework. At the end of the EYFS, staff complete an EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels

Lower Prep: Years 1 and 2

Form teachers are responsible for teaching English (speaking and listening, reading and writing), Maths, Science, History, Geography, Art, DT, IT and RS.

Subject specialist teachers are employed in French, Music and Physical Education and Forest School.

The syllabus for each academic subject is planned in accordance with the National Curriculum.

2. LOWER PREP AND UPPER PREP

From Reception to Year 5, we teach a Creative Curriculum which takes a thematic approach. A chosen topic is planned in detail for half a term, after which, a new topic is taught. This allows more flexible teaching and cross curricular links to be covered. Science and Math are taught as discrete subjects.

In Years 1 to 6 the syllabus content and skills taught in Mathematics, English, ICT / Computer Science, DT, Art, Science, French, RS and History and Geography are broadly in line with the National Curriculum.

The broad curriculum continues to be delivered with generous allocations of time to specialist-taught French, Art, Music and Physical Education from Reception to Year 5. Subjects are specialist-taught in Year 6. A Forest School specialist teaches Reception to Year 4.

In Years 7 and 8 pupils prepare for the following examined subjects through what is broadly a Common Entrance curriculum: Mathematics, English, Biology, Chemistry, Physics, French, History, Geography and RS (replaced as an examined subject by Classics in Year 8).

Some pupils may follow an additional scholarship programme.

In addition, all pupils continue to be taught Art, Design Technology, Music, IT and Physical Education; Drama is taught as a timetabled subject from Year 7 and pupils also study Classics in Year 8.

Throughout the school, PSHE (the Jigsaw programme) is an integral part of the curriculum and as such is the responsibility of all staff who come into contact with the children. It is also taught as an independent subject for all year groups, including Reception Class. The syllabus is delivered through these designated lessons, and through subject teaching, circle time, assemblies, church services, charity/community involvement, outings, class roles and responsibilities and guest speakers. In addition, the senior years 6-8 follow a programme of discrete lessons including sex education, drugs education, bullying, healthy living, money management etc. (See SOW for PSHE)

Senior School Curriculum Content

We offer a range of subjects including a core of English Literature and Language, Mathematics, and Combined Science, with options for a Modern Foreign Language, Drama, Classics, Physical Education, Art, Design Technology, Music, Computer Science, History and Geography.

Educating the whole pupil has always been our philosophy and nowhere is this

more evident than in our extensive Senior School extra-curricular programme which will help to develop practical and personal skills. Talents and interests will be encouraged and there will be opportunities to obtain qualifications that are widely recognised by educational institutions and employers. Pupils will also be able to participate in The Duke of Edinburgh's Award.

Additionally our Year 9 pupils enjoy a 'Making of Modern Britain' trip and the challenge of planning, creating and managing a cross-curricular week for the benefit of the whole school.

Pupils will have the opportunity to undertake an Independent Project Qualification in Years 7 or 8, and an accredited Higher Project Qualification (HPQ) in senior years. This award takes the form of a largely self-directed and self-motivated project: pupils will choose, plan and research their own topic area before developing their ideas and deciding on a finished product. Extremely valuable and rewarding in its own right, this award also provides an excellent foundation for higher-level HPQ qualifications in the GCSE years and beyond.

Citizenship Programme (PSHE and The Kingswood House Way)

Kingswood House School has developed a reputation for producing pupils with an excellent sense of duty and care for others. In Year 9 and beyond, they will be able to work alongside various local, national and international voluntary organisations that care for people and the environment. This will offer many life changing experiences that will help them to become grounded and responsible citizens of the future. Whether the pupils are helping the elderly, building new wildlife habitats or assisting charities at home or abroad, they will often work in small teams developing invaluable communication and logistical skills.

Our Citizenship Programme is an extension of our comprehensive pastoral curriculum which also includes personal finance, working with small businesses and participating in STRIDE to encourage entrepreneurship.

Career Guidance

The school offers a comprehensive programme of Careers guidance for pupils from Year 7 upwards.

Duke of Edinburgh

By the end of Year 8, Kingswood House pupils have acquired many skills and experienced adventure trips that will prepare them for The Duke of Edinburgh's Award Scheme in Year 9. Devised to develop self-reliance, independence, physical activity and service to others, the scheme encapsulates many key values that mirror the School's ethos. Pupils will also be able to achieve the Silver Award in Years 10 and 11.

Sport

Sport is a very important part of the curriculum and Kingswood House School

has unlocked the sporting potential in many of its pupils by exposing them to a broad range of team and individual sports. Our sporting programme is constantly evolving to meet the sporting interests of our pupils and in recent years pupils have gone on to represent their country in hockey, cricket, skiing and ice skating. Two former pupils are current world champions, in wakeboarding and sailing. We are able to offer a range of individual and team sports including: -

Hockey	Rock Climbing	Basket Ball
Rugby	Judo	Badminton
Football	Swimming	Skiing / Snowboarding
Cricket	Gymnastics	Parkour
Golf	Karate	Tennis
Tag Rugby	Table Tennis	Squash

Other Whole School Considerations:

Special Educational Needs and Disabilities

Kingswood House has a trained SENCo (Special Educational Needs Co-ordinator) who is in charge of our Study Centre, a dedicated centre providing specialist 1:1 support. We also have an Assistant SENCo who oversees the provision of pupils in Reception to Year 6. The Study Centre is home to a team of specialists including literacy tutors, maths tutors, speech and language therapists and an occupational therapist. We also have a team of Learning Support Assistants (LSAs) who provide support to pupils in the classroom, alongside the teacher.

We have a Gifted, Talented and Interested Co-ordinator who helps identify and meet the needs GTI pupils.

English as an Additional Language

Any child for whom English is an additional language is monitored by the Study Centre and given extra support if required, by our TEFAL trained tutor.

Enrichment

We encourage children of all abilities to broaden their horizons. Each term a programme of extension and enrichment activities offers a diversity of experience. Pupils are encouraged to air their views on the development of their own education, to build on their strengths and to develop areas in which they have an interest.

Reading

To further support the acquisition and development of reading skills, a reading period is embedded in the formal timetable.

The Kingswood House Way Enrichment Programme

A robust and dynamic Enrichment Programme relating to The Kingswood House Way is embedded in the Curriculum. An individual subject (or a combination of subjects) leads enrichment for a half-term period, providing initiatives and activities which can be taken up by all subject areas.

Trips and Outings

This area has obviously been affected enormously by the pandemic but we are moving back to a state of 'normality' as soon time allows.

Trips and outings form an important part of our curriculum. They are used to complement areas of learning and full use is made of the local facilities of museums, art galleries, theatres, historical sites and sites of scientific interest. Residential trips are made annually by Years 5, 6, 7, 8 and 9 to promote team building and cross-curricular learning. (See Policy on Educational Visits)

Our curriculum is enhanced by tours of many British locations which link with the academic curriculum and provide further enrichment opportunities.

GCSE subjects are supported with other visits, which bring subjects to life and enable pupils to investigate topics in a hands-on, practical way.

All pupils will have the opportunity to go abroad to visit the war graves, undertake geography fieldwork or go on the annual ski trip. In addition, there is a biennial water sports trip to France.

Homework

A homework timetable is published each September. The Parents' Handbook sets out the purpose of homework, the types of homework that will be set and the times allocated for each year group. Homework is emailed to children and/or parents, depending on pupil age.

For pupils in Years 1 to 4, the Homework and Reading Diary is signed at home daily and checked by the form teacher daily.

Assessment and Reporting

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and the Director of Studies uses it to monitor the effectiveness of the teaching and the curriculum.

Record-keeping, reporting and assessment procedures are defined in the Assessment Policy and in departmental handbooks.

Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum. Because of the wide range of ability and special needs of our pupils the curriculum has to be specifically modified and differentiated to allow them access to it.

Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively. INSET is delivered at the beginning of each term, often with follow-up sessions. It is recommended that staff attend two courses during the academic year; one related to their subject and one for their personal development.

JKM July 2021

Next Review: July 2022