



Kew Green Preparatory School

Curriculum Policy

This document sets out our school vision, which underpins our curriculum and a description of our curriculum with reference to how it meets the regulatory requirements (*ISI 2010 Regulatory Requirements, Part 1 for the Quality of Education Provided (2: Curriculum)*). It should be read in combination with the Assessment, Homework, Marking, Curriculum Time Allocation and SENDA & GT Policies. (*ISI 2010 Regulatory Requirements, Part 1 (2.2) (b)(e)(i); Part 3 (b) (g)*). It is available on the school website.

This policy has been written with due consideration for and in accordance with the Every Child Matters documentation outlined in the Children Act 2004.

Kew Green is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document. Kew Green is also committed to instilling in its pupils through its curriculum the key values of the school, in particular that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the teaching of any partisan political views in any curriculum subject. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

School Vision

At Kew Green, we offer our children the opportunity to succeed, be recognised and be valued. Our children grow with the faculties required to tackle the many challenges that life may have to offer. We instil tolerance and respect for others and the capacity to celebrate diversity, embrace change and understand the importance of contributing to society. Above all, we believe that children need to be nurtured, guided, motivated and inspired to allow them to blossom. We are a school of smiles, laughter and happiness where children fulfil their maximum potential.

Introduction

Our curriculum is the way through which we fulfil our aims of imparting the understanding, skills and capabilities that will enable our children to leave us with a well-rounded knowledge and the ability and desire to confidently approach new challenges to further their education at secondary school and achieve their full potential in life.

The formal requirements of the National Curriculum and 11+ are covered through carefully planned activities and complemented through a range of extra-curricular undertakings. Positive attitudes and behaviours toward their learning and each other are encouraged

though the hidden curriculum of the messages they pick up through their daily experiences and the examples set by our values.

Aims

- To promote the spiritual, moral, cultural, mental and physical development of our children and of society
- To ensure all of our children succeed to the best of their ability and feel valued for their contributions
- To teach the requirements of the National Curriculum and 11+ syllabus in a broad, balanced and relevant way
- To engage children in active learning contexts across the curriculum in order to develop their ability to think creatively and critically
- To provide opportunities for children to explore and take risks in a secure environment, so that they develop the confidence to take the initiative, manage their emotions and learn from their mistakes
- To cultivate children's ability to analyse and evaluate information, including that pertaining to their own progress, so that they can develop their intrapersonal and decision-making skills to become effective independent learners
- To offer a range of learning environments and experiences so that children can acquire and apply their ideas in different contexts to generate new possibilities and use their preferred learning styles
- To foster their positive attitudes and learning practices so that they develop their capability for lifelong learning
- To develop communication skills, listening skills, self-respect and respect for others, to enable children to work collaboratively and treat each other *fairly/ without discrimination*
- To help children understand the world around them, their place in it and the responsibilities they have towards others
- To engender respect for their environment with an appreciation of how to care for it and behave sustainably

Organisation

Yearly Plans indicate the topics and objectives to be taught for each subject to each year group, together with essential vocabulary. There is a main theme per year group each term, with subjects linking to the theme where appropriate in order to unify cross curricular planning and for skills learned in one area to be used and developed across subjects. The Key Objectives from the Yearly Plan in each subject are recorded in a termly Topic Web around the central theme for each Year Group.

The Termly Plans provide the weekly objectives and learning outcomes, with suggested activities, resources, ICT use and differentiation.

Weekly plans are produced individually by teachers to detail the resources, activities and strategies they will use to achieve the learning objectives for a lesson.

Subject leaders are responsible for producing the Yearly Plan, Subject Policy and Action Plan for their area of expertise. They are also responsible for ensuring the subject is resourced so that it can be effectively delivered. Members of staff teaching a subject are responsible for producing the Termly Plans, with the support and guidance of the subject leaders who monitor its implementation, the quality of teaching and learning and pupil progress in their subject area.

The Curriculum Process



Content and Delivery

Our children receive experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education in full time supervised learning, with the school day as follows:

Year Group	Core School Hours
Reception	08:30- 15:00
Years 1 & 2	08:30-15:15
Years 3-6	08:30-15:30

(ISI 2010 Regulatory Requirements, Part 1 (2.2) (a)).

Children in Reception begin to explore the world through structured and child-initiated activities and free play, with indoor and outdoor learning experiences that form the basis for

their learning to progress throughout school. We follow the EYFS Framework (March 2012 revision) which comprises 7 areas of learning:

Prime	1	Communication and Language
	2	Physical Development
	3	Personal, Social and Emotional Development
Specific	4	Literacy
	5	Mathematics
	6	Understanding the World
	7	Expressive Arts and Design

Children in Lower School (KS1, Years 1-2) and Upper School (KS2, Years 3-6) are taught the following subjects, with specialist teachers for Art, Music, French and Sports:

English
Mathematics
Science
Humanities – Geography & History
PE, Games, Swimming
Music
Art
French
R.E.
Personal, Social, Citizenship, and Health Education
SRE (Year 5 and above)
Design and Technology incorporated into art, humanities and science, also taught in termly blocks
Reasoning
Drama is included through productions and assemblies.

In Years 5 and 6, the timetable is gradually adjusted to allow for specific preparation for the senior schools' entrance examinations, which take place in the January and February of Year 6. While children continue to have access to every subject area, there is some constraint on non-core subjects to allow for timed papers and interview preparation. This is adapted post 11+ to compensate.

Kew Green Prep School is academically non-selective in intake, and seeks to meet the needs of all of its children. We believe all children in the school should have equal opportunities and equal access to the curriculum. Teachers take account of their children's varied requirements and differentiate for ability when planning and resourcing lessons. Differentiation may include by task, outcome, resource or personal support and grouping. A variety of learning and teaching methods as well as materials are used in all subjects to suit the different needs of our children.

We are confident that the majority of our children will, without forcing, progress at a faster pace than is indicated by the National Curriculum Attainment Targets. In both Lower and Upper School, specific intervention may be required for children with special educational needs and statements, as directed by the Learning Support Centre (See SENDA Policy). There is setting for Mathematics and English from Year 3. Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all children

as far as is reasonably practicable. Lessons are taught in English; where English is not a pupil's primary language arrangements to support the pupil are made according to their requirements. (*ISI 2010 Regulatory Requirements, Part 1 (2.2 (b) (c) (d) (e) (i)*).

Learning Strategies

Kew Green recognises a range of aptitudes and different learning styles in our children so we encourage as much variety of experience and multi-sensory learning as possible, working from meaningful practical experiences to more abstract concepts as the child progresses. Our aim is that skills introduced in one area of the curriculum are used and developed in other areas. We make full use of the local environment, invited speakers, artefacts and trips to extend learning beyond the classroom. We aim to encourage child-initiated exploration and to maintain flexibility within the curriculum to be able to respond to interests that are generated by the themes and topical events.

Homework

The homework policy can be found in the parent and staff handbooks and sets out the rationale and timings of homework. The purpose of homework changes and develops as a pupil moves through the school. Homework in Lower School is a combination of Reading, Phonics, Literacy and Numeracy. Homework tasks are set by teachers in Upper School to consolidate and extend learning in the classroom, to develop skills and knowledge and are designed to be independently managed by the pupils and cultivate good study habits.

Personal, Social, Health and Economic Development

A strong foundation in literacy, numeracy and reasoning is essential, but is insufficient for success at secondary school and as preparation for the experiences, responsibilities and opportunities of adult life in today's world. In addition to the ability to think critically and creatively, evaluate information, problem-solve and communicate our children need to develop spiritually, morally and culturally. They need to understand their values, manage their emotions and live healthily and safely, interacting with and contributing to the community around them.

Kew Green believes that an effective whole child approach to learning requires a healthy, settled and evolving emotional life including the development of social skills towards adults and peers. We prioritise pastoral care and wellbeing of the children, adopting a happy and relaxed atmosphere in classrooms and around the school. All subjects are taught with variety in lesson organisation to include group work and paired work, as well as whole class teaching. Teachers endeavour to model and to teach acceptable and appropriate behaviour, both inside and outside the classroom.

Pupil Voice

Our PSHE programme incorporates learning and decision-making opportunities across the curriculum with contributions from specific PSHE lessons, projects, form time, circle time, assemblies, and involvement in school and the wider community. Pupils are encouraged to

play active roles to help them develop confidence in presenting their views, listening, negotiating, working as teams, organising events. Examples include: The School Council, Walk to School, Fund raising for nominated charities chosen by the pupils, links with Joodon School in Kenya, Fair Trade talks, Life Caravan visits, Green Day, Visits to Houses of Parliament and Downing Street, Young Enterprise. There are close links with other subjects, such as R.E. English, humanities and science which have aspects of a moral or ethical nature and encourage debate and discussion. Pupil Voice opportunities are further encouraged through pupil surveys, Eco-School Teams, Food Committee, Suggestion Boxes *(ISI 2010 Regulatory Requirements, Part 1 (2.2) (f) (j); Part 2 (5) (a) (b)(c)(d)(e))*.

Physical and Health Development

Being fit, healthy, and active provides all kinds of social, emotional and intellectual benefits for our children. Kew Green seeks sensitively to cultivate each child's physical poise, skills and confidence, through a healthy diet, adequate play, a safe school environment and organised sporting activities. Physical Education is taught to all year groups and a full range of extra-curricular sporting activities is available. All children, regardless of natural sporting ability can find something to enjoy and to cultivate their understanding of team work, supporting others and competition. *(ISI 2010 Regulatory Requirements, Part 1 (2.2) (f) (j))*

Technology

The ability to effectively use ICT is an essential skill in modern society. ICT skills are taught in lessons to be used as a tool in other subjects to enhance the learning experience and produce learners who are confident and capable users of ICT, aware of its advantages and limitations. ICT use in subject areas is recorded on the planning forms. *(ISI 2010 Regulatory Requirements, Part 1 (2.2) (a))*

Communication with parents

Each Year Group's termly Topic Web, giving an overview of the key objectives for each subject, is shared with parents at the beginning of each term. A Curriculum evening is held at the start of each new school year, to discuss the expectations of the forthcoming year and to address queries. Kew Green has an open door policy for enquiries that crop up during the year. A full report is distributed at the end of the Summer Term and 3 Parents' Evenings are held a year.

Review, Evaluation and Development of Curriculum

Planning and curriculum content is reviewed to ensure that: it meets the needs of our children and our aims; it provides good continuity and progression within and across year groups; it meets curriculum requirements and offers balanced coverage of subjects.

WRITTEN BY: Director of Studies

DATE: September 2014

REVIEW DATE: September 2016