Introduction

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 Framework, effective from 1 Sept 2023)*

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) and ISI Inspection Framework, Section 1: Leadership and management, and governance, para 42. 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 enables all pupils to acquire new knowledge and make good progress according to their ability and does not discriminate against pupils and precludes the teaching of any partisan political views in any curriculum subject or undermining of fundamental British values. *(ISI Inspection Framework, Section 2: Teaching, learning and assessment, para 54)* Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. ISI Inspection Framework, Section 4: Pupils' social and economic wellbeing and contribution to society para 81)

School Vision

Kew Green Preparatory School (KGPS) is an academically non-selective, co-educational, full-time education setting, which seeks to meet the needs and aptitudes of all its pupils, including those with an EHC plan (ISI Inspection Framework, Section 2: The curriculum, paras 51–52; Special educational needs and/or disabilities, paras 56–58) A commitment to excellence in teaching and learning is one of the primary aims of the school that underlies all of its policies and practice. (ISI Inspection Framework, Section 2: Teaching, learning and assessment)

At Kew Green, we offer our children the opportunity to succeed, be recognised and be valued. Pupil wellbeing (As defined by section 10(2) of the Children Act 2004) is at the heart of what we do and this is actively promoted throughout our curriculum and enrichment programme (ISI Inspection Framework, Section 1: Leadership and management, and governance, paras 16–18). 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.

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, achieve their full potential and effectively prepare them for the opportunities, responsibilities and experiences of secondary school and of life in British Society. *(ISI Inspection Framework, Section 4: Pupils' social and economic wellbeing and contribution to society, para 80)*

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 through the hidden curriculum of the messages they pick up through their daily experiences and the examples set by our values. The children's learning is enhanced outside their formal lessons. Assemblies, extra-curricular clubs, themed weeks, parent talks, residential trips and the School Council are just some of the ways in which we aim to enrich their experiences, and we consider these to be an important part of the education on offer at KGPS. Additionally, the children learn from the way they are treated

and the school's behavioural expectations (see Behaviour, Rewards and Sanctions Policy). We aim to deliver exciting and challenging teaching and learning experiences for the children and ensure they all have access to the whole curriculum (see Accessibility Plan). Our curriculum is designed to enable each child in our care to fulfil their potential. (ISI Inspection Framework, Section 2: Teaching, learning and assessment; Section 2: The curriculum)

Aims

- To actively promote the wellbeing of all pupils physically, mentally and emotionally
- To promote the spiritual, moral, social, and cultural development of our children and of society
- To actively promote the fundamental British Values
- To promote development of pupils' self-knowledge, self-esteem and self-confidence
- To ensure all 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 resilience and 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 and 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

Knowledge, Skills and Values

At Kew Green, we prioritise the importance of knowledge, skills and values in the fast-changing and complex society (online and offline). Whilst we can't be certain what 'knowledge' our pupils will need in ten/twenty/thirty years, we do know that to succeed they must have a growth mindset, be adaptable, recognise the importance of strong and healthy relationships, and have the self-esteem to take risks, able to communicate their opinions and ideas. To support this, the school focuses on promoting the following 4Cs in all areas of school life and implemented across all aspects of teaching & learning:

- Curiosity
- Creativity

- Confidence
- Collaboration

As a co-educational and non-selective Prep school, we are proud of our many and varied accolades that represent the excellent breadth of provision and outcomes at the school. However, the strength of relationships and instilling of purposeful knowledge, skills and attitudes to succeed at KGPS is a definite success of the school.

Curiosity

At KGPS, we indulge curiosity: education shouldn't be about pupils predicting what we want them to predict. Alongside equipping pupils with the knowledge they need to pass exams, we encourage our pupils to ask bigger and better questions, gaining depth to their understanding and ability to critique and think abstractly. For example, our pupils are excellent at debating and achieve success at inter-GSG debating competitions and external debating competitions; Teachers use questioning effectively to challenge thinking and stimulate further questioning.

The learning environments at KGPS are vibrant, creative and stimulating. For example, the use of a 'working wall' in classrooms ensures that learning remains dynamic, supportive and challenging. Mastery questions are often displayed on the working walls. Within the learning environment, pupils are able to learn, feel safe, and stimulated/inspired to explore their ideas. We provide a learning environment where they value help, support and seek out a challenge, unafraid to fail.

The school is rarely silent but full of excited and expectant pupils, inspired by enthusiastic, well-qualified and knowledgeable staff. As a result, we have happy, confident and excited pupils at Kew Green who learn without restriction and achieve beyond expectations. Consequently, we see confidence, talent, opinion, leadership skills, positive relationships, alongside strength, resilience and high self-esteem which is often commented on by visitors.

Creativity

We encourage our pupils to take a creative approach. This doesn't mean just a large focus on the 'creative' subjects which, as displays in school evidence as excellent, but we encourage the creative mindset. We want our pupils to follow their curiosities, take educational risks and be unafraid to think beyond the 'box ticking' exercise that certain elements of our education system has become. For example, the Upper School poetry competition demonstrated creativity through performance and interpretation of traditional/classic poems by poets such as R.L. Stevenson and Charlotte Bronte. One recent Year 6 pupil delivered an 11+ interview presentation focusing on the concept of 'time' and this was independent and pupil-led but reflective of the culture at KGPS that encourages 'big' thinking.

Teachers are encouraged to be creative in their approach. They listen and give time for consideration and discussion. They understand that pupils may have to follow many different paths to reach an objective and will take the needs and characteristics of each child into account. Teachers have an excellent knowledge of each pupil they teach, both learning style and pastorally. They are able to tailor their teaching and delivery of the curriculum to support the achievement of their full potential.

Confidence

'You can't have education without self-esteem' (Maria Gardener, Proprietor – September 2022).

Confidence/ self-esteem is at the core of our school. High self-esteem must run alongside a rigorous academic curriculum. Our pupils are able to communicate clearly, written and in public speaking – they have a voice, opinions, independence of thought and can persevere and show resilience.

We believe strongly that our pupils, of all abilities, are well prepared for their next stage in education and are well equipped with the knowledge, skills and attitudes to succeed beyond school. The 'more able' pupils achieve places and scholarships at the most selective and competitive schools. E.g. Latymer Upper School and King's Wimbledon. The SEND department liaises closely with Kew House School (our affiliated Senior school) to ensure that pupils with learning needs are prepared to flourish at Senior school.

Pupils are confident they will be listened to, as is evident in their behaviour and demeanour with adults and other children. It is obvious pupils know they have a voice and status within our community. As a result, the adults in school know all the pupils well and pupils feel safe and supported. All staff recognise pupil's achievements and readily share success stories with one another. This encourages our notion of a celebratory community where pupil successes in all areas of school life are celebrated and rewarded which results in them feeling truly valued, with a great sense of pride in their own achievement. Through our weekly merit assembly for both Upper and Lower School, the pupils are encouraged to celebrate their peers' successes in all areas of school life. Consequently, the pupils may often be seen independently congratulating their classmates appreciating one another's efforts and achievements.

Collaboration

At Kew Green, we see it as a moral commitment to promote and foster positive and healthy relationships. This is emphasised and also evidenced in our thorough PSHEE and RSE curriculum. However, it is also a core element in our whole-school culture. We have a strong, close-knit community here and parents, staff and pupils are part of the family. Relationships are a definite strength of the school. All parents can be certain that every member of staff knows every pupil and they are part of their successful journey.

Teaching and Learning Strategies

At Kew Green, children come first, and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences through our established learning culture amongst pupils and staff.

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.

Enquiry

Kew Green enquiry supports our 4Cs and enables children to develop their curiosity further and become active participants in their learning. Each lesson begins with a Learning Question (LQ) and the following learning habits are encouraged, promoted and praised across the curriculum:

- Linking
  Making links looks like:
  - Linking past and present learning
  - Comparing and contrasting things
  - Asking 'How do I know that?'
  - Bringing concepts together
- Thinking

Thinking looks like:

- Being original
- Listening to and applying information
- Searching for errors or ways to improve work

- Questioning

Asking questions looks like:

- Having a hunger for knowledge
- Being open to new challenges
- Embracing the unexpected
- Asking for and accepting feedback

- Resilience

Resilience looks like:

- Taking risks
- Being adaptable
- Continuing even when it's difficult
- Understanding other people's input adds value to our learning

Effective Teaching and Learning

A variety of learning and teaching methods, learning displays, as well as materials and resources are used in all subjects to suit the different needs of our pupils. At Kew Green, we encourage as much variety of experiences and multi-sensory learning as possible, working from tangible practical experiences to more abstract concepts as the child progresses.

Effective teaching is when teachers challenge and inspire pupils, expecting the most of them. Effective teachers will be:

- demonstrating enthusiasm and excitement for teaching;
- developing resilience, independence, persistence and intellectual risk taking;
- focusing on pupil participation, encouraging students to become more open, collaborative and reflective during lessons;
- increasing the quality and quantity of student talk and use this to engage and motivate;
- creating a positive and supportive atmosphere;
- treating children with respect and as individuals, listening to them sensitively;
- promoting children's self-esteem, by valuing their contributions and encouraging them to participate through effective questioning techniques;
- ensuring their expectations of the children are high; understanding that positive expectations influence performance positively;
- demonstrating good subject knowledge and competency in teaching the relevant skills;
- building upon the children's previous skills and knowledge, setting clear objectives, so the children know what they must do to be successful learners;
- providing challenge and ensuring all learners are stretched appropriately, promoting resilience and the importance of having a growth mindset,
- recognising the importance of being flexible and adaptable within a lesson, responding to the children's understanding;
- communicating clearly and teaching using a variety of strategies, including effective questioning, teacher modelling and instant (where possible) high-quality verbal feedback and marking;
- managing pupils well, being consistently firm but fair and maintaining these high standards (see Behaviour, Rewards and Sanctions Policy);
- assessing pupils' work thoroughly and using assessments to help and encourage pupils (see Assessment and Pupil Feedback Policy); and using time, support staff and other resources effectively, so that the learning environment is well organised and stimulating.

Effective learning is shown when children are able to learn in different ways. These include:

- participating actively throughout the lesson
- working co-operatively in small groups and pairs, using methods such as think-pair-share and talk partners, to enhance discussion and understanding
- asking and answering questions, using key technical vocabulary
- using first hand, multi-sensory experiences
- working independently, using their own judgement to make decisions
- investigating and solving real-life problems
- researching and finding out

- being creative and using initiative to design and make things
- debating, taking part in role parts and presenting orally
- using multi-media: using iPads, computers, digital cameras, IWB, data loggers
- working outside and visiting places of educational interest
- participating in physical activity
- evaluating their own learning using success criteria and AfL methods.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on their learning. We want children to realise that they have learnt effectively by:

- knowing that they have succeeded through the use of a clear success criteria or set of goals
- feeling good about their achievements
- feeling confident to do more
- explaining what they have learnt
- applying their learning to new situations
- teaching another child

Areas of Learning in the Curriculum

Linguistic Development

We aim for our children to be clear and confident communicators with the ability to use reading, writing, speaking and listening to access information and share their ideas. In addition to a full programme for teaching English, the children are taught French from Reception to Year 6. They are also exposed to other languages through extra-curricular clubs and languages days. (ISI Inspection Framework, Section 2: The curriculum, para 51)

Mathematical Development

We aim to develop an enthusiasm and curiosity for mathematics in order to allow pupils to make calculations, to understand and appreciate relationships and patterns in number and space, to apply mathematical language and skills to everyday life, to develop their capacity to think logically and to express themselves clearly. *(ISI Inspection Framework, Section 2: The curriculum, para 51)*

Scientific and Technological Development

We aim to teach children about their world, both natural and man-made, including how their environment and society have changed over time and their role in its future development.

ICT is seen as an essential tool in supporting teaching and learning across all areas of the curriculum and for all age ranges. It enables our children achieve, think creatively, problem solve and collaborate, and enriches and extends their learning. ICT skills are taught in Computing lessons and are then used as a tool to support learning in other subjects. Our aim is to produce learners who are confident and capable users of ICT, who are aware of its advantages and limitations. (ISI Inspection Framework, Section 2: The curriculum, para 51)

Human Development

Kew Green develops pupils' knowledge and understanding of people, society and its institutions, different cultures and the environment, and of how human action, now and in the past, has influenced events and conditions. (ISI Inspection Framework, Section 4: Pupils' social and economic wellbeing and contribution to society, para 78)

Social and Economic Development

Kew Green believes that effective learning requires a healthy, settled and evolved emotional life. We promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for future learning, encouraging them to think for themselves, to learn to select and use methods and resources and to be discriminating. We aim to develop children's self-esteem and encourage them to respect the ideas, attitudes, values and feelings of others, showing respect for different cultures. We also enable children to have an awareness of their own spiritual and moral development, so that they understand right from wrong, and the importance of truth and fairness, allowing them to grow up committed to equal opportunities for all (see *PSHEE policy)*. (ISI Inspection Framework, Section 4: Pupils' social and economic wellbeing and contribution to society, paras 78–81)

Physical Development

Kew Green seeks sensitively to cultivate each child's physical poise, skills and confidence, through a healthy diet, adequate play, a safe and spacious environment and organised sporting activities. We encourage the children to be fit and healthy, underpinning our belief that physically fit children are mentally fit children. All children, regardless of natural sporting ability can find something to enjoy and to cultivate their understanding of teamwork, supporting others and competition. Examples include: US and LS Sport's Day, US Cross Country and whole year group fixtures. (ISI Inspection Framework, Section 3: Pupils' physical and mental health and emotional wellbeing, paras 63–64)

Aesthetic and Creative Development

We promote participation in, and enjoyment of, creative aspects of the curriculum, encouraging children to develop their imagination, spontaneity, and individuality. We enable children to develop their critical and creative thinking skills, providing them with opportunities to solve problems in a variety of contexts, and to question and respond to challenges. (ISI Inspection Framework, Section 2: The curriculum, para 51)

To achieve these aims, the curriculum is designed to be:

- broad so that it provides a wide range of knowledge, skills and experiences;
- balanced so that each subject has sufficient time to contribute effectively to learning (See Curriculum Time Allocations)
- relevant so that learning links pupils' experiences to application in the real world;
- coherent so that topics can be linked to make the whole learning experience more meaningful;
- progressive so that what is taught builds systematically upon what has already been learned;
- differentiated so that the tasks set are matched to the aptitude and ability of each pupil; and
- accessible so that there is equality of opportunity for all.

Organisation

At Kew Green the starting points for our curriculum include the National Curriculum and the requirements of the 11+ examinations.

Long term Planning and Skills Progression Documents indicate the topics, knowledge and skills 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 Plans are included in our Year Group Curriculum Booklets which are shared with parents digitally at the start of the year as an information pack and resource for their child's journey through the year.

The Medium Term Plans provide the lesson objectives, learning questions, success criteria and key vocabulary, with suggested activities, resources, ICT use and differentiation.

Weekly planning is produced individually by teachers to ensure quality resources, activities and strategies they will use to achieve the learning questions for a lesson.

Subject leaders are responsible for producing and updating the Long Term Planning Grid, SONAR assessment objectives, Skills Progression Documents, Subject Policy, Subject Self-Evaluation 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.

Communication with parents

Each Year Group's Curriculum Booklet gives an overview of the key objectives for each subject across the year and is shared with parents at the beginning of the academic year. 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.

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	08:20- 15:15
Years 1 & 2	08:20-15:15
Years 3-6	08:20-15:30

(ISI Inspection Framework, Section 2: The curriculum, para 51)

Reception

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 Statutory Early Years Foundation Stage framework, currently in force 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

Lower School and Upper School

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, MFL, Computing and Sports:

English
Mathematics
Science
Humanities – Geography, History & RE
PE – Games, Gymnastics, Athletics and Swimming
Music
Art & Design
MFL – French & Spanish
Personal, Social, Health, Emotional and Economic Education (PSHEE)
RSE
Verbal and Non-Verbal Reasoning
Drama is included through productions and assemblies

11+ Adaptations

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 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

At Kew Green we have high expectations of all pupils and ensure that each receive the support and challenge necessary to help them to develop their full potential irrespective of starting points. We ensure we meet the needs of our highest attaining pupils whilst inspiring and supporting all learners with appropriate scaffolding and differentiation. Children who are fluent and demonstrate reasoning in a task are moved swiftly onto activities that demand a deeper understanding.

Differentiation may be organised 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 most 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 including SEND and MAGT, statements and EHCP, as directed by the Learning Support Centre (See SEND Policy). There is setting for Mathematics and English from Year 3 and phonics is differentiated and, where required, may cross year groups in Lower School.

Accessibility

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. For children who require additional support due to a physical disability, alterations and support will be given as much as practically possible to give them an equitable ability to access the curriculum and learning. (See Accessibility Policy) (ISI Inspection Framework, Section 2: The curriculum; Equality and accessibility considerations, paras 52 and 58)

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. (See Homework Policy)

Assessment, Recording and Reporting

We believe that effective assessment provides information to inform teaching and learning and is therefore an essential part of the teaching process. At Kew Green, assessment takes many forms, both formative (AfL) and summative, and can be formal or informal. Teachers use our online platform SONAR to carry out regular weekly assessments to inform their planning and monitor the progress of pupils. Teachers also use questioning and regular small assessments to assess pupils continued progress. Formal summative assessment and the use of standardised assessments to track the progress of individual pupils in mathematics and English help to build an overall, in depth understanding of each child. We use baseline assessments in Reception, CAT4, GL PTM/PTE, GAPs, SWST, phonics screener, termly times tables test and the Year 4 Times Table Check. The information collected from assessments allow us target, support and stretch pupils as required, and guide our future planning. We have regular pupil progress meetings which inform our set grouping decisions. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve. Child are encouraged to self- assess and this takes many forms depending on the subject area. Some self-assessment takes a written form, with a variation in style depending on the age of the pupils, and in others lessons it may be more appropriate for children to self-assess orally during or at the end of sessions.

At Kew Green, we believe that parents have a fundamental role to play in helping children to learn. We support this role by sharing assessment information with the parents at parents' evenings and through yearly reports. We aim to give parents clear and accurate information on their child's effort, attainment and progress, so that teachers, children and parents are working together to raise standards. For more details, see the Assessment and Feedback Policy.

Personal, Social, Health, Emotional 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, socially and culturally. They need to understand their values, have an awareness of and manage their mental health and well-being, 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. This includes promoting and modelling respect of other people's differences, life choices and beliefs as listed in section 4 of the Equality Act 2010 and creating a culture of tolerance and diversity. (ISI Inspection Framework, Section 3: Pupils' physical and mental health and emotional wellbeing, paras 63–66; Section 4: Pupils' social and economic wellbeing and contribution to society, paras 78–81)

Pupil Voice

Our PSHEE programme incorporates learning and decision-making opportunities across the curriculum with contributions from specific 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 to others, negotiating, working as teams, organising events, and participating positively in democratic processes. Examples include: The School Council, Walk to School, Fund raising for nominated charities chosen by the pupils, Eco Day, Courtroom workshops, Young Enterprise. There are close links with other subjects, such as RE, 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 School Council, pupil surveys, Eco-School Teams, Food Committee, Suggestion Boxes. Towards the end of Year 6, children are given the opportunity to expand their understanding of future career choices and widen their horizon and perspective on options available to them. This is done through a series of career talks given by parents from a diverse range of backgrounds and career paths. *(ISI Inspection Framework, Section 3: Pupils' physical and mental health and emotional wellbeing, paras 63–66; Section 4: Pupils' social and economic wellbeing and contribution to society, paras 78–81) The PSHEE Policy further explains our intent and implementation of this area.*

RSE

The relationship and sex curriculum taught predominantly in the Summer Term from EYFS to Year 6 is a vital and sensitively delivered part of our PSHEE curriculum. It has been planned to ensure it meets the expectations of the *the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, together with the latest statutory guidance (updated July 2025) and guidance issued under section 80A of the Education Act 2002.*. Our planning resources and staff have been informed of changes and requirements made which will come into force 1st September 2026. Further detail is set out in our RSE policy which is available to parents via the school website and upon request. (ISI Inspection Framework, Section 3: Pupils' physical and mental health and emotional wellbeing, paras 63–66)

In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils in Year 6, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

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 teamwork, supporting others and competition. Examples include: The 8 nations tag rugby tournament, the LS big run and the US Cross Country. Sports Day and whole year group fixtures. *(ISI Inspection Framework, Section 3: Pupils' physical and mental health and emotional wellbeing, paras 63–64)*

Technology

The ability to effectively use ICT is an essential skill in modern society. ICT skills are taught in designated Computing lessons. These can then 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, including how to use technology safely and responsibly. iPads are available for use in the classroom and the ICT Suite can be booked out for specific lessons when necessary. (ISI Inspection Framework, Section 2: The curriculum, para 51)

Extra-Curricular Programme

At Kew Green we have a wide and varied programme of clubs to explore different curriculum areas further including creative and sporting activities that take place outside the formal curriculum. We value the opportunity for children to interact within mixed age and ability groups.

Trips and Outings

School trips form an important dimension of a child's educational experience, taking the classroom into the outside world and forming shared experiences with teachers and peers.

All classes are expected to go on at least one trip a term to complement their learning in the curriculum. Extensive use is made of local facilities such as museums, art galleries, theatres, historical sites and sites of scientific interest. (see Educational Visits policy).

Residential Trips

Residential trips provide pupils with the opportunity to learn new skills, such as problem solving and team challenges; to develop their organisational, team working and leadership skills; to build relationships with others, accepting and supporting them, and working cooperatively; to gain greater independence; and to become risk aware. All year groups in Upper School go on a residential trip and all children are expected to attend, unless there is specific reason agreed between the Head of Upper School and parent. All trips are undertaken with due care and attention, complying with our Safeguarding and Educational Visits policies.

Monitoring and Review

The Head, Senior Leadership Team and Middle Leaders have responsibility are responsible for the leadership of the curriculum, teaching and learning, and for assuring themselves that this policy is implemented consistently and effectively across the school. This is done by:

- supporting teaching and learning through the effective allocation of resources and the best use of school facilities
- ensuring staff professional development promotes good quality teaching and learning
- monitoring the quality of teaching and learning over time through lesson observations, work scrutinies, learning walks and analysis of assessment data
- supporting the Director of Studies in reviewing annual departmental development plans and Subject Self Evaluations

The Director of Studies oversees and supports the Middle Leaders in monitoring their individual subjects, developing the curriculum and ensuring that there is progression and appropriate coverage.

The Middle Leaders are responsible for monitoring planning and also the quality of teaching and learning in their subject areas, keeping up to date with curriculum developments and providing INSET when necessary.

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; and offers balanced and appropriate curriculum coverage. Subject leaders continually evaluate their schemes of work and resources, and this evaluation directly informs curriculum refinements, staff development priorities and targeted improvements to teaching and learning.

It should be read in conjunction with the following documents:

- Assessment Policy
- Homework Policy
- Marking and Feedback Policy
- Curriculum Time Allocation
- All Subject Policies
- RSE Policy

- SEND & MAGT Policy
- EYFS Policy
- Accessibility Policy

(ISI Inspection Framework, Section 1: Leadership and management, and governance, paras 39–42; Section 2: The curriculum, paras 51–52)

Last Reviewed by: Mark Reed (Director of Studies) Sept 2025

Review: Sept 2026