



Kingsley

CURRICULUM POLICY (Prep & EYFS)

This policy covers all age groups within the Prep School, including EYFS

Governors' Committee normally reviewing policy	Education & Boarding
Date policy formally approved by Governors	
Period of review	3 years
Review date	

Person responsible for monitoring implementation and effectiveness of the policy	Head of Prep
Other relevant policies	



PREP SCHOOL AND EYFS **CURRICULUM POLICY**

Kingsley School seeks to extend the Methodist ethos and character that contributes to richness of education. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. The curriculum values all children's unique qualities, encourages respect for each individual whatever their culture of origin. It fosters spiritual and moral growth, and intellectual development.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this.

We organise our curriculum so that all children have equal opportunities to acquire the skills and confidence to succeed, both at school and in the wider community.

Aims and Objectives

- To enable all children to learn and develop their skills to the best of their individual ability;
- To promote positive attitudes towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- To develop further the basic skills of literacy, numeracy and information technology;
- To develop a sense of enquiry, the ability to question, solve problems and debate rationally;
- To enable children to recognise and utilise their own best learning style;
- To give the opportunities for pupils to be creative and to develop critical awareness, empathy and sensitivity;
- To help pupils understand the diverse cultural heritage of our local and wider communities;
- To develop knowledge and skills relevant to adult life;
- To promote the importance of truth, fairness and equal opportunities;
- To support pupils' spiritual development and to encourage tolerance and mutual respect;
- To celebrate achievement;
- To engender positive self-esteem and self-confidence;
- To develop the skills of working as an individual and as a member of a group or team;

Principles

We are committed to the principle that all pupils regardless of ability, race, cultural background, disability or gender, have the right to the highest quality of education we can provide. Teachers endeavour to develop knowledge of the specific educational needs of the pupils they teach. We work to provide:

- a broad and balanced curriculum for all
- appropriate levels of expectation and genuine challenge for each child, matching the demand of activities to pupil's levels of achievement;
- a range of activities to ensure participation of all pupils.
- relevance, continuity and progression in learning by offering courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our pupils. Many features of the curriculum are common to all pupils.

Putting principles into practice:

Staff are expected to promote actively and seek to secure the curriculum aims and in particular to have:

- high expectations of pupils;
- employ a rich variety of teaching and learning strategies;
- ensure that pupils are given opportunities to succeed;
- deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity;
- provide work which meets their pupils' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the pupil in the process of learning, by discussing work, giving regular feedback through assessment and marking,
- develop pupils' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of their children.

Curriculum structure

The Timetable

Key Stage 2 in Kingsley Prep School operates a 40 period week, which allows us to incorporate senior specialist teachers. There are 8 teaching periods a day from Monday to Friday. Within those 40 periods, due to the nature of the prep school class structure, lessons and classes can show flexibility. The lessons are all between

30-40 minutes long. After academic lessons pupils have access to enrichment activities.

Key Stage 1 have five sessions each day of between 45minutes to one hour long.

The curriculum structures are summarised on the attached table

Foundation Stage

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. Our curriculum for the Foundation Stage is based on the 7 areas of learning from the Early Years Foundation Stage document. These are underpinned by the 'Characteristics of Effective Learning'. These are

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

The seven areas of learning are:

Prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Key Stage 1

Wherever possible a cross-curricular approach to planning is adopted within Key Stage 1, with different subjects supporting and enhancing each other.

Pupils follow a common curriculum comprising of:

- Art, Music
- Literacy incorporating Drama
- Forest Schools
- Humanities – History, Geography
- RS and PSHME
- ICT
- Numeracy

- Modern Foreign Languages – French
- Physical Education and Games
- Science

Key Stage 2

Wherever possible a cross-curricular approach to planning is adopted within Key Stage 2, with different subjects supporting and enhancing each other. As children get older students are taught by an increasing number of staff, including Senior School staff and follow a less ‘topic based’ approach. This reflects Preparation for their move into Key Stage 3.

Pupils follow a common curriculum comprising of:

- Art, Drama, Music
- English
- Forest Schools
- Humanities – History, Geography
- RS and PSE
- ICT
- Mathematics
- Modern Foreign Languages – French
- Physical Education and Games
- Science

Curriculum matters

Schemes of work, lesson planning and the learning environment

Each staff member is required to have schemes of work for all their lessons. Teachers plan and record individual lessons. It is expected that pupils’ work, stimulus materials and appropriate resources are displayed to provide a lively, purposeful and a structured learning environment.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on a regular basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use and adapt the national curriculum, including the new Literacy and Numeracy Strategies as a general basis for much of our medium-term planning in all the subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the seven areas of the Early Years Foundation Stage and the National Curriculum.

Mixed ability teaching and differentiation

All staff have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a rich variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

Homework.

In the Reception Class pupils have reading practice every evening and phonics to learn. They also when relevant have practical Maths homework.

In Key Stage 1 classes, pupils have reading homework every evening. Spellings are based on weekly phonics and are set from Year 1 onwards. Maths homework is sent home weekly.

In Years 3 – 6, pupils have reading and written homework every night. In Years 3 and 4 this amounts to up to 20 minutes of written work and reading. In Years 5 and 6 the amount of homework is increased to up to 30-40 minutes, with reading an additional period of time suitable to the pupil's abilities. In Year 6 more than one subject can be given per day as homework.

In Years 3 to 6 homework is generally expected to be handed in the following morning, depending on subject.

In all years homework can take a variety of forms: reading, researching, planning and evaluating as well as written work.

Learning support.

Children with Special Needs

The aims of S.E.N.D

The policy at Kingsley School is to provide access to learning opportunities for all pupils regardless of diversity. With each child having a unique combination of abilities the school needs to be fully aware of the diverse needs of children and the importance of a differentiated programme of study matched to their individual capabilities. This provision will include learning difficulties, extending exceptional abilities and those with emotional and behavioural difficulties (EBD).

This will mean that we as a school set out to achieve the following outcomes:

- To fully integrate all pupils including those with SEND
- To provide all children with their entitlement to a broad, balanced, coherent and relevant curriculum

- To ensure the teaching and learning environment is effective and improve the educational outcomes for all pupils including those with SEND and with exceptional abilities
- To assess children for specific needs
- To provide intervention programmes to assist individual pupils to support their specific needs.
- To identify, encourage and challenge pupils with special talents, skills, expertise and understanding in particular areas.

Monitoring and Review

Our Governing Body's Education and Boarding Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its biannual cycle of review and development.

The class teacher is responsible for the day to day organisation of the curriculum.

Subject leaders monitor the way their subject is taught throughout the school. The teachers are responsible for the medium and long-term planning which is shared with the subject leader. Subject leaders also have responsibility for the purchase, storage and management of resources.

The Curriculum Coordinator is responsible for monitoring and coordinating the various subjects and reporting back to the Head of the Prep School.

The staff meet regularly to discuss subject interaction with the Curriculum Coordinator to consider matters concerning the curriculum. The Head of the Prep School and the Curriculum Coordinator meet weekly to discuss any matters arising from curriculum needs.

Reviewed by Governors June 2016

The School Day in KS2 in the PREP School

Times	Period
8.00 - 8.15	Play supervision
8:15 – 8:30	KS2 play supervision
8:30 – 8:40	Registration
8:40 – 9:10	Assembly
9.10 – 9.50	Period 1
9:50 – 10:30	Period 2
10:30 – 10:50	Break
10:50 – 11:30	Period 3
11:30 – 12:10	Period 4
12:10 – 1:20	Lunch
1:20 – 1:25	Registration
1:25 – 2:00	Period 5
2:00 – 2:40	Period 6
2:40 – 3:10	Period 7
3:10 – 3:50	Period 8
4:00 – 4:45	Activities

The school Day in Reception & Key Stage 1

Times	Period
8.00 - 8.15	Play supervision
8:15 – 8:30	KS1 play supervision
8:30 – 8:40	Registration
8:40 – 9:10	Assembly
9.10 – 9.50	Session 1
9:50 – 10:30	Session 2
10:30 – 11:00	Break
11:00 – 11:50	Session 3
11:50 – 1:20	Lunch
1:20 – 1:25	Registration
1:25 – 2:30	Session 4
2:30 – 3:00	Break
3:00 – 3:50	Session 5
4:00 – 4:45	Activities