

The King's School Curriculum

Policy

Biblical Worldview

At The King's School we are committed to teaching our curriculum from a Biblical Worldview. The Bible is to be used as the key reference point for our methods and our teaching. This is sometimes overt (for example in quoting scripture) and sometimes more implicit (in our style). We allow pupils to engage fully with current knowledge, research, thought and debate in all areas of study, presenting them with the Biblical worldview aspects appropriate for their age and stage. The fundamental reasons for all we do are set out in the 'Our Why' document.

Preparing for Modern British Society

The curriculum we deliver:

(a) provides full-time supervised education for pupils of compulsory school age (construed 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;

(b) ensures pupils acquire speaking, listening, literacy and numeracy skills;

(c) ensures personal, social, health and economic education which–

(i) reflects the school's Christian aims and ethos; and

(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

(d) provides for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–

(i) is presented in an impartial manner;

(ii) enables them to make informed choices about a broad range of career options; and

(iii) helps to encourage them to fulfil their potential;

(e) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

(f) ensures that all pupils have the opportunity to learn and make progress; and

(i) provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

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(j) provides the 7 areas of learning required under the EYFS

Curriculum Review

Every three years the secondary head of subject or the primary school headteacher will review the curriculum on offer through the school.

A common pattern would be as follows with core subjects being reviewed every three years:

- Year 1: English and literacy, Primary Themes and Humanities
- Year 2: Maths and numeracy, Art and Design, Music and Drama
- Year 3: Connected learning (computing and use of technology), Science and RS
- Year 4: English and Literacy, Primary Themes and MFL
- Year 5: Maths and numeracy, PSHEE and Devotions
- Year 6: Connected learning, Science and RS

However, major new educational initiatives or reviews of GCSE subject provision, may determine that these subjects receive greater emphasis in any given year (for example where a new scheme, text book or on-line materials need to be integrated). Through such review we ensure that across the school the areas of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative are all well covered.

Curriculum Responsibility

Subject heads, primary coordinators and Heads of school take responsibility for the delivery of the best curriculum in the classroom. Literacy, Numeracy and Computing skills should be embedded and integrated into curriculum planning through schemes of work and theme/unit planning wherever possible.

Curriculum Time

The Senior Leadership Team with the oversight of the governors will agree the amount of time given to different curriculum areas across the school, and monitor this. In the foundations stage, timetables are flexibly organised so that children who come for limited numbers of sessions can be given as broad an educational experience as possible of the EYFS curriculum. In primary, Literacy and Numeracy sessions will take place for about 1 hour each day, sometimes integrated with other subjects. Usually the other subjects are covered in the afternoons. In secondary a focus is given to emphasising English, Maths and RS. Time for devotions and worship is given every day for all classes, usually first thing in the morning.

Current timetables are available on request.

General Teaching Method

Signed off at APS March 2018. Date of next review March 2020

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In stepping Stones the subjects of the EYFS are followed, with each child having a key worker who monitors progress. Each subject in the primary school will normally be planned and taught by the class teacher. Other teacher's or volunteers may be employed for specific areas and their planning is overseen by the relevant class teacher. Children complete tasks, which are differentiated and assessed by the relevant teacher. In secondary, subject specific teachers take classes in a similar way. Work in all settings in the school is planned to meet the needs of all pupils by differentiation, separating children into groups and working with individuals. Should we have pupils with an EHCP we would take this fully into account in our teaching. None of our teaching will undermine fundamental British values as determined in regulations or law. Details of our view of the purpose in the teaching of each subject area can be seen in the relevant schemes of work. Further details on our teaching can be seen in the Teaching and Learning Policy. For further details on assessment, please view our Assessment, Recording and Reporting Policy.

Curriculum Plan

Stepping Stones - From Nursery to YR

We meet the government requirements for learning and development by making sure we cover all the seven areas of learning for the Early Years Foundation Stage (EYFS) and seek to help children to reach their Early Learning Goals through planned, purposeful play with a balance of adult led and child initiated learning. The seven areas of learning include:

3 Prime Areas: these areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

1. Communication and Language (CL)
2. Physical Development (PD)
3. Personal, social, and emotional development (PSED)

4 Specific Areas: these areas include essential skills and knowledge, which support and strengthen the prime areas.

1. Literacy (L)
2. Mathematics (M)
3. Understanding the world (UTW)
4. Expressive arts and design (EAD)

Staff will also refer to the Characteristics of Effective Learning (also found in Development Matters). These underpin children's learning and development across the foundation stage and are grouped under the following 3 main headings:

- Playing and Exploring (engagement)
- Active Learning (motivation)
- Creating and Thinking Critically (thinking)

Primary – From Y1-Y6

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Infants and juniors have literacy and numeracy sessions each day, with project work, science, art, computer studies, PE, music and Forest School organised across the year. Infants do not attend on Wednesday afternoons. Y1 and Y2 will usually be vertically grouped.

Juniors in addition have French and Biblical Studies as part of their curriculum, and progression is ensured through regular staff meetings related to content and assessment practices. A two year cycle provided guidelines for coverage of topics, including PSHEE.

Secondary- From Y7-Y11

The 7 core subjects for us are: English, English Literature, Maths, Religious Studies, Physics, Biology, Chemistry (Combined science double award or three separate). Additionally, all pupils take three of the following: Art and Design, Drama, French, German, Geography, History, Physical Education, Music, Computer Science and Additional Maths. Devotions/PSHEE sessions begin each day, with additional PSHEE sessions for Y7-Y9. Teachers work from schemes of work, from which they develop their own planning each year.

Individually studied subjects may also be agreed with parents where the pupil concerned has a specific request and it is unable to be provided through teaching.