Curriculum Policy

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1 OVERVIEW

1.1 Introduction

All pupils are individuals with differing needs and thus require a personalised and differentiated approach to teaching and learning. We acknowledge that the quality of our teaching directly affects how well pupils learn. We are committed to providing teaching and learning of a consistently high standard as we work towards raising attainment, achievement, enjoyment, and aspirations for all students.

We are confident that the majority of our pupils will progress at a faster pace than is indicated by the National Curriculum Attainment Targets. Specific intervention may be required for pupils with special educational needs and statements, as directed by the Learning Support Centre (See SEN and EAL Policies). In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. Lessons are taught in English; where English is not a student's primary language arrangements to support our pupils are made according to their requirements.

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. It should be read in combination with the Assessment, Homework, Marking, Curriculum Time Allocation, SEN, EAL, Individual in Society, SMSC and Literacy policies.

Teaching and Learning must be an integral element of CPD activities.

1.2 Aims

'There should be a focus on improving the consistency of high-quality teaching to meet learners' needs as effectively as possible; strengthening the relationship between learning and teaching'

(Vision 2020, Government Report)

- To recognise that it is the responsibility of all teachers to provide the highest quality teaching and learning for our pupils
- To share and understand a common meaning of 'high-quality teaching and learning'
- To broadly teach to the requirements of the national curriculum and associated programmes of study as published by the DfE
- To teach the curriculum without political bias or emphasis
- To teach the curriculum in a way that encompasses the views of all groups, political, social, ethnic, and gender and prepares them for the responsibilities of life in British society.
- To provide a safe, stimulating learning environment for all learners and teachers
- To develop the spiritual, moral, cultural, mental, and physical development of our students
- To develop communication skills, listening skills, self-respect and respect for others, enabling pupils to work collaboratively, fairly, and without discrimination

- To develop the resilience and resourcefulness of learners so that they are able to achieve their full potential by learning in a variety of ways and through challenging learning experiences.

- To support and facilitate improvements in teaching and learning through appropriate CPD activities.

- To ensure pupils acquire speaking, listening, literacy and numeracy skills to a high standard

- To help pupils 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.

- To monitor and develop the quality of teaching and learning via a cohesive and transparent procedure.

1.3 Definitions

High quality teaching and learning consists of many elements and will include:

- Excellent subject knowledge of staff which motivates and inspires pupils.

- Students of all abilities/groupings making exceptional progress (SEN, Gifted and Talented included), regardless of specific protected characteristics.

- Lessons which are well structured and planned, taking into account student prior learning and capability.

- Staff operating as critical practitioners developing their teaching and professional competence

2 CONTENT AND TEACHING

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

The academic day begins at 8.30am and concludes at 4pm. Our activity / enrichment programme (Session 3) begins at 4.10pm and concludes by 5.30pm each day.

Our timetable offers the following spread of subjects and time allowance each week:

	English	Mathematics	Science	Computing	DT/Art/Food	Geography	History	Music	Languages - Latin/German/French	Spanish	Games/PE	Individuals in Society	EPQ	ILC
Years 7 & 8	4.5	4.5	4.5	1.5	3	1.5	1.5	1.5	1.5	1.5	3.45	45	N/A	N/A
Years 9 - 11	4.5	4.5	4.5	Three hours each of four GCSE subject choices							3.45	1.5	N/A	N/A
Years 12 & 13	Six hours each of three A level subject choices										3	1.5	1.5	6

(Time in hours). DT/Art/DT and Latin/French/German are offed as part of a carousel, termly of half termly.

Key Stage	Year Groups
3	7 & 8
4	9, 10 & 11
5	12 & 13

2.1 GCSE

CORE SUBJECTS

- Maths
- English Literature and Language
- Science – Double or Triple Award

OPTIONAL SUBJECTS (four from the following)

- History
- Geography
- Spanish
- Latin
- French
- German
- Music
- Computing
- Art and Design
- Design and Technology
- Food Preparation and Nutrition
- PE
- Drama

Options selection takes place in the Spring Term of Year 8. Pupils select 4 options for GCSE study in addition to the core subjects. See Options booklet for guidance on process and subjects on offer. Broadly speaking we recommend: a humanity, a language, a creative subject, and a free choice to play to strengths. We do not, however, enforce a combination that would satisfy the requirements of the ebacc. At Kew House School, it is the expectation that all students will take GCSEs in all the subjects that they have chosen. 'Dropping' a subject to maximise achievement in another subject is counter intuitive to our aim to offer a breadth subjects.

2.2 Sixth Form courses

Sixth Formers will normally take 3 full A level courses. They will receive six hours of teaching per subject, per week. Taught sessions will be supplemented by six hours Independent Learning* sessions and the opportunity to participate in sports activities on Wednesday PM. Students will therefore have a comprehensive, full-time, programme of study. Some students will take four A levels dependent upon their GCSE result profile. In addition to subjects, ILC time and games, Sixth Formers will receive a 90-minute IS lessons and 90-minute EPQ lesson per week.

A LEVEL SUBJECTS

- Art and Design
- Food Technology
- Maths
- Further Maths
- English
- History
- Geography
- Product Design
- Physics
- Chemistry
- Biology
- Spanish
- Latin
- French
- German
- Drama
- Computer science
- Physical Education
- Economics
- Government and Politics
- PE
- Psychology
- Business studies
- Music

2.3 Learning strategies

Kew House School recognises a range of aptitudes and different learning styles in our pupils, 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 pupil 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 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.

2.4 Homework

The *Homework Policy* sets out the rationale and timings of homework.

2.5 Personal, Social, Health, and Economic development

A strong foundation across the traditional curriculum essential, but it is broadly insufficient for success 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 pupils need to develop spiritually, morally, and culturally. Pupils need to understand their values, manage their emotions and live healthily and safely, interacting with and contributing to the community around them whilst instilling a sense of British Values. Kew House School 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 regardless of age, race, gender, sexual orientation, or disability. Students will be prepared for life beyond Kew House School and will experience a careers education programme that will promote a range of opportunities for life after school. (See Economic Well Being Policy). We prioritise pastoral care and wellbeing of the students, 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 aim will be achieved principally through the PT sessions and IS programme.

2.6 Planning and preparation

Our planning will:

- Allow learners to progress in their learning
- State the objectives clearly
- Use a clear three-part structure, namely: starter, development of learning objective and plenary, when appropriate
- Use plenaries to summarise learning (see AFL also), and help learners to understand how to improve
- Allow learners to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- Differentiated for varying needs by task, resources, outcomes and/or method
- Use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the learners
- Provide pace and challenge for all learners
- Use effective questioning to direct and challenge learners
- Incorporate the school's *Literacy Policy*, *Numeracy Policy*, and ICT Policy

- Meet external requirements
- Be enjoyable and interesting

2.7 Assessment for learning

May include:

- Effective question and answer technique
- High quality feedback
- Peer/self-assessment- critical practitioner
- Sharing learning objectives and success criteria
- Wide ranging learning activities (e.g. Visual, Audio, Kinaesthetic, Thinking Skills, effective group work)
- Seating/grouping plans appropriate to tasks
- Differentiation through a range of strategies (resources, support, groupings, intervention)
- All students enjoy and engage with the learning
- Resources, including use of new technology, make an effective contribution to learning
- Behaviour Management is excellent and school policy is applied consistently
- Independent learning is managed and developed
- Where appropriate, effective use of other adults makes an impact on learning

3 ROLES AND RESPONSIBILITIES

3.1 Role of Director of Studies working with the Deputy Head with responsibility for Teaching & Learning in each Key Stage

- To ensure that teaching and learning developments are included in CPD activities and programmes
- To ensure staff are aware of current research and national initiatives related to teaching and learning
- To lead and manage the teaching and learning review process for curriculum areas (which involves monitoring the teaching and learning quality of all teachers)
- To formulate, with subject leaders, teaching and learning action plans following the review process

3.2 Role of Subject Leaders / HoD

- To ensure that teaching and learning developments are included in department meeting agendas and department CPD activities
- To monitor the quality of teaching and learning of all teachers in the department using the agreed self-evaluation process
- To formulate an action plan with the Deputy Head with responsibility for teaching and learning following a department review
- To support individual teachers where appropriate
- To monitor the impact of teaching and learning on pupil achievement

3.3 Assessment, recording, and reporting (see *Marking, Feedback, and Assessment Policy*)

Teachers should:

- Assess learners' work regularly according to the school assessment policy
- Use analysis of assessments to inform their teaching and support learners' progress
- Use data to ensure learners are working at their full potential and set targets to achieve this
- Inform parents and appropriate staff within school of learners' progress or underachievement via the reporting system or via *Curriculum Leaders* meetings

3.4 Learning Support

Teachers and teaching assistants should:

- Be aware of the specific learning needs of their learners e.g. literacy, dyslexia, gifted and talented
- Consult about the needs of individual learners when appropriate
- Work with other adults to ensure learners are best supported in their EHCPs as working documents

3.5 Learning

Learners should:

- Be prepared for lessons

- Take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work
- Make positive contributions to class discussions
- Follow the school's *Charter for Pupils*
- Take responsibility for improving their own learning
- Ask for help if required

3.6 Monitoring and evaluation of quality of teaching and learning

Staff at Kew House School are:

Responsible for the progress of learners in their classes and for self-evaluating their own professional development; evaluating the quality of teaching and standards of learners' achievements and setting targets for improvement.

We seek to achieve this by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- Tracking and monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally
- Encouraging and developing the ability of learners to evaluate and take responsibility for their own learning
- Evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement
- Ensure curriculum coverage, continuity and progress for all learners
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement
- Undertaking a regular programme of lesson observations and Learning Walks in order to identify areas of strength and weakness to inform policy and practice the School Improvement Plan
- Monitor learners' achievements by regular sampling of classwork, learners' responses, and attitudes in order to ensure quality, consistency and to implement strategies for improvement