



King's College

TAUNTON

Curriculum Policy

(This policy is applicable to all pupils including those in EYFS)

*This policy applies to
King's College Prep School and King's College Taunton*

Responsibility

Individual: Deputy Heads (Academic)

Review

Last review date: September 2023

Next review date: September 2024

Curriculum Objectives

At King's Schools we strive to achieve the following curricular objectives:

To encourage every pupil to make the most of his/her intellectual potential by:

- a. creating rigorous learning experiences and promoting high standards of achievement for all pupils of all abilities, irrespective of their gender, background, race or religious belief
- b. creating lively and stimulating environments which enhance their powers of learning and reasoning
- c. delivering a broad curriculum in order to provide intellectual, moral, spiritual, emotional, cultural and physical education of the highest quality
- d. promoting a positive approach to learning and equipping the pupils with the skills necessary to become lifelong independent learners
- e. offering expert and rigorous teaching to all pupils regardless of their academic level
- f. supporting those with learning difficulties and challenging and stretching the more able
- g. ensuring that pupils are equipped with appropriate study skills to be able to evaluate, reflect on and manage their own learning.

In addition the curriculum aims to develop individuals by:

- a. providing experiences of a wide range of age appropriate activities (Art, DT, Music, Drama, Forest School, Dance, CCF, Sport and Outdoor Pursuits etc) so that pupils can discover an interest and talent outside the classroom
- b. encouraging every pupil to be thoughtful, sympathetic and tolerant of others whilst developing the self-confidence to express and defend ideas and opinions
- c. enabling pupils to develop a respect for themselves and high self-esteem and to be able to live and work co-operatively with others
- d. developing in pupils a respect for other people, their property and their environment
- e. helping pupils to become physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life

Implicit in these curricular objectives are the aims and objectives of Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Specific Information

Curriculum plans

At King's College Prep School, information on the curriculum for each year group is communicated to parents via a curriculum newsletter in the Pre-Prep and via year group handbooks in the Prep. Both departments also include information on the curriculum on the school's website. At King's College, information on the curriculum for each year is given in the Third Form course booklet, GCSE course booklet and Sixth Form course booklet, all of which are available on the school website. At both schools detailed schemes of work are kept in the departmental areas of the staff folders within the school IT network.

At both schools, information pertaining to academic matters, such as structure of teaching groups, class subject allocation, planning, differentiation and assessment (including the whole school marking guidelines, as detailed in the 'Academic Handbook') are kept within the staff folders within the school IT network.

These are accepted to be working documents that are therefore under regular review, by the departments and two Deputy Heads Academic (DHAs) and Head of Pre-Prep (HoPP).

The curriculum plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, and do not undermine, and actively promote, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Specific curriculum regulatory matters

- a. The school 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, aesthetic and creative education.
- b. Lessons are well planned, enabling pupils to acquire speaking, listening, literacy and numeracy skills at a pace appropriate to their needs.
- c. The principal language of instruction (written and spoken) in all lessons is English. Where pupils do not have English as their first language, appropriate help and guidance is given in accordance with guidelines stored in the policies folder within the school's internal IT network.
- d. A programme of personal, social, health and economic education (PSHE) is provided for all pupils, including specific coverage of RSE, child-on-child abuse and sexual violence, where appropriate. This programme reflects the school's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a). Individual policies cover PSHE, RSE, bullying and behaviour.

- e. Pupils at King's Schools are prepared for a future beyond school, and thus are given age appropriate careers guidance, in a number of ways. This guidance is presented in an impartial manner, enabling pupils to develop high aspirations, to make informed choices about a broad range of career options and inspire and motivate them to fulfil their potential. Full details can be found in the Futures Policy.
- f. Pupils below compulsory school age, in our nursery, follow 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.
- g. Pupils above compulsory school age, in our Sixth Form, follow a programme a programme of activities which is appropriate to their needs. Academic study is based on the study of A levels and/or BTEC.
- h. All pupils are encouraged and expected to learn and make good progress; they are given opportunities to facilitate this via the curriculum provided. At King's College Prep School this is monitored departmentally, by the DHA and HoPP, by use of standardised tests and value added measures and via reports (monitored by tutors/class teachers) and sent to parents twice every term (once in the Pre-Prep). At King's College this is monitored by tracking of value added measures (MidYis, Yellis and Alis), tracking of key performance data, and reports, monitored by tutors, sent to parents five times during the academic year. Baseline grades, derived from the Yellis test, are set for pupils in all years in Fourth Form and above. These are used to help track progress and motivate academic aspirations. All pupils receive effort grades four times per term. At both schools specific arrangements are made for pupils with specific learning difficulties and/or with English as an additional language (please see separate Learning Strategies and EAL policies).
- i. The programmes, throughout both schools, are designed to enable pupils to develop individual talents and interests and to help to prepare them for opportunities, responsibilities and experiences of life in British society.
- j. The curriculum contains subject matter appropriate for the ages and aptitudes of pupils, including those with specific learning difficulties and any with an Education, Health and Care (EHC) plan. The curriculum in the EYFS follows the learning and development requirements set out in the EYFS Statutory Framework, comprising the seven areas of learning and development, the educational programmes, the early learning goals and the assessment requirements.
- k. Where a pupil has an EHC plan an Individual Education Plan (IEP) will be provided (currently there is no pupil with an EHC plan). Please see the Learning Support Whole School Policy stored in the Policies folder within the school's internal IT network.

Teaching and Learning

Both schools appoint staff and develop teaching which:

- a. Enables pupils to acquire new knowledge and make good progress to their ability so that they increase their understanding and develop their skills in the subjects taught.
- b. Fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- c. Involves well-planned lessons and effective teaching methods, activities and management of class time.
- d. Shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.
- e. Demonstrates good knowledge and understanding of the subject matter being taught.
- f. Utilises effectively classroom resources of a good quality, quantity and range.
- g. Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use the information from that assessment to plan teaching so that pupils can progress.
- h. Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- i. Does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- j. Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Both schools provide a framework to assess, track and evaluate pupil performance, and report this to parents. Performance is evaluated against national norms.