



# KEW COLLEGE PREP

## Curriculum Policy

This policy applies to the whole school including the EYFS

This policy is published on the Kew College Prep website and is also available to parents from the school Office upon request.

The policy is written with due regard to the following:  
**Equality Act 2010.**

See also the school's policies as follows:

***Accessibility Plan (SENDA), Equal Opportunity Policy, Implementing Prevent Policy, Marking and Assessment Policy, Aims and Ethos, PSHEE Policy, Safeguarding and Child Protection Policy, Special Educational Needs including Children with Learning Difficulties and/or Disabilities Policy***

### **Definitions or abbreviations used in this policy**

**EYFS:** Early Years Foundation Stage

**ICT:** Information and Communications Technology

**IEP:** Individual Education Plan

**ISEB:** Independent Schools Examinations Board

**PSHEE:** Personal, Social, Health and Economic Education

**RE:** Religious Education

**SENDA:** Special Educational Needs and Disability Act

**The school:** Kew College Prep

## **1. INTRODUCTION**

The curriculum covers all the activities we plan at Kew College Prep to promote learning, personal growth and development. We provide a supportive learning environment where every child is encouraged to achieve their full potential. Our school curriculum follows the statutory requirements, covering and extending the National Curriculum with a range of activities to enrich our children's experience of school, giving as broad an education as possible. We ensure that all our children have equal access to a wide range of learning experiences. The pupils' spiritual, moral, social, cultural, mental and physical development is given strong emphasis.

### **1.1. Statement**

- a) We provide a full-time supervised education for pupils of compulsory school age which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Our website has the timetables for each class outlining our full-time supervised education provisions.
- b) We provide a range of subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an EHC Plan. Our termly plans ensure an appropriate

balance and distribution of work across each year, showing progression and continuity. The subject matter is planned to be appropriate for the age and aptitudes of all pupils. Termly plans in every subject list the specific learning objectives for each lesson and give details of how the lessons are to be taught showing the organisation, differentiation, resources, assessment and outcomes in line with the National Curriculum requirements

- c) We ensure that pupils acquire speaking, listening, literacy and numeracy skills through teaching our planned curriculum as stated above.
- d) We ensure that where a pupil has an EHC Plan, our education fulfils its requirements (See **Accessibility Plan** and **Special Educational Needs Including Children with Learning Difficulties and/or Disabilities Policy**)
- e) We provide personal, social, health and economic education which reflects the school's aim and ethos as set out in our **Mission Statement** and which encourages respect for other people, paying particular regard to the protected characteristics set out in the **Equality Act 2010** which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation see also the **PSHEE Policy**
- f) We actively promote the "fundamental British values" of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.
- g) We provide for 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 in line with the Early Years Foundation Stage Statutory Framework
- h) We ensure that all pupils have the opportunity to learn and make progress. Regular assessments and discussions around the child take place in all year groups so that no child can slip through the net.
- i) We ensure that all pupils are given adequate preparation, opportunities, responsibilities and experiences for later life in British society. This is done through assemblies, PSHEE lessons, church services, charity/community involvement, outings, class roles, the school council and guest speakers, cycling proficiency, walking to school and personal safety classes, regular internet safety talks and citizenship courses. Sex and Relationships Education and drug awareness lessons take place in Year 6.

At Kew College Prep we believe our curriculum should be broad, balanced and relevant to the needs of all our children. We aim to:-

- Provide a rounded education in which academic, physical, creative, social, moral and spiritual elements are intrinsic and play an important part
- Have high expectations for the children and ourselves
- Foster a love of learning
- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- Develop confident, disciplined and enquiring learners who are able to make informed choices
- Promote the ability to think critically, rationally and independently

- Facilitate considerate and positive relationships between all members of the school community
- Ensure equal opportunities in relation to gender, race, class, special needs and belief
- Value and respect all cultures
- Provide a safe and happy learning environment

## 2. THE KEY STAGES

There are three distinct key stages at Kew College Prep: -

### 2.1. The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage underpins the learning and development undertaken by every child in this key stage and is planned in accordance with the Early Years Foundation Stage Statutory Framework. Under the guiding theme of learning and development there are seven clear areas of learning: -

#### 2.1.1. Prime Areas

These **prime** areas begin to develop quickly as the children start to respond to people and experiences around them. The prime areas run through and support their learning throughout all other areas. These areas continue to be fundamental throughout the EYFS.

- *Personal, Social and Emotional Development*

This includes helping children to develop a positive sense of themselves and teaching children how to form positive relationships with others

- *Physical Development*

This involves providing opportunities for young children to be active and develop their co-ordination and control

- *Communication and Language*

There is a lot of emphasis on speaking and listening in the Early Years, as this provides the basis from which learning can develop

#### 2.1.2. Specific Areas

The **specific** areas include essential skills and knowledge. These grow out of the prime areas, and provide important frameworks for learning.

- *Literacy*

Children are taught to read and write through phonics

- *Mathematics*

Children are given opportunities to develop their skills in counting, calculating simple addition and subtraction problems and to describe shape, space and measures

- *Understanding the World*

Children are encouraged to make sense of their physical world through school trips and exploring different materials in the classroom

- *Expressive Arts and Design*

Children play with a wide range of media and materials, which provide a strong foundation on which they build up their imagination and creative play

In Nursery, the children work in these areas individually during the daily free choice period, continually building upon their confidence and independence. A semi-structured curriculum is introduced in Reception with progress from child-initiated activities to more adult-led focus groups, in preparation for Year 1.

On-going formative assessment is of fundamental importance for effective Early Years practice. This is carried out on a daily basis by observations being recorded of the children's everyday activities and on feedback from parents about what their child likes to do at home. Children develop and learn in different ways and teachers ensure that opportunities are offered to challenge the children in a variety of environments across all the prime and specific areas. Teachers spend time with each child, working at the child's level and pace, identifying any need for additional support.

The EYFS requires teachers to analyse children's advancements and to share a summary with parents at two points:

- In the prime areas between the ages of 24 and 36 months
- At the end of the EYFS through the EYFS Profiles.

## **2.2. Key Stage 1: Years 1 and 2**

Key Stage 1 of the National Curriculum begins formally in Year 1. English, mathematics, science, history, geography, PSHEE, R.E., critical thinking are all taught by the class teacher. Specialist teachers are used in French, music, computing and ICT, physical education, dance, library and art.

## **2.3. Key Stage 2: Years 3, 4, 5 and 6**

- 2.3.1. The syllabus for each academic subject is planned and taught in line with the National Curriculum. Key Stage 1 subjects continue to be developed. Reasoning begins in Year 4. A broad curriculum continues to be delivered with specialist teachers in art, music, French, computing and ICT, physical education, dance and science.
- 2.3.2. In the Autumn Term of Year 6, pupils are prepared for their entrance examinations to Secondary Schools in English, mathematics, and reasoning. The syllabuses for these subjects are extended within the requirements of the ISEB or individual schools' scholarships.
- 2.3.3. Throughout the school PSHEE and critical thinking are an integral part of the curriculum. We seek to promote the spiritual, moral, social and cultural development of all our pupils. The PSHEE syllabus allows pupils to develop self-awareness, respect and tolerance for their own and other cultures. The syllabus is delivered through subject teaching, form time, assemblies, church services, charity/community involvement, outings, class roles, the school council and guest speakers. In addition, lessons are provided to cover personal safety, sex and drugs education. critical thinking is integrated into lessons to enable children to develop questioning skills and independent thought processes. Computing and ICT is incorporated across the curriculum and is taught as a subject in its own right. All

classrooms are equipped with interactive smart boards and banks of iPads or Surface Gos are available for classroom use in both the Infant and Junior houses.

- 2.3.4. Speaking and listening skills are planned for and developed in all subjects. The School Council provides opportunities for pupils to articulate their opinions, test their ideas and make informed decisions. The children are encouraged to show initiative through organising events such as school elections and to contribute positively to the local community by participating in events such as Kew Village Sparkle event and Harvest Festival. Assemblies, talks by guest speakers, team building days and residential trips further assist in preparing the children for their place in the world.
- 2.3.5. Art, drama and music are important components of the curriculum and there are also opportunities to participate in these through extra-curricular activities and clubs.
- 2.3.6. Through our programme of physical education, we provide opportunities for the children to develop both physically and socially. Team sports develop qualities of leadership, co-operation and sportsmanship. EYFS and Key Stage 1 have organised games in the playground each week. Year 2 has formal games sessions taught by us at the King's Church of England Primary School once a week. From Year 3, all children swim once a week and play games twice a week. By fielding as many teams as possible, we aim to ensure every child will have the opportunity to represent the school. Outside facilities and expert coaching allow the children to develop their skills in traditional sports and also to discover new ones.
- 2.3.7. Head's commendations are given on the recommendation of a member of staff for an outstanding piece of work, achievement, effort, improvements, initiative or act of generosity. House points are awarded as a reward and encourage a high standard of work and behaviour. End of year prize giving cups are also awarded.

### 3. QUALITY OF TEACHING

To achieve our aims, we strive to provide a high quality of teaching and ensure that the teaching at the school –

- enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- 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 by promoting critical thinking and independent learning;
- involves well planned lessons: Yearly Plans give an overview and identify the key objectives taught from Years 1 to Year 6. These plans ensure an appropriate balance and distribution of work across each year, showing progression and continuity. The subject matter is planned to be appropriate for the age and aptitudes of all pupils. Medium term plans in every subject list the specific learning objectives for each lesson and give details of how the lessons are to be taught showing the organisation, differentiation, resources, assessment and outcomes. The medium term plans are detailed enough to be used as a lesson plan. In the EYFS the curriculum is carefully

planned so that there is coherence and full coverage of all aspects of the early learning goals and there is planned progression in all curriculum areas;

- uses effective teaching methods including a variety of teaching and learning styles to accommodate the needs of all;
- uses whole class, individual group and individual teaching strategies;
- differentiates for pupils to work at a pace and level that is challenging and successful;
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are considered in the planning of lessons;
- sets clear lesson objectives;
- communicates high expectations of achievement from all pupils;
- demonstrates good classroom organisation and effective use of resources of a good quality, quantity and range;
- demonstrates good knowledge and understanding of the subject matter being taught;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- uses effective working procedures, setting individual targets for pupils and encouraging pupils to up-level their work;
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- provides opportunities for staff development and for teachers to observe each other;
- makes effective use of teaching assistants;
- provides a safe learning environment;
- 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;
- does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

#### **4. QUALITY OF LEARNING**

We demonstrate our quality of learning by: -

- Developing a sense of interest and enjoyment in our children's learning
- Allowing pupils to take the initiative and not expecting teacher-led activities all of the time
- Encouraging pupils to persevere independently with set tasks
- Encouraging our children to evaluate their own work and set targets for personal improvement
- Incorporating the use of computing and ICT across the curriculum
- Results of national standardised tests and Year 6 entrance exams to secondary schools
- Displaying children's work
- Celebrating success and achievement in a variety of ways

#### **5. EXTENDED LEARNING**

The curriculum is delivered through: -

- Clubs
- Specialist days that embrace curriculum subjects
- Interactive games on smart boards, iPads, Surface Gos

- Sports fixtures
- Christmas performances and summer productions
- Visiting experts
- Workshops
- Competitions
- Choirs, orchestras and music ensembles
- Assemblies
- Festivals

All classes go on at least one outing each term to complement an area of the curriculum and full use is made of the local community and London facilities of museums, art galleries, theatres, historical sites and sites of scientific interest. Years 3, 4, 5 and 6 take part in residential trips.

## 6. HOMEWORK

A homework guide is found in the Parents' Handbook on the school website and a homework timetable is published for each year group. From Year 2, each child's homework diary is signed at home and checked by the class teacher daily. Homework is designed to reinforce the skills learnt that lesson, and to provide opportunities to extend and challenge beyond the curriculum.

## 7. LEARNING ENRICHMENT

- 7.1. We believe that all children have the right of access to the curriculum. Kew College Prep recognises that some children will be particularly gifted or talented in certain areas and we seek to develop these particular talents and abilities in a number of different ways. We also recognise that some of our pupils will require short term learning support and that some pupils have special educational needs that require long term learning support.
- 7.2. The **Learning Enrichment Coordinator's** role is to support staff in identifying pupils' difficulties and planning teaching strategies, to liaise with parents and outside agencies and coordinate any extra help that may be required. Kew College Prep provides an Individual Educational Plan (IEP) for each child on the Learning Enrichment Register. This sets out the nature of the need and outlines how the school will address this need. We identify and meet the needs of the Gifted and Talented pupils by careful planning, target setting and continually reviewing and monitoring of progress.
- 7.3. When **English is an additional language**, planned lessons are put in place and the classroom assistants are timetabled to support these needs.
- 7.4. Children identified as **Gifted and Talented**, both on the register and informally, are supported with high expectations and planning within the classroom. Through differentiation, they are provided with access to activities requiring higher order and critical thinking skills. A register is kept by the SENDCO and regularly reviewed. Children are encouraged to enter competitions in maths, art, writing and poetry. Years 5 and 6 sit the Primary Mathematics Challenge and Years 3 and 4 take the First Maths Challenge . The school orchestra, music ensembles and choirs cater for children of all standards. A variety

of ensembles allow talented musicians the opportunity to play together. Opportunities are provided for children to perform regularly in assemblies, concerts and plays. Good sporting facilities and coaching allows the children to develop their skills in a wide variety of sports. Keen and talented swimmers compete in regular swimming galas. The School Council and House System develop leadership skills. A variety of after school clubs provide opportunities to develop bright minds.

## 8. ASSESSMENT AND REPORTING

Assessment is an essential part of the teaching process at Kew College Prep. Regular assessments are made of pupils' work to establish the level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and to monitor the effectiveness of teaching. Reports on each child's progress are produced according to the reporting schedule and parent/teacher evenings take place twice yearly for Years 1-6 and termly for children in the EYFS department. Homework diaries provide a daily written means of communication between teacher and parent. The school offers an open-door policy for parents to see the teacher and discuss a child's progress whenever the need arises. Throughout their time at Kew College Prep every child is closely monitored to ensure that they are achieving at a level commensurate with their ability. Assessment, reporting and record-keeping procedures are defined in the ***Assessment Policy***.

## 9. EQUAL OPPORTUNITY

We believe all pupils in the school should have equal opportunities and access to the curriculum. (See ***Equal Opportunity Policy***)

## 10. STAFF DEVELOPMENT

Subject Leaders oversee their area of the curriculum and keep up to date with curriculum developments. They are responsible for delivering a rich, broad and imaginative curriculum, which provides continuity and progression across the whole school. Courses are attended and in-house training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed and monitored. Initiatives in curriculum development and teaching and learning styles are reviewed to ensure teachers are well-equipped to deliver the curriculum effectively.

<b>Approved by:</b>	<b>Updated by:</b>
Name: Jane Bond	Name: Juliet Tovey
Title: Head	Title: Director of Studies
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