



# CURRICULUM POLICY

## Including the EYFS

Reviewed in September 2016 by Helen Dominey (Deputy Head)

## **KNIGHTON HOUSE SCHOOL**

### **CURRICULUM POLICY**

#### **General Principles**

At Knighton House we recognise that the curriculum is much more than a syllabus. It should be dynamic and flexible, providing breadth and balance, giving all pupils, from 3 –13 experience in all aspects of learning - linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative, and reflecting the ethos and shared values of the school.

The curriculum at Knighton House is wide ranging; it is designed to complement and extend that which children learn at home. It is enhanced by a diverse selection of extra-curricular activities. Together, it is hoped that they will foster the spiritual, moral, social, cultural, intellectual and physical development, as well as the general well-being, of each child at the school.

Our pupils acquire skills in speaking and listening, literacy and numeracy. The curriculum is tailored to suit the aptitudes of all pupils including those with learning difficulties, an EHC plan, disabilities or particular talents. All pupils have the opportunity to learn, make progress and develop personally. There is a programme of personal, social, health and economic education and pupils are prepared for the opportunities, responsibilities and experiences of later life in British Society.

#### **Framework**

The curriculum has been developed in relation to the Early Years Foundation Stage framework and the requirements of Common Entrance as determined by ISEB; Knighton House does not follow the National Curriculum but recognises its value as a guide and framework.

#### **Subjects**

The **main** subjects taught in the Prep department are:

- English
- Mathematics
- Science
- French (German in Y4)
- History
- Geography
- Religious Studies
- Information and Communication Technology/Computing
- Art, Design and Technology
- Music
- Physical Education (games, gymnastics, swimming)
- PSHEE (including Citizenship)

These subjects are taught to all girls in Years 3(B3) to 8 (Alpha).

Other subjects are taught as follows:

- Latin or Spanish (from Year 6 (A2))
- German (B2 (Y4) in place of French)
- Spanish and German (native speakers in preparation for CE)
- EAL pupils may be prepared for Cambridge First Certificate if appropriate

In Years 1 and 2 the curriculum is broadly based on Key Stage 1 of the National Curriculum, with particular reference to the National Curriculum Programmes of study for English key stage 1 and the National Programmes of study for Mathematics key stage 1. Science, Geography, History, PSHEE, Art and Craft are taught mainly through cross-curricular topics. The curriculum also includes RS, ICT, PE (including swimming and gymnastics) and Music. French is begun in Y1.

The curriculum in the Nursery and Reception classes is based on the Early Years Foundation Stage curriculum, incorporating the seven interconnected areas of learning, three prime areas and four specific.

Prime areas: Communication and Language, Physical Development and Social and Emotional Development.

Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

### **PEP** (Personal Enrichment Programme)

In addition to the main curriculum, pupils in the prep school will follow a personal enrichment programme which will include such topics as Chess, teabag club (cake and debate), current affairs, study skills, a link with a residential care home for the elderly, Ancient Greek, drama, decoupage, Science club and cookery.

### **Physical Education**

In the prep school all pupils participate in hockey, netball, cross-country running, swimming, gymnastics and dance, athletics and tennis. They also have opportunities to experience other sporting activities such as climbing and water sports.

In The Orchard pre-prep, physical education includes ball skills, music and movement, gymnastics and swimming.

### **PSHEE**

In the prep school personal, social, health and economic education is taught by form tutors as part of the Floreat programme, supported by assemblies and church services, tutor time, PEP sessions such as current affairs, RS, science, trips and visiting speakers.

In The Orchard pre-prep it is integrated across the curriculum.

### **Preparation for life**

Pupils are prepared for the opportunities, experiences and responsibilities of later life through the PSHEE programme, science curriculum, charity involvement, school council, RS/current affairs. From the earliest age they are introduced to a variety of adult role models through visiting speakers. Pupils in Year 8 are prepared for the challenges of transition to senior school through their post-CE programme, including a residential activity course.

### **Careers Education**

Awareness of the future and future employment are intrinsic to the education of the children throughout the Pre-Prep and the Prep-school.

- At the younger level individuals who have specific jobs in society come into school on a regular basis to talk about their work. These can include doctors, dentists, vets, hairdressers and musicians. Children may also be taken on visits to places of work.
- Through assemblies and visiting speakers the children also gain information on careers. For example the KED talks for Year 7 and 8
- Careers guidance and specific careers events form part of the Floreat Programme, which looks to the different areas of the spiritual, moral, social and cultural development of our pupils.

- The Year 8 children, as part of their post-examination programme and preparation for transition to senior school, have career talks from a range of professionals, such as the Police or charity workers.
- Specific areas related to careers which we focus on are Rules, Responsibilities and Independence (Years 3 to 5), Personal Development: The World of Work (Year 6) and for Years 7 and 8: Looking Ahead: The World of Work. We also consider job satisfaction, work-life balance and positive mental health at work.

### **Access to the curriculum**

All children at the school have access to the main curriculum. Our learning support staff, class teachers and specialist subject teachers offer extra encouragement and remedial help to pupils with learning difficulties to enable them to learn and achieve across the main curriculum. In exceptional circumstances, a pupil experiencing difficulties with literacy may, with the agreement of staff and parents, be withdrawn from French lessons for individual learning support. Able children are given extension work to help them develop at a speed which is more appropriate and satisfying for them. Provision will be made, as required, for any pupil with specific physical needs to enable them to access the curriculum as fully as possible. Visiting pupils from abroad are entitled to be taught all subjects in the main curriculum. To support them, they may have individual or group lessons with our qualified EAL teacher.

### **Organisation and Planning**

There is a policy document and departmental handbook for each subject detailing programmes of study for each year group. Termly and half-termly forecasts are produced by teachers and held electronically.

### **Teaching and learning**

There is an additional policy on teaching and learning.

### **English across the curriculum**

Pupils are taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written is the predominant language in which knowledge and skills are taught and learned, pupils are taught to recognise and use standard English.

They are taught to write using the patterns of language vital to understanding and expression in different subjects, including the construction of sentences, paragraphs and texts that are often used, e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to develop arguments; to understand, use and spell the technical and specialist vocabulary of different subjects; to use spoken language precisely and cogently and to ask relevant questions; to listen to others, and to respond and build on their ideas and views constructively. (*see English policies*)

### **IT across the curriculum**

Pupils will be given opportunities to apply and develop their IT capability through the use of IT tools to support their learning in all subjects, including finding out, presenting work, sharing and exchanging information, reviewing, monitoring and evaluating their work. (*see ICT Policy*)

### **Health and safety**

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils will be taught to recognize hazards, assess risks and take steps to control the risks to themselves and others. (*see policies for Science, Design and Technology, ICT, Art and Design, Physical Education*)

### **Extra-curricular activities**

Extra-curricular activities are an essential part of our provision to enrich pupils' learning experience, whether open clubs, scholarship groups or paid 'extras'. Activities offered will include: riding, ballet, modern dance, instrumental lessons, speech and drama, Chapel Choir, Junior Choir, orchestra, wind ensemble, string orchestra, chess, art club, competitive swimming, shooting, drama productions and other clubs. Some of these are paid extras and some are offered as lunch time clubs or PEP sessions.

### **Monitoring and evaluating**

The curriculum is monitored and evaluated by the Head, the Deputy Head and the Senior Mistress.

This policy is written with reference to:

Equalities Act 2010,

Children and Families Act 2014

SEN and Disability Code of Practice, 0-25 years 2014 (SEND code 2015)

Careers guidance and inspiration in schools (March 2015)

Policy reviewed: September 2016

Responsibility: Deputy Head