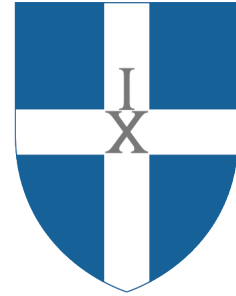


The King's School
Canterbury



V A T T A N A C V I L L E

Curriculum Policy

Reviewed: May 2024

Review Frequency: 2 years

Next Review: May 2026

Governor sign off: Yes/No

1. Curriculum Statement

The King's School Vattanacville is dedicated to providing a comprehensive education for each student, with a strong emphasis on laying a robust foundation of knowledge and skills for their future learning and careers. Our aim is to guide students in developing and applying their knowledge and skills in real-life scenarios, while also nurturing their spiritual, moral, social, and cultural growth. We are committed to promoting physical activity, fostering a positive attitude towards learning, ensuring equal access to learning for all students, and maintaining high expectations for each student's academic, vocational, and technical accomplishments. Our ultimate goal is to equip students with the knowledge and cultural understanding they need to thrive in life and to ensure that children are well prepared for the next stage of their education.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic school experience. This encompasses the 'hidden curriculum', such as extracurricular activities, trips, careers, how to behave, how to tolerate others, and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them; this includes Social, Moral, Spiritual, and Cultural experiences and knowledge of democracy and the rule of law. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. All students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Curriculum Aims:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts, and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social, and cultural development.
- Support pupils' physical development and responsibility for their health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment. Equip pupils with the knowledge and cultural capital they need to succeed.
- Provide children with an inspiring and inquiry-based curriculum to promote creativity and a thirst for learning.

2. Organisation and Planning

Quality First Teaching

At The King's School Vattanaacville, this means high-quality inclusive teaching together with continuous whole-school processes for assessing, planning, implementing, tracking, monitoring, and reviewing your child's progress.

Following this, it is imperative that staff include:

- High expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and build upon this systematically.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience, accept responsibility for their learning, and work independently.

Planning

Staff in year groups and middle leaders have created a cross-curricular approach to learning focusing on Reading and Writing, using the National Curriculum alongside the Cambridge Curriculum as a stimulus for topics. Teachers will translate the Cambridge unit plans into medium-term and then weekly plans where the specific needs of the learners are addressed. Weekly planning uses the learning objectives, skills and knowledge from the medium-term planning for each session. The weekly plan identifies key resources, questions, and differentiation based on prior learning and promoting challenges. Teaching is carefully tailored to meet the needs of all the children and builds on previous learning from each year, ensuring consistency and progression across the whole school. Middle leaders' quality assures the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher-order skills such as problem-solving and critical reasoning are developed. Middle leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible. Cambridge will be supplemented by bespoke developments in individual subjects, especially in History, Geography and the Arts.

Learning environment

The organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully.
- Effective use of other spaces is made.
- Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained.

Spiritual, Moral, Social and Cultural Development

The expectations and philosophy underpinning the SMSC regulations and guidance are the cornerstone of life at King's, permeating all aspects of our academic curriculum and beyond. At King's, we believe that every staff member, regardless of their role, plays a significant part in shaping our pupils' SMSC development. While certain responsibilities may align more closely with specific subjects and activities, the collective effort of our staff is what truly drives this development.

During academic lessons, pupils are encouraged as follows:

- to pursue further knowledge and understanding by asking questions
- to reflect upon deeper non-material and ethical questions
- to engage in discussion and debate, learning the skills of listening to and respecting others
- to show initiative
- to accept responsibility for their own learning and actions
- to form balanced and well-reasoned opinions of their own
- to have high aspirations
- to understand the importance of self-assessment and self-evaluation
- to work with and help others
- to understand and respect their heritage and environment
- to understand and respect cultural diversity
- to be aware of and understand issues and responsibilities of citizenship: local, national and global

Numeracy and Mathematics

Pupil numeracy is assessed formatively in day-to-day teaching and marking, the reporting system, and summatively in internal assessments.

Power Maths is a whole-class mastery programme implemented from Reception to Year 6. The scheme of work includes interactive teaching and learning tools, high-quality print resources, ongoing PD, and assessment.

The Power Maths scheme of work is a programme that is meticulously aligned with the new White Rose Maths progressions and schemes of learning. It is authored by renowned mastery experts from across the globe and endorsed by the UK's Department for Education. Each lesson is designed with a child-centred approach that models and instils a growth mindset approach to maths, fostering a profound understanding of maths concepts in young learners.

Literacy and Linguistic

Literacy is not just a part of our curriculum; it is the thread that runs through it. We ensure its development and assess it in various ways. It is evaluated formatively in day-to-day teaching and marking, through our reporting system, and summatively through internal moderation.

English is compulsory from Reception upwards and is taught every day through the scheme of work Literacy Tree.

Literacy Tree is a comprehensive, book-based platform designed for primary schools. It covers all the requirements of the Primary English curriculum and is used as a complete scheme of work that can be adopted and adapted for each class.

The books chosen help children develop ideas and expand their minds. Year groups choose significant children's literature to create our book-based resources.

The Cambridge Curriculum

At King's, the Cambridge Curriculum begins when children enter Year 1. Cambridge Primary and Lower Secondary is an international education programme, that will provide the basis for our students from Year 1 to 13. It is currently used in over 2000 schools around the world.

The Cambridge Curriculum is a rigorous curriculum designed to stretch and challenge learners at Key Stages 1 to 3 and prepare them for international examinations at 16+ and 18+, through the use of IGCSEs and A Level. The idea is to develop life long learners, who have a vast range of skills across the curricular areas, including languages, maths, science, the humanities and the arts.

At TKS V we will be utilizing the Cambridge Curriculum for all our subjects, with Science, Maths, English and Computing based entirely on the Cambridge Syllabi and other subjects drawing from the different curricula in the 11 subjects provided by Cambridge. At IGCSE our initial curriculum offering will include: English, Maths, Biology, Chemistry, Chinese Second Language, Physics, Coordinated Sciences (Dual Award), History, Geography, Computer Science, Business Studies and Economics, Art and Music. Our very small initial Secondary cohort will determine that not all these subjects will be offered in the first sitting, but we will do our best to offer as wide a choice as possible.

We strongly endorse the Cambridge belief in the importance of a balanced education. As the Cambridge website puts it:

‘Cambridge Primary and Lower Secondary encourages learners to understand their own culture, community and identity within the wider world. We make sure that the programme, from curriculum to teaching, learning and assessment is aligned and informed by the latest research. This alignment puts learners in the best possible position for the future and leads to a richer learning experience.’

‘We have built Cambridge Primary and Lower Secondary around what matters most to our schools and learners around the world. Our programme is part of the Cambridge Pathway, which has four stages leading seamlessly up to pre-university years in an age-appropriate way.

We want to make sure that even the students are learning the right things at the right time, as they progress. Each stage builds on the learners’ development from the previous one, or from other educational systems, so that students are familiar with content and skills and well-prepared for the next stage.

It all adds up to being Ready for the World’.

We will start by utilizing annual Cambridge Progression Tests in 2024-25, with a plan to start Checkpoint in Key Stage 2 in 2025-26 and Checkpoint in Key Stage 3 in 2026-27.

3. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also consider the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils develop their English and support their participation in all subjects.

Further information is available in our Equality and Diversity Policy, and in our SEN and Individualised Learning Policy.

Intervention

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need.
- Detailed plans are put into place.

- All interventions are time-bonded and data-driven. Interventions are evaluated, and relevant adjustments are made.
- Pupil Progress/ Year group meetings take place regularly to discuss current and future interventions, engaging in dialogue around the impact of interventions, potential barriers and further actions required.

4. Monitoring arrangements

Middle leaders provide a strategic lead and direction for the subject. Middle leaders work alongside the Senior Leadership Team to plan and monitor the way subjects are being taught throughout the school, planning improvement by:

- Learning walks
- Monitoring planning
- Pupil progress
- Team teaching
- Book Scrutiny
- Pupil voice
- CPD/ Staff updates
- Learning environments

Middle leaders also have the responsibility of monitoring how resources are stored and managed. The leadership team monitors the planning to ensure it is up to date and used as a working document. They make sure that knowledge, skills, and understanding are identified in the planning to meet the needs of all students, and provide developmental feedback in line with the school's marking policy. The leadership team and middle leaders provide feedback to year groups or individuals regarding their monitoring, so that strengths can be shared among staff and developmental areas can be addressed. This policy will be reviewed every year by the Primary Coordinator and Principal.

5. Links with other policies

This policy links to the following policies and procedures:

- Assessment and Reporting policy
- EYFS Policy
- SEND and Individualised Learning Policy
- Equality and Diversity Policy

