



Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes also, the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the “hidden curriculum”, or what the children learn from the way they are treated and expected to behave. In the Primary School we aim to provide a broad, balanced and enriched curriculum, with access for all, to mathematical, scientific, linguistic, technological, social and human, physical and aesthetic and creative. Instruction is in English, except the Spanish curriculum subjects which are delivered in Spanish as required under Spanish law.

Aims and Objectives

The aims of our school curriculum are:

- To provide full-time supervised education for pupils of compulsory school age
- To provide an appropriate Early Years curriculum for those pupils below British compulsory school age which is appropriate to their needs
- To provide a curriculum appropriate for the ages and aptitudes of pupils, including those with learning difficulties/disabilities
- To enable all children to learn and develop their skills to the best of their ability
- To communicate effectively, both orally and in writing
- To teach children the basic skills of speaking, listening, literacy, numeracy and information technology
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children about their developing world, including how their environment and society have changed over time
- To enable children to be positive citizens in society and provide adequate preparation for the opportunities, responsibilities and experiences of adult life
- To develop personal, social, health, moral and spiritual values, including respect for others
- To set personal standards of achievement and value excellence.

Organisation and Planning

All children are taught in mixed ability classes, with children of the same age. Children are streamed for phonics from Reception class.

SLT assume responsibility for the design of a curriculum that matches the school aims. Subject Leaders and Key Stages Leaders are consulted regarding content and approach and the success and appropriateness of existing schemes. This is achieved through the L&T plan and meetings between MLT and subject/key stage co-ordinators.

We plan our curriculum in three phases. We agree a long-term plan for the whole school. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan regularly.



With our medium-term plans, we give clear guidance on the learning objectives and teaching strategies that we use when teaching each topic. In all subjects of the curriculum we follow the objectives set out in the Primary Curriculum 2014.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify which assessment focuses are developed and what resources and activities we are going to use in the lesson.

The Early Years Foundation Stage

We follow the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Instruction is in English.

Class teachers and learning assistants make assessments on the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

Key Stage 1

In all subjects we follow the objectives as set out in the reviewed Primary Curriculum 2014. Within our curriculum we cater for our EAL learners. Speaking and listening skills are developed within the English curriculum as well as being supported in all other subjects. Foundation subjects are covered through our "Creative Curriculum" and developed through a topic-based approach.

English Curriculum

	Mathematics	English	Guided Reading	Phonics	Topic (Science/ Humanities /Art)	Computing	PE	PSHCE/ RE	Music
Year 1	4h 30 min	4h	1h	2h 30min	2h	1h	2h	30min	30min
Year 2	4h	4h	45min	2h	2h	1h	2h	30min	30min

Spanish Curriculum

As required under Spanish Law the Spanish curriculum subjects are delivered in Spanish.

Lesson allocation and subjects depends on the key stage, and is as follows:

	Spanish Language	Ciencias Sociales	Ciencias Naturales
Year 1	3h		
Year 2	3h	1h	1h



Assessment

We have established a periodic assessment approach. This strategic approach has 3 linked aspects:

Formative- Day to day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Summative-This is 'snapshot' testing which establishes what a child CAN do at a given time at the end of each term.

At the end of Years 2 and 6, pupils take GL assessments in English, maths and science. These provide us with age related scores in core subjects to evaluate progress and attainment, as well as make comparisons with other similar schools. This data is also used for trnation purposes.

Personal, Social and Health Education

PSHE at King's Infant School, follows the Framework for PSHE, given as non statutory guidance in the National Curriculum. This is delivered mainly using SEAL guidance, but other teaching strategies are also used:

- Sometimes as a separate subject if there is a particular issue that needs addressing immediately
- Cross-curricular links through our Creative Curriculum
- Whole school approach
- Assemblies– Monday assembly - British Values are identified and celebrated
- Friday assembly- Golden Certificates – children's achievements are celebrated
- School events –special activities, themed weeks
- Through pastoral care and guidance
- Charity collections
- Special visits: Police, Firemen...

Special Educational Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. The intake of King's Infant School is not selective and there are a range of abilities within each cohort. In order to ensure that all pupils are given opportunity to learn and progress, teachers are expected to make provision within class and staff are expected to take this into account in their teaching by adopting a variety of strategies. In most instances the child's needs are met within the normal class organisation. However, if pupils are identified through our tracking system as falling below the expected level of progress, support and intervention is arranged, we do so only after the parents of the child have been consulted. The support provided is in or out of class on an individual, or in a small focused group led by a teacher / LA who, in consultation with the class teacher provides focused intervention in areas such as literacy, numeracy, social skill,

Likewise if a child is identified as working well above the expected level, opportunities are provided for the child to be challenged within the classroom or in intervention groups.

If a child is still experiencing difficulties and not responding to in-class provision/support and intervention, they are referred with parental consent to an educational psychologist, who will assess



the child. The parents can choose a psychologist or can be referred to the educational psychologist at King's College, Soto de Viñuelas. Once an assessment is made and the school receives a copy of the findings/report, a review meeting is arranged to determine the best course of action available within the school and parents.

EAL

The majority of our pupils are EAL learners and are provided for within the class using EAL teaching strategies adopted by the staff. Teachers also make appropriate adjustments in the volume and complexity of tasks set. However, some of our pupils join the school later in their school career and language is assessed during the admission procedure. If their acquisition of English is minimal or if it is felt that they would have difficulty accessing the curriculum, small intervention groups or one to one support will be provided (Induction English).

Year 2 – Year 3 School Curriculum Liaison

We believe it is important to make the transition between the schools as easy as possible and to gain the benefits of co-operation between the schools. Knowledge of the curriculum near the transition boundary is important as is discussion about how things should be taught in order to maximise the benefits to pupil learning. Staff from primary/secondary can be a useful resource for reference for one another.

The Subject Co-ordinators/Key Stage leaders, that exist in both schools are expected to maintain regular links with their counterpart in the other school. The aims of these meetings are:

- To ensure the overall aims of the of the schools are compatible
- To be aware of differentiation
- To be aware of the assessment and recording policy
- To look at samples of work to give an idea of standards achieved.

The transition of pupils from King's Infant School to King's College School, King's College and non King's Group schools is a yearly occurrence at the end of Year 2. The transition process (see transition file) is paramount to making the process smooth for pupils and their families. Through the sharing of pastoral and academic data we ensure a natural transition for the pupils. The transition process also allows for the children and families to familiarise themselves with school premises, teaching staff and new routines.

Key Skills

The following skills have been deemed “key skills” in the revised National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem-solving



In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills.

Computing

All subjects incorporate the use of technologies within their curriculum. This may take many forms, such as: word processing, research, multimedia presentations, IWB, use of bee-bots, face time, and programming. It is planned in all areas of the curriculum and in our Computing lesson. All classes have access to the laptop and Ipad trolleys and there are a set of 8 laptops in class to share in between year groups.

Extra-Curricular Activities

We offer a wide range of after school and lunchtime extracurricular activities. These activities are optional and could vary each term depending on demand.

Spiritual, Moral, Social and Cultural Education

At King's Infant School, the promotion of pupils' spiritual, moral, social and cultural education is considered to be 'a whole school issue'.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. It supports all areas of learning and can contribute to the child's motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children.

Informal assessment is primarily through observation of pupil behaviour, the views pupils express and through discussion amongst staff.

Related Policies

- PSHE
- Spiritual, Moral, Social and Cultural
- Assessment
- Subject Policies
- Creative Curriculum
- Framework for Marking
- EAL
- Transition
- SEN Policy
- EYFS Policy
- Teaching and Learning



Monitoring and Review

The Headteacher and Teaching and Learning Leader is responsible for monitoring the way the school curriculum is implemented as well as the day to day organisation of the curriculum. The Head and Key Stage leaders monitor planning and carry out work scrutiny and classroom observations, ensuring that all classes are taught the appropriate requirements.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, as well as carry out work scrutiny and observation, ensuring that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

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