

## Curriculum Policy

### Aims

The school's curriculum follows statutory requirements. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life. The curriculum takes full account of the school's responsibilities to have due regard to the need to prevent young people from being drawn into terrorism, as outlined in the DfE's 'Prevent Duty' document (June 2015). The school recognises that a major part of this duty is to build pupils' resilience to radicalisation by promoting fundamental British values and enabling children to challenge extremist views.

The school provides full time supervised education for all pupils, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes.

Pupils are expected to acquire skills in speaking and listening, literacy and numeracy.

Personal, social and health education is provided in the Infant, Junior and Senior departments, reflecting the school's aims and ethos. In the EYFS department Personal, Social and Emotional Development is provided.

Appropriate careers guidance is provided.

The school sets out to:

- promote fundamental British values
- ensure that pupils develop the essential literacy and numeracy skills
- provide pupils with a full and rounded entitlement to learning
- foster pupils' creativity and develop essential skills, including learning skills
- promote a healthy lifestyle
- inspire pupils to a commitment to learning which will last a lifetime
- promote high standards in all learning and teaching
- ensure that all pupils have the opportunity to learn and make progress
- encourages respect for other people paying particular regard to the protected characteristics set out in the 2010 Act.
- Provides pupils receiving secondary education with access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

As a school with a Christian Foundation, Religious Education, including information on other faiths, is also provided for all pupils.

It is the aim of Kingsmead School to prepare pupils for the next stage of their education. A few pupils will move at:

- The end of Nursery
- age 11 (on completion of Year 6, Key Stage 2), normally to attend Grammar Schools or

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Independent Day Schools.

- age 16 (on completion of year 11, GCSE).
- age 18 (on completion of Sixth Form).

It is the school's objective that every pupil should be prepared for the next stage of their education so that they are:

- a) able to do their best in the appropriate assessment tests (e.g. the 11+ exam), and public exams (e.g. GCSE, GCE).
- b) able to succeed in their next school/college/university/employment because of the subject matter they have been taught and the way it has been taught to them.

Therefore Kingsmead School aims to provide a learning environment which will be appropriate for pupils of a wide range of ability, including both those who continue at the school from the age of 2 to 18 and those who transfer out of (or in to) the school at various points.

### **Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.

Disabilities: in accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on the school website.

### **Differentiation**

Kingsmead School aims to help each individual child to fulfil his/her potential. It is recognised that each child is different, with particular talents. The school aims to build on each pupil's strengths, increasing self-confidence and providing a sense of achievement. At the same time, the school aims to help those who may have any kind of difficulty in certain subject areas (e.g. writing, maths, study skills).

A variety of differing teaching and learning methods and materials is used in all courses to suit pupils' different needs.

### **Subjects Offered**

The following subjects are offered to all pupils in addition to the options system operating in Years 10 & 11.

#### **Infant Department:**

##### **Kindergarten, Foundation 1 & 2**

Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

##### **Foundation 1 & 2, Years 1 & 2 Swimming**

**Years 1-2** As Years 3-6 including R.E, but not Verbal Reasoning.

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**Junior Department:**

**Years 3 – 6** English, Mathematics, Science, History, Geography, French, Computing, Music, Design Technology, Art, PSHE, PE, Games, Religious Studies, Verbal Reasoning (Years 4 and 5 only)

**Senior Department:**

**Years 7 – 9** English, Mathematics, Biology, Chemistry, Physics, History, Geography, French, Design Technology, Music, Drama, Art, PE, Games, PSHE, Religious Studies, Computing.

**Years 10 & 11 (Seniors GCSE Options)** all students study English, Mathematics, Religious Studies, Careers and Study Skills and PSHE. In addition, students study subjects from the following: - English Literature, Physics, Chemistry, Biology, Food & Nutrition, Art, Physical Education, Computing, History, Geography, Music, French and Design Technology.

**Years 12 – 13 (Sixth form Options)** all students have courses in Careers and Study Skills, PHSE, Religious Studies and have the opportunity to take the Extended Project Qualification. They then have the choice to study A Levels chosen from English Literature, Mathematics, Biology, Chemistry, Physics, Computer Science, French, History, Geography, Music, Art, Design Technology, Psychology and the Sport BTEC which counts as two A Levels.

Organization and class structure

The school is divided into three departments:

Infants-	Age 2 – 5, (Early Years Foundation Stage (EYFS) and age 5 – 7 (Years 1 – 2))
Juniors-	Age 7 – 11 (Years 3 – 6)
Seniors-	Age 11 – 16 Years (7 – 11)
Sixth Form	Age 16 – 18 (Years 12 & 13)

Classes generally consist of a maximum of 25 pupils, and a normal range of 10-15 in the class. In the Senior Department we normally have a two form entry. Pupils are allocated to a form on some or all of the following criteria

- friendship groups
- boy/girl ratio
- academic ability

Staff involvement

All children in the EYFS department have a key worker. Each class has a form teacher who is responsible for the overall care of the pupils in that class. As children move through the Junior section, the form teacher still teaches the majority of lessons, but specialist teachers increasingly take over in the following subjects: Music, Games and PE, DT, Science, French and Computing.

All members of the teaching staff are assigned duties both for breaktime supervision and after school clubs. Duties provide an opportunity for interaction between pupils and teachers on a more informal basis.

Parental Involvement

Parents are encouraged to cooperate and to communicate with teachers so that each pupil benefits to

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the maximum extent possible from their education at Kingsmead.

Parents are not generally involved in the teaching programme in the classroom, although they often support sports fixtures, plays and music events. The school aims to provide parents with opportunities to be involved where they so desire but not to get parents to do things which are properly the duty of teachers.

Proportion of time allocated to each subject area

At present, in the Junior and Senior Departments Kingsmead operates a nine period day, five days a week (Monday - Friday). Most periods are 35 minutes long. In some subjects, double periods are the norm. A timetable is drawn up before the start of the Autumn Term which remains in place for the academic year.

Admissions policy and ability range of pupils

Criteria for admission vary according to the age of the child. Parents may access the Admissions Policy on the school's website.

From Year 2 onwards, it is the school's policy to ask pupil applicants to be formally assessed in order to ascertain their ability and potential in key areas such as Reading, Spelling and Mathematics.

Reference is normally made to the pupil's previous school, and any relevant paperwork.

If an applicant performs satisfactorily on the admission test, if the report from the previous school is satisfactory, and if there is space available in the class, admission is normally offered.

Kingsmead School aims to cater for a wide ability range of pupils, although in classes where space is limited admission may be offered first to those who do best in the assessment tests.

Admission will be offered to an applicant only when the school considers it is in a position to provide a successful educational and social experience at Kingsmead.

Place of the National Curriculum

The programmes of study followed in Kingsmead School follow closely the guidelines set out in the National Curriculum. However, adherence to the National Curriculum is not so strict as to preclude the possibility of a teacher pursuing a topic which is of particular interest, or relevance, to the pupils, or which goes beyond the national curriculum.

Assessment of pupils' progress

What a pupil has learned is assessed through class work, homework, periodic tasks and tests (e.g. at the end of a topic). In Year 7 and above, structured examinations in the various subject areas are taken twice a year, including at the end of the Summer term. In the Junior Department exams are taken in the Spring and Summer Terms.

Reporting to Parents

Teachers record pupils' progress in a variety of ways.

Progress is reported to the parents through written reports and through parents' evenings. At present, the policy is to have written reports as follows

EYFS	-	Year 6	a) end of January,	b) July
Year 7	-	Year 11	End of Autumn Term and Summer Term	

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Mid term grades Autumn, Spring, Summer

On written reports, especially in year 7 and above, it is the school's policy to include the pupil's exam mark, together with attainment grade: A - E (In Years 10 to 11 GCSE grading is followed). An effort mark is also awarded, normally on the scale:

1	=	Excellent
2	=	Good
3	=	Moderate
4	=	Poor

Parents' Information evenings are held as follows:

Year 7	-	Autumn Term
Year 10	-	Autumn Term
Year 11	-	Autumn Term

Parents' evenings are held as follows:

EYFS – Year 2	-	September, early February, July
Year 3-6	-	September, February
Year 7	-	Spring Term
Year 8	-	Autumn Term
Year 9	-	Spring Term
Year 10	-	Spring Term
Year 11	-	Spring Term

Additional parents' evenings may be arranged from time to time. Alternatively appointments to discuss pupils' progress can be arranged at a time which is mutually convenient.

#### Marking policy

It is the school's policy that all pupils' work should be marked correctly, clearly, fairly and promptly. Work should normally be marked and handed back the day after it was handed in (or the next day there is a lesson). A written comment may often be included, normally at least every 3<sup>rd</sup> piece should have a comment, which should be legible, relevant, encouraging (if possible) and should preferably give advice on how improvements may be effected.

Teachers use a variety of marking strategies (e.g. marks out of 10 or 20, letter grades etc.). The main principle is that the marks should be understood by the pupil concerned.

There is a separate school marking policy.

#### **Religious Education and collective worship**

Religious Education is available to all pupils and is compulsory for all ages. The Religious Education curriculum teaches children about all six major world faiths (Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism) and actively encourages tolerance and understanding of other faiths and viewpoints. Parents do not have the right to withdraw their children from religious education.

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All pupils are expected to take part in school assemblies, the Christmas Carol Service, the end of year Thanksgiving Service and other occasional services.

**Sex Education**

The school provides sex education in the basic curriculum for all, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

**Political Education**

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

**PE and Games**

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

**Extra-Curricular Activities**

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are encouraged to take part in the programme. In addition the school offers a wide range of after school clubs, which are available to all pupils; some such as archery are age dependant.

**Homework**

The school expects homework to be undertaken by all pupils each weekday evening. As guidance the school expects pupils to spend the following times on homework:

Years 1-2	Set Reading each night, 30 minutes at the weekend and spelling practice
Years 3 - 4	30 minutes each night plus reading
Year 5	45 minutes each night plus reading
Year 6	60 minutes each night plus reading
Years 7 and 8	2 x 30 minutes
Year 9	3 x 30 minutes
Years 10 and 11	3 x 45 minutes
Years 12 and 13	In Sixth form, pupils have time during the day for independent study but they will still be expected to do 1 hour 30 minutes at least every evening

**Special Educational Needs**

The school has a special educational needs policy and, where deemed to be in the best interests of a pupil, may modify the courses followed by the pupil in consultation with the parents.

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**Concerns and Complaints**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with their child's form tutor or subject teacher.

If the issue cannot be resolved in this way, parents are invited to seek an appointment with the head of department or Headmaster.

Parents may request a copy of the Complaints Policy by calling the school on 0151 632 3156.

**Monitoring and Review**

The curriculum policy document is reviewed, and revised where necessary, then approved by the governing body of Kingsmead School each year. This review normally takes place early in the Summer Term when the timetable for the following year is under consideration, and when decisions are made about the time allocated to each subject and possible introduction of new subject areas. The responsibility for this review lies with the Headmaster.

The Headmaster will report to the governing body's Academic Committee on the progress of the policy and will recommend any changes.

Compiled	March 2011	M G Gibbons
Reviewed	August 2013	G Mallery
Approved	30.10.2011/January 2013/ January 2015 Academic Committee January 2016 Academic Committee January 2017 Academic Committee January 2018 Academic Committee	T J Turvey (Governor)  T J Turvey (Governor)
Revised	August 2013 January 2015 January 2016 March 2016 May 2016 March 2018 September 2018	M G Gibbons  J Cowan A Gibbons M Eaton J Cowan M Eaton
Circulated	Autumn 2011	School P Drive

P/school-policies/academic/isi/2a