



Kents Hill Park School

Curriculum policy



Aims

At Kents Hill Park School we aim to:

- Offer a broad and balanced curriculum which aims to provide our pupils with a rich experience in linguistic, mathematical, scientific, technological, social, physical and aesthetic education from the day they join us, and that values vocational and academic routes equally.
- Be a centre of excellence in teaching and learning.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Provide an enjoyable and stimulating education which fosters confidence, independent thinking and forward-thinking students..
- Ensure that the planned curriculum is accessible to all pupils and delivers subject matter appropriate to the ages and aptitudes of our pupils.
- Provide a range of learning pathways that are appropriate for students with differing aptitudes, learning styles and curriculum aspirations.
- Offer a range of enrichment and extra-curricular opportunities which aim to broaden pupils' learning experiences beyond the classroom and confines of the taught curriculum.
- Provide pupils with access to high quality impartial advice and guidance to support them in making choices about their current and future education and careers throughout the school.
- Provide personal, social and health education which helps prepare students for adult life as responsible citizens with a clear understanding of fundamental British values. This will also be underpinned explicitly through the curriculum.
- Work with all Primary Schools to ease transition.
- Involve the community, local employers, education partners, parents/carers.

Early Years Foundation Stage (EYFS)

The curriculum that we teach in our Foundation classes meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Years Outcomes and the Early Learning Goals, developing children's skills and experiences, as set out in these documents.

Our school fully supports the principle that young children learn through play. By intentionally planning and providing learning opportunities for children within the structure of their independent play we can support them to make progress throughout the school day alongside more structured and adult led learning.

Outdoor learning is a pivotal aspect of the EYFS curriculum at Kents Hill Park School. The outdoor learning environment forms a coherent and varied extension of the learning opportunities which are provided across the EYFS.

Key Stage 1

The Key Stage 1 curriculum at Kents Hill Park School builds upon the EYFS. The speed at which children in year 1 transition from the EYFS to the National Curriculum is differentiated to best support the needs of individual children.



Building upon the EYFS, the curriculum in Key Stage 1 covers all of the National Curriculum subjects and has a strong emphasis on reading, writing, mathematics and phonics. Phonics, English and Maths are taught in distinct sessions on a daily basis. In addition to this, learning opportunities in reading, writing, maths and phonics are planned into the broader curriculum.

A thematic approach to curriculum planning ensures that the skills and content within the National Curriculum are covered in a creative and engaging way

Key Stage 2

The Key Stage 2 curriculum at Kents Hill Park School builds on the learning and progress in Key Stage 1. All National Curriculum subjects are covered including RE and PSHE, which are taught in accordance with the Local Authority programmes of study. Similarly to Key Stage 1, English and Maths are taught as discrete subjects on a daily basis and embedded throughout the other curriculum subjects.

A thematic approach to curriculum planning ensures all other National Curriculum subjects are taught in a creative and engaging way.

Where appropriate, subject specialist teachers will be used to support the broad and balanced curriculum offered at EYFS, KS1 and KS2.

Key Stage 3

At secondary school the curriculum structure differs to KS2. Kents Hill Park school students are given access to individual subject specialist teachers and specialist equipped classrooms and resources. The curriculum at Kents Hill Park School is designed to build effectively upon student progress at the primary stage and it is challenging for all students. We will cover a broad and balanced range of subjects.

Students will study a core curriculum of English, Mathematics, Science, Humanities, Languages, Technical and Physical subjects. Students will receive five one-hour lessons each day and the curriculum is structured across a two week timetable.

The Key Stage 3 curriculum in Years 7, 8 and 9 has a focus on the core curriculum of Maths, English, Science and Humanities subjects. These subjects will account for 60% of the student curriculum. All students will also study a modern foreign language, Art, Music, Drama, Physical Education, Design Technology and Computing. Transferable and Cross curricular skills will be an important focus in all curriculum areas with a strong emphasis on Literacy, Numeracy, Information Technology competences.

Key Stage 4 and 5

Our 14-19 curriculum will provide all students with the opportunities to make decisions about the subjects that they study.

Our curriculum will include a range of courses and curriculum pathways which will provide flexibility and challenge to enable all students to be successful in their chosen field of study. Whilst providing a balanced approach, the curriculum will be designed to give students the maximum choice at 14 and 16.



Students and parents/carers will be provided with guidance and advice on differing subject choices and combinations and what would suit their individual needs, abilities and aspirations. Opportunities will be offered to discuss individual curriculum needs and choice which would include careers advice from our external partners as appropriate.

The curriculum will offer a wide range of GCSE and A level courses as well as BTECs and other vocational courses. This will develop and grow as the school expands.

At Key Stage 4 Students with special educational needs will be provided with the opportunity to choose a learning support option to support their core and chosen curriculum.

Where appropriate, students will be provided with the opportunity to follow a curriculum pathway which includes the English Baccalaureate (EBacc). This includes English, Maths, Sciences, Geography or History and includes a modern foreign language.

We expect the majority of students will want to continue their education beyond 18, either in further vocational training or at university and appropriate guidance is given to support students in this.

Our curriculum is intended to enable students to succeed to the highest level and offer opportunities for students to take active responsibility for their own learning as they progress throughout the school and into life-long learning.

Leadership of the Curriculum

Specified members of the SLT have responsibility for oversight of the curriculum, including: organisation of the timetable, placement of students, delivery of CIAEG, viability of courses and making recommendations as to new courses.

Grouping arrangements

Kents Hill Park School believes that individual departments should be free to choose their grouping arrangements so long as all students progress in their learning.

The majority of subjects are taught in mixed ability groups.

Where subjects employ some grouping by ability, for example in English, Mathematics and Science, subjects must have clear procedures for placing students in different groups and must review student placement regularly. Any changes to groups made throughout the academic year should be communicated to parents in writing.

Selection of groups is based on a variety of sources, including:

- Prior and current attainment
- External tests and achievement data, for example KS2 SATS, CATS and KS3 tests.
- Teacher assessment based on all skills, not solely written skills

Student behaviour is not a criterion for selection. Requests for students to be moved “down” groups should be thoroughly discussed and focus on the impact on the student’s motivation and learning. All teaching groups must be designed to maximise learning outcomes.

All stakeholders: students, teachers, and TAs should be involved in the process of determining effective groupings.



While numerical codes (e.g. Set 1 - Set 8) are attached to groups for purposes of timetabling, to aid motivation it is preferable that groups should be identified to the students by their teachers as Higher, Intermediate and Foundation.

Higher groups should never be full and should have space for students 'moving up'.

Higher groups will invariably have larger numbers of students than foundation / intermediate groups.

Ideally, teachers should teach a balance of 'sets' and no single teacher should have a timetable skewed with either 'higher' groups or "foundation / intermediate" groups.

Teachers should teach across key stages and differing year groups and not be focused in KS3 or KS4/5 teaching.

When teaching 'set' groups all teaching will be guided by the principles and strands of Assessment for Learning and include 'core' and 'extension' work.

It is permissible for departments to have single sex groups provided it can be justified that, in doing so, it is going to raise standards of attainment for both genders.

Teachers should recognise that 'set' groups are not homogeneous and still remain mixed-ability groups. Differentiation remains crucial if learners are to maximise their potential and differentiation must also occur by task and not solely by outcome. This occurs by using:

- A range of teaching strategies based on knowledge of students' prior learning and preferred learning styles
- Differentiated resources
- Within class groupings
- In-class support (used in particular with "slow learners")
- Use of G&T as "lead" learners – involving students in their own learning

It must be remembered that students gain a sense of personal improvement by being exposed to regular formative feedback within the same group rather than by moving sets. In light of the fact that Kents Hill Park aims to develop both self-esteem and attainment of all students, departments will:

- Review their teaching groups on a termly basis (particularly after end of unit assessments have been recorded), taking action to support groups or individuals if attainment is below expectations.
- Plan opportunities for students to move sets, informing parents / carers in order to strengthen the home-school partnership as well as other appropriate external agencies who may be supporting a student.

Monitoring the effectiveness of the curriculum

The AHT i/c curriculum is responsible for monitoring how the curriculum is implemented across the school.

The effectiveness of the curriculum will form part of the monitoring, evaluation and review cycle.

The SLT link is responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible.

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Heads of Department are responsible for the monitoring of the curriculum and its effectiveness on pupil learning throughout the year. This will use a variety of tools such as lesson observations, internal and external progress data, book looks and faculty reviews, student voice and staff feedback.

The Local Governing Body monitors the effectiveness of the Curriculum.

Kents Hill Park School
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