



Curriculum Policy

CONFIDENT · INDEPENDENT · FORWARD -THINKING

ADOPTION AND AMENDMENTS TO CURRICULUM POLICY

Written June 2018

Section	Governors' Meeting or Committee
Whole Document	KET Board of Directors
Whole Document	Local Governing Body
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Curriculum Intent

Kents Hill Park School seeks to provide a rich, knowledge-led curriculum at every stage and phase of the pupils' academic journey. Our curriculum supports all learners and has the highest expectations of each and every pupil.

The curriculum supports our vision that pupils should know the best that has been thought and said in a well-sequenced, cumulative and coherent progression of learning. Our curriculum is mapped and structured, and we are clear with what and why we expect pupils to know at each stage of their learning, be that in literature, art, music, sport, performance and experience.

We use academic research in our practice and in developing our own expertise to constantly develop and review our curriculum so that it challenges their pupils' abilities, is relevant to their experience and needs, is inclusive; has application and value in the outside works and promotes British values.

We want pupils to know more and do more; we are academic in our ethos and attitude.

Our curriculum is more than simply regurgitating knowledge and learning by rote. It is about connecting ideas, concepts and knowledge to allow our pupils to develop their confidence, independence and forward-thinking characteristics. We endeavour to enable our pupils to be:

Confident:	in themselves, their abilities, their beliefs, and their place.
Independent:	in thought, action, identity, belief and learning.
Forward-thinking:	in outlook and attitude; always hopeful and ambitious of what they and others can do.

The all-through nature of our school further supports this process and pupils will learn and develop knowledge and skills as soon as they join us.

Literacy plays a key role in our curriculum and increasing and developing the use and acquisition of a wider and deeper vocabulary. Pupils read classic and contemporary works of literature.

Our curriculum is informed by our pedagogy within the school. The methods and teaching styles support the acquisition and retrieval of knowledge as a powerful medium for academic progress. Expectations and standards are high for all pupils regardless of their starting point.

The curriculum is far wider than what happened in the classroom, and we provide opportunities and experiences for pupils that will develop their confidence, independence and forward-thinking. We will challenge them to step outside their comfort zones and support them as they grow with new and exciting opportunities. Music is a key aspect of this and will be at the heart of our curriculum.

What is distinctive about our curriculum?

- Powerful, knowledge-rich subjects
- We publish the knowledge that pupils need to master in each subject every term. This helps pupils and parents when they need to revise. Our Learning for Excellence books, which contain all of this knowledge, are hence hugely powerful.
- Additional time for students who need support with numeracy & literacy
- We are unashamedly academic, and as a result we want pupils to know a lot. We know that by knowing a lot in a variety of different subjects, our pupils can apply this knowledge to genuine creativity and critical thinking skills.
- An extended day to support and stretch pupils with homework and learning.

Aims

At Kents Hill Park School we aim to:

1. Offer a broad and balanced curriculum which aims to provide our pupils with a knowledge-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.
2. Implement an age appropriate coherent curriculum, planned and mapped across all phases of the school.
2. Be a centre of excellence in teaching and learning.
3. Create opportunities to develop the attributes of Confidence, Independence and Forward-thinking, within and beyond the classroom.
4. First achieve and then exceed national standards in achievement, attainment and progression.
5. Provide an enjoyable and stimulating education which fosters confidence, independent thinking and forward-thinking pupils.
6. Ensure that the planned curriculum is accessible to all pupils and delivers subject matter appropriate to the ages and aptitudes of our pupils.
7. Provide a range of learning pathways that are appropriate for pupils with differing aptitudes, learning styles and curriculum aspirations.
8. 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.
9. 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.

10. Provide personal, social and health education which helps prepare pupils for adult life as responsible citizens with a clear understanding of fundamental British values. This will also be underpinned explicitly through the curriculum.
11. Work with all feeder schools to ease transition.
12. Involve the community, local employers, education partners, parents/carers.

What is a knowledge-rich curriculum?

A knowledge-rich curriculum identifies four key components that guide and lead the pedagogical rationale for the curriculum. These are:

1. Knowledge provides a driving, underpinning philosophy
2. The knowledge content is specified in detail
3. Knowledge is taught to be remembered, not merely encountered
4. Knowledge is sequenced and mapped deliberately and coherently

Early Years Foundation Stage (EYFS)

The curriculum taught in the EYFS meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage. Our curriculum planning focuses on supporting children to meet the Early Learning Goals and the Early Years Outcomes, developing every child through a wide range of engaging experiences. Early reading forms a core focus, with a large emphasis put upon phonics and fostering a love of reading.

Kents Hill Park School fully supports the principle that young children learn through play. Purposeful learning opportunities are intentionally built into independent play and are balanced with more structured and adult led learning activities. An enabling environment is a pivotal aspect of our EYFS curriculum, allowing children to become independent, confident and forward-thinking individuals. Continuous provision, both indoor and outdoor, offers children a constant environment that is safe to explore whilst challenging their learning.

Key Stage One

The Key Stage One 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 the individual.

Building upon the EYFS, the 'Knowledge Rich' Curriculum in Key Stage One 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 these core areas are planned into the wider 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, incorporating the core knowledge pupils are expected to know.

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, and this will be incorporated with the knowledge that pupils will be expected to know.

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 pupils 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 pupil progress at the primary stage and it is challenging for all pupils. We will cover a broad and balanced range of subjects.

Pupils will study a core curriculum of English, Mathematics, Science, Humanities, Languages, Technical and Physical subjects. Pupils 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 pupil curriculum. All pupils 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 pupils 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 pupils to be successful in their chosen field of study. Whilst providing a balanced approach, the curriculum will be designed to give pupils the maximum choice at 14 and 16.

Pupils 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 Pupils 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, pupils 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. It is the school's ambition to work towards the government targets for EBacc.

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

Our curriculum is intended to enable pupils to succeed to the highest level and offer opportunities for pupils 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 pupils, delivery of CIAEG, viability financial consideration of courses and making recommendations as to new courses.

Monitoring the effectiveness of the curriculum

The DHT 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.

Subject Leaders 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, pupil voice and staff feedback.

The Local Governing Body monitors the effectiveness of the Curriculum.

Kents Hill Park School - November 2023



☎ 01908 533290

✉ enquiries@kentshillpark.school

🌐 www.kentshillpark.school

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