

Member of Staff responsible:	Headmaster
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King's House School Academic and Curriculum Policy

The academic curriculum at King's House School ensures that all pupils have equal access to and the opportunity to achieve through a relevant, broad and balanced curriculum. The curriculum is enhanced by a range of extra-curricular activities and offers all pupils the opportunity to explore and achieve their full potential. This policy applies to all pupils in the school including those in the EYFS.

Curriculum

The King's House Curriculum aims;

1. To supply full-time and supervised education for pupils of compulsory school age and for pupils below the compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
2. To provide subject matter appropriate for the ages, gender, ethnicity and aptitudes of its pupils, including those with an Education and Healthcare Plan (formerly a Statement).
3. To ensure that pupils acquire speaking, listening, literacy and numeracy skills.
4. Where a pupil has an Education and Healthcare Plan (formerly a Statement) for special educational needs, to provide education which fulfils its requirements.
5. Where a pupil has an identified learning difficulty, to provide appropriate support and produce an individual education plan, which is reviewed regularly and updated.
6. To provide its pupils with Personal, Social, Health and Economic Education (PSHEE) which reflects the school's aims and ethos and encourages respect for other people, through the delivery of personal, social and emotional development in the Early Years, as well as Circle Time, and the delivery of PSHEE lessons from Year 1 to Year 8, as well as assemblies and form time.
7. To provide accurate and up-to-date careers guidance for those of secondary age, presented in an impartial way, which enables them to make informed choices about a broad range of career options and encourages them to fulfil their potential. We will prepare the pupils for the opportunities, responsibilities and experiences of senior school and adult life in British society through our PSHEE lessons, form periods, assemblies and ACE (After-Common-Entrance) Programme.

8. To provide a programme of activities for those below the compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
9. To enable all pupils to have the opportunity to learn and make progress.
10. To be broad and balanced.
11. To enable pupils to acquire skills in speaking, literacy and listening through not only teaching Literacy and English from Nursery to Year 8, but also through the delivery of other subjects.
12. To provide for personal, social and health education which reflect the school's aims and ethos, through our PSHEE lessons, form periods, assemblies and visiting speakers.
13. To give its pupils experience in linguistic education, by teaching Communication and Language and Literacy in the Early Years and Literacy and English from Year 1 to Year 8. All boys will take English at the end of Year 8 at Common Entrance or Scholarship.
14. To give its pupils experience in linguistic education, by teaching French from Nursery through to Year 8 and Latin from Year 6 to Year 8. All boys will take both French and Latin at Common Entrance or Scholarship.
15. To give its pupils experience in mathematical education and the opportunity to acquire numeracy skills, through teaching Numeracy and Mathematics from Nursery to Year 8, with all boys taking Mathematics at Common Entrance or Scholarship in Year 8.
16. To give its pupils experience of scientific and technological education, by teaching Understanding of the World and Expressive Arts and Design in the Early Years and Science, Computing and Design Technology from Year 1 to Year 8, with all boys in Year 8 taking all three Sciences at Common Entrance or Scholarship.
17. To give its pupils experience in physical education, by teaching all pupils from Nursery upwards PE at least weekly and Games from Year 1 upwards. Boys in Years 1-3 have one games session and one swimming session per week and from Year 4 upwards, two Games sessions per week, with matches on Saturdays too.
18. To give its pupils experience in aesthetic and creative education, by teaching Expressive Arts and Design in the Early Years and Art from Year 1 to Year 8, as well as Music from Nursery to Year 8 and Drama from Year 4.
19. To give its pupils experience in human and social education, by teaching Understanding of the World in the Early Years and History and Geography (called Topic work in Years 1-3) and Religious Studies from Year 1 upwards, with all boys taking History, Geography and Religious Studies at Common Entrance and Scholarship at the end of Year 8.

Early Years Foundation Stage

Within the three years of EYFS, the Caterpillars (rising 3s), Butterflies (rising 4s) and Reception (rising 5s), King's House follows the statutory framework comprising:

- The seven areas of learning and development
- The early learning goals
- The assessment requirements.

In terms of assessment, the school carries out the aged 2 progress check for all children of this age in the EYFS setting. EYFS profiles are completed at the end of both the Butterflies and Reception years.

The Academic Policy

The Academic and Curriculum Policy aims:

- To maintain the development of the curriculum across all areas to ensure breadth, balance, relevance, differentiation and continuity throughout the whole range of pupils.
- To promote the development in all pupils, and within all areas of the curriculum, of the skills of communication: speaking, listening and literacy and the use of information technology.
- To develop numeracy in all pupils, ensuring the knowledge and understanding of mathematics is enhanced in a variety of ways including practical activity, exploration and discussion.
- To promote the use of a range of teaching and learning strategies across all areas of the curriculum, which encourage interactive learning, initiative, access skills and independence of thought.
- To ensure effective learning for all through the development of relevant and appropriate schemes of work and suitable provision of resources and to ensure progression of the curriculum from each phase to the next.
- To monitor and support the educational needs of individual boys and thus ensure good and appropriate provision for pupils of all abilities.
- To develop coherently, in relation to the whole curriculum, personal, social, health education and citizenship. This includes environmental awareness, fostering a healthy life-style and encouragement to serve the community through any opportunities that may arise.
- To provide opportunities for all to develop physical, creative and artistic interests by maintaining and further developing the range and quality of extra-curricular activities.
- To enhance departmental planning and evaluation.

Review

Self-evaluation of curriculum provision across all areas of teaching and learning will be ongoing.

The following areas will be reviewed regularly by Heads of Department, overseen by the Deputy Head, Head of the Junior Department and the Assistant Head (Academic). Senior Department Heads of Department will liaise with Junior Department Subject Co-ordinators to ensure continuing development of subject knowledge/experience from Junior to Senior Departments.

- **Attainment and progress** – review of pupil performance in external and internal examinations
- **Curriculum** – review of courses and their continuing appropriateness.
- **Assessment** – review of assessment procedure and its effectiveness.
- **Accommodation** – to identify and request improvements

- **Presentation** – to review display, publicity and the means used to generate interest in the subject and consolidate its image, status and profile
- **Teacher deployment** – timetable

During the course of the year, Deputy Head, Head of the Junior Department, Assistant Head (Academic) and/or Heads of Department will look at planning files – medium and short term planning- and samples of marked work in order to monitor and give feedback on the curriculum and assessment systems in the department.

In addition to the above, an in-depth review of the teaching in each subject – in both Senior and Junior Departments - will be carried out by an external observer (David Thomson ‘Futuremind’) during the academic years 2013-14; 2014-15; 2015-16. The full reports of these reviews will be used to inform the school Academic Development Plan.

Both formal and informal (peer) lesson observations will be regularly carried out. Formal observations will be carried out by SMT and Assistant Head (Academic) and a record of lesson observations will be kept in the SMT folder on the CRL.

Staff

We recognise that good teaching is essential to achieving the school’s curriculum policy and to this end we are committed to the following aims:

- To attract and retain high quality staff.
- To identify, through an effective staff appraisal scheme, individual staff training needs and to ensure provision of appropriate in-service training, thus fostering individual career development and the school as a whole.
- To encourage the exchange of information and professional experience between staff working in all sections of the school, through regular department meetings, peer lesson observation and feed-back from courses to department members.
- To provide a positive, supportive working environment.

Teaching and Learning

Curriculum

It is crucial that our pupils should gain admission to appropriate Senior Schools, attaining the best results of which they are capable.

This is achieved through a broad and balanced curriculum in which pupils are able to make progress according to their own ability, so that they increase understanding and develop skills in the subjects taught. Lessons are well-planned, employ effective teaching methods, use suitable activities and good management of class time. The needs of individuals are taken into account, with differentiation an integral part of lesson planning. As well as differentiation in mixed ability classes, pupils work in sets for Maths and English in Years 5 & 6. In Years 7 and 8, there is a top stream and two mixed ability parallel classes. The top streams include boys who have been identified as having scholarship potential. Within the parallel classes, pupils are in sets for Maths and Latin. These sets relate to the Common Entrance levels required by the boys' future schools.

The Head

The Head is responsible to the Governors for the curriculum and he reports any significant changes to them. Delivery of the curriculum is the responsibility of the Head in conjunction with the Deputy Head, the Assistant Head (Academic) and the Heads of Departments. The Head is responsible for the overview of the curriculum throughout the school and any consultations that may lead to curriculum change.

The Head is responsible for the management of the Heads of Departments and for the timetable but, on a day-day-basis, shares this responsibility with the Deputy Head. This includes setting of department budgets and the management of any curriculum working parties.

The Deputy Head

The Deputy Head, with the Assistant Head (Academic), is responsible to the Head for all academic affairs. She monitors, in detail, the delivery of the curriculum and progress of pupils, formulates recommendations for curriculum and general academic development, leads staff Inset and disseminates relevant information. She produces the school timetable and allocates classrooms, teachers and pupils.

She organises the examination schedule and exam timetables and invigilation rotas.

The Deputy Head is responsible for the Academic Development Plan and, with the Assistant Head (Academic) and the Head of the Junior Department, carries out regular reviews of curriculum areas.

The Deputy Head chairs half termly Heads of Department meetings.

The Assistant Head (Academic)

The Assistant Head (Academic) is responsible for progress tracking from Years 4-8 and analysing INCAS scores, exam results and any other relevant data. She flags up areas of concern and works with the Learning Support Department to ensure support is in place where remediation is needed. She works with the Deputy Head in monitoring the development and delivery of the curriculum across the Senior Department.

Head of the Junior Department

The Head of the Junior Department is responsible for overseeing the teaching and learning in the Junior Department. He oversees planning and delivery of the curriculum and works with the Deputy Head to ensure curriculum progression from Junior to Senior Departments.

Heads of Department - Senior Department

The leadership tasks and duties of Heads of Department are to:

- Formulate and update schemes of work for Years 4-8, which take into account the school's stated curriculum objectives and give a framework through which the demands of the National Curriculum, Common Entrance and Scholarship examinations can be met.
- Ensure schemes of work are kept up to date and amended as syllabuses are changed.
- Monitor and ensure that the scheme of work is being followed by members of the department.
- Check and organise resources and equipment so that they are stored safely and used fully by all appropriate staff.
- Order new equipment, books and other resources as necessary, to meet the demands of the curriculum within the allocated budget.
- Cost and submit an annual budget bid and then monitor purchases to remain within the allocated budget.
- Set a good example of best teaching practice, conduct lesson observations and give feedback within the department. Encourage observation of own teaching when appropriate.
- Support all staff engaged in teaching the subject, including the Junior Department.
- Update the Department Development Plan.
- Analyse training needs within the department and bring these to the attention of the Deputy Head so that Inset can be arranged.
- Liaise with other schools, particularly Senior Schools, on changing requirements and new syllabuses and attend meetings as required.
- Stay up-to-date with current teaching practice and changes in syllabus.
- Monitor and assess results at Scholarship, CE and internal exams.
- Coordinate the setting and marking of appropriate examinations.
- Liaise with parents and other staff and attend Head of Department Meetings.

Subject Co-ordinators – Junior Department

The main duties will be:

- To actively promote the teaching and learning of their subjects across the year groups through displays of work and initiatives for learning.
- To develop a cohesive scheme of work and appropriate assessment.
- To liaise with the relevant Head of Department to ensure continuity across the Department.
- To monitor the teaching of their subject in the Junior Department and ensure there are adequate resources for staff and pupils.
- To keep up to date with current developments in their subject area.
- To support colleagues in all year groups.
- To organise visitors to school, INSET and educational visits to support pupils' learning.

Subject/Class Teachers

They are responsible for the delivery of the curriculum as laid down in the schemes of work.

Curriculum responsibilities include:

- Teaching specialist subject(s)/form group including preparation for school and public examinations.
- Preparing and teaching well-planned lessons, employing effective teaching methods and suitable activities.
- Showing a good knowledge of pupils, their aptitudes, needs and prior attainment and ensuring this is reflected in lesson planning.
- Ensuring good use of, and care for, department resources.
- Marking work in accordance with the school marking policy.
- Examination setting (in association with the Head of Department) and marking.
- Setting and marking homework.
- Attending parents evenings and other events as required by Senior Management.
- Writing reports in accordance with the school reporting policy.

Inset

The Deputy Head is responsible for the Inset Budget and organises whole staff training days. Decisions about the content of whole school training days are made in consultation with the Head and the Head of the Junior Department.

Individual staff training needs drawn to her notice through the Appraisal System or by staff members themselves, are assessed and appropriate courses sought.

Other useful course details are distributed via the pigeon holes and anyone with a specific area of interest should inform the Deputy Head.

The Bursary books courses and processes payment on the advice of the Deputy Head .

Useful material acquired from courses should be shared amongst department members.

Homework Policy

Policy Statement

Homework is set because a pupil's academic success is dependent on acquiring and maintaining a steady routine of independent work undertaken outside lessons and, generally, at home.

Homework may take a variety of forms: e.g. reading, learning for tests, research/project work, note making, essays, text book practice exercises.

The amount set should be able to be reasonably completed in the recommended time. Individual learning needs and abilities should be taken into account.

Aims

- To encourage pupils to take responsibility for their work.
- To help them to acquire good study habits.
- To foster research and reinforce skills and knowledge taught in the lesson.
- To encourage independent thinking.

Procedures

At home

- Pupils should have personal storage space for work and books.
- Parents should take joint responsibility with their child for the regularity of homework routine.
- Homework should be undertaken in as quiet a location as possible, without interruption.
- A copy of the homework timetable is in each child's prep book. Parents should check preps completed each evening before signing the prep book.

At school

- Prep should always be set on the right day, unless there has been a Senior Management decision not to. This would be published on the whiteboard in the staff room.
- Teachers should set clear deadlines for preps, although with the younger pupils, a next day return is preferred.
- Form tutors check and sign the diary weekly.
- If a pupil has been unable to complete a prep on any occasion, there should be a note from the parent in the prep diary and the pupil should see the teacher on arrival at school that morning.
- All pupils are expected to read in addition to formal homework.

Incomplete or Late Homework

If a pupil produces incomplete or unacceptable prep, he can be asked to repeat it. This is at the teacher's discretion and should take the pupil's personal circumstances into account. A note should be written in the prep diary, with the request that it be returned to the teacher the following morning signed by the parent, with the completed prep.

Boys can be asked to re-do homework at morning break under the supervision of a senior teacher.

The tutor will contact parents if a pattern begins to emerge.