



KING'S HOUSE SCHOOL

RICHMOND



ACADEMIC AND CURRICULUM POLICY

Member of staff responsible: Head

Date of policy review: March 2023

Date of next review: March 2025

Approved by Governors: March 2023



INTRODUCTION

The School offers an environment in which the welfare of the pupils is paramount and where they feel secure and able to flourish, offering opportunities to take part and develop in all areas, so that the needs of each individual are truly catered for.

The academic curriculum at the 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 School Curriculum aims:

- To supply full-time and supervised education for pupils of compulsory school age by providing a broad and balanced curriculum which promotes the spiritual, cultural, mental and physical development of pupils at the school and of society and prepares the pupils for the opportunities, responsibilities and experiences of adult life.
- 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.
- To provide subject matter appropriate for the ages, gender, ethnicity, aptitudes and needs of its pupils, including those with an Education, Health and Care Plan (formerly a Statement).
- Where a pupil has an Education, Health and Care Plan (formerly a Statement) for special educational needs, to provide education which fulfils its requirements.
- Where a pupil has an identified learning difficulty, to provide appropriate support and produce a SEN Support plan, which is reviewed regularly and updated.
- To meet the needs of those children who are learning English as an additional language by helping them achieve a command of English language skills necessary for effective communication and learning.
- To provide its pupils with Personal, Social and Health Education (PSHE) which reflects the school's aims and ethos and encourages respect for other people, with particular regard to protected characteristics, through the delivery of personal, social and emotional development in the Early Years, as well as Circle Time, and the delivery of PSHE lessons from Year 1 to Year 8, as well as assemblies and form time.

- 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. The School will effectively prepare the pupils for the opportunities, responsibilities and experiences of senior school and adult life in British society through our PSHE lessons, form periods, assemblies, visiting speakers and ACE (After-Common-Entrance) Programme.
- 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.
- To enable all pupils to have the opportunity to learn and make progress.
- 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.
- 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 pupils will take English at the end of Year 8 at Common Entrance or Scholarship.
- To give its pupils experience in linguistic education, by teaching Modern Foreign Languages from Nursery through to Year 8 and Latin from Year 6 to Year 8. All pupils will take both French and Latin at Common Entrance or Scholarship.
- To give its pupils experience in mathematical education and the opportunity to acquire numeracy skills and a developing knowledge and understanding of mathematics, through teaching Numeracy and Mathematics from Nursery to Year 8, with all pupils taking Mathematics at Common Entrance or Scholarship in Year 8.
- 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 pupils in Year 8 taking all three Sciences at Common Entrance or Scholarship.
- To give its pupils experience in physical education, by teaching all pupils from Nursery Butterflies class upwards PE at least weekly and Games from Year 1 upwards. Pupils 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 additional matches on Saturdays.
- 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 and Drama from Nursery to Year 8.
- 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 pupils taking History and Geography at Common Entrance and Scholarship at the end of Year 8.

- To give its pupils experience in digital learning through the use of technology, such as Google Classroom, in lessons and homework.
- To meet the needs of the most able pupils through setting, streaming, effective class curriculum planning and challenging extra-curricular activities. An effective AGT programme is also incorporated into planning and lessons.

FUNDAMENTAL BRITISH VALUES

The curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

CO-CURRICULUM

The School believes that co-curricular activities are vital to a broad and balanced education and they complement the School curriculum.

The School offers a varied, broad and exciting co-curricular programme designed to create opportunities for pupils to increase their knowledge, to pursue their interests and talents, stimulate passions or simply to try something new. Activities are on offer before, during and after School and run by a combination of School staff and outside specialists.

EARLY YEARS FOUNDATION STAGE

Within the three years of EYFS, the Caterpillars (rising 3s), Butterflies (rising 4s) and Reception (rising 5s) follow the Statutory Framework for the Early Years Foundation Stage. There are seven areas of learning and development that must shape educational programmes in Early Years' settings. All areas of learning and development are important and inter-connected. The three prime areas of learning are fundamental for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. They are the building blocks that allow the children to access all areas of the curriculum and we place a huge emphasis on them.

The three **Prime** areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development



The four **Specific** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In terms of assessment, the school carries out the Age 2 progress check for all children entering Caterpillar Class. On entry, data is also gathered at the beginning of Butterfly and Reception as well as termly assessments judged against the continual observations of children. Official EYFS profiles relating to the Early Learning Goals are completed and shared with the Local Authority at the end of the Reception Year.

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 pupils 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/MONITORING

Self-evaluation of curriculum provision across all areas of teaching and learning is ongoing. The following areas will be reviewed regularly by Heads of Department, overseen by the Deputy Head and Head of the Junior Department. Senior Department Heads of Department 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, the Deputy Head, Head of the Junior Department, Head of Nursery and/or Heads of Department etc. 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 - is carried out annually by an external observer (David Thomson 'Futuremind'). These in-depth reviews have covered all subjects and ages over two complete cycles since 2016. The full reports of these reviews are used to inform future planning.

Both formal and informal (peer) lesson observations are regularly carried out. Formal observations are carried out by SMT and a record of lesson observations is kept in the SMT folder..

STAFF

The School recognises that high quality 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 the School's 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, and 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 Mathematics and a top set and two parallel sets in English in Year 6. In Years 7 and 8, there is a top stream and two mixed ability parallel classes. The top streams include pupils who have been identified as having scholarship potential. Within the parallel classes, pupils are in sets for Latin in Year 7 and in sets for Mathematics and Latin in Year 8. These sets relate to the Common Entrance levels required by the pupils' future schools.

ROLES AND RESPONSIBILITIES

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 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 Department 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 is responsible to the Head for all academic affairs. The Deputy Head 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. The Deputy Head produces the school timetable and allocates classrooms, teachers and pupils.

The Deputy Head organises the examination schedule and exam timetables and invigilation rotas.

The Deputy Head is responsible for the academic section of the school's Development Plan and, with the Head of the Junior Department, carries out regular reviews of curriculum areas.

The Deputy Head chairs termly Heads of Department meetings and meets termly with individual Heads of Department.

The Deputy Head is responsible for progress tracking from Years 4-8 and analysing INCAS scores, exam results and any other relevant data. The Deputy Head flags up areas of concern and works with the Learning Development Department to ensure support is in place where remediation is needed. The Deputy Head monitors 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. The Head of the Junior Department oversees planning and delivery of the curriculum and works with the Deputy Head to ensure curriculum progression from Junior to Senior Departments and the smooth transition of pupils from the Junior Department to the Senior Department.

Head of Nursery

The Head of the Nursery is responsible for overseeing the teaching and learning in the Nursery. The Head of the Nursery oversees planning and delivery of the curriculum and works with the Head of the Junior Department and the Reception teachers to ensure curriculum progression from the Nursery to the Junior Department and the smooth transition of pupils from the Nursery to the Junior Department for those children staying at the School.

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, Pre-Tests, 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.
- Liaise with the Junior Department regarding the transition from the Junior Department to the Senior 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 are:

- 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 and School.
- 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.

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, textbook 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.

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. Teachers should upload prep to Google Classroom by the end of the school day.
- Form teachers 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, or an email sent to a parent, with the request that it be returned to the teacher the following morning signed by the parent, with the completed prep.

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



SETTING

The School believes that the overall needs of the pupils are best served by being taught in mixed ability forms for all subjects from Nursery to Year 5. Teachers will set suitable work for the different abilities in their class and differentiate in various ways.

In Year 6, the pupils continue in mixed ability forms for all subjects except Mathematics, which is setted, and English, which has a top set and two parallel sets.

In Years 7 and 8, there is one top form (stream) in which pupils will be taught all subjects and then two parallel forms. There is setting for Latin within the two parallel forms in Year 7 and setting for Latin and Mathematics within the two parallel forms in Year 8.

The sets and Year 7 and 8 forms will be arranged at the end of the previous academic year. Decisions about which pupils will be in which forms or sets will be based on a number of criteria:

- End of year examination results, with a weighting towards the core subjects.
- Standardised testing carried out.
- The professional judgement of the staff.
- Any pastoral concerns.

Movements between sets will normally only take place at the end or beginning of a term. We would expect pupils to spend at least a term in a set before any movement is made, although in the case of a new pupil, an exception may be made. Any changes are not solely based on examination or assessment results, but these are used as a guideline when deciding any movement. The set is not dependent on the parents' wishes with regards set, form or teacher.

Movements are suggested by subject teachers in discussion with the Head of Department and the Deputy Head, and the Head should be informed of any changes.

The Head of Department and subject teacher should relate the change and the explanation to the pupil. Any movement, up or down, should be presented as a positive move to fulfil a pupil's needs in that subject at that time.

In discussion with parents, it should be emphasised that this move has been made after discussion based on professional judgement of those involved.

Queries from parents should be referred to the Deputy Head in the first instance or the Head.