



THE
KING'S SCHOOL
CANTERBURY
JUNIOR KING'S

Curriculum Policy

Responsible Person: Rob Stonier (Deputy Head – Academic)
Latest Review Completed: September 2024

1 Introduction

Our school's curriculum is all the planned activities that we organise to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum that we have adopted, but also the various extra-curricular activities that the school organises to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster and develop their ability to problem solve, be creative, resilient, tolerant and, to help them become confident and independent learners. Above all we believe in making the learning environment a calm, secure and fun one.

2 School Values – Resilience, Respect, Readiness and Responsibility

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is how the school achieves its objective of educating children in the knowledge, skills and understanding that they need to lead fulfilling lives.

Our school recognises the following values upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion. We celebrate the diversity of the pupils at school.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims

The aims of our school curriculum are:

- To encourage our pupils (where appropriate and applicable) to respect other people paying regard to the following, as outlined in the Equality Act 2010.
 - a) Age
 - b) Disability
 - c) Gender reassignment
 - d) Marriage and civil Partnership
 - e) Pregnancy and maternity
 - f) Race
 - g) Religion or belief
 - h) Sex
 - i) Sexual orientation

- To enable all children to learn, and develop their skills, to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach children the basic skills of literacy, numeracy as well a range of other subjects.
- To enable children to be creative and to develop their own thinking.
- To teach children about the developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage and to impress on them the importance of democracy, rule of law and mutual respect and tolerance of those with different faiths and beliefs.
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society.
- To enable children to be positive citizens.
- To fulfil all the requirements of the National Curriculum that we have adopted.
- To teach children to be aware of their own spiritual development and to distinguish right from wrong.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to respect themselves and high self-esteem and to live and work cooperatively with others.

4 Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to

which groups of children. Heads of Departments are expected to review their long-term plans annually to see where improvements can be made.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each lesson and identify what resources and activities we will use in the lesson.

5 The curriculum and inclusion

Our school's curriculum is designed to be accessed by all children who attend the school.

Learning Support

If children have additional needs, our school does all it can to meet the individual needs. We aim to achieve this through our graduated approach to meeting needs, following our SEND policy; high quality teaching (quality first teaching) enables us to meet most children's needs in the classroom. Children may need further intervention, in a small group or sometimes individually.

Finally, children may need individualised support, with a detailed provision plan. The provision plan is reviewed in place with the parents and child (when appropriate) to monitor progress towards outcomes. Our Head of Learning Support will consult with other professionals and outside agencies where needed.

The school maintains a SEN register, an EAL Register a Dyslexia Register and a SEN monitoring list. The register outlines the key area(s) of need, strategies for teachers and provision.

Disability

Under the Equality Act 2010, disability is defined as a “physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”

[Definition of disability under the Equality Act 2010 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The school uses its best endeavours to meet the needs of all its pupils, including reasonable adjustments where necessary, including exam access arrangements.

6 Key skills

Key skills are included in curriculum planning so that the children's progress can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential. Some of the core skills that we aim to include in our teaching are:

- Collaboration
- Communication
- Problem solving
- Analysing

7 The role of the Heads of Department

- provide a strategic lead and direction for the subject.
- support and advise colleagues on issues related to the subject.
- monitor pupils' progress in that subject area.
- provide efficient resource management for the subject.
- liaise with the Deputy Head-Academic.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives.

Each Head of Department reviews their curriculum plans for the subject, ensures that there is full coverage of the agreed Curriculum, and sees that progression is planned into schemes of work.

9 Monitoring and review

- 9.1 Our governing body is responsible for monitoring the way the school curriculum is implemented. They review progress during its cycle of review and development.
- 9.2 The Deputy Head-Academic is responsible for the day-to-day organisation of the curriculum. The Deputy Head-Academic monitors the implementation of the curriculum, ensuring that all classes are taught the full requirements of the Curriculum.
- 9.4 Heads of Department monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Heads of Departments are also

responsible for monitoring the way in which resources are used and submit budgets to the Headteacher. SMT work reviews and subject work reviews are carried out by the respective HOD's to gauge and check the quality of work that is being produced.

- 9.5 This policy is monitored by the governing body and will be reviewed every year, or before if necessary.