

Primary Curriculum Policy

The Aims and Underlying Principles of the Curriculum

The curriculum is designed to provide for all pupils, in a safe and secure environment conducive to learning, the opportunities to:

- experience a broad and balanced curriculum based on the British National Curriculum which encourages pupils to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- a full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- acquire and develop knowledge, understanding and skills necessary
 - 1) to progress with confidence to the next stage of their education through a process which encourages them to engage in lifelong learning.
 - 2) to participate as active citizens in a multi-ethnic global society.
 - 3) to develop for themselves an active healthy lifestyle.
- enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- actively promote community cohesion and fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- develop co-operative and interpersonal skills.
- acquire the study skills necessary to realise their learning potential.
- become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.
- appreciate the complex human interaction with, and dependence upon the local and global environment and to develop a caring and responsible attitude to the environment.
- appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.

Our curriculum takes into account that:

- all pupils are entitled to, and should be offered, a comparable range of educational opportunities.
- there are differences in the abilities, aptitudes, interests and other characteristics of pupils which need to be catered for.



- the learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.
- extracurricular activities, such as school productions, fund raising activities, educational visits, residential trips all contribute to the total learning experience.
- there is an obligation to meet the requirements of the British National Curriculum coupled with local requirements laid down in Spanish law.

Time Allocations & Cross Curricular Approaches

The Primary Curriculum is organised into creative themes and a cross curricular approach is used wherever possible to maximise learning opportunities. For instance, English and Mathematics time can be used to deliver Design & Technology or History and Geography through transdisciplinary units of work. National curriculum subjects may be taught in blocks so that children have the opportunity to work on one project over consecutive lessons. The school's policy is to be innovative, creative and flexible.

Each child has the opportunity to experience the full range of National Curriculum subjects; English and Mathematics (daily focus), Science, History, Geography, Art, Drama, Music, Physical Education (including Swimming), Computing, Religious Education and PSHEE. Spanish Language and Literature and Spanish Social Sciences are introduced into the curriculum from Year 1. There is also a weekly assembly for each year group.

The Primary classes work a 30 period week with each session lasting approximately 1 hour. All pupils are taught in mixed ability classes, with children of the same age. However, pupils are set for Phonics from Reception to Year 3. Smaller groups are also created if particular support is required.

The Primary curriculum is designed to be accessed by all children who attend King's College. In order to cater for the learning needs of all children, learning activities are differentiated in the classroom. This may be differentiation by activity, outcome or support. Teachers make good use of assistants to support this and make notes on their planning to inform future planning. Children who enter the school with no English or Spanish may receive additional support.

It is fundamental that the children have the support of both the parents and the teachers in order to make good progress in school. The school strives to build positive links with the parents of each child, keeping them informed about how the children are being taught and how well each child is progressing.

Outdoor Learning is given a great importance at King's College and we believe in the benefits that learning outdoors can bring to all children. All classes from Year 1 to Year 6 will have the opportunities to learn outdoors building on the excellent Outdoor Learning experiences established in EYFS and will be including in their planning opportunities to take the learning outdoors.

Curriculum Organisation

The British National Curriculum is taught throughout the school. A 'through school' plan has been designed to ensure that statutory requirements are covered; progression occurs throughout each department; that balance and creativity is achieved within and across each year of the schooling and that continuity occurs between phases of education.

Link to Primary LTP Curriculum Overview:

https://docs.google.com/spreadsheets/d/1SQ43dzlALLk4TvoQMBSRe2qYUmPizYorj3Ir_vDj05s/edit#gid=1556015716

Speaking and Listening

Speaking and listening skills are developed throughout the Primary School.

As most of the children are EAL learners, special attention is given to language acquisition and key topic vocabulary, so that they are able to access the curriculum. (*see EAL Policy*)

Children of Five Years of Age and Under

The Primary School includes children from age 2 onwards, working within the Early Years Foundation Stage Curriculum (see EYFS policy).

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

Personal, Social, Health, Citizenship, Education and Economic Curriculum (PSHEE)

PSHEE forms a very important part of our curriculum and runs across all other areas of the curriculum and activities taking place in school.

The need for children to 'Be Healthy; to Stay Safe; to Enjoy & Achieve; To achieve Economic Well-Being and to make a Positive Contribution to the Community lies at the heart of the primary curriculum. The PSHEE programme and its delivery are monitored by the PSHEE Coordinator. At least one period per week is devoted to PSHE.

Active Promotion of King's College Values

These include our Core Values (Excellence, Dedication, Independence, Respect, Initiative, Integrity, Tolerance, Honesty, kindness and Open-mindedness), democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the School's ethos and in many ways throughout the School, for example, in the PSHEE programme, School Council, Assembly and within subject areas. (*Reference to how the School actively promotes King's College Values can be found in a statement of British Values in Appendix 1.*)

Sex and Relationship Education

Sex and Relationships Education is taught within the Personal, Social, Health, Citizenship and Economic Education Curriculum (PSHEE) and Science curriculum.

Special Educational Needs, Learning Difficulties and/or Disability

If a child has specific individual needs, the school does all it can to meet those needs. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we involve the parents, Primary SENCO, school psychologist, and the special support teacher. Assessments are carried out as appropriate and where necessary other external agencies will be recommended. The results of such discussions will be shared with the class teacher and the parents. We always provide additional resources and support for children with special needs. (*See the King's College SEND Policy for more information*)

More Able Learner Provision

All lessons are differentiated and teachers will extend and enrich a child's curriculum appropriately. A specific programme for More Able Children is also operated throughout the Primary School as well as opportunities for these pupils to participate in extracurricular activities such as competitions and performances; these are built into the curriculum and promoted whenever possible. (*Refer to More Able policy*)

Computing

Computing is taught both as a separate subject to ensure that skills are developed appropriately and throughout the whole curriculum to support and enhance learning opportunities in all subject areas. Laptops, iPads and interactive whiteboard technology are widely available across the school.

Careers Education

The school makes provision for speakers to address children according to their age to discuss career choices and routes from school to the world of work. Equally, educational visits to institutions and organisations are used to promote different working environments and the people who work there.

Educational Visits

Educational Visits are used wherever possible to enrich and enhance the curriculum. A wide range of venues in the Madrid area are available for pupils across the whole age range. Residential visits feature from Year 3 upwards and are used to provide opportunities for outdoor pursuits. The school undertakes full risk assessments of all off site venues.

Extracurricular Activities, Opportunities and Responsibilities

The curriculum and wider school experience encourages pupils to acquire skills essential for adult life.

Extracurricular clubs take place both during break times and after school and are provided by a range of high quality external providers. There are also a wide range of clubs and support sessions available during school break times run by teachers, including sports, Computing, Library, Debate, Nurture Groups, Spanish Culture and Art.

Students are encouraged to take on student leadership roles e.g. House Captains, Student Council or Eco-Council Representatives, Playground Buddies and Primary Monitors.

Primary / Secondary School Curriculum Liaison

Smooth transitions between Key Stages and the large transfer of children from King's Infant School Chamartín, are paramount. The Deputy Heads of Primary and the Academic Head of Secondary assume responsibility for the transition process.

Chamartín Subject and Key Stage Leaders are expected to maintain regular links with their counterpart in the Primary/Secondary School. The aims of this contact are:

- To ensure that the overall aims are compatible
- To ensure progression of skills and acquisition of knowledge
- To be aware of differentiation and share ideas for differentiation other than by outcome.
- To look at samples of work from these year groups to give an idea of standards achieved.
- To look for areas of duplication that can be avoided and to look for ideas of topics that are missing or perhaps things that can be recapped and extended in the Senior School or treated from another angle.
- To discuss teaching methods to make sure that they are compatible or to gain an understanding of the reason they need to be different.
- To look at opportunities for inter school/department links

Tracking and pupil progress notes (detailing anything that might impact on the learning, progress and emotional well-being of pupils) are passed on to new teachers / schools (including when the Primary pupils enter the Secondary School) and a professional dialogue will always take place.

Created and Reviewed by : Paula Parkinson, Sally-Anne Banks Meredith Silburn September 2019	Policy Category:
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Appendix 1

Promotion of King's College Values (King's College)

We promote our Core Values (Excellence, Dedication, Independence, Respect, Initiative, Integrity, Tolerance, Honesty, Kindness and Open-mindedness), and endorse the Department for Education's five-part definition of British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

King's College pupils will encounter these principles throughout everyday school life. In particular, our promotion of spiritual, moral, social and cultural understanding has been reviewed and enhanced by these explicit values.

Listed below are some examples of how we actively promote these values in our school community:

Democracy

Pupil voice is significant in regards to life at King's College. Our School Council, House Captains, Monitor System, Transition Questionnaires and 'open door policy' means pupils have a great amount of input in regards to what and how they learn, which promotes pupil voice.

Consultations with pupils are also conducted throughout the year. We know that the formation of the school council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

The Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through Assemblies and our curriculum. The involvement of our pupils in understanding the Rewards and Sanctions Policy helps them to understand the reasons behind the rules and the consequences if they are broken. Throughout the year, we welcome visits from members of the wider community. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.



Individual Liberty

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons, learning tasks are often left for the child to decide upon. We encourage children to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through Teacher led /Form time, we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

Mutual Respect

Mutual respect is at the core of our school life. Pupils learn to treat each other and staff with great respect. This is evident when walking around the school and in the classrooms.

Tolerance of those of different faiths and beliefs

At King's College, we offer a culturally rich and diverse curriculum in which all major religions are considered and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.