



KING'S COLLEGE SCHOOL
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KC Soto Primary Curriculum Policy

'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).'

(Ofsted, Curriculum: intent, implementation and impact. Development work for the new inspection framework, 2017)

Introduction

The effective delivery of a curriculum which offers flexibility and choice, according to the needs of each pupil, is essential to ensure both a positive learning experience and the development of academic potential. Our curriculum meets the requirements of the National Curriculum for England along with local requirements laid down in Spanish law. It provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The broad and balanced curriculum encompasses all developmental experiences, providing an outline of core knowledge around which teachers develop exciting and stimulating lessons, tailored to promote the personalised development of pupils' knowledge, understanding and skills.

1. Intent

The King's College curriculum seeks to provide outstanding development and achievement by supporting, promoting and instilling the King's College Core Values (as below plus Respect and Excellence in Primary) while endorsing the Department for Education's five-part definition of British values.

The King's College Curriculum:

1.1 Provides a full-time supervised education for pupils of compulsory school age (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.

1.2 Is designed with rigour and flexibility to provide for all pupils, in a safe and secure environment, where a broad range of student achievements are rewarded and celebrated.

1.3 Offers a comparable range of educational opportunities, catering for differences in the abilities, aptitudes, interests and other characteristics of pupils through the use of different learning environments and teaching methodologies.

1.4 Motivates all pupils, including pupils with SEND to fulfil their potential, develop confidence, satisfaction and enjoyment in many different areas through a process which encourages them to engage in lifelong learning.



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- 1.5 Encourages the development of knowledge, skills, independent thinking, inquiry, collaboration and resilience to realise their learning potential to progress with confidence to the next stage of their education.
- 1.6 Is coherently planned to ensure progression towards cumulatively sufficient skills and acquisition of knowledge for future learning and employment, building on previous learning achievements through the different phases of the school, as supported by liaison and carefully crafted transition.
- 1.7 Provides necessary study skills for all pupils, including pupils with SEND, to embed positive, ambitious attitudes to learning, encouraging pupils to set and achieve challenging personal and academic targets.
- 1.8 Prioritises reading, phonics and language acquisition, with a sharp focus on younger and EAL children, to allow all pupils to access the full curriculum.
- 1.9 Celebrates human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and creates opportunities for pupils to experience a sense of personal achievement in some of these fields.
- 1.10 Allows pupils to develop cultural capital through social, moral, spiritual and cultural (SMSC) education.
- 1.11 Enables learners to develop a sense of personal and cultural identity that is confident, open to change and is receptive and respectful to other identities.
- 1.12 Creates opportunities for pupils to acquire an understanding of global social, economic and political issues and of the interdependence of individuals, groups and nations.
- 1.13 Actively promotes a sense of responsibility towards the environment, community cohesion in both local and international communities.
- 1.14 Supports the Department for Education's five-part definition of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 1.15 Supports the development of student physical and mental well-being and learning of how to keep themselves and others safe.
- 1.16 Helps pupils to develop character, personal values, respect and empathy for others to develop happy and healthy relationships.
- 1.17 Promotes the development of collaborative and interpersonal skills, encouraging pupils to be receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- 1.18 Facilitates co-curricular activities that enhance the overall learning experience and provide a range of opportunities for students to lead, take responsibility and represent our school community.
- 1.19 Facilitates specialist speakers and educational visits to encourage pupils to consider career choices and routes from school to the world of work.



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2. Implementation:

Structure

2.1 The 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.

2.2 The curriculum is divided into three stages EYFS-KS2 (see [Primary Curriculum Overview](#))

2.3 In EYFS pupils follow 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 (communication and language, physical development, personal, social and emotional development) and four specific areas of learning (literacy, mathematics, understanding the world, expressive arts and design) and the three characteristics of effective learning (playing and exploring, active learning, creating and thinking critically).

2.4 KS1 and KS2 (Years 1-6), pupils receive a broad curriculum based around the National Curriculum for England and Wales but not bound by it.

2.5 Pupils follow the compulsory Spanish curriculum in accordance with guidelines.

2.6 Pupils in all Key Stages receive opportunities to develop their understanding of the world and their place in it. They are encouraged to embody the King's Core Values through PSHE, weekly Year Group Assemblies, and the daily tutor programme.

2.7 Each child has the opportunity to experience the full range of National Curriculum subjects; English and Mathematics, Science, History, Geography, Art, Drama, Music, Physical Education (including Swimming), Computing, Religious Education and PSHE. Spanish Language and Literature and Spanish Social Sciences are introduced into the curriculum from Year 1.

2.8 The curriculum provides extensive enrichment opportunities within the formal Enrichment programme and through the provision of additional activities such as educational visits, clubs and societies, visiting speakers, field trips, specialised learning weeks etc.

2.9 PSHE lies at the heart of the Primary curriculum. The PSHE programme and its delivery are monitored by the PSHE Coordinator. One period per week is devoted to PSHE. Sex and Relationships Education is taught within the Personal, Social, Health, Citizenship and Economic Education Curriculum (PSHEE) and Science curriculum.

2.10 All classes from Year 1 to Year 6 have planned opportunities to learn outdoors, building on the excellent Outdoor Learning experiences established in EYFS.

2.11 Regular low-stakes assessment is incorporated into the curriculum from Year 5 with weekly 'Cycle Tests'.



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Primary Leadership Team

2.12 Heads of Year and Subject Leaders work with the Head and Deputy Head of Primary as the Primary Leadership Team to oversee the development of clear curriculum plans for teaching staff and curriculum overviews for parents.

2.13 Curriculum plans structure the acquisition of knowledge and skills to promote effective pupil progress.

2.14 The school's curriculum intent and implementation are embedded securely and consistently across the school.

2.15 The Primary Curriculum is organised into creative themes and a cross curricular approach is used wherever possible to maximise learning opportunities, alongside rigorous, subject specific questioning and assessment where necessary.

2.16 PLT plan and deliver a rigorous and sequential approach to the reading curriculum to develop pupils' fluency, confidence and enjoyment in reading and language comprehension.

2.16 Using a range of formal and informal assessment, PLT communicate desired learning outcomes for pupils, monitoring and tracking pupil progress to inform intervention, provision and challenge.

2.17 Data gathered on preferred learning styles from CAT4 Assessments, and trends in performance from Progress Tests inform decisions on specific areas of the curriculum.

2.18 PLT provide opportunities beyond the subject curriculum to enhance learning and engagement such as external speakers, extra-curricular activities and residential trips.

2.19 PLT monitor the quality of provision within the Primary School and Heads of Year are responsible for maintaining the highest standards of curriculum delivery.

2.20 PLT ensure a clear progression of skills, acquisition of knowledge, and teaching methodologies through shared curriculum development and regular meetings with their peers at Chamartín and La Moraleja. Primary / Secondary School Curriculum Liaison is supported by the Deputy Head of Primary and the Secondary Leadership Team.

2.21 PLT create opportunities for pupils to evaluate and respond to the curriculum, annually in Year 1-6 through GL PASS, termly in KS2 pupil evaluations and from EYFS to Year 6 in regular focus group discussions with PLT.

Teachers

2.21 Teachers have a firm and common understanding of the school's curriculum intent and what it means for their practice, following the curriculum plan for their subject and stage and participating in its development and evolution.

2.22 Teaching should build understanding through clearly-planned learning opportunities which enable pupils to perform to the best of their ability against assessment objectives.

2.23 Teachers should provide regular, timely feedback to pupils to praise, ensure understanding and communicate next steps in learning.

2.24 Teachers should use a range of formal and informal assessment techniques to ensure that knowledge and skills are retained and are being appropriately embedded/applied.

2.25 Teachers cater for the learning needs of all children through adapted and differentiated learning activities.



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2.26 Teachers plan with enhanced importance placed on language acquisition and key topic vocabulary, so that the pupils, the majority of whom are EAL learners, are able to access the curriculum (see Inclusion & EAL Policy). Children who enter the school with no English or Spanish may receive additional support.

2.27 Teachers constantly assess the needs of the children, additional resources and support are provided for children with special needs to access the curriculum. If a child's needs cannot be fully supported within the classroom environment, the teacher will inform 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 (See SEND Policy).

2.28 Teachers have an excellent knowledge of the subjects they teach, and ensure that they plan and deliver high quality learning opportunities as inscribed in the Teacher Standards.

2.29 Teachers extend and enrich a child's curriculum appropriately to stretch and challenge more able pupils.

2.30 Teachers respond to trends in pupils' evaluations of the curriculum to enhance engagement and enjoyment of learning.

3. Impact

3.1 The curriculum has a positive impact on pupils' personal, social and academic development leading to high levels of achievement.

3.2 The acquisition of knowledge, skills and understanding in each subject is measured using formative and summative teacher assessment and internal assessment data.

3.3 Pupil response to the curriculum is measured from Year 1-6 annually in PASS results, in termly pupil evaluations and in regular focus group discussions with PLT.

3.4 Cycle Test data is used along with termly assessments by Heads of Year and teachers to inform intervention and monitor curriculum delivery.

3.5 Individual pupil targets are set and measured in termly report cycles and regular subject-specific assessments, gathered through Cycle Tests.

3.6 Data gathered on preferred learning styles from CAT4 Assessments, and trends in performance from Progress Tests are analysed and measured annually to inform decisions on specific areas of the curriculum (see [Primary Data Analysis](#)).

3.7 Data from report cycles, GL CAT4 and Progress Tests, is collected and used to inform intervention and monitor the success of curriculum delivery (see [Primary Attainment Report](#)).

3.8 Year 2-6 attainment is gathered from report cycles, termly assessments and external, standardised Progress Tests (see [Primary Data Analysis](#)).

3.9 The overall success of the primary curriculum is measured against previous performance and comparisons with the international standardised results from the GL Progress Tests.



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