

CURRICULUM POLICY  
Including the EYFS



KNIGHTON  
HOUSE

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D O R S E T

Reviewed:

Next Review: **Currently Under Review - School Merger**

Reviewer: Deputy Head

## KNIGHTON HOUSE SCHOOL

### CURRICULUM POLICY

#### General Principles

At Knighton House we provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), and recognise that the curriculum is much more than a syllabus. It should be dynamic and flexible, providing breadth and balance, giving all pupils, from 3 – 13 experience in all aspects of learning - linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative, and reflecting the ethos and shared values of the school.

The curriculum at Knighton House is wide ranging; it is designed to complement and extend that which children learn at home. It is enhanced by a diverse selection of extra-curricular activities. Together, it is hoped that they will foster the spiritual, moral, social, cultural, intellectual and physical development, as well as the general well-being, of each child at the school.

Our pupils acquire skills in speaking and listening, literacy and numeracy. The Knowledge, Enlightenment and Discovery curriculum (KED) is tailored to suit the aptitudes of all pupils including those with learning difficulties, an EHC plan, disabilities or particular talents. All pupils have the opportunity to learn, make progress and develop personally. It incorporates a programme of personal, social, health and economic education and pupils are prepared for the opportunities, responsibilities and experiences of later life in British Society, paying particular attention to the learning dispositions that will foster the skills required beyond Knighton House.

#### Framework

The KED curriculum has been developed in relation to the Early Years Foundation Stage framework and is mindful of the requirements of Common Entrance syllabus as determined by ISEB and senior schools; Knighton House does not follow the National Curriculum but recognises its value as a guide and framework. Pupils do not sit Common Entrance but assessment has been agreed with relevant senior schools. The curriculum is still designed to support those who are sitting scholarships for a variety of senior schools.

#### Subjects

The **main** subjects taught in the Prep department are:

- English
- Mathematics
- Science
- French
- History
- Geography
- Religious Studies
- Information and Communication Technology/Computing
- Art, Design and Technology
- Music
- Physical Education (games, gymnastics, swimming)
- PSHEE or Floreat (including Citizenship)

These subjects are taught to all girls in Years 3(B3) to 8 (Alpha).

Other subjects are taught as follows:

- Latin or Spanish (from Year 6 (A2))

- EAL pupils may be prepared for Cambridge First Certificate if appropriate

In Years 1 and 2 the curriculum is broadly based on Key Stage 1 of the National Curriculum, with particular reference to the National Curriculum Programmes of study for English key stage 1 and the National Programmes of study for Mathematics key stage 1. Science, Geography, History, PSHEE, Art and Craft are taught mainly through cross-curricular topics. The curriculum also includes RS, ICT, PE (including swimming and gymnastics) and Music. French is begun in Y1.

The curriculum in the Nursery and Reception classes follows the Early Years Foundation Stage curriculum, incorporating the seven interconnected areas of learning, three prime areas and four specific.

Prime areas: Communication and Language, Physical Development and Social and Emotional Development.

Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

### **PEP** (Personal Enrichment Programme)

In addition to the main curriculum, pupils in the prep school will follow a personal enrichment programme which will include such topics as Chess, teabag club (cake and debate), current affairs, study skills, a link with a residential care home for the elderly, Ancient Greek, drama, decoupage, Science club and cookery. These change on a termly basis and pupils may choose which to follow.

### **Physical Education**

In the prep school all pupils participate in hockey, netball, cross-country running, swimming, gymnastics and dance, athletics and tennis. They also have opportunities to experience other sporting activities such as climbing and water sports throughout the year.

In The Orchard pre-prep, physical education includes ball skills, music and movement, gymnastics and swimming.

### **PSHEE** education

(i) reflects the school's aim and ethos; and

(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

This is achieved in the prep school with personal, social, health and economic education being taught by form tutors as part of the Floreat programme, supported by assemblies and church services, tutor time, PEP sessions such as current affairs, RS, science, trips and visiting speakers.

In The Orchard pre-prep it is integrated across the curriculum through 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;

### **Preparation for life**

Pupils are prepared for the opportunities, experiences and responsibilities of later life through the whole curriculum but in particular through PSHEE programme, science curriculum, charity involvement, school council, RS/current affairs. From the earliest age they are introduced to a variety of adult role models through visiting speakers. Pupils in Year 8 are prepared for the challenges of transition to senior school through their summer programme, including a residential activity course.

**Careers Education** we provide, accurate, up-to-date careers guidance that–

(i) is presented in an impartial manner;

(ii) enables them to make informed choices about a broad range of career options; and

(iii) helps to encourage them to fulfil their potential;

Awareness of the future and future employment are intrinsic to the education of the children throughout the Pre-Prep and the Prep-school.

- At the younger level individuals who have specific jobs in society come into school on a regular basis to talk about their work. These can include doctors, dentists, vets, hairdressers and musicians. Children may also be taken on visits to places of work.
- Through assemblies and visiting speakers the children also gain information on careers. For example the KED talks for Year 7 and 8
- Careers guidance and specific careers events form part of the Floreat Programme, which looks to the different areas of the spiritual, moral, social and cultural development of our pupils.
- The Year 8 children, as part of their post assessment programme and preparation for transition to senior school, also have career talks from a range of professionals, such as the Police or charity workers.

### **Access to the curriculum**

All children at the school have access to the main curriculum. Our learning support staff, class teachers and specialist subject teachers offer extra encouragement and remedial help to pupils with learning difficulties to enable them to learn and achieve across the main curriculum. This may take the form of early intervention, in 1:1 or group sessions. If necessary, more formal sessions are arranged for learning support lessons, following consultation with the parents. Able children are given extension work to help them develop at a speed which is more appropriate and satisfying for them. There is also an additional programme to extend their school experiences, such as taking part in a 'cracking the code day' with other schools. Provision will be made, as required, for any pupil with specific physical needs to enable them to access the curriculum as fully as possible. Visiting pupils from abroad are entitled to be taught all subjects in the main curriculum. To support them, they have individual or group lessons with our qualified EAL teacher.

### **Organisation and Planning**

There is a policy document and departmental handbook for each subject detailing programmes of study for each year group. Termly and half-termly forecasts are produced by teachers and held electronically.

### **Teaching and learning**

There is an additional policy on teaching and learning.

### **English across the curriculum**

Pupils are taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written is the predominant language in which knowledge and skills are taught and learned, pupils are taught to recognise and use standard English.

They are taught to write using the patterns of language vital to understanding and expression in different subjects, including the construction of sentences, paragraphs and texts that are often used, e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to develop arguments; to understand, use and spell the technical and specialist vocabulary of different subjects; to use spoken language precisely and cogently and to ask relevant questions; to listen to others, and to respond and build on their ideas and views constructively.

### **IT across the curriculum**

Pupils will be given opportunities to apply and develop their IT capability through the use of IT tools to support their learning in all subjects, including researching, presenting work, sharing and exchanging information, reviewing, monitoring and evaluating their work.

### **Health and safety**

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils will be taught to recognize hazards, assess risks and take steps to control the risks to themselves and others.

### **Extra-curricular activities**

Extra-curricular activities are an essential part of our provision to enrich pupils' learning experience, whether open clubs, scholarship groups or paid 'extras'. Activities offered include: riding, ballet, modern dance, instrumental lessons, speech and drama, Chapel Choir, Junior Choir, orchestra, wind ensemble, string orchestra, chess, art club, competitive swimming, shooting, drama productions and other clubs. Some of these are paid extras and some are offered as lunch time clubs or PEP sessions.

### **Monitoring and evaluating**

The curriculum is monitored and evaluated by the Head, the Deputy Head and the Assistant Head.

Policy reviewed: Feb 2020  
Responsibility: Deputy Head  
Next Review: **Currently Under Review**