



CURRICULUM POLICY

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Review Leader: Headteacher

Policy Last Reviewed: July 2023

Next Review: July 2024



CURRICULUM POLICY OVERVIEW

The King's House School, Windsor aims to offer an enriched, integrated Christian education to boys and girls aged between three and eleven years old. We place a strong emphasis both on academic and character training.

Core Aims

At The King's House School, Windsor we believe that all pupils should:

- Have access to a broad and balanced Christian curriculum to facilitate their spiritual, moral, cultural, mental and physical development
- Have the opportunity to gain a solid foundation in core subjects, through a mastery learning approach
- Be encouraged to develop their individual gifts and talents
- Have the opportunity to learn at a level at which they can perform, regardless of their age, and receive all necessary support in their learning
- Have the opportunity to learn both independently and within a group setting and interact with children of different ages

ACE Curriculum

In order to satisfy these values, we offer our pupils the Accelerated Christian Education Programme as part of our curriculum offering. The ACE Programme is an individualised programme, tailored to each pupil's level of learning. There are twelve levels for each core subject. Pupils might be expected to have completed Level 6 by the time they reach age 11 (see Scope & Sequence Manual). Each level contains twelve PACEs (Packets of Accelerated Christian Education). Pupils must first master what they are learning before being able to progress to the next PACE. Pupils therefore build confidence as they gain a firm understanding of sequential foundational skills.

The ACE curriculum is delivered through three main stages in our Early Years and Junior school: Pre-school, the ABCs (Learning to Read), and the Junior Learning Centre.

Learning Centres are organised according to the key stage group of the pupils, although key stage groups can also be mixed where numbers are small. We encourage the building of a family atmosphere to support, encourage and motivate the learners. Groups are essentially developed based on their ability rather than their age specifically.

The ACE curriculum covers the following core subjects: Mathematics, English, Literature and Creative Writing, Social Studies (History/Geography), Science and Word Building. Pupils work largely on an independent basis during their ACE curriculum lesson time; they take a lead role in setting goals for their own learning and progress, which fosters a sense of responsibility among pupils for their own learning and helps them develop into self-motivated and successful learners.



Afternoon Curriculum

Early Years

The ACE curriculum is delivered in the Pre-school and Reception (ABCs) classes during the morning sessions. Afternoon sessions build upon what pupils have learnt through play and organised activities. The Pre-school and Reception classes also follow the Early Years Foundation Stage requirements, which are assessed by the Royal Borough of Windsor and Maidenhead's Early Years Team.

Junior Learning Centre

The afternoon Curriculum is delivered in co-operative learning groups and includes subjects such as Creative Writing, Drama, Spanish, Practical Maths & Science, Social Studies (History & Geography) topic work, Music, Physical Education, Art & Design, Life & Living (PSHE, RSE, Citizenship, RSE & RE), Cookery and Computing. The work presented to, and demanded of, the pupils in each learning group will be differentiated so that all can be challenged and supported as required.

This combination of the ACE and afternoon curriculum provides a breadth of learning experiences while taking into account the ability and achievement levels of the individual pupils.

The times allotted to these subjects are shown on the school timetables.

School Timetable

Pupils study the ACE curriculum from 9am - 12.30pm, including a total of 30 minutes break time. As learning in each of the subjects is enhanced by many of the afternoon activities, pupils spend an average of 2.5 hours per week on each of the PACE subjects. This is approximate due to the flexibility of the programme on a daily basis and the learning gaps that some pupils need to cover, which causes them to spend more time on one or two subjects until academic balance is achieved if possible.

Specific Learning Needs

In addition to all pupils using the individualised ACE programme, The King's House School, Windsor will make reasonable adjustments to provide support for pupils who find certain aspects of their learning programmes difficult. Such help will be identified and orchestrated by the pupil's teacher within the Learning Centre and referred to the Headteacher & SENDCo to create a workable plan to help the pupil develop to their full potential.



PUPIL ASSESSMENT PROCEDURES

ACE Curriculum

Assessment procedures are carried out according to the guidelines defined in the ACE Procedures Manual. In summary, pupils are 'diagnosed' when they first enter The King's House School, Windsor and are then 'prescribed' a curriculum that meets their academic needs. Since the ACE material is individualised and pupils are required to master at least 80 percent of a course's material to complete the course, diagnostic testing is very important and avoids frustration and disappointment for pupils, teachers and parents. Following diagnosis, 'learning gaps' are covered first and then each pupil proceeds through the curriculum following the principle of mastery-based learning.

Throughout each PACE, there are Score Strips where pupils are required to check their work themselves against the Score Keys. This is a valuable process in helping children to identify their mistakes themselves and self-evaluate their work. There are also interim Check-Ups, where the teacher will check through the pupil's work and test the pupil on different aspects of the material. The Check-ups and the Self-Test at the end of the PACE provide both the pupil and teacher with the necessary measure to determine whether the pupil is ready to complete the PACE and, therefore, the PACE Test.

Self-Tests are taken on completion of the PACE. If the self-test is passed (90%) then the pupil is given permission to take the PACE test the following day and submits his PACE into the 'To test' tray. If the pupil is not ready then the teacher and pupil determine what strategies may be useful to enhance the pupil's understanding. This may take the form of computer drilling, 1:1 tutorial time, home study and/or re-working the self-test.

The pupil needs to pass the PACE test at the end of each PACE in order to proceed to the next PACE in that subject. In the event that a pupil does not score 80% or more on the PACE test (minimum 90% in Word Building), he is issued with a repeat PACE and given much encouragement to complete it within one week. Repeating the entire PACE helps the pupil realise the importance of learning the material thoroughly. PACE tests function as on-going achievement tests throughout the pupil's school life; they allow parents and school staff to monitor progress.

Afternoon Curriculum

We use Twinkl assessment spreadsheets, based on the National Curriculum end-of-key stage levels to assess and track pupils' progress in each area of the afternoon Curriculum. At the end of every term, teachers will complete the spreadsheet for their subject area, determining whether a child has achieved, worked towards or exceeded the target. The spreadsheet will reflect the various pupils' performances and the overall class achievement levels. This may also be used to indicate gifts/talents or difficulties in different areas. We also use the Twinkl assessment spreadsheets to track progress in Maths, Literacy and Science in the afternoon Curriculum.

External Assessments

We use various external assessments in order to assess both pupils' attainment and their potential and to benchmark these against their peers nationally. We use CAT4 Tests and English, Maths & Science Progress Tests (GL Assessments) at least annually. We also use GL Assessments to assess reading and spelling age at the beginning of each term, so that we can regularly check pupils reading & spelling progress. The results from these assessments are analysed to identify pupils' individual strengths and weaknesses and better support

pupils to excel in their learning. Other external assessments may be used to identify where pupils have particular learning difficulties, in line with our Special Educational Needs & Disabilities Policy.

Marking & Feedback

We use a variety of different types of marking and feedback during teaching and learning in order to provide constructive steps for every pupil to ensure progress. These include:

- **Verbal feedback** through teachers' effective questioning and interventions to prompt deeper thinking and address any misconceptions quickly, which may be done via 1:1 learning conferences with a pupil or on a group basis through plenaries and mid-lesson adjustments
- **Light touch marking** of work, where pupils' success, attainment or completion of work is acknowledged
- **Deep marking** may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere for example high frequency words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to the written marking in order that the feedback provided has maximum impact on learning.
- **Peer assessment** where children are encouraged to use positive language and response to ensure the experience is used to improve outcomes and resilience.

All marking and feedback aims to: inform pupils what they have done well and what they need to do to improve; support pupil confidence and self-esteem in learning and contribute to accelerated learning; support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning; and teach pupils to respond to feedback, self-assess and evaluate their own learning.

All written marking is carried out in green pen. ACE Curriculum work should be marked in line with ACE procedures. Teachers should also document any interventions made to support pupils' learning using verbal feedback on pupils' PACEs, wherever possible.

All pupils' afternoon Curriculum work should be at least 'light' marked. In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

Marking Codes to be followed by all staff:

<u>Grls</u> sp	Spelling error. Underline and write sp next to the incorrect word. To be phased in by the end of Year 2.
?	See your teacher to discuss.
//	New paragraph - miss a line between paragraphs
^	For omissions.
T	For incorrect tense.

O Punctuation missing.



To inform children of their next steps.

- Capitalisation - Use to indicate that an uppercase letter needs to be changed to lowercase OR a lowercase letter needs to be changed to uppercase.

vf verbal feedback given one to one.

When marking spelling errors, no more than 3-5 should be chosen by the marker and highlighted per piece of work depending on the length.

Spelling errors made by children in key stage 1 will be indicated by the word being underlined and the correct spelling written in the margin. By key stage 2 children are required to correct any underlined words identified on receipt of marked work.

In Early Years, developmental marking will be done as part of the observational assessments and then verbal feedback and discussion recorded in pupils' learning journeys on Tapestry.

Motivation & Recognition

Goal-setting is also central to the ACE programme. Pupils set short- and long-term goals for their own academic learning, which obliges them to set priorities, manage their time and use problem-solving skills. Teachers work closely with each pupil in both the setting of goals, to ensure they are reasonable and balanced, and in the checking of goals, to provide accountability and support. Pupils enter their goals onto their daily Goal Card, which is then pinned up on the board in front of them for easy reference.

Pupils' learning and progress are recognised and rewarded through a system of intangible rewards (praise and encouragement) and tangible rewards (dot stickers, congratulations slips, stars, privileges, merits, House points and Honour Roll trips), in order to motivate, inspire and build confidence in pupils.

Recording & Reporting

All completed test scores are recorded on the pupil's Supervisor Progress Card in the Learning Centre and on the central computer system for quick and easy reference. These also form part of each pupil's Assessment Folder, which includes Twinkl assessment and any external assessment results. These records form the basis of end-of-term verbal feedback and end-of-year pupil reports.



Policy Statement: Pre-school and Reception classes & Integration into Main School

Core Values

We acknowledge that parents play a primary role in the early years of their child's life as both carers and educators.

At The King's House School, Windsor Pre-school and Reception classes, we desire to provide a safe and stimulating environment within which children can begin the task of becoming part of a wider social circle and discovering their relationship to peers and adults other than their parents and immediate family.

Aims

In our Pre-school and Reception classes, we aim to:

- Blend the home and school experiences of children into a cohesive whole, in terms of the worldview they receive, the moral and spiritual values they are taught, and the discipline they experience
- Set the necessary foundations to prepare children for full-time learning in the main school
- Give children an awareness of their own unique value and contribution within the school and wider community, as well as the unique value and contribution of each person they meet.

Objectives

We use the ACE programme, Early Years Foundation Stage Framework and afternoon activities:

- To cater for the children's personal, social and emotional development. The children will learn to be self-confident, have a growing interest in the learning environment around them, know what their own needs are, tell the difference between right and wrong, and be able to dress and undress.
- To develop the children's language and literacy skills. The children will learn to talk confidently and clearly, enjoy stories, songs and poems, use a pencil, hear and say sounds, and link them to the alphabet. They will learn to use their phonic knowledge to decode, read and write regular words. They will also learn to read and write some common irregular words as well as simple sentences.
- To provide mathematical development. The children will develop an understanding of maths through stories, songs, games and imaginative play. They will become

comfortable with numbers and with ideas such as 'heavier than' or 'bigger'. They will be aware of shapes and space.

- To increase the children's knowledge and understanding of the world. They will explore and find out about the world around them, being encouraged to ask questions about it. They will build with different materials, know about everyday technology and learn what it is used for. They will find out about past events in their lives and their families' lives. They will learn about different cultures and beliefs.
- To focus on their physical development. The children will learn to move confidently, control their bodies and handle equipment.
- To develop their creativity. The children will investigate colours and shapes through art and craft activities, explore how their bodies move through dance, tell stories and make music, using their voices or instruments.

Strategies

Pre-school (3 - 4 years old)

Within the Pre-school environment the child learns to relate and socialise with peers, to communicate and respond to voices of authority other than parents and to develop physical coordination. Using a combination of child-led play and adult-led activities, we aim to help each child develop and learn about themselves and the world around them. We use the comprehensive ACE curriculum: learning sounds and shapes of letters and numbers 0-10, strengthening memory, visual, auditory and co-ordination skills and building Godly character traits. Optional session times are available. We complete an initial baseline assessment in the first 2 weeks of the autumn term to assess each child's starting point in order to plan appropriate activities to aid their development.

Reception (ABC's class) (4 - 5 years old)

In Reception children will follow the ACE ABCs 'Learning to Read' programme once they have taken their ABC pre-test. Through the ABCs programme, pupils develop phonetic skills as well as learning to read and write high frequency words to enable them to learn to read for themselves. It combines oral, visual, aural and motor-coordination skills to develop knowledge of letter sounds and blends to make words and sentences. It also continues to build on the character development started in the Pre-school. The aim is that they pass their ABCs post-test within this time. The compulsory sessions are 5 mornings a week 8.30am-12.30pm with optional afternoon sessions available. Children who are full-time will often participate in afternoon activities with either Pre-school or Lower Junior Learning Centre pupils.

A baseline assessment of Reception class pupils is completed in the first two weeks to assess each child and plan activities for their development. A teacher assessment is also undertaken in the summer term to gauge the children's progress under EYFS. Each child will be given a rating of Emerging or Expected with evidence drawn primarily from the Early Years practitioners' knowledge of each child. These are recorded into each child's Tapestry Journal.

Once finishing the ABCs programme in their Reception year, the children then take a post-test to assess their knowledge and understanding. If pupils achieve 100% in this test they



are then ready to move onto the advanced sounds PACEs. If this score is not reached, pupils complete a set of Review PACEs to reinforce what they have already learned throughout the year. Once these are completed children will then move onto their level one PACEs in the summer term of Reception in English, Maths, Science and Social Studies.

Lower Junior Learning Centre (approx. 5 - 6 years old) & Integration into Main School

Having completed the Reception year, pupils move into the Lower Junior Learning Centre class, which is a mixed age and mixed ability environment, where they will follow the PACE programme and take increasing control of their own learning. Children will continue with their Level 1 PACEs in English, Maths, Science and Social Studies. They also follow a full afternoon programme of lessons.



Policy Statement: English Language

Core Values

Language and literacy are of great importance, since they give us the tools to formulate ideas, thoughts, feelings and beliefs and the ability to communicate with one another. Reading in particular allows pupils to develop culturally, emotionally, intellectually, socially and spiritually, enabling them to acquire knowledge and to build on what they already know.

Aims

We aim to:

- Give our pupils a thorough understanding of how the English language works, by looking at its patterns, structures and origins
- Teach our pupils how to choose and adapt what they say and write according to different situations
- Give our pupils an awareness of the influence and impact that language and literature can have on their lives and the lives of those around them

Objectives

According to their age and ability, pupils will learn to speak, listen, read and write as follows:

- To speak clearly, fluently and confidently in a range of circumstances, with different purposes and varied audiences
- To interact with others and participate positively in group discussions, sharing their own opinions and taking into account others' views (*Link to Citizenship/PSHE*)
- To learn to listen carefully and to understand what is being said so that they may respond appropriately
- To be able to read with comprehension, accuracy, speed and enjoyment, on their own and out loud, from a range of texts and for different purposes; being given the opportunity to reflect, analyse and discuss as appropriate
- To have the ability to write clearly, neatly and with varied vocabulary across a range of genres, and to plan, draft and edit their work as needed
- To know the rules of punctuation and spelling and apply these in extended writing

- To be able to express their thoughts and ideas, using language in an imaginative and creative way through poetry, fiction and drama/role-play
- To understand how English is structured grammatically, lexically and syntactically, and how it varies, using appropriate terminology
- To recognise and use sound patterns in language (e.g. alliteration, word play and rhyme).

Strategies

We will use the ACE curriculum as laid out in the Scope and Sequence Manual, including the Word Building, English and Literature & Creative Writing PACEs. Other activities such as Drama and oral reports are shown in our 6 Year Curriculum Plan.

We provide children with opportunities to develop their creative writing skills through focused sessions linked to the afternoon topics. Staff also ensure that the children write neatly and accurately and use the correct speech patterns across all subjects.

We promote the importance of reading in a number of ways. Pupils have a 15-minute Reading Enjoyment slot at the end of each morning, where they have opportunity either to be read to or to read a variety of books. We have a home reading scheme, whereby pupils are encouraged to take home a range of books over the course of the year. Each pupil has a Reading Log to record the books they have read. We also have termly Reading Challenges to encourage pupils to read a minimum number of books from the School's Reading Lists.

We also raise awareness of the importance of language and literacy through various events in the school year, including World Book Day and participation in poetry or creative writing competitions.

Wherever American spellings occur pupils will also be taught the British spellings, especially in Word Building PACEs, so that they are able to distinguish between them (e.g. honor/honour). They will also be taught to understand the meaning of words in their cultural context (e.g. sidewalk/pavement). Pupils have spelling books, which are sent home during the week to reinforce the spelling of new vocabulary.



Policy Statement: Teaching English as an Additional Language

Core Values

We aim to treat each pupil as an individual and to devise a programme to meet his/her specific needs. This principle equally applies to any pupil learning English as a second language.

Aims

We aim to:

- Establish pupils on an individualised programme according to their ability, whereby differences in academic levels do not carry a stigma of failure or inability.
- Encourage full integration of pupils from other countries or cultures into the life of the school, by promoting an awareness of other countries and cultures and the intrinsic value of all people.

Objectives

Pupils will develop their language proficiency in speaking, listening, reading and writing, according to their ability, as detailed in our English Language Policy Statement.

Strategies

For pupils with English as an Additional Language, we will:

- Determine their current level of competence, using diagnostic testing
- Devise a personalised programme, taking into account their age, abilities, cultural background, previous experience and future requirements
- Provide staffing expertise to help develop the pupil's language proficiency, for example by giving them opportunities to talk and write in a relaxed environment one to one. Staff will carefully monitor the progress of a pupil learning English as an additional language, and where need be will write up and follow an action plan with targets, deadlines, and reviews.

Pupils will follow the main ACE programme, albeit at a different pace. Its clear structure and grammatical progression provide a helpful framework for EAL pupils. The ABCs programme may be followed where foundational skills need reinforcing. Alternatively an ACE Videophonics course, designed for older EAL pupils, may be followed where more appropriate.



Policy Statement: Foreign languages

Core Values

We want our pupils to be able to communicate with people of other languages and cultures and to gain an appreciation and understanding of other languages and cultures so as to be able to develop a more international outlook.

Aims

We aim to:

- Inspire pupils of the possibility and importance of speaking more than one language.
- Immerse pupils in at least one foreign language from a young age.
- Develop pupils' understanding of other nations, cultures and traditions.
- Lay the foundation for pupils to be able to engage in an increasingly globalised world, which is essential to business and many other careers.

Objectives

We offer pupils the opportunity to learn Spanish from Key Stage 1.

We intend to introduce Afrikaans, French and Mandarin at a later stage as optional languages for older children.

For each foreign language, pupils will at an appropriate stage:

- Learn a range of useful vocabulary
- Gain an understanding of certain aspects of grammar and syntax (*Link To English*)
- Learn correct pronunciation and intonation
- Learn to converse and interact with speakers of the foreign language
- Learn and become familiar with a range of foreign songs and stories (*Link to Music and English*)
- Learn where the foreign language is spoken around the world and the sounds associated with particular dialects (*Link to Geography*)
- Learn about the customs and lifestyles of people who speak the foreign language and compare them with those of their own culture (*Link to History and Citizenship/PSHE*)



- Learn to use dictionaries and other reference materials (*Link to Computing*)
- Learn to use the foreign language both creatively and imaginatively and for real purposes (*Link to English*)

Strategies

Spanish is taught during the afternoon session, as detailed in the 6 year Curriculum Plan.

Pupils will follow the *Colega* course (Hortelano, Edelsa: 2009) for Spanish.

Other opportunities will be provided to embed their language skills, for example singing Spanish songs in assemblies or Music.



Policy Statement: Mathematics

Core Values

Mathematics is a creative discipline, which enables pupils to reason logically, develop problem-solving skills and think in abstract ways. It is important in everyday life as well as in most forms of employment; it is also key to a solid understanding of Science and technology, medicine, the economy and the environment. A study of Mathematics enables pupils to understand the world around them, especially areas such as number, pattern, structure, design and balance.

Aims

We aim to:

- Give our pupils a range of mental calculation skills that they can apply in different contexts
- Teach pupils about shape and space and develop their measuring skills in a range of contexts
- Give pupils an understanding of mathematical language and graphical tools to present and discuss their data, methods and reasoning
- Teach our pupils how to approach problems involving number and data and develop appropriate solutions.

Objectives

Pupils will learn the following at appropriate stages:

- To be able to count, know their times tables and perform mental arithmetic
- To write numbers accurately, understand place value and make estimates and approximations
- To learn to measure length, weight, volume and time and calculate the perimeter and area of simple shapes
- To understand properties of 2-D and 3-D shapes (e.g. angles and faces) and recognise, classify and create different shapes
- To use the four rules of arithmetic on whole numbers, fractions and decimals without the use of a calculator
- To know how to use a calculator (at an appropriate age)



- To learn to find and use simple percentages, fractions and ratios
- To learn basic algebra up to forming and solving equations (linear, simultaneous and quadratic) and solve problems using graphs
- To understand probability and statistics and to be able to work out probabilities
- To understand trigonometry, basic functions, graphs and Pythagoras' theorem etc.
- To approach mathematical problems and present solutions, explaining methods and reasoning (*Link to English*)
- To recognise and describe number patterns, make predictions and test them
- To understand and investigate general statements, search for patterns and develop logical thinking
- To be able to conduct investigations, interpret statistics and graphs, and organise and present findings appropriately (*Link to English & Computing*)
- To be able to apply Maths to everyday life e.g. shopping, budgeting, saving, giving, cooking and recipes, estimating costs and times, etc., and also in simple scientific situations.

Strategies

We use the ACE curriculum Maths PACEs as laid out in the Scope and Sequence Manual. In addition, we offer opportunities for further practice and application of Maths skills in the morning and afternoon topic sessions, as detailed in the 6 year Curriculum Plan.

Policy Statement: Science

Core Values

Science stimulates pupils' curiosity about phenomena and events in the world around them and satisfies this curiosity with knowledge. Pupils recognise the cultural significance of science and trace its worldwide development. They also learn to care for the world and improve the lives of both mankind and the animal kingdom, for example through technological change.

Aims

We aim to give pupils the opportunity:

- To develop scientific knowledge and conceptual understanding through the main disciplines of biology, chemistry and physics
- To observe, explore and discuss living things, materials and phenomena, both independently and in groups
- To collect evidence to help answer questions and link this to scientific ideas, models and theories
- To apply their knowledge and understanding of scientific ideas to everyday things
- To discuss and evaluate the positive and negative effects of scientific and technological developments on the environment and other areas
- To use a range of reference materials to carry out scientific research
- To use scientific language and graphical tools to share and present their ideas

Objectives

Pupils will:

- Develop scientific enquiry skills, by establishing links between causes and effects and testing ideas and theories using evidence
- Develop investigative skills by planning, obtaining and presenting evidence, and considering and evaluating evidence (*Link to English, Mathematics & Computing*)
- Study life processes and living things, including nutrition, growth and reproduction in plants and humans; movement; classification; variation; adaptation; micro-organisms; environments and ecosystems

- Learn about scientific views of how the universe came about, including the work of palaeontologists such as Mary Anning and how Charles Darwin and Alfred Wallace developed their ideas about evolution
- Study materials and their properties, including grouping and classifying materials; changing materials; separating mixtures of materials
- Study physical processes, including electricity and simple circuits; forces and motion; light; sound and vibration; the universe (*Link to Mathematics*)
- Learn to communicate effectively, using appropriate scientific terminology to explain the behaviour of living things, materials, phenomena and processes (*Link to English & Mathematics*)
- Learn to recognise that there are hazards in living things, materials and physical processes, how to assess risks and take action to reduce risks and enhance the environment for their own community and the world at large

Strategies

We use the ACE curriculum Science and Social Science PACEs, as laid out in the Scope and Sequence Manual.

In addition, we offer opportunities for further experimentation and application of scientific skills in the afternoon topic sessions, as detailed in the 6 Year Curriculum Plan.

Policy Statement: History

Core Values

History is about who we are, where we have come from, and what has happened along the way. By developing a knowledge and understanding of Britain's past and that of the wider world, pupils will gain an understanding of their own identity, the process of change, the diversity of societies and relationships between different groups and the challenges of their time. Pupils will be equipped to think critically, weigh evidence, sift arguments and develop perspective and judgment.

Aims

As they study History, pupils will:

- Develop a chronological framework for their knowledge of significant events and people from local, national and world history
- See what people and societies were like in the past and how they differed from ours today
- Consider how the past influences the present and examine and explain the reasons for, and results of, change
- Use different sources of information to help them investigate the past and use relevant terminology to describe events, people and developments
- Understand more about themselves as individuals and members of society and discover that what they learn can influence their decisions about personal choices, attitudes and values.

Objectives

Pupils will:

- Develop an understanding of chronology and be able to place events and items in order (*Link to Mathematics*)
- Develop knowledge and understanding of events, people and changes from local, national and world history in a range of contexts (social, cultural, political, economic, religious, technological, scientific and aesthetic)
- Develop skills of historical enquiry, including:
 - Identifying, selecting and using appropriate sources of information, including ICT-based sources (*Link to Computing*)
 - Evaluating these sources (relative values of first sources/ reported information, etc.)



- Recognising and evaluating different interpretations of history
- Learn how to collate and present historical information, using a range of techniques including spoken language, drama, written reports and use of ICT, with supporting argument and explanation (*Link to English & Computing*).

Strategies

We will use the ACE curriculum Social Studies PACEs, as laid out in The Scope and Sequence Manual. In addition, pupils will cover a number of historical topics, including local and British History, in their afternoon activities detailed in the 6 Year Curriculum Plan. Examples of these topics include: the Victorian Seaside, the Great Fire of London, the Romans, Magna Carta, Ancient Greece and Stone Age to Iron Age Britain.



Policy Statement: Geography

Core Values

We desire that pupils will learn more of the world, its diverse places and features, its resources, its people and their ways, so as to better appreciate the nature of their responsibility towards the world.

Aims

As pupils study Geography, they will:

- Acquire knowledge of places, patterns and processes on local, regional, national and global scales and make links between places
- Develop a range of investigative and problem-solving skills both inside and outside the classroom
- Investigate issues relating to the environment and sustainable development and think about their own place and responsibilities as world citizens.

Objectives

Pupils will:

- Develop geographical enquiry skills through selecting, collecting, recording, analysing and evaluating evidence (e.g. statistics about countries) from different sources (photographs, electronic sources) (*Link to Mathematics and Computing*)
- Use atlases, maps, globes and plans to locate places and environments, both nationally and internationally, and sketch maps and plans at different scales (*Link to Mathematics*)
- Identify and discuss different perspectives on geographical issues and express their own opinions using appropriate vocabulary and various media (*Link to English and Computing*)
- Recognise and comprehend patterns of physical and human features (e.g. water/settlements) and relate them to the character of places and environments (e.g. Eskimos in the Arctic)
- Identify and explain physical and human processes, recognise their impact on places and environments (e.g. agriculture, soil-erosion, etc.) and identify and evaluate ways of managing them
- Explore the idea of sustainable development and its implications for people, places and environments, and identify opportunities for their individual involvement.



Strategies

We will use the ACE curriculum Science and Social Studies PACEs, as laid out in The Scope and Sequence Manual. In addition, pupils will cover a number of topics linked to Geography, including local and British Geography, in their afternoon activities detailed in the 6 Year Curriculum Plan.

Policy Statement: Art & Design

Core Values

We see design and colour, variety and intricacy, magnificence and ingenuity throughout the world. Art and design reflects cultures and periods in history, and helps us to understand one another without the barrier of words. It enables us to express thoughts and emotions that might otherwise not be explored or be difficult to articulate.

Art and Design allows pupils to gain an appreciation for and demonstrate creativity in using pattern, colour, texture and materials to interpret and reproduce what they observe and believe.

Aims

Through Art and Design, pupils will:

- Develop their understanding of the creative structure of the world around them in terms of colour, shape and space, and pattern and texture
- Develop their own creativity and imagination through exploration and communicate what they see, feel and think using different art forms
- Learn about the diverse roles and functions of art, craft and design in contemporary life and in different times and cultures
- Learn to make aesthetic and practical judgements and decisions
- Gain an understanding of how art and design can enrich our personal and public lives and environment.

Objectives

Pupils will:

- Explore and develop ideas and express their thoughts, feelings and ideas in visual form
- Investigate and use different materials, tools and techniques and apply artistic and design skills to the practical world (*Link to Design & Technology*)
- Investigate and use different visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space (*Link to Mathematics*)
- Learn about the work of individual artists, architects and designers from different cultures and historical periods and make connections between different genres, styles and traditions (*Link to History*)



- Work together with other pupils, learn to appreciate each other's contributions and extend their ideas in light of group discussion (*Link to English*)
- Learn to enjoy art and design for its own sake and evaluate it aesthetically and intellectually (*Link to English*)

Strategies

Pupils have opportunities to develop their Art and Design skills through afternoon activities linked to their topic work. Details of these activities are provided in the 6 Year Curriculum Plan.

School trips also allow pupils to appreciate art and design in the environment, for example sketching local buildings or landscapes. We also offer other opportunities for pupils to demonstrate their creative skills, for example Art projects or competitions.

Policy Statement: Design & Technology

Core Values

Design and Technology gives pupils the opportunity to use their imagination and creativity to design and make products that solve real and relevant problems, taking into account different needs and values. It draws upon other skills, including mathematics, science, engineering, computing and art. A study of Design and Technology enables pupils to become informed and discerning users of products as well as innovators and creative problem solvers.

Aims

Pupils will:

- Explore how familiar things work and reflect on and evaluate present and past design and technology, its uses and effects
- Combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices
- Discuss, develop and model ideas and make products and systems
- Understand and apply the principles of nutrition and learn how to cook.

Objectives

Pupils will:

- Learn to develop, organise and communicate their ideas in a variety of ways (drawing and creating models) (*Link to English and Computing*)
- Learn about different tools, techniques and materials and learn to use and combine them safely and appropriately to make quality products (*Link to Art & Design and Science*)
- Learn how things work (including electrical items), describe and analyse mechanisms involved, and assess to what extent products meet their intended purpose and the needs of users (*Link to Science and Mathematics*)
- Analyse design problems, research potential solutions, devise a plan, test the product and evaluate outcomes
- Gain a solid understanding of where food comes from and use the principles of a healthy diet to prepare dishes using a range of cooking techniques.

Strategies

Pupils will develop these skills through Cookery lessons and a series of projects and topics set out in the 6 Year Curriculum plan.

Policy Statement: Computing

Core Values

We recognise that computing plays an increasingly important role in pupil's lives, enabling them to develop the ability to learn independently and preparing them to participate in a world that is rapidly changing. Computing has links with Mathematics, Science and Design and Technology. It helps to develop pupils' understanding of both natural and artificial systems, how digital systems work and how to use that knowledge in programming. With the right guidance and support, pupils will be able to make informed judgements about when and where to use ICT to best effect, and to consider its implications, positive and negative, for home and work both now and in the future.

Aims

Pupils will:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Analyse problems in computational terms and write computer programs to solve problems.
- Evaluate and apply information technology to solve problems.
- Become responsible, competent, confident and creative users of information and communication technology.

Objectives

Pupils will:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content, using a variety of software (including Internet services) on a range of devices.
- Gain an understanding of computer networks including the Internet and the opportunities they offer for communication and collaboration.
- Understand what algorithms are and how they are implemented as programs on digital devices, use logical reasoning to explain how they work and detect and correct errors.
- Design, write and debug simple programs, using sequence, selection and repetition, and solve problems.



- Understand how to use technology safely, respectfully and responsibly and identify how to report concerns about content or contact.
- Discuss and evaluate uses of ICT inside and outside of school.

Strategies

Computing is taught both as a separate subject and incorporated into different areas of the curriculum. For details of computing lessons, please refer to the 6 Year Curriculum Plan.

ICT skills are developed through all appropriate subject areas, including History, Geography, Science, Art & Design, Design Technology and Music. Pupils also use *Typemaster*, *Readmaster*, *Mathbuilder* and *Wordbuilder* programs during morning sessions to support learning of the ACE curriculum.

Policy Statement: Music

Core Values

Music is a universal language which transcends cultural and geographical barriers and unites people in a common experience. It reflects the uniqueness of different people groups, periods of history and personal experiences. We aim to inspire pupils to develop a love and appreciation for music and their talent and creativity as musicians.

Aims

Through the teaching of Music, pupils will:

- Develop an ability to listen, appreciate and respond to a wide range of music from different times, cultures and genres
- Play musical instruments and learn to sing a variety of songs
- Explore and experiment with different sounds and analyse how they can be used to create different moods and effects
- Learn to work with others in singing, dancing and playing instruments and increase their own confidence, self-discipline and creativity, ensemble and teamwork skills.

Objectives

Pupils will:

- Learn to sing and play instruments, both individually and as a group, and gain an understanding of pitch, rhythm, harmony, musical phrasing and expression
- Express ideas and feelings about music using musical vocabulary as well as movement and dance (*Link to English and Physical Education*)
- Practise, rehearse and perform songs and pieces with an awareness of their audience and have the opportunity to progress to the next level of musical excellence
- Improvise using different rhythms and melodies and arrange their compositions into a musical structure
- Develop their listening skills, learning to distinguish different sounds and elements of music (*Link to English and Science*)
- Learn to read music and understand musical signs, symbols and notations



- Use music technology to create, record and edit music (synthesizers, music software and recording equipment) (*Link to Computing*)

Strategies

Music is taught both as a separate subject and incorporated into different areas of the curriculum, including daily assemblies and Spanish. For details of the Music curriculum, please refer to the 6 Year Curriculum Plan.

Pupils are given opportunities to perform the musical pieces they have learnt at termly parent events, including the School Nativity performance. School trips also allow pupils to experience musical performances, for example orchestras as part of the BBC Orchestra 10 Pieces project or taking part in Prom Praise for Schools or Young Voices.



Policy Statement: Physical Education and Dance

Core Values

We want pupils to recognise the importance of physical activity in maintaining physical fitness and health as well as promoting psychological well-being.

Sport plays an important role in social cohesion by bringing together communities of people at a local, regional, national and international level. It promotes teamwork and participation.

Sport is also a creative discipline where skills and learning can be developed in order to improve performance.

Aims

Pupils will:

- Learn to enjoy being active and use creativity and imagination in physical activity
- Develop movement and coordination skills and learn how to use them in different ways
- Learn to work and play with other pupils in small and larger groups as well as compete with others
- Develop an understanding of tactics and evaluate their performance as individuals and as a team

Objectives

Pupils will:

- Develop competence and control in using specific physical skills and actions (in swimming, gymnastics, ball games, dance etc.) and increase their stamina (*Link to Music*)
- Develop an understanding of how to use strategies and tactics in individual and group activities (in swimming, gymnastics, ball games, dance etc.) and how to communicate effectively with team members (*Link to English*)
- Develop an understanding of rules and conventions for different sports and activities (*Link to Citizenship/PSHE*)



- Plan and evaluate ways to improve their performance
- Gain an understanding of the importance of physical activity for health and fitness, identify the effects of different types of activity on the body, and learn how to prepare the body for different types of activity (warm-up, specialist clothing, hygiene routine) (*Link to Science*).

Strategies

We incorporate exercise breaks into the daily routine. Pupils also have dedicated PE lessons twice a week. Details of Physical Education and Dance activities are included in the 6 Year Curriculum Plan.

Pupils learn about water safety and have swimming lessons for one term each academic year. The other two terms will cover team games, athletics, swimming and water safety, dance, gymnastics, as well as occasional outdoor activities and adventure pursuits.

We run a number of different after-school sports clubs during the year for pupils to experience and develop their skills in different disciplines.



Policy Statement: Life & Living - Citizenship/Personal, Social, Health and Economic Education (PSHE)

Core Values

We want our pupils succeed in every area of life. We seek to provide a holistic education with a strong focus on character development and pupils' spiritual, moral, social and cultural development, in keeping with the School's Christian ethos. We aim to prepare our pupils with the necessary life skills to develop into confident individuals, successful learners and responsible citizens. This includes actively promoting the fundamental British Values through our PSHE curriculum.

Aims

We want our pupils to:

- Learn the basic rules and skills for keeping themselves healthy and safe;
- Learn about themselves as individuals and as members of a community, and develop positive attitudes and values to enhance their personal and social development and become responsible members of the community;
- Learn about their own and other people's feelings, developing confidence and good relationships.
- Become aware of the views, needs and rights of people of different ages and from different religious, cultural and ethnic groups;
- Learn to take responsibility for themselves and their environment
- Learn to identify and use their gifts and talents in the service of others at school and in the wider community.

Objectives

Pupils will:

- Develop confidence and a sense of responsibility to make the most of their abilities by identifying their strengths and weaknesses, setting personal goals and discussing their views in groups (*Link to English*)
- Gain an understanding of personal health and hygiene, various growth and development stages and health and safety, and learn to make choices that promote a healthy lifestyle (*Link to Physical Education, Science and Design & Technology*)

- Learn to play an active role as citizens and members of their community through responsible participation, good decision-making and adherence to rules and guidelines.
- Learn about the diverse demographics of their local community, including cultural, religious and ethnic groups. (*Link to Religious Education*)
- Learn to develop good relationships and respect differences between people by listening to other people, working cooperatively and distinguishing right from wrong.
- Gain a foundational understanding of money and the economy (*Link to Mathematics*)
- Gain a foundational understanding of different types of government and how they work (*Link to History*)
- Gain an awareness of environmental issues, discuss different perspectives on those issues and understand how to care for the environment (*Link to Geography and Science*).

Strategies

Good citizenship, positive character traits and an understanding of the fundamental British Values are encouraged through all subjects in the ACE programme, as well as through our assembly programme. Please see ACE Scope & Sequence and our Assembly Planner for details.

We use The PSHE Association Programmes of Study, and resources from the Hamilton Trust to deliver Life & Living (PSHE & Citizenship), as well as pupil-led projects and initiatives such as Go-givers. E-safety is covered within the Computing Curriculum. Please see the 6 Year Curriculum Plan for further details.

Visiting speakers are arranged on a regular basis to take assemblies or afternoon lessons on specific topics, for example the role of councillors, the Fire Brigade, the Police Station, charities like Comic Relief, different countries in our International Assembly Weeks, and age appropriate talks from medical professionals and the local School Nursing team.

School trips are organised to places of interest, including the Army Barracks, the local town hall and Woolley Firs (environmental centre), and regular local walks give opportunities to put into practice skills that have been learnt e.g. road safety.

Self-confidence and leadership skills are promoted across the whole school and particularly through roles such as class leader, lunch monitor and school councillor. Cultural experiences and learning are also given across the curriculum, including subjects such as Music, Art and Food Technology.



Policy Statement: Life & Living - Religious Education

Core Values

The King's House School, Windsor has a Christian ethos. We do not take a denominational stand. Our Statement of Faith is contained within our Prospectus and reflects a broad background of mainstream Christianity.

Through Religious Education we seek to help pupils explore challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human, in an age-appropriate way. Religious Education contributes to pupils' personal development.

We aim to develop pupils' knowledge and understanding of Christianity, and also of other world religions, religious traditions and worldviews, that offer answers to questions such as these. Within Religious Education, we promote the fundamental British Values, including understanding the importance of showing mutual respect and tolerance in a diverse society.

Aims

We aim to:

- Teach pupils Christian theology and Christian values (such as love, grace, faithfulness, diligence, honesty and humility)
- To give pupils a good understanding of the beliefs and practices of other world religions
- Create a school culture where there is mutual respect between fellow pupils and honour of staff, parents and family members
- Teach pupils the importance of showing understanding and respect towards every individual and people of other religions, cultures and ethnic groups, including the community within which the school is located, the UK and the global community
- To model by the example of teachers and other staff what it means to be a committed and caring Christian
- To train up children and young people who are confident and equipped to face the challenges and opportunities of life



Objectives

Pupils will:

- Learn about Christian values and principles through Bible stories and the lives of modern day people and be encouraged to develop good character.
- Learn about Christian celebrations, beliefs and practices and those of other world religions, particularly the Jewish faith and other religions represented in the local community (including Islam, Sikhism, Buddhism and Hinduism).
- Acquire an appreciation of and respect for their own and other cultures and religious groups in a way that promotes tolerance and harmony.
- Develop critical and independent thought and an enquiring mind.

Strategies

Religious Education is taught as part of our Life & Living subject, which combines RE, Citizenship & PSHE, as well as through the ACE curriculum and other aspects of school life.

We have a daily act of collective worship in our morning assemblies, which includes prayer and teaching of Christian values through Bible stories and the lives of modern day people. Class circle time also provides opportunities to discuss matters of faith.

Visiting speakers and visits to places of worship form an important part of our RE curriculum, giving pupils the opportunity to learn first-hand about other faiths.

Details of afternoon RE activities are included in the 6 Year Curriculum Plan. We refer to the agreed Local Syllabus for Religious Education, as it represents the make-up of our local community.

We engage with the local 'Crossing Bridges' project, which aims to promote good quality RE education in schools. Members of our staff are also part of the local SACRE and keep abreast of developments within RE.



Policy Statement: Drama

Core Values

We believe that the progression and development of children's oral communication skills is of vital importance. Pupils are given opportunities to express themselves creatively in range of contexts, groupings and with other members of the school or wider community.

Aims

We aim to:

- Develop children's self-confidence and sense of self-worth by creating a supportive and constructive learning environment.
- Develop pupils' respect and consideration for each other by encouraging turn-taking, acknowledgement of ideas, appropriate and safe behaviour and focused listening.
- Develop imaginative and creative processes and responses by involving pupils in a range of drama methods and activities.
- Develop pupils' oral and physical skills, including using language and movement appropriate to role, through drama activities and responding to drama.

Objectives

- Develop the capacity to express ideas and feelings through Drama by encouraging constructive responses to drama work, sharing ideas and selecting appropriate drama methods.
- Provide opportunities for pupils to see and hear different types of performance and drama.
- Develop the ability to work constructively as a member of the group using skills of leadership, discussion, negotiation and the blending of different peoples' ideas.
- Offer pupils the opportunity to experience aspects of theatre by rehearsing and presenting their work to others.
- Encourage a positive school ethos.

Strategies

Drama games and other simple discrete drama activities provide a strong basis for teachers to introduce drama to pupils. These will develop appropriate responses, an awareness of drama roles, speaking and listening skills, inter-personal skills and self-confidence.



The learning of drama skills is enhanced in a variety of ways, including opportunities to give oral presentations in class, to create and perform group dramas in assemblies or class lessons and to participate in special school productions, including the School Nativity each autumn.

Details of afternoon Drama activities are included in the 6 Year Curriculum Plan.

Drama lessons and productions are delivered by class teachers and a drama specialist.