



Curriculum Policy - Seniors

The King's House School, Windsor aims to offer an enriched, integrated Christian education to boys and girls aged between three and thirteen 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

Curriculum Strategy

In order to satisfy these values, we use the Accelerated Christian Education Programme. In order to provide a broad and balanced curriculum we also use a variety of curriculums for all other subjects and where necessary to provide additional learning to match the National Curriculum aims. As The King's House School, Windsor aspires to finish in year 8, it is important for all our pupils to be prepared for the next stage of their education; whether continuing with ACE or beginning a GCSE pathway in year 9.

The ACE Programme is an individualised programme, tailored to each pupil's level of learning. There are twelve levels for each core subject. 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 promotion of integrity and Christ-like character is achieved by integrating character-building principles into academics in a systematic way throughout the entire curriculum through stories, role modelling and examples given in the material of each PACE. The PACEs help the students to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others. The curriculum presents sixty Character Traits of Jesus Christ such as kindness, faithfulness, prudence, appreciation, and honesty.

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 core 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.

In years 7 & 8 the Literature & Creative Writing PACE has been replaced by a Literature & writing class to meet National Curriculum objectives and to provide a wider exposure to different genres, whilst including some of the key texts from the Literature PACE. The Social Studies PACE in year 7 only focussed on careers and this learning has been incorporated into our wider careers strategy. The year 8 Social Studies PACEs have been used to deliver our history curriculum over the two years due to the breadth of information covered and to provide the opportunity for the wider development of history and literacy skills.

Our KS3 science provision has been mapped alongside the PACE's using Pearson's Exploring Science Scheme of Work. Our World is to equip students to understand the wider world and to cover topics across geography, religious studies and science.

Other subjects include Spanish, Computing, PE, Art, Music/Drama, Life & Living, Life & Living Skills and Bible Study.

The RE provision is met through the assembly plan, scripture learning within the PACEs, the Bible Study plan, world religions covered in the Our World lesson and topics in the life & living programme, including religion & systems of belief and religion & worldview topics.

Our careers provision is outlined in our careers policy. Our future (careers) classes in the life & living skills lessons form part of our wider careers strategy to equip students with an understanding of marketplace opportunities, of the different pathways and options into different careers and to help students identify their own interests and ambitions and dreams as well as their personal strengths and weaknesses.

Other aspects of careers education will also be included in the Life & Living lessons. For example; money and resources, time management, character & decision making, technology, economy, enterprise and entrepreneurship, investment, listening, communication, teamwork, leadership, vision for their future.

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.

The table below shows the overview of topics to be included in each subject over the two years, as well as the time allocation for each subject/week. A copy of the timetable is also included.



	8:15 - 8:40	8:40 - 9:00	9:00 - 9:45	9:45 - 10:05	10:05 - 10:50	10:50 - 11:00	11:00 - 11:45	11:45 - 12:30	12:30 - 13:10	13:10 - 13:15	13:15 - 14:15	14:15 - 14:20	14:20 - 15:20	15:20 - 15:30	3.30 - 4.30	
Monday	REGISTRATION / CIRCLE TIME	Assembly/Awards Presentation/SOW	Maths (45mins)	FRUIT BREAK & PLAY	English Grammar/Word Building/Spelling (45mins)	EXERCISE BREAK	Science (45mins)	Literacy (45mins)	LUNCH	REGISTRATION	PE (1hr)	CHANGEOVER	Computing (1hr)		TIDY UP & DISMISS	Judo club
Tuesday			Maths (45mins)		English Grammar/Word Building/Spelling (45mins)		Science (45mins)	Spanish (45mins)			Science KS3 (1hr)		History (1hr)			Choir club
Wednesday			Maths (45mins)		English Grammar/Word Building/Spelling (45mins)		Science (45mins)	Literacy (45mins)			Art/Our World (1hr)		Fitness (20mins)	History (40mins)		Homework club
Thursday			Maths (45mins)		English Grammar/Word Building/Spelling (45mins)		Spanish (45mins)	Literacy (45mins)			Music/Drama (45mins)		Life & Living Skills (30-45mins)	Bible Study (30-45mins)		Running club
Friday			Maths (45mins)		English Grammar/Word Building/Spelling (45mins)		Science (45mins)	Literacy (45mins)			Life & Living (1hr)		PE (2hrs 10mins)			

The Spiritual, Moral, Social and Cultural Development of Pupils Strategy

The King's House School, Windsor will embed spiritual, moral, social and cultural development and understanding across every area of school life, with staff acting as role models for pupils in all these areas. As a school we believe that our values need to be lived and expressed in our behaviours and in the environment, we create collectively. We see break time and lunch time, as well as time in the classroom, as an opportunity to embed these values and create a positive and uplifting school culture. As the children get older, we continue to build on these strengths and skills for example emphasising attributes like honesty, compassion, diligence and perseverance.

We actively promote the fundamental British values of democracy, the rule of law, individual liberty & mutual respect and tolerance of those with different faiths and beliefs through:

- Promoting Fundamental British Values Policy



- Assembly Plan 2021-2022 (see attached assembly plan document O.a and O.b how we deliver assemblies)
- Life & Living: see Life and Living Framework Overview
- ACE Curriculum: character traits (see below for character traits delivered in year 7&8) & Biblical Worldview
- Additional Curriculum
- School Visits and visiting speakers
- Our classrooms and school culture



Character Traits 1073-1096				
	English	Word Building	Science	Maths
1073	Considerate	Co-operative	Content	Confident
1074	Creative	Dependable	Deferrent	Courageous
1075	Diligent	efficient	Discreet	Forgiving
1076	Fair	Flexible	Fearless	Humble
1077	Friendly	Honest	Gentle	Merciful
1078	Joyful	Meek	Loyal	Determined
1079	Observant	Peaceful	Patient	Equitable
1080	Persuasive	Resourceful	Purposeful	Perseverant
1081	Responsible	Sincere	Self-Contolled	Respectful
1082	Tactful	Thrifty	Thorough	Submisive
1083	Truthful	Attentive	Appreciative	Tolerant
1084	Committed	Confident	Concerned	Available
1085	Consistent	Courageous	Co-operative	Considerate
1086	Decisive	Determined	Dependable	Creative
1087	Discerning	Equitable	efficient	Diligent
1088	Faithful	Forgiving	Flexible	Fair
1089	Generous	Humble	Honest	Friendly
1090	Kind	Merciful	Meek	Joyful
1091	Optimistic	Perseverant	Peaceful	Observant
1092	Prudent	Respectful	Resourceful	Persuasive
1093	Secure	Submissive	Sincere	Responsible
1094	Punctual	Tolerant	Thrifty	Tactful
1095	Virtuous	Available	Attentive	Truthful
1096	Compassionate	Temperate	Confident	Committed



Life & Living

As part of the continued development of the delivery of our subjects, we have been adjusting the way we present the following:

1. Personal, Social, Health & Economic Education (PSHE)
2. Religious Education (RE)
3. Citizenship
4. RSE

We are grouping these subjects under the heading of *Life & Living*.

Core themes

We have chosen the following 3 groupings to deliver the *Life & Living* subjects:

1. Personal development
2. Relationships
3. Living in the wider world

This is consistent with the *PSHE Education Programme of Study* from the PSHE Association which have the following three core themes: Health and wellbeing, relationships and living in the wider world.

Personal development

Personal development is focussed on:

1. Personal identity and purpose
2. A growth mindset



3. Mental and intellectual development
4. Physical development
5. Spiritual development
6. Social development

Relationships

The relationships theme is focused on:

1. Loving your neighbour and placing value and dignity on all people
2. How to build healthy and fruitful relationships
3. Understand different types of relationship
4. How to recognise positive or negative relationships
5. How to respect people and value equality and diversity

Living in the wider world

The living in the wider world theme focuses on:

1. The local, national and global context
2. Understanding different groups, cultures and communities
3. Government, politics and citizenship
4. Enterprise and entrepreneurial living
5. Championing the world we're in – people, planet and personal life purpose

As part of this core theme we have been considering the guidance provided by the Department For Education on Citizenship.



We will be integrating our RSE provision as part of the *Life & Living* subject framework as it forms a natural part of the core themes of personal development, relationships and the wider world.

Assessment

The King's House School, Windsor observes and grades work throughout the year to assess against objectives that have been mapped so that the vast majority of pupils are at expected or exceeding age expected learning. This will be applied to understand the correlation between PACE progress, additional subject progress and external assessment data to give an overall picture of pupil attainment and progress.

At the end of each year teachers will prepare a formal written report for parents using the taxonomy of learning outcomes of: Emerging, Expected, or Exceeding depending on the knowledge and skills each pupil has learned and mastered from the curriculum taught. This will be applied to both PACE grading and additional subjects.

External Standardised Assessments

Pupils will be assessed in English, Maths and Science using GL Assessments Progress Tests. These tests will be administered towards the end of the summer term each academic year.

Students will also be assessed on their cognitive abilities using GL Assessments CAT4 tests in the Spring term each year.

The GL Assessments New Group Reading & Spelling Tests will be administered at the beginning of each term to drill down into student's reading, comprehension and spelling skills.

These will be used to identify areas where the children need extra support or tuition. This will then be incorporated into our lesson planning and where necessary a child's Individual Education Plan (IEP). They will also be used in conjunction with PACE and non-PACE assessment to accurately assess each pupil's level of attainment and progress each year.

PACE Assessment

For the assessment of:

- Maths
- Word Building



- *English*
- *Science*

The emphasis in work is upon achievement according to ability. The pupils are responsible for marking/scoring their own work accurately using score keys. They learn to identify their own errors and correct their mistakes. However, safeguards and checks are in place to ensure that Teachers regularly check this scored work.

Each pupil receives a star for every successfully completed test. A gold star indicates that the pupil achieved 100% in the PACE test. On average a PACE test is taken every three weeks.

Pupils can also check their own progress by way of the coloured stars they receive after passing a PACE Test. These are put on their Pupil Progress Chart ('Star Chart'). This is a motivational tool that encourages pupil progress throughout the whole school year.

We also provide pupils with a list of the PACEs they are expected to complete each year, which they can cross off as they complete them.

Teachers check their pupils' progress regularly, both daily, through checking that the daily goals have been completed properly, and every time they write a PACE result onto the Teacher Progress Card. This card has the year's expected PACEs and keeps track of PACEs issued and completed and the scores. It is designed so that a teacher may see at a glance what proportion of the year's required PACEs have actually been completed and may easily see the range of scores the pupil has been achieving. This enables the Teacher to plan whether any interventions are required, at frequent intervals.

Individual learning outcomes in PACE work are evaluated using:

Goal Setting

Pupils are required to set daily goals in each subject and to complete for homework anything not completed during the day (within reasonable limits). Teachers check whether the goals have been completed daily, using Goal Check Reports (GCRs). These are forms used for each pupil to list the following:

- Attendance
- Goals Achieved
- Homework completed
- Demerits given
- Privileges achieved
- Any other relevant information



Supervising Progress

We use Supervisor Progress Cards (SPCs) to track each pupil's progress. These are used by Teachers to:

- Compile pupil academic results by recording PACE Test scores
- Set academic projections for the school year

Evaluation

1. Self-Evaluation: 'Check-ups', 'Self-Tests' and 'PACE Tests' equip pupils to evaluate their work and improve their own performance.
2. Teacher evaluation: Being quizzed orally by the Teacher at each Check-up and Self-Test to check for understanding, while reinforcing the pupil's understanding and learning, also enables them to see what they must re-study. Entering the PACE score on the SPC after each PACE Test also enables the Teacher to assess the progress of the child against the target set for them for the year.

Differentiation

Individual learning ensures that each pupil performs at their 'level' of learning.

Each pupil completes each PACE until the subject matter is 'mastered' before moving on to the next.

A pupil will usually complete between 10 - 12 PACEs in each subject, each year, depending on ability. Therefore, any pupil completing less than this might need assessing for SEND; any pupil completing more than this, is likely to be exceeding.

Non-PACE Subject Assessments

For the assessment of:

- *Literature & Writing Skills*
- *Spanish*
- *Science Key Stage 3*
- *Computing*
- *History*



- *Our World*
- *PE*
- *Art*
- *Music/Drama*
- *Life & Living*
- *Life & Living Skills*
- *Bible Study*

Specialist teachers for each subject will use a combination of both formative assessments throughout each term and topic and summative assessments at the end of each term and at the end of the year to accurately assess each pupil's level of attainment and progress.

Formative assessment will take various forms depending on the subject matter including for example:

- Mind maps
- Quizzes
- Peer to peer explanations
- Questions which allow children to demonstrate their understanding of key concepts e.g.
 - What did we do in class?
 - Why did we do it?
 - What did I learn today?
 - How can I apply it?
 - What questions do I have about it?

- Marking with purpose to identify next steps, or misconceptions
- Pupil self-assessment
- Journaling
- Classroom discussion

Summative assessment at the end of the term/topic may include:

- Formal tests
- Quizzes
- End of topic piece of writing



- End of topic project work
- Performances

Character Assessment

In keeping with our values to see each child flourish mentally, physically, spiritually and socially we believe it is equally as important to develop children in their character.

In addition to our academic assessment of each child we also assess them against the following criteria each year.

This assessment is made by the class teacher in conjunction with the Head Teacher who look at each pupil's behaviour towards their learning, their input in our Life and Living lessons & assemblies and their attitude towards their work and others throughout the year.

Desirable Traits and Habits

E=Excellent, G=Good, S=Satisfactory, N= Needs improvement

Work Habits

Follows directions	
Works well independently	
Does not disturb others	
Does work neatly	
Takes care of materials	
Completes work required	

Social Development

Is courteous	
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Gets along well with others	
Exhibits self-control	
Shows respect for authority	
Responds well to correction	
Promotes school ethos	

Personal Development

Ability to establish own goals	
Success in reaching objectives	
Flexibility	
Creativity	
General overall progress	

Review Leader: Headteacher

Policy Last Updated: July 2023

Next Review Date: July 2024