

Kingswode Hoe School

Curriculum Policy

Links to: Teaching and learning policy; Assessment and marking policy

At Kingswode Hoe School, we have created a coherent, broad and balanced curriculum framework based on six key outcomes below in order to meet the needs of our individual pupils. Needs and targets are reviewed as part of the EHCP process, which pupils, parents and carers participate in to make decisions and set next steps for the coming year.

6 outcomes

- 🌱 Resilience and independence
- 🌱 Health, lifestyle and wellbeing
- 🌱 Identity and self expression
- 🌱 Community and the wider world
- 🌱 Accreditation
- 🌱 Employability

Kingswode Hoe School
What we plant today, we grow tomorrow



Intent:

Through the six outcomes, we aim to:

- facilitate the development of our pupils as a whole person and as responsible citizens with a positive sense of self
- prepare our pupils for adulthood, including independent living and employment wherever possible

Implementation:


Our curriculum is organised into separate subject areas from key stage three upwards. Based on the National Curriculum, it has been streamlined and supplemented based on the needs of our pupils.

Impact:

The effectiveness of our curriculum is measured by the pupils' progress towards clearly defined outcomes.

Active learning

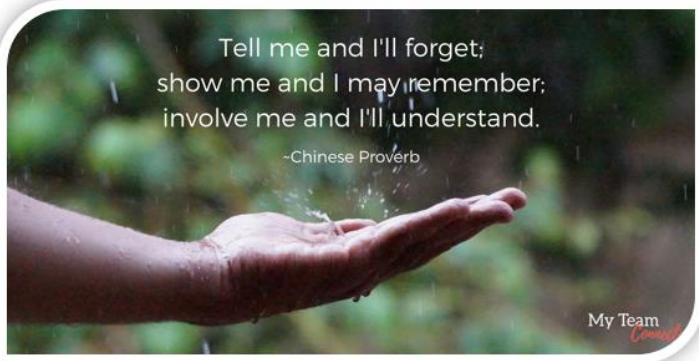
We encourage active learning approaches at Kingswode Hoe to promote engagement, enthusiasm and motivation from pupils.



Active learning: What?

We use 'active learning' to describe a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher.


This contrasts with a model of instruction whereby knowledge is imparted or transmitted from the teacher to students.



Tell me and I'll forget;
show me and I may remember;
involve me and I'll understand.
-Chinese Proverb

My Team

Cambridge Assessment International Education



Active learning: Why?

Active learning puts students at the heart of the learning experience. It enables them to become much more engaged with their own learning.

By becoming active participants in the classroom, students build knowledge through their own experiences. Research* shows that active learning can help students achieve a far deeper understanding of a topic than by simply listening to lectures or reading textbooks. For teachers, active learning provides more opportunities to interact with students. For example, it can give you more ways to get continual feedback to evaluate your teaching.

Advancing research based education- UCL teaching toolkits

As outlined in the Ofsted inspection handbook (2018):

- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all

aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

- 🟢 Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- 🟢 Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.

This links to expectations for teachers and support staff which is monitored through the school performance management process.

Teacher Standards

1.4.1 Impart knowledge and develop understanding through effective use of lesson time

1.4.2 Promote a love of learning and children's intellectual curiosity

1.4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching

1.4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

HLTA Standards

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities

18. Use their areas of expertise to plan their role in learning activities

19. Devise clearly structured activities that interest and motivate learners and advance their learning

20. Plan how they will support the inclusion of the children and young people in the learning activities

21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

LSA Standards

3.1 Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including those with special educational needs and disabilities.

3.2 Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.

Guided by the six outcomes and maximising opportunities for links, real- world experience and learning, leaders and staff regularly review our curriculum across

key stage 2-4 to ensure it is well mapped and meets the needs of different cohorts of pupils.

Curriculum Plan/Timetable allocation 2019-20

Sessions = 40 minutes

Subject	Sessions	Maths	English	PE	Science	Computing	Forest School	Humanities	WRL/D ofE	PSH CE	Topic	Tech	Art	SR E	M&D	Creative Media
Acorn	30			2		2	4				22					
Oak	30			2		2	4				20	2				
7D	30	4	4	4	4	2	2			1	4	2	2	1		
7M	30	4	4	4	4	2	2			1	4	2	2	1		
8C	30	5	5	4	2	2		2	2	1		2	2	1	2	
8G	30	5	5	4	2	2		2	2	1		2	2	1	2	
9F	30	5	5	4	2	2		2	2	1		2	2	1	2	
9S	30	5	5	4	2	2		2	2	1		2	2	1	2	
10C	30	4	4	4	4	4			4	1				1		4
10L	30	4	4	4	4	4			4	1				1		4
11G	30	4	4	4	4	4			4	1				1		4

Documentation consulted:

- Cambridge Assessment International Education
- Advancing research based education: UCL teaching toolkits
- Ofsted inspection handbook (2018)
- Standards Tracker
- KHS Teaching and learning policy
- KHS Assessment and marking policy

Policy updated: March 2020

Policy agreed by LAC: 02.03.2020



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