



WETHERBY SCHOOL
— KENSINGTON —

Curriculum Policy

Policy reviewed by and person responsible: Emily Rubbert

Review date: August 202

Submission: August 2024

Policy actioned from: September 2024 – August 2025

Next review date: July 2025

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School Kensington; 'parents' refers to parents, guardians and carers.



Wetherby School Kensington

Curriculum Policy

This policy should be read in conjunction with the Curriculum Delivery Guidance notes.

1. Rationale (Intent)

Through our curriculum, our intention is that all pupils should grow to be independent learners who are able to explore their own thinking within a curriculum which is relevant, engaging and scholarly. Pupils study a broad and balanced curriculum which is centred on the key skills of English and mathematics, within a safe and welcoming environment.

The foundations for future learning are set in the reception year through both structured and child-initiated activities. As pupils progress through the school we focus increasingly on academic skills, aiming to expose them to as many learning and developmental opportunities as possible and to thoroughly prepare them for their respective entrance examinations at 7+ or 8+.

We take into account the ability of every pupil in order to ensure that each is challenged and their talents fostered in order to build their future education. When pupils leave Wetherby Kensington we want them to be confident and independent learners who are ready to embrace the challenges of the next stage of their education.

2. Aims (Intent)

- To provide a broad, balanced, challenging, relevant and purposeful curriculum
- To build on pupils' prior experiences, skills knowledge and understanding
- To strive for our pupils and staff to experience and demonstrate continuous development, both socially and academically
- To create and deliver a curriculum which is dynamic and flexible to changing needs
- To provide stimulating learning environments
- To provide opportunities for pupils to celebrate success and achievement
- To make explicit what is taught and how the intended teaching and learning will take place
- Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of pupils to be evaluated
- On the basis of quality assessment information, identify individual pupils, groups of pupils and aspects of the curriculum which require particular attention
- Develop and implement teaching and learning strategies to address the needs of pupils and aspects of the curriculum identified above

- To ensure provision for equal opportunities, cultural diversity and religious education
- To acknowledge that learning experiences occur ‘outside’ of school and recognise parents and carers are key partners in recording and informing of these (educators and partners)
- To ensure the pupils’ spiritual, moral, social and cultural development is given strong emphasis
- To effectively promote fundamental British values
- To provide opportunities for pupils to set their own targets and understand their next steps as learners
- To utilise digital literacy within the curriculum to enhance learning experiences

3. The quality of education provided (Implementation and Impact)

3.1 All pupils of compulsory school age attend school full time.

3.2 All pupils are supervised by school staff throughout the school day. Supervision for Foundation Stage pupils is in accordance with the requirements of the adult/child ratios set out in *The Early Years Foundation Stage Statutory Framework*, as amended by *The Early Years Foundation Stage (Welfare Requirements) (Amendment) Regulations 2017*.

3.3 Wetherby Kensington is exempt from the learning and development requirements of the Early Years Foundation Stage. This allows us the freedom to exercise our own professional judgement in implementing the Reception curriculum with teaching and learning strategies that are best suited to the individual needs of boys at Wetherby Kensington. The curriculum for Reception pupils is based on three general areas and the five specific areas of learning.

General Areas:

- Personal, Social, Health and Economic Education (Learning for Life)
- Physical Development (games, gym)
- Communication and Language (speaking and listening)

Specific Areas

- English (phonics, reading, writing and handwriting)
- Mathematics (numeracy)
- Topic (science, history and geography)
- Expressive Arts and Design (art, music and drama)
- Information and Communication Technology/Digital Literacy (computing)

3.4 The curriculum for Year 1, 2 and 3 (Key Stage 1 and 2) pupils is based, but adapted for our individual setting, on the programmes of study in the National Curriculum and the following subjects are generally taught in mixed ability classes by generalist teachers:

- English (including speaking, listening and literacy)
- Mathematics (numeracy)
- Reasoning

- Science
- History
- Geography
- Learning for Life (PSHEE)

The following are taught by specialist teachers:

- Computing
- Art and Design
- Music
- Physical Education
- Drama
- Modern Foreign Languages (French)

- 3.5 As a school, we ensure that the schemes of work for each curriculum area are appropriate for the age and aptitudes of the pupils in each year group. Class teachers will liaise with the Head, the Deputy Head (Academic) and the Head of Learning Support to adapt the schemes of work where necessary to cater to the needs of pupils who have been identified as requiring an enriched programme of study or those who require learning support or who have an Educational Health Care Plan (EHCP). We ensure the curriculum caters for the needs of individual children from all ethnic and social groups in order to ensure all pupils have the opportunity to learn and make progress.
- 3.6 The content of the curriculum begins the process of preparing the pupils for the opportunities, responsibilities and experiences of adult life. The curriculum at each level is designed to facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent, responsible, useful, confident and considerate members of the community.
- 3.7 Throughout the school Learning for Life (PSHE/SRE) is an integral part of the curriculum. Although allocated a specific timetabled period, it is expected that all teachers will take the principles of the subject into consideration when planning and delivering lessons, taking advantage of all opportunities as they arise. The unique nature and unpredictable nature of certain issues means that these will not always be reflected in formal planning.
- 3.8 The impact of our curriculum ensures all boys make progress throughout their time at Wetherby Kensington according to their learning potential. The boys are well-prepared for the next stage of their education.

4. Extra-curricular activities

Extra-curricular activities take place each evening after school for all pupils above Reception. Reception activities are incorporated into the school day. All pupils above Reception have the opportunity to learn an instrument and join a choir. These activities take place during the school day.

5. The school day

Opportunities for child-initiated play, both indoors and outdoors are integrated into the school day for Reception pupils. All pupils have opportunities for timetabled playtimes both indoors and outdoors.

Class	The School Day
Reception (EYFS)	9.00am – 3.15pm
Year 1	9.00am – 3.25pm
Year 2	9.00am – 3.35pm
Year 3	9.00am – 3.45pm

6. The structure of the curriculum at Wetherby Kensington

The structure of the curriculum at Wetherby Kensington is broadly planned in conjunction with the National Curriculum (as set out below) and requirements for the 7+ and 8+ London Day School entrance examinations, with a particular emphasis given to English, mathematics and reasoning.

Regular meetings between the Head, Deputy Head (Academic) and classroom teachers enable curriculum coherence and facilitate curriculum change and development.

Age	NC Year	Key Stage	
4-5	Reception	Foundation	
5-6	Year 1	KS 1	LDS 7 & 8 +
6-7	Year 2*		
7-8	Year 3*	KS 2	

* Denotes exit points (7+ and 8)

7. SMSC and Fundamental British Values

7.1 We recognise that the spiritual, moral, social and cultural, (SMSC) element of pupils' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through 'SMSC' we seek to develop attitudes and values that will enable students to become responsible and active members of society. We are committed to the SMSC development of all students at Wetherby Kensington.

7.2 The DfE have reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

The Government set out its definition of British values in the 2015 Prevent Strategy and these values are revised when necessary. At Wetherby Kensington these values are reinforced regularly across all areas of the curriculum and the day to day life of

the school. Please refer to the document: Promoting Fundamental British Values at Wetherby Kensington.

This policy will be reviewed annually