



KINGS  
MONKTON  
SCHOOL

# Kings Monkton School

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## Curriculum Policy

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# Kings Monkton School Curriculum Policy

Kings Monkton School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people in Cardiff preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Kings Monkton School recognises that:

- The world of 2030 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation and more.
- 18+ year olds will still be at an early stage of learning.
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

Kings Monkton School's curriculum policy is based on the following aims, to:

- Have pupils at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all pupils for a successful adult and working life in a 21st century global society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Ensure effective transition between the main Key Stages.
- Involve the community.

- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

## **Curriculum**

### **1. Curriculum aims**

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- move towards enabling pupils to more easily progress based on ability not age and to be able to enter pupils for public examinations when they are ready rather than dictated by age.
- have and be able to use high quality personal, learning and thinking skills (PLTS) and become independent learners.
- have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning, to 19 and beyond.
- value their learning outside of the curriculum and relate to the taught curriculum.

### **2. The curriculum outcomes**

Kings Monkton School's curriculum will:

- lead to qualifications that are of worth for employers and for entry to higher education.
- fulfil statutory requirements.
- enable pupils to fulfil their potential.
- meet the needs of young people of all abilities at the school.

- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines.
- prepare pupils to make informed and appropriate choices at the end of Ks1, Ks2, ks3, ks4, Post 16 and beyond.
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the academy and between phases of education, increasing pupils' choice during their academy career.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help pupils to use language and number effectively.
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help pupils understand the world in which they live.
- develop a specific curriculum for key stage 2 & 3 (years 3- 9) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils.
- design a key stage 4 & Post 16 curriculum which meets the needs of pupils, parents and wider society.

### **3. Roles and responsibilities**

The Principal will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum.

- the procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve.
- the governing body and Parent Board are fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the governing body and Parent Board are advised on statutory targets in order to make informed decisions.

The governing body & Parent Board will ensure that:

- it considers the advice of the Principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual targets is monitored.
- it contributes to decision making about the curriculum.

The Senior Leadership Team will ensure that:

- they have an oversight of curriculum structure and delivery within the school.
- detailed and up-to-date schemes of learning are in place for the delivery of courses within the school.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with HoF/Deputy Head Primary on a regular basis and that actions are taken where necessary to improve these.

Heads of Faculty and Deputy Head Primary will ensure that:

- long term planning is in place for all courses. Such schemes of learning will be designed in line with the schools expectations and vision for its pupils. Details of Schemes of Work (SoW) should include; context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- SoW should encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. SoW should be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- where necessary an appropriate combination of qualifications or alternative

qualifications can be offered which best suit the needs of learners

- assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment and it should be in line with the schools policy of Assessment Weeks three times a year.
- they keep the appropriate Line Manager informed of proposed changes to curriculum delivery.
- all relevant information/data is shared with the sims team. This includes meeting deadlines related to exam entries etc.
- pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Pupils will:

- be treated as partners in their learning, contributing to the design of the curriculum.

- have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

Parents and carers will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

#### **4. Monitoring, evaluation and review**

The governing body & Parent Board will receive an annual report from the Principal on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of pupils for whom the curriculum was disapplied and the arrangements which were made.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

### Teaching groups, class sizes and grouping by ability

In Foundation Class pupils are placed in a group with a lead Teaching Assistant and three Teaching Assistants, ensuring that a staff: pupil ratio of 1:8 is not exceeded. The Foundation Phase curriculum is followed and the pupils are taught through the Six Areas of Learning and measured by these Learning Outcomes.

From Reception to Year 2 pupils are placed in the one tutor group we have per year with a maximum 18 children per class. These are mixed ability classes.

From Years 3 to Year 5 pupils are placed in the one tutor group we have per year with a maximum 18 children per class. These are mixed ability classes although identified pupils can be taught mathematics in the year above their chronological age where appropriate and in consultation with parents. In Year 6, when numbers rise to above 18 we have two classes to allow for growth and to aid transition into Year 7. Year 6 will then be set for some subjects to ensure that all pupils are supported and all are stretched to reach their potential.

In Years 7 - 9 pupils are placed in tutor groups of approximately 15 to 18 pupils in the class and work in these groups for all subjects other than maths, English and science where pupils are grouped by ability to allow for appropriate support and challenge. Where possible, other subjects will be block-taught to allow setting but this is dependent on timetable demands.

In Years 10 - 11 pupils are placed in tutor groups of approximately 15 pupils in the class and work in these groups for only PSHE, which takes place during registration time. In mathematics, English and science pupils are grouped by ability, with science being further split into Triple Science and Double Science Groups to allow for appropriate support and challenge. In English and mathematics, pupils are split into 3 classes to have smaller groups, again to allow appropriate support and challenge. Option class sizes range from 5-17 pupils and are mixed ability.

In the Sixth Form there is two tutor groups per year and each group consists of around 10-15 pupils. Option class sizes range from 1-10 pupils and are mixed ability to the extent that pupils must meet the entrance requirements for Post 16 study to access these courses.

In the primary school the school day starts at 8.30 am and ends at 3.25 pm and consists of 4 sessions per day; session 1 is 30 minutes (assembly and PSHE); sessions 2 & 3 one and a quarter hours (literacy and numeracy); and session 4 is two hours and twenty five minutes (thematic teaching) split by two breaks one at 10.15 am (15 mins); one at 2.15pm (15 mins) and lunch at 11.45 pm (60 mins).

In the secondary school the school day starts at 8.30 am and ends at 3.25 pm and consists of eleven 30 minute lessons split by two breaks one at 10.55 am (20 mins) and one at 12.45 pm (40mins).

## **Curriculum for Foundation & Reception**

The curriculum for Foundation is structured to cover the six areas of learning:

### **1. Language & Literacy**

The development of communication and language is at the heart of young children's learning. It includes speaking and listening for different purposes, being read a wide range of books, reading simple texts and writing for a variety of purposes.

The alphabet is learnt by a method called Jolly Phonics. Phonics are the building bricks of all words and will eventually help your child decipher new vocabulary.

### **2. Mathematical Development**

Children's mathematical development arises out of daily experiences in a rich and interesting environment. It involves becoming confident and competent in learning key skills in numeracy and simple mathematical problem solving.

### **3. Knowledge and Understanding of the World**

In this area of learning, children are developing crucial knowledge: skills and understanding that will help them make sense of the world. This forms the foundation stones for later work in science, design and technology, history, geography, information and communication technology.

### **4. Creative Development**

This area of learning includes art, music, dance, role play and imaginative play.

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another, extending their understanding.

### **5. Physical Development**

Physical development is about growth of co-ordination, skills, control, manipulation and movement. Two other very important aspects are increasing self-confidence in what can be achieved, and learning about the benefits of being healthy and active.

### **6. Personal and Social Development**

This area of learning is about emotional well-being, promoting self-esteem. It is also about developing respect for others, social competence and a positive disposition for learning.

## **Key stages 1 to 2**

The national curriculum subjects are taught in Key Stages 1 & 2 together with French. These subjects are:

English	Art
Maths	Information Technology
Science	Design Technology
Geography	Physical Education
History	Religious Education
French	Personal & Social Education
Music	Design Technology

In the primary school pupils are taught mathematics and English (reading, writing and oracy) every morning, whilst the creative afternoon curriculum has a thematic approach to encompass the other subjects. Pupils are taken out of school to interesting sites in and around Cardiff: to shops, parks, museums and castles, to name but a few, for enriched learning experiences. We also invite visitors to contribute to our pupils' lessons. Activities that bring subjects to life ensure pupils are able to achieve their full potential, as learning and skills are retained much more effectively.

Our Religious Education curriculum covers all of the major faiths which are represented in the school. Pupils are introduced to an understanding and awareness of each other's cultures and beliefs, encouraging tolerance and respect for each other.

Welsh is offered as an optional language and can be taken from Year 3 upwards (Juniors).

Through primary lessons, assemblies, visitors to school and class discussions our Personal and Social Education programme aims to develop pupil's self-awareness and self-esteem as well as fostering a caring attitude and a growing confidence in making good choices.

Our classes are usually taught in mixed ability groupings with work being set at different levels in order to match the needs of each pupil. Tasks are differentiated as 1\*, 2\*, 3\*. In year groups which have two classes, pupils are usually placed into sets for the teaching of Mathematics so that the pace of work can be geared more closely to their abilities.

Our Physical Education programme covers gymnastics, dance, games and swimming, and outdoor adventure activities, including a residential trip for pupils in years 4, 5 and 6. Games are offered on a Monday afternoon for pupils in years 3, 4 and 5. Year 6 pupils have a games on Tuesday afternoons with year 7 pupils. Infant pupils have 2 games lessons a week on site with our PE team. All pupils take part in activities (on a half-termly basis) including sports, climbing, musical theatre, outdoor adventure, cookery and art & craft as part of our activities programme.

Music plays a central theme within our curriculum and pupils have the opportunity to take part in Choir, or learn musical instruments throughout their primary school experience.

All primary pupils are taught Computer Studies. This is a programming-based course using applications such as Raspberry Pie, Scratch and Python.

### Key stage 3

#### Years 7 - 9

The secondary school offers a broad and well-balanced curriculum to all of its pupils. All of the following subjects are pursued until the end of Year 9 at which stage pupils are offered guidance on the choices available at GCSE (see section on GCSE Courses):

Currently years 7& 8 pupils have the following number of periods per subject per week:

Subject	Periods
English	6
Maths	6
Science	6
Physical education	2
Computer Science	2
Design Technology	2
Art	4
History	3
Home Economics	2
Geography	3
French	4
Music	2
PSHE	2
RE	3
Games	4
Spanish	4

In Year 9, Pupils have an additional period of English and mathematics. Top Set mathematics in Year 9 study GCSE Statistics.

Subject	Periods
English	7
Maths	7
Science	6
Physical education	2
DesignTechnology	2
Computer Science	2

Art	4
History	3
Home Economics	2
Geography	3
French	4
Music	2
RE	3
Games	4
Spanish	4

Games are offered on Tuesday or Thursday afternoons for all pupils, to encourage them to develop healthy lifestyles. Activities include football, netball, rugby, crossfit, athletics, white water rafting and climbing.

We offer a flexible curriculum, and our pupils can have additional literacy and numeracy support in the library if required.

#### Key stage 4

In Key Stage 4 pupils have the following core compulsory subjects:

- English Literature (flexibility for some pupils)
- English Language
- Mathematics
- Mathematics Numeracy
- Triple Science (Biology, Chemistry and Physics) OR Double Science with BTEC ICT or Single Science with BTEC ICT and additional support for mathematics and English.

Games are offered on a Friday for all pupils to encourage them to develop a healthy lifestyle. Activities include football, netball, rugby, crossfit, athletics, white water rafting and climbing.

Pupils then have the opportunity to choose from a range of different options:

Art	Music
Business Studies BTEC & GCSE	BTEC Music Technology
Catering	BTEC Public Services
Computer Science	Religion and Philosophy
Design Technology	Psychology
French	Sociology
Geography	Spanish
History	Sports Science
BTEC ICT	Welsh
Mandarin	Global Perspectives iGCSE
Media GCSE or BTEC	Extended Project

All pupils are given initial free choice for their options and then these are blocked, according to pupil choices, into five Option Blocks.

### Year 10 & 11:

Subject	Periods
Maths	6
English	6
Games	3
Triple Science	15
Double Science with ICT	10 + 5
Single Science with ICT and addition Maths & English	5+5+2+3
Options	
Option Group A	5
Option Group B	5
Option Group C	5
Option Group D	5
Option Group E	5

### The sixth form

#### Years 12 and 13:

The school offers an expanding post-16 provision providing a range of academic and vocational qualifications such as AS levels, A levels, and BTEC. Every effort will be made to offer subjects in which pupils demonstrate particular interest as well as those that are enhanced by our specialist facilities.

Pupils are enrolled in our own co-curricular provision (see sixth form booklet) to enhance their sixth form experience and applications for further education. Access to EPQ is also available. Within the Sixth Form pupils are based in our purpose built area, with their own ICT suite and study area for working, as well as a fully-fitted kitchen to keep them well-fed and watered throughout the day. There are no core subjects at Post-16 except for PSHE and pupils have a vast range of subjects to choose from:

Art	Music
Business Studies BTEC & A Level	BTEC Public Services
Computer Science	Psychology
Design Technology	Religious Education
French	Sociology
Geography	Spanish
History	Sports Science
BTEC ICT	Welsh
Mathematics	Global Perspectives & Research
Mandarin	Economics
Media A Level or BTEC	Law

Criminology	Further Mathematics
Extended Project	Chemistry
Biology	English Literature
Physics	

### **Years 12**

All Options in Year 12 are initially timetabled for 8 periods per week, but these are reviewed at Board level once the pupils make their choices. Options that run with small numbers may be reduced to 6 periods a week depending upon the cohort and number of students taking the subject.

### **Year 13:**

The expectation is that pupils who start an A.S course in Year 12 will continue the course to A2 in Year 13. These courses are timetabled initially for 8 periods a week and are reviewed when there are very small numbers.