

Kenton College Preparatory School

Curriculum Policy

Audience	Kenton Staff, Governors and Parents
Author	Deputy Head Academic
Last Review	May 2021
Next Review	May 2022
Related Policies	<p>These policies are available in the school office</p> <ul style="list-style-type: none">● Assessment, Recording and Reporting● Feedback Policy● Prep and Homework Policy● Able, Gifted and Talented Policy <p>These policies are available on the School's website</p> <ul style="list-style-type: none">● PSHE/Wellbeing Policy● SEND Policy

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Introduction and Purpose

Kenton’s curriculum endeavours to lay the foundation for every pupil’s future success, at senior school and beyond. It aims to provide excellent, all-encompassing, individualised preparation of pupils for the opportunities, responsibilities and experiences of adult life. Pupils at Kenton are provided with a creative and innovative curriculum which has been designed to offer a strong connection between academia and an awareness of the wider world, leading to well-rounded global citizens who are positive contributors to their community. Underpinned by our core values of honesty, courage and respect, the enriching learning opportunities encourage the highest standards of excellence.

The curriculum at Kenton originates from the English National Curriculum. This gives the basic framework for our schemes of work for each year group and for planning learning experiences. In addition to this, we have identified what we believe pupils at Kenton should know, understand and be able to do, within both the British and Kenyan context. For Kenton’s Senior pupils, Common Entrance is the major focus for their final curriculum experience.

The Board of Governors and staff of Kenton College take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The Kenton College Board of Governors are ultimately responsible for the provision stated in this policy.

Roles and Responsibilities

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Sally Weston	Headteacher	School	0722205038	admin@kenton.ac.ke
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Objectives of Policy

The objectives of this Policy are:

- To guide teaching staff in Departmental Policy formation such as schemes of work, learning experience, plans, assessment, recording and reporting.
- To ensure whole-school planning to follow an agreed structure and timescale.
- To ensure continuity of planning.
- To reflect the influences on the curriculum from National Curriculum, Common Entrance and the Kenya context.
- To inform parents, Governors and other interested agencies.

Policy Statement

In order to bring about high standards of achievement through good quality teaching and learning, we intend to provide:

- full-time education for pupils aged 6-13, which gives pupils experience in linguistic, mathematical, scientific, technological, human, social, physical and aesthetic and creative education.
- a curriculum which offers an organised programme, ensuring continuity of learning and progression in all areas of content and skills.
- subject matter appropriate for the ages and aptitude of pupils, including those pupils with special educational needs.
- for pupils to acquire skills in speaking, listening, literacy and numeracy.
- a curriculum which does not undermine the fundamental British values of democracy, rules of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- where a pupil has special educational needs (either identified by Kenton, or having received an Educational Psychologist report highlighting educational needs) and a Learning Passport, education which fulfils individual pupil's requirements.
- where a pupil is identified as being Able, Gifted and Talented (identified by Kenton staff), education which fulfils individual pupil's requirements.
- for all pupils to have the opportunity to learn and make good progress.

- personal, social, health and economic education, now referred to as Wellbeing, which reflects the school's aims and ethos, encourages respect for other people and promotes spiritual, moral, social and cultural development of pupils.
- high quality teaching through a balance of suitable activities, learning situations, styles and approaches.
- careers guidance, delivered as part of Wellbeing, when appropriate, to help encourage pupils to fulfil their potential.

We also intend for the curriculum to:

- reflect the experience of those who make up the school community by offering a broad and balanced experience, enhanced where appropriate by the race, gender, ability, needs and aspirations of Kenton pupils.
- ensure access to the breadth of the curriculum and equality of opportunity for all pupils, irrespective of gender, race, social background, belief, creed or ability.
- encourage pupils to reach high standards by stimulating their enthusiasm and encouraging individual pride in the learning process.
- create an environment where children will be encouraged to strive to achieve their maximum potential in a non-competitive atmosphere.
- allow pupils to celebrate their own achievements and those of others through positive rewards.
- allow for the needs of individual pupils, offering a differentiated approach where appropriate.
- make use of local resources, including business, leisure and environmental centres.
- enable teachers to record individual progress through a means of assessment and evaluation.
- enable teachers to keep records of pupils' achievement in a manner that reflects the Assessment, Recording and Reporting Policy.
- equip pupils with the information, skills and motivation for further independent study.

The Kenton Curriculum covers the following subjects from Year 2 to Year 8:

- English
- Mathematics
- Science
- Biology, Chemistry, Physics (Year 8)
- French (Year 4 upwards)

- Kiswahili (Years 2-8, also becomes a language option from Year 6)
- Spanish (a language option from Year 6)
- Latin (a language option from Year 6)
- History
- Geography
- Topic (Juniors)
- Theology, Philosophy and Religion
- ISEB Project Qualification (Year 8)
- ICT
- Art
- Design Technology
- Music
- Kenyan History and Citizenship including Kiswahili
- Drama
- Physical Education and Swimming
- Wellbeing

Learning opportunities:

The Kenton College Curriculum provides opportunities in each of the following areas:

- **Linguistic**
Subjects giving direct linguistic learning opportunities include English, Drama, French, Spanish, Latin and Kiswahili. However, speaking, listening, writing and reading and other vital communication skills are practised in all areas of the curriculum through discussion, recording and general classroom interaction. Communication skills are practised constantly in all areas of daily life within our school. Pupils are actively encouraged to develop a regular reading habit that encompasses a wide range of fiction, non-fiction and poetry.
- **Mathematical**
Mathematical experience is gained in many areas such as Geography, Science and Design Technology. Across the Junior school, a “Maths Mastery” approach is utilised to deliver the curriculum and monitor progress.
- **Scientific**
The Science curriculum is designed to promote knowledge and understanding, develop skills (including experimental) and encourage the process of enquiry, discovery, recording and drawing conclusions. “Thinking and Working As a Scientist” is embedded in all topics taught. The school grounds are used by pupils of all ages to enhance scientific understanding and discovery. These include the area known as the ‘Longies’, pond and different habitats around the school. The department leads cross-curricular STEM activities.
- **Technological and Technical**
Design Technology gives direct technical experience of developing ideas, planning and making projects, the use of a wide range of materials and tools and the evaluation skills. Experience in ICT is used widely across the curriculum via timetabled ICT lessons and through its use in all other subject areas via iPads. The school

has two computer labs, which can accommodate whole classes. All classes have access to projectors, interactive whiteboards and iPads.

- **Human and Social**

Geography, History, Theology, Philosophy and Religion, the ISEB Project Qualification, Kenyan History and Citizenship and Wellbeing form the core input to the Human and Social experience. Extra experiences are provided through visits to museums and places of national interest, field trips both at home and overseas and through interaction with visiting speakers. Weekly Wellbeing lessons actively promote these areas through a structured programme of sessions.

- **Physical**

Kenton College has a wide range of facilities and resources, which include four sports fields (used for athletics and for playing cricket, lacrosse, hockey, rugby, football and netball), a full size astro-turf pitch, three tennis courts, a swimming pool and the hall. These facilities enable a wide variety of physical activities to take place.

There is also a variety of outdoor areas, equipment and games, which are available at break times to enhance physical development.

The comprehensive programme includes the development of gross motor skills, small and large movement, coordination, physical control and a wide variety of sporting skills. Knowledge and understanding of the principles of health and fitness are also developed with additional input from the Science and Wellbeing curriculum. The curriculum is supplemented by afternoon sports sessions (Divs) for all children, which occur Monday – Thursday, as well as after optional school activities ranging from roller-blading to taekwondo.

- **Aesthetic and Creative**

The main subject areas contributing to this area of experience are English, Art, DT, ICT, Music and Drama. However, creativity is appropriately built into all subject schemes of work, encouraging children to problem-solve and think creatively wherever possible. Extra experiences are provided through library facilities, in-house music (e.g. the Tea Time concerts), theme days such as World Book Day, visiting specialists e.g. authors, musicians, theatrical events and the Arts Festival in Trinity Term, as well as a major school production annually. The opportunities for children to join the Junior, Middle School or Senior Choir, the School Orchestra and the variety of ensembles we have at Kenton College also contribute further to pupils' creative experiences.

- **Research Skills**

In Year 8, pupils have the opportunity to develop their research skills as part of the Theology, Philosophy and Religion course. Working towards the ISEB Project Qualification (which sits alongside Common Entrance exams as another way to formally assess pupil achievement at the end of the prep school experience), pupils select a TPR-based question of particular interest to them to explore further. Transferable skills developed during this process include research skills, analysing sources, quoting/referencing, critical thinking, exploring differing ideas, analysing and evaluating content, handling data and the practical skills connected to presentations, academic essays, public speaking and performance. A pilot project on any topic of interest to the pupil is undertaken at the end of Year 7 in order to begin to familiarise pupils with the process.


Policy in Practice

Planning

Kenton College Curriculum Focus

The Headteacher, Deputy Head Academic and Head of Juniors agree on an annual development focus with regard to the curriculum, which considers the needs of pupils at Kenton and the wider educational context, new initiatives and trends. The objectives for the forthcoming year are discussed with Heads of Departments, Junior Coordinators and Middle Leaders. The objectives form the basis for the annual Departmental Development Plans (DDPs), produced by Heads of Departments and discussed with all staff for the current year.

Heads of Departments are responsible for ensuring that planning is comprehensive and that a coherent progression is ensured throughout a pupil's subject pathway from Years 2-8, outlined in the Curriculum Map for each subject and each Year group. Curriculum planning avoids inappropriate repetition and ensures continuity and progression in a pupil's learning. Heads of Department update their Curriculum Map annually in collaboration with Year/class or other subject teachers. Individual teachers plan work horizontally and, wherever possible, collaboratively with colleagues. Departmental Meetings are held at the commencement of every term and as frequently during the term as the Head of Department considers necessary. Weekly and daily planning are the responsibility of individual teachers.



Organisation

Core subjects are English, Mathematics, Science.

Foundation subjects are Geography, History, French, a second language (options: Spanish, Latin, Kiswahili), TPR.

Pupils work towards Common Entrance exams or assessments in the above subjects.

Creative subjects are Art, Design & Technology, ICT, Music and Physical Education.

Kenyan History and Citizenship, including Kiswahili, is taught throughout the school as a compulsory subject from 1st September 2017.

In addition, Wellbeing is delivered to seniors on a Friday afternoon.

Pupils are placed in the correct Year group for their chronological and National Curriculum age. In accordance with IAPS regulations, pupils should leave Kenton before they reach 14 years of age.

Subject Entitlement

Subject distribution depends upon the Year group in which a pupil is placed.

The academic part of the school day is divided into nine 30 min periods for all pupils.

All pupils are expected to attend all lessons unless there are pressing and confirmed educational reasons for them not to do so.

Allocation of lessons per year group is as follows:

Subject	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
English	12.5	12.5	12.5	9	7	7	7
Mathematics	10	10	9	8	7	7	7
Science	5	5	5	5	6	6	6
Geography	-	-	-	2	3	3	3
History	-	-	-	2	3	3	3
TPR	1	1	1	2	2	2	2
Topic	4	4	4	-	-	-	-
French	-	-	2	4	4	4	4
Kiswahili	1	1	1	-	-	-	-
Second Language*	-	-	-	2	2	2	2
Kenyan History & Citizenship	1	1	1	2	2	2	2
ICT	2	2	2	2	2	2	2
Art & DT	2	2	2	-	-	-	-
Art	-	-	-	2	2	2	2
DT	-	-	-	2	2	2	2
Music	2	2	2	1	1	1	1
PE	2	2	2	2	2	2	2
Total	42.5	42.5	42.5	45	45	45	45

*Latin, Spanish or Kiswahili

Wellbeing occupies a 45 minute period in the Senior School each Friday afternoon.

Wellbeing is integrated into the Junior school curriculum.

Wherever possible, 3 or 4 sets of Maths and English are provided for smaller group teaching in the Senior School.

When considering balance of the curriculum we have taken into consideration the additional exposure children have

to activities such as:

- Activities that form part of and contribute to the Kenton Award
- Sport as part of our afternoon programme;
- senior or junior activity groups as part of our afternoon programme;
- singing in choirs and in Houses in the Trinity Term;
- instrumental music in orchestra and ensembles;
- religious instruction, spiritual, moral, cultural and social guidance given through assemblies;
- dance, drama, art and music in Houses as part of the annual Arts Festival;
- Art and Design Technology through Art Exhibitions;
- Value-Based Education which permeates all our activities.

Delivery

Details of classroom management, resources, teaching and learning styles for individual groups are referred to in Departmental Documentation, which includes Policies, Schemes of Work, Kenton Levels and examples of work.

Monitoring – staff

Deputy Head Academic and Headteacher meet every term with Heads of Departments to discuss departmental policy, standards, documentation and vision.

Head of Juniors monitors weekly and daily planning of the junior class teachers.
The planning of senior class teachers is monitored by Heads of Department.

Observation of teachers occurs on several levels: by peers, HoD & SLT.
Learning walks by HoDs & SLT can take place at any time.

Teachers new to Kenton will have a formal observation during Michaelmas Term (lesson plans not required). The purpose of this is to ensure that teachers are settling well, developing positive relationships with all pupils and achieving the expected standards of teaching and learning at Kenton. This is also an opportunity for teachers to seek clarification or guidance on any aspects of their classroom practice.

Lesson Visits take place on a regular and frequent basis. Teachers can expect members of SLT and, at times, other colleagues to drop in to their lessons most weeks for around 10 minutes at a time. Written feedback is provided, with an opportunity to discuss the feedback if the observee wishes.

Notes and targets are shared amongst members of SLT to provide a focus for following visits.

Monitoring – pupils

Deputy Head Academic has overall responsibility to ensure that pupils' experience teaching and learning of the highest quality. Monitoring of pupil work is carried out each term, which includes monitoring of written marking. Feedback on the progress of the child and the work viewed is provided to teaching staff. If it is felt necessary, the Deputy Head Academic will observe the involvement of those children within the classroom. Head of Juniors is responsible for monitoring work produced by Junior pupils. Deputy Head Academic is responsible for monitoring

senior pupils.

Heads of Departments are required to organise book looks and moderation meetings within departments to monitor progression of the subject between Year groups, presentation, marking and feedback, delivery of key skills and objectives, teaching and learning, a balance of teaching styles etc. Class/subject teachers are required to provide samples of pupil work as directed by Heads of Departments or Head of Juniors.

Teaching staff have access to records of pupil profiles including diagnostic entry testing, GL Assessment, examination results, Effort and Attainment grades (see appendix 2 for types of standardised testing carried out at Kenton). As part of our Assessment cycle, teachers use Kenton Levels to assess progress. Relevant pupil data and pupil progress are discussed at Pupil Support Meetings (PSMs). This ensures that standards and teaching methods are appropriate to the individual pupil and interventions are consistent across all subject areas.

Comments on individual pupils are made at PSMs two or three times per term, which are chaired by Heads of Year and Head of Juniors. All teachers teaching the focus Year groups are expected to contribute to the PSM tracking document.

Review and Evaluation

Departmental Meetings chaired by Heads of Departments are held at the start of each term (or as frequently as required).

Minutes are recorded and shared with the Deputy Head Academic.

Heads of Department & Junior subject co-ordinators meet with the Deputy Head Academic, Head of Juniors and the Headteacher each term to discuss specific departmental/subject matters.

Heads of Department write an end of year review as part of their Departmental Development Plan. These reviews consider academic standards in attainment by making comparisons with baseline data, previous examination results as well as comparisons within current pupil groups.

APPENDIX A: COMMON ENTRANCE EXAMINATION RESULTS AND SCHOLARSHIP AWARDS TO YEAR 9

The data below shows the results achieved by our Year 8 pupils in their Common Entrance examinations since 2016 and the percentage of the cohort achieving a scholarship award from their chosen senior school.

2020

A* to C	A & A*	B	C	D E U
95.5%	49%	31%	15.5%	4.5%

Scholarships: 40% of cohort (27 pupils)

2019

A* to C	A & A*	B	C	D E U
91.75%	53.19%	25%	13.5%	7.71%

Scholarships: 38% of cohort (47 pupils)

2018

A* to C	A & A*	B	C	D E U
92.1%	45%	28%	18%	9%

Scholarships: 33% of cohort

2017

A* to C	A & A*	B	C	D E U
97.3%	59%	30%	8.3%	2%

Scholarships: 42% of cohort

2016

A* to C	A & A*	B	C	D E U
94.8%	45%	40%	10%	5%

Scholarships: 49% of cohort

CONFIDENTIAL TO STAFF

APPENDIX B: TYPES OF STANDARDISED TESTING CARRIED OUT AT KENTON COLLEGE

Year 2

- Termly English Comprehension Assessment
- Termly English SPaG Assessment
- Termly Maths Assessment
- CAT tests (Lent Term), Progress in English and Maths 7 (May)

Year 3

- Termly English Comprehension Assessment
- Termly English SPaG Assessment
- Termly Maths Assessment
- Progress in English and Maths 8 (May)

Year 4

- CAT 4 Level A (Verbal, Quantitative, Non-Verbal Reasoning, Spatial Testing)
- Termly English Comprehension Assessment
- Termly English SPaG Assessment
- Termly Maths Assessment
- Progress in English and Maths 9 (May)

Year 5

- CAT 4 Level B (Verbal, Quantitative and Non-Verbal Reasoning, Spatial Testing)
- Progress in English and Maths 10 (May)
- Trinity Term end of year exam

Year 6

- CAT 4 Level C (Verbal, Quantitative and Non-Verbal Reasoning, Spatial Testing)
- Progress in English and Maths 11 (May)
- Lent Term mid-year exam
- Trinity Term end of year exam

Year 7

- CAT 4 Level D (Verbal, Quantitative and Non-Verbal Reasoning, Spatial Testing)
- Progress in English and Maths 12 (May)
- Lent Term mid-year exam
- Trinity Term end of year exam

Year 8

- CAT 4 Level E (Verbal, Quantitative and Non-Verbal Reasoning, Spatial Testing)
- Progress in English and Maths 13 (May)
- Lent Term ISEB Common Entrance mock exams

- Trinity Term ISEB Common Entrance exams