

Curriculum Policy

At Kings Kids Christian School, our curriculum policy is based on all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children.

Aims and Objectives

The curriculum, whilst paying due regard to achieving high standards in English and Maths is also broad, exciting and we try to encourage the children to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic well-being
- Make a positive contribution to their environment and the society they live in.

We do this by:

- Providing a fun, stimulating and challenging learning environment
- Reflecting our high expectations through encouraging independent learning and self-discipline
- Establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children
- Promoting an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- Working together to create a caring community of learners where every child feels safe and valued
- Ensuring that all children have appropriate and equal access to the curriculum we offer.

Organisation and Planning

To bring out the best in students we run two curriculums side by side. We use an individualised curriculum, which is called: Accelerated Christian Education (ACE), as well as teaching the National Curriculum.

Accelerated Christian Education (A.C.E.)

The Accelerated Christian Education (A.C.E.) curriculum is designed to fulfil certain criteria in students. We use this curriculum to:

- Ensure that there are no gaps in the knowledge of students.
- Encourage gifted and talented students to work faster and allow them to perform higher and faster than expected.
- Encourage good moral values and qualities in the lives of the students.
- Enable students with different learning styles to be able to achieve their full potential.
- Introduce children to the biblical standards outlined in the bible.

We run the ACE program during the mornings as well as for homework. Pupils are set a minimum amount of work which they are expected to do each day. If a student is not able to accomplish this minimum amount of work each day they are expected to finish it off for homework.

We establish each individual's minimum amount of work by carefully analysing where a student is educationally and where they should be.

National Curriculum

We run the National Curriculum in the afternoon.

We plan our curriculum in three phases. We agree curriculum frameworks (long-term plan) for each Key Stage. This indicates what topics are to be taught in each term, and to which groups of children. Our Curriculum Frameworks are organised within a two-year cycle to accommodate our one and a half form school admission. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We have adopted the Renewed Frameworks for our school. We use the QCA schemes of work for much of our medium-term planning in the foundation subjects.

Our short-term plans are those that our teachers write on a weekly and daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Special Educational Needs

The curriculum in our school is designed to provide equal access and opportunities to all students. We recognise that some students may have a special educational needs. If we think necessary, after parent consultation, we may adapt the school's curriculum to address a child's need.

If we feel that a student has a special educational need, we may consider:

- Withdrawing the child from the National Curriculum and engaging them full time on the ACE curriculum
- Withdrawing the child from both curriculums and planning a separate curriculum for him/her
- Setting a child under direct teaching from a teacher, meaning that this teacher will be responsible for teaching the child

We believe that Special Educational Needs pupils can achieve great things and can achieve even as well as others in their academic grouping.

The school provides an Individual Education Plan (IEP) for each of the children who are on the School Action register or have a statement. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. If a child's need is more severe, we will discuss with the parent/carer the possibility of seeking advice from external agencies or undertaking a statutory assessment.

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