



Wetherby Kensington
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Curriculum Delivery Guidance Policy

Policy reviewed by: Emily Rubbert and Charlotte Tarrant

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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 Kensington; 'parents' refers to parents, guardians and carers.



Wetherby Kensington

Curriculum Delivery Guidance

Curriculum Aims (Intent)

- To provide a broad, balanced, challenging, relevant and purposeful curriculum
- To ensure that the curriculum involves the deliver of both skills and knowledge
- To ensure that SMSC and FBVs are promoted
- 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 including cultural capital
- 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

Planning and Preparation (Implementation)

Planning is a collective responsibility, taking into account staff expertise, subject knowledge and experience. Effective teaching and learning outcomes require thorough planning and preparation.

The basics of effective planning and preparation are:

- Well-established routines
- Appropriate organisation of lessons and equipment

- Pre-planned, sequenced activities
- Co-operation and collaboration
- Communication amongst year groups to ensure challenge and continuity
- Differentiation

Planning and preparation must:

- Set learning objectives for pupils (skills and knowledge-based)
- Reflect school policies and the curriculum statement
- Incorporate cross curricular links where possible
- Suit the individual's teaching style and pupils' learning styles
- Provide a balance of individual, paired and group activities
- Be flexible and ongoing
- Cater for the needs of all pupils, including those with identified special needs
- Cover yearly, termly and weekly time frames
- Be challenging and relevant
- Be progressive
- Allow the pupils to reflect on their learning
- Incorporate digital literacy where appropriate
- Allow for enrichment opportunities where relevant

The Reception curriculum covers three general and five specific areas of learning. Pupils are also prepared for the transition into Year 1 and beyond where we use the Wetherby Kensington schemes of work as the basis for our curriculum planning. We have adapted the National Curriculum programmes of study and London Day School requirements to the specific circumstances of our school.

Age	NC Year	Key Stage	
4-5	Reception	Foundation (EYFS)	
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+)

We plan all topics so that they build upon prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the topics studied in each term during each year group. The Headmistress, Deputy Head (Academic) and the Head of Curriculum sets this out in conjunction with the class teachers. In as many cases as possible, we will combine study with work in other subject areas, incorporating cross curricular links.

Medium-term plans follow the Wetherby Kensington schemes of work and give details of each unit, listing specific learning objectives for each unit of work (either half or full term). We review these regularly to ensure that pupils are sufficiently challenged and have complete coverage of the curriculum without repeating topics.

Short-term planning is carried out collaboratively at each year level by the individual teachers. This incorporates specific knowledge and skills-based learning intentions, learning activities (implementation), lesson-plans, cross-curricular links, assessment information

(impact) and resources. Planning is collaborative across the school if more than one teacher in a year group teaches the subject.

Planning Stage	Overview
Long term	Topics covered
Medium term	Lesson topics covered
Short term	Learning intention/WALT Success criteria (impact)/WILF Lesson outlines (implementation) Digital literacy links Differentiation Intervention information

Planning is reviewed and evaluated on a weekly/half termly basis. This is found at the end of the short-term planning documentation. The evaluations offer guidance for future planning.

Planning is kept centrally on the Wetherby Kensington computer system.

As well as learning intentions and assessment needs, all teachers are expected to take into account the following considerations in the planning and implementation of subject content in order to best meet the needs of those pupils in their classes.

Planning and implementation

- Prior learning and previous assessment documentation will have been used before the planning process in order to cater fully for all academic abilities. Lessons need to take into account the different learning styles of individual pupils. It is not necessary to identify them, but a conscious effort should be made to ensure that all styles are catered for during the delivery of a unit of work. This will ensure that all pupils are exposed to a variety of learning styles.

Cross curricular links

- We recognise that pupils engage in a multitude of subjects during any given day. Staff will endeavour to avoid teaching subjects in isolation. With this in mind, when planning lessons other subject areas will be considered. This is to ensure that lessons are relevant and purposeful.

Digital Literacy

- Pupils will be exposed to and develop the skills required to confidently access and utilise different means of technology in lessons. Staff are expected to utilise technology in the delivery of their lessons.

Address individual needs

- The individual needs of all pupils are considered and particular attention paid to those who have been identified as having special requirements. We recognise those identified on the Special Education Needs or enrichment registers as requiring particular attention.

Utilise different environments

- As space is limited at Wetherby Kensington, an effort to incorporate different environments into lessons is made, where possible.

Inspiration

- All staff members strive to inspire those within their classrooms and encourage inquisitiveness and the development of lifelong learners. Resources (digital and practical) are carefully selected to enhance the learning experience of the boys.

Record keeping

All teachers keep detailed records of their work with the class and of individual pupil's activities and progress. The school has a policy for monitoring and assessing pupil's progress, it must be adhered to. Other records are left to the teacher's professional discretion.

Refer to: Wetherby Kensington Monitoring and Assessment Policy and Wetherby Kensington Assessment for Learning Policy

Marking

All work should be marked or acknowledged by the teacher. Preferably, work is marked during a learning conversation or conference *with* the pupil as part of the formative assessment process however, this cannot always be the case. In these instances, there needs to be a comment or response (feedback) to the pupil. These comments relate to the content produced, the agreed success criteria (impact), achievements made, next step in their learning or a challenge as well as positive comments or praise where appropriate. It is important to identify what can be improved and how the pupil may take their next learning steps. The learning outcomes are visible in books and the teacher will mark to show whether objectives have been met or not.

Refer to: Wetherby Kensington Marking Policy

Display

Displays in the classroom should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media, where possible, and should be regularly changed. It should include work on different aspects of the curriculum and reflect individual pupil's efforts as well as abilities. Displays should provide pupils with information and ideas to promote learning and provide a space to celebrate achievement. From Year 1, upwards the story mountain is displayed in all classrooms.

Resources

All learning materials pertinent to each year group can be found in classrooms. Materials and resources in all areas should be well organised, of good quality, clean, tidy, attractive, accessible and clearly labelled. Any missing, damaged or dangerous items and any shortfalls should be reported immediately and re-ordered where necessary.

The school library and class libraries have a selection of books covering a range of topics and genres.

It is important that equipment borrowed from such sources, resource areas and other classrooms is promptly returned in good condition.

Homework

We consider homework to be an important aspect of the curriculum at Wetherby Kensington. It is a useful tool for reinforcing work being studied in class and provides an important and regular link between home and school.

Reading provides the basis of most expected homework. Pupils will take home reading material each evening with the expectation being that they will read aloud for a set time. This will be recorded with a comment in their reading log.

Homework set will be no more than half an hour in total. Homework expectations differ for each year group with a greater emphasis placed on homework for pupils in Year 2 and Year 3.

Refer to: Wetherby Kensington Homework Policy

Head of Learning Support

Wetherby Kensington has a trained Head of Learning Support.

The role of the Head of Learning Support is to support staff in identifying pupils' needs and planning teaching strategies, to liaise with parents and outside agencies, to co-ordinate extra help that may be required and to offer support to individuals and small groups. We work closely with specialists and professional agencies to ensure pupils' needs are met.

In accordance with the Rose report (April 2009), pupils receiving some differentiated class work and whose progress is being monitored closely by the class teacher and Head of Learning Support are said to be on Stage 1 or Stage 2. Pupils on the Additional Needs register are on Stage 3 and pupils on the SEND register are on Stage 4. The current list of pupils on Stage 3 and 4 is accessible on the school server. There is also a spreadsheet which specifies all the reasonable adjustments that we make for the pupils in the school.

Refer to: Wetherby Kensington SENDA Policy

Learning Enrichment

At Wetherby Kensington we believe that able and exceptionally able pupils need to be identified and educated in a manner that keeps them fully engaged in the learning process. Pupils who are identified as 'exceptionally able' are monitored and encouraged to partake in additional enrichment and extension activities throughout the year. For those with specific talents in arts-based subjects, a number of extra-curricular activities are provided or external clubs are recommended and these pupils are encouraged to partake.

Refer to: Wetherby Kensington Learning Enrichment Policy

Staff Development

Various staff development sessions take place at Wetherby Kensington both internally and externally. These include:

- Internal INSET sessions (twilight, after school and start/end of term)
- Alpha Plus forums
- Courses run by external companies and organisations
- Regular appraisals
- Informal and formal peer observations
- Change day for teachers and teaching assistants
- Mentoring of new staff

Middle leaders are expected to brief staff on new methodology and advancements in their areas of specialisation.

The Headmistress and CPD Leader will aid staff with locating and attending specific courses. Staff members should also be proactive in this process.

Middle leaders

Monitoring of the standards of pupils' work and of the quality of teaching in individual subjects is the primary responsibility of the Deputy Head (Academic) in conjunction with those members of staff who lead a particular area within the school. Other responsibilities of these members of staff include:

- Providing the strategic lead and direction for the subject/area in the school
- Supporting colleagues in planning, teaching and assessing the subject/area
- Being informed about current developments in the subject/area
- Identifying and evaluating strengths and weaknesses in the subject/area and indicating areas of focus for inclusion into the school development plan
- Lesson observations
- Providing an annual report to the Headmistress and the Deputy Head (Academic)
- Reviewing targets and key skills for each year group on the online assessment programme where necessary
- Analysing assessment documentation from the previous term pertinent to their subject/area, discussing this with teachers and help to plan interventions/extensions where necessary
- Annually reviewing and updating the relevant policy documents

Middle leaders are allocated a regular time allowance by the Headmistress to fulfil the management requirements of the subject.

Refer to: Middle Leaders' Policy

This policy will be reviewed annually

Appendix 1 – Subject Time Allocation

Subject	Year Group	Time Allocation
Art:	Reception	1 hour
	Year 1	45 min
	Year 2	1 hour
	Year 3	1 hour
Computing	Reception	30 min
	Year 1	30 min
	Year 2	45 min
	Year 3	45 min
Drama	Reception	30 min
	Year 1	n/a
	Year 2	30 min
	Year 3	30 min
English	Reception	5 hours 15 min (2 hours 30 min Phonics)
Incorporating: Writing, reading, spelling, grammar, comprehension, speaking and listening, library	Year 1	6 hours 30 min (1 hour Phonics)
	Year 2	6 hours 30 min (1 hour Phonics)
	Year 3	5 hours 30 min
French	Reception	30 min
	Year 1	30 min
	Year 2	30 min
	Year 3	30 min
Games	Reception	1 hour
	Year 1	1 hour
	Year 2	1 hour 30 min
	Year 3	1 hour 30 min
Geography	Reception	1 hour (1/2 termly)
	Year 1	45 min
	Year 2	45 min
	Year 3	45 min
Handwriting	Reception	1 hour 45 min
	Year 1	1 hour
	Year 2	30 min
	Year 3	30 min
History	Reception	1 hour (1/2 termly)
	Year 1	45 min
	Year 2	45 min
	Year 3	45 min
Mathematics	Reception	4 hours 30 min
	Year 1	4 hours
	Year 2	4 hours 45 min
	Year 3	4 hours 45 min
Music	Reception	1 hour
	Year 1	1 hour
	Year 2	30 min
	Year 3	30 min
Learning for Life (PSHE)	Reception	45 min
	Year 1	45 min
	Year 2	30 min
	Year 3	30 min
Reasoning	Reception	45 min
	Year 1	30 min
	Year 2	1 hour
	Year 3	1 hour
Science	Reception	45 min
	Year 1	45 min
	Year 2	45 min
	Year 3	1 hour
Religious Education	Reception	n/a
	Year 1	30 min
	Year 2	15 min
	Year 3	30 min
Swimming	Reception	n/a
	Year 1	30 min
	Year 2	30 min
	Year 3	30 min
PE (Gym)	Reception	30 min
	Year 1	30 min
	Year 2	30 min
	Year 3	30 min