



Keble School Curriculum Policy

Aims

It is our overall aim that pupils who leave Keble School are equipped to move on confidently to their senior schools and develop into independent, responsible and considerate adults. The aim of this policy is to outline the curriculum required to produce such individuals.

Objectives

In order to meet these aims we expect our curriculum to exhibit the following principles.

Breadth

The curriculum should be broad as a whole and in the various constituent parts. Throughout this broad curriculum values such as independence, mutual respect and courtesy are reinforced. The importance of developing core skills in speaking and listening is also a key component.

Balance

There should be a balance between the curriculum areas

- English and Literacy
- Mathematics and Numeracy
- Science education
- Creative Arts education
- Humanities education
- Languages Education
- Physical education
- Technological education
- Spiritual/Moral/Cultural and Social education

Each area should have the time and resources to make its specific contribution to the curriculum as a whole. Cross-curricular links are pursued where possible and desirable.

Relevance

The programmes of study should be related to the individual's needs and to the requirements of the next stage of education.

Parity

All of the curriculum areas are valued equally. As the pupils move through school some components may be have a greater weighting but the importance of each should not be diminished.

Entitlement

All children regardless of race, ability and/or disability (including those with statements) have an entitlement to an appropriate curriculum which meets their individual needs

Access

All children should have access to the experiences, people and resources necessary to realize their potential in education.

Achievement

The curriculum should allow children to demonstrate their achievements and to feel they are making progress.

Procedures

In Reception the curriculum is that of the *Years Foundation Stage*. The rest of the school broadly follows the National Curriculum, but as the boys move nearer to the entrance examinations, the syllabus in those subjects is determined by the ISEB (Common Entrance Board) and, where necessary, the requirements of individual senior schools.

The responsibility for the curriculum in subject areas lies with the Head of Department under the direction of the Director of Studies.

In practice, much of the planning etc in the Junior School is undertaken by the class teachers, under the direction of the Head of the Junior School. The Head of Department will have an overall view of the subject but on a day to day basis will concentrate more specifically on the Senior School. Individual lesson planning is the responsibility of the class/subject teacher.

The Curriculum Coordinator ensures continuity between the sections and collates information, documentation and data from all sources.

Every Child Matters

The five Every Child Matters outcomes are: -

- Being healthy
- Stay safe
- Enjoy and Achieve
- Making a Positive Contribution
- Achieve economic well being

These are inherent in our curriculum. For example: - we devote a significant amount of time to P.E. and Games, the broad and balanced curriculum and associated activity programme allows many opportunities to contribute and achieve. The strong pastoral provision helps our boys stay safe and by emphasising collaboration, courtesy, positive attitudes and acceptance of responsibility, we are ensuring our boys will become valued members of the of society in adult life. We encourage the boys to develop a self-awareness that will help them make the correct decisions in life beyond Keble.

Monitoring, Evaluation and Review

All teachers are responsible for monitoring the delivery of the curriculum and evaluating the performance of the pupils. In the Senior School the Head of Department should amend the curriculum and planning in light of this review process. In the Junior School this is the responsibility of the class teacher who will liaise with other colleagues delivering that curriculum at that level. The SMT will use data from observation and assessment to monitor the effectiveness of curriculum delivery.

Links to other Policies

The curriculum is at the heart of what we do and as such has links to most other policies. In particular to the Teaching & Learning Policy, the Assessment Policy, the Behaviour & Discipline Policy, the Educational Visits Policy, the Marking Policy and the Homework Policy.