KENSINGTON WADE

Curriculum Policy

This policy should be read in conjunction with the following policies: Inclusion and EAL Policy, Equal Opportunities Policy, Accessibility Policy, Britishness Policy, SMSC Policy, PSHE Policy, SEND Policy and Homework Procedure.

Introduction

Kensington Wade's curriculum aims to develop the whole child. It includes not only the requirements of the curriculum but also the range of additional activities, which are devised in order to enrich the learning experiences of the pupils. It also incorporates the 'cultural capital' skills where pupils develop an approach to living and an attitude to learning and life, preparing them for their future.

Ethos

Kensington Wade is a school of opportunities: a place where children are challenged to become their best, to discover new talents and interests and to develop a global outlook, within a safe and nurturing community.
We value kindness, respect, integrity, intellectual curiosity and endeavour. We actively promote fundamental British values which underpin everything that we do.

The Aim of the Curriculum

We aim to provide an environment where pupils develop:

- A love of learning
- A spirit of curiosity and independent thought
- Emotional and intellectual resilience
- A strong understanding of and empathy towards different cultures
- Personal responsibility, moral integrity, mutual respect and tolerance

We aim to give children the knowledge, skills and personal attributes that they need to play a role in a global world where China will continue to play a dominant role. Kensington Wade gives a head start to youngsters who will become adults in this new world, through an immersive bilingual education from ages 3 to 11.

Kensington Wade is foremost a British prep school, with the curriculum informed by the successes of both English and Chinese educational systems. Pupils will also benefit from the advantages of bilingualism – not just linguistically, but the additional benefits to their mental agility, empathy and emotional intelligence.

While giving our pupils valuable tools for their future careers, we hope also to develop in them mutual respect and affection for both cultures but fundamentally all cultures. From their first days in school the children will imbibe not only both languages but two cultures, through a curriculum that is designed to enrich and brighten their lives through the acquisition of knowledge, as well as ensure that they develop essential learning skills. Valuing

diversity and excellence, our aim is to provide a comprehensive, rigorous and dynamic immersive curriculum which will ignite in the pupils an enduring intellectual curiosity, independence of mind, enterprise and a global perspective.

Diversity/Inclusivity across the Curriculum

At Kensington Wade, diversity lays the foundation for inclusive learning environments and equitable opportunities from an early age. Exposure to diverse role models and perspectives helps children develop a more comprehensive understanding of the world and encourages them to explore their own interests without predefined stereotypes. By fostering diversity in primary education, we nurture a generation of future citizens who are not only academically proficient but also culturally competent, capable of addressing global challenges with creativity and empathy.

We aim to have an inclusive curriculum, ensuring the curriculum highlights diverse role models where we celebrate their contributions, representing various backgrounds and experiences which is showcased in the use of different resources, guest speakers, activities and community involvement.

Biculturalism and Promoting British Values

We have a range of nationalities within the Kensington Wade community. The children are not being asked to take on a cultural identity different from that of their parents. They are given the opportunity to see an identity distinct from their own, and to learn how to operate in that culture too. This actively supports the British values of democracy, mutual respect and tolerance of other faiths and beliefs. This policy recognises the requirement to encourage respect for other people, and not to discriminate against pupils with regard to the protected characteristics under the Equality Act 2010.

Sustainability across the curriculum

Kensington Wade highlights sustainability to install a sense of environmental responsibility in children, teaching them the importance of preserving resources and protecting the planet for future generations. Emphasising sustainability in education equips our children with the knowledge and values needed to make informed decisions that contribute to a more environmentally conscious and sustainable future. Every day, sustainability is at the forefront of the practical use and purchase of resources considering longevity and impact on the environment. Sustainability is reflected by incorporating environmental themes into the curriculum, by encouraging outdoor/nature-based learning, incorporating sustainable practices across the school community and attempting at achieve the Eco Green Flag award through our ECO Club.

The Curriculum Model

To achieve bilingualism and biculturalism, the school operates a 50/50 immersive dual language model lower down the school. Pupils learn the traditional prep school subjects with lessons delivered in either English or Chinese. This means that a pupil spends half of their day in the English classroom with lessons delivered in English and the other half of the day in the Chinese classroom with lessons delivered in Chinese. The following chart explains how this is achieved.

From Year 4, the focus begins to switch towards 11+ preparation. The attention on Chinese becomes a little less until the 11+ preparations are completed at the end of the Autumn term in Year 6.

Key Stage	Teaching
EYFS	All seven areas of the EYFS taught in both languages Specialist Music and PE taught in English Extra-curricular activities in both languages
Pre-Prep Y1-2	Mathematics, Science, Geography, History, RE, PSHE including Relationship Education, Art & Design Technology and Computing taught in either one or both languages English and Chinese Literacy taught separately Music and PE taught by specialists Extra-curricular activities in both languages
Prep Y2,3,4,5,6	Mathematics, Geography, History, RE, Debating (Ethics and Philosophy), Reasoning, PSHE including Relationship Education, Art & Design Technology and Computing are taught in either one or both languages English and Chinese Literacy taught separately Music, Computing, PE, Science and Art taught by specialists Spanish from Year 5 Extra-curricular activities in both languages

The Best of Both – British and Chinese Influence - Content

The curriculum is based on the breadth of the national curriculum. However, there are some changes in content as outlined below:

The school's mathematics curriculum from Year 1-6 is based on the Maths Mastery approach. Due to the level of language acquisition required, children in Pre-Prep use English mathematics textbooks based on the Shanghai method. In the Prep, children will use resources which compliment both the Shanghai method and the 11+ common entrance methods to support children in their journey towards the 11+ examinations in Year 6.

1. The English and Chinese classroom will not repeat the same teaching content unless it is there is a particular lesson focused on language eg. shapes
2. Mandarin Chinese lessons will replace the learning of another modern foreign language up to Year 5. The nature of the Chinese language makes memory work essential. Children are introduced to Spanish in Year 5 and Year 6.
3. As well as celebrating other cultural events during the year, there will be a particular focus on British and Chinese cultural events e.g: The Mid-Autumn Festival, Chinese New Year.
4. The art scheme of work incorporates a range of different Chinese styles of art eg. calligraphy, as well as other cultural art aspects that are taught in Humanities or special celebrations

Dual Language Teaching Implications for Schemes of Work

To teach the same subject areas in two languages and by two different teachers, consideration has been given to the planning of the schemes of work. Concept and skills will be taught in both English and Chinese but will be adapted to appropriate cultural context and content. For instance, key map working skills can be developed by looking at maps of British and Chinese locations. The curriculum model is not only about content, it includes consistent teaching of a progressive programme of concepts and skills. Pupils gain knowledge as well as the ability to use and apply their knowledge. Thinking skills such as analysis, précis,

appreciation, expression and composition are emphasised. These are taught not in separate classes but are implicit in the curriculum.

Chinese and English teaching methods

The teaching methods and techniques will be as similar as possible in both the English and Chinese classrooms. This means that the pupils will not experience a progressive approach in one classroom and a much more formal and traditionally didactic approach in the other. In China as in the UK, new methods of teaching and a more collaborative relationship between teacher and pupils have developed over the last 20 or 30 years. Teachers will expect high levels of participation, discipline and collaboration but, overall, they will aim to instil a love of learning and enterprise and have high expectations of academic achievement. Expectations of the children will be high, but they will be contained within a supportive and enthusiastic atmosphere.

c) Implementation

EYFS

Pupils follow the Early Years Foundation Stage (EYFS) curriculum which encompasses seven Areas of Learning: three 'prime' areas (Personal, Social and Emotional Development (PSED), Physical Development and Communication and Language) and four 'specific' areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). Pupils have specialist teaching in Physical Development and Music. Areas of learning are implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. There is a breadth of activities and opportunities within a safe and nurturing environment that encourage all pupils to play and explore, be active learners and be creative and think critically. At the start of lessons, a teacher-led input focuses on a specific area of learning within a subject area. This learning is continued through a focus activity, led by an adult, which aims to consolidate the key skill being taught. The focus activities aim to support every child to successfully meet the success criteria of the activity and the learning objective of the lesson. In English literacy, phonics and early reading are taught using the systematic synthetic phonics scheme, Read Write Inc, Oxford Reading Tree home reading and guided reading using high quality, focus texts and other literacy skills are taught with links, where possible, which are outlined in the Curriculum Progression document. Mathematical activities are based on practical activities using Numicon as well as many other resources. Pupils can develop their computing skills with the use of iPads, Beebots, Virtual Reality headsets, and an interactive whiteboard. Pupils take up to four reading books home each week – two in English and two in Chinese. The Chinese reading scheme has an online iPad karaoke version to help non-Mandarin speaking parents support their child's reading.

Year 1-6

The curriculum has been created in collaboration with both English and Chinese teachers, ensuring there is a cohesiveness between knowledge, skills, objectives and behaviours. This is gradually being evidenced in the working document of our "KW Curriculum Progression Map". Our curriculum approach is thematic, creative and encourages metacognitive approaches. The curriculum approach encourages the cultural capital skills including but not only curiosity, collaboration, creativity, independence, resilience and perseverance. The use of specialist teachers increases as the pupils move into the Prep phase, preparing pupils for the routines of senior school. There is also an increased development of independent skills, ownership and responsibility for their own learning. Pupils from Year 3 have the use of an individual iPad to support learning and increase enterprise and innovation.

Subject recommended minute allocation

As a guide – only

Key Stage One Y1-Y2	Recommended range of minutes		Key Stage Two Y3-Y6	Recommended range of minutes
English	260-360		English	260- 350
Chinese Literacy	140		Chinese Literacy	150-250
Mathematics	300-350		Mathematics	300-350
Science	80		Science	120
Humanities/Topic	80		Humanities	60-120
Computing	40		Computing	40
Art/DT/STEAM	60		Art/DT/STEAM	80
Music	60		Music	60
PE	110		PE	120
Swimming (half year)	30		Swimming (half year)	30
RE/Philosophy/Ethics	30		RE/Philosophy/Ethics	30
PSHE	30		PSHE	30

Stretch and Challenge and Individualised Learning

Every lesson is based around a learning objective – a precise statement stating what pupils are expected to achieve. Through actively working towards this objective, relevant knowledge, skills and understanding are developed. Pupils are therefore encouraged to be active participants rather than passive listeners. Lessons, where applicable, will be differentiated with three different levels of complexity. Challenge activities are used to encourage deeper understanding of concepts taught.

Homework

This is an important part of the learning process and encourages a pupil to take responsibility for their own learning. Age specific homework is set from the earliest stage. In the Pre-Prep phase, pupils have reading, number bonds and spelling every evening with a range of other consolidation work that may be required from other subjects about 20 minutes maximum a night. In the Prep phase, the time spent on homework increases up to 40 minutes a night and some subjects are set with extended deadlines to help pupils prepare for senior school routines. Homework is a consolidation of past learning. We have a homework procedure that is shared with parents.

Extra-Curricular Opportunities

Throughout the school, lessons are well-supported and enhanced by frequent school trips, visits from speakers and a broad extra-curricular programme. We encourage children to take part in competitions eg Primary Maths Challenge, Chinese Poetry Competition and to play sport and chess competitively from Year 1. Extra-curricular activities are designed to develop pupils in three main areas – creativity (calligraphy, music etc), physically (yoga, football) and intellectually (chess, maths games).

Curriculum Review

The curriculum is reviewed regularly considering experience and innovations in educational research. This involves input from all teaching staff, particularly Subject Coordinators. There

is a substantial curriculum review every three years. Subject Coordinators are currently reviewing the curriculum progression map over 2022-2024.

Subject coordinators are responsible for ensuring that:

- The subject policies are current, up-to-date, innovative and creative.
- The "KW progression map" is well managed, current and disseminated to all staff to access and to use in their everyday planning.
- Mid-term plans (where appropriate) are available with key knowledge, skills, behaviours and objectives for each year group.
- When applicable, marking and assessment procedures are adhered to.
- Pupil books follow the presentation and non-negotiable procedures for their subject.
- They manage their subject's resources audit and oversight of procurement for their department.

The Head is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and the range of subjects the school offers, have aims and objectives which reflect the aims of the school and indicates how the needs of the pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed regularly.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment are thorough, inform pupil progress and planning and are reviewed regularly.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

Written in collaboration with all staff.
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