



## Curriculum Policy

*This policy should be read in conjunction with the following policies: Inclusion and EAL Policy, Equal Opportunities Policy, Accessibility Policy, Promoting British Values from EYFS to KS2 Policy, SMSC Policy, PSHE Policy, SEND Policy*

### 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 'hidden curriculum' where pupils develop an approach to living and an attitude to learning.

### The Aim of the Curriculum

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. 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.

### Biculturalism and Promoting British Values

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 recognizes the requirement to encourage respect for other people, and not to discriminate against pupils with particular regard to the protected characteristics under the Equality Act 2010.

### The Curriculum Model

In order to achieve bilingualism and biculturalism, the school operates a 50/50 immersive dual language model. 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.

Key Stage	Teaching
EYFS	All seven areas of the EYFS taught in both languages Music and Specialist PE taught in English Extra-curricular activities in both languages
Key Stage 1	Mathematics, Science, Geography, History, RE, Literature and Poetry, PSHE including Relationship Education, Art, DT and Computing taught in both languages English and Chinese taught separately Music and PE taught by specialists Extra-curricular activities in both languages
Key Stage 2	Mathematics, Geography, History, RE, Literature and Poetry, Drama, PSHE including Relationship Education DT taught in both languages English and Chinese taught separately Music, Computing, PE, Science and Art taught by specialists Spanish from Y5 Extra-curricular activities in both languages

### **The Best of Both – British and Chinese Influence - Content**

The curriculum is based on the breadth of a traditional British prep school curriculum. However, there are some changes in content as outlined below:

1. The school's mathematics curriculum from Y1-6 is based on the Maths Mastery approach to teaching mathematics. Due to the level of language needed, children use English Shanghai mathematics text books, but the pace, teaching style and expectation will reflect that used in Shanghai schools.
2. The English and Chinese classroom will not repeat the same teaching content.
3. Mandarin Chinese lessons will replace the learning of another modern foreign language up to Y4. The nature of the Chinese language makes memory work essential. There is an option to learn another language in Y5 or as an extra-curricular activity from Nursery upwards.
4. 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.
5. The art scheme of work incorporates Chinese calligraphy.

### **Dual Language Teaching Implications for Schemes of Work**

In order 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. In History the theme of conflict may be developed through a study of the English Civil War as well as the Chinese Cultural Revolution. 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 emphasized. 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. Children gain in confidence and maturity when treated with respect, when they know themselves to be accomplished rather than flattered.

## **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.

English literacy skills are based on the Read, Write, Inc programme and Mathematical activities are based on practical activities. Pupils are able to develop their ICT skills through the use of iPads, Bebots and an interactive whiteboard. Pupils take 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.

### **Y1-6**

The curriculum has been created from the top down. Standards for 11+ were set and then the steps to achieve these were put in place. The English curriculum is designed to achieve two main objectives. First, pupils must learn to communicate well, whether in speaking or in writing. They will do so if they first think clearly and, secondly, can use language effectively.

The full range of prep school subjects is taught from Year 1 with most being taught by the English and Chinese class teachers. The use of specialist teachers increases as the pupils move into Key Stage 2, preparing pupils for the routines of senior school. There is also an increased development of independent skills. Pupils from Year 3 have the use of an individual iPad to support learning and increase enterprise and innovation.

### **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.

Individual learning plans focussing on English, Chinese, mathematic development as well-being will be written half termly with half termly targets set. Weekly feedback in English, Chinese and mathematics will be given to the Head, detailing attainment against the expected Kensington Wade Level, indicating whether a pupil is at, above or below the expected level and teachers detailing next week's plan.

### **Homework – see Homework Policy for more detail**

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 eg. Reading but is carefully planned to support learning. In Key Stage 1, pupils have reading, spelling, mathematics, science and humanities (20 minutes maximum). In Key Stage 2 the time spent on homework increases up to 40 minutes and some subjects are set with extended deadlines to help pupils prepare for senior school routines.

**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**

Each year the curriculum is reviewed in light of experience and educational research and stimuli. This involves input from all teaching staff.

Review HM September 2023

Next Review August 2024