



Kensington Park
SCHOOL

CURRICULUM POLICY

1. Overview of KPS curriculum

The curriculum at Kensington Park School is designed to fulfil the school's objective of providing a "a modern curriculum which promotes intellectual curiosity and creativity, and which fosters a love of independent learning".

In particular the curriculum aims to ensure that:

- Pupils have an experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- Subject-matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement.
- Where a pupil has a statement or EHCP, the education at KPS fulfils its requirements
- Pupils acquire speaking, listening, literacy and numeracy skills
- The personal, social and health education reflects the school's aims and ethos
- Appropriate careers guidance is given to pupils receiving secondary education
- For all pupils, including those above compulsory school age, the programme of activities is appropriate to their needs
- All pupils have the opportunity to learn and make progress
- Pupils are adequately prepared for the opportunities, responsibilities and experiences of adult life.

The school provides a stimulating and relevant curriculum for students aged 11 – 18 who have passed selective entrance procedures. The curriculum broadly follows the National Curriculum, GCSE, IGCSE and A Level specifications, but extends it to provide what we feel is appropriate breadth and challenge for our students. It should be noted that the students develop and benefit from being at KPS as much from the co-curriculum as the academic curriculum: Sports and DofE scheme, activities, study trips, societies, music, drama, assemblies, etc. are all an important part of what we offer. Between the curriculum and co-curriculum, the opportunities offered by assemblies as well as in collective gatherings focusing on cultural and religious beliefs held by the members of the School community and the wider world, we believe we give students the opportunity to be educated in a wide ranging and holistic way.

The curriculum is designed to be broad and balanced, in particular from 11-16, so that decisions to specialise at Sixth Form level and beyond have not been prohibited by choices made at earlier points in the school. This broad and balanced nature ensures that students are given the experience they require in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

We are confident that students acquire skills in speaking and listening, literacy and numeracy through the delivery of our core curriculum. From years 7 through to 11 all students will study English Literature and Language, Maths, at least one Modern Foreign Language and at least three Sciences (Biology, Chemistry, Computer Science, Physics).

The development of pupils as responsible and informed citizens, and the fostering of spiritual, moral, social and cultural awareness, are at the heart of the whole educational experience at KPS. Preparing students for later life and the challenges and decisions they will need to make as adults is an important part of the education at the School. Personal, Social and Health education within the PSHE programme is one way in which these objectives are met. In addition to PSHE sessions there are other opportunities both on the curriculum and in co-curricular activities where this education can take place such as assemblies, societies, study trips and within many academic subjects.

All pupils in years 7 – 11 will have weekly or fortnightly lessons in PSHE with their tutor. Each year has a

scheme of work which develops from the years covered before, and fits to that particular age group. Every year group has a Convener who is in charge of the scheme for the year and gives resources and training, where needed, to members of the tutor team delivering the PSHE. External speakers are used within the programme where appropriate. This is coordinated by the Head of PSHE. Students in Year 12 have a lecture series and individual tutor periods which covers PSHE, University & Careers, talks to create or further interest, etc.

Religious Education is in the core curriculum in years 7 – 9 and within it the range of world religions are studied along with human and social issues relating to each.

Career guidance for students occurs within the PSHE programmes, extra information evenings and also by tutors and Heads of Key Stage. Information evenings for GCSE and A-level options are held and students in Years 10 and 12 are offered the opportunity to take the Morrisby careers test and associated interview. Each student will have an individual interview with their tutor in the run-up to choosing GCSE or A-level options, and tutors give additional advice. In the Sixth Form there are information evenings on the UCAS process as well as talks housed within the Year 12 lecture series. Students are offered the opportunity to have practice interviews. Assistance is given to pupils who would like to do work experience in the Year 11 or Sixth Form including summer placements.

Although all pupils will have undertaken a selective entrance examination to determine whether they would be best placed to benefit from the education on offer at Kensington Park School, there are a number of students who are recognised as having specific learning difficulties and who require some support. Students who the School recognises could usefully get supported are, even if there is not as yet an identified learning difficulty. All of these are looked after by the learning support department and Individual Education Plans are drawn up for students on the learning support register. The learning support department offer drop-in times for any pupil in the school and pupils in years 7-11 are withdrawn from one lesson a week to be given more individual support within the department. The subject offering withdrawal is varied throughout the year. In the sixth form support is given in study periods.

When students join the school they undergo a screening test for literacy-based learning issues and cases followed up on, as required. The students also sit the MidYIS, Yellis or ALIS test, the results of which are also looked at carefully as a separate indicator of aspect that may need following up.

Kensington Park School selects pupils at entrance partly according to their ability in written English. It is therefore only occasionally that individuals are admitted who have some problems arising from having English as an additional language.

Such pupils are treated according to their individual needs, and their welfare and progress is overseen by their tutor in liaison with the learning support department.

Departmental schemes of work and guidance are designed so that all students have the opportunity to learn and make progress. Learning and progress are monitored regularly and are recorded regularly by department assessments and reported by the school's half-termly grades. The progress of all students is evaluated by tutors and interviews with students are arranged as appropriate.

A system of academic tracking exists for all students in order to identify those students who are underperforming and require support. Regular dialogue between the tutor, Heads of Key Stage and student ensures that targets are set and followed-up. There is also a system of daily report-cards for students that temporarily would benefit from the narrower focus and more immediate feedback.

2. Curriculum by Year

The school day at KPS Lower School (years 7-11) is based on a two week cycle with each day having eight 35-minute lessons. These are a combination of single and double periods depending on the subject preference.

In years 7 – 11 students have a lesson provision of around 25 hours a week. The subject breakdown varies by year, as detailed separately below.

Year 7 (80 periods)

The table below shows the number of 35 minute lessons per subject or activity over the two week cycle, out of a total of eighty lessons.

English (9)	Maths (9)	Science (8)	Mandarin (5)	French (5)	
Geography (4)	History (4)	R.E. (4)	Latin (4)	Drama (3)	
Music (3)	Art (4)	Computing (4)	PE (4)	Games (8)	PSHE (2)

Students are set by ability in Maths and English, with a desired maximum class size of 14. In science, Modern & Ancient Languages, art, drama, music and computing, pupils will not be setted but will remain in class sizes of no more than 14. These small classes will allow for focused and personalised learning to remain at the heart of what is delivered at KPS, allowing teachers in practical subjects the time and space to work closely with the pupils. In languages this allows for greater discussion and paired work in the target language. In other subjects classes are mixed ability with a desired maximum class size of 20. Classes in these mixed ability clusters are designed to allow the students to have a different mix of students to interact with. The aim being that a range of relationships are developed through the different mixes. It is for this reason that the classes are designed to all have a mix of tutor groups within them.

PSHE is taught throughout the school by year group. The groups are around 10-14 in size, which allows the teacher to get to know them well and to support them effectively. The students meet their form tutor once a day. Form tutors act as the first point of contact between home and school.

The PE contains swimming lessons and special attention is given to weak or unconfident swimmers within the programme.

Pupils in Year 7 and Year 8 have their end of year examinations in the week before the summer half-term so that the half-term is used for a break and is not used for revision. Teachers will use the lessons for revision activities in the week before the exam week to also lessen the burden of work on the pupils.

Year 8 (80 periods)

English (8)	Maths (8)	Science (8)	
Mandarin (5)	French (5)	Latin (5)	
Geography (5)	History (5)	R.S. (4)	
Art (4)	Computing (4)	Music (3)	Drama (3)
PE (4)	Games (8)	PSHE (1)	

The classes continue to be mixed ability except for Maths and English. Classes are re-set from Year 7 to allow for new relationships to forge and to allow for groupings to be found problematic in the previous year to be

avoided.

Year 9 (80 periods)

Students make language choices and pick two creative options as shown in the table below.

Core	English (7)	Maths (7)	Biology (5)	Chemistry (5)	
	Physics (5)	Computing (3)	Geography (4)	History (4)	R.S. (4)
	PE (4)	Games (8)	PSHE (1)		
Options	Language Choices: Three to be chosen from:				
	Modern Language Block (5 periods): – French / Mandarin / Spanish				
	Classical Block (5 periods): – Classical Civilisation/Latin/Greek (<i>Classical Civilisation has no language component and is not a necessary precursor to GCSE Classical Civilisation</i>)				
	Creative Choices: Two to be chosen (4 periods) from: Art/Music/Drama				

Except for Maths and English, classes continue to be mixed ability, with the option subjects classed according to pupil choices. The Science lessons are now split into Physics, Chemistry and Biology, each having a specialist teacher.

The Year 9 end of year exams are just before the May half term. This allows pupils to continue to progress through the curriculum through the Summer term before embarking on the start of the formal GCSE courses.

Year 10 (80 periods)

The vast majority of students take 10 GCSE subjects at the end of Year 11. Both English Literature and Language are studied to GCSE. The timetable is designed around the student choices, rather than choices confined to set option blocks. It is rare for there to be any students which cannot have their first three options.

Pupils will complete GCSEs in the core subjects, which at KPS are Maths, English Language and Literature, and a modern or ancient language of their choosing. Pupils will choose three sciences from Biology, Chemistry, Computer Science or Physics. They may choose to study all four science at the expense of one of their options.

Maths, English, Physics, Chemistry, Biology and where allowing the Modern and Ancient Languages at this stage have classes set broadly by ability.

Core	English (8) P.S.H.E (1)	Maths (9)	One MFL/AFL(8)*	PE (4)	Games (8)
Science option	3 of Biology (6)	Chemistry (6)	Computer Science (6)	Physics (6)	<i>Pupils may opt for all four sciences at the expense of one of their options and receive two supervised private study periods to aid with revision.</i>

Options	3 x (8)	Art	Classical Civilisation	Drama
		French	Geography	Classical Greek
		History	Latin	Mandarin
		Music	Religious Studies	Spanish

GCSE class sizes are on average 14 in size, both in the core curriculum and optional curriculum. No option subject will have more than 18 students, with the limit being 14 for Creative Subjects.

Year 11 (80 periods)

Normally a small amount of re-setting of science sets occurs from Year 10, based on the progress of the students in Science to this point. When this is done it may produce one science set focused on preparing for Core and Additional Science GCSEs, although still taught separately the Biology, Chemistry, Computer Science and Physics by specialists. The other science sets work towards the three separate GCSEs.

Core	English (10) P.S.H.E (1)	Maths (9)	One MFL/AFL (8)	PE (2)	Games (8)
Science option	3 of Biology (6) Chemistry (6) Computer Science (6) Physics (6) <i>Pupils may opt for all four sciences at the expense of one of their options and receive two supervised private study periods to aid with revision.</i>				
Options	3 x (8)	Art	Classical Civilisation	Drama	
		French	Geography	Classical Greek	
		History	Latin	Mandarin	
		Music	Religious Studies	Spanish	

The PE course in the Year 11 has a particular focus on health and fitness for life.

Sixth Form

The school day at KPS Sixth Form is based around thirty 60-minute periods per week. Each subject is allocated five periods across the week comprising two double periods and one single period in year 12 and six periods across the week in year 13. However, the approach to timetabling is to maximise flexibility to ensure individual student choices are facilitated, which could mean an alteration to the structure for a specific course.

A significant number of students study four A level's , and where English is not a students first language, they are encouraged to sit an A level in their first language.

Subjects offered in 2020-21

- Accountancy
- Art
- Biology
- Business Studies
- Chemistry
- Computer Science
- Drama and Theatre Studies
- Economics
- English Literature
- Film Studies
- French
- Further Mathematics
- Geography
- German
- Government and Politics
- Graphics
- History
- Italian
- Mathematics
- Media Studies
- Photography
- Psychology
- Physics
- Religious Studies
- Sociology
- Spanish

In addition to A level subject choices, all students are allocated a personal tutor who they meet with at least once a week and in Year 12 enrichment activities are offered to enable students to discover new interests, engage in work experience or participate in health related fitness activities.

Students for whom English is an additional language, are prepared for the IELTS exam, primarily to support their university application.

Lessons finish at 4.00pm so that all sixth form students are able to access the co-curriculum on offer across KPS.

PSHE is delivered through a programme of half-day activities with external experts to ensure high quality delivery of content that conforms to the programme of study for sixth form students.

3. Teaching and Learning

Teaching at Kensington Park School is designed to realise the school's objective of providing "a modern curriculum which promotes intellectual curiosity and creativity, and which fosters a love of independent learning". It is predicated on providing inspiring, motivating and enriching the learning opportunities of its pupils in terms of both curricular and co-curricular delivery. Teaching styles are adapted to meet the varying needs of our pupils. Our schemes of work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge pupils.

Learning Experience

Kensington Park School is committed to providing a curriculum that is sufficiently broad and balanced to meet the needs of all its pupils. In particular, it will ensure that all of its pupils have the opportunity to experience learning in the following areas of education:

- Aesthetic and creative (including Art and Drama)
- Human and social (including Business & Economics, Geography, History, Politics and Religious Studies)
- Linguistics
- Mathematical
- Physical
- Scientific

Teaching and Learning in the Classroom

We appreciate that people learn best in different ways. At our School, we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable pupils to become confident, resourceful, enquiring and independent learners
- Foster pupils' self-esteem and help them build positive relationships with other people
- Develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- Cater for the needs of individual pupils
- Personalise learning
- Enable pupils to understand their community and help them feel valued as part of this community
- Help pupils grow into reliable, independent and positive citizens; and
- Enable achievement and provide challenge appropriate to the ability, interests and needs of each pupil.

Effective Learning

In our School the most important role of teaching is to promote learning in order to raise pupils' achievement. For us, teaching includes lesson planning, high quality assessment and feedback support and intervention strategies.

In assessing the quality of the teaching in our School we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our School, we consider

how successful the teaching is in promoting the learning, progress and personal development for every pupil by:

- Extending the previous knowledge, skills and understanding of all pupils in a range of lessons and activities overtime;
- Enabling pupils to develop skills in reading, writing, communication and mathematics;
- Enthusing, engaging and motivating pupils to learn;
- Using assessment and feedback to support learning and to help pupils know how to improve their work;
- Differentiating teaching, by setting suitably challenging activities and providing support for pupils of different abilities, including the ablest and disabled pupils and those who have special educational needs, so that they can all learn well and make progress;
- Enabling pupils to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- Setting appropriate homework;
- Using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage pupils to make good progress; and
- Effectively managing behaviour.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- The teaching should build on previous learning;
- It should give pupils the 'big picture' of the lesson;
- The teacher should explain the learning objectives, and why the lesson is important;
- The lesson should be presented in a range of styles;
- It should allow opportunities for the pupils to build up their own understanding through various activities;
- It should allow opportunities for the pupils to review what has been learnt;
- It should have built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies; and
- The teaching should indicate what the next step in the learning will be

We offer opportunities for pupils to learn in different ways. These include, where appropriate:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole-classwork
- Asking and answering questions
- Use of ICT
- Fieldwork and visits to places of educational interest
- Watching television and responding to musical or recorded material; and
- Debates, role-plays and oral presentations.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. Informal formative assessment takes place continuously in the classroom and comprises of:

- Well understood learning objectives which are shared with the pupils;
- Sharing or creating learning outcomes with the pupils to make them partners in their learning;
- Plenaries being used as assessment opportunities;
- Effective teacher questioning;
- Observations of learning;
- Analysing and interpreting evidence of learning to inform future planning;
- Sensitive and positive feedback to pupils;
- Individual target setting; and
- Pupils understanding how well they are doing, and, how they can improve.

We base our teaching on our knowledge of pupils' level of attainment. Teachers make ongoing assessments of each pupil's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of our pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability.

Reporting takes place five times a year and Personal Tutors review the reports with pupils after each round of reporting. Our lessons have clear learning objectives. We evaluate all lessons so that we can modify and improve our teaching in the future.

Effective Ethos, Classrooms and Learning Environment

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the School Behaviour Policy with regard to discipline and classroom management. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards the School and learning in general. We insist on good order and behaviour at all times. When pupils misbehave, we follow the guidelines for sanctions as outlined in our School Behaviour Policy.

We aim to provide a learning environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised and well-resourced;
- makes learning accessible;
- is encouraging and appreciative;
- Is welcoming;
- provides equal access and inclusion; and
- provides a professional working atmosphere.

Learning Outside the Classroom - Educational Visits/Off-Site Activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Kensington Park School curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows, as a result of sharing these experiences.

We ensure that all tasks and activities that pupils perform are safe. When we plan to take pupils out of School, we follow a strict set of procedures to ensure safety: risk assessments are completed and parents are informed of the details of the visit.

Academic English Programme (IELTS)

We are committed to providing pupils with the necessary support and teaching for whom English is not their first language. To this end there is a policy in place and established practices implemented by the School.

Careers Support and Guidance

Kensington Park School provides an appropriate curriculum for preparing pupils for further higher education, career choices and adult life. We aim to provide pupils with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. It assists pupils in the arranging of work experience and advice is given concerning further and higher education. Pupils meet extensively with the Personal Tutors in the Summer and Autumn terms to discuss appropriate post-18 pathways. Most Kensington Park School pupils apply to UK universities through UCAS and much assistance is given in the selecting of universities, courses and the writing of the personal statement. Kensington Park School also helps with interview practice and offers mock interviews for all pupils where necessary.

The Curriculum and Members of Teaching Staff

Members of staff ensure that the learning outcomes required to achieve the goals in the foregoing paragraphs are embodied in their teaching. Teachers ensure that an appropriate level and standard of homework is regularly set and marked so that learning outcomes may be consolidated and the needs of individual pupils identified and met.

Auditing our Curriculum, Teaching and Learning:

We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- How do we compare with similar Schools?
- What more should we aim to achieve?
- What must we do to make it happen?

PE and Games

All GCSE pupils are expected to take part in the School's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the School.

Homework

The School sets homework where appropriate and should not be set unless there is a purpose to the work.

In terms of homework Kensington Park School recognises that what works for one teacher/subject/course does not necessarily work for another teacher/subject/course.

Marking

Effective feedback given to students through marking and reviewing their work will provide constructive steps for every pupil to ensure progress.

Kensington Park School uses three types of formative marking:

- Acknowledgement marking – this is light-touch marking, typically with ticks or crosses accompanied with small corrections. This type of marking is often used for short pieces of homework.
- Quality marking – this is heavy-touch marking, and will include developmental and diagnostic comments so that students can see what they need to do to improve. This type of marking is used for extended pieces of work, such as EPP's and Mock Exams.
- Peer marking and self-assessment marking – this is marking either by the student themselves (self-assessment marking) or by their fellow students (peer marking). This type of marking is often used for short pieces of classwork.

In addition to these types of marking, teachers will often give verbal feedback, either to an individual student or to the whole group.

Peer marking and self-assessment are seen as a valuable tool to improving student performance.

- They enable very broad discussions to take develop; discussions which achieve far more than merely improving the answer of the student or group to the specific question they started with.
- They enable links to be made with other areas of the specification, something which is invaluable when students have to sit synoptic exams;
- They allow practical consideration of exam technique.

Communication with Parents and Guardians

We believe that parents and guardians have a fundamental role to play in helping pupils to learn. We do all we can to inform parents and guardians about what and how their children are learning by:

- Holding annual parents' evenings to review pupil progress and to explain our School strategies;
- Uploading Curriculum Policies and Overviews to the School website;
- Sending regular reports to parents and guardians in which we explain the progress made by each pupil and indicate how the pupil can improve further;
- Being available - we have an open door policy; and
- Maintaining strong lines of communication with parents living overseas.

We believe that parents and guardians have a responsibility to support their children and the School in implementing School policies. We would like parents and guardians to:

- Ensure that their child has the best attendance and punctuality record possible;
- Do their best to keep their child healthy and fit to attend School;
- Inform School if there are matters outside of School that are likely to affect a child's performance or behaviour at School;
- Promote a positive attitude towards School, staff and learning in general; and
- Fulfil the requirements set out in the homework agreement.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Personal Tutor. If the issue is not resolved, parents should contact the Deputy Headteacher. If there is no resolution, then parents should write to the Headmaster. The School has a Complaints Procedure in place, which is on the website www.kps.co.uk or available from the Front Office at the School.

The Curriculum, Academic Excellence and Public Examinations

Whilst accepting the need to prepare our pupils for life after Kensington Park School, we strive to ensure that the pursuit of our goals, aims and objectives are consistent with achieving the goals set out in this policy.

The Headmaster ensures that the delivery of the Curriculum and its assessment in external examinations is compliant with national regulations. Regular tracking of reporting data and other forms of assessment ensure that we can celebrate academic excellence and provide appropriate intervention for pupils who need support in academic areas.

General Overview

Teaching and Learning is monitored through the School's yearly cycle of self- evaluation, with teaching staff having lesson observations and feedback to ensure continuity and conformity both across year group and subjects. Support and training is offered and provided to new staff.

4. Literacy

Kensington Park's school aim - to equip pupils with the tools to deal with the challenges of the modern workplace and the global economy – is certainly connected to our literacy policy, as we believe that the development of an effective literacy skillset, including reading, writing, speaking, and listening, is fundamental to the success of our pupils at KPS, both for their current studies and later life. We use these skills every day in order to communicate with, and make sense of, the world around us.

As a school, we acknowledge that at the heart of improving literacy skills is the opportunity to practise them. As such, literacy will be built into the Key Stage 3 teaching programme within the English department. This will be completed in stages, 1-3, on Firefly. In addition, literacy skills will be encouraged in all other departments.

Improving literacy and learning can have an impact on students' self-esteem, motivation, behaviour, and attainment. It allows them to learn independently and is empowering especially for EAL and SEND learners. It will allow pupils to begin to foster a love of learning and an intellectual curiosity.

This policy aims to focus on supporting the staff team to implement effective literacy development and wider achievement across the school.

Finally, we believe that reading, and particularly reading for pleasure, is of vital importance for the young people in our care. Our aim is to develop each student's potential to the point where they are reading frequently, both within and outside of the curriculum. This can be informally monitored through programmes such as the Book Club activity and by encouraging reading in tutor groups.

Pupils should be making use of the library created in S3 at the lower school.

Why is Literacy so important?

“Lacking vital literacy skills holds a person back at every stage of their life. As a child they won't be able to succeed at school, as a young adult they will be locked out of the job market, and as a parent they won't be able to support their own child's learning. This intergenerational cycle makes social mobility and a fairer society more difficult.” – The National Literacy Trust

School Literacy Aims

1. Support pupils' learning and development in all subjects by giving teachers different teaching strategies, across departments, that contribute to the development of students' literacy skills.
2. Promote knowledge and understanding of the pupils' standards of achievement and assessment in literacy across the curriculum, and the identification of any areas of strength and weakness.
3. Raise pupils' own expectations of achievement, thus raising standards and aspirations.
4. Develop a shared understanding, between all staff, of the role of language in pupils' learning and how work in different subjects can contribute to the pupils' ability to communicate

effectively, both in school and in preparation for life.

5. Recognise that language is central to pupils' sense of identity, belonging and growth, and in doing so develop pupils' confidence and ability to express themselves.

Reading, Writing, and Speaking and Listening Skills

Aims for each skill

Reading

- To create an environment where reading is promoted across the school.
- To provide time in school every week for all students to read.
- To support reading through a range of varied and appropriately differentiated reading resources.
- To promote and support reading in non-school hours.
- To implement a robust assessment process in order to identify weakness and strength, which in turn is used to inform planning and intervention.

Writing

- To provide students with a range of challenging writing tasks.
- To provide students with real audiences and creative writing outlets where possible.
- To support writing with frames or scaffolds where appropriate, and use modelling, within subjects.
- To ensure grammar, spelling, and handwriting are supported in all subjects.
- To promote and support writing in non-school hours.

Speaking and Listening

- To raise awareness of the importance of speaking and listening across the school.
- To encourage a more systematic approach to the use of speaking and listening tasks in all subjects.
- To support all departments and subjects in embedding speaking and listening within their area.
- To support and encourage pupils who are EAL with their English speaking skills.

Promoting Literacy at KPS

Literacy is the collective responsibility of the whole school community. This ensures that literacy is constantly addressed and it is proven to improve standards and raise levels of attainment.

Collective Responsibilities

1. Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
2. Learning support staff will provide additional scaffolding for students with identified literacy weaknesses.
3. The Literacy Co-ordinator (to be named) will support departments in the implementation of strategies and encourage departments to share good practice. They will regularly monitor students' progress in literacy and the impact of literacy interventions and review provision accordingly.
4. Parents should encourage their children to develop their literacy skills through encouraging reading for pleasure at home.
5. Students will take increasing responsibility for recognising their own literacy needs and making improvements.

In addition, all teaching staff will:

1. Lead by example, ensuring Standard English is used at all times and is expected in response.
2. Challenge students when slang or inappropriate colloquialisms are used. Encourage the correct use of English in the classroom environment.
3. Encourage students to correct their own speech when errors are drawn attention to.
4. Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.
5. Model pieces of writing when appropriate and create structures (such as PEEL or PEACE) – never assume that the student will know what structure or tone to employ.
6. Promote punctuation, spelling and grammar within any writing task.
7. Take every opportunity to expand vocabulary and range of expression and be explicit about what vocabulary or key words you expect to find in their subject area.
8. Provide opportunities for reading as a class, in groups and individually. Encourage reading aloud if appropriate to task.
9. Take every opportunity to promote the enjoyment of reading and encourage further reading around the subject, even starting with audiobooks when necessary.
10. Develop students' ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text. Promote skimming and scanning skills in lessons.