



Kneller Hall Junior School

CURRICULUM POLICY

This policy applies to the whole school, including the Early Years Foundation Stage (where applicable), extra-curricular activities and all activities provided by or on behalf of the school.

Document Control:

Policy Owner	The Head, with oversight from the Board of Governors
Approved By	Board of Governors
Status	Statutory
Review Cycle	Annually, or sooner if legislation or guidance changes
Next Review Date	September 2027
Availability	School website, Parent Portal, and on request from the school office

Signed:

Sasha Davies

Head

September 2026

Kneller Hall Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential. In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietor.

Introduction

This policy outlines the principles, organisation and implementation of the curriculum across the junior section of Kneller Hall Junior School.

The curriculum reflects the School's ethos of providing a nurturing, ambitious and inclusive education for all pupils. As a non-selective junior school, the School is committed to ensuring that every child is known, valued and challenged appropriately so that they can thrive academically, socially and emotionally, and transition confidently to Year 7 in the senior section of Kneller Hall School.

This policy has due regard to the requirements of the Schedule to the Education (Independent School Standards) Regulations 2014.

Curriculum Aims

The School aims to provide a broad, balanced and engaging curriculum that enables all pupils to:

- fulfil their academic and personal potential;
- develop confidence, independence and resilience;
- become articulate and thoughtful communicators;
- think critically, creatively and collaboratively;
- develop strong moral values and emotional intelligence;
- appreciate diversity and demonstrate empathy and respect;
- engage positively with physical activity, creativity and the arts;
- become digitally literate, responsible and safe users of technology;
- transition successfully to senior school education.

The School values both traditional academic rigour and innovative approaches to teaching and learning.

Technology, including the use of iPads and digital platforms, is integrated thoughtfully and safely where it enhances learning outcomes and pupil engagement. In particular, the design and innovation aspects of the STEAM curriculum include digital design as well as paper-to-pen concepts and hands-on creating experiences.

Across the curriculum, pupils are equally taught the importance of handwriting, reading fluency, mental arithmetic, discussion and practical exploration to ensure a balanced and purposeful educational experience.

Curriculum Principles

All pupils, regardless of ability, race, cultural background, or gender, have a right to and entitlement to the highest quality education we can provide. Kneller Hall School fully supports our diverse community and incorporates aspects of cultural education in many specific and cross-curricular ways.

The curriculum is designed to:

- provide breadth, balance and progression across all subjects;
- meet the needs of all learners through adaptive teaching and appropriate challenge;
- ensure equality of access for all pupils to school life and learning;
- encourage active participation and pupil voice;
- promote cross-curricular connections and real-world learning;
- enhance opportunities for character development and learning beyond the academic;
- form an awareness of equality of opportunity;
- develop transferable learning skills;
- support wellbeing and positive relationships;
- prepare pupils academically and socially for the transition to Year 7.

Teaching staff plan learning experiences that are purposeful, inclusive and appropriately ambitious. Pupils are encouraged to take risks in learning, reflect on feedback and develop independence over time.

SMSC

At our school, we plan and provide effectively to develop pupils' spiritual, moral, social, and cultural (SMSC) awareness. Pupils of all faiths and beliefs are encouraged to strive for academic excellence and engage in open, shared enquiry, while developing their individual potential and character so they can make a positive contribution to the world. While SMSC is embedded throughout the curriculum, PSHEE and Religious Education make a particularly strong contribution.

Promoting Fundamental British Values

Our commitment to British values is reflected throughout the school. We promote these values through a planned curriculum, a values-led assembly programme, extra-curricular activities, and positive interactions between staff and pupils. Through PSHEE, assemblies, and all aspects of school life and learning, pupils develop the values and skills needed for independence and future life choices.

Broad and Enriched Curriculum

The School places strong emphasis on delivering a broad, inclusive and inspiring curriculum enriched by specialist teaching, educational visits and co-curricular opportunities.

Specialist teachers support the curriculum through subjects such as:

- Physical Education and Games (including weekly swimming)
- Music
- Drama
- Science
- French
- Art
- PSHEE & RSHE
- Geography
- History
- Religious Education
- STEAM (Year 3 – Year 6)
- English (Year 3 – Year 6)
- Maths (Year 3 – Year 6)
- Dukes Diploma

An extensive programme of clubs, performances, competitions, workshops, assemblies trips and residential visits enhances pupils' experiences beyond the classroom and supports personal development, leadership and teamwork.

Outdoor learning and experiential opportunities are valued as important aspects of children's development. Educational visits and visiting speakers are planned to enrich curriculum content and deepen understanding.

Where appropriate, teachers make meaningful cross-curricular links to help pupils connect learning across subjects and apply knowledge in different contexts.

PSHEE & RSHE

At Kneller Hall School, we are committed to providing a comprehensive PSHEE and RSHE programme for all pupils, tailored to their age and needs. This is delivered through the Jigsaw programme and, for RSHE, in line with updated DfE 2025 guidance. The school meets all statutory relationship requirements as part of the PSHEE & RSHE curriculum.

For more information, please see PSHEE & RSHE policy.

Character Education: Dukes Diploma

The School places a strong emphasis on character education and personal development.

The Dukes Diploma is an interdisciplinary programme that complements the academic curriculum by providing a coherent framework for pupils' personal growth both in school and at home.

It enriches the curriculum, particularly the PSHEE and RSHE programmes, through a broad range of values-led experiences that extend learning beyond the classroom.

Built around the core strands of Leadership, Organisation, Resilience, Initiative and Communication, together with service, creativity, physical challenge, wellbeing and reflection, the Dukes Diploma enables pupils to develop the knowledge, skills and character needed to flourish in an ever-changing world.

Through carefully planned opportunities, pupils are encouraged to challenge themselves, **contribute** positively to their communities, collaborate with others and reflect on their personal growth.

The Dukes Diploma supports pupils in becoming confident, compassionate and curious individuals who are 'future ready', equipping them with the personal qualities, attitudes and transferable skills needed to thrive academically, socially and emotionally throughout their education and beyond.

Digital Learning and Technology

Technology is used purposefully to enhance teaching and learning rather than replace effective pedagogy. The School recognises the importance of preparing pupils safely for an increasingly digital world while maintaining a balanced approach to education.

Pupils are taught to:

- use technology creatively and responsibly;
- develop safe digital research and presentation skills;
- understand online safety and digital citizenship;
- communicate appropriately in digital environments;
- evaluate online information critically.

Staff carefully select digital tools and platforms that support educational outcomes and age-appropriate learning. However, the School recognises the importance of maintaining strong foundations in traditional learning methods, including handwriting, reading, practical investigation, discussion and face-to-face collaboration.

The school has robust safeguarding measures and restrictions in place for technology and device-use in the school, including Smoothwall as the school's filtering and monitoring system.

Curriculum Organisation

The curriculum is organised into the following phases:

Lower School: Early Years Foundation Stage (EYFS)

Ages 4–5 (Reception)

Lower School: Key Stage One

Ages 5–7 (Years 1–2)

Upper School: Key Stage Two

Ages 7–11 (Years 3–6)

The timetable is designed to provide appropriate balance between academic, creative, physical and personal development subjects. Subject allocation and curriculum time are reviewed regularly by the Senior Leadership Team.

Curriculum Subjects

Early Years Foundation Stage

The EYFS curriculum follows the Statutory Framework for the Early Years Foundation Stage and is based around the seven areas of learning:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning in the EYFS is delivered through a balance of structured teaching, play-based learning, exploration and child-initiated activities. Alongside the Early Years Curriculum, Reception pupils engage in outdoor learning activities and specialist teaching in subjects such as French, Music, Drama, PE & Games and Art.

Key Stages 1 and 2

The curriculum includes:

- English
- Mathematics
- Science
- History
- Geography

- Religious Education
- PSHEE and RSHE
- Physical Education and Games (including weekly swimming)
- Art
- STEAM
- Music
- French

Subjects are taught through a variety of approaches, including discrete lesson thematic learning and cross-curricular projects where appropriate.

STEAM Education

STEAM education encourages pupils to think creatively, solve problems and collaborate effectively through the integration of:

- Science
- Technology
- Engineering
- Arts
- Mathematics

The curriculum is project based and provides opportunities for:

- design thinking;
- innovation and creativity;
- practical problem-solving;
- coding and computational thinking;
- engineering and model-making;
- digital design and presentation.

Technology is used thoughtfully to support these areas while ensuring pupils continue to develop practical, interpersonal and analytical skills.

Inclusion and Adaptive Teaching

The School is committed to ensuring equality of opportunity for all pupils.

Teachers use adaptive teaching strategies to:

- support pupils with SEND and EAL;
- provide appropriate challenge for more able learners;
- accommodate different learning styles and needs;
- remove barriers to learning;
- promote confidence and progress for every child.

Support and extension may include:

- differentiated tasks and outcomes;
- scaffolded resources;
- targeted interventions;
- enrichment opportunities;
- collaborative and independent learning approaches.

The School works closely with parents, external professionals and specialist staff where appropriate.

Planning

Curriculum planning is collaborative and designed to ensure continuity, progression, and consistency across year groups and subjects within the junior school and through into Year 7 of the senior school.

Planning takes place at three levels:

Long-Term Planning

Schemes of work and curriculum maps outline progression in knowledge, skills and understanding across each subject and key stage.

Medium-Term Planning

Teachers produce termly plans that identify:

- learning objectives;
- curriculum content;
- assessment opportunities;
- differentiation and challenge; (remove- add to short term planning)
- cross-curricular links;
- resources and enrichment opportunities.

Short-Term Planning

Weekly and daily planning identifies:

- lesson structure;
- adaptive teaching strategies;
- targeted support and extension;
- success criteria;
- assessment for learning opportunities.

Assessment

Assessment is used to support learning, monitor progress and inform future teaching.

(See also Assessment, Recording and Reporting Policy)

The School uses a combination of:

- formative assessment;
- summative assessment;
- standardised assessments;
- teacher observation;
- pupil self-assessment and reflection.

Assessment information may include:

- classwork and written tasks;
- quizzes and knowledge checks;
- reading and spelling assessments;
- standardised QUEST and CAT4 assessments;
- subject-specific assessments.

Assessment data is analysed by teachers and senior leaders to:

- identify progress and attainment;
- inform intervention and support;
- ensure appropriate challenge;
- monitor curriculum effectiveness.

Parents receive regular feedback through reports, meetings and ongoing communication.

Monitoring and Evaluation

The curriculum is monitored regularly to ensure high standards, consistency and continuous improvement.

Monitoring activities may include:

- lesson observations;
- learning walks;
- work scrutiny;
- pupil voice;
- planning scrutiny;
- assessment analysis;
- peer observations;
- subject reviews.

Subject leaders and the Senior Leadership Team evaluate the effectiveness of curriculum provision and identify priorities for development.

Overall responsibility for the curriculum lies with the Assistant Head Academic, overseen by the Headteacher.

Transition and Preparation for Senior School

The curriculum is designed to prepare pupils effectively for transition to Year 7 at senior school.

By the end of Year 6, pupils are expected to:

- demonstrate independence and resilience in learning;
- communicate confidently and respectfully;
- apply strong literacy and numeracy skills;
- work collaboratively and creatively;
- use technology safely and responsibly;
- manage increasing organisational demands;
- approach new challenges with confidence.

The School, works closely with senior school and families to support smooth transition arrangements.

A thorough handover schedule is delivered during the Spring and Summer Term of Year 6, including:

- Observations;
- Team meetings to discuss pupils;
- Junior school transition events, such as: Year 6 Business Enterprise Fair and Move Up Day.