



Lower School Curriculum Policy

Kirkstone House Lower School provides a broad and balanced academic curriculum. A strong focus is put on the importance of extra-curricular activities and opportunities for pupils to develop their social and emotional development. We aim to develop children's independence, encouraging them to become confident, resourceful, resilient and reflective learners.

School Vision

1. To provide an educational environment which enables each pupil to reach their academic and personal potential. At Kirkstone House School we believe 'every individual counts'. Our educational framework nurtures individual self-identity, enabling each pupil to achieve to the highest possible standards in all areas.
2. To provide a supportive pastoral environment which meets individual needs and promotes the development of happy, considerate pupils who have good self-esteem and care for others.
3. To ensure that the school operates in the spirit of inclusivity at all times and to maintain equal opportunities for all.
4. To adopt a 'whole child' approach to learning at all times.

School Values

1. Endeavour: pupils are encouraged to try their best and to challenge themselves out of their comfort zone within a supportive and nurturing environment.
2. Breadth and Balance: pupils are involved and engaged in a wide range of learning experiences both within and beyond the classroom.
3. Valuing each other: pupils understand that everyone has a part to play in the school community and that education is not a race. Individuals are different and will be valued as such. Everyone's school and educational journeys are different.
4. Independence: pupils are encouraged to gain the skills needed for life-long learning and for personal success.

This policy seeks to support the school's academic, personal and social aims, particularly placing emphasis on the individual and in adopting a 'whole child approach at all times. It actively promotes the principles of individual worth, achievement, equal value, co-operation, openness and respecting differences.

The curriculum is designed to provide for each of our pupils, in a safe, secure environment which is conducive to learning. We aim to provide opportunities for all pupils to experience a broad and balanced education which encourages them to fulfill their potential in the many different areas relevant to their abilities, skills and interests. In many cases pupils benefit from a bespoke academic experience with some having personalized timetables to allow for us to meet their individual needs.

Our curriculum is diverse to meet the differing needs of our pupils and is dynamic in nature as it can adapt according to the needs of each child.

Curriculum Aims

1. To provide a full time education for pupils which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
2. To provide subject matter that is both appropriate and challenging for the ages and aptitudes of the pupils, including those pupils with an Educational Health Care Plan (EHCP).
3. To provide all pupils with the opportunity to learn and make progress at all times, both in and out of the classroom.
4. To provide for pupils to acquire skills in speaking and listening, literacy and numeracy.
5. To provide for pupils with an EHCP an education that fulfils the requirements of the plan.
6. To provide personal, social and emotional education which reflects the school's aims and ethos.
7. To encourage pupils to have a sense of enquiry. The ability to question, solve problems and argue rationally.
8. To provide relevant support for pupils where English is their second language.
9. To develop pupils' self-esteem, self-worth and confidence.
10. To help pupils develop moral and spiritual values and a tolerance of others.
11. To help pupils develop an awareness of their place in the community and to be prepared for the opportunities, responsibilities and experiences of life in British society.
12. To provide pupils with a programme of activities which is appropriate to their educational needs in relation to personal, social and physical development and language skills.

Curricula Overview

Kirkstone House School is a non-selective school and within Lower school the pupil population is very diverse in terms of ability and degrees of need. At the time of writing, of the 22 pupils in Lower School eleven pupils have an EHCP. Some pupils also have emotional needs without the need for an EHCP. The curriculum therefore is designed to be as flexible as possible in order to enable all pupils to make progress and to reach their full potential.

Our aim is to ensure that every pupil, including those with SEN has access to the curriculum, educational experiences and inspirational teaching which takes into account their wide range of needs, interests and aspirations.

Within Lower School there is a KS1 and a KS2 class. The pupils are taught to ability and this means some pupils may be out of their year group. This allows us to extend or consolidate learning, depending on the individual pupils' needs. Kirkstone House School is not a 'one size fits all' school and we pride ourselves on the bespoke curriculum packages that we are able to offer to our pupils.

The National Curriculum 2014: The Lower School does not follow every aspect of the National Curriculum from Year 1 to Year 6 but it does follow many of its guidelines. This allows for more flexibility when addressing the sometimes complex and diverse needs of individual pupils.

Lower School pupils are mainly taught by their form teacher. IN KS1 (Owls) they are taught by subject specialist teachers in French, PE, Music, Art and cookery. In KS2 (Falcons) they receive increased contact with subject specialist teachers, to allow for the transition to Upper School. Falcons are taught by specialist teachers in Food, PE, Art, French and Music.

Sensory education is an important aspect of the curriculum for some of our pupils with complex needs. Staff work alongside the Occupational Therapists and Speech and Language therapists that

visit the school and are able to deliver the sensory treatment required for each child on a daily basis. The Lower School has a bespoke Sensory room for this purpose. This room can also be used for children who may require periods of 'time out'.

Mindfulness sessions take place at least three times a week. There is a combination of meditation and Yoga. This teaches the pupils to take time to think of themselves as a whole person and helps to relieve stress. These sessions take place in the Sensory Room or the Lower School hall. If the weather is good they may take place outside.

PSHE is an integral part of the curriculum. We cover this aspect of the curriculum in assemblies and a subject specific lesson, but it is incorporated in many aspects of the school day. We are also integrating the Relationships and Sex Education (RSE) and Health Education, as outlined by the DFE (2019). British Values and Citizenship are taught across the curriculum and are a core part of our ethos. We held a proper General Election within Lower School in line with the government in December 2019. We also take part in UK Parliament week. The PSHE curriculum also enhances social and life skills teaching. Emphasis is placed on helping pupils to keep themselves safe and to be able to develop friendships and to cooperate with each other. In lower School we are starting to prepare our pupils for life in British society. We encourage teaching skills for living, for example using money and staying safe. Developing emotional resilience is also very important for many of our pupils.

Although there is no formal careers training in Lower School, there is a careers display in the hall and once a term we have an assembly all about our dream jobs. We discuss what we need to achieve to be successful and what qualities you may need to do the job well. Lower School have invited old pupils to come and talk about their careers. Recently we had an old pupil who was a paramedic come and talk to us in assembly.

A morning a week is dedicated to Outdoor Learning (Forest School). This is delivered by a qualified Forest School teacher. This takes place in our Forest school area within the school grounds or off site at the school owned Environmental center.

This provides opportunities for: environmental science, creative exploration, individual enquiry and team building.

Educational visits are highly valued. In Lower School we have visited local businesses, theatre trips. Santa's Grotto, Sports events and we are looking forward to working alongside Upper School pupils for the Shakespeare Schools Festival. We take advantage of our local heritage and have visited Burghley House and Woolsthorpe Manor, the home of Issac Newton. We also take part in the Bourne Sci-fest every year.

Lower School pupils have the opportunity to extend their personal and social skills by becoming part of the Hospitality team. This allows them to help out at events, such as the Grandparents Tea Party. They are also allowed to help at more challenging events. The Phoenix School, has pupils with very complex needs and the hospitality team help at two parties that Kirkstone host for them. This is sometimes not easy for some children, but it helps build resilience and a respect and tolerance of people who may be different to ourselves.

Lower School meets the needs of pupils with Special Educational Needs (SEN) through a highly differentiated curriculum. This allows for flexibility on subjects being taken and time needed for interventions. Pupils with an EHCP have an Assess, Plan, Do, Review (APDR) which is reviewed termly. As all pupils are so well known to staff, this individual provision is characteristic of all

teaching and learning. Learning Support Assistants play a crucial role in supporting children 1:1 or in small groups in line with any EHCPs. They also provide support in the wider classroom, directed by the class teachers.

The curriculum also gives added opportunities for Able and Gifted children. Some pupils from Lower School have benefitted from taking some lessons in Senior School. Careful differentiation in all lessons enables appropriate and effective curriculum provision to be provided for all pupils.

A key aim of the school's curriculum is to enable all pupils to make personal progress and to develop knowledge and skills in a way that is appropriate to the 21st Century. Reasoning, critical thinking, creativity and imagination, planning ahead, processing information, collaboration are some of the skill set we start to implement on entry to Lower School.

Computer Science allows the pupils to develop skills and apply these skills across other curriculum areas.

Curriculum Structure

Lower School operates a 40 lesson week. There are eight periods a day (four in the morning and four in the afternoon). Each lesson lasts 40 minutes. Assemblies are on Tuesday and Friday at 9.10am. On the other three mornings there is form time from 09.00am until 09.30am. Form time allows for 1:1 reading, PSHE activities, show and tell and general housekeeping.

Core Education

KS1 (Owls)

Subject	Lessons
Mathematics	8
Literacy	8
Science	2
PSHE	1
Physical Education	4
Food Technology	2
Forest School	2
Art	2
Computer Science	2
Topic	2
Music	1
French	1
Physical Geography	1

KS2 (Falcons)

Subject	Lessons
Mathematics	8
Literacy	10
Science	3
PSHE	1
Physical Education	4
Food Technology	2
Forest School	2
Art	2
Computer Science	2
Topic	2
History/Geography	
Music/Drama	3
French	1

KS1/KS2 Assessment and Monitoring of Pupil Progress

Pupils receive formative assessment on a day to day basis. Clear goals are set so the children are aware of what is expected of them. At the end of each term the pupils sit a Progress in Reading Assessment (PIRA) and a Progress in Understanding Math Assessment (PUMA). This informs teaching staff of a reading and a math age. Pupils also do a spelling assessment at the start and end of the academic year. In KS1 progress in Science is assessed with verbal questions. KS2 sit a test. All the pupil's results are kept on an interactive spread sheet.

Due to the educational needs of some pupils they are not able to access the PIRA and PUMA assessments and therefore are continually assessed. These children will be given individual targets and evidence will be collected accordingly.

In Lower School parents receive two written reports. One in the Autumn Term and one in the Summer Term. A parent's consultation evening is held every term.

Authorised by



Mr S W Judge
Headteacher
On behalf of the Proprietors

Dated

October 2021

Date of next review

October 2022 or before if required.