



KINGS PARK SCHOOL

CURRICULUM POLICY

POLICY NO.	KPS-CP-002
POLICY OWNER	HEADTEACHER
DATE FIRST ISSUED	26/11/2024
LATEST REVIEW DATE	07/01/2025
NEXT REVIEW DATE	07/01/2026

SIGNED

HEADTEACHER

SIGNED

KPS CHAIR

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1.0 INTRODUCTION

The Curriculum at Kings Park School supports the school motto of 'Inspiring Dreams, Building Bright Futures Together' by giving pupils the opportunity to learn and develop in a supportive and creative environment with a focus on recognising achievement and supporting the emotional needs so pupils feel safe and are happy.

This policy outlines simply, efficiently and clearly the key actions that we take at Kings Park School to ensure that our pupils access a high standard of education and make excellent progress.

Through our curriculum, the children can develop the knowledge and skills to excel in a rapidly changing world. Our curriculum expands children's horizons through learning about the wider world and ignites ambitions and passions that develop a love of learning. We have high expectations for every child academically, socially and emotionally. We ensure that children, staff and families work actively in partnership to enable all children to realise their full potential. We provide opportunities that ensure pupils of all abilities and backgrounds succeed and aim for all children to thrive and become independent learners and thinkers. The curriculum is personalised, creative, engaging and flexible allowing for the evolving needs of each pupil to be met. It aims to promote the emotional, social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

2.0 CURRICULUM INTENT

At Kings Park School our aim is to create:

- Successful learners who, with embedded resilience, enjoy learning; make progress and achieve excellence.
- An inclusive nurturing education ethos that supports each child to fulfil their full and unique potential and personalities. 'Just be you!'
- An equal responsibility between home, school, pupil and the local authority work in partnership for best outcomes.
- Confident and aspirational individuals who are able to live safe, healthy and respectful lives.
- Responsible citizens who are culturally aware and can make a positive contribution to society, leading to greater engagement within their community.
- Pupils who respect and care for the outdoor world.

2.1 CURRICULUM IMPLEMENTATION

To ensure we get the best outcomes for our pupils we:

- Create a safe, supportive, caring and happy environment where all pupils will flourish.
- Offer qualifications at different levels to ensure all pupils are provided with the opportunity to succeed irrespective of their ability.
- Keep class sizes small (no more than 10) and utilise a high staff to pupil ratio to be able to provide an inclusive learning environment, supporting each pupil to develop and learn at their own pace.
- Have accurate assessment knowledge of pupils which includes both formative and summative assessment allowing us to track and ensure progress and engagement in lessons.
- Work in partnership with other providers if necessary to provide a broad and balanced curriculum and suite of outcomes for all pupils
- Engage in the wider community, providing our pupils with employability skills and independent career advice/guidance so that they remain in further education, employment or training.
- Provide exciting experiences outside of the classroom, coupled with off-site trips and visits to support classroom-based learning.
- Provide interventions which target the specific needs of each pupil both academically, pastorally and meets the provision requirements of the EHCP.
- Ensure we remain versatile/flexible, having the ability to switch to online/remote provision if and when required.
- Ensure flexibility to use and adapt different curriculum models dependent on the specific subject requirements and pupil needs.

2.2 IMPACT

- Progress of outcomes in Pupils Profile, evidenced within their written case studies (EHCP, Provision Maps etc).
- Increase in attendance which is reflected in the school's attendance data tracking (Arbor).
- Improvements in pupil's questionnaire responses.
- Improvements of pupil's personal development and learning outcomes which are tracked on school progress tracker in individual subjects.
- Decrease in negative behaviour related incidents for pupils on CPOMS.
- Pupil Voice that provides pupils with the opportunity to develop the school environment.
- Excellent feedback from parental surveys and engagement in school events.

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- The range of qualifications and awards gained by pupils at the end of each academic year.
- Effective transitions and destinations of our pupils post 16

3.0 VISION

- Creating a great balance between an academic and vocational curriculum allowing our pupils to achieve and excel, in and out of school.
- Has value to our pupils now, as well as in the future.
- Is as hands-on and interactive as possible.

4.0 ETHOS

We provide at Kings Park School:

- A place where pupils feel safe, secure and cared for.
- A broad and exciting curriculum that enables pupils to (re-)engage with learning.
- Pupils with the necessary skills to manage their behaviour and emotions so that they make the right choices.
- A well-qualified staff team who are highly skilled in helping pupils to establish trusting and effective relationships when in a cycle of adversity often caused by their ASC diagnosis, challenging childhood experiences, including trauma and associated mental health difficulties.

Our pupils all have an Education, Health, Care plan to support their special educational needs including ASD, ADHD, ODD, SLCN, Mild learning difficulties and Social, Emotional and Behavioural needs. In addition to the academic curriculum, the timetables will provide opportunities for pupils to participate in therapy sessions with Speech and Language Therapists if and when required. We know that our pupils with autistic spectrum disorder are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents.

To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

5.0 AIMS

- Pupils build confidence as learners and develop a love of learning.
- Pupils make progress against SMART personal targets.
- Pupils have opportunities to participate in a range of enrichment activities within, and beyond, the curriculum, via a variety of sporting activities and by visiting places of interest including Forest School and Residential Activities for KS3 and KS4.
- Where needed some pupils develop reading skills through our phonics-based reading scheme.
- Pupils develop skills for independence.
- Pupils develop computing skills so that they are digitally literate and able to participate fully in the modern world.
- Pupils develop a greater awareness of their local community and make a positive contribution.
- Pupils learn a range of skills for life beyond school.

6.0 CURRICULUM OVERVIEW

The curriculum design is adapted to meet pupils' needs, fill gaps in learning and to incorporate the various therapies/interventions on offer. Our curriculum model enables pupils' learning to be

developed sequentially over time, where learning builds from one year/key stage to another. This ensures that pupils are well prepared for life after Kings Park School.

Teachers will adapt their planning and approaches to meet the needs of the pupils whom they know and understand well.

Our focus is to ensure that we provide first class teaching and learning alongside quality opportunities for pupils to develop curiosity and skills with tracked progress.

Teachers will produce curriculum overviews which are carefully planned to build from one term to the next. Clear adaptation/personalisation in meeting the needs of all individual pupils in the class will be evident. Planning will be available on the school's shared drive and in teachers' planning files. Pupils' learning is evaluated regularly and activities amended accordingly, so as to plan for progression.

Throughout the school day every opportunity for learning is taken, especially occasions that lead to the development of pupils' Spiritual Moral Social and Cultural (SMSC) understanding and knowledge/application of Fundamental British Values.

- Pupils in Key stages 2 – 3 will follow pathways where the National Curriculum will be followed: English, maths, science, computing and PHSE are all taught discreetly, other subjects are taught through topic-based curriculum to help immerse children in their learning.
- In KS4 pupils will be supported in further developing their skills in the core subjects of Maths and English (functional skills Entry Level 1-3, level 1 & level 2/GCSE). Pupils will take part in the Crest Awards for science which inspires pupils to think like scientists and engineers. Essential computing skills will be embedded across the curriculum. There is an extensive focus on PSHE, emotional development and bespoke life skills. Alongside this, pupils will have the opportunity to gain accreditations in a range of BTEC programmes. The Arts award qualification is also available for pupils pursuing a creative pathway (Level 1: bronze- Level 3: gold).

Secondary pupils have regular careers advice and take part in work experience. The level of support provided is dependent on the need of the pupil.

7.0 ENGLISH: LITERACY, READING AND WRITING

Raising pupils' literacy levels is of fundamental importance to us. Our pupils may have missed out on crucial parts of their education as a result of delayed learning/development, exclusion, isolation and lack of support. It is up to us to facilitate their accelerated progress in their phonics, reading and writing despite the multiple challenges they face.

With this in mind, we will provide:

- Pupils who are in need of additional one-to-one or group intervention access to this with either a member of the support staff team or a qualified teacher. This includes intensive phonics, reading and writing support.
- Pupils will have access to a variety of engaging fiction and non-fiction texts in their classrooms and other areas of the school. The teaching of writing encompasses a wide range of genres, both fiction and non-fiction, which prepare pupils for later life (for example writing reports, recounts and letters).
- Achievement in reading and writing will be celebrated
- Reading is given a high profile across all subjects, and cross-curricular opportunities to develop reading skills are planned throughout the week.
- Pupils who have a diagnosis of dyslexia are supported through targeted literacy support using resources specifically designed for them. Their progress is closely monitored, and interventions put in place.
- Teachers plan regular guided writing opportunities, which enable them to demonstrate word, sentence and text level skills with small groups of pupils or one-to-one.

- We believe that neat, well-formed handwriting and the presentation of written work helps to raise standards. Pupils should take pride and have a sense of ownership in their work.
- At Kings Park School, pupils in Years 10 and 11 will work towards GCSE English or the highest level of functional skills qualification in English they are capable of.

English is taught discretely every morning and forms part of the pupils' daily routine.

Pupils' reading and writing skills are developed by the use of the Read Write Inc scheme, including the 'Fresh Start Catch up programme for the older children who have missed out on phonics teaching. Children have access to real and online books, with activities that run alongside these. Project X Oxford Reading Scheme books are also used to provide a structured age appropriate and engaging guided reading and individual reading scheme to support reading and comprehension skills across the school.

The children are given opportunities to take part in English competitions, for example a poetry writing competition, and the chance to celebrate in worldwide and National special days such as Book Day.

8.0 MATHEMATICS AND NUMERACY

Pupils will arrive at school displaying varying degrees of competency in mathematics, many with large gaps in their knowledge of basic concepts due to disrupted periods of schooling. Sometimes, pupils will have missed out on the early learning experiences necessary to cement key mathematical skills and concepts. Conversely, pupils may also have a genuine high aptitude for Mathematics and for those pupils their learning and teaching approaches will reflect this ability

With this in mind, we provide:

- Mathematics lessons which focus on mastery of concepts but consider each pupil's unique starting points.
- High quality, practical resources which help mathematics to 'come alive' for our pupils. Teachers strive to present each new skill within a practical context that has relevance for our pupils for example, measuring may be taught through the medium of cooking or probability may be taught in the context of a favourite sports teams' predicted performance.
- Displays in classrooms which support and scaffold pupils' knowledge of mathematics concepts. Mathematics prompts on learning walls in classes reflect the current mathematics unit being taught. Other displays in classes (such as multiplication tables) help to immerse pupils in a number rich environment.
- Regular problem-solving activities will be planned in order to provide pupils with the opportunity to apply their mathematics skills in different contexts, and begin to develop abilities for higher order thinking
- A variety of interactive resources to help pupils to learn and cement complex mathematical concepts. ICT is used in different ways to demonstrate key concepts and allow a range of opportunities for pupils to explore their own mathematical understanding, for example: Mathletics.
- Kings Park School pupils in Years 10 and 11 work towards GCSE mathematics or the highest level of functional skills qualification in mathematics they are capable of.
- Maths is an essential life skill that is taught throughout the school.

The White Rose programme for primary and secondary pupils is used to provide suitable level work for all children. Pupils' have opportunities for multi-sensory learning within maths, with the use of maths manipulatives and online resources to support them. Kings Park School pupils focusing on building foundational skills. Through daily 15-minute lessons and optional tasks, it emphasises frequent practice to enhance mathematical fluency. Using

animated slides and supporting resources, it fosters conceptual understanding and offers a hands-on approach. With its structured breakdown of concepts, it simplifies teaching, making maths enjoyable for our pupils.

9.0 SCIENCE

At Kings Park School every pupil is entitled to a broad, balanced and enriched curriculum through which their scientific skills will be developed. The skills developed in science provide pupils with the tools for exploring, investigating and understanding the world – enabling them to lead a life after school which is as independent as possible. Pupils across Key stages 1 – 3 will have the opportunity to experience and engage in all areas of science through the Kapow Science Scheme of work, which is tailored to the appropriate individual needs. The school aims to teach and support each pupil by understanding their unique viewpoint on how they see the world, and how they think and learn. In KS3-4 pupils will access AQA Entry Level and GCSE Science. In Key Stage 4 the pupil's use the Crest Awards to give them the opportunity to study real life STEM projects. The awards include Bronze, Silver and Gold and the pupils are matched to the correct for level to study.

10.0 COMPUTING

Computing skills are essential for modern day life; therefore, it is embedded across the curriculum to facilitate cross-curricular learning and application of skills. At Kings Park School, we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive approach. Pupils will also access the Kapow Computing scheme of work to aid the use of IT and the skills necessary to become digitally literate and participate fully as young adults. Each pupil has their own individual laptop to facilitate this learning.

11.0 ENRICHED CURRICULUM AND MORE

In Key stages 1 – 3 pupils are taught using a topic-based curriculum. Pupils are taught:

- history, geography, art, design technology, music and RE. This allows teachers to plan lessons that are engaging and linked to themes, to enable pupils to make connections and to have a better understanding of the world around them.
- The purpose of the enrichment curriculum is to provide a broad range of opportunities for pupils to develop curiosity, engage in and learn and develop from both inside and outside of the classroom. These opportunities foster a wide range of skills and aims to develop pupils' resilience, active listening, confidence, curiosity, self-esteem and teamwork. Coupled with the growth of interests and enthusiasm for passions beyond the classroom.

11.1 WELLBEING EDUCATION

Personal, Social, Health Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC).

Developing our pupils' social skills and teaching them about healthy living, preparing them for life in modern Britain and enabling them to make positive life choices is of considerable importance.

A weekly formal lesson of PSHE is not enough in a school setting such as ours, which is why we will develop a curriculum which encompasses regular themed assemblies and visits from outside speakers in addition to the timetabled lessons.

As well as fulfilling the objectives in our tailored PSHE schemes of work at all key stages, we aim to develop all pupils:

- **Spiritual:** Explore beliefs and experience, respect values, discover oneself and the surrounding world; use imagination and creativity; reflect. Examples at Kings Park School include special Assemblies such as Harvest Festival, Christian festivals celebrated such as Easter and Christmas, annual Christmas Carol Concerts, other religious festivals celebrated such as Diwali and visits to religious buildings.
- **Moral:** Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. Examples include assemblies, charity events, PSHE & question time lessons, citizenship, bullying and learning right from wrong alongside participating in 'Anti-bullying Week' and interacting with visitors such as the Police and Fire Service.
- **Social:** Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work. Examples include PSHE lessons, forest school, lunchtime clubs, house games, trips to the local community and fund raising for charities, singing in residential homes, as well as offsite visits and residential trips (where appropriate to the pupils needs). Pupils partake in weekly social skills groups to develop communication and team building skills.
- **Cultural:** Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. Examples include national events and celebrations such as, international events such as the Olympics, World Cup and Euros, national charity events such as Red Nose Day as well as visits to art galleries, theatres and places of worship. In addition, pupils participate in on-site social and cultural awareness events.
- **Fundamental British Values:** Schools also have a duty to promote Fundamental British Values. The 'Promoting Fundamental British Values as part of SMSC in Schools' document (DfE, 2014) states that through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting the fundamental British values of:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect and tolerance of those with different faiths and beliefs and for those without faith.
 - British values and SMSC are an integral part of the school ethos and Whole School Curriculum and are particularly highlighted within assemblies/events and the Wellbeing Education programme.
- The curriculum is further enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences, for example: Theatre trips, music workshops, Arts Award and annual Art Exhibition in a local gallery, educational visits and we welcome visits from occupational and educational groups to further enhance the pupils learning and enjoyment.
- The school has a house team system that promotes healthy competition and development of communication and team work skills as pupils compete in both sporting and non-sporting activities. Staff review relationships across the school to ensure there are no triggers for pupils.
- Kings Park School listens to the pupils voice and with this in mind ,a pupil leadership team is established. Key roles such as Head boy /Head girl are elected by the school community.
- Pupils take responsibility for chosen areas across the school and meet with SLT to implement changes and partnerships to improve the school. A 'pupil council' offers pupils the opportunity take up positions of responsibility and affect positive change within the school from the classroom.

We will: Teach values across the school as part of our wider curriculum.

These values:

- form the basis for assemblies.
- form the basis for learning conversations around the school.
- contribute to the planning and content of discrete PSHE lessons link closely with Fundamental British Values.

Formally teach Relationships and Sex Education (RSE) within the PSHE scheme of work to our key stage 3 pupils which aims to:

- help pupils develop an understanding of the different types of relationships, including family relationships.
- help pupils to develop skills in forming and maintaining relationships with others, including their peers.
- teach pupils about the changes to their body that occur during puberty introduce pupils to reproduction.

At key stage 4, Relationships and Sex Education (RSE) is taught within PSHE lessons enabling pupils to discuss the topic in a mature and inclusive way.

This includes topics such as 'Personal and Social Relationships' and 'Managing Social Relationships'.

- Formally teach e-safety to pupils of all ages across the school, according to age and ability.
- Formally teach PSHE to all key stage 3 and 4 pupils on a regular basis which focuses on:
 - The development of social skills, including managing anger and emotions, building relationships, dealing with conflict and making positive choices, including online as part of e-safety education.
 - The development of anti-discriminatory understanding including knowledge and understanding of bullying, cyber-bullying, racism, sexism, homophobia, transphobia and religious tolerance.
 - Preparation for life in modern Britain and knowledge of fundamental British values, including cultural diversity, mutual respect, the rule of law, democracy, right & wrong, consequences and the range of faiths, religions and values in Britain and London.
 - Providing opportunities for reflection, thinking, discussion and formal argument.
 - Helping our community, supporting charity and helping others.
 - Personal health and how to stay healthy with specific focus on nutrition and exercise.
 - The development of the understanding of risk and keeping safe in everyday life.
 - An understanding of the world of business and consumers through enterprise projects and fundraising for projects and/or charities.

Parents may request that their child is excused from Sex Education.

Carefully planned and adapted activities ensure that all pupils begin to view and understand themselves in the context of wider society, in a structured and supportive way.

In addition, our PSHE curriculum also ensures that pupils have the opportunity to:

- Learn about public institutions and services in England (for example, the Royal family, Government, National Health Service, fire service and the police).
- Develop an understanding of the importance of tolerance and equality while challenging prejudice and discrimination. We teach specific lessons which promote tolerance of different family structures and recognise that whilst not everyone's families are the same, they should all be respected and valued as part of an inclusive school community.

Our provision supports the development of pupils' PSHE skills in the following ways:

- we provide all placed pupils with relevant therapies with trained members of the staff team and external therapists, for example, Lego therapy, speech & language therapy, therapy to meet varying personal, social & health needs.
- we provide pupils with a varied curriculum that draws on the expertise of visitors to support their personal, social and health education, including motivational speakers and enrichment activities which develop and broaden pupils' interests and talents.
- We will hold regular sessions on the importance of staying safe and healthy, for example on drug and alcohol awareness.

11.2 RELIGIOUS EDUCATION

Kings Park School uses the RE Kapow curriculum to expose pupils to a range of religions and cultures around the world. All pupils will learn about significant dates in the religious and cultural calendar. Key cultural events across the year will be identified by staff and pupils will be immersed in these. We ensure that there is a focus, through assemblies and lessons on important cultural and religious festivals and commemorative days. KS3/4 pupils will have the option to take GCSE in Religious Education.

Though the school is based on Christian values, pupils of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Our school community will celebrate all differences our aim is:

- To show interest in and concern for members of the school community.
- To celebrate special occasions together.
- To show concern for the daily happenings in school life, the local community and wider world.
- To share appreciation of worthwhile activities undertaken by groups within the school.
- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn

Parents have the right to withdraw their child from Religious Education

11.3 THEMED DAYS / WEEKS

Kings Park School staff will identify across the school year the national awareness days and ensure that pupils participate, if appropriate to their needs. One day every term the pupils take part in chosen cultural / theme awareness day/ week. The pupils will be immersed in the chosen theme /country learning about religion, traditions and language, the foods for example.

12.0 IMPARTIAL CAREERS INFORMATION, ADVICE AND GUIDANCE

Careers guidance is a planned aspect of the curriculum for all pupils, focusing on the range of career opportunities, suitable roles related to skills, qualifications and experiences, goals, next steps and raising aspirations.

In addition, key stage 4 pupils will have the opportunity to work towards a range of qualifications enabling them to demonstrate and develop their knowledge for life after Kings Park School.

Pupils access additional careers experiences. For example, speakers from a variety of work-related backgrounds visiting the school. Pupils also have the opportunity to visit places of work to explore options and complete a period/s of work experience.

Key stage 3 pupils begin to investigate possible future career paths in timetabled careers lessons.

National Careers Service

- Each pupil will complete the skill, health tests and assessments. This allows pupil to find out about different careers and matches their skills to jobs.
- Employability skills gets pupils ready for the world of work.
- The school will attend careers fairs to encourage pupils to contact future potential employers.

13.0 PERSONALISED CURRICULUMS

We ensure that the curriculum is relevant and appropriately differentiated to meet the varied needs of pupils providing a progression of experience and challenge.

Programmes are personalised to each pupil's requirements, reflecting their outcomes as specified in their Education, Health and Care Plans. EHCP outcomes feed into small stepped SMART targets. Class teachers incorporate class based interventions in relation to literacy and numeracy, and will differentiate all subject based long-term plans accordingly for the pupils in their class. These are reviewed and updated regularly.

Some pupils may, in addition, follow additional programmes specific to their needs such as participating in literacy and numeracy interventions, O.T. based sessions such as Sensory Circuits and Clever Hands, Speech and Language Therapy programmes, ASD specific strategies such as Lego Therapy, as well as personal, emotional, and social skills interventions such as 'Thrive,' 'Drawing and talking,' and 'Talk Time'.

14.0 ACCREDITATIONS

We feel passionately that we continually prepare our pupils for both the next stage of their school careers and ultimately for life.

With this in mind we have been developing our offer of accredited outcomes for pupils, ensuring we are offering a broad range that accredit the excellent progress our pupils make and celebrate their individual areas of strength. Decisions regarding entries and levels for pupils are made on an individual basis, ensuring we offer an achievable pathway to gain outcomes that sensitively and realistically stretch and challenge our pupils. On occasions this can mean a stepping stone approach to qualifications which boosts confidence and offers a motivating, tangible award to continue on the pathway to further success.

Qualifications are offered in:

- English and Maths, Science, Humanities and RE (Entry Level, Functional skills, GCSE level), Science Crest awards, including the Arts Award as an example.

15.0 RESPONSIBILITIES

Class teachers are responsible for:

- Medium and short term planning.
- Differentiation to meet the individual needs of pupils.
- Summative and formative assessment.
- Using a range of teaching and learning strategies, techniques and resources.
- Directing the work of Teaching Assistants attending and contributing to training and meetings as requested

16.0 MONITORING AND EVALUATION

The Headteacher and Deputy Headteacher will co-ordinate the monitoring system. This will include:

- Leading pupil progress meetings.
- Moderating assessment data.
- Analysing progress data.
- Observing lessons to ensure quality first teaching and feedback to staff.
- Learning walks.
- Curriculum development and planning.
- Considering training/workshop opportunities with specific focus.
- The curriculum to be reviewed annually to ensure compliance with current relevant legislation and guidance and taking into account best practice within special needs education.

17.0 RESOURCES

Resources are allocated in line with the priorities indicated in the School Development Plan and in response to the needs of the pupil's development and progress.

18.0 CPD

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

19.0 EQUAL OPPORTUNITIES

Kings Park School supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone and passionately believes that 'every child matters.'

20.0 KINGS PARK SCHOOL CURRICULUM OVERVIEW

Subject	KS1/KS2		KS3/KS4	
English	Read, Write, Inc <ul style="list-style-type: none"> • Phonics programme • Spelling yr2-6 • Comprehension KS2 • Fresh start & catchup programme - Primary • Fresh start & catchup programme Secondary 2.KPS English Scheme		AQA: 1a. Step up to English Entry level 1-3 1b. Level 1/2 Functional Skills 1c. GCSE English Language 1d. GCSE English Literature	
Maths	White Rose Programme 1a. Primary/Secondary maths 1b. Fluency Bee 1c. Infinity Maths		AQA: 1a. Entry level Maths 1-3 1b. Level 1/2 Functional Skills 1c. GCSE Maths	
Science	Kapow Programme (Y1-6)		AQA: 1a. Entry Level Science 1-3 1b. Key Stage 3 Science 1c. GCSE Combined Science - Synergy 1d. GCSE Combined Science – Trilogy	
Computing	Kapow Programme (Yr 1-6)		NCFE – 1a. Digital Skills Entry Level 3 -1	

<p>Enrichment</p>	<p>Kapow programme (Yr1-6)</p> <ol style="list-style-type: none"> 1. Geography 2. History 3. Art 4. Music 5. PE 6. RSE/PSHE / PSHE association 	<p>AQA:</p> <ol style="list-style-type: none"> 1a. GCSE Geography 1b. GCSE History 1c. GCSE RE 1d. GCSE PE <p>PSHE association : RSE/PSHE Crest awards (STEM)</p> <p>NCFE:</p> <p>Entry level 2 - Level 2</p> <ol style="list-style-type: none"> 1a. Personal & social development 1b. Occupational studies for the workplace 1c. Employability Skills
	<p>Outdoor learning & forest school visits to be planned @ North School Farm</p>	<p>Outdoor learning & forest school visits to be planned @ North School Farm</p>