



KING'S COLLEGE SCHOOL  
PANAMA

# King's College School Panama Primary Curriculum Policy 2022/23

The King's College School, Panama  
Curriculum

INTENT:

**To deliver High Performance Learning for all children through a carefully constructed knowledge and skills-based curriculum that builds long-term understanding and life-long learners.**

Our Learners:

Will be offered High Performance Learning which will mean our learners will be:-

- agile in their thinking and use this to problem solve and innovate;
- empathetic citizens that have a social conscience and consider their impact locally, nationally and internationally;
- hard-working and recognise that learning and other aspects of life require effort and will demonstrate resilience and perseverance when faced with challenge;
- understanding of metacognitive strategies so that they can become independent and life-long learners both within their academic journey and their working life;
- able to articulate their knowledge expertly;
- link their knowledge to across the curriculum in order that concepts are linked and schema are developed;
- creative in their approaches in their ability to demonstrate understanding of their learning;
- Fluent in basic skills and have the automaticity of recall,

Our Curriculum:

Will be:-

- driven by a knowledge of the community which King's College School serves and the aspiration of creating life-long learners;
- Mindful of the requirements of Panama;
- Constructed with High Performance Learning at the heart;
- expertly constructed to build knowledge and skills both within lessons and across year groups using the British National Curriculum as the foundation for the knowledge taught including British Values;
- Develop both the academic and character of the learner through the subject content, method of teaching, enrichment and extra-curricular activities;
- Develop learners to think like historians, scientists, geographers etc
- Expertly designed and make appropriate links between concepts;
- build opportunities for stretch and challenge: an Inspired global education priority and also a recommendation in the BSO 2019 inspection report.

#### Our Teaching:

##### Will be:-

- evidence-informed and include the latest understanding of cognitive science ensuring that:
  - all children build upon prior learning and develop links across concepts;
  - learning is broken down into small steps
  - new learning is explained through deliberate modelling
  - children have access to manipulatives or other scaffolds to support learning
  - children are given time to practice new learning both collaboratively and independently
  - understanding is checked through various questioning strategies and techniques
  - misconceptions are addressed in the lesson and are used as a tool to develop children's understanding
  - feedback is given throughout the lesson to build children's learning
  - appropriate independent work is provided for children to demonstrate understanding
- outstanding and consistent across all year groups;

- a combination of teaching approaches including direct instruction (Rosenshine's Principles – Mode A teaching) and Mode B teaching project-based learning where children can use their creative skills to produce high quality work that demonstrates their understanding;

Our Teachers:

Will have:

- **A growth mindset with the language of learning referred to in terms of attainment rather than ability recognizing that attainment is not fixed;**

Will understand the content of what they are teaching and how it is learnt by:

- Having deep and fluent knowledge and flexible understanding of the content they are teaching
- Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas they are teaching
- Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas they are teaching
- Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

Will create a supportive environment through:

- Promoting interactions and relationships with all children that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with learners; being sensitive to the individual needs, emotions, culture and beliefs of students
- Promoting a positive climate of child to child relationships, characterised by respect, trust, cooperation and care
- Promoting learner motivation through feelings of competence, autonomy and relatedness
- Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

Will maximise children's opportunity to learn through:

- Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so children understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- Ensuring that we are Preventing, anticipating and responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately. Rules, expectations and consequences for behaviour are explicit, clear and consistently applied

Will activate hard-thinking/deep learning (an Inspired group education priority) through:

- Structuring: giving children an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removing them so that all students succeed at the required level
- Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
- Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
- Interacting: responding appropriately to feedback from children about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning

- Embedding: giving children tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting
- Activating: helping children to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise

## IMPLEMENTATION:

EYFS and Year 1 will focus on Development Matters:

- Daily lessons in phonics
- Daily lesson in mathematics
- Continuous provision that develops other aspects of the characteristics of effective learning:
  - playing and exploring
  - active learning
  - creating and thinking critically

Prime Areas of Learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Knowledge and Understanding of the World

Year 1 will also receive:

- 4 hours of Spanish
- 1 hours of drama
- 1 hour of PE

Years 2-6

Across years 2-6 our lessons will be delivered in 30 minute sessions with many of the lessons being doubled to 1 hour. Children will receive:

- 5 hours of English which will include reciprocal reading sessions, writing sessions, handwriting development and spelling;
- 2 hours that will include Love of Reading, vocabulary development and debate;
- 5 hours of mathematics teaching
- 4 hours of Spanish
- 30 minutes of MFL
- 1 hour of geography
- 1 hour of history
- 1 ½ hours of science
- 1 hour of computing
- ½ hour PSHE
- 2 hours of PE
- 1 hour of drama
- 1 hour of art

Retrieval Practice:

Low stakes quizzing will be used during lessons to assess new knowledge or to retrieve past learning.

Mode A and B Teaching:

Teachers will use their knowledge of quality teaching to deliver outstanding mode A and mode B lessons recognising that creative outcomes will be used to assess learning following knowledge and skills input.

Enrichment Activities:

Children will receive at least one curricular enrichment activity per year linked to an area of their learning.

## Extra-Curricular Activities:

There will ECA's offered to the children in a variety of activities from creative arts to sports on Monday, Wednesday and Thursday from 3:30pm to 4:30pm delivered by a mix of King's College School teachers and specialist teachers.

## IMPACT:

Our learners will:

- Demonstrate the qualities of High Performance Learners:

### Behaviours:

- agility
  - o Showing an ability to link knowledge both within the subject and across subjects
- empathy
  - o through taking on roles within school that support younger learners
  - o showing an interest and engagement with topical issues
  - o showing an open-minded attitude to opposing or different ideas
- hardworking
  - o show resilience and perseverance when a concept is challenging or there has been a setback in learning

### Thinking:

- meta thinking
  - o show understanding of how they learn and use this to support and develop independent learning habits
- Linking:
  - o Through discussion, children can share a deep understanding of concepts and how they link.
- Creativity:
  - o Children can demonstrate their knowledge in creative ways as well as innovate existing knowledge

- Analysing:

Looking at the big picture to help solve problems

Children will be prepared for the next part of their educational journey to secondary school and beyond.

**OUTCOMES:**

Aim for all children to reach expected standard in reading, writing and maths.

All children will make progress

Reviewed: Nigel Fossey, September 2021 Reviewed by Nigel Fossey and Jo Sharples, November 2022	Next Review: September 2022
Approved: CEO Matt Harbison, December 2021	