



the *Kind's* school

specialising in maths and computing

# Curriculum Policy



## CURRICULUM POLICY

### **1 Policy Statement**

#### Overarching Aims:

The School aims to meet the needs of all young people in The King's School, preparing them for adult and working life in the 21st century. It is vital that the school's curriculum is broad, balanced and relevant to its students gaining success in life in a rapidly changing world.

The educational vision and curriculum design for The King's School recognises that:

- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation and a positive contribution to society.
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

The curriculum should inspire and challenge all learners and prepare them for the future. The School's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Have and be able to use high quality personal, learning and thinking skills (plts) and become independent learners.
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to lifelong learning.
- Value their learning outside of the curriculum and relate to the taught curriculum.

### **2 Purpose**

- To maximise the potential of all learners;
- To engender a lifelong love of learning;
- To prepare learners for all aspects of their lives;
- To contribute to the individual learner's understanding of themselves, society and the world;
- To lead to qualifications that are of worth to employers and for entry to further and higher education.
- To provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- To prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.

- To help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- To ensure the School's curriculum demonstrates the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- To help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.

### 3 Scope

Thus the curriculum includes:

- The statutory National Curriculum, where appropriate and Religious Education Curriculum;
- Key and functional skills taught and re-enforced across a range of subjects (eg. key literacy, numeracy and ICT skills, working with others, improving own learning and problem solving and thinking skills);
- The acquisition of insight, knowledge, skills and practical abilities used in the following areas of experience - Scientific, Technological, Mathematical, Linguistic, Aesthetic, Creative, Numerical, Commercial, Moral, Spiritual, Economic, Political and Recreational;
- Cross-curricular aspects (e.g. Reading, Writing, Communication, Mathematics (RWCM), financial capability, Enterprise Education and Education for Sustainable Development, Global Dimensions and Work Related Learning ;
- The provision of Independent Advice and Guidance, Personal, Social, Citizenship and Health Education (including Sex & Drugs Education);
- The effects of teaching on skills for learning and on the attitudes and motivation of learners;
- The climate for learning (ethos) created by school staff and learners;
- Additional learning opportunities taught and provided outside school hours and/or beyond the School site.
- Partnerships with others to enhance Curriculum experiences.

### 4 Responsibility

Governors - Should ensure that School has and follows a relevant Curriculum Policy.

Senior Leadership Group - Headteacher and delegated SLT members should ensure that:

- All statutory elements of the curriculum, and those subjects which the School chooses to offer, have aims and objectives which reflect the aims of the School and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Governors annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The Governing Body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The Policy is followed and improvements and developments are initiated and monitored.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within the subject areas to which they are linked.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with Subject Team Leaders on a regular basis and that actions are taken where necessary to improve these.

**Middle Leadership Group** - Subject Team Leaders should ensure that:

- Long term/medium term planning is in place for all courses. Such schemes of learning will be designed using the School's guiding principles and will contain curriculum detail on: context, expectations, key and functional skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the appropriate SLT link informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the SIMS team. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

**Staff** - Teaching staff and learning support staff will:

- Ensure that the School's curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

**Students** - will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the School and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5.

**Parents and carers** - will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

**Visitors** - Those involved in supporting the delivery of the curriculum should be aware of the School's Policy and practices.

#### **4 Monitoring, evaluation and review**

The Governing Body will receive an Annual Report from the Headteacher on:

- The standards reached in each subject compared with national benchmarks.
- The standards achieved at the end of each Key Stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

The Governing Body will review this policy bi-annually and assess its implementation and effectiveness.

#### **5 Publicity**

A statement regarding the Curriculum Policy will be made on all publicity materials. All new staff and students recruited to the School will be made aware of the Policy. The Policy will be posted on the Staff Shared (G) drive of the School's IT Network and on the School website.

## Teaching groups and grouping by ability

Students in Year 7 are grouped in mixed ability sets in the creative subjects and grouped by ability in the rest of the subjects to allow for appropriate support and challenge. In Years 7-11 class sizes average 29 for higher ability students but are smaller for those students for whom more support is required. The School day starts at 8.50 am and ends at 3.15 pm and consists of five 60 minute lessons split by two breaks one at 11.10 am (15 mins) and one at 12.25 pm (55 mins).

### In Year 7

- In Art, Music, Drama, ICT and Design & Technology there are 5 mixed ability groups on each side of the year.
- In English, History, Geography and Religious Education students are in the same sets for all four subjects. In each half of the Year Group, there is 1 upper set; 2 middle sets; and 1 lower set.
- In Mathematics and Science students are in the same sets for both subjects. In each half of the Year Group, there is 1 upper set; 2 middle sets; and 1 lower set.
- In Modern Foreign Languages there are four sets. In each half of the Year Group, there is 1 upper set; 2 middle sets; and 1 lower set.

### In Year 8

- In Art, Music, Drama, ICT and Design & Technology there are 5 mixed ability groups on each side of the year.
- In English, History, Geography and Religious Education students are in the same sets for all four subjects. In each half of the Year Group, there is 1 upper set; 2 middle sets; and 1 lower set.
- In Mathematics and Science students are in the same sets for both subjects. In each half of the Year Group, there is 1 upper set; 2 middle sets; and 1 lower set.
- In Modern Foreign Languages there are four sets. In each half of the Year Group, there is 1 upper set; 2 middle sets; and 1 lower set.

### In Year 9

For timetable purposes, the year is divided into two bands 'X' and 'Y'. English, Maths and Science must agree on divisions between bands. X1-6 (155-160 students) and Y1, Y2 and Y3 (approximately 50 students). Students are placed in three pathways: the Red route where students equate to sets X1-4 in English and Mathematics; the Green route where students equate to sets X5 & 6 in English & Maths. Yellow and Blue routes where students equate to some X6 and all students in sets Y1, Y2 & Y3 in English and Mathematics.

- In English and Religious Education, there are 6 sets in the X band and 3 sets in the Y band. In the X band, Sets X1 and X2 follow the AQA Higher syllabus and the remaining sets X3-6 will be a hybrid of Higher and Foundation AQA syllabus. All sets in the Y band follow the Foundation AQA syllabus.
- In Mathematics, there are 6 sets in the X band and 3 sets in the Y band. In the X band, Sets X1 and X2 follow the OCR Higher syllabus, X3 and X4 follow the Edexcel Higher syllabus and X5 and X6 follow the OCR Foundation syllabus. All sets in the Y band follow the Foundation OCR syllabus.
- In Sciences, there are 6 sets in the X band and 3 sets in the Y band. In the X band, Sets X1-3 and Triple Sciences, X4-6 follow the AQA Higher and Foundation syllabus. All sets in the Y band follow the Foundation AQA syllabus.
- Classes for all other subjects are organised in 5 option blocks.

### In Year 10

Yr 10 sets continue from Yr 9 into Yr 10. Changes in Mathematics or English sets across divides must be agreed.

### In Year 11

Sets continue from Yr 10 into Yr 11. Changes in Mathematics or English sets across divides must be agreed. Students in Y1, Y2 & Y3 receive extra English and Mathematics.

## Curriculum Structure

Personal, social, moral & health issues are covered in daily and weekly tutorial, themed day and assemblies.

### Key Stage 3 (Years 7 & 8)

The national curriculum is just one element in the education of every child in The King's School in KS3. We believe there is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum.

Details below are based on a two week cycle of 50 lessons, broad, balanced, relevant curriculum.

### CURRICULUM MODEL KEY STAGE 3

SUBJECT	Year 7	Year 8	KEY STAGE 3 ALLOCATION %
ENGLISH	6	6	12
MATHS	8	6	14
SCIENCE	6	6	12
MFL	4	6	10
PE	4	4	8
IT	2	2	4
RE	2	2	4
HISTORY	4	4	8
GEOGRAPHY	4	4	8
ART	2	2	4
MUSIC	2	2	4
DRAMA	2	2	4
TECHNOLOGY	4	4	8

### Key Stage 4 (Years 9, 10 and 11)

Students are guided into one of 4 flexible routes designed to meet the abilities and needs of students. Students in Red and Green routes are placed in sets X1-6 for English, Maths and Science. Students in the Yellow and Blue routes are placed in sets Y1-3 for English, Maths and Science and received additional lessons in these core subjects. The rest of the KS4 Curriculum depends on the route chosen. Some students use one option to allow Triple Science to be studied. Students can only study 1 or 2 languages.

### CURRICULUM MODEL KEY STAGE 4 (YEAR 9-11)

	RED	GREEN	YELLOW	BLUE
ENGLISH	10	8	8	8
MATHS	6	6	6	6
SCIENCE	4	6	6	6
ADDITIONAL SCIENCE	4	4	4	4
PE	4	4	4	4
RE	2	2	2	2
OPTION A/EN+& Ma+	4 Fr/Sp	4 Fr/Sp	4 EN+& Ma+	4 EN+& Ma+
OPTION B (Hi / Ge)	4	4	4	4
OPTION C	4	4	4	4
OPTION D	4	4	4	YA
OPTION E	4	4	4	YA