

Curriculum Policy

August 2024

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Curriculum Overview

1. The curriculum at King's College School (the 'School') provides a broad and balanced education, incorporating a wide variety of activities, both inside and outside the classroom, that are planned to promote pupils' learning and personal development. It encompasses prep tasks, extracurricular activities and opportunities for greater social understanding and empathy, as well as what pupils learn implicitly from the way they are treated and are expected to behave.
2. The curriculum is designed to implement the School's vision and values:
 - To offer a rounded education, rich in extracurricular activities and diverse opportunities, which facilitates the acquisition of life skills and encourages both participation and individual excellence;
 - To provide a safe and supportive pastoral environment which meets individual needs and promotes the development of happy, considerate pupils;
 - To ensure equitable opportunities for all pupils with a firm commitment to access and inclusion in which all pupils are valued, respected, and challenged regardless of ability, sex, sexual orientation, gender, race, religion or beliefs, age, social background or culture; and
 - To encourage the appreciation of the spiritual dimension in life and the development of a sound, moral framework.

Curriculum Aims

3. The School provides full-time, supervised education for pupils of compulsory school age (in accordance with Section 8 of the Education Act 1996) which prepares pupils for the opportunities, responsibilities and experiences of life in British society. Pupils at the School receive:
 - 3.1 opportunities to learn and make progress;
 - 3.2 support in preparing for the many opportunities, responsibilities and experiences they will encounter in their lifetimes;
 - 3.3 opportunities to develop key learning skills, including:
 - making connections and articulating reasoning;
 - exploring different possibilities and seeking innovative solutions;
 - reflecting upon experiences with a view to planning improvement;
 - showing perseverance and the ability to bounce back quickly from frustration or failure;
 - collaborating productively, within a pair or group.
 - 3.4 experiences in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative education;
 - 3.5 subject matter appropriate for their age and aptitude, including those with special educational needs and disabilities and the gifted and talented;

- 3.6 the opportunity to acquire skills in speaking and listening, literacy and numeracy, and critical thinking;
- 3.7 a personal, social, health, and economic education which reflects the School's aims and ethos;
- 3.8 an awareness of career opportunities, and
- 3.8 a grounded perspective alongside the encouragement to achieve.

Reception - Year 8 Curriculum

- 4. The School is exempt from the learning and development requirements of the Early Years Foundation Stage (EYFS), although the curriculum for our Reception pupils is underpinned by it.
- 5. The School is not required to follow every aspect of the National Curriculum for pupils from Year 1 onwards. At a minimum, it follows many of the guidelines, often extending beyond them to meet the needs of our pupils.
- 6. The curriculum for all pupils comprises of Art, Computing, Design Technology (DT), Drama, English, French, Games, Geography, History, Latin, Mathematics, Music, Physical Education (PE), Personal, Social, Health and Economic Education (PSHE), Theology, Philosophy and Religion (TPR) and Science. Other subjects are added at various points throughout pupils' journey through the School, e.g. Ancient Greek and Economics
- 7. Lessons are approximately thirty-five minutes in duration and are, where possible and appropriate, paired as 'doubles'.
- 8. In the Pre-Prep Department, pupils are taught English and Mathematics by their Form Tutor, as well as an Understanding the World topic, which incorporates and connects elements of Art, Computing, DT, Drama, Geography, History, TPR and PSHE. Specialist teaching occurs in French, Games, Music (including year group Choir lessons) and PE.
- 9. In the Junior Department, pupils are taught distinct subjects, predominantly by their Form Tutor in the allocated form group. A greater proportion of specialist teaching takes place, in Art, Computing, Drama, DT, French, Games, Music (including Choir lessons) and PE.
- 10. In Years 5-8, lessons take place in an increasing number of classrooms and pupils receive specialist teaching in most subjects.
- 11. In addition to the standard curriculum, pupils in Pre-Prep and in Years 5-8 participate in the Cresco Division enrichment carousel. This takes place in Pre-Prep between 1500-1600 each day and for Years 5-8 it is timetabled in the final lesson before lunch on Tuesdays, Thursdays and Fridays as well as Mondays at 1530. The programme for Years 5-8 operates in parallel to choir rehearsals and ensemble practices giving all pupils the opportunity to excel in a range of subjects that fall outside the boundaries and constraints of the standard curriculum.

12. Form group activities take place prior to the first lesson on days when there is not an assembly or a PSHE lesson. These may involve private reading, phonics practice, a mathematical skill check, verbal and non-verbal reasoning activities and discussion of current affairs.
13. Detailed summaries of the work covered in each curriculum area are posted on School Portal.
14. The School's curriculum includes a large variety of wider opportunities beyond academic classroom-based lessons. A high value is placed on out-of-classroom learning opportunities, including educational visits. Examples include the Year 1 visit to the Scott Polar Research Institute; the Year 3 Evacuee Day at Stibbington; the Year 5 visit to the Stained-Glass Museum at Ely Cathedral; and the Year 8 residential trip to France, as well as a plethora of sporting fixtures. Outside visiting speakers, including authors, doctors, scientists, and politicians regularly make contributions to the provision. A wide variety of after-school clubs support pupils' wider experience and enrich learning across the whole age range of the School.

Differentiation

15. Pupils in Reception-Year 6 are taught in mixed ability groups.

For pupils in Years 7 and 8, a judicious use of setting is used in order to help meet the needs of all pupils, including those with SEND and the gifted and talented. Pupils are taught in sets for English and the Humanities subjects, French and Latin, Mathematics and Science.

16. In those subjects that are set, pupils are allocated one of three sets (labelled 'K', 'C' and 'S'), whose structure may vary according to the abilities of the year cohort. While all sets are taught the same core curriculum, pupils in 'K' (and, where appropriate, 'C') cover extension material. 'S' tends to be a smaller support group that navigates the curriculum at a slightly slower pace.
17. In all cases, regardless of setting, the speed, style and intensity of teaching depends upon pupils' prior acquisition of knowledge, skills and understanding.

Use of Technology

18. A key aim of the School's curriculum is to develop pupils' learning skills in a way that is appropriate for the twenty-first century. Making connections, articulating reasoning, exploring different possibilities, reflecting, persevering, and collaborating are all examples of twenty-first century skills that we actively hone across all year groups. The School has invested heavily in ICT hardware and software over the years. The great majority of classrooms have interactive whiteboards; furthermore, all pupils have access to a fully stocked ICT suite.
19. The School operates an iPad scheme for pupils in Year 7 and 8 who have individual access to an iPad for school work on site and at home. The aim is for pupils to become more proficient digital learners, in readiness for the transition to senior school where the use of electronic devices is commonplace. The School intends to extend the use of iPads to other year groups, albeit in the form of classroom-only iPads, which will

enhance learning and increase collaboration in lessons.

Learning Hub

20. The School's Learning Hub plays an integral part in ensuring the School's curriculum is accessible for all. In consultation with parents and, where appropriate, in collaboration with external professionals, the nature of an individual's special educational needs and disabilities is identified and an appropriate programme of support is drawn up. This programme is published on the School's SEND Register; a pupil may also have a Learning Support Profile. The SEND Register and pupil Learning Support Profiles are available to all relevant teachers.
21. Supportive measures may, for example, include the use of an iPad or laptop for extended writing tasks, more intensive support from a teaching assistant in lessons, and / or the provision of additional Learning Hub-based English or Mathematics lessons in place of French or Latin, as well as a variety of recommended teaching strategies.
22. Further information may be found in the School's *Special Educational Needs and Disabilities (SEND) Policy*.

Personal, Social, Health and Economic Education (PSHE) & Relationship and Sex Education (RSE)

23. PSHE has a key place in the curriculum and offers extensive opportunities for pupils' spiritual, moral, social and cultural development. Much of this is embedded in everyday practice at the School where good manners, thoughtfulness, and working together are a continual focus. Pupils attend weekly PSHE lessons taught by their Form Tutor, as well as supplementary lessons, provided in rotation by the Head of PSHE to Years 5-8 as required.
24. Assemblies form an important part of the School's PSHE provision. Twice-weekly themed assemblies for Years 5-8 and weekly assemblies for Reception-Year 4 are supplemented by year group assemblies.
25. Further information on the School's PSHE provision may be found in the *PSHE Policy*.
26. The School takes seriously its responsibility to promote fundamental British values such as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is promoted through the curriculum and extra-curricular programme and is achieved both explicitly through a multitude of planned activities and implicitly through our School routines which revolve around the School's ethos.

Relationship and Sex Education (RSE)

27. Relationship and Sex Education (RSE) involves learning about emotional, social and cultural development and includes learning about relationships, diversity, sexuality and personal identity. The aims of RSE are to ensure pupils learn about different types

of relationships including friendships, family relationships and dealing with strangers and how all of them may affect health and wellbeing, including mental health. Pupils in Years 7 and 8 also learn about intimate relationships.

28. Through PSHE lessons and activities, pupils learn how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent. Pupils also learn how to manage conflict and how to recognise unhealthy relationships.
29. RSE is delivered through the School's PSHE curriculum. Pupils in Reception through Year 6 are taught Relationship Education in an age-appropriate way through their weekly PSHE lessons. Pupils in Years 7 and 8 are taught Relationship and Sex Education through their PSHE lessons with some of the biological aspects covered through the Science curriculum.
30. A specific section of the School Portal has been created to show parents which criteria are covered in each year group, in the context of the wider PSHE curriculum. This also includes a 'comment box', so that parents are able to engage in dialogue with the School.
31. It is the School's belief that RSE is best delivered in its entirety, in order to provide children with a balanced and informed understanding of their rights and responsibilities, and to best safeguard them from potential harm. Nonetheless, parents of pupils in Years 7 and 8 have the right to request that their child be withdrawn from some or all of Sex Education, but not from Relationships Education or from teaching around sexual reproduction which falls within the Science curriculum. Requests for withdrawal should be put in writing and addressed to the Head. The Head will discuss the request with parents and an outcome will be agreed.

Standards for Excellence in Teaching

32. Teaching at the School is led by the Deputy Head (Teaching and Learning) who, through the appraisal process, ensures a high standard of teaching is consistent across all subjects and school years and incorporates the following:
 - 32.1 The application of strong subject knowledge to challenge and facilitate pupils' progress;
 - 32.2 The deployment of a diverse range of resources that make a significant contribution to pupils' progress;
 - 32.3 Sensitively matching tasks to suit pupils' differing needs, including those with SEND and the gifted and talented, improving access to the curriculum and inclusion for all pupils;
 - 32.4 The setting of high expectations of all pupils, both in terms of the standard of work required and their effort and commitment;
 - 32.5 The use of specialist, technical vocabulary as appropriate;

- 32.6 Identifying pupils' strengths and areas for improvement, in accordance with the School's feedback and marking procedures;
 - 32.7 Using assessment data to inform future planning;
 - 32.8 Systematically checking pupils' responses throughout the lesson, anticipating where they need to intervene and doing so in order to further pupils' progress;
 - 32.9 Creating a stimulating learning environment, which promotes independent study; and
 - 32.10 Maintaining a positive approach and growth mindset to all learning.
33. Information about the quality of teaching is gathered through formal monitoring of teachers in a process of focused observation as part of the appraisal system which takes place every 18 months to 2 years. The Deputy Head (Teaching and Learning) gathers information and evidence about teaching and learning through the scrutiny of schemes of work and medium-term plans, by looking at samples of pupils' work, by classroom observation and by analysis of test results, where appropriate (alongside the Director of Student Learning).
34. Additionally, all teaching staff undertake a research study as part of the appraisal process.
35. Staff are encouraged to participate in professional training courses as appropriate and in line with targets set during the appraisal process.

Curriculum Management

- 36. The Head is responsible for the School's curriculum. The Head delegates the day-to-day management of the curriculum to the Deputy Head (Teaching and Learning).
- 37. Each academic subject is led by a Subject Head, who has particular expertise in that subject and takes responsibility for the development of departmental policies and schemes of work, as well as the departmental budget and liaison with other members of the department.
- 38. Subject Heads are responsible for writing schemes of work for all year groups, thereby ensuring that there is continuity between the curricula of the Pre-Prep, Junior School and Years 5-8. Subject Heads also meet with subject teachers in each part of the School at least once termly to discuss curriculum content and teaching strategies. Furthermore, an increasing number of staff teach pupils in year groups across different parts of the School.

Monitoring and Review

- 39. The teaching and learning provision is systematically monitored by the Head, Deputy Head (Teaching and Learning) and Subject Heads. The aim of monitoring is to raise

standards by ensuring best efforts, encouraging reflective teaching and thus continually improving provision.

40. The Deputy Head (Teaching and Learning) and Heads of Subject meet at the beginning of the academic year to evaluate each subject's development plans and update the subject handbooks; they agree goals and set targets for the coming academic year and evaluate their success and share their progress in an annual review meeting in the Easter Term.
41. This policy is reviewed annually by the Head and Deputy Head (Teaching and Learning).

Version Control

Date of last review	August 2024
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Policy Owner	Head, Deputy Head (Teaching and Learning)
Authorisation	Rev Dr Stephen Cherry, Chair of Governors on behalf of the Board of Governors