

Curriculum Policy

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 provide a safe and supportive pastoral environment which meets individual needs and promotes the development of happy, considerate pupils;
 - 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 ensure equal opportunities for all with a commitment to access and social mobility;
 - 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:
 - 3.3.1 making connections and articulating reasoning;
 - 3.3.2 exploring different possibilities and seeking innovative solutions;
 - 3.3.3 reflecting upon experiences with a view to planning improvement;

- 3.3.4 showing perseverance and the ability to bounce back quickly from frustration or failure;
 - 3.3.5 collaborating productively, within a pair or group.
- 3.4 experiences in linguistic, mathematical, scientific, technological, human and social, physical and 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 citizenship 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 Citizenship Education (PSHCE), Religious Studies (RS) and Science and STEM. Other subjects are added at various points throughout pupils' journey through the School, e.g. Ancient Greek and Critical Thinking. Additionally, the School offers a daily enrichment programme, the Cresco Division, for pupils in Years 5-8.
- 7. Lessons are thirty-five minutes in duration and are, where possible and/or 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, RS and PSHCE. 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, Latin (from Year 4), 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.

In addition to the standard curriculum, Pupils in Year 7 are taught Music, Critical Thinking and STEM during the midday Cresco rotation. Additionally, Year 7 pupils may choose between Spanish, Mathematical Thinking or Engineering in the Michaelmas Term; all Year 7 pupils attend Reasoning Practice in Lent Term and PE in Easter Term.

Similarly, Year 8 pupils attend Literature, STEM and Spanish lessons in the midday Cresco rotation during the Michaelmas Term. Year 8 pupils also attend Reasoning Practice during the Michaelmas Term, either Archaeology, Mathematical Thinking or Engineering during the Lent Term and PE in the Easter Term.

11. Form group activities take place prior to the first lesson of each day. These may involve private reading, phonics practice, a mathematical skill check, verbal and non-verbal reasoning activities and discussion of current affairs.
12. Detailed summaries of the work covered in each curriculum area are posted on School Portal.
13. 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 and ventures. 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 our provision. A wide variety of after-school clubs support pupils' wider experience and enrich learning across the whole age range of the School.

Differentiation

14. Considering pupils' maturity, as well as differences in the way each subject is learned, 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. The number of subjects in which pupils are set increases, from two (Mathematics and Spelling) in Year 4 to eight (English, French, Geography, History, Latin, Mathematics, RS and

Science) in Year 8. Pupils are, otherwise, taught in mixed ability form groups.

15. 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.
16. 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 Information Technology

17. 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, and this is a significant developing area. The great majority of classrooms have interactive whiteboards and pupils have access to laptops and to a dedicated ICT suite.

Learning Support

18. The School's Learning Support Department 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 as part of a Learning Support Department Pupil Profile, which is implemented by all staff teachers.
19. Supportive measures may, for example, include the use of a laptop for extended writing tasks; more intensive support from a teaching assistant in lessons; and/or the provision of additional Learning Support Department-based English or Mathematics lessons in place of French or Latin, as well as a variety of recommended teaching strategies.
20. Further information may be found in the School's *Special Educational Needs and Disabilities (SEND) Policy*.

Personal, Social, Health and Citizenship Education (PSHCE)

21. PSHCE has a key place in the curriculum, which includes wide 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 PSHCE lessons taught by their Form Tutor, as well as supplementary lessons, provided in rotation by the Head of PSHCE to Years 5-8. Choristers are taught PSHCE separately, in Year groups, by the Housemaster or Deputy Housemaster.

22. Assemblies form an important part of the School's PSHCE provision. Twice weekly themed assemblies for Years 5-8 and weekly assemblies for Reception-Year 4 are supplemented by year group assemblies.
23. Further information on the School's PSHCE provision may be found in the *PSHCE Policy*.

Promoting Fundamental British Values

24. Promoting Fundamental British Values: 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.

Teaching

25. Teaching at the School involves:
 - 25.1 The application of strong subject knowledge to challenge and facilitate pupils' progress;
 - 25.2 The deployment of resources that make a significant contribution to pupils' progress;
 - 25.3 Sensitively matching tasks to suit pupils' differing needs, including those with SEND and the gifted and talented;
 - 25.4 The setting of high expectations of all pupils, both in terms of the standard of work required and their effort and commitment;
 - 25.5 The use of specialist, technical vocabulary as is appropriate;
 - 25.6 Identifying pupils' strengths and areas for improvement, in accordance with the School's feedback and marking procedures;
 - 25.7 Using assessment data to inform future planning;

- 25.8 Systematically checking pupils' responses throughout the lesson, anticipating where they need to intervene and doing so in order to further pupils' progress;
- 25.9 Utilising the BrainCanDo¹ approach for more effective teaching and learning;
- 25.10 Creating a stimulating learning environment, which promotes independent study;
- 25.11 Maintaining a positive approach and growth mindset to all learning and a firm commitment to Contextual Wellbeing ² for all pupils.

Management, Staff Development and Review

- 26. The Head is responsible for the School's curriculum. The Head delegates the day-to-day management of the curriculum to the Deputy Heads.
- 27. Each academic subject is led by a designated member of staff, 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.
- 28. Heads of Subject 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. Core Subject Heads also meet with 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.
- 29. Opportunities for sharing good practice exist both formally and informally through the annual appraisal system. Staff set targets for their subjects and evaluate them accordingly. Additionally, all teaching staff undertake a research study as part of the appraisal process.
- 30. Support is available for staff wishing to participate in a variety of professional training courses.
- 31. This policy is reviewed annually by the Head and Deputy Heads.

¹ BrainCanDo, www.braincando.com, 2020.

² *Contextual Wellbeing*, H. Street, (Wise Solutions, 25th September 2018).

Signed:



The Reverend Dr Stephen Cherry
Dean, King's College, Cambridge
Chair of Governors, King's College School

21st September 2021

Date of Last Review:	September 2021
Date for Next Review:	September 2022
Policy Owner:	Head / Deputy Heads
Authorisation:	Chair of Governors, on behalf of the Board of Governors