



THE KING'S SCHOOL

GRANTHAM

Curriculum Policy

The Academy's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal curriculum, but also the various extra-curricular activities the Academy organises to enrich each student's experience. It also includes the hidden curriculum: this is what boys learn from the way they are treated and expected to behave. The Academy wants its students to grow into positive, responsible people, who can work and cooperate with others while at the same time develop their knowledge and skills, in order to achieve their full potential.

Aims

The King's School is a selective Academy with an academic curriculum.

We aim to:

- Provide all students with a broad and balanced curriculum which is matched to their needs and aspirations.
- Ignite curiosity, imagination and passion for learning.
- Provide a caring, challenging community which values the individual and seeks to enable each boy to develop and maximise his full potential.
- Provide the knowledge, skills and attitude students need to succeed in education, work and life.
- Promote a healthy lifestyle.
- Above all our curriculum is designed to help students towards becoming happy and successful members of the community.

Values

The curriculum is the means by which the Academy achieves its objective of educating boys in the knowledge, skills and understanding that they will need to lead fulfilling lives.

We value:

- Each boy's uniqueness and we promote respect for diverse cultures.
- The spiritual and moral development of each boy, as well as their intellectual and physical growth.
- The rights enjoyed by each person in our society. We respect each boy and we treat students with fairness and honesty. We want each student to be successful.
- Our environment and we want to teach our students about how we should take care of the world, not only for ourselves, but also for future generations

The curriculum is a key vehicle for safeguarding. In line with **Keeping Children Safe in Education 2026** and **Working Together to Safeguard Children 2026**, we teach pupils about online safety, healthy relationships, consent, and where to seek help if they feel unsafe. Curriculum planning considers pupils' welfare, safety and the promotion of British values.

Special Educational Needs and Disability

The Academy acts to meet the individual needs of students. We comply with the statutory duties under the **Children and Families Act 2014** and the **Special Educational Needs and Disability Regulations 2014**, and have regard to the **SEND Code of Practice: 0 to 25 years (January 2023)**. The Academy fulfils its duties under the **Equality Act 2010**, including making reasonable adjustments to ensure disabled students are not placed at a substantial disadvantage. If a student displays signs of having special needs, then teachers assess those needs in consultation with the SENCo. In most cases the teacher is able to provide resources and support within normal classroom organisation. For more complex needs, we work with external agencies to produce and implement an Educational Health Care Plan (EHCP).

The Academy provides an Individual Education Plan (IEP) for each student on the special needs register. This sets out the nature of the special need and outlines how the Academy aims to address it. The IEP also sets out targets for improvement, so that the Academy can review and monitor student progress.

Some students have disabilities. The Academy is committed to meeting the needs of these students and complies with its duties under the Equality Act 2010, including the duty to make reasonable adjustments and the duty to prepare and publish an accessibility plan.

Careers Education

The Academy sub contracts an independent Careers Adviser. Our aim is to provide comprehensive, impartial and accurate advice. Guidance:

- Is presented in an impartial manner.
- Enables students to make informed choices about a broad range of career options.
- Helps to encourage students to fulfil their potential.

In-Academy activities are organised for each year group such as the Y10 Careers Fair, UCAS preparation, Oxbridge preparation, and visits to universities. The Academy complies with its statutory duty under **section 42A and 42B of the Education Act 1997** (as amended by the **Technical and Further Education Act 2017 and the Skills and Post-16 Education Act 2022**) to secure independent, impartial careers guidance for all pupils in Years 8–13 and to give training providers and employers access to pupils for information about technical education and apprenticeships. In accordance with that duty the school provides every pupil with at least six encounters with such providers across Years 8 to 13 and publishes a provider access policy statement on its website setting out how providers may request access).

The Curriculum

The taught curriculum

The Academy operates a 50-period two-week timetable of one-hour lessons. The taught curriculum is developed in response to changes in education and the subsequent needs of the boys.

The Academy provides a **broad and balanced curriculum** in line with section 78 of the Education Act 2002. At Key Stage 3 we teach the full National Curriculum; at Key Stage 4 pupils study English, mathematics, science and other statutory subjects. We also provide **Religious Education and a daily act of collective worship** as required by the School Standards and Framework Act 1998, and **Relationships, Sex and Health Education (RSHE)** in accordance with DfE statutory guidance (July 2025).

We publish curriculum content for each subject and year group online in compliance with the **School Information (England) Regulations 2008** and DfE requirements for academies. Our website also provides the school's careers programme, SEND information report and safeguarding policy. The curriculum is detailed on the website: <https://www.kings.lincs.sch.uk/page/?title=Statutory+Information&pid=55>

The Enrichment Curriculum

The taught curriculum is enriched in numerous ways:

Through educational visits both day and residential, overseas visits and links with the community e.g. via the toy bank.

Subject specific enrichment - mathematical challenges, science challenges, Project X, geography fieldwork, theatre visits, visiting speakers and the Burghley (History) and Newton (Physics) lectures, battlefields trip, visits to Bamberg and Rouen.

Through extra-curricular activities - Combined Cadet Force, Music (instrumental tuition, grade examinations and Academy concerts), a wide range of sporting activities, chess, Duke of Edinburgh Award, Whist club.

The Hidden Curriculum

A range of opportunities are made available to students to develop within the less formal curriculum:

- Assemblies
- Academic intervention programme e.g. extra English and Mathematics
- Charity events
- House competitions
- Leadership - sports leadership, senior prefects, house captains
- Mentoring for younger students
- Helping in the library
- Representing the Academy at functions and events
- Membership of the Academy Council
- Working with primary Academy students

Additional Support

Many departments offer help at lunchtime, with members of staff making themselves available at specified times so that students can seek help and advice.

A few departments, when appropriate, pair Sixth form students with students who need help in main Academy.

Disapplication Policy

CONTEXT

A guiding principle at The Academy is that no student should follow courses leading to fewer than 8 GCSEs including English and Mathematics.

The Academy measures attainment at Key Stage 4 through Attainment 8 and Progress 8, and through the proportion of students achieving a grade 5 or above in English and mathematics.

The number of subject that the majority of students follow in leading to GCSE, or their equivalent, as part of the curriculum will be considered the normal number for all of the students in that year group

Study Support will be offered to a small minority of students who move in to Year 10 from Year 9, in consultation with the Head of Year, students and their parents.

PURPOSE OF DISAPPLICATION

To allow a student to participate in extended work-related learning.

To allow a student with individual strengths to emphasise a particular curriculum area.

To allow a student making significantly less progress than other students of his age to consolidate his learning and progress better across a narrower range of the curriculum.

PROCESS OF DISAPPLICATION

The Academy needs to act in the best interests of the student, department areas and the Academy. In some instances this will mean that a student is disapplied from up to two GCSEs or their equivalent. A student will not be disapplied from more than two subjects unless there are exceptional circumstances, and any such decision must be taken by the Head Master personally and recorded in writing with the reasons for it.

Parental consultation will be documented, and where appropriate, an Education, Health and Care Plan (**EHCP**) will inform curriculum adjustments. No pupil will be disapplied from statutory subjects such as

English, mathematics, science or RSHE without meeting legal exemption criteria. The Head Master usually delegates responsibility for this to the Subject Leader. The Subject Leader will then make the decision about the student's curriculum based upon:

- Performance in examinations.
- Performance throughout the course (e.g. unit tests, Interim Assessments, coursework).
- Consultation with department colleagues.
- Consultation with the student.
- Consultation with parents of the student.

PRACTICE

The student will follow the curriculum most appropriate to him.

No student will be disappplied from more than two subjects, unless there are exceptional circumstances.

Any student who is disappplied from a subject will be offered a meeting with the Careers Adviser or similar impartial counsellor.

In the instance of a student being disappplied part way through Key Stage Four, the student may continue to study alternative work within timetabled lessons, or may study off-site or go to the Library where he will be supervised in doing work for his other subjects. This may involve extra work where subject teachers deem it to be appropriate, coursework tasks or homework tasks. A sensible use of time would be to follow a revision timetable that has been drawn up in consultation with the Head of Year.

Version control

Date of adoption of this policy	December 2018
Date of last review of this policy	October 2026
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