

# THE KING'S SCHOOL



# Curriculum Policy

The school'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 school organises to enrich each student's experience. It also includes the hidden curriculum: what the boys learn from the way they are treated and expected to behave. The School 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**

King's is a selective school 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 school 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, we listen to the views of students, and we promote respect for diverse cultures
- The spiritual and moral development of each boy, as well as their intellectual and physical growth
- The importance of each individual in our community
- 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

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

The School does all it can to meet the individual needs of each student. We comply with the requirements set out in the SEN Code of Practice. If a student displays signs of having special needs, the teachers make an assessment of need. 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 School 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 school aims to address it. The IEP also sets out targets for improvement, so that the school can review and monitor student progress.

A small number of students have disabilities. The School is committed to meeting the needs of these students. The School complies with the requirements of the amended Disability Discrimination Act. Reasonable steps are taken to ensure that disabled students are not placed at a substantial disadvantage compared to non-disabled students.

## **CAREERS EDUCATION**

The school employs 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-school activities are organised for each year group such as the Y10 Careers Fair, UCAS preparation, Oxbridge preparation, and visits to universities. The careers education programme is supplemented with evening talks open to all students and parents, from experts within the parent body of the school.

## **THE CURRICULUM**

The curriculum is delivered via several means:

- The taught curriculum
- The enrichment curriculum
- The hidden curriculum

### **The taught curriculum**

Each boy has an entitlement to a broad and balanced curriculum. The school 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.

### **Key Stage 3**

All boys study:

English, Mathematics, Science (Y7 & Y8), Biology, Chemistry and Physics (Y9), Art, Design Technology, Computing, French and/or German, Geography, History, Religious Studies, Music, Physical Education, Personal Development Curriculum (PDC).

In Y9 students and parents are provided with information about GCSE options. They are strongly advised to follow a set of qualifications leading to the English Baccalaureate.

### **Key Stage 4**

All boys follow a core curriculum:

English Language, English Literature, Mathematics, Biology, Chemistry, Physics, Physical Education, Religious Education, PDC.

They also choose from a range of options including:

Business, Design Technology (Graphics), Design Technology (Resistant Materials), Art, Computing, French, German, Geography, History, Music, and PE.

The option blocks are constructed after students make their choices from a free list.

Students and parents are strongly advised, though not compelled, to follow an English Baccalaureate programme.

### **Key Stage 5**

Academic staff give advice and guidance concerning appropriate subject combinations. Students are encouraged to take an appropriate number of facilitating subjects according to their performance at GCSE level.

Most students start Y12 studying four subjects from 22 option subjects:

Art, Biology, Business, Chemistry, Computing, Economics, English Language and Literature, English Literature, French, Geography, German, History, Information Technology, Certificate in Financial Studies, Mathematics, Further Mathematics, Music, Physical Education, Physics, Product Design, Philosophy, Psychology (and Politics from September 2018).

The option blocks are constructed after students make their choices from a free list.

All qualifications are studied as linear 'A' levels. From September 2017 students will not be entered for AS level examinations except in Further Mathematics.

The School aims to run any of the above courses for which there is sufficient demand and which are economically viable. Increasingly King's is collaborating with partner schools in order to provide curriculum breadth. Sixth form students have access to a range of subjects at our partner schools - Kesteven and Grantham Girls' School and Walton Girls' High School.

Sixth form students also have provision for a Tutor/Guidance period per week, Private Study in the Sixth Form Centre, and Games on a Wednesday afternoon.

Provision is made for able students who wish to apply to Oxford and Cambridge universities and other subject specialist institutions such as for Music, Art, and for the associated testing required for Law (LNAT), Medicine and Veterinary Science (BMAT and UKCAT).

### **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 school concerts), a wide range of sporting activities, chess, Duke of Edinburgh Award, Whist club, Latin 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 school at functions and events
- Membership of the School Council
- Working with primary school 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 school.

### **DISAPPLICATION**

In accordance with the law, the School has the right to respond to individual needs by modifying the curriculum programme or dis-applying parts of it. Any decision will only be made after consultation with the student and his parents.

### **MONITORING AND EVALUATION**

Monitoring and evaluation are an essential part of the school's drive to raise student outcomes and the curriculum is regularly reviewed and monitored.