



King's High School

Curriculum Policy

Policy:	<i>Curriculum</i>
Applies to:	<i>King's High School Staff and Pupils</i>
Authors:	<i>Deputy Head (Academic)</i>
Approved by:	<i>KHS Committee, June 2016</i>
Reviewed:	<i>1 July 2019; 1 July 2020</i>
Signed:	<i>S Burley, Deputy Head</i>

Statement of Intent

Our curriculum is designed to give all pupils opportunities to develop, as fully as possible, their skills, understanding, knowledge, interests, and talents. Breadth in the curriculum throughout the first five years, before specialisation in the Sixth Form, is a key feature of our stated aim of educating each pupil as an individual by encouraging and motivating her to discover and develop to the full all her various skills, talents, and abilities.

Summary schemes of work are produced for each year group and shared with parents at the beginning of the academic year. Appropriate specifications are chosen after careful consideration and discussion with the Deputy Head Academic (DHA) in KS4 and 5, and work in KS3 is designed to both prepare students for study at KS4 and 5 and to cultivate broader intellectual and practical skills. By considering the specific learning needs for each cohort, and the needs of examination boards, we are able to ensure that the level of work expected of our students is exciting and enriching.

Students with SEND

Students with SEND are accommodated through a mix of differentiated teaching, individual support and Individual Education Plans (IEPs) similar to those for pupils with an EHCP. These are overseen by the Head of Learning Support and by pastoral staff. Heads of Department provide feedback to the Head of Learning Support on progress and ensure that IEPs are disseminated to teaching staff. For students who are also taught at Warwick School, the DHA ensures that IEPs are sent to that school. We continue to monitor changes to SEND legislation and modify our policy and procedures in line with these as necessary.

Heads of Department receive benchmarking data about all their students and IEPs for any students with SEND. All staff are asked to review progress of pupils with an IEP annually in addition to all other monitoring and review of students.

Where a student has a specified individual learning need, we offer appropriate support and ensure all the staff teaching that pupil know of her particular needs and how to adapt teaching to appropriately. This is done via the Head of Learning Support who keeps IEPs up to date and makes them available to all staff. Students for whom English is an additional language (see EAL policy) will receive similar support, including, where necessary, a personalised curriculum to enable them to develop their language skills to access the curriculum. Teaching staff are briefed on appropriate techniques to support such students and the whole process will be coordinated and overseen by the DHA in conjunction with the Deputy Head (Pastoral) [DHP] and Heads of Key Stage.

PSHEE

Our PSHEE programme which is taught by specialist staff, and continued in the Sixth Form in the Your Future programme, leads girls through the issues of citizenship as well as the basic life skills necessary for the modern world. It caters for many aspects of education that go beyond the traditional "subjects" of the school day. The schemes of work alongside other aspects of the school all work towards the fulfilment of our aims. Our extracurricular activities allow our pupils to exercise choice and go beyond the set curriculum: sometimes this is in subjects that they already take in school time, but often they allow students to try out new activities.

The Protected Characteristics (2010) of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation are covered explicitly in KS4 and PSHEE schemes of work at a level appropriate to the pupils' ages as determined by the DHP and Head of Key Stage 4 and are specifically aimed at Key Stage 4.

Futures Guidance

When students make subject option choices, there is specialist advice to help them to make informed choices which takes into account their interests and career aspirations as well as aptitude. Our Futures Programme which begins in Year 9 ensures that pupils know themselves, their strengths and their areas for development, and are able to find out about different careers and opportunities. They are given the opportunity to obtain individual guidance, take part in work experience and gain information about education and employment beyond school.

We ensure that our careers guidance is accurate and up-to-date through our dedicated Head of Futures, her assistants, and regular INSET. By using external advisers from ISCO, Morrisby testing, the promotion of alternatives to Higher Education, for example, apprenticeships and through careers evenings and booklets we enable them to make informed choices about a broad range of career options and encourage them to fulfil their potential.

British Values

To ensure that our curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, we ensure that schemes of work cover all points of view. Staff are made aware, including through this policy, of these values.

Fundamental British Values are taught throughout the school, effectively preparing them for life in our society, and particularly through the comprehensive PSHEE Scheme of Work. (Details of our audits of where British Values are covered in each subject is available). To ensure that these values are not undermined a balanced approach will be taken in all areas where these values are discussed ensuring that all reasonable points of view are represented and respected. This is monitored by the DHA through reading Schemes of Work, lesson observations and work audits. In addition, our Politics Department runs 'mock elections' at appropriate times of year and we have an exceptionally strong School Council. Assemblies regularly cover liberty and tolerance. (The full record of assemblies is available for inspection).

Evidence of Progress

Progress according to ability is evidenced by our value added statistics produced by CEM. In addition, results of external and internal examinations, lesson observations, reports to parents and work audits demonstrate day to day progress in students' learning. Examinations are reported on in detail to our Governing Body and to the Foundation Education and resources committee.

The Timetabled Curriculum

• Key Stage 3 – Years 7, 8, and 9

- At Key Stage 3 all pupils will have a common experience of a wide range of subjects which encompass English, Foreign Languages, Mathematics, the three sciences, Computer Science, Design and Technology, Food, Latin, Geography, History, Religious Education, Music, Art, PE and PSHEE.
- At King's we are fortunate in being able to achieve our high standards in mixed ability groups. We set by ability very rarely: in Years 7 to 11 pupils are put into sets for Mathematics.
- Although we are not obliged to follow the National Curriculum, all subjects of the National Curriculum are covered. These are judged essential to a full, rounded education for pupils in the first three years of secondary education. In addition, all students study Latin in Years 7, 8 and 9. This is deemed valuable in terms of cultural heritage and general development of language skills, including a knowledge of grammar.

- A second modern foreign language in Years 8 & 9 is chosen. The majority of pupils are given the choice of studying Spanish or German in addition to French. The chance to start this second language is important in developing the ability to acquire a wider range of languages in the twenty-first century and should make it easier to go beyond one language in later life. After careful consideration, we may recommend that some students study French only with additional support.
- In Year 7, Maths students are placed in mixed ability groups for the first term. In January, pupils are placed in groups of two ability streams. Most other subjects are taught in whole-form groups. Currently for Design Technology the number of girls in the teaching groups is reduced. These groups are mixed ability.
- In Year 8 pupils are put into in 5 groups for mathematics and modern languages. Maths has 5 ability sets with the lower sets having fewer pupils to allow staff more contact with each student to help meet their particular needs. In languages, the girls may be divided into those taking German or Spanish as their second language.
- Computer Science is seen as a key life skill and is taught in discrete lessons in Years 7, 8 & 9. This allows for fast and focused acquisition of the skills necessary across all areas of the curriculum.
- The very wide range of subjects we include in our Key Stage 3 curriculum means that pupils are stretched and challenged by the number of subjects they are required to take up until the end of Year 9 and we believe strongly in the benefits of this challenge.

Key Stage 4 – Years 10 & 11

- At Key Stage 4 girls continue with a “core” of subjects which ensures a breadth of academic and personal experience whilst options allow for the first stage of choice towards a personalised curriculum.
- We believe that no pupil should have her choices at Higher Education unnecessarily restricted because of curriculum decisions that were made early in her education.
- Pupils study for up to 10 GCSEs/IGCSEs and with this comes a much greater degree of choice. There are six core subjects:

• English Literature	• Biology
• English Language	• Chemistry
• Mathematics	• Physics

- This combination of science GCSEs gives a good grounding for all three of the A level sciences as well as all owing for pupils to choose the science option which best fits their interests and for some, aptitudes.
- The pupils then have a range of options from which to choose.

Optional Subjects

• French	• History	• Computer Science	• Art
• German	• Geography	• DT	• Music
• Latin	• Religious Studies	• Food Preparation & Nutrition	• Drama
• Spanish	• PE		

- In addition to their GCSEs, a planned programme for Personal, Social and Health and Economic Education, and, in Years 10 and 11, our Create course, which is designed to promote independence of thought and creative thinking skills. Our Careers Programme, Voluntary Service, Work Experience, extensive extracurricular and visits programme with our academic curriculum ensure that students are given excellent preparation for the world

beyond school, realising our school aim: 'To prepare each girl for a fulfilling adult life as a woman in the twenty first century'.

Sixth Form

- A wide range of A level subjects allows for pupils to prepare for almost any degree course. All the subjects offered at GCSE are also offered at A level and we also introduce new ones such as Psychology, Business Studies, Economics and Government and Politics. We also offer the EPQ in Lower Sixth.
- Most pupils will study 3 A Level subjects. Those who wish to study Further Mathematics will study that as a fourth. Subjects are taught on a two year linear course with no AS in that subject being sat.
- The Your Future Programme is a part of the curriculum for all Lower and Upper Sixth girls and includes topics such as the Women in Society, the Political World, Higher Education and Careers. This course is seen not just as a "generalizing" addition to the A level programme but as a preparation for life after school.
- All Sixth Formers also participate in Friday Activities with Warwick School.

Further Documentation

- This curriculum policy should be read in conjunction with the information on extracurricular activities, special needs, careers and pastoral care. The curriculum goes beyond that taken in lessons and includes everything from whole school activities such as assemblies to individual choices such as a dance classes after 4:00 pm.
- This policy is supported by the schemes of work for each subject and options booklets which give a more detailed analysis of what is studied in each year group.

The Assessment Policy gives further details regarding monitoring and recording progress. It also demonstrates how we ensure that assessment is effective in supporting pupils to make progress.