



King's High
School

ACADEMIC HANDBOOK

2020 - 2021

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ACADEMIC AIMS

Academic life at King's is exciting, forward-thinking and enriching. We want our students to enjoy their learning and to feel proud of the progress that they make.

Our approach is highly effective and each year our public examinations results show not only exceptional outcomes but also exceptional value that has been added to student performance by the quality of teaching and learning. This is because we recognise that each student is an individual and we tailor our teaching to get the very best out of every girl.

Academic life at King's, however, goes way beyond public examinations. 'Scholarship' is the first aim of the school and within that we focus on three key areas:

1. Creative and critical thinking

We ensure that our students are adept and experienced critical thinkers, that they are able to ask, explore and research challenging academic and ethical questions. We encourage them to think creatively, to examine a problem from different angles and to come up with original and striking solutions. We encourage them to take intellectual risks, to think outside of the box, and we help and support them to develop the emotional and intellectual resilience that is vital to academic success.

2. Intellectual curiosity and independent thinking

We want to inspire our students to think for themselves, to evaluate information and arguments and to be curious about the world and eager to learn and understand more. Most importantly, we want them to enjoy and be excited by their academic studies and the myriad ideas and thoughts that are inspired by this. We want them to be intellectually curious and enquiring, to be adept at thinking on their feet and pursuing interesting lines of thought.

3. The enrichment of learning outside of and beyond the classroom

As part of the endeavour to encourage curiosity and excitement about the learning process, we want our students to pursue their academic interests beyond the classroom; we want them to join and contribute to the huge array of societies, clubs, and other groups that are on offer. We want our students to embrace the remarkable opportunities that a King's education offers and to pursue their own interests and enthusiasms.

We are fortunate to have a highly experienced and dedicated teaching staff who are passionate about their subjects and committed to communicating their enthusiasm to the students. This, combined with the hard work and eclectic talents of the student body, creates a thriving and dynamic academic community at King's.

THE CURRICULUM

The curriculum has been carefully designed to promote and reflect the academic aims of the school. We have a strong tradition of curriculum innovation. The academic curriculum is complemented by a full and wide-ranging co-curricular programme and a very successful framework for pastoral care. We tailor the curriculum to be responsive to and meet the needs of individual students and summary schemes of work are uploaded annually to your daughter's portal page.

The curriculum is delivered via a two-week timetable, consisting of Week A and Week B, both with six fifty-minute lessons each day. The school day begins at 8:40am and ends at 4pm. The lesson times are outlined below:

8.40am – 9.10am Registration, Form Time, and Assembly
9.15am – 10.05am Lesson One
10.10am – 11:00am Lesson Two
11:00am – 11.20am Break
11.20am – 12.10pm Lesson Three
12.15pm – 1.05pm Lesson Four
1.05pm – 2.10pm Lunch
2.15pm – 3.05pm Lesson Five
3.10pm – 4.00pm Lesson Six

Key Stage 3

In Key Stage 3 students follow a broad and balanced curriculum, developing skills in a range of subjects before selecting those for GCSE study in Year 9. The following list outlines some of the key aspects of our Key Stage 3 curriculum offer:

- Latin is taught in from Year 7 upwards. For students who benefit from additional focus on core skills in English and Maths, there is the possibility to come out of Latin lessons throughout Key Stage 3 to have additional support in the core subjects
- Engineering is taught as a separate discipline in Year 8 in addition to the three sciences
- In Year 8, girls will study an additional foreign language, making a choice between German and Spanish. French is taught from Year 7 onwards.
- Our exciting Springboard Programme is taught in Years 7 and 8. This introduces girls to our core values of curiosity, resilience and risk-taking. PSHEE is taught as a distinct course to all students in Key Stage 3 and 4
- From Year 9 onwards, students enjoy a weekly activities programme on Friday afternoons; some activities will be collaborative with boys at Warwick School

Key Stage 4

In Key Stage 4 the majority of girls study 10 GCSEs; however, some students choose, for a number of reasons, to follow nine or fewer GCSE subjects.

There are six core GCSE subjects. Students then opt for an additional three or four subjects from the option blocks listed below:

- In Years 10 and 11, students follow our Create Programme, which is centred on an ambitious creative project with a focus on cross-curricular learning. The course also explores important questions of ethics, philosophy, religion and current affairs
- In Years 10 and 11, students enjoy a weekly activities programme on Friday afternoons; some activities will be collaborative with boys at Warwick School

Sixth Form

In the Sixth Form, the majority of students follow a core of three A Levels, with some girls opting to take four A Levels. In addition, girls are strongly encouraged to follow the King's Baccalaureate and/or the Extended Project Qualification. Sixth Formers also enjoy a range of additional activities to prepare them for Higher Education and Careers:

- Our new Your Future Programme focuses on leadership, Higher Education and careers
- EPQ students will enjoy allocated time with their supervisors and the weekly taught element of the project
- Weekly Health, Fitness and Wellbeing classes in Years 12 and 13 allow students to choose from a range of options such as yoga, Pilates and spinning
- Joint activities on Friday afternoons with boys from Warwick School

The table below provides further details on the curriculum, with the lesson allocation for each subject per fortnight. The shaded cells denote optional subjects in the specific year group.

Core Subjects	Option 1 Languages	Option 2 Humanities	Option 3 Creative and Technical
English Literature English Language Mathematics Biology Chemistry Physics	French German Spanish Latin	Geography History Religious Studies	Art Computer Science Drama Design & Technology Food Preparation and Nutrition Music Physical Education

ACADEMIC PERFORMANCE AND PROGRESS

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
	Per 2 Week Cycle													
	Minutes	Periods												
English	300	6	300	6	250	5	400	8	400	8	600	12	600	12
Mathematics	300	6	300	6	250	5	400	8	400	8	600	12	600	12
Science	300	6												
Physics			150	3	200	4	250	5	250	5	600	12	600	12
Chemistry			150	3	200	4	250	5	250	5	600	12	600	12
Biology			150	3	200	4	250	5	250	5	600	12	600	12
Engineering			100	2										
French	300	6	200	4	200	4	250	5	250	5	600	12	600	12
Religion and Philosophy	150	3	150	3	150	3	250	5	250	5	600	12	600	12
Physical Education (Exam)							250	5	250	5	600	12	600	12
Geography	150	3	150	3	150	3	250	5	250	5	600	12	600	12
History	150	3	150	3	150	3	250	5	250	5	600	12	600	12
Computing	100	2	100	2	100	2	250	5	250	5	600	12	600	12
Latin	100	2	100	2	100	2	250	5	250	5	600	12	600	12
Music	150	3	100	2	100	2	250	5	250	5	600	12	600	12
Drama	100	2	100	2	100	2	250	5	250	5	600	12	600	12
Art	150	3	100	2	100	2	250	5	250	5	600	12	600	12
Design and Technology	50	1	100	2	50	1	250	5	250	5	600	12	600	12
Food	50	1	50	1	50	1	250	5	250	5				
German	-		200	4	200	4	250	5	250	5	600	12	600	12
Spanish	-		200	4	200	4	250	5	250	5	600	12	600	12
Classical Civilization	-		-	-							600	12	600	12
Business Studies	-		-	-	-	-	-	-	-	-	600	12	600	12
Further Mathematics	-		-	-	-	-	-	-	-	-	500	10	500	10
Economics	-		-	-	-	-	-	-	-	-	600	12	600	12
Psychology	-		-	-	-	-	-	-	-	-	600	12	600	12
PSHEE	100	2	50	1	75	2	75	2	75	2				
Springboard	50	1	50	1										
Create							50	1	50	1				
Your Future											100	2		
Physical Education	100	2	50	1										
Games	200	4	200	4	150	3	150	3	150	3				
Swimming (rota)	200	4												
Health, Fitness and Wellbeing											100	2	100	2

Academic performance is monitored very carefully to ensure that students are making strong progress. On entry to the school, students take a range of tests in core areas to establish their 'baseline' potential. These results are then processed by the Centre for Evaluation and Monitoring at Durham University to produce a range of data from which student progress is tracked against by teaching staff.

We use two forms of written reports: shorter Grade Reports and Full Reports, which, together with Parents' Evenings, represent the main ways of communicating academic information to parents throughout the year.

The purpose of Grade Reports is to provide a clear, concise summary of academic progress at any given point in the school year. Full Reports are where staff make a more detailed summative comment on a pupil's progress as well as indicating areas where improvement could be made. Each year group receives one Full Report per year. All subject staff will write comments on Full Reports, and there will be further summative comments from the Form Teacher and Head Master. All students are given the opportunity to read, review and reflect on Grade and Full Reports during tutor time before reports and made available online via Parent Portal. In addition, we email parents to alert them to the publication of each report. Hard copies of Grade or Full Reports are not provided.

Monitoring entries are recorded by staff as 'commendations', 'concerns' or 'conducts' and are stored on each pupil's portal page in ISAMs, the Management Information System. The purpose of recording this information is to enable parents to have real time feedback on their daughter's progress and performance. The entry will be automatically emailed to parents and serves as a means of keeping parents in touch so that they can speak with their daughter when she receives one.

Where a pupil goes above and beyond the expectation for her, a commendation may be issued by her teachers and it will also be fed back to the pupil via the subject teacher and form teacher. A concern entry is a way in which staff can flag up a concern: for example, failure to hand in homework or complete work to a satisfactory standard. The 'concern' then allows a discussion to take place. The conversation between pupil and parent enables a strategy to be put in place so it doesn't happen again.

The form teacher and Head of Key Stage also provide support and intervention at an early stage with the pupil. This may take place either in a single subject or across subjects. A discussion will be arranged with the pupil and, where appropriate, with her parents where a number of causes of concern are recorded. If two 'concerns' are raised in one subject, for example for two missing homeworks, the subject teacher will issue a lunchtime detention. Detentions are also recorded on the portal page. The 'conduct' entry refers primarily to a pupil's attitude and any behaviour concerns.

The table overleaf outlines the dates for reports, Parents Evenings, internal examinations and exam leave dates for the academic year 2019-2020.

AUTUMN TERM 2020

Year 7
Email up date
 By Friday 16 October
Grade Report
 Available online – Monday 14 December

Year 8
Parents' Evening
 Tuesday 1 December (5.00-8.00pm)

Year 9
Grade Report
 Available online – Monday 14 December

Year 10
Grade Report
 Available online – Monday 16 November
Parents' Evening
 Thursday 19 November (5.00-8.00pm)

Year 11
Parents' Evening
 Thursday 1 October (5.00-8.00pm)

Full Reports
 Available online – Friday 11 December

A Level Option Choices Deadline
 Monday 7 December

Lower Sixth
Grade Reports
 Available online – Monday 14 December

Parents' evening
 Tuesday 3 November (6.00-8.00pm)

Upper Sixth
Grade Reports
 Available online – Friday 2 October

Parents' evening
 Tuesday 6 October (6.00-8.00pm)

Full Reports
 Available online – Wednesday 2 December

SPRING TERM 2021

Year 7
Parents' Evening
 Wednesday 3 March (5.00-8.00pm)

Year 8
Grade Reports
 Available online – Friday 26 March

Year 9
Parents' Evening
 Thursday 21 January (5.00-8.00pm)

GCSE Options Choice Deadline
 Wednesday 3 February

Year 10
Grade Reports
 Available online – Friday 26 March

Year 11
Parents' Evening
 Thursday 4 February (5.00–8.00pm)

Grade Reports
 Available online – Friday 26 March

Lower Sixth
Grade Reports
 Available online – Friday 12 February

Full Reports
 Available online – Friday 26 March

Upper Sixth
Parents' Evening
 Wednesday 10 February (6.00-8.00pm)

SUMMER TERM 2021

Year 7
School Exam Week
 24 - 28 May
Exam Results
 Available online – Friday 11 June

Full Report
 Available online – Monday 5 July

Year 8
School Exam Week
 24 - 28 May
Exam Results
 Available online – Friday 11 June

Full Report
 Available online – Monday 5 July

Year 9
School Exam Week
 24 - 28 May
Exam Results
 Available online – Monday 14 June

Full Report
 Available online – Monday 5 July

Year 10
School Exam Week
 24 - 28 May
Exam Results
 Available online – Friday 11 June
Grade Report
 Available online – Wednesday 16 June

Parents' Evening
 Wednesday 23 June (5.00-8.00pm)

Year 11

Lower Sixth
Study Leave
 20 - 21 May

School Exam Week
 24 - 28 May

Exam Results
 Available online – Friday 11 June

Grade Report
 Available online – Wednesday 16 June

Parents' Evening
 Thursday 17 June (6.00-8.00pm)

Upper Sixth

Grading System for Academic Attainment

In Years 7, 8 and 9 teaching staff are asked to give academic attainment grades based on the following criteria:

Attainment	Description
Excellent	<ul style="list-style-type: none"> Demonstrates excellent knowledge, understanding and skill. Has a sophisticated command of the subject. The level of attainment is consistently at the highest level.
Very good	<ul style="list-style-type: none"> Demonstrates very good knowledge, understanding and skills. Has a very good command of the general principles of the subject. The level of attainment is consistently at a high level.
Good	<ul style="list-style-type: none"> Demonstrates good knowledge, understanding and skills. Has a good command of the general principles of the subject. The level of attainment is regularly at a high level.
Generally secure	<ul style="list-style-type: none"> Demonstrates generally secure knowledge, understanding and skills, though with some weaknesses. Has a secure grasp of many of the general principles of the subject, though with some gaps in knowledge. The level of attainment is generally secure, although it can be inconsistent.
Incomplete knowledge	<ul style="list-style-type: none"> Demonstrates an incomplete level of knowledge, understanding and skills. Has not yet attained a secure grasp of most of the general principles of the subject. The level of attainment is not yet secure and consistent.

In Years 10 and 11 teaching staff are asked to give attainment grades (9 – 1) based on the numerical grading system used for all subjects at GCSE. The chart opposite shows how the new numerical grading system at GCSE relates to the old alphabetical grading system.

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

GOOD PASS (DfE)
 5 and above = top of C and above

AWARDING
 4 and above = bottom of C and above

INSPIRE – ACADEMIC ENRICHMENT

It is important to note that the grades awarded in Year 10 will reflect the fact that most students will not yet be working at Grade 8 or 9 level. We would normally see a gradual improvement in grades awarded as students move through the GCSE course.

To help assess the level of attainment, a target grade is also provided. The target grade is a goal that is an achievable challenge that is within the scope of a pupil's ability to reach. Target grades are dynamic in that they may change during the course in response to improvements (or deterioration) in quality of a pupil's work.

In Sixth Form teaching staff are asked to give attainment grades (A* – U) based on the traditional alphabetical grading system used for all subjects at A Level. Similarly, it is important to note that the grades awarded in Lower Sixth will reflect the fact that most students will not yet be working at A* or A grade level. We would normally see a gradual improvement in grades awarded as students move through the A Level courses. A dynamic Teacher Predicted Grade is also provided to give a realistic indication of likely final outcomes.

Grading System for Attitude to Learning

Teaching staff are asked to 'traffic light' students' attitude to learning from Year 7 to Upper Sixth by considering the following criteria:

Grade	Description
GREEN	<ul style="list-style-type: none"> • Demonstrates a positive attitude to learning • Works efficiently and produces homework on time • Takes pride in work and is well organised
AMBER	<ul style="list-style-type: none"> • Occasional concerns about or some inconsistencies in attitude to learning • Generally works efficiently and usually produces homework on time • Does not always take pride in work and can sometimes be disorganised
RED	<ul style="list-style-type: none"> • Significant concerns about attitude to learning • Often works inefficiently and frequently fails to produce homework on time • Does not generally take pride in work and is frequently disorganised

If you would like to discuss any issues in a particular subject, please contact the relevant Head of Department, copying in the Head of Key Stage. If you would like to discuss broader academic issues about your daughter's work, please contact the relevant Head of Key Stage, copying in the Deputy Head (Academic).

Academic enrichment is a vital part of life at King's. We want all of our students to develop a love of learning which inspires them to be intellectually curious and to explore academic topics of interest beyond and above the confines of the taught curriculum. Our innovative and forward-thinking Inspire Programme is designed with the specific aim of fostering curiosity and supporting students as they develop specialist areas of interest as the progress through the school. The Inspire Programme is centred on the values of intellectual curiosity, creative thinking, and supra-curricular endeavour.

Dr Seal is our Director of Studies at King's. With the support of Dr Harrison, Dr Grist and visiting specialists, he leads the Inspire Programme and also works with staff to ensure that lessons are carefully designed to ensure stretch and challenge for every student. Dr Seal also works closely with our Lower Sixth Head of Scholars to develop an exciting and inspiring programme of academic enrichment. The Inspire Booklet contains more detailed information. The core elements of the Inspire Programme are outlined below:

- **Inspire Dinners:** our Inspire Dinners offer students and staff the chance to gather to celebrate the culture of aspiration and intellectual enquiry at King's. The evening is formal, starting with a drinks reception and followed by a three-course meal in the Dining Hall, and then a talk from a distinguished guest of honour. The Inspire Dinners take place twice a year: they are free of charge and open to every student in the school, although numbers are limited.
- **The Inspire Lecture Series:** this offers a fantastic opportunity for students, staff and parents to enjoy a termly lecture from a distinguished expert. Our inaugural Inspire Lecture was delivered by Professor AC Grayling, the acclaimed author, academic, and Master of New College of the Humanities.
- **Inspire Trips:** each term we run a series of Inspire enrichment trips, which are open to every student in the school. The aim is to enable students to learn more about academic and intellectual life and culture, to experience the atmosphere of the great universities and colleges at Oxford, Cambridge and London, and to enjoy regular live theatre via our RSC Shadowing Programme.

- **Inspire Higher Education Programme:** this exciting and challenging programme helps to prepare ambitious students for the requirements of applications to a range of universities. Students receive mentoring, including weekly thinking skills sessions, guidance on writing a highly academic Personal Statement, preparing for admissions tests, and developing methods for answering open, challenging questions at interview. The Programme is open to every student in Sixth Form.

- **Academic Societies:** at the heart of our Inspire Programme is our fantastic range of student-led academic societies. These provide leadership opportunities for students to develop their interests and inspire younger students to get involved.

- **Inspire Research:** alongside societies, trips and events, we aim to provide students in every year group with the opportunity to do their own personal research and to learn the skills required for planning and executing an original piece of work. In Years 7, 8 and 9, all students have the chance to join our weekly Scholarship Sessions. All students then have the chance to complete research during allocated 'Inspire Homework' periods each week, leading towards one or more of our three annual Inspire Essay Competitions. Years 10 and 11 have dedicated time in their fortnightly timetable for research too. Our exciting 'Create' programme in Year 10 and 'Curiosity' course for Year 11 offer further teaching on research skills and the chance to undertake a short piece of non-assessed research. Finally, all of Lower Sixth are strongly encouraged to consider taking the EPQ, or Extended Project Qualification, which is an assessed piece of work that counts for the equivalent of half an A-Level in UCAS points.

- **Inspire Cross-Curricular:** Led by Dr Grist, the Inspire Cross-Curricular Programme encourages students to focus on making links between the topics taught in different departments. Our cross-curricular initiatives include competitions that require connections to be made between a variety of subjects. We also give opportunities in the classroom for cross-curricular thinking, with exciting plans ahead for half termly themes on which departments focus together.

To discuss Academic Enrichment at King's, please contact Dr Seal on p.seal@kingshighwarwick.co.uk

BOOST – LEARNING SUPPORT

We are proud of our learning support provision. No matter how talented or able the student, there may come a time in a girl's school life when she needs some additional support in her academic work. Our Boost Programme offers bespoke and tailored solutions to make sure that girls have access to positive, encouraging and effective support and guidance. Boost brings together the impressive range of academic support sessions, bespoke individual guidance, and small group sessions. These systems are vital in enabling each girl to realise their full academic potential.

Mrs Lucie Harris is our Head of Learning Support. She has a wealth of specialist expertise, experience and works with our Learning Support Assistant, Mrs Pagni, and a team of Boost Tutors, who will work closely with academic departments to ensure that every student in the school is carefully supported in their academic progress.

The list below provides a brief outline of the range of learning support that is available at King's:

- **Department clinics:** a wide range of department clinics and workshops are offered each week
- **Boost Maths and English:** designated additional sessions in Maths and English for students going into Year 11 taught by staff in these departments
- **Sixth-Form mentoring programme:** this involves an A Level student who works with a girl in KS3 or KS4 to offer help and support in a particular subject
- **Daily Boost:** this is a new initiative in which students can drop in to speak with or receive support from our new Head of Learning Support every lunchtime
- **Memory Skills for Success:** a new lunchtime group run by the Head of Learning Support to boost memory skills and develop core learning strategies
- **A tailored curriculum:** we always look to adapt the curriculum offer to your daughter's particular needs. If appropriate, KS3 students can come off Latin lessons to attend additional core English and Maths sessions run by our Visiting Learning Support Assistants
- **Boost One-to-One Tuition:** personalised tuition with a member of the Boost Team in one of the following areas: Core Maths; Core English Skills; Core Study Skills; Confidence and Self Esteem; English as an Additional Language. There is an additional cost for this tuition. Further details can be found in our Boost Booklet.

For students who require some additional learning support, whether or not they have a diagnosed Special Educational Need or Disability, there are plenty of opportunities to access expert support and guidance to improve core skills in English, Maths and Languages, and develop important study skills that will enable them to learn and revise effectively.

To discuss learning support at King's, please contact the Head of Key Stage or Mrs Harris on L.harris@kingshighwarwick.co.uk

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At King's, we support all of our students, including those with Special Educational Needs and Disabilities (SEND), in order that they can realise their full potential. At the heart of our philosophy is the huge value placed on the abilities and achievements of all our students. King's is committed to providing, for each student, the best possible learning environment for them to be successful. We focus on the whole child and supporting their many talents – musical, sporting and academic – in order to raise self-esteem and ensure the student feels happy, secure and a valued member of the school community.

At King's, we recognise the need to pick up on any underlying difficulties early. On entry to the school, every student takes a range of short 'baseline' assessments which provides detailed information about their ability and potential in core academic areas such as vocabulary, numeracy, verbal reasoning and processing skills. In addition, further short assessments provide information about reading ages and spelling ages. This screening process allows us to identify any issues and work with students and parents to offer the very best academic support to enable each student to thrive during their time with us. These systems work alongside our regular reporting on attainment and attitude to learning so that we can carefully track and monitor progress and offer helpful and useful information to students and parents to enable progress.

All staff at King's support our students throughout their journey. We operate a graduated approach to SEND as recommended by the current SEN code of practice. Through outstanding classroom practice, teachers are able to pick up and act quickly upon individual girls' needs through 'assess', 'plan', 'do', and 'review' as stated in the code of practice. Even our most able girls may find one or two areas of the curriculum unexpectedly challenging and through the graduated approach these girls are raised quickly and assessed by our SENCO and Head of Learning Support, Mrs Harris. These assessments enable us to have a full understanding of girl's barriers to learning and enable us to provide strategies and advice to both girls and staff to help break down these barriers, thus enabling SEND pupils to achieve their potential personally, socially, emotionally and academically in all areas of the curriculum.

A detailed Individual Educational Plan is created for each SEND pupil and is reviewed regularly to ensure that measures are in place in the classroom. Teaching staff use IEPs and liaise closely with the Head of Learning Support to ensure exceptional support for every student.

To discuss any aspect of our SEND provision, please contact the Head of Key Stage or Mrs Harris on L.harris@kingshighwarwick.co.uk

HOMWORK

At King's, we think very carefully about setting homework and homework allocations to ensure that all homework is clear, purposeful and highly beneficial to learning and progress. Homework should help students to consolidate their learning in lessons or help them to prepare for their next lessons and topics. Homework needs to be carefully managed so that it does not consume all of a student's spare time. We have very high academic standards, but this does not translate into an excessive homework burden.

Following a thorough homework review at King's, we have revised allocations for each year group which are outlined in the table below. Homework schedules are issued at the start of the academic year and students receive a printed copy in form time. If your daughter is struggling with homework, or spending too long on homework tasks, please contact the Head of Key Stage to discuss further.

At King's we also use homework to extend learning beyond the taught curriculum and to encourage intellectual curiosity, creativity, and independent thinking. An exciting part of this endeavour is our Inspire Homework initiative for Years 7, 8 and 9. During the first half of every term students are encouraged to spend their allocated Inspire Homework time doing their own research. These pieces of research can be submitted to our popular Inspire Essay Competitions. Recent entries have included essays on veganism, flying cars, the role of hashtags, the effectiveness of the Civil Rights Movement, and many more.

In the second half of every term, students use their Inspire Homework time to enter prestigious competitions. If students are aiming to become a GE Young Geographer of the Year, Talent 2030 Female Engineer or Foyle Young Poet, then Inspire Homework will give them the space to aim high. These competitions will be advertised by academic departments at King's and will be regularly communicated to parents. Completing research and entering competitions as part of Inspire Homework is not compulsory. They are, however, an excellent way for King's students to deepen their love of learning and grow personalised academic interests.

Year Group	Homework Allocation per evening (based on 5 evenings)	Homework Allocation per week
Year 7	45 minutes	3 hours 45 minutes
Year 8	1 hour 10 minutes	5 hours 50 minutes
Year 9	1 hour 20 minutes	6 hours 40 minutes
Year 10 and 11	2 hours	10 hours
Sixth Form	2 hours 30 minutes	12 hours

EXAMINATIONS AND ASSESSED WORK

Examinations are a very important part of academic life as students move through the school towards the GCSE and A Level examinations at the end of Year 11 and Upper Sixth.

Students in Years 7, 8, 9, 10 and Lower Sixth sit internal examinations in May (the week before Summer Half Term Holiday). Students in Year 11 and Upper Sixth sit mock examinations in January on the return from the Christmas holiday. These examinations are excellent opportunities to consolidate learning, develop effective revision strategies and hone examination technique. It is the purpose of the internal examinations to prepare students for the atmosphere, regulations and timings of the external examinations.

At King's we enter candidates for GCSE and IGCSE examinations in Year 11 and A Levels in Upper Sixth. All GCSE and IGCSE courses will be graded 9 to 1. All A Level courses are graded A* to U and follow the reformed linear specifications with examinations at the end of the two year course. The vast majority of student will sit examinations in 10 GCSE subjects and 3 A Level subjects.

Each year our Examination Information Booklet is sent out to students and parents as Year 11 and Upper Sixth students depart for study leave. The booklet contains important details about exam leave arrangements, academic support sessions during study leave, results day and post-results services. Approximately a week before results day, we send out more detailed information and forms relating to results day and post results services.

There are strict codes of conduct for the external examinations and these are explained to all students well in advance of examinations.

Some students may require Special Access Arrangements for examinations, for example extra time or the use of a computer. Requests for Special Access in external examinations need to be made before the end of Autumn Term and must include the relevant test scores or other evidence to establish normal working/need. Requests received after this date will not be processed by examination boards. In recent years there has been a tightening of the rules regarding Special Access and as a consequence, assessments for access arrangements have to be conducted by one of our approved assessors. We will only allow students extra time in internal examinations if they would qualify for this in an external examination.

Controlled Assessment or Coursework (Non-Examined Assessment) still form part of many examinations. The rules on conducting controlled assessment and coursework are stringent and thus plagiarism or any form of cheating is treated as a breach of examination board rules. Fuller details are provided at the time of the assessments to the relevant year groups.

For questions regarding external examinations, please contact the Examinations Officer, Mrs Stockley on k.stockley@kingshighwarwick.co.uk

CONTACT INFORMATION

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