



Curriculum Policy – Senior School

Governors' Committee normally reviewing policy	Curriculum & Welfare
Date policy formally approved by Governors	November 2019
Period of review	1 year
Date of last review date	August 2026
Date of next review	August 2027

Person responsible for monitoring implementation and effectiveness of the policy	Deputy Head Academic
Other relevant policies	Curriculum Policies

Kingsley School Bideford is owned and operated by KSI Schools Group Limited, which is the School's Proprietary Body ("the Proprietor").

Any reference in this policy to the Governors or Governing Body means the School's local body of governors, which operates as a local advisory board on behalf of the Proprietor. The local governing body does not constitute the Proprietary Body of the School.

The Proprietor has ultimate responsibility for ensuring that the School meets its statutory and regulatory obligations and for ensuring that this policy is appropriate, effective and implemented in accordance with those requirements.

The Governors provide local oversight and scrutiny on behalf of the Proprietor and undertake appropriate review and monitoring to satisfy themselves that this policy is being implemented effectively. They advise and make recommendations to the Proprietor and the School's leadership as appropriate.

The core principle that guides everything we do is **Putting Students First**.

CURRICULUM POLICY – SENIOR SCHOOL

Kingsley School seeks to extend the character of the individual that contributes to richness of education. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The curriculum values all children's unique qualities, encourages respect for each individual whatever their culture of origin as set out in the Equality Act 2010. It fosters spiritual and moral growth, and intellectual development. It promotes British values, the rule of law, individual liberty and mutual respect and tolerance to those of all faiths and beliefs.

We organise our curriculum so that young men and women have equal opportunities to acquire the skills and confidence to succeed, both at school and in the wider community.

Aims and Objectives

- To enable all children to learn and develop their skills to the best of their individual ability;
- To promote positive attitudes towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning;
- To develop further the basic skills of literacy, numeracy and information technology;
- To develop a sense of enquiry, the ability to question, solve problems and debate rationally;
- To give the opportunities for students to be creative and to develop critical awareness, empathy and sensitivity;
- To help students understand the diverse cultural heritage of our local and wider communities;
- To develop knowledge and skills relevant to adult life;
- To promote the importance of truth, fairness and equal opportunities;
- To support students' spiritual development and to encourage tolerance and mutual respect;
- To celebrate achievement;
- To engender positive self-esteem and self-confidence;
- To develop the skills of working as an individual and as a member of a group or team.

Principles

We are committed to the principle that all students regardless of ability, race, cultural background, disability or gender, have the right to the highest quality of education we can provide. Teachers endeavour to develop knowledge of the specific educational needs of the students they teach. We work to provide:

- a broad and balanced curriculum for all;
- appropriate levels of expectation and genuine challenge for each child, matching the demand of activities to student's levels of achievement;
- a range of activities to ensure participation of all students;
- relevance, continuity and progression in learning;

by offering courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students. Many features of the curriculum are common to all students.

Putting principles into practice:

Staff are expected actively to promote and seek to secure the curriculum aims and in particular to:

- have high expectations of students;
- employ a rich variety of teaching and learning strategies;
- ensure that students are given opportunities to succeed;

- deliver programmes of study which build upon students' previous experiences, providing progression and continuity;
- provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the student in the process of learning, by discussing work, giving regular feedback through assessment and marking;
- develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/guardians regularly and fully informed about the progress and achievements of their sons/daughters/wards.

Our school has students of many different nationalities. All lessons are taught in English and there is an insistence on the speaking of English during the school day. This supports our boarders who are mainly EAL students and helps them to improve their communication skills with their peers and teachers. This helps to instil British values throughout the whole school environment.

Curriculum structure: The timetable

Kingsley Senior School operates a 44-period week. There are 8 teaching periods a day from Monday to Thursday and 7 on a Friday. Lunch is one period per day. Lessons are 50 minutes long, with exception of the final period of the day which is 40 minutes long.

Years 7, 8 and 9

Students follow a Core Curriculum comprising;

- English
- Societies – MFL, History, Geography
- STEM – Science and Mathematics

And an Expansive Curriculum comprising;

- Expansive STEM/ Vocational (including Computing and Food & Cookery)
- Arts
- Sport
- Coastal Adventures
- Earth Centre

Students also study;

- PSHE

Years 10 and 11

Students study a core curriculum which includes the following to GCSE level:

- Science (Combined Science with an option for 3 separate sciences)
- English Language & English Literature, (EAL for overseas students)
- Mathematics

Students also take courses in:

- PSHE

Students then choose further GCSEs and/or BTEC qualifications. They are advised to maintain a balanced programme of study. Students discuss their options at length with their Form Tutor and

teachers to ensure the appropriate programme is chosen for each individual. Information evenings are provided for parents.

Students are encouraged to take 8 level 2 qualifications, though some may take fewer or more.

Students also take part in the Expansive Curriculum comprising;

- Pathway Projects (student-lead projects in an area of their chosen interest that relate to one of the 17 UNESCO Sustainable Development Goals)
- Sport
- Outdoor Education

Sixth Form

Students choose a programme of study suitable to their ability and aspirations. They discuss their choices with their teachers and form tutor during Year 11. Information evenings are provided for parents.

Most students will choose 3 courses in the Lower Sixth. These can be any combination of

- A level
- CTEC courses
- BTEC courses.

The majority of students follow 3 courses in the Upper Sixth. Progression to the second year of an A level course requires successful outcomes in school and/or external exams at the end of the Lower Sixth year. All UK based students who have not achieved a grade 4 or above in Maths and/or English at GCSE are required to study the relevant GCSE course. After assessment by the Head of EAL, most non-native speaking students take EAL lessons.

Students are also encouraged to complete an EPQ. We encourage students to focus their EPQ on one of the 17 UNESCO Sustainability Goals, but students are free to choose any area of study.

Mixed ability teaching, setting and differentiation

Where there is more than one group, students are set in Maths, Modern Foreign Languages and Science when appropriate. Science setting begins in Year 9. All staff have a responsibility, when planning work, to meet the needs of all students. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a rich variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. Staff are given support and advice by the Stella Maris Centre staff to inform their planning.

Schemes of work, lesson planning and the learning environment

Each department is required to have schemes of work for all its courses, set by the Head of Department or Subject Lead. Subject to the inevitable needs for flexibility based on the judgement of the students' progress by the teacher involved, these schemes of work are followed by all subject staff and their delivery monitored by Heads of Department. Teachers plan and record individual lessons.

It is expected that students' work, stimulus materials and appropriate resources are displayed to provide a lively, purposeful and structured learning environment.

Homework.

Kingsley has a policy of not setting homework as part of the focus on positive mental health and wellbeing. Independent learning skills are taught within the curriculum and students are encouraged to prepare at home for classroom assessments in order to improve their grades.

Students in Years 10 & 11 are encouraged to use the independent learning skills they have developed to prepare at home for their final GCSE examinations. Students will have time designated for study skills guidance and for independent study as part of their timetables.

Sixth Form students are encouraged to complete extended tasks and assessments in study periods and at home to improve their learning and subsequent grades.

Learning support.

All those who teach a student requiring learning support are informed of the student's needs by the SENDCo who manages the Stella Maris Centre. Students needing learning support often spend some time in specialist support lessons, either individually or in small groups. They have all other lessons within the mainstream curriculum.

Students for whom English is an additional language (EAL) will be identified by the Director of International Students. These students will receive extra lessons and support in English during English, French and Spanish lessons on the timetable. They have all other lessons within the mainstream curriculum.

A number of students display special talents, skills, expertise and understanding in particular areas. These include high levels of ability in subject disciplines and in activities beyond the curriculum. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such students, and additional challenges and experiences offered through clubs, societies and organisations both internal and external.

Monitoring, Review and Evaluation

Pathway Directors and Subject Leads meet regularly with the Deputy Head Academic to consider matters concerning the curriculum.

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Deputy Head Academic