



Kingsley

CURRICULUM POLICY – SENIOR SCHOOL

Governors' Committee normally reviewing policy	E & B
Date policy formally approved by Governors	
Period of review	3 years
Review date	

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





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The Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a review to satisfy themselves that the implementation of this policy is effective.

The Chair of the Governor's Education and Boarding Committee is responsible for ensuring that this policy is updated and will present their report to the Governors' meeting.

CURRICULUM POLICY – SENIOR SCHOOL

Kingsley School seeks to extend the Methodist ethos and character 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 a positive attitudes towards learning, so that pupils 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;





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- To give the opportunities for pupils to be creative and to develop critical awareness, empathy and sensitivity;
- To help pupils 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 pupils' 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 pupils 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 pupils 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 pupil's levels of achievement;
- a range of activities to ensure participation of all pupils.
- relevance, continuity and progression in learning;

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

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 pupils;
- employ a rich variety of teaching and learning strategies;





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- ensure that pupils are given opportunities to succeed;
- deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity;
- provide work which meets their pupils' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the pupil in the process of learning, by discussing work, giving regular feedback through assessment and marking,
- develop pupils' 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/carers regularly and fully informed about the progress and achievements of their sons/daughters.

Our school has pupils 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.

As part of the PSE programme all pupils receive up-to-date careers guidance that:

- Is presented in an impartial manner;
- Enables them to make informed choices about a broad range of career options;
- Helps to encourage them to fulfil their potential
- Provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

The school has a Head of Careers. Years 7-13 have a single tutor session and a timetabled 40 minute PSE lesson every week. From Years 7-10 pupils use the 'STEPS' workbooks published by Prospects Services. These provide an age-appropriate progression, helping pupils to identify and develop their skills and relate them to possible careers. During Year 11 and sixth form pupils are supported by tutors and Heads of Year as they make decisions regarding their careers, academic progress, apprenticeships and university entrance. In this way our pupils are able to make informed choices from a wide range of options and realise their full potential. Throughout the senior school there are visiting speakers from local





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industry, magistrates and the armed forces (Army & RAF). Year 11 pupils have the opportunity to attend an apprenticeship fair and the Skills South West Show. All sixth form students have the opportunity to attend 'mock' interviews run by the local Rotary Club.

Curriculum structure

The timetable

Kingsley Senior School operates a 41 period week. There are 8 teaching periods a day from Monday to Friday and a Games lesson from 1600-1650 once each week for specific year groups (7 & 8; 9 & 10; 11-13). The lessons are all 40 minutes long. After academic lessons pupils have access to enrichment activities.

The curriculum structure is summarised on the attached table

Years 7, 8 and 9

Pupils follow a common curriculum comprising of:

- Art, Drama, Music
- English
- Humanities – History, Geography
- RS and PSE
- ICT
- Mathematics
- Modern Foreign Languages – French, Spanish
- Physical Education and Games
- Sciences – Biology, Chemistry, Physics
- Food Technology

Years 10 and 11

Pupils 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





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Pupils also take courses in:

- Games
- PSE
- RS

Pupils then choose further GCSEs and/or BTEC qualifications. They are advised to maintain a balanced programme of study. Pupils 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.

These options are currently chosen from the following: Art, Drama, Engineering (BTEC), French, Geography, History, Hospitality (BTEC), Music, PE, Spanish. The International Computer Driving Licence programme is followed by all students from Year 10.

Sixth Form

Pupils 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 pupils will choose 4 courses in the Lower Sixth. These can be any combination of A level, CTEC or 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 pupils take EAL lessons.

Curriculum matters

Mixed ability teaching, setting and differentiation

Where there is more than one group, pupils are setted in Maths and Science when appropriate. Science setting begins in Year 10. All staff have a responsibility, when planning work, to meet the needs of all pupils. 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,





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and offering a variety of ways to demonstrate knowledge and understanding. Staff are given support and advice by the Learning Development 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. Subject to the inevitable needs for flexibility based on the judgement of the pupils' progress by 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 pupils' work, stimulus materials and appropriate resources are displayed to provide a lively, purposeful and structured learning environment.

Homework.

In Years 7-11 pupils will normally receive at least one piece of homework per week from each subject according to the homework timetable. The time to be spent varies with Year group. Year 7 (20 minutes), Year 8 (25 minutes), Year 9 (30 minutes), Years 10 & 11 (45 minutes).

Homework in the Sixth Form varies widely according to the nature of the subject. At least 4 hours per subject can be expected each week.

For all Years homework can take a variety of forms: reading, researching, planning and evaluating as well as written work.

All homework is set using 'Show My Homework'. This is a web-based homework timetable which can be accessed by staff, students and parents. Staff set homework tasks for their classes indicating when it is due to be handed in, and how. Resources can be added to assist students in their work. 'Show My Homework' can also send reminders to students and parents.

Learning support.

All those who teach a pupil requiring Learning Support are informed of the pupil's needs by the Head of the Learning Development Centre. Pupils 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.





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Students for whom English is an additional language (EAL) will be identified by the Head of EAL. 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 pupils 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 pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, societies and organisations both internal and external.

Monitoring, Review and Evaluation

Heads of Department meet regularly with the Director of Studies to consider matters concerning the curriculum.

Reviewed by SMT Dec. 2012

Reviewed by Governors Feb. 2013

Reviewed by SMT Jan. 2016

Reviewed by SMT April 2016

Reviewed by Governors April 2016

Reviewed by SMT February 2019

