



CURRICULUM POLICY

WHOLE SCHOOL

Introduction

The school curriculum comprises all the planned activities that are organised in order to promote learning and personal growth and development. It includes not only the formal and expected requirements of the academic curriculum, but also the various extra-curricular activities that the school organises in order to enrich the girls' experience. It also includes the "hidden curriculum" – what girls learn from the way they are treated and how they are expected to behave. The Kent College Curriculum aims to encourage girls to grow into enquiring, positive, responsible and resilient young women, who can make a valuable contribution in the world beyond school.

This policy covers all girls at Kent College, including day girls and boarders, prep and senior school pupils

1. Aims

- To promote a positive attitude towards learning, so that girls enjoy coming to school and acquire a solid base for lifelong learning sufficient to cope with future changes in society, technology and career patterns.
- To enable girls to have respect for themselves, develop a growth mindset, and to live and work cooperatively with others. In particular our girls should learn to be generous, resilient, independent and tenacious (to have G.R.I.T)
- To provide breadth and range in our curriculum
- To enable all girls to learn and develop their skills in a manner that sets no limits on outcomes.
- To provide extension and enrichment opportunities for girls who are "Able or Interested and Motivated" (AIM).
- To provide a basis on which to make informed and realistic choices and decisions at all stages.
- To fulfil all the necessary requirements of the National Curriculum (Prep School only)
- To teach and develop the essential skills of reading, writing, communication and mathematics.
- To enable girls to appreciate and understand the importance of scientific and technological discoveries and development, gaining knowledge and understanding in a variety of scientific disciplines.
- To teach girls computing skills and to apply these skills across the curriculum to support and facilitate their learning.
- To teach girls about the developing world, including how their environment and society have changed over time.

- To understand Britain's cultural heritage and British values and become positive global citizens.
- To provide opportunities to develop cultural and artistic interests: musical, artistic and dramatic.
- To support and develop the girls' physical and mental wellbeing.
- To give girls an awareness of and develop understanding and skills in languages other than English.
- To appreciate and value diversity and the contribution made by all cultures in our society
- To teach girls to have an awareness of their own spiritual development, and to distinguish right from wrong.
- To help girls understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

2. Values of the curriculum

2.1 The Kent College Curriculum is designed to offer a bespoke education which sets no limits on a girl's potential, in line with the school's Mission Statement:

Kent College exists to provide an inspirational education that enables girls to develop into courageous young women equipped to make a purposeful contribution to the world.

Kent College girls are

- Generous - support each other, their community and the wider world
- Resilient - see mistakes as an opportunity to learn
- Independent - prepared to take their place in the world
- Tenacious - ambitious and determined

2.2 The school curriculum is underpinned by the school values including those set out in the introduction to the National Curriculum Handbook for Primary Teachers in England.

- We value girls' individuality; we listen to the views of individual girls and promote tolerance of and respect for people of all faiths and cultures through the spiritual, moral, social and cultural development of pupils.
- We value the spiritual and moral development of each girl, as well as her intellectual and physical growth.
- We value the importance of each girl in the school community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of the community.
- We value the rights enjoyed by each person in our society and understand that actions have consequences. We respect each girl's individuality, and we treat them with fairness and honesty. We want to enable each girl to be successful, and provide equal opportunities for all.
- We will strive to meet the needs of all our girls, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our girls through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

2.3 The British values of democracy, law, mutual respect and tolerance are embedded within the curriculum and are promoted at various times throughout the school year, and regularly in our assemblies.

3. The Curriculum and Inclusion

3.1 The curriculum is designed to be accessed by all girls who attend the school. If it is thought necessary to modify some girls' access to the curriculum, in order to better meet their needs, then this is done in consultation with parents.

3.2 If girls have special educational needs, the school does all it can to meet the individual needs, and complies with the requirements set out in the SEN Code of Practice. If a girl needs support in her learning, then her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the girl's needs, within normal class organisation. If a girl's need is more severe, the SENCo and the Learning Support teachers are involved in making an assessment and providing the appropriate support.

3.3 The school provides a Personal Educational Plan (PEP) for some girls who are on the learning support register. This sets out the nature of the special need, and outlines how the school will aim to address it. The PEP also sets out targets for improvement, so that we can review and monitor the progress of each girl at regular intervals.

3.4 Girls can be taught in small groups, or have 1:1 support within/outside of the classroom as appropriate.

3.5 If girls in our school have disabilities then we are committed to meeting the needs of these girls, as we do meeting the needs of all groups of girls within our school (as per the Equality Act 2010). All reasonable measures are taken to ensure that disabled girls are not placed at a substantial disadvantage compared with non-disabled girls. Teaching and learning are appropriately modified for girls with disabilities.

3.6 We aim to ensure that all children with an EHC plan or medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. During school hours, this is not the sole responsibility of one person but depends upon our working collaboratively with families and any relevant agencies.

4. Preparatory School Curriculum (Years R to 6)

4.1 Schemes of work in the Preparatory School are based on the National Curriculum in Key Stages One and Two and Foundation Stage in the Early Years.

4.2 The curriculum is planned in three phases. A long-term plan is agreed for each key stage. This indicates what topics are to be taught in each term, and to which groups of girls. This long-term plan is reviewed on an annual basis.

4.3 Through medium-term plans, clear guidance is given on the objectives and teaching strategies for each topic. Medium-term planning is taken directly from the schemes of work.

4.4 Short-term plans are those that teachers write on a weekly or daily basis. These are used to set out the learning objectives for each session, and to identify what resources and activities are to be used in the lesson.

4.5 In the Foundation Stage, and at Key Stage 1, an inter-disciplinary topic approach to curriculum planning is adopted where possible. The curriculum is planned carefully, so that there is coherent and full coverage of all aspects of the National Curriculum, development matters and early learning goals, and there is planned progression in all curriculum areas.

4.6 The curriculum that is taught in the nursery and reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Curriculum planning focuses on the development matters and early learning goals, as set out in these documents, and on developing girls' skills and experiences.

4.7 The school fully supports the principle that young children learn through play and by engaging in well planned and structured activities. Teaching in our Nursery and reception classes builds on the experiences of the girls in their pre-school learning, whether here at Kent College or in another setting. Kent College does all it can to build positive partnerships with the various nurseries and other pre-school providers in the area in order to ease transition of pupils.

4.8 Girls in Nursery and Reception are continuously being assessed and their progress recorded using Tapestry, an online record of their Foundation Stage Profile. This assessment forms an important part of the future curriculum for each girl.

4.9 The school is well aware that all girls need the support of both the parents and the teachers to make good progress in school. It strives to build positive links with the parents of each girl, by keeping them informed about how their daughter is being taught, and how well each girl is progressing.

4.10 In Key Stage 2, the foundation subjects are taught separately, with cross curricular links where possible.

4.11 Specialist teaching: In Early Years and Key Stage 1 the girls have specialist teachers for swimming, music, French, drama, gymnastics and dance. These subjects continue to be

specialist taught through Key Stage Two, with additional subjects taught by Senior School staff.

4.12 All members of the Preparatory School staff have curriculum responsibilities as subject co-ordinators and in most cases teach these subjects. The role of the subject coordinator is to:

- provide in liaison with Prep Senior Leadership Team, a strategic lead and direction for the subject;
- stay up to date with developments in their subject
- support and offer advice to colleagues on issues related to the subject;
- provide efficient resource management for the subject

5 Senior School Curriculum (Years 7 – 9)

5.1 All girls follow a broad curriculum with English, Mathematics, Science and at least two modern foreign languages (from French, Spanish and German) as the core subjects. In addition, Classical Civilisation (including Latin), History, Geography, Religious Studies, Design and Technology (Food Technology and Textiles Technology), Computer Science, Art, Music, Drama, Sport and Wellbeing and Personal, Social, Health and Citizenship Education (including appropriate careers guidance) are taken as foundation subjects from Year 7 through to Year 9. From Year 8 Science is taught as three separate subjects: Biology, Chemistry and Physics.

5.2 Schemes of work in all subjects are reviewed regularly and National Curriculum guide lines are used as part of the planning for these though Kent College maintains an independent approach to its curriculum, devised and designed to deliver the best possible quality of educational provision for our students.

5.3 Girls whose first language is not English may undertake additional lessons with a specialist teacher of English as an Additional Language (EAL). This may replace one or both modern foreign language but will incur an additional charge.

5.4 In Year 7 girls are taught in mixed ability groups, except for Maths which is taught in subject blocks. This allows the school to set girls by ability in Maths, if necessary. In Years 8 and 9 girls are taught in various teaching groups, allowing departments to set by ability within their subject or subject group or to teach in mixed ability classes, as deemed appropriate for the cohort and subject. The structure of subject groups is reviewed annually in order to offer a bespoke education where the needs of the individual are paramount.

5.5 In Year 9 girls start the GCSE Religious Studies course which continues into Year 10.

5.6 Long term plans of teaching content are provided by each department. Departments demonstrate how they are supporting the skills of communication, numeracy, IT, higher order thinking skills, initiative, independence, collaboration and leadership. More detailed schemes of work and departmental policies are kept in department handbooks.

6. Senior School Curriculum (Years 10 and 11)

- 6.1 At Key Stage 4 girls choose from a range of GCSE/IGCSE options so that each girl follows a course suited to her particular abilities.
- 6.2 All girls are expected to study: English Language and English Literature IGCSE; Mathematics IGCSE; Double Science (unless taken as a Triple Award option) IGCSE; Religious Studies GCSE; Sport and Wellbeing ; Life Skills, including Personal, Social, Health and Citizenship Education and Careers Education.
- 6.3 All girls are given the option to choose any combination of four GCSE/IGCSE subjects from: French, German, Spanish, History, Geography, Classical Civilisation, Latin, Computer Science, Design and Technology: Food, Art & Design: Textiles, Art, Music, Drama, Economics, Physical Education, and Triple Science (which comprises Biology, Chemistry and Physics). Additional "top-up" lessons may also be available, at the discretion of the relevant Head of Department, in Greek GCSE, Further Mathematics and, for girls new to Year 10, Religious Studies.
- 6.4 Girls are advised to choose a balanced range of options. The school will honour all option combination requests provided that options are chosen by the published deadline (approximately February half-term).
- 6.5 Heads of Departments review and recommend which examination syllabus will be followed. Decisions are made in consultation with the Senior School Senior Leadership Team.
- 6.6 Long term plans of teaching content are provided by each department. Departments demonstrate how they are supporting the skills of communication, numeracy, IT, higher order thinking skills, initiative, independence, collaboration and leadership. More detailed schemes of work and departmental policies are kept in department handbooks.

7. Sixth Form Curriculum (Years 12 to 13)

- 7.1 Education after 16 offers girls opportunities for the advanced study of subjects in an atmosphere where more emphasis is placed on self-discipline and independent learning in preparation for further study at university.
- 7.2 Girls choose three or four subjects from Advanced level courses which include English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, French, German, Spanish, History, Geography, Economics, Business, Classical Civilisation, Latin, Psychology, Religious Studies (Philosophy and Ethics), Art and Design, History of Art, Art & Design: Textiles, Music, Photography, Physical Education, Dance, Government and Politics, Film Studies, Drama and Theatre and Sociology. In addition all girls follow a programme of Higher Education Preparation (HEP) and Sport and Wellbeing.
- 7.3 The Leith's Certificate of Food and Wine or the school's Curriculum Enrichment Programme, including the Extended Project Qualification (EPQ) are also undertaken by girls in the Sixth Form as part of their programme of study.

- 7.4. Most girls study four subjects at the start of the Lower Sixth before selecting three of these four subjects to continue through to A-level
- 7.5 All A-levels (apart from Geography, which follows the International A-Level programme, with AS papers being sat in the November of the U6) follow the "reformed" structure with terminal assessment only at the end of the Upper Sixth.
- 7.5 Girls are advised to choose a balanced range of options which allow them to pursue their chosen career path. The school will attempt to honour all option combination requests for three options, provided that options are chosen by the published deadline (approximately February half-term). Girls will be invited to choose a fourth option once the option blocks are finalised. In cases where girls are intent on completing 4 A-Levels, the school will still endeavour to allow for this in the initial option calculations.
- 7.6 Heads of Department review and recommend which examination specification they will follow. Decisions are made in consultation with the Senior School Senior Leadership Team.

8. The AIM Programme

- 8.1 The Able, Interested and Motivated (AIM) programme is overseen by the Enhanced Learning Coordinator (ELC). The Aims Coordinator is responsible for identifying girls who are academically able in terms of baseline testing and examination performance, but also girls who are highly motivated or enthused about any aspect of their learning or ambitious in their university aspirations. Staff are also encouraged to nominate girls for the programme.
- 8.2 The ELC along with the Deputy Head Academic is responsible for monitoring the degree of challenge being offered in the curriculum. The ELC will also ensure that enriching and academically stretching experiences are available to all scholars and any girl who expresses an interest.
- 8.3 The ELC works in conjunction with the Director of Sport and Wellbeing, Head of Art and Director of Music to arrange a suitable programme of study for Scholars in these disciplines.
- Each scholar from these areas is assigned a supervisor who will oversee provision and also identify targets/ challenges for each girl.
 - Drama scholars are being given as active a role as possible in school productions; speech and movement workshops have begun specifically for them – non attendance is being followed up
 - Art scholars' work is regularly displayed in exhibitions
 - PE scholars have an individual fitness and training programme that is monitored by PE staff.

- Alongside other activities such as STEM club, Ancient Greek and entry for the Mathematics Olympiad, academic scholars/ AIM girls are encouraged to engage in a 'project qualification' strategy , which will culminate in an evening scholar project presentation event in mid-June. It is proposed that this will then lead into to HPQ/ EPQ formal assessment the following academic year.

9. Sport and Wellbeing in the curriculum

The academic benefits of exercise being part of the curriculum (improved attention and more efficient transfers of information from short- to long-term memory), have for a long time been recognised. In addition, as mental health issues have become more prevalent in today's society, studies have highlighted the importance of the link between exercise and increased self-esteem, clearer thinking, and reduced anxieties. However, national research has identified an alarming fall in participation rates of young people, in particular girls, in sport. In a recent study by the World Health Organisation, 15% of girls aged 11-15 participate in the recommended levels of physical activity and the wellbeing this can provide. PE has been regularly criticised as inappropriate for many girls' needs, with narrow curriculums that are dominated by competitive team games, failing to address the needs and interests of young women.

- 9.1 In an effort to address these challenges, Kent College's Sport and Wellbeing Programme aims to ensure that all our girls are enthused about regular physical activity and sport. We offer a broad range of opportunities that focus on the perspectives, attitudes and experiences of the adolescent, from the highest performing sports scholars, to the girl who finds the enjoyment of participation without the absolute need for an end result. With Sport and Wellbeing Afternoons being introduced into the timetable, the girls can participate with friends, switch off from academic pressures, and the everyday demands they are faced with.
- 9.2 All Senior School teaching staff are required to participate in the programme, utilising their own passions for different sports whenever possible. Girls are also able to see staff in a different context, helping to consolidate a positive teacher/student relationship. Only PE teachers take the sessions in the Prep School.
- 9.3 In the Senior School, BoxFit, badminton, trampolining, climbing, yoga, boot camp, mindfulness, lifesaving, basketball, table tennis and dance are just a few of the activities on offer during each Year group's timetabled Sport and Wellbeing session. A similar model is followed in the Prep School, with netball, hockey, trampolining, football, rounders, tennis, cricket and swimming being on offer
- 9.4 Pupils in sports teams have additional training and matches during Wellbeing Afternoons and participate in matches on set evenings, making other evenings available for their club sports and academic work. The fixture programme has also been extended to accommodate the increasing number of girls wishing to participate in competitive team sports.

10. Curriculum plans 2018-19

10.1 EYFS

All periods are 35 minutes in length

Area of Learning	Number of 35 min periods	Number of 35 min periods
	Nursery	Reception
Child Initiated	3	6
Phonics	4	5
Literacy / Book Time	3	4
Drama	2	2
Handwriting / Funky Fingers		4
Maths	9	4
Topic (UTW, EAD)	7	4
PE	2	2
French	1	1
Religious Studies		1
Swim	2	2
Music	2	2
PSED	1	1
C&L		1

Cooking	2	
Forest School	2	1
Total	40	40

With the exception of lessons taught by specialist teachers, the Early Years timetable does not follow structured periods. Literacy and number are taught every day and there is a wide variety of topic work and creative activities through the week.

10.2 Prep School (KS1, Year 3 and Year 4)

All periods are 35 minutes in length

Subject	Number of 35 min periods	Number of 35 min periods	Number of 35 min periods
	KS1	Yr 3	Yr 4
English	10	10	10
Maths	10	10	10
Science	3	4	4
PE	4	7	7
French	2	2	2
Religious Studies	1	1	1
Art	2	2	2
Humanities	3	3	3
Drama	1	1	1
ICT	2	2	2

Music	2	2	2
Thinking Skills		1	1
PSHCE	1		
Total	40	45	45

10.3 Prep School (Years 5 and 6)

All lessons/periods are 35 minutes

Subject	Number of 35 min periods	
	Yr 5	Yr 6
English	11	10
Maths	10	10
Science	4	4
PE	6	6
French	2	2
Mandarin	0	1
Religious Studies	1	1
Art	2	2
Humanities	3	3
Drama	1	2
ICT	2	2
Music	2	2
Thinking Skills	1	0
PSHCE		
Total	45	45

10.4 Senior School (Years 7-9)

Subject	Number of 35 min periods	Number of 35 min periods	Number of 35 min periods
	Yr 7	Yr 8	Yr 9
English	6	6	6
Maths	7	6	6
Science	4	6	6
Sport & Wellbeing	2	2	2
PE	4	4	2
MFL1	3	3	3
MFL2	3	3	3
Religious Studies	2	2	4
Art	2	2	2
Classics/Latin	2	2	2
Drama	2	2	2
Food Tech	2	2	2
Geography	2	2	2
History	2	2	2
Music	2	2	2
Textiles	2	2	2

Computer Science	2	1	1
PSHCE	1	1	1
Total	50	50	50

10.5 Senior School (Years 10-11)

Subject	Number of 35 minute lessons	Format	Number of 35 minute lessons	Format
	Yr 10	Yr 10	Yr 11	Yr 11
English	7	4 groups, taught in pure sets.	6	4 groups, taught in pure sets.
Maths	6	4 groups, taught in pure sets.	7	4 groups, taught in pure sets.
Science	10	5 mixed ability groups: P,Q and R are preparing for Double Science IGCSE, TRB and TRD are preparing for Triple Science	12	5 mixed ability groups: P,Q and R are preparing for Double Science IGCSE, TRC and TRD are preparing for Triple Science
Sport & Wellbeing	2	Multiple teaching groups based on girls' choices taught in mixed ability groups.	4	Multiple teaching groups based on girls' choices taught in mixed ability groups.
PE	2	Mixed ability groups		
Religious Studies	2	4 groups taught in pure sets created for English		
PSHCE	1	4 teaching groups taught in mixed ability groups determined by option choices.	1	4 teaching groups taught in mixed ability groups determined by option choices.
Option 1	5	GCSE Option 1	5	GCSE Option 1
Option 2	5	GCSE Option 2	5	GCSE Option 2
Option 3	5	GCSE Option 3	5	GCSE Option 3
Option 4	5	GCSE Option 4	5	GCSE Option 4
Total	50		50	

GCSE option subjects:

French, German, Spanish, History, Geography, Classical Civilisation, Latin, Art, Drama, Computer Science, Music, DT: Food, Art & Design: Textiles, Economics, Physical Education, Triple Science (Biology, Chemistry, Physics).

10.6 Sixth Form (Years 12-13)

KS5 Overview

Subject	L6	U6	Total
Option 1	8	10	18
Option 2	8	10	18
Option 3	8	10	18
Option 4	8	0	8
Sport & Wellbeing	4	4	8
CEP (max)	8	0	8
HEP	2	2	4
Total	46	36	82

L6th	Curriculum Enrichment Programme (Extended Project Qualification, Model United Nations, community service, Sports Leadership, editing the school newspaper, dance) or Leith's Food and Wine – up to 10 periods, Higher Education Preparation – 2 periods Sport and Wellbeing – 4 periods
U6th	Sport and Wellbeing – 4 periods, Higher Education Preparation – 1 period
Options (3 or 4 subjects)	Art and Design, History of Art Biology, Business, Chemistry, Classical Civilisation, Dance, Economics, English Literature, Film Studies, French, Geography, German, Government and Politics, History, Latin,

	Mathematics, Further Mathematics, Music, P.E., Photography, Physics, Art & Design: Textiles, Psychology, RS (Philosophy and Ethics), Sociology Spanish, Drama and Theatre.
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MONITORING AND REVIEW

The Education Committee is responsible for monitoring the way in which the school curriculum is implemented. This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary.

Agreed by SLT: September 2011
 Approved by Education Committee: October 2011
 Agreed by SLT: August 2012
 Approved by Education Committee: October 2012
 Agreed by SLT: September 2013
 Approved by Education Committee: October 2013
 Agreed by SLT: September 2014
 Approved by Education Committee: October 2014
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 Approved by Education Committee: October 2015
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 Agreed by Exec: November 2018
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