

# **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 pupils' experience. It also includes the "hidden curriculum" – what pupils learn from the way they are treated and how they are expected to behave. The Kent College Curriculum aims to encourage pupils to grow into enquiring, positive, responsible and resilient young adults, who can make a valuable contribution in the world beyond school.

This policy covers all pupils at Kent College, including day pupils and boarders, Prep and Senior School pupils.

### **1. Aims**

- To promote a positive attitude towards learning, so that pupils 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 pupils to have respect for themselves, develop a growth mindset, and to live and work cooperatively with others. In particular our pupils should learn to be generous, resilient, independent and tenacious (to have G.R.I.T). They should have a sense of agency in their own learning.
- To enable all pupils to learn and develop their skills in a manner that sets no limits on outcomes. To provide breadth and range in our curriculum
- To provide extension and enrichment opportunities for pupils 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 teach and develop the essential skills of reading, writing, communication and mathematics.
- To enable pupils 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 pupils computing skills and to apply these skills across the curriculum to support and facilitate their learning.
- To teach pupils 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 pupils' physical and mental wellbeing.

- To provide Personal, Social, Health and Citizenship Education that covers Relationships Education, Sex Education (Senior School) and Health Education.
- To give pupils 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 pupils to have an awareness of their own spiritual development, and to distinguish right from wrong.
- To help pupils 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 child's potential, in line with the school's Mission Statement:

Our purpose is to ensure the happiness of all members of our thriving community (pupils, parents and staff) through their positive engagement in a school where success is measured on our ability to provide an outstanding education, and where each child will develop a genuine love of learning in line with the core values of our community.

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 pupils' individuality; we listen to the views of individual pupils 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 pupil, as well as their intellectual and physical growth.
- We value the importance of each pupil 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 pupil's individuality, and we treat them with fairness and honesty. We want to enable each pupil to be successful, and provide equal opportunities for all.
- We will strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils 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 pupils who attend the school. If it is thought necessary to modify some pupils' access to the curriculum, in order to better meet their needs, then this is done in consultation with parents.
- 3.2 If pupils 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 pupil needs support in their learning, then their teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the pupil's needs, within normal class organisation. If a pupil'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 pupils 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 pupil at regular intervals.
- 3.4 Pupils can be taught in small groups, or have 1:1 support within/outside of the classroom as appropriate.
- 3.5 If pupils in our school have disabilities then we are committed to meeting the needs of these pupils, as we do meeting the needs of all groups of pupils within our school (as per the Equality Act 2010). All reasonable measures are taken to ensure that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils. Teaching and learning are appropriately modified for pupils 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 curriculum map is agreed for each key stage. This indicates what topics are to be taught in each term, and to which groups of pupils. 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 Early Years Foundation Stage, and at Key Stage 1, an inter-disciplinary topic approach to curriculum planning is adopted where possible. The curriculum is planned so that there is coherent and full coverage of all aspects of the National Curriculum, the Statutory Framework for the Early Years Foundation Stage and Development Matters, 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 Statutory Framework for the Early Years Foundation Stage. Curriculum planning focuses on the Statutory Framework for the Early Years Foundation Stage and Development Matters curriculum guidance, as set out in this document, and on developing pupils' 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 pupils 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 Children 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 child.
- 4.9 The school is well aware that all pupils 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 pupil, by keeping them informed about how their child is being taught, and how well each pupil 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 pupils have specialist teachers for swimming, music, French, drama, gymnastics, P.E. 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 coordinators 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 pupils follow a broad curriculum with English, Mathematics and Science in Years 7-9 as the core subjects. In Year 7 and Year 8, pupils study at least two modern foreign languages (from French, Spanish and German) and Latin. In Year 9 pupils choose two subjects from French,

German, Spanish, Latin and the new subject Classical Civilisation. In addition, History, Geography, Philosophy Society and Religion (PSR), , Design and Technology (Food Technology and Textiles Technology), Computer Science, Art, Music, Drama, Sport and Wellbeing and Wellbeing (Personal, Social, Health and Citizenship Education -including appropriate careers guidance and Relationships and Sex Education) are taken as foundation subjects from Year 7 through to Year 9.

- 5.2 Schemes of work in all subjects are reviewed at least annually and National Curriculum guidelines 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 Pupils 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 as part of the package offered by the International Study Centre.
- 5.4 In Year 7 all pupils are taught in mixed ability groups.. Most subjects continue to teach mixed ability groups in Year 8 and 9. The exception is Maths, which sets pupils from Year 8. In Year 8 and 9, the school sets pupils for Maths.
- 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.
- 5.7 As part of their long term planning, departments consider issues of equality and diversity, with the aim of ensuring that the teaching content of Kent College reflects the cultural breadth of our community and wider world. Departments complete an annual Equality and Diversity Audit to monitor progress in this area.

## **6. Senior School Curriculum (Years 10 and 11)**

- 6.1 At Key Stage 4 pupils choose from a range of GCSE/IGCSE options so that each pupil follows a course suited to their particular abilities.
- 6.2 All pupils are expected to study: English Language and English Literature IGCSE; Mathematics IGCSE; Triple Science IGCSE (with some pupils taking Double Science); Religious Studies GCSE; PE; and Wellbeing ( Personal, Social, Health and Citizenship Education and Careers Education - including Sport and Wellbeing, appropriate careers guidance and Relationships and Sex Education)
- 6.3 All pupils 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, and Physical Education. Additional “top-up” lessons may also be available, at the discretion of the relevant Head of Department, in Ancient Greek GCSE, Chinese, Further Mathematics and, for pupils new to Year 10, Religious Studies.

- 6.4 Pupils 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.
- 6.7 As part of their long term planning, departments consider issues of equality and diversity, with the aim of ensuring that the teaching content of Kent College reflects the cultural breadth of our community and wider world. Departments complete an annual Equality and Diversity Audit to monitor progress in this area.

## 7. Sixth Form Curriculum (Years 12 to 13)

- 7.1 Education after 16 offers pupils 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 Pupils 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, Art & Design: Textiles, Music, Photography, Physical Education, Government and Politics, Film Studies, Drama and Theatre and Sociology. The school is also offering BTEC Level 3 Certificates in Sport and in Dance and the BTEC diploma in Sport. In addition all pupils follow the Careers Programme and Sport and Wellbeing.
  - 7.3 The Kent College “Honours” programme enables Sixth Form students to develop academically and grow as young adults. In addition to three or four A Levels and/or BTECs, students will complete an independent research project with a final presentation, a period of work experience and community work. Students will also explore a single or double Honours in one or more of the following: Leadership and Personal Development through the Ivy House Award, Research Skills by completing the Extended Project Qualification (EPQ), the STEM Crest Award, Entrepreneurship through setting up a small business and in the Conservatoire Programme to promote creativity and performance in the fields of theatre, textiles, the Arts, music and Leiths Food and Wine course. See Appendix A for more details.
- or
- 7.4. Most pupils 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 Pupils 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). Pupils will be invited to choose a fourth option once the option blocks are finalised. In cases where pupils 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 Executive Team.
- 7.7 In choosing specifications and optional content departments will consider issues of equality and diversity.

## 8. Effective Teaching and Learning

Effective teaching is defined as that which leads to enhanced student learning, and therefore the two should not be treated as discrete concepts.

- 8.1 We expect our teachers to establish good working relationships with all pupils in their classes. We treat pupils with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. We ensure the best possible learning environment by developing a positive and caring atmosphere in which pupils feel safe and feel they belong: an atmosphere where pupils enjoy learning and the challenges this brings. We also believe that we can learn a great deal ourselves from our students.
- 8.2 We acknowledge that pupils learn at different rates and we recognise the need to develop strategies to support them in the ways that best suit them. We praise our pupils for the efforts that they make, and not solely for their achievements.
- 8.3 All teaching will be structured to maximise learning opportunities and schemes of work will be planned in accordance with the following principles:
- the teaching should build on previous learning;
  - it should give the pupils the 'big picture' of the lesson, so that it is clear where it fits into the scheme of work, and the teaching should indicate what the next step in the learning will be;
  - there should be a learning objective underpinning each lesson and it should be clear to pupils why the lesson is important;
  - teaching should recognise the learning needs of the individuals in the classroom and note should be taken of any additional educational needs so that teaching can incorporate appropriate strategies to remove barriers to learning for those pupils;
  - new material should be presented in small steps, allowing time for thought and processing;
  - detailed models and worked examples should be given, and harder tasks should have scaffolds provided where appropriate;
  - lessons should include a range of activities. Resources should be engaging and designed effectively to meet curriculum needs. Every lesson should provide pupils with the opportunity for thoughtful engagement with the subject matter;
  - pupils should be given opportunities to build up their own understanding through independent learning;

- lessons should allow significant opportunities for pupils to review and practise what has been learnt;
- lessons should have built-in opportunities for feedback to pupils, with understanding and progress checked through thorough questioning;
- questioning should cover the whole class and encourage the pupils to consider concepts in depth;
- concepts should be reviewed at spaced, daily/ weekly/ monthly intervals to facilitate retention.

8.4 We offer opportunities for pupils to learn in different ways, and are not afraid to try adventurous or experimental approaches to our teaching when appropriate.

Our teaching techniques might include:

- investigation and problem solving;
- research;
- “flipped learning”
- collaborative work;
- peer teaching;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT hardware and software – including subject specific programmes.
- fieldwork and visits to places of educational interest;
- creative and practical activities, including activities outside the classroom which make use of the school grounds;
- educational games;
- watching or listening to recorded material;
- debates, role-plays and oral presentations;
- designing and making;
- participation in athletic or physical activity;

8.5 We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn. Pupils are encouraged to engage with challenge, develop persistence and engage with their teacher’s advice.

8.6 We base our teaching on our knowledge of the children's level of attainment and prior knowledge. We incorporate assessment for learning into our teaching and our on-going assessments of the pupil’s progress inform our planning. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each individual. We give due regard to information and targets contained in a pupil’s Personal Education Plan (PEP), where appropriate. We have high expectations of all pupils at Kent College.

8.7 (i) We set learning and behaviour targets (where appropriate) for the pupils in Key Stage 2 and we share these targets with parents. All pupils are expected to strive to exceed their personal best in terms of academic ability and success. Targets are given in report commentary and these become increasingly significant from Year 10. We provide aspirational goals in terms of the grades pupils wish to achieve and the university places they apply for. Wherever possible, we do not close doors on these aspirations. We review the progress of each pupil at the end of the

academic year at Key Stages 2 upwards and set revised targets. In the Senior School, half-termly Attitude to Learning grades are issued to inform targets and support progress.

8.8 (ii) In the Sixth Form, tutor and assembly time is allocated in order to proactively address the attitudes to learning which will give our pupils the best chance of achieving the highest grades. This “VESPA” programme covers:

**Vision** – ambitious but realistic goals

**Effort** – proactive independent study

**Systems** – organisational skills

**Practice** – how best to practise skills

**Attitude** - responding constructively to setbacks

8.9 We plan our lessons with clear learning objectives. Our medium-term plans contain information about the tasks to be set, the resources needed, and the way we assess the pupils’ work. We evaluate lessons so that we can modify and improve future teaching. We should also feel able to allow for digression or deviation from the lesson plan in order to pursue the individual needs and interests of the students. We aim to explore cross-curricular links, liaising with other departments where appropriate.

8.10 We praise pupils according to the efforts and achievements of the individual and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We conduct all our teaching in an atmosphere of trust and respect for all.

8.11 We ensure that all tasks and activities that the pupils do are safe, assessing risks where appropriate. When we plan to take pupils out of school, we follow the school’s activity and visits procedures.

8.12 Where applicable, we deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual pupils and sometimes they work with small groups. In the Prep School, our adult helpers also assist with the preparation and storage of classroom equipment.

8.13 Our classrooms should be attractive learning environments. Where appropriate, we change displays regularly to ensure that the classroom and its surroundings reflect the topics being studied. We believe that a stimulating environment sets the climate for learning.

8.14 All our teachers reflect on their strengths along with areas they wish to develop and plan their professional development needs accordingly. This reflection is encouraged through the Staff Development aspects of the Teaching Staff Appraisal Policy. Staff are required to survey the learning experience of their pupils, generate targets and observe colleagues’ good practice. We encourage our teachers to develop their practice through appropriate CPD opportunities, and to further their subject knowledge through training and study, modelling to the pupils our commitment to lifelong learning.

## 8.15 The role of parents

We believe that parents have a fundamental role to play in helping their children to learn. We do all we can to inform parents about what and how their children are learning by:

- sending reports at least yearly to parents/regular parents' evenings in which we explain the progress made by their child and indicate how they can improve further;
- explaining to parents how they can support their child with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work. Parents are able to see their child's homework via Firefly and can access resources and tasks;

In the Prep School we send information home to parents at the start of each term outlining topics that their child will be studying and how they can support their learning experience.

### Academic support for boarders

In addition to fulfilling many of the parental responsibilities outlined above, both boarding houses have residential academic staff who are on hand to provide help and support to the boarders during the week and at weekends. H&H, the Junior Boarding House, has formal supervised prep each weekday evening. J&O is the Boarding House for Year 10 and above. Here pupils are encouraged to take a more independent approach to their studies, but with staff on hand to provide support where necessary. The two Housemistresses take overall academic responsibility for the boarders in their care, liaising with staff in school and parents on a regular basis.

## 9. The AIM Programme

- 9.1 The Able, Interested and Motivated (AIM) programme is overseen by the Aims Coordinator. The Aims Coordinator is responsible for identifying pupils who are academically able in terms of baseline testing and examination performance, but also pupils who are highly motivated or enthused about any aspect of their learning or ambitious in their university aspirations. Staff are also encouraged to nominate pupils for the programme.
- 9.2 The Aims Coordinator along with the Deputy Head Academic and Head of Prep is responsible for monitoring the degree of challenge being offered in the curriculum. The Aims Coordinator will also ensure that enriching and academically stretching experiences are available to all scholars and any pupil who expresses an interest.
- 9.3 In the Senior School the Aims Co-ordinator 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 pupil.

- 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 pupils 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.

## 10. Sport and Wellbeing in the Senior School 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 pupils, in sport. In a recent study by the World Health Organisation, 15% of pupils 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 pupils’ needs, with narrow curriculums that are dominated by competitive team games, failing to address the needs and interests of young people.

- 10.1 In an effort to address these challenges, Kent College’s Sport and Wellbeing Programme aims to ensure that all our pupils 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 pupil 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 pupils can participate with friends, switch off from academic pressures, and the everyday demands they are faced with.
- 10.2 All Senior School teaching staff are required to participate in the programme, utilising their own passions for different sports whenever possible. Pupils are also able to see staff in a different context, helping to consolidate a positive teacher/student relationship.
- 10.3 In the Senior School, badminton, trampolining, climbing, yoga,, mindfulness, , basketball, table tennis and dance are just a few of the activities on offer during each Year group’s timetabled Sport and Wellbeing session.
- 10.4 Pupils in sports teams have additional training and matches during Sport and 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 pupils wishing to participate in competitive team sports.

## 11. Curriculum Plans 2020-21

### 11.1 EYFS

All periods are 35 minutes in length

<b>Area of Learning</b>	<b>Number of 35 min periods</b>	<b>Number of 35 min periods</b>
	<b>Nursery</b>	<b>Reception</b>
<b>Child Initiated</b>	12	8
<b>Phonics</b>		5
<b>Literacy /Phonics</b>	4	4
<b>Drama</b>	0	1
<b>Handwriting / Funky Fingers</b>	2	2
<b>Maths</b>	4	4
<b>Topic (UTW, EAD)</b>	2	2
<b>PE</b>	2	4
<b>French</b>	1	1
<b>Religious Studies</b>		1
<b>Swim</b>	2	2
<b>Music</b>	2	2
<b>PSED</b>		1
<b>C&amp;L</b>	1	1
<b>Cooking</b>	2	
<b>Forest School</b>	6	2
<b>Total</b>	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 most days and there is a wide variety of topic work and creative activities through the week.

### 11.2 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	9	9	9
Maths	9	9	9
Science	3	4	4
PE	4	7	7
French	1	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
FS Activities	<u>2</u>	<u>2</u>	<u>2</u>
PSHCE	1	Form Time	Form Time
<b>Total</b>	40	45	45

### 11.3 Prep School (Years 5 and 6)

All lessons/periods are 35 minutes

Subject	Number of 35 min periods	
	Yr 5	Yr 6
English	10	9
Maths	9	9
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
FS Activities	2	2
PSHCE	Form Time	Form Time
<b>Total</b>	45	45

#### 11.4 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	4
MFL2	3	3	4
Philosophy, Society and Religion (PSR)	2	2	2
Art	2	2	2
Classics/Latin	2	2	4(if only 1 MFL)
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	2
Wellbeing (PSHCE)	1	1	2
<b>Total</b>	<b>50</b>	<b>50</b>	<b>50</b>

### 11.5 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	6	4 groups, taught insets. One group splits in two for 4/6 lessons.	7	4 groups, taught in sets.
Maths	6	5 groups, taught in sets.	7	4 groups, taught in sets.
Science	12	5 setted groups: preparing for Triple Science. Lower sets may shift to Double/Single later in year.	12	4 sets prepared for either Triple, Double or in exceptional cases Single Science.
Sport & Wellbeing	2	Multiple teaching groups based on pupils' choices taught in mixed ability groups.	4	Multiple teaching groups based on pupils' choices taught in mixed ability groups.
PE	2	Mixed ability groups		
Religious Studies	2	4 groups taught in sets created for English		
Wellbeing (PSHCE)	1Extended form time	Wellbeing is covered during one extended form-time per week.	1	Wellbeing is covered during one extended form-time per week.
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, Business Studies, Physical Education. We have also offered Supervised Study as an option in Year 10 to those pupils who might struggle with 10 GCSEs in Year 11. English as an additional language GCSE is also on offer to students on our International Study Programme.

### 11.6 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
Honours programme	8-10	0	8
Careers Programme	2	2	4
Total	46	36	82

L6th	Honours Programme (See Appendix A below) up to 10 periods, Careers Programme (See Appendix B below) – 2 periods Sport and Wellbeing – 4 periods
U6th	Sport and Wellbeing – 4 periods,
Options (3 or 4 subjects)	Art and Design, Biology, Business, Chemistry, Classical Civilisation, BTEC Level 3 Certificate in Dance (U6 only 2021/22), Economics (U6 only 2021/22),, English Literature, Film Studies, French, Geography, German, Government and Politics (L6 only 2021/22), History, Latin(U6 only 2021/22), Mathematics,

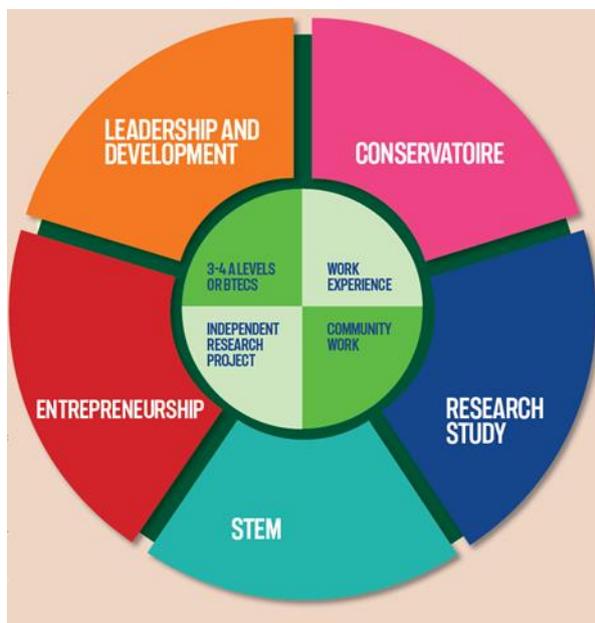
	Further Mathematics, Music, BTEC Level 3 Certificate in Sport, BTEC Level 3 Diploma in Sport (U6 only 2021/22) Photography, Physics, Art & Design: Textiles, Psychology, RS (Philosophy and Ethics) (L6 only 2021/22), Sociology, Spanish, Drama and Theatre.
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### 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.

## Appendix A

### The Kent College Honours Programme



#### Leadership and Development

##### Ivy House Award

Ivy House offers personal and professional development, taking the very best content from executive development programmes and bringing it to students. As an Ivy House delegate, students will receive cutting-edge content, top performance coaching, support and mentorship.

Ivy House is led by Elke Edwards, the founding partner of the award-winning Blue Sky, one of the UK's leading executive development organisations. Elke has worked with over 40% of FTSE 100 leaders and has harnessed her extensive experience in developing the Ivy House Award. Upon graduation, students are able to join a network of Ivy House Graduates and participate in events to help them develop their professional network as they proceed on their journey through Higher Education and beyond.

#### Conservatoire

Kent College is renowned for its Creative and Performing Arts and the Conservatoire Honours is awarded to students who participate fully in the creative life of the Sixth Form. This includes taking part in drama or musical performances, helping out behind the scenes, making costumes and props as well as those students who take LAMDA and musical exams. The Leiths Wine and Food Course also forms part of the Conservatoire Honours Programme.

#### Leiths Food and Wine Course

Kent College is one of 50 schools in the country which offer the prestigious Leiths Basic Certificate in Food and Wine under their Leiths Academy scheme. This course is offered in

addition to A Level courses and teaches classical and creative cookery in a professional but informal atmosphere.

The course is taken in the Lower Sixth, with both the theory and practical examinations after Easter, thus freeing the pupils to concentrate on their A Level courses in the last half of the summer term. A Leiths merit is worth 24 UCAS points and a distinction 36 points.

### **Research Study- Extended Project Qualification (EPQ)**

The EPQ is an independent piece of work where students receive instruction but most of the project is self-guided. It will demonstrate, to both universities and future employers, an independent work ethic and develop skills required for study at higher level. It will also give the same UCAS tariff as half an A Level.

### **STEM**

The STEM Honours focuses upon the completion of the CREST Award at Gold level. The Gold CREST Award is a student led in-depth project. Students choose the topic and type of project they want to run. At this level, students are encouraged to collaborate with a CREST mentor – an academic or person from industry with expertise in their project's theme. CREST Gold Awards are highly sought after, and are a valuable way to enhance a student's UCAS personal statement or CV. Students who complete the STEM Honours would also be awarded an Honours in Research Study.

### **Entrepreneurship**

Working closely with the Business Department, students will decide upon, design, cost and implement a business initiative within the school.

## Appendix B

### Careers Programme (Sixth Form)

The Careers Programme aims to widen, deepen and challenge understanding of the possibilities, so that all Sixth Formers make positive and well-informed choices about their future. Every decision made by our students is an individual one and our team work closely with students, their academic, pastoral and co-curricular teachers and tutors together with their support network at home and in the boarding house. To support this process, the Head of Careers is based in Tilley and is on hand to give guidance and support.

To broaden the students' knowledge there is a timetabled session each week focusing on a wide range of topics including:

- applying to higher education in the UK and overseas
- apprenticeships
- work experience
- writing an effective personal statement
- career management
- gap year planning
- graduate employment
- interview technique
- resilience and the psychology of success
- leadership skills

It is our responsibility to ensure that every Sixth Former is equipped with the necessary skills and resources to make their chosen pathway an exceptional one. Therefore, each Sixth Former will develop their own pathway portfolio which records all of their achievements (personal, academic, sporting etc.) together with a record of work experience, community service, travel and employment. We are also able to monitor and support our Sixth Formers with Unifrog ([www.unifrog.org](http://www.unifrog.org)), specialist software that stores our students' skills and interests and links them to opportunities beyond school. We expect all Sixth Formers to take advantage of the opportunities on offer to them whilst they are at KC and encourage input from home and suggestions on how this provision can be tailored to support the needs of each individual.

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

Agreed by SLT: September 2015

Approved by Education Committee: October 2015

Agreed by SLT: September 2016

Agreed by Exec: November 2017

Approved by Education Committee: November 2017

Agreed by Exec: November 2018

Approved by Education Committee: November 2018

Agreed by Exec: November 2019  
Approved by Education Committee: November 2019  
Agreed by Exec: November 2020  
Approved by Education Committee: November 2020  
Agreed by Exec: November 2021  
Approved by Education Committee: November 2021