



CURRICULUM POLICY WHOLE SCHOOL

This Policy applies to the Whole School, including EYFS and Boarding

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. Vision and Values of the curriculum

1.1 The school curriculum is underpinned by the School's Vision, Aims and Values..

Mission Statement

Vision/Ethos: To unlock the potential of all.

Aims:

1. *By nurturing, valuing and celebrating each individual.*
2. *By creating an aspirational environment in which intellectual curiosity can flourish in order to maximise the academic achievement of everyone.*
3. *By promoting the Methodist value of 'doing all the good you can' and inspiring all to make purposeful contributions as global citizens.*

Values:

Individual excellence is at the heart of our community. We value:

Achievement

Support for all

Purposeful citizenship

Individuality

Reliability, resilience, respect

Enquiring and creative minds.

2. Aims of the curriculum

- 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 provide breadth and range in our curriculum, covering linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- To teach and develop the essential communication skills of speaking, listening, reading and writing
- To give pupils an awareness of and develop understanding and skills in languages other than English.
- To develop competency in numeracy through a range of subject areas.
- To teach pupils computing skills and to apply these skills across the curriculum to support and facilitate their learning.
- To develop our pupils' higher-order thinking skills such as the ability to analyse, hypothesise and synthesise?
- To enable our pupils to experience success both in the classroom and beyond.
- To enable all pupils to learn and develop their skills in a manner that sets no limits on outcomes.
- To provide extension and enrichment opportunities for pupils who are "Able or Interested and Motivated" (AIM).
- 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. They should have a sense of agency in their own learning.
- To provide a basis on which to make informed and realistic choices and decisions at all stages.
- To provide opportunities to develop cultural and artistic interests: musical, artistic and dramatic.
- To support and develop the pupils' physical and mental wellbeing.
- 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.
- To appreciate and value diversity and the contribution made by all cultures in our society
- 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 Personal, Social, Health and Citizenship Education that covers Relationships Education, Sex Education (Senior School) and Health Education.

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 meet 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.
- 3.7 It is very important that pupils whose first language is not English feel at home at Kent College and can fully benefit from their education in the UK. Not only do we want them to become confident in speaking and writing English as soon as possible, we also want them to acquire a real understanding of the culture and the way of life in England. Our International Study Programme (ISP) offers excellent opportunities in this regard.

The aims of the International Study Programme are:

1. To equip pupils with the language skills that will enable them to access the UK school curriculum and beyond
2. To enable the pupils to achieve recognised ESOL qualifications, regardless of their point of entry
3. To provide the excellent level of pastoral support that makes Kent College unique. Staff are highly supportive and all pupils in the ISP enjoy full integration into the boarding houses, tutor groups, sports and the very full activities programme.

All pupils are included in the mainstream education that Kent College has to offer. All teachers are responsible for supporting EAL pupils in their lessons and collaboration between the ISP department and other subject departments is essential.

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 learning journey 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 parents and 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 taught by specialist staff through Key Stage Two, with additional subjects taught by Senior School staff, including Mandarin.
- 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

4. Senior School Curriculum (Years 7 – 9)

- 4.1 Kent College Senior School follows a two-week timetable for all years. There are 6 lessons each day, being 1 hour in length. See Appendix C.
- 4.2 All pupils follow a broad curriculum with English, Mathematics and Science in Years 7-9 as the core subjects. In Year 7 most pupils study two modern foreign languages (French and Spanish). A small number of students will only take one language and instead have Supported Learning with extra Maths and English being offered. In Year 8, as an alternative to French or Spanish, some pupils are studying German. A number of pupils will continue to take Supported Learning. All pupils are studying Latin in Year 8. In Year 9 pupils choose two subjects from French, German, Spanish, Latin, Supported Learning, EAL and the new subject Classical Civilisation. Art, Textiles, Food Technology and Music are taken by all pupils in Years 7-8. However, in Year 9 pupils choose two from these subjects. Pupils also choose one of Computer Science or Dance/Drama. History, Geography, Global Citizenship,, 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.
- 5.3 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.
- 5.4 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 as part of the International Study Programme.
- 5.5 In Year 7 all pupils are taught in mixed ability groups. In Year 8 and 9 groups are “gently streamed” by ability, with more formal setting for Maths. Streaming will be determined by performance in the end of Year 7 exams, but will also take into account pastoral considerations.

- 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 GCSE; Mathematics IGCSE; Triple Science GCSE;; PE; and Wellbeing (Personal, Social, Health and Citizenship Education and Careers Education - including, appropriate careers guidance and Relationships and Sex Education) Wellbeing is delivered in form times in Year 11.
- 6.3 All pupils are given the option to choose any combination of four GCSE/IGCSE subjects from: French, German, Spanish, History, Geography, Business Studies, Classical Civilisation, Latin, Computer Science, Design and Technology: Food, Art & Design: Textiles, Art, Music, Drama, Dance 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 and Further Mathematics.
- 6.4 Pupils are advised to choose a balanced range of options. The school will attempt to 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 School Executive. Most pupils will be entered for the Higher Tier of examination. The school will, however, recommend Foundation Tier if it is in the best interest of the pupil.
- 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, Spanish, History, Geography, Economics, Business, Classical Civilisation, Latin, Psychology, Religious Studies (Philosophy and Ethics) , Art and Design, Art & Design: Textiles, Music Technology (U6 only), Photography, Physical Education, Government and Politics , Film Studies, Drama and Theatre and Sociology. The school is also offering BTEC Level 3 Certificates in Sport, Dance and Music, and the BTEC diploma in Sport. In addition, all pupils follow the Careers Programme and participate in 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,
 - the Conservatoire Programme to promote creativity and performance in the fields of theatre, textiles, the Arts, music,
- See Appendix A for more details.
- 7.4. Some pupils might 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.
- 7.6 Pupils are advised to choose a balanced range of options which allow them to pursue their chosen career path. In January of Year 11 the school will ask pupils to choose three options in order to generate the A Level option blocks for the following year. The school will attempt to honour all option combination requests for these three options, provided that options are chosen by the published deadline. Once the blocks are written they will be shared with pupils, who may then choose a fourth option. The exception to this is if pupils want to do Further Maths A-level; in this case they may select four options from the start of the process.
- 7.7 Heads of Department review and recommend which examination specification they will follow. Decisions are made in consultation with the Executive Team.
- 7.8 In choosing specifications and optional content, departments will consider issues of equality and diversity.

7.9 Some overseas Sixth Form pupils may struggle to complete a typical Kent College A-level programme in the standard 2 years. This may be because their English is developing or they have not gained sufficient knowledge through their previous studies to access the programmes that the school offers. For instance, pupils coming from overseas may not have sat GCSEs in Maths and Science, yet they would like to pursue these subjects at A-level. As a result, Kent College is in the process of offering a three-year A-level programme to overseas students, to enable these students to pursue their ambitions.

Year 1 (Lower Sixth)

Pupils will complete a “foundation year” in which pupils will spend an extra year improving their English, completing GCSE Maths (and possibly other GCSEs) whilst trialling a number of their A-level subjects. Some students may show sufficient progress to enable them to move directly on to their final year after this.

Year 2 Lower Sixth

Pupils remain in the Lower Sixth but follow a full Year 12 programme of study, completing their first year of full A levels.

Year 3 (Upper Sixth) - from 2024/25

Pupils will join the next Year 13 and complete their final year of A-level studies.

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. We expect Kent College teaching to reflect the school vision in offering “a forward thinking, creative and adventurous approach to life and learning.”

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 targets for the pupils from Key Stage 1 and learning and behaviour targets from Key Stage 3 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. 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 and resources.

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 Senior School pupils' homework via Satchel One 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.

8.16 **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

The Able, Interested and Motivated (AIM) programme is overseen by the Head of AIM (Senior School) and AIM Coordinator (Prep). The Head of AIM and AIM Coordinator are 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.

9.1 The Head of AIM and Coordinator, along with the Deputy Head Academic and Head of Prep are responsible for monitoring the degree of challenge being offered in the curriculum. The Head of

AIM and Coordinator will also ensure that enriching and academically stretching experiences are available to all scholars and any pupil who expresses an interest.

9.2 In the Senior School, the Head of AIM 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 our Ted ED project. They are also expected to attend bi-weekly HALO (High Aspirational Learning Opportunity) talks.

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 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, yoga, mindfulness, art therapy, welly walk and student listener training 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 2024-25

11.1 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	12	9
Phonics		5
Literacy /Phonics	4	4
Drama	1	1
Handwriting / Funky Fingers	1	3
Maths	3	4
Topic (UTW, EAD)	3	2
PE	4	4
French	1	1
Religious Studies		1
Swim	0	0
Music	2	2
PSED		1
C&L	1	1
Cooking	2	
Forest School	6	2
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 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	5	6	6
Swimming	1	1	1
French	1	2	2
Religious Studies	1	1	1
Art	2	2	2
Humanities/Topic	3	3	3
Drama	1	1	1
Computing	2	2	2
Music	2	2	2
Thinking Skills	0	1	1
Outdoor Learning	<u>2</u>	<u>2</u>	<u>2</u>
PSHCE	1	Form Time	Form Time
Total	42	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	5	5
Swimming	1	1
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
Outdoor Learning	2	2
PSHCE	Form Time	Form Time
Total	45	45

11.4 Senior School (Years 7-9)

Subject	Number of 1 hour lessons per 2 week cycle	Number of 1 hour lessons per 2 week cycle	Number of 1 hour lessons per 2 week cycle
	Yr 7	Yr 8	Yr 9
English	7	8	8
Maths	8	8	8
Science	6	6	9
Sport & Wellbeing	2	2	2
PE	4	4	2
MFL1	4	3	4 (option)
MFL2	4	3	4(option)
Global CitizenshipSee Appendix D	1	2	2
Art	2	2	3 (option)
Classics/Latin		2	4 (if only 1 MFL)
Drama/Dance	2	2	3(option)
Food Tech	2	2	3(option)
Geography	2	2	3
History	2	2	3
Music	2	2	3 (option)
Textiles	2	2	3(option)
Computer Science	2	2	3(option)
Wellbeing (PSHCE)	2	2	2
Total	54 + 2 extended lunchtimes	56	56

11.5 Senior School (Years 10-11)

Subject	Number of 1 hour lessons per 2 week cycle	Format	Number of 1 hour lessons per 2 week cycle	Format
	Yr 10	Yr 10	Yr 11	Yr 11
English	8	4 groups, taught in sets.	7	4 groups, taught in sets.
Maths	7	4 groups, taught in sets.	7	4 groups, taught in sets.
Science	12	4 sets : preparing for Triple Science.	15	4 sets prepared for Triple Science
Sport & Wellbeing	2	Multiple teaching groups based on pupils' choices taught in mixed ability groups.	2	Multiple teaching groups based on pupils' choices taught in mixed ability groups.
PE	2	Mixed ability groups		Mixed ability groups
Wellbeing (PSHCE)	1	3 groups	1	3 groups
Option 1	6	GCSE Option 1	6	GCSE Option 1
Option 2	6	GCSE Option 2	6	GCSE Option 2
Option 3	6	GCSE Option 3	6	GCSE Option 3
Option 4	6	GCSE Option 4	6	GCSE Option 4
Total	56		56	

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 and 11 to those pupils who might struggle with 10 GCSEs. 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

Number of 1 hour 10 min lessons per 2 week cycle

Subject	L6	U6
Option 1	9	10
Option 2	9	10
Option 3	9	10
Option 4	9	0
Sport & Wellbeing	2	2
Honours programme	2	0
Careers Programme	1	0
Total	41	32

L6th	Honours Programme (See Appendix A below) up to 8 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 Economics English Literature, Film Studies, French, Geography, Government and Politics

	History, Latin, Mathematics, Further Mathematics, Music Technology, Music Performance BTEC BTEC Level 3 Certificate in Sport, BTEC Level 3 Diploma in Sport PE A level Photography, Physics, Art & Design: Textiles, Psychology, RS (Philosophy and Ethics) (U6 only) Sociology, Spanish, Drama and Theatre.
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Pupils on the three year A- level programme attend:

- IGCSE lessons in English as a Second Language – to be completed in one year
- IELTS preparation sessions
- IGCSE Mathematics lessons – ideally taking examination in Christmas of the Lower Sixth
- GCSE lessons for chosen subjects as timetable allows
- A-level lessons in 1-3 subjects as timetable allows
- Sport and Wellbeing sessions
- Ivy House Award sessions
- Higher education sessions

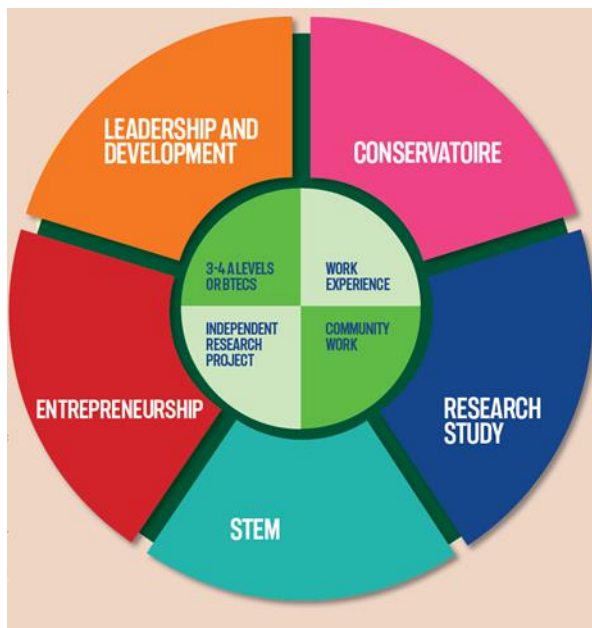
MONITORING AND REVIEW

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.

The Policy is updated annually by the Deputy Head Academic.

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.

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), 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.

Appendix C

New structure to Senior School day from September 2024

NEW TIMETABLE

Registration	8.30am – 8.40am
Lesson 1	8.40am – 9.40am
Transition Time	(5 Minutes)
Lesson 2	9.45am – 10.45am
Break	10.45am – 11.05am (20 Minutes)
Lesson 3	11.05am – 12.05pm
Transition Time	(5 Minutes)
Lesson 4	12.10pm – 1.10pm
Lunch	1.10pm – 2.10pm (1 Hour)
Lesson 5	2.10pm – 3.10pm
Transition Time	(5 Minutes)
Lesson 6	3.15pm – 4.15pm
Mobile Phone Collection	4.15pm

Lesson 1	Monday	Form / Assembly
	Tuesday	Lesson
	Wednesday	Form / Assembly
	Thursday	Lesson
	Friday	Lesson

Appendix D

Below is an outline of the new Global Citizenship Course which is being taught for the first time in 2024.

Global Citizenship at Kent College, Year 7 – 9 overview

- Taught one lesson per fortnight (year 7)
- Taught one lesson per week (years 8 & 9)

This course will be taught through the following key knowledge areas:

1. Identity and diversity
2. Human rights and social justice
3. Peace and conflict around the world
4. Globalisation and interdependence
5. Sustainable development

Each of these will be taught in years 8 and 9 (with a reduced amount in year 7 as there are fewer lessons). The aim will be to build knowledge across key stage three around these key themes, focusing on different examples and case studies and different levels of complexity surrounding the issues being explored as the years progress.

Alongside the key knowledge areas, there will be a focus on developing skills and values. The opportunities to work on and develop these will be built into the course across the three years.

Skills:

Communication
Empathy
Questioning and challenging ideas
Critical and creative thinking
Seeking and analysing different perspectives
Managing complexity and uncertainty
Problem solving
Self-awareness and reflection
Self-direction
Teamwork, co-operation and conflict resolution

Values:

Self-identity and self-esteem
Open-mindedness towards, and value for, diversity and different perspectives
Agency, empowerment and optimism: positive belief that people can bring about change
Commitment to social justice, human rights, participation and inclusion
Concern for the environment
Respect
Resilience

Aim: to develop **self-direction, tenacity, originality and deep thinking** for 21st century learners, in a global context, who are able to take brave and positive actions and make informed choices.

Overview:

	Autumn Term	Spring Term	Summer Term
Year 7	-Identity and diversity	-Human rights and social justice	-Globalisation and interdependence
Year 8	-Identity and diversity -Human rights and social justice	-Peace and Conflict -Globalisation and interdependence	- Sustainable development - Self-directed changemaker project
Year 9	-Identity and diversity -Human rights and social justice	-Peace and Conflict -Globalisation and interdependence	- Sustainable development - Power and governance/self-directed changemaker project

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
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Agreed by Exec: November 2021
Approved by Education Committee: November 2021
Agreed by Exec: November 2022
Approved by Education Committee: November 2022
Agreed by Exec: October 2023
Approved by Education Committee: November 2023
Agreed by Exec: October 2024
Approved by Education Committee: October 2024