

# Curriculum Policy 2017-2018

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## Curriculum Statement

It's not just the changes to external qualifications and examination programmes that present exciting challenges to educators today. The wider environment in which we and, especially, our pupils are working is changing fast. It is a world of connectivity and communication, of information and data: it provides exciting opportunities for learning making a new and interesting pedagogy, with many advantages, but also some concerns.

At King's the academic programme, designed to encompass both depth and breadth, is built upon strong historic foundations supported throughout by the extensive co-curriculum (service, sport, music, drama, etc.) and strong pastoral care. From firm roots within the community, the learning, developing individual is taken out into the wider world: locally, nationally and globally.

Alongside and complementing the requirement for pupils to be the best they can be, three important themes run throughout:

- **Researching** - our pupils are encouraged to demonstrate a spirit of enquiry which goes beyond both the confines of their immediate experiences and the requirements of the examination syllabuses
- **Questioning** - they are challenged in the classrooms, debating chambers and forums where they learn how to test what they've learnt and to turn it into something useful and meaningful
- **Communicating** – they discover not only the power of the word, written and spoken, practising and learning skills and techniques, but also creative expression through art, drama, music, sport, etc.

In addition to a wide range of specific subjects, the Shells are encouraged to research and think in a multi-curricular way through our innovative Global Perspectives programme. In the Removes and Fifths, our pupils continue to hone skills learnt and develop themes further alongside their (International) GCSEs. As the national curriculum changes at this level threaten to narrow the educational experience and even eliminate the arts, we shall continue to give our pupils opportunity to develop in the widest sense.

The reforms to A Levels are broadly welcomed at King's, particularly the opportunity for pupils to study a subject for two years, gaining depth and making connections, without having to prepare for a series of modular examinations along the way. However, as for the national GCSEs, we are concerned about many programmes of study that will be limited to a smaller range of subjects, lacking the breadth that pupils have enjoyed since the last major reform. At King's, we are determined to retain the full variety of academic subjects, providing our sixth form pupils with a wide academic experience and opportunities for choice. The themes of researching, questioning and communicating are central to life in the Sixth Form, exemplified by the encouragement to take the Extended Project Qualification alongside A Levels, and help to establish the 'real learning' that is essential for achievement in public exams and in life.

**Luke Bartlett, Deputy Head (Academic), September 2017**

## Curriculum Details

### Spiritual, Moral, Social and Cultural Development

The expectations and philosophy behind the SMSC regulations and guidance are central to life at King's, both within and beyond the academic curriculum. All members of staff see themselves contributing in some way to the pupils' SMSC development and specific areas are not delineated towards specific departments, though naturally certain responsibilities will more readily be emphasised by particular subjects and activities.

During academic lessons, pupils are encouraged as follows:

1. to pursue further knowledge and understanding through asking questions
2. to reflect upon deeper non-material and ethical questions
3. to engage in discussion and debate, learning the skills of listening to and respecting others
4. to show initiative
5. to accept responsibility for their own learning and actions
6. to form balanced and well-reasoned opinions of their own
7. to have high aspirations
8. to understand the importance of self-assessment and self-evaluation
9. to work with and help others
10. to understand and respect their heritage and environment
11. to understand and respect cultural diversity
12. to be aware of and understand issues and responsibilities of citizenship: local, national and global

### Numeracy

Pupil numeracy is assessed formatively in day-to-day teaching, prep work, the interim reporting system, and summatively in internal and external exams. The aim is to ensure that all pupils achieve at least a passing C grade (grade 4) at GCSE/IGCSE in mathematics. If a pupil fails to achieve a C grade in Year 11, s/he is given extra help throughout the Sixth Form until this is attained. Mathematics is compulsory from Shells to Fifths (Years 9-11). In the Shells it occupies 9.75% of curriculum time (4 periods per week); in the Removes and Fifths 12.25% (5 periods per week). The subject is the chief area for delivery of numeracy education although various other subjects have an overlap.

Pupils arrive at King's having sat a variety of entry papers; Common Entrance (at either level 2 or 3), Scholarship or special 13+ papers (taken particularly by overseas students). Pupils are setted by apparent ability on arrival, although individual setting is under constant review, including the use of a year-wide test in the first half-term, together with the newly arrived CEM data from MiDYiS.

Essentially a three-year course to (Edexcel) IGCSE Mathematics is followed, although the top two/three sets will finish most of IGCSE by the end of the Remove and will cover the (OCR) FSMQ Additional Mathematics course in the Fifths, with both examinations taking place at the end of that year. In rare occasions pupils might sit Foundation Level IGCSE, although in general this is avoided owing to its maximum grade of C.

In the Sixth Form mathematics is not compulsory, but its popularity increases as more university courses advocate having one or two mathematics A Levels as part of a UCAS offer. In the reformed linear subjects one or two A levels are available, plus AS Maths, AS Further Maths and AS Statistics. Single mathematicians take one A Level over two years. Further mathematicians take one and an AS or two.

Those pupils for whom this standard diet does not quite satisfy (in spite of its flexibility) can be stretched by the variety of national mathematics competitions and Olympiads, plus extension examinations such as STEP.

In addition, we offer the Level 3 Qualification Core Maths course for those wishing to continue their maths in the Sixth Form but for whom the full A Level course is not appropriate.

The department runs clinics and extension classes (including Oxbridge preparation) outside the timetable which provide ample support at both ends of the ability range.

## Literacy and Linguistic

Literacy is enabled and ensured throughout the curriculum. It is assessed formatively in day-to-day teaching, prep work, the interim reporting system, and summatively by internal and external examination.

**English** is compulsory from the Shells to Fifths (Years 9-11). In the Shells it occupies nearly 10% of curriculum time (4 periods per week); in the Removes 12.2% (5 periods per week) and in the Fifths 14.6% (6 periods per week). Whilst English and Language (Modern and Classical) Departments deal specifically with language skills and literacy, the latter, in particular, is seen as a whole-school responsibility.

Before the **Shells** arrive, the English Department has a snapshot of their linguistic skills from Common Entrance, King's Scholarship and our own 13+ and 14+ entrance papers, but these are supplemented at the beginning of the Shell year by a 'screening test' that lasts about thirty minutes. This is administered by set teachers and marked by the Head of Learning Support. The results of this test are published confidentially to the department and explained in a meeting with the Head of Learning Support, who recommends teaching strategies for pupils who, in her judgment, require unusual care. Notice is also taken of the MidYis baseline scores (administered by the University of Durham CEM Centre) in vocabulary and skills. Throughout the year pupils then work on language skills largely based around *Discover Grammar* by David Crystal, depending on the aptitude of the set and the difficulty of the skill under consideration. In the course of the year teachers routinely, through a variety of writing exercises, assess and correct accuracy and fluency through detailed marking and classroom feedback. Although a suggested system of marking codes is published in the Department Handbook, English teachers are not expected to follow it closely, although some method of meticulous and constructive evaluation is required. Pupils will be given extra one-to-one tuition as a matter of course when necessary. This is a year free from public exams but the future writing requirements of IGCSE are considered in the design of the Shells English course.

**Removes** From September Remove pupils follow the CIE IGCSE English Language (0500) and English Literature (0486) for two years (see programme of study). Like Shells, they are required to write a wide variety of both factual and fictional pieces assessed and corrected by their individual set teachers. They likewise receive one-to-one tuition when necessary and are assessed formally twice in the year, once in the Autumn and once in the Summer, with exam practice. Alongside the IGCSE syllabus they continue to use *Discover Grammar* when necessary. They are differentiated to an extent through the setting/banding structure (see later) as well as by individual attention and lesson plans variously pitched and paced. Within any given set there is unlikely to be a range of more than potential A\* to B grades; very few pupils achieve a C or a D in English Language, a D grade being very rare indeed.

**Fifths** Teaching now largely revolves around set texts for IGCSE English Literature and around coursework for both English Language and English Literature, for which first drafts are marked and advice about improvement given. A full mock for English Language and English Literature take place in January, when intensive correction of scripts is made and further advice given.

**6b and 6a (optional)** Sixth Form English pupils study for Pre-U English Literature (9765), the second year requiring more detail and depth. Literacy is taught mostly through marking of literary critical essays and extra individual tuition. Learning support for some individuals may persist to this level and perhaps even to the end.

## **Modern Languages**

All Shell pupils are asked to study **two** modern foreign languages from a choice of four (French, German, Mandarin and Spanish). Thus, they have eight periods per week in the Shells (19.5%). A very small number of overseas pupils each year opt to take EAL lessons in place of one language.

Removes and Fifth Formers are expected to study at least **one** modern foreign language from a choice of four: French, German, Mandarin and Spanish. This rule might be disapplied in exceptional cases after discussion with the Deputy Head (Academic). Therefore, nearly all pupils study one of these modern foreign languages for 4 periods per week (9.75% of curriculum time).

The table below demonstrates the percentage of pupils (non-native speakers) who recently took two modern foreign languages to I/GCSE:

	Percentage taking two modern foreign languages	
	2015-2016	2016-2017
<b>Fifth Form - all pupils</b>	28%	40%
<b>Fifth Form - boys</b>	19%	36%
<b>Fifth Form - girls</b>	43%	44%
<b>Remove – all pupils</b>	39%	33%
<b>Removes - boys</b>	36%	26%
<b>Removes - girls</b>	44%	40%

Bilinguals and Trilinguals are provided with opportunity to continue the development of their native (non-English) language. The aim has been to provide an environment for learning which both maintains a measure of contact with the acquired language culture through speaking and reading, and enables them, if desired, to take an English examination in that language. Some of this teaching takes place off-timetable, although, there is usually a timetabled set in the modern languages block for those who need EAL instead of one of their other options. The arrangements have been flexible, based upon need as assessed by the Head of Modern Languages.

Foreign trips are available to pupils in all these years and assistant help is offered in the Fifth and Sixth Form.

**Classical languages** are compulsory in the Shells. All pupils are timetabled for three periods per week (7.3% of curriculum time) of 'classics'. The top sets take both Greek and Latin together in a subject known at King's as *Gratin*. All other pupils study Latin and some classical history. The department offers foreign trips, a *Pater* society, and visits to plays and exhibitions.

## **The Library**

The Library is situated on the St Augustine's site in a beautiful building, offering a quiet working environment for studying and reading. There are over 30,000 books, DVDs, newspapers and magazines, spoken word CDs, music CDs and other resources. An extensive selection of online resources is available through the intranet, providing academic research materials beyond what a search engine can supply. Laptops, iPads and e-readers are available for use within the Library, as well as desktop PCs and a Mac. Printing, photocopying and scanning facilities are also available.

The Library serves to ensure that all pupils are supported and inspired to search for, assess, evaluate and synthesise information; and delivers introductory workshops to Shell pupils, and research skills training to all pupils entering the Sixth Form. Additional subject-based and advanced research training is provided as requested by teaching staff or pupils. Topics include: evaluating print and online resources; database searching; primary, secondary and tertiary resources; bibliographic resources; and referencing. The aim is to enable all pupils to experience at first hand the distinctive and irreplaceable power of literature to develop a person spiritually, morally, socially and culturally, helping them to form and express their own questions and ideals, and to challenge perspectives and bias in what they see, read and hear.

The Library is open and fully staffed from 09:00 to 22:00 on weekdays, 08:30 to 18:00 on Saturdays and 11:00 to 22:00 on Sundays.

## Scientific

Science at King's is taught as distinct subjects (biology, chemistry and physics with geology offered at A Level) by specialist teachers in dedicated laboratories. We aim to deliver courses which prepare them, not only for A Level courses in science and for life as scientifically-informed adults, but also to develop the particular skills which science nurtures, such as numerical, analytical and ICT skills alongside critical thinking.

In the Shell year we deliver a course which builds on the work done in pupils' previous schools and introduces new practical skills and rigour in understanding and problem-solving, as well as starting on some important IGCSE concepts. We aim to stimulate pupils' interest in science, looking at current issues and the wider context of how science works and how it impinges on our daily lives.

We then follow the Edexcel IGCSE course which we believe allows us to offer a rigorous, comprehensive and stimulating science education, as well as preparing pupils for A level sciences and beyond. About three quarters will follow the Triple Science specification (separate grades are awarded for biology, chemistry and physics) while the other quarter will follow the Double Award specifications, resulting in a linked double grade for science: A\*A\*, A\*A, AA, AB, etc. Pupils who follow the Double Award route still have access to science subjects in the Sixth Form. Practical skills are developed through experimental work conducted throughout the Lower School and then examined theoretically via questions on the written exam paper. Selected pupils can be stretched further through following an optional GCSE course in either Astronomy (moved to a 6b option from Sep 2017) or Earth & Planetary Science (Geology)

In the Sixth Form the A Level courses on offer are as follows:

- Biology: Edexcel
- Chemistry: Edexcel
- Physics: Eduqas
- Earth & Planetary Science (Geology): Eduqas
- Psychology: AQA (from Sep 2018)

Pupils studying biology, chemistry, physics and Geology also carry out a series of practical investigations that contribute towards the practical endorsement qualification.

In the Shells, pupils are taught in their forms; thereafter they go into sets according to their ability and motivation.

There are enrichment opportunities beyond the taught curriculum for pupils, including:

- Harvey Society (the school's science society): fortnightly talks, mostly from visiting speakers at the forefront of science.
- Young Scientists ([www.ysjournal.com](http://www.ysjournal.com)): an online science journal for teenagers which was founded at King's and which is run by a team of teenagers, some from King's.
- Chemistry Research: a small team of 6<sup>th</sup> form chemistry students carry out high-level analysis and synthesis.
- Visits to lectures, industrial sites, universities, research establishments.
- Olympiad competitions, CREST awards, Nuffield Science Bursaries and other competitions.

## Technological: Design & Technology

All Shell pupils study **Design & Technology** for two periods per week (5%). This introductory course enables them to gain experience of designing products, problem-solving and manufacturing techniques. Projects are undertaken using a variety of resistant materials, electronics (including the use of programmable integrated circuits), and computer aided design programs. By the end of the year, pupils have gained a thorough grounding for GCSE. Thereafter, DT is offered as a GCSE option in Product Design or Engineering, and as an A Level option in Product Design.

There is an annual Design and Technology exhibition in March at which pupils from all years demonstrate their own designs and listen to presentations from the world of technology and industry.

## Information Technology & The Digital Curriculum

King's ICT provision is embedded within all teaching and learning, with interactive whiteboards/projectors or touch screens in every classroom and laboratory, and several fully equipped and air conditioned computing suites. All houses and classrooms are flood-wired, and there is complete Aruba wireless coverage across the school campus. Pupils may bring their own computers, tablets and smartphones for use in school, in accordance with stated guidelines. New pupils have an induction session with ICT teachers in their first week, receive a 'how to booklet' and there is technical staff support available in each house at start of term, to ensure that pupils can gain access to our network.

The King's school website provides links for pupils to access their email, school work files, VLE and other resources from home as well as in school. The School VLE also provides a wealth of resources, and is the conduit through which preps are set, and in some instances, submitted and checked for plagiarism. This is a major school resource, and in addition to email, is the principle means of electronic communication between staff and pupils. King's has a media server, which streams audio-visual material, arranged by subject, accessible at any time to pupils within school. In addition, there is also an ISAMS parent portal containing basic information, school reports, policies, etc.

Pupil (and staff) internet access has suitable filtering applied. However, as many pupils now connect to the internet via mobile devices/3G ipads/4G phones etc., outside of the school's control, parents must assist in the education of their children as to what constitutes safe browsing (e-safety lessons are conducted by the school at the start of the Shell year and are an integral part of the Digital Curriculum outlined below, as well as the broader PSHE programme). Internet access, e-mail and ICT resources are provided subject to our acceptable use policy, to which all users must adhere. King's has strong multimedia resource provision, as well as audio-visual editing facilities in the art department, and music editing suites, and a fully featured computer-based recording studio in the music department. As well as the Windows based network, there is a network of 100 macs for Music, Art and Photography department use.

The IT support department exists to provide the best possible provision of service to both staff and pupils at King's. They are based in the Mint Yard, above the computing suites, and operate throughout the school day and with emergency provision on Sundays.

### *Teaching the Digital Curriculum*

Following an introductory programme (that ensures pupils are aware of the school's Acceptable Use Policy as well as the practical issues that pertain to the school's network), the Digital Curriculum lessons (one per week) work in a symbiotic partnership with the core subjects, e.g. English – how to lay out a formal letter using a program like Microsoft Word. Research skills (including bias, reliability, specificity and plagiarism) are considered initially, as Shell pupils begin their Global Perspectives investigations. Modular units then address some of current issues relevant to today's adolescents. For example, we will tackle sexting, grooming, peer-pressure and on-line reputations. Radicalisation (Prevent), cyberbullying and other tech-related areas are covered, with group discussion and one-line tasks forming the basis of the lessons.

By the end of the Shell year, the pupils will have developed both confidence and competence in their ability to use a variety of tools from the 'digital platform'. These skills will help pupils research, draft, refine and present their work, as they progress towards GCSE and A level study in due course.

The school also offers ICT GCSE, and Computer Science at IGCSE and A Level, and Shell pupils receive an introduction to programming, to help inform subject selection for Remove (Python is the programming language used). Additionally, there is a programming and robotics club to support those with a particular interest in this area. Where appropriate, pupils will develop, in conjunction with the three Rs, skills in the three Cs, creativity, collaboration and communication.

## Human and Social

All Shell pupils study history, geography and religious studies (15% total) and one period a week of PSHE. Thereafter, history, geography and religious studies become optional, though the majority will choose at least one of these subjects for GCSE/IGCSE. All pupils continue with PSHE lessons in the Removes and Fifts.

**Shell Geography:** the subject is taught using a wide range of techniques, including opportunities for independent research and use of ICT. The principle underlying the department's philosophy is to enhance the 'joy of discovery and understanding'. We aim to show pupils the 'awe' of the world in which they live and provide them with the tools to make sense of it and appreciate it. We achieve this by following our bespoke course that covers the three main themes of Sustainability, Cold Environments, and Hot Environments. By the end of the year pupils will have gained a global understanding of what it means to live in 'One World, One Village', as well as an appreciation for the beauty of the world in which we live.

**Shell History:** the exact mix of teaching methods varies according to individual teachers, but pupils are introduced to a wide range of approaches that include independent study, class presentations, discussions and debates, documentary excerpts and films. ICT is often used by pupils for the research and presentation of work. Historical skills, such as the evaluation of source material and the structuring of coherent written arguments, are also developed.

**Shell RS:** the specific aim in the Shells is to introduce a wide selection of theological and philosophical beliefs, as well as the diversity of ways in which these beliefs find expression in the major world faiths. While there is a factual element (details below), the intention of the course is to create an atmosphere of sympathetic learning, understanding and personal evaluation. The overriding question is not so much 'What does ... believe?' as 'What does *it mean* to believe?' Teaching is through a variety of methods ranging from formal instruction to informal discussions. Pupils are always encouraged to ask questions, to stimulate discussion and share experiences. Videos and DVDs are generally used selectively in order to stimulate discussion. The department uses ICT extensively.

## Creative and Aesthetic

All Shell pupils have two periods (one double) per week in art and two periods in music/drama (half yearly rotation). Thereafter, these subjects fall into the IGCSE/GCSE and Sixth Form option blocks. However, all King's pupils have many opportunities to involve themselves co-curricular music and drama, from house plays and concerts to major choral and orchestral events and school plays. The annual end of summer term King's Week Festival is the highlight of the year in this respect.

**Shell Art:** the introductory course in the Shell year aims to be both informative and enjoyable, providing a rich, balanced and relevant programme of Art & Design activities. Since it is not examined at Common Entrance, knowledge and attainment levels of Art & Design vary considerably at this stage. Pupils entering the School will have experienced a very wide range of approaches to visual education. The course reinforces what should already have been learned and provides an element of remedial work to help those who require it. Pupils develop their technical and conceptual skills through practical experience and by examining the work of other artists and designers, helping them to understand the context in which those works were created. The aim is also to lay the foundations of GCSE Art and Photography for anyone who wishes to take these subjects in the Remove and Fifth Form.

**Shell Drama:** this course provides an introduction to the study of drama. It has as its central aims the development of imagination and creativity in the individual, whilst fostering a range of valuable communication and interpersonal skills (trust, sensitivity, observation and self-awareness) needed for effective group working, both in a drama context and beyond. Classes offer practical working with an emphasis on movement, mime and learning through improvisation. Cross-curricular topics may be used as starting points for exploration during the teaching year. By the end of the course pupils will have established a foundation on which to build their interest in drama through subsequent formal study at IGCSE level.

**Shell Music:** the Shell course gives a general and non-specialist introduction to the three principal components of music: listening, composing and performing. These skills are applied to various types of music including the Western classical tradition, folk, jazz, popular music and world music through acoustic and electronic genres. As well as developing and pursuing performance and composition on acoustic classroom and orchestral instruments, pupils are also introduced to music technology and computer skills such as notation, sequencing and multi-tracking.

## Physical

The compulsory programme of study is practically based in the Shells and Removes. It aims to cover the main areas of the National Curriculum in one double period per week. In the Shells, a range of basic movement skills are covered in swimming, gymnastics, trampolining, athletics and dance during the Winter and Lent terms. In the Summer term, attention is turned to ball and racket games including squash, tennis and badminton. During the year there is an introduction to the cardio-vascular exercise machine in the fitness suite. The emphasis is put on health-related fitness in the Removes, there are lessons inducting pupils on the resistance machines, plus an opportunity to test individual fitness levels. They also continue to develop ball skills in activities like basketball and volleyball. There is an opportunity to build on skills they have learnt in the Shells with a unit of work on gymnastics focussing on flight.

In the Fifth Form 'core PE' is included in the carousel of several enrichment subjects, and aims to introduce new games like handball and work on fitness levels with circuits.

PE is taught in mixed ability and co-educational groups in the Shells and single sex for a majority of the Remove year. Lessons take place at the Recreation Centre, or at Birley's in the summer term. Wherever possible, pupils are encouraged to lead in planning and evaluating activities, whether individual or in groups. Pupils are expected to be dressed appropriately and attend all lessons even when put off games as they can still participate by scoring or assisting the teachers. We also expect pupils to work to the best of their ability each time they attend lessons even if they find the activity difficult.

PE as Sports Science (SS) is also available as examination options for GCSE and A Level.

## The Global Perspective

In September 2013 we introduced a new course to be studied alongside the normal timetabled subjects. Shells are required to carry out their own critical and academic research under the general title of Shell Global Perspectives. They focus upon two increasingly important global areas, focusing specifically upon China and India, testing the information they acquire through robust debate and critical evaluation.

This is a research rather than a taught course, though departments do give up some curriculum time for relevant discussions and reflective work. Pupils are taught skills through their Digital Curriculum lessons, and are guided by their tutors, but the information they gather is by their own endeavours.

The course takes the pupils (and their tutors) out of the timetabled subjects into what are designated 'main focus areas' each of which reach out across a number of normal departmental boundaries, thus encouraging synoptic reflection and more flexibility of thought.

The material and methods of study are chosen not only to ensure that the pupils have a good knowledge of the importance and influences of India and China, both historically and present day, but so that they can get into and

behind some of the major contemporary issues. In so doing, they will develop skills in empathy and global awareness as well as gaining research techniques and experience of writing analytically and evaluatively at a comparatively early stage in their King's careers.

## **Special Educational Needs and Education Support (includes EAL)**

There is a full and separate policy: [The Special Educational Needs and Disability Policy](#). The aims and objectives have been reproduced here:

The King's School Canterbury has a fundamental belief in high quality teaching and high expectations for all children and young people.

### **Aims**

- To create an environment that meets the needs of each pupil with SEND and to monitor and evaluate the sites and resources in order to achieve this.
- To ensure that through reasonable adjustments, all pupils, including those with SEND, have full access to the school curriculum where appropriate and to have equal opportunities.
- To provide advice and guidance to academic and pastoral staff so that they are able to support pupils with special educational needs.
- To make explicit the expectations for all partners in the process.
- To identify the roles and responsibilities of staff in providing for pupil's special educational needs so that pupils attain their potential.
- To ensure that parents are involved in supporting their child's education.
- To ensure that pupils have a voice in this process.
- To encourage on-going professional development for academic, pastoral and specialist support staff;
- To ensure safeguarding procedures are in place so that all pupils will be protected from harm and neglect.
- To ensure that pupils with medical conditions are supported to enable their maximum inclusion in school.

### **Objectives**

- To identify, at the earliest opportunity, barriers to learning and participation for all pupils through assessment and graduated provision
- To ensure in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behavioural difficulties.
- To work within the guidance provided by the SEND Code of Practice 2014.
- To offer screening and assessment in-house in order to gain a comprehensive picture of needs
- To use the continuous monitoring of pupil progress to aid identification and to maintain the responsibility of all staff towards progress of pupils with SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils in the life of the school
- To work in partnership with parents so that they take an active role in their child's education
- To involve the pupils in the decision making process regarding their education
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the policy statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils  
To ensure that all staff have access to advice, training and professional development to support quality teaching and learning for all pupils

### **English as a Second Language**

Every teacher should consider him/herself as a teacher of English as a Second Language and each department should have in place a policy on helping pupils for whom English is not their first language. However, extra and expert tuition to those who have been highlighted through the process of referral (via the Head of Year) is provided on an individual or small group basis by a qualified teacher.

There are about 10% of pupils for whom English is not specifically their first language. These fall into three groups:

- (a) those who are genuinely bilingual and do not need any extra English provision on entry to King's
- (b) those whose language skills are good, but, having been educated abroad, need help to adapt to the curriculum or who need limited help – these are provided out-of-timetable help as required
- (c) those who need specific language help – these are provided extra tuition as follows:
  - (i) Shells: four periods per week instead of one of their other foreign language options
  - (ii) Removes: four periods per week in place of one of their I/GCSE options
  - (iii) Fifts: two to four periods per week in place of one of their I/GCSE options
  - (iv) Sixth Form: one or two periods per week during their 'free' periods (Block E on the timetable)

If required, and if deemed to be relevant, pupils are entered for the:

- ◇ Preliminary English test (Cambridge PET)
- ◇ First Certificate in English (Cambridge FCE)
- ◇ Certificate in Advanced English (Cambridge CAE)

Further details are available in the separate [English as an Additional Language Policy](#) (EAL).

## **Bilinguals**

Specialist tuition, by a native speaker, is provided for those who are genuinely bilingual in English and French, German, Mandarin or Spanish. This tuition is in two formats:

- (a) **either** on-timetabled lessons as part of the normal curriculum (if numbers warrant it)
- (b) **or** an extra period (sometimes two extra periods) per week at a time arranged by the teacher.

For those bilingual in English and Russian, Italian or Japanese, only option (b) is provided.

The aim is to maintain a level of proficiency in their acquired language, develop reading and writing skills, and, if required, prepare them for English qualifications.

For those who are bilingual in other languages, we are sometimes able to arrange similar levels of tuition, but at an extra cost to the parents.

## **Gifted & Talented – and Stretch**

At present, the school recognises the following areas of exceptional talent in terms of scholarships and other awards:

- Academic(King's) Scholarship and Exhibition – all round excellence, assessed at King's through entrance exams
- Academic Honorary (King's) Scholarship – awarded on the basis of I/GCSE results in September of the 6b
- Music Scholarship and Exhibition – assessed at King's
- Art Scholarship and Exhibition – assessed at King's
- Design & Technology Scholarship - assessed at King's

Our policy is to encourage excellence in all areas. At all times, every effort is made to support a pupil's particular talent, allowing it to flourish and develop further. The curriculum is flexible enough to offer stretch and depth both generally and within subject areas. Some programmes can be tailored to allow for individual excellence, e.g. especially in music and sport. The examples below are far from exclusive, but provide a flavour of the variety:

- Academic symposium for Shells scholars and exhibitors
- Maths and science competitions, Olympiads, Crest, etc.
- Maths FSMQ in the Fifth Form, plus astronomy and geology GCSEs (EPS) as extras
- Special bilingual classes with native speakers
- Opportunities to study 'minor' curriculum languages open to all year groups: Russian, Japanese, Italian
- Sports scholars' sessions and tailored programmes
- Arts scholars and exhibitors sessions and exhibitions
- Drama scholars' and exhibitors' sessions and performances
- Music – endless opportunities
- Extended Projects (Level 3 and the Higher Project Qualification at Level 2) and other research work such as the Shell [Global Perspectives](#) projects and university essay prize competitions
- Opportunities for publication in the Young Scientists' Journal ([www.ysjournal.com](http://www.ysjournal.com)), Minds' Eye (Feature and Creative Writing), The Globalist (Modern Languages and Culture) and The Cantuarian (annual school magazine).

It should be pointed out that Gifted & Talented pupils in any field need careful nurturing and often special provision is needed to ensure they maintain a healthy life-work balance. The school's support system, involving the Housemaster/Housemistress and Tutor should ensure this, but, within particular areas of excellence, other staffing expertise is often employed.

## **Personal, Social and Health Education**

One of the most important aims of secondary education is to prepare pupils for life outside the relatively sheltered and structured environment of their educational establishments. This preparation for life involves self-knowledge, an understanding of the needs and motives of human beings in general and an increasingly large amount of factual knowledge about themselves, the structure and potential of the society in which they live, and the world in general (incorporating issues of citizenship, both national and global).

Therefore, the content of personal, social and health education aims to be widely based and concerned with real life situations. Its detail, of course, reflects the needs of the students and their circumstances, but there are, however, large areas of common concern, e.g. relationships, emotional wellbeing, drugs, alcohol, smoking, eating disorders, self-esteem, internet safety and bullying, decision making, citizenship, and financial capability.

The aim is to educate the students in a relatively informal manner in timetabled PSHE lessons, using a variety of questionnaires, group debates and discussions, DVDs, ICT, guest speakers and teacher-centred passing on of information.

Each Shell group has one timetabled lesson of PSHE each week. As a rule, no prep is set and the students do not sit an end-of term / end-of year examination. We do, however, constantly recap on what has been taught the previous week and from time to time, a brief test or check of what they have learnt and remembered is carried out. The Shell year group are taught by two members of the department and, where possible, by a male / female pairing - it is felt that this gives the pupils access to different opinions on all topics covered throughout the year.

The Remove year group attend one PSHE lesson each week. As with the Shell group, they do not sit an end-of -term / end-of-year examination. This year group has one teacher per class.

Students in the Fifth Form receive PSHE lessons as part of the Fifth Form Carousel. Each group attends a series of 6 double lessons over a period of approximately half a term. As with the previous two year groups, no end-of term / end-of-year examination is taken.

## Careers Education

Careers advice is given on an individual and collective basis during a pupil's time at King's, and beyond. The University and Careers Advisor is available in the University and Careers Centre, which is situated between the Geography block and Walpole House, to answer questions and to advise on a wide range of educational and careers related topics. Advice can also be sought from Heads of Departments, Housemasters and Housemistresses and from the Head of Sixth Form. The University and Careers Centre is a bright, user-friendly space, and is open to all pupils during the week. There are computers for pupils' use, plus a well-stocked and up-to-date careers library. The facilities are equally available to all year groups, and pupils make good use of the resources.

Pupils entering the Removes will have made their subject choices on the basis of their abilities, skills and enthusiasm for their chosen subjects; school policy ensures that all pupils take the subjects required by employers and universities. Pupils will have had an introduction to Careers through the Shell PSHE course. During the Fifth form pupils complete a 'career interests' questionnaire together with an aptitudes psychometric test delivered by Cambridge Occupational Analysts. The results are discussed with Tutors, Housemasters and Housemistresses, and with the University and Careers Advisor. In addition, pupils have timetabled careers periods designed to help them with their choices in the Sixth Form and to make them more aware of the broader issues in higher education and the world of work.

In 6b pupils are prepared for university applications (both UK and overseas universities). We use the services of an outside agency to help prepare those applying to American Universities; an Overseas University Fair takes place in the Autumn term; parents of 6b attend a university information evening mid-way through the Spring term; and in the Summer term 6b pupils attend three intense university and career preparation days prior to starting their university application form at the end of the Summer term. During the summer holidays that follow, pupils prepare their draft personal statement and finalise their university choice. University Open Day visits are encouraged during the 6b year, and Oxbridge Open Day visits are arranged by the school.

In the 6a Autumn term, further help is given with choice of university and the final touches are made to the personal statement section of the UCAS form. Applications to Oxbridge and Medicine (including Veterinary and Dentistry) have a deadline date of October 15th. Pupils applying to Oxbridge or needing to take specific entrance tests, for instance for Law or Medicine, are provided with extra teaching. Those applying for sponsorship from the Services are advised by Major Vintner in the CCF office and by visiting liaison officers.

We recommend that pupils seek work experience in the summer holidays following I/GCSEs and also in the summer holidays before the 6a year. This is particularly important for pupils considering medical/dental/veterinary careers. There are also many useful pre-university taster programmes and pupils and parents are made aware of these, and of other opportunities, through the monthly careers newsletter. Speakers representing a range of careers and universities (UK and overseas) visit King's on a regular basis. Finally, at the end of a pupil's time at King's, the University and Careers Centre is open to both pupils and parents for consultation at results time in August, and information, advice and guidance continues for OKS if required.

In addition to the full-time University and Careers Advisor, there are separate teachers in charge of Oxbridge applications, Medical applications and American applications. All work under the guidance and supervision of the Head of Sixth Form.

## Equal Opportunities and Gender

The School has a 49%-51% girl-boy ratio. It is fully co-ed in every sense and every attempt is made to ensure that this remains so in all aspects of the curriculum:

- depending upon other academic criteria, Shell forms are balanced so that there are similar numbers of girls and boys in each form
- all departments/subjects aim to teach girls and boys in the same class at all levels
- seating is generally arranged in classes to avoid a girl-boy divide

However, there will be times when classes are unbalanced in this respect such as in classes that are setted entirely according to ability, and in some subjects where the gender balance is unequal.

In subjects where there seems to be a gender bias, it is part of that department’s aim to create a more equal balance. No pupil is at any time disadvantaged on the basis of gender or race.

## Setting

### Shells

Most **Shell/Year 9** subjects are taught in forms. The exceptions are maths, modern foreign languages and classical subjects where they are setted, though these sets depend to an extent upon their forms, and *vice versa*. There are **eight** forms in 2017-18. The forms themselves are divided into three bands for timetabling purposes and three levels (upper, middle and lower). Placing in the levels depends upon performance in the various entrance examinations. Within each band, pupils are organised partly alphabetically, partly to ensure a good balance of boys and girls, and partly to avoid too many from one Prep School or House being in the same form or set.

There is the possibility of some movement between forms and sets at any relevant time, though, other than for modern languages, classics and maths, unless someone is completely out of place, we try not to make any changes during the Shell year.

The forms are designated: C, A, N, T, E, R, B, U, Y. Pupils are taught in their forms for: **English, Science, Geography, History, RS, PSHE, PE, Art, DT, Digital Curriculum, Music and Drama.**

The banding and setting structure varies slightly from year to year to accommodate pupil needs and abilities. The structure for 2017-2018 is found in [Appendix 1](#).

### Removes and Fifths

Setting takes place in the core subjects: maths, science, modern languages and to a lesser but broader extent in English. Groups and sets in the optional subjects are arranged according to subject choices. If a subject has two sets in a block (e.g. history), wherever possible they are balanced by gender and house, rather than by ability. Pupils are given a list of subject options and we try to accommodate most combinations. Details of the Remove sets and blocks can be found in [Appendix 2](#).

### Sixth Form

Pupils are set in **maths, chemistry, physics and modern languages (and occasionally in economics)** according to how their chosen subjects fall within the option blocks. Other subjects do not set as such though every effort is made to balance the teaching groups and (especially in English) to avoid a pupil being taught by the same teacher as at IGCSE. Details of the sets and blocks for 2017-2018 can be found in [Appendix 3](#).

## Prep/Homework/Holiday work

**Shells, Removes and Fifth Forms**<sup>1</sup> are set regular c.30 minute preps/homework as follows:

Shells	Removes	Fifths
English x 2	English x 3	English x 3
Maths x 2	Maths x 3	Maths x 3
Modern language 1 x 2	Core Mod language x 2	Core Mod language x 2
Modern language 2 x 2	Biology x 2	Biology x 2
Classics x 2	Chemistry x 2	Chemistry x 2

<sup>1</sup> There is some flexibility over Fifth Form preps – some may inevitably be longer than 30-40 minutes or set over a period of time rather than on a specific day.

Biology x 1 Chemistry x 1 Physics x 1 Geography x 1 History x 1 Religious Studies x 1 Art x 1 / DT x 1 / DC x 1	Physics x 2 Option 1 x 2 Option 2 x 2 Option 3 x 2	Physics x 2 Option 1 x 2 Option 2 x 2 Option 3 x 2
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The general rule is that these are set during a taught lesson with written material required at the beginning of the next lesson. An approximate timetable is designed to ensure that pupils do not have more than three written preps on one day, except for week-ends when they may have four. Tutors and Hsms should help pupils to manage their prep timetables, ensuring that they are always written down.

Shell preps must be set by teachers on the VLE (intranet) but are due in on paper either handwritten or printed, unless online submission is requested.

There is sometimes a conflict between the intention not to set overnight preps, and the desirability of setting two short preps per week rather than one longer prep, but with planning by the teacher and pupils, and use of the VLE to set preps away from lessons, this can be resolved.

**Sixth Form** work-loads are more difficult to regulate. The guidelines are as follows:

- **three to four** hours per subject per week for 6b pupils with four subjects, making about 18 hours of work outside the classroom in total including an E block subject such as the EP, much but not all of which should be spent on completing prep tasks thoroughly. Those with three full subjects should spend five to six hours per subject.
- **five to six** hours per subject per week for 6a pupils taking three subjects, with a little less per subject if taking four subjects or more, again making 18 hours of work expected a week outside taught lessons.

Pupils should be given time, usually 7–10 days, to do a major piece of work – they should not be set lengthy preps due the next day.

### ***Holiday work***

<b>Exeat</b>	<b>Shells</b>	<b>Removes</b>	<b>Fifths</b>	<b>6b</b>	<b>6a</b>
<b>Autumn half-term</b>	General reading  Remedial catching up if required	General reading  Remedial catching up if required	General reading  Remedial catching up if required  Reading ahead with some guided work	Advanced and directed subject reading  Remedial catching up if required  Reading ahead with some guided work	Advanced and directed subject reading  Oxbridge and/or Medical candidates should be given strong advice and direction, including preparation for TSA tests (or equivalent)
<b>Christmas and New year</b>	General reading Some general preparation for the Global Perspectives essay	General and some specific reading	Directed revision work for January school 'mock' exams	Advanced and directed subject reading	Advanced and directed subject reading  Directed revision work for January internal exams

<b>Lent half-term</b>	General reading	General reading	General reading/research	General reading/research	General reading
<b>Easter</b>	General reading	General reading Early entry IGCSE language sets should be provided with revision work, past questions, etc.	Directed revision work, past questions, etc.(Use of VLE) Final exam preparation	General reading/research Some directed revision work for the internal exams in Summer	Directed revision work, past questions, etc.(Use of VLE) Final exam preparation
<b>Summer half-term</b>	General reading and some guidelines with regard to revision for summer exams	General reading and some guidelines with regard to revision for summer exams	Final exam preparation	General and subject specific reading/research EPQ research	Final exam preparation
<b>Summer</b>	General reading	General reading	Preliminary reading for the Sixth Form	General and subject specific reading/research EPQ research	

## The Lower and Middle School Curriculum, 2017–2018<sup>2</sup>

Year 9 Shell	Years 10 and 11 Remove and Fifth Form
English Mathematics  Biology Chemistry Physics  Modern Languages: French, German, Mandarin and Spanish <sup>3</sup>  Art Classics <sup>4</sup> Design Technology Digital Curriculum Drama Geography Global Perspectives History Music Personal, Social & Health Education (PSHE) Physical Education (PE) Religious Studies (RS)	<u>Core GCSE or IGCSE subjects:</u> English Language English Literature Mathematics <sup>5</sup> Sciences <sup>6</sup> Modern Language <sup>7</sup> <u>Optional GCSE or IGCSE subjects (three of):</u> Art <u>or</u> Photography <sup>8</sup> Classical languages <sup>9</sup> Classical Civilisation Computer Science <u>or</u> ICT DT: Engineering <u>or</u> Product Design Drama Geography History (a second) Modern Language <sup>10</sup> Music <sup>11</sup> Sports Science Religious Studies  Geology <sup>12</sup>  <u>Other subjects taken by everyone at some stage:</u> Physical Education (PE) Personal, Social & Health Education (PSHE) Careers Introductions to: Economics, Geology, History of Art, Philosophy and Politics

The broad Shell curriculum provides a wide-ranging educational experience and a good basis for choosing I/GCSE subjects.

In the Removes/Fifths virtually all pupils at King's study towards a minimum of **nine I/GCSEs**. Those taking the three separate sciences take **ten**, as do those taking Greek with Latin. A few who take three separate sciences plus Greek with Latin will be studying **eleven**.

<sup>2</sup> To be read alongside the Lower School and Middle School Guides.

<sup>3</sup> Shells: Pupils must choose to do **two** modern languages from French, German, Mandarin and Spanish

<sup>4</sup> Shells: all pupils will study Latin; some sets will also study Greek; some sets will add history and literature to the language work

<sup>5</sup> The top two or three maths sets usually take an advanced 'Free Standing Maths Qualification' (FSMQ) in addition to the IGCSE

<sup>6</sup> Removes/Fifths: either the Double Award (two IGCSEs) or the Separate Sciences (three IGCSEs)

<sup>7</sup> Removes/Fifths: French or German or Mandarin or Spanish – the top sets in French and Spanish usually take the IGCSE at the end of the Removes and do advanced work in the Fifths

<sup>8</sup> Can also be studied as an extra in an 'out-of-timetable' group

<sup>9</sup> Removes/Fifths: Latin or Greek with Latin (two GCSEs)

<sup>10</sup> Removes/Fifths: French or German or Mandarin or Spanish (continuing from the Shells)

<sup>11</sup> Removes/Fifths: music scholars are sometimes taught in a separate group off timetable

<sup>12</sup> Not publicised in advance but offered to some as an extra 'extension' GCSE taught out-of-timetable

All pupils continue with the following to GCSE/IGCSE:

- **Mathematics:** one IGCSE; the present policy for the 'top' mathematicians is for them to work towards both the IGCSE and the ['free standing maths qualification'](#) (FSMQ) preparing them for A Level. Both are taken at the end of the Fifth Form.
- **Science:** two or three IGCSEs as either the Double Award or as Separate Sciences; The final decision as to who is to take the Separate Sciences or the Double Award is taken at the end of the Remove year, although there are occasionally later changes for exceptional reasons.
- **Modern language:** Although these actually fall within our option blocks, we do expect our pupils to take a modern foreign language for GCSE/IGCSE; in exceptional cases, we are prepared to relax this rule to allow a pupil to choose another optional subject instead.

## The Sixth Form Curriculum, 2017-2018<sup>13</sup>

The subjects in the Sixth Form curriculum (listed below) are separated into option blocks. Pupils are asked to choose one subject from each block. The arrangement of the subjects within the blocks is largely on the basis of choices and combinations of subjects in previous years: to a large extent, it reflects demand. Each year there are some variations based upon pupil choices and we try our best to accommodate all ‘sensible’ combinations of subjects. ***There may be a few combinations that are impossible.*** After the first trawl of choices in February, the subject blocking becomes more final and we cannot guarantee to accommodate pupil changes. The *final* blocking system for the 2017-2018 cohort, together with explanatory notes, is published in **Appendix 3**.

Sixth Form Subjects	Qualification
Art & Design	Pre-U + AS level 2-year option
Art History	Pre-U
Biology	A level
Chemistry	A level
Classical Civilisation	A level
Classical Greek	A level
Computer Science	A level
Design & Technology	A level
Drama & Theatre Studies	A level
Earth & Planetary Science (Geology)	A level
Economics	A level
English Literature	Pre-U
Extended Project	EPQ
French	A level
Further Maths	A level
Geography	A level
German	A level
Global Perspectives	Pre-U (Short Course)
Government & Politics	A level
History	A level
Italian	A level, AS level, GCSE
Latin	A level
Mandarin Chinese	A level and Pre-U
Mathematics	A level
Music	Pre-U
Music Technology	A level
Philosophy & Theology	Pre-U
Photography	A level + AS 2-year option
Physics	A level
Religious Studies	A Level
Russian	A level, AS level, GCSE
Spanish	A level
Sports Science (PE)	A level

<sup>13</sup> To be read alongside the Sixth Form Guide.

## Appendix 1: Shell Subject Sets and Blocks 2017-2018

There are 8 Shell Forms in September 2017. Shells are taught in their Forms for: English, Biology, Chemistry, Physics, Geography, History, RS, DC, PSHE, Music, Drama and PE. Two Shell Forms combine for Art and DT lessons. The Forms are as designated as below. NB that the streaming in three levels is approximate since some placement depends on Classical and MFL subject choices: the bands are broad in composition.

Form letter	Level	Timetable number
B	Upper	1
U		2
R	Middle	3
Y		4
C		5
A	Lower	6
N		7
T		8

### Mathematics

Maths is taught in two parallel blocks linked to the Form structure, as below:

Shell Forms			W9 Th1 F7 S1	Shell Forms		
Mathematics2		2 4 6 8	Mathematics1		1 3 5 7 9	
Mathematics4			Mathematics3			
Mathematics6			Mathematics5			
Mathematics8			Mathematics7			
Mathematics 10			Mathematics9			

Modern languages are set in two parallel blocks, but not linked to the Form structure, as below:

French1		Top
French3		High
French5		Mid
French7		Low
Spanish2		High
Spanish4		Mid
Spanish6		beginners
German1		beginners
Mandarin1		Previous experience
Mandarin3		beginners
Sh BLF 1		
Sh EAL 1		

French2		Top
French4		High
French6		Mid
French 8		beginners
Spanish1		High
Spanish3		Mid
Spanish5		beginners
Spanish7		beginners
German 2		Previous experience
German 3		beginners
Mandarin2		beginners
Mandarin 4		beginners

## Classics

All pupils take Latin at the appropriate level. The top 3 sets take Greek alongside Latin. Classics sets are linked to the form structure.

### Shell Forms

Sh Cl 1 - Gr Adv Sh Cl 3 - Gr beg Sh Cl 5 - L mixed	1 3 5
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### Shell Forms

Sh Cl 2 - Gr beg Sh Cl 4 - L high Sh Cl 10 - L beg	2 4
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### Shell Forms

Sh Cl 6 - L mid Sh Cl 8 - L beg	6 8
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### Shell Forms

Sh Cl 7 - L low Sh Cl 9 - L beg	7 9
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## Appendix 2: Remove Subject Sets and Blocks 2017-2018

### Option Blocks

BLOCK W	BLOCK X	BLOCK Y	BLOCK Z	Out of timetable
French 1 2 3 4	French 5 6	Art & Design 1 2	Art & Design 3	Art 10
Spanish 5 6	Spanish 1 2 3 4	Photography 1	Photography 2	Photo 10, 11
Mandarin 1 3	Mandarin 2	DT Product Des 1	DT Product Des 2	Music 10
German 2	German 1	DT Engineering 1	DT Engineering 2	Bilingual French
Geography 1	Geography 2	Geography 3 4	Geography 5 6	Bilingual Spanish
History 1 2	History 3	History 4 5	History 6 7 8	Bilingual Mandarin
Religious St 1	Religious St 2	Religious St 3	Religious St 4	
Classical Civ 1	EAL 1	Classical Civ 2	Comp Science 2	
	Music 1	Gratin 1	Drama 2	
	Comp Science 1	Latin 1	Music 2	
		Drama 1	PE 1	
			ICT 1	

### English/Maths Blocks

Pupils are placed either in Block A or Block B for English and Maths. The blocks are largely parallel, especially at the top end. There are 10 periods (Ex5, Mx5) in each block.

A Block English	
RE A1	
RE A2	
RE A3	
RE A4	
RE A5	

B Block English	
RE B1	
RE B2	
RE B3	
RE B4	
RE B5	

**Red = higher sets**  
**Blue = Middle sets**  
**Black = Lower sets**

A Block Maths	
RM A1	
RM A2	
RM A3	
RM A4	
RM A5	

B Block Maths	
RM B1	
RM B2	
RM B3	
RM B4	
RM B5	

## Science

Three subjects of 4 periods each. Sets are not, as yet, designated separate science or double award:

	<b>Level</b>
<b>R B 1A</b>	High
<b>R B 1B</b>	High
<b>R B 2A</b>	Mid/High
<b>R B 2B</b>	Mid/High
<b>R B 2C</b>	Mid/High
<b>R B 3A</b>	Mid
<b>R B 3B</b>	Mid
<b>R B 3C</b>	Mid
<b>R B 4A</b>	Low
<b>R B 4B</b>	Low
<b>R B 4C</b>	Low

## Appendix 3: Sixth Form Subject Sets and Blocks 2017-2018

Block A	Block B	Block C	Block D	Block E
<b>A Levels Pre-U</b> (two-year courses)	<b>A Levels Pre-U</b> (two-year courses)	<b>A Levels Pre-U</b> (two-year courses)	<b>A Levels Pre-U</b> (two-year courses)	Selection of enrichment and supporting subjects (One and two year courses)
<b>Art</b> Chemistry Computer Sc Economics <b>English</b> French* History <b>Music</b> <b>Philosophy</b> Photography Sports Science Politics Physics  EPQ	Biology Class Civ Design & Tech Economics <b>English</b> French* German Greek History Maths Maths Fthr Physics Politics Spanish Theatre St  EPQ	<b>Art History</b> Biology Chemistry Economics <b>English</b> Geography History Latin <b>Mandarin</b> Maths Maths Fthr Music Tech Spanish	<b>Art</b> <b>Art History</b> Biology Chemistry Economics <b>English</b> Earth & Plan Sc Geography History Maths Maths Fthr <b>Music</b> <b>Philosophy</b> Physics Politics Religious St Spanish	Maths Fthr Maths Core  Spanish (bilingual)  AS Critical Thinking AS Photography  Computing  Italian ( <i>ab initio</i> ) Russian ( <i>ab initio</i> )  Global Perspectives  EPQ

## Appendix 4: Timetable and Lesson Structure

	Monday	Tuesday	Wednesday		Thursday	Friday		Saturday	
			Summer	Winter		Summer	Winter		
08:55-09:30	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	08:35-09:10	Period 1
09:35-10:10	Period 2	Period 2	Period 2	Period 2	Period 2	Period 2	Period 2	09:15-09:50	Period 2
10:15-10:50	Period 3	Period 3	Period 3	Period 3	Period 3	Period 3	Period 3	09:55-10:30	Period 3
<b>WHOLE SCHOOL BREAK</b>									
11:15-11:50	Period 4	Period 4	Period 4	Period 4	Period 4	Period 4	Period 4	10:55-11:30	Period 4
11:55-12:30	Period 5	Period 5	Period 5	Period 5	Period 5	Period 5	Period 5	11:35-12:10	Period 5
12:35-13:10	Period 6	Period 6	Period 6	Period 6	Period 6	Period 6	Period 6		
13:15-13:50	Period 7	Period 7	Period 7	Period 7	Period 7	Period 7	Period 7		
<b>WHOLE SCHOOL BREAK</b>									
14:45-15:20	Period 8	Games	Period 8	Games	Activities	Period 8	Games		
15:25-16:00	Period 9	Games	Period 9	Games	Activities	Period 9	Games		
16:45-17:20			Games	Period 8		Games	Period 8		
17:25-18:00			Games	Period 9		Games	Period 9		

Normal timetabled lessons take place in the non-shaded periods: these are the designated ‘academic timetable’ comprising 41 periods per week. However, the other (grey) shaded periods are available so that ‘out-of-timetable’ teaching can be recorded.

**Lunch** is taken during periods 5, 6 or 7 according to timetables (pupils) or non-teaching periods (staff). Sixth Formers generally are expected to take lunch in period 7. However, those Sixth Formers who are free during periods 5 and 6 make go to lunch as follows: during period 5 at 12:10; during period 6 at 12:45.

**Saturday Periods 4 and 5** swap at the beginning of each term and at half-terms in Autumn and Lent.

**Winter timetable** begins after the Autumn half-term and runs through until the end of the Lent term.

**Tutor period** takes place during period 10 on Mondays. No other school event/lesson should be arranged during this time.

All timetables are available on iSAMS (staff), the VLE (everyone) and the Pupil and Parent Portals.

Timetabled periods are compulsory. They should not start late or end early.