



**A GUIDE TO THE
LOWER SCHOOL CURRICULUM
AND LIFE IN THE SHELL YEAR**

2018–2019

www.kings-school.co.uk

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Introduction

This booklet is a 'guide' in two meanings and is designed to fulfil two functions. It is an official statement of our Shell Curriculum, containing information about structure and subjects. It is also intended to be a useful handbook for pupils, giving them advice to help them make a successful start to academic life at King's—a 'survival guide'.

The guide contains sections written in dark blue which are directed to the pupils. They should certainly read all of these carefully.

But we hope that pupils will read the other sections too. They should bring the guide with them to school. Pupils and parents will be able to access the electronic version (regularly updated) at any time through the pupil and parent portals.

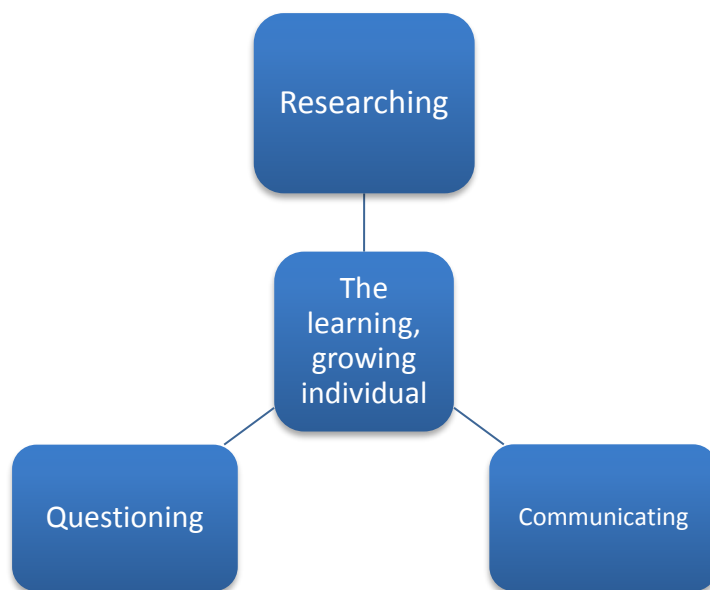
Although this booklet is largely concerned with curriculum matters, we do not limit our understanding of the curriculum to academic pursuits alone. It may seem clichéd, but we genuinely aim to educate 'the whole child', so any discussion of that education must include those aspects of school life that were once called 'extra-curricular'. We prefer to use the term 'co-curricular' for these wider aspects of school life. In addition, the curriculum in its widest sense does not stand alone: the pastoral system underpins everything we do. Therefore, we have included sections on the co-curricular and the pastoral system, without ever claiming that this booklet is a full explanation of either.

Five years at King's passes very quickly. Pupils starting in the Shells are embarking upon a challenging voyage that will see them acquire many new skills, develop new talents and attain public examination results taking them forward to the next stage of their education, and then on to the first stage of their careers. They will have very busy lives. They will experience a few bumps along the way, but the system of pastoral support is designed to pick them up and point them in the right direction. Indeed, there are lots of people here to help them.

For us, with perpetual changes in the structure of public examinations, new syllabuses and programmes of study, the growth in (mobile) digital technology and the development of new methods of assessment, the pedagogical scene is changing all the time. However, some things remain constant, notably our desire to provide what is best for our pupils, to educate their spirit in its fullest sense and to preserve something of the excitement and sense of wonder in education that Albert Einstein described "opening up yet another fragment of the frontier of beauty..."

There is no doubt that our pupils are exposed to a vast number of new fragments of information every day. To help them come to terms with this fast-moving and accessible world, and pull them together into lasting and worthwhile knowledge, we have developed our [Core Themes](#), outlined below. In so doing, we have introduced two relatively new aspects to the Shell curriculum: a [Global Perspectives](#) course and lessons in the [Digital Curriculum](#) (the latter replacing what used to be called ICT). In short, the study of Global Perspectives is a research course, not one that is taught. Teachers will provide information, guidance and offer opportunities for seminars, presentations and debates, but the onus is upon the pupils to work both independently and collaboratively first on some general material and then on their own chosen area of research. In their Digital Curriculum lessons, they will discuss and practise many of the skills they need both for their studies at King's generally and the Global Perspectives course in particular, and also for academic success and employment in this part of the 21st Century.

Core Themes



Researching

The school promotes a spirit of enquiry beyond the confines of our pupils' immediate experiences and the requirements of examination syllabuses. Through encouraging an awareness of their voyage of discovery, and helping them to develop skills that are relevant and useful, we aim to help them develop a joy in learning for learning's sake.

Questioning

Information doesn't mean knowledge and knowledge doesn't always lead to deeper learning. In today's world with information everywhere, it is essential that our pupils are challenged in the classrooms, debating chambers and forums to turn what they have discovered into something useful, meaningful, and lasting.

Communicating

Sharing education is fundamental: it aids, reinforces and deepens learning. Pupils live together and are encouraged wherever applicable to work together in a supportive and vibrant community. They learn the skills of creative expression through art, drama, music and sport as well as understanding the power and responsibility of the written, digital, and spoken word.

Luke Bartlett, Deputy Head (Academic)
lgb@kings-school.co.uk

The First Few Days of Term

Advice for pupils

The beginning of a new term at a new school can be both exciting and daunting. On a site as large as King's the first worry is, "How will I know where everything is?" We are very aware of this and in the first few days both staff and older pupils will spend quite a lot of time guiding you from place to place.

Your first experience of school uniform will be at tea on your first day and there are people on hand to help and to check that all is well. After tea, you will have a Shell Year photograph and then you will attend meetings about sport and music. At some point in your first full day, a baseline test is held. This is not a test to be prepared for or to worry about. We use this, along with your entrance examination marks, to get an idea as to your strengths and weaknesses. It does not affect your set placing or anything else but it is very helpful for us. It is also a national requirement.

Your House (boarding or day) is your base, around which much of your life at King's revolves. Within the House your academic base is your desk and it is important to keep it organised so it is a good work station! As you will see from the different subject details, you will have quite a number of files, which should be clearly named and labelled. You should also start off with sufficient A4 file paper and a set of pens, pencils and mathematical instruments. The full list appears at the end of this booklet. You will need to have a strong bag to transport your books and files.

Many in the boarding houses will have boarded before, but the majority will not. There will be lots of pupils finding this a very new and exciting experience, and older pupils will always help you through the initial days. As Shells, you come from a large number of feeder schools, all with very different experiences. You will find yourself making new friends: in fact, you should aim to make new friends.

One of your first impressions is that you will have much more freedom here, but you will also have greater responsibilities in terms of the organisation of your day and your work. As you will see from this guide, academic work is taken seriously and you are expected to be prepared for lessons and to complete all your set work. Your first goal should be to keep up to date with your academic work and to make sure you know where your classes are. If you ever feel the workload is getting out of control, you should immediately ask for help from your tutor.

In all Houses the most important people are the Housemaster/mistress, the Deputy Housemaster/mistress, the Matron, and your Tutor. These are the people who will be looking after you every day. Your Tutor will help guide you through all aspects of your time at King's. He/she will have about ten pupils in his/her tutor group across several different year groups, and will discuss a great variety of academic matters with you over the years. During this time you will get to know one another very well.

- Don't hesitate to ask if you don't know where to go; there are lots of people who will help you.
- Make sure that you have all the right equipment, as suggested after each subject. This should include sufficient files, paper, pens and pencils, and the correct calculator.
- Name all your stationery in advance.
- Once here, settle into your academic work quickly and keep on top of the set preps.
- Be prepared to be busy and get involved.
- Let your Tutor, Matron, Housemaster/mistress or Deputy Housemaster/mistress know of any issues that are worrying you. They really are there to help.

I look forward very much to welcoming you on your arrival.

Robert Harrison, Head of Lower School (Shells)
rtmh@kings-school.co.uk

The Pastoral System

The King's School, Canterbury is a school founded on the principle of a Christian ethos, based on outstanding pastoral care of young people. The School is centred on these values and we work hard to achieve a special, happy atmosphere but also to offer the supportive systems necessary for the best possible care of all of our young people. Therefore, pastoral care is an essential part of the School's ethos and is central to the success of the pupils in the school.

Central to this is the **House System** and Housemasters and Housemistresses are ultimately responsible for the pastoral care of the pupils, and it is they who are the first point of contact should you have any concerns. The **Tutor System**, which has existed at King's since 1886, is there to give support to Housemasters and Housemistresses. All academic staff are attached to a house and have a tutor set, consisting of about ten pupils. The Tutors meet their group formally in a timetabled period once a week and at other times informally in the House and in various social contexts. A system of Interim Reports and Interim Grades (Traffic Lights) enables regular monitoring of academic progress, so that any problems may be identified and, after discussion, action can be taken. A Tutor will get to know tutees well and will encourage their wider interests and participation in the co-curricular and cultural life of the school. The Tutor will also oversee the Pupil Log and his/her work in Global Perspectives. Members of the Academic Review Team (Deputy Heads, Heads of Year and the Senior Tutor) also look at pupils' work on a regular basis.

Each house also has a **Matron** who works with the Housemaster or Housemistress in looking after the pastoral and medical care of the pupils. 'Twilight' and 'Night' Matrons cover those times when matrons are off-duty.

The **Health Centre**, which is run by a team of fully qualified nursing sisters, gives continuous cover throughout the term. The nursing staff are always happy to be consulted and can refer a pupil to one of the three School doctors who hold surgeries each week day at the Health Centre.

The **School Chaplains**, the Rev Lindsay Collins and Father Martin Robbins are responsible for worship and services in the Cathedral and in the School. They also exercise a pastoral role in being available to pupils, of all religions or none, as friend and counsellor.

The team of **School Counsellors** are available to talk to pupils about anything. Pupils can contact them confidentially to make appointments.

The school's **Life Coach** is available one day a week to work with individual pupils who are seeking to find their own sense of direction.

The **Peer Listening Scheme** consists of a number of senior pupils who volunteer to be listeners for anyone: they are fully trained and supervised throughout the process.

The **Pastoral Deputy Head**, Miss Tanya Lee, is available to give support to any pupils regarding any matters of pastoral concern. She has a broad range of resources available and can direct the pupil to the most appropriate. She works very closely with all of the pastoral departments listed above. Miss Lee is the Designated Safeguarding Lead (DSL).

Safeguarding plays a central role in everything we do here at The King's School. All staff are trained in safeguarding matters regularly. There is a designated safeguarding team of specially trained people who are available to respond to any need 24/7 and pupils have access to this team at any time.

Matrons

A very important member of the house team is the House Matron who will help you to settle in and who will look after all the practicalities of everyday life in the boarding house such as laundry and additional food supplies! She is also someone who you can talk to if you are worried about anything or if you are not feeling very well. Matrons cover for each other when they are off-duty and you will soon discover where to find neighbouring Matrons should you need them.

The Health Centre

The Health Centre is centrally located for all Houses on Burgate and is staffed by a fully qualified nurse day and night. You are encouraged to see your Matron in the first instance, but you may also self-refer to the Health Centre should you wish. There are three School doctors, Dr Bill Lloyd Hughes, Dr Tina Crook and Dr David Gregory who between them hold a daily surgery. You will meet them early on when you attend the Health Centre for a medical, which is a general health check. There are beds in the Health Centre for those who are too unwell to attend lessons. The Health Centre also ensures that all vaccinations are up to date.

The School Counsellors

In addition, we have a team of School Counsellors who are available for consultation. They are based in the Old Grange. You may arrange to see them in absolute confidence should you wish. You will be shown early on where to find them and details of how to make contact with them are available on House noticeboards and in the Calendar and the Rotulus. It is important that you find this information as you will also find alongside it information about where else you can go for help and advice should you need it.

The Deputy Head (Pastoral)

If none of the people or departments named above can help you, or you want to speak to someone different, then you are always welcome to come to see me to talk through anything at all. You will find me up the main staircase in the Pastoral Office in the Old Grange.

Tanya Lee, Deputy Head (Pastoral)
tl@kings-school.co.uk

Academic Life

The curriculum at King's has strong academic roots. It emphasises and relies upon what is best in traditional independent school education: scholarly excellence supported by a caring pastoral and tutorial system, and a wide-ranging co-curricular programme. However, it is continually adapting and reacting to the changing demands of modern education: new subjects are added, new teaching techniques adopted and there is an increasing awareness of the need to provide programmes of study that match individual needs and skills.

Learning & Teaching

Learning at King's is an active, dynamic experience, taking place as much outside the classroom as within.

The teaching aims to develop autonomy and positive motivation among the pupils. This is not just to help them pass exams, but to help prepare them for a world where they will be expected to come to judgments and make (and defend) decisions.

The role of the teacher is, therefore, to motivate and support learning, not necessarily to stand and deliver information (though there is always a time for that). Teachers are expected to put the pupils first, focusing upon their needs and listening to them, but at the same time challenging and stretching them.

Just as learning doesn't only take place in the classroom and laboratory, so teaching is not physically restricted. The intranet VLE (Virtual Learning Environment), already a vast resource area, is developing so as to facilitate mobile interaction between teachers and pupils, as well as between the pupils themselves. The nature of life at King's also means that this dynamic relationship continues in the Houses in the evenings as well as through the vibrant out-of-hours seminar, talks, and societies programme.

Advice for pupils

Different teachers conduct their lessons and arrange their classrooms in different ways. Above all, every classroom and study should be a comfortable learning environment, a place where you are challenged but where you are not frightened to question and make mistakes. The same goes for your peers. In fact, we like to think that this concept of communal respect is very much a feature of King's:

- Respect yourself: give yourself the chance to develop and flourish
- Respect your teachers—they respect you
- Respect others in your class
- Respect your environment

The Structure of the Week

A two-week timetable will run from September 2018 with different patterns to the lessons in Week A and Week B, but the same pattern outside the academic timetable. Lessons are 35 minutes long, though many are taught as doubles.

Monday to Friday mornings comprise seven lessons (Wednesday has six) one of which is designated for Lunch. There are five periods on Saturday mornings, followed by Lunch. Afternoon lessons take place on Mondays, Wednesdays and Fridays. There are no afternoon lessons on Tuesday, Thursday and Saturday: the early to mid-afternoons are allocated to whole school games. Activities run on Wednesday after Lunch until Tutor Period and p10.

Shells	Breakfast	Assembly	p1	p2	p3	Break	p4	p5	p6	p7
	0730-0815	0835-0855	0855-0930	0935-1010	1015-1050		1115-1150	1155-1230	1235-1310	1315-1350
Mon		Sch. Assembly								Lunch*
Tues		Sch. Assembly							Lunch*	
Wed		Hse. Assembly						Lunch*		
Thur		Sch. Assembly								Lunch*
Fri		Cong. Prac.							Lunch*	
Sat		p1 (0835)	p2 (0915)	p3 (0955)		p4 (1055)	p5 (1135)	Lunch*		
*Lunch slots here are indicative only										

Shells	Central Hour	p8	p9	p10	Mid Hour	Supper	Callover	Prep	Late Hour	Bedtime
	1350-1445	1450-1525	1530-1605	1610-1645	1700-1840	1800-1910	1915-1925	1930-2100	2100-2145	2145-2200
Mon										
Tues	Games for all									
Wed	Activities	Tutor								
Thur	Games for all									
Fri										
Sat	Games or Matches for all									

The times provisionally called 'Central Hour', 'Mid Hour' and 'Late Hour' are available for academic clinics, music and drama rehearsals, society meetings, talks, getting prep done, reading, resting and socialising, depending on your commitments.

Saturday lessons start at 8.35 am. The order of lessons on Saturdays will swap over sometimes to run in the order: 5, 4, 3, break, 2, 1 and this will be indicated in the Calendar.

Morning break is between periods 3 and 4 on all days.

Advice for pupils

Timetabled periods are compulsory. You need to be well prepared for your lesson and you should not be late. If you know you are going to be absent or late, you should contact your teacher in advance (by email) and, after the lesson, ensure you have caught up the work covered and have done the prep set.

Contacting teachers by email

Teachers appreciate being asked or warned about lessons you may have to miss, but when emailing you must be formal and courteous, eg:

Dear Mr/Mrs/Dr/Miss/Ms Smith,

I am sorry but I have to miss your lesson on Saturday because we are leaving for the match at Hailebury at 11am. I will copy up the notes from Charlie and give him my prep to hand in.

Yours sincerely/Regards,

Thomas

The Lower and Middle School Curriculum

The broad **Shell (Year 9)** curriculum provides a wide-ranging educational experience embracing both traditional and modern elements and establishing a sound foundation for GCSEs/IGCSEs and further study.

In the **Removes and Fifths (Years 10 and 11)**, all of our pupils prepare for at least **nine (I)GCSEs**. Those taking the three separate sciences take **ten**, as do those taking Greek with Latin. Therefore, a few who take three separate sciences plus Greek with Latin take **eleven**. The top French, Mandarin and Spanish groups usually take the IGCSE at the end of the Removes and do advanced work in the Fifth Form.

Year 9 Shell	Years 10 and 11 Remove and Fifth Form
English Mathematics Biology Chemistry Physics Two Modern Foreign Languages ¹ from: French, German, Mandarin, Spanish, EAL ('English as an Additional Language') Art Design & Technology (DT) Classics ² Digital Curriculum (DC) Drama Geography History Music Personal, Social & Health Education (PSHE) Physical Education (PE) Religious Studies (RS) Global Perspectives (GP)	<p><u>Core GCSE or IGCSE subjects:</u></p> English Language English Literature Mathematics Sciences ³ A Modern Language ⁴ <p><u>Optional GCSE or IGCSE subjects (three of):</u></p> Art <u>or</u> Photography Classical languages ⁵ Classical Civilisation Computer Science <u>or</u> ICT DT: Engineering <u>or</u> Product Design Drama Geography History (a second) Modern Language ⁶ Music Physical Education Religious Studies <p><u>Other subjects taken by everyone at some stage:</u></p> Physical Education (PE) Personal, Social & Health Education (PSHE)

¹ Shell modern foreign languages at different levels: beginners, experienced or advanced in the languages mentioned

² Shell classics: all pupils study Latin; some sets also study Greek; all sets study some classical history and literature

³ Removes/Fifths, sciences: either the Double Award (two IGCSEs) or the Separate Sciences (three IGCSEs)

⁴ Removes/Fifths core modern language, one of: French, German, Mandarin or Spanish (one year of prior study required for these languages) or EAL

⁵ Removes/Fifths: Latin (one GCSE) *or* Greek with Latin (two GCSEs)

⁶ Removes/Fifths second modern language, one of: French, German, Mandarin or Spanish (one year of prior study required)

Forms and Sets

In the Shell year pupils are setted in two parallel groupings for maths and the modern languages but for the majority of their subjects pupils are taught in **forms**. The forms will be broadly grouped into three bands according both to results in the various entrance examinations. Within each band, pupils will be organised partly alphabetically, partly to ensure a good balance of boys and girls, and partly on the basis of their classics and modern language sets.

Advice for pupils

All your lessons, except maths, foreign languages and classics, will be taught in your form units. Your initial timetable will place you in a form with a letter taken from the word 'Canterbury':

A B C E N R T U Y

These letters will not reveal which band your form is in, and that is not something to worry about. Everything is done to put you in a form where you will thrive academically and socially. We do try to mix you up so there aren't too many from one Prep School or too many from one House in a form. Therefore, you will soon start to make new friendship and learning groups.

Whilst you are likely to remain in the same form for the Shell year, the form structure is not used in the Remove where you will find yourself in many different groupings and sets.

Although you will move from lesson to lesson you will soon find your way around and there will be plenty of people to help you – but you still need to be organised. Please see the checklist at the end of this booklet.

Preps/Homework

Shell pupils are set 18 preps (homework) per week. Each prep should demand and receive 30 minutes of focused work, and occasionally more where time allows. Timetables show when a prep will be set and tutors will help organise prep schedules. All Shell preps are set through the school's Firefly VLE (intranet), which the pupils access via an app on their tablet, phone, or on their laptop, or any school PC (they will be given instructions on this at the beginning of term).

A typical prep schedule for the first term:

Mon	Tues	Wed	Thurs	Fri	Sat/Sun
French Physics RS	English Geog Spanish	Biology Maths Latin	History English Physics	Chemistry French Spanish	English Maths Latin

Advice for pupils

- Work out your daily prep schedule as soon as possible; ask your Tutor to help you interpret your timetable if necessary
- You will see a letter 'P' on some lessons on your daily timetable; this means that a teacher will be setting a prep that lesson
- S/he will usually expect you to have done your prep in time for the next lesson although, if s/he only sees you once a week, s/he might make other arrangements
- All preps are set on the VLE: make use of the VLE's student planner app to access your preps
- Some preps are allowed to be submitted electronically, i.e. by email or through the School's VLE but the default expectation is to bring it to the next lesson neatly written on paper
- **Failure to hand in a completed prep of good quality at the designated time is a serious matter and will be followed up.**

Assessment, Rewards and Reports

A separate document on Academic Reporting and Assessment will be available on the Parent Portal in September.

Formal assessment takes place through end-of-term examinations in December (only Maths, Modern Languages and Global Perspectives for Shells) and June (all main subjects). Ongoing assessment takes place all the time, through each class discussion, through each piece of work submitted, etc. A feature of King's is that the academic and pastoral sides work very closely together: regular communication between a subject teacher and a pupil's Housemaster/mistress or Tutor is commonplace.

Although we make use of the benefits of electronic systems for reporting and grading, thus enhancing the gathering of data for tracking purposes, there are regular meetings about pupils within houses and our Academic Review Team (Deputy Heads, Heads of Year and Senior Tutor) reviews all grades and comments every three weeks.

Reporting matrix (Shells)

Autumn Term	
Week 4	Interim Grades
Half-term	Interim Report plus Interim Grades
Week 9	Interim Grades
End-of-term	Full Report

Lent Term	
Week 4	Interim Grades
Half-term	Interim Grades
End-of-term	Interim Report

Summer Term	
Beginning-of-term	Parents' Consultation Meeting
Week 4	Interim Grades
Half-term	Interim Report plus Interim Grades
End-of-term	Full Report

Full Reports (Shells)

Every pupil will receive two full (end-of-term) reports in the school year. These aim to paint a rounded picture of a pupil's progress in the context of school life and conclude with a comment from the Headmaster. They are published on the Parent Portal. They comprise the following:

- A synopsis of the work covered in each subject since the last full report
- Subject teacher reports
- Tutor reports
- Housemaster/mistress reports
- A concluding comment from the Headmaster

Interim Reports (Shells)

Interim (short) reports replace full reports in the term when full reports are not written. They are also provided at half-term in the Autumn Term, but not in Lent and Summer Terms, and are published on the Parent Portal. They comprise:

- Interim Grades
- Subject teacher comments
- Tutor comments
- Housemaster/mistress (or Deputy Housemaster/mistress) comments

Interim Grades / Traffic Lights (Shells)

Interim Grades or Traffic Lights are part of the rhythm of the school year. These comprise a grade awarded by the subject teachers represented on all internal documentation by a colour band (details below). These are viewed on-line by Tutors and Housemasters/mistresses and by the Academic Review Team. They are discussed with the pupils and made available on the Parent Portal the following week.

The current traffic light system is shown here but is in the process of being reformed. Further information will be provided in September.

colour representation	Grade	Details/explanation/guidance
Exceptional	E	Exceptional in every respect
Very good	V	Very good
Good	G1	Very pleasing standard all-round
	G2	Generally good-satisfactory all round
	G3	Less good; may lack consistency; no major concerns at present but at least one area for significant development/improvement
Concerns	C1	Some concerns which need addressing There may be some improvement on previous grades, but some concerns remain
	C2	Some major concerns which need addressing
Unacceptable	U	Unacceptable in several respects

Rewards and Sanctions

Rewards

- ◇ **Bene fecits** (online only) are given to pupils for anything (academic or co-curricular) which warrants immediate positive recognition.
- ◇ **Subject Commendations** (online and a commendation card to hand to the Headmaster) are the next stage up from *bene fecits*; they are awarded for sustained or regular *outstanding* work or *exceptional* effort in an academic subject.
- ◇ **Co-curricular Commendations** (online and a commendation card to hand to the Headmaster) are also the next stage up from *bene fecits*, and are awarded for sustained or regular *excellent* co-curricular participation or effort.

- ◇ **Tutor/Housemaster/Housemistress Commendations** (online and a commendation card to hand to the Headmaster) are awarded by the tutor or housemaster/mistress for *outstanding* Interim Grades or Interim Reports or his/her contributions to house/school life. Here *outstanding* can be interpreted in two ways: (i) excellence; (ii) a very significant improvement.
- ◇ **Headmaster Commendations** are awarded at the discretion of the Headmaster with respect to any of the above.

Sanctions

- ◇ **Prep Reporting.** The tutor or housemaster/mistress may decide to put a pupil on 'prep reporting'. This is an internal house arrangement that involves a pupil showing his/her prep each evening to the member of staff on duty. In the case of day pupils, this should be the following morning.
- ◇ **Tutor Satis** is recorded online and by means of a card given by the tutor to the pupil to take to all lessons. It should be presented to the teacher at the start of the lesson and collected at the end. The housemaster/mistress should be informed immediately and the pupil should present the *Satis* Card to the tutor on duty at the beginning of Prep each day. The tutor on duty will sign and return it at the end of Prep. The pupil will return the *Satis* Card to his/her tutor after the designated number of days, usually one week.
- ◇ **Housemaster/Housemistress Satis** card is awarded personally by the Housemaster/mistress who checks it daily. For persistent underachievement, lack of effort, or a record of very poor behaviour, the Housemaster/mistress *may* decide to refer the pupil to the Head of Year or member of the Senior Management Team as appropriate.
- ◇ **Headmaster Satis:** an appointment is made by the Housemaster/mistress or Head of Year for the pupil to see the Headmaster.

Learning Resources and Support

The Library

The School Library supports the studies and recreational needs of pupils and staff. At the heart of the library's service provision are the dual aims of ensuring that all pupils are supported and inspired to search for, assess, evaluate and synthesise information; and experience at first hand the distinctive and irreplaceable power of literature to develop a person spiritually, morally, socially and culturally.

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.

Library staff deliver introductory workshops and research skills training to pupils. 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.

There is a lively pupil committee which offers advice on library matters, as well as organising events and activities.

Shells may borrow up to six items at a time, for an initial three-week loan period. Renewals can be made at request.

Opening hours:	Monday to Friday	09:00 - 22:00
	Saturday	08:30 - 18:00
	Sunday	11:00 - 22:00

Advice for new pupils

- Get familiar with the Library early on: there is more on offer than just books
- Talk to pupil committee members about why they like the Library
- Use the suggestion book to request your favourite books or films if we don't already have them
- Talk to the Library staff—they like to hear your views and are happy to give advice and recommendations
- Come along to library workshops to improve your study skills and school-work
- Read! There's nothing like it

Philippa Rose, Librarian
pk@kings-school.co.uk

Information Communications Technology

King's ICT provision facilitates much of the teaching and learning here. There are projectors, interactive whiteboards, screens, visualisers used in teaching rooms; suites of iPads or laptops available for use within academic departments and in the library. Every study and study-bedroom is equipped with two network ports per pupil to connect to the school network, house printer, intranet and internet. There is also a professional grade wifi system for connecting several devices per pupil - iPads/smartphones/watches/tablets/laptops in all houses, classrooms, and common areas. Pupils may bring their own desktops, laptops or tablets for use in their houses, within certain guidelines (NB a laptop recommendation sheet will be sent out to all new joiners), though the school cannot support these technically beyond basic configuration assistance and advice. We have relationships with local repair shops, however, and can help negotiate good value rates. Each house also has its own IT library facilities for pupil use, as well as wifi in all studies and common room areas. New pupils will be provided with an IT induction booklet within their first week, which details instructions for gaining access to our network from house studies. Technicians will also be on hand for one evening per house at the start of first term, in order to assist with this. **The process is greatly simplified if pupils ensure that their laptops or desktops have all current Windows updates installed, and a fully updated anti-virus programme, upon arrival at the start of each term.**

The new King's website provides links for pupils to access their school 365 mail, school file storage areas, iSAMS portal, VLE, and other resources from anywhere in the world. The intranet/VLE is now the dominant central school resource, backed up by our multimedia server, Planet Estream, which provides sound and video clips and films, arranged by subject, accessible at any time to King's pupils. In addition, there is a Parent Portal where reports, guides, information and letters are available – this is the main source of routine communication with parents.

All pupils are provided with internet access from their room, which has suitable filtering applied according to year group. However, as many pupils now connect to the internet via mobile devices/3G/4G iPads etc, outside of the school's control, parents must help in the education of their children as to what constitutes safe browsing (e-safety lessons are taught at the start of the Shell year). Internet access, e-mail and ICT resources are provided subject to our acceptable use policy, to which all users must adhere. There is a network access control device called Aruba Clearpass, which pupils have to register with at the start of the year. This checks laptops and desktops for software legality, presence of an updated anti-virus program and other criteria, before allowing them on to the network. If this scan fails, the pupils will be advised as to how to rectify the problem themselves. If unable to do so, they can bring it to the IT support department for assistance. King's has strong multimedia resource provision, with digital still and video cameras available, suites of 100 Apple Macs split between the Music department and the Art/photography departments, and a 32-track digital recording studio in the music department.

The IT support department exists to provide the best possible provision of service to both staff and pupils at King's. We are based in the Mint Yard, above the new chemistry labs and our door is always open for ICT assistance or advice. There is also an on-line help facility.

Robin Falcon, Head of IT Services
rf2@kings-school.co.uk

Advice for pupils

Phones are essential at times, but smartphones, while powerful research and communication tools, can be extremely distracting, and damaging socially and educationally if overused.

Shells are allowed to bring one phone to school and must register that number with their housemaster/mistress. One other device is allowed to have a wifi login, preferably a laptop (but a laptop is not essential nor a requirement). Phones should not be the latest model, nor too expensive models since a basic phone or basic smartphone is all that is needed.

Shell boarders hand their phones in before bedtime each evening (9.45pm) to ensure that 'blue light' does not affect sleeping patterns, and that socialising stops and that everyone can get a good night's sleep. Day pupils and their parents are asked to run a similar policy at home so that pupils do not have phones or technology available in sleeping areas, and are not communicating with each other in the late evenings.

If a phone is brought to an academic lesson, it must be handed in at the start of the lesson or placed into the phone tray provided.

Learning Enhancement & Study Skills

(i) Those with specific learning difficulties

The School does not have a specialist unit to give continuous extra teaching to those with *significant* learning difficulties. Those pupils with *mild* difficulties (such as certain levels of dyslexia, slow processing etc.) can be provided with appropriate specialist help depending on their level of need.

(ii) The academically gifted pupil

It would be quite wrong to suppose that learning support is only applicable for those with difficulties. The academically gifted child also needs careful nurturing. Banding and setting naturally help departments to produce schemes of work that differentiate according to ability. In addition, departments (and Tutors) will always look for ways to stretch and stimulate the most able.

(iii) General support for study skills

Teachers and Tutors will endeavour to provide guidance and encourage good study skills. In addition, all Fifth and Sixth Formers are given individual Revision Calendars along with booklets detailing how to revise effectively. They are offered guidance on the best use of the calendars and comprehensive information is available in the Learning Support section of the school intranet.

Those pupils deemed to require individual support and guidance may be referred to members of the teaching staff who have particular expertise and experience. Any pupil who feels the need for support may self-refer to the Learning Support department. Housemasters, Housemistresses and Tutors will always be informed, and support will be arranged outside the timetable (a pupil does not need to miss lessons). Most pupils will also receive reports on their progress via the school 'Traffic Lights' system.

Advice for pupils

If we are aware of a specific learning issue experienced previously in your schooling, you will be contacted by Mrs Brown and the Learning Support team.

Generally, it is always good to be proactive about your learning. This means that if you have a problem with any subject or prep, don't sit back and do nothing:

- You should tell your Tutor or teacher and explain what you are finding difficult. S/he will provide help and advice
- if you are still having problems, your Tutor will contact Mrs Brown who will look into the matter and organise support
- alternatively, you can contact Mrs Brown yourself: pjb@kings-school.co.uk

Pam Brown, Head of Learning Enhancement & English as an Additional Language
pjb@kings-school.co.uk

Pupils requiring extra time in examinations

Evidence of need should be confirmed by a history of provision during the course within the school, supported by a specialist teacher at the school holding a qualification recognised by the Joint Council for General Qualifications (www.jcgg.org.uk). All applications for extra time, or other access arrangements in exams, must be made through the Head of Learning Support.

Candidates who require extra time due to medical problems/conditions must produce a letter annually from their consultant/doctor confirming the problem/condition and this will be held on file. A new letter is required prior to each exam session.

In rare and exceptional circumstances, GCSE candidates who entered the United Kingdom less than three years before the time of the examination, with no prior knowledge of the English Language, may be allowed 10% extra time for use of a bi-lingual dictionary, providing there is verifiable evidence of need provided to the Learning Support Department.

For further information/clarification please contact either the Examinations Officer or Learning Support Department.

Linda Renault, Examinations Officer
lar@kings-school.co.uk

Co-Curricular Life

Co-curricular education is an integral part of the King's offering, and the time that we devote each week to sport, music, drama and our Activities Programme reflects the importance that we attach to these areas. On their very first day, new pupils are fully briefed on how music and sport in particular operate at King's, enjoying priority time within the busy School week.

Sport takes place on Tuesday, Thursday and Saturday afternoons at the Recreation Centre/Blore's and at Birley's Field. Most matches (home and away) take place on Saturdays, and we consider representing King's at 'C' and 'D' team levels to be just as important as playing for the 'top' teams. There is a variety of sports available as you move through the school but in the Autumn Term the major sports are rugby for Shell boys and hockey for Shell girls.

King's has a very strong and active performing arts tradition. Pupils have the chance to audition for choirs, ensembles, orchestras and plays, and there are a large number of musical and theatrical productions throughout the year (at House, year-group and whole-school levels). With the inter-House Song competitions, academic challenges and enthusiastic Friday debates, there are many opportunities to become involved.

Our wide-ranging Wednesday Activities Programme ensures further balance in the School week, fostering the development of important personal qualities and encouraging pupils to broaden their horizons. For their first two terms Shell pupils follow a structured programme which introduces them to areas of School life which they may not have already experienced (such as fencing or rowing). They also learn new skills and participate in activities such as juggling as well as mini-excursions including a guided tour of the Cathedral and a trip to the Canterbury Tales exhibition. In the Summer Term, they get to make their own choice of activity from a carefully-selected list of options, including the chance to join the school's Combined Cadet Force. As pupils progress through the School, greater freedom of choice is offered and they are encouraged to choose wisely each term from over 30 very varied activities that include Community Service, Model United Nations and other pursuits, many of which can be used to support the Duke of Edinburgh's Award Scheme, should they wish to participate in this.

Whilst a number of the School societies that meet over the course of each week are subject-specific and primarily for the Sixth Form, keen younger pupils are usually welcome to attend their talks and meetings and there are some groups (such as the Shell Symposium, the Junior Blaxland Society and the Junior History Society) that are specifically aimed at juniors. Other groups, like the Chess Club, appeal to all ages. Though voluntary, the School's clubs and societies, some of which are pupil run and/or have links with other schools and local societies, are encouragingly well-attended.

Advice for pupils

- Aim to take full advantage of the co-curricular programme. There is a great deal going on. You will be busy and, sometimes, tired, but you should never be bored
- You must keep an eye on notice-boards and your emails for information about sports, music, drama and other activities
- If in doubt about what to do, ask your Tutor or Housemaster/ Housemistress

Liz Worthington, Senior Deputy Head
eaw@kings-school.co.uk

Academic Subjects

English

The Shell English programme aims to introduce Shells to a wide range of literature across poetry, prose and drama. The course is designed to develop the students' ability to write in a variety of styles, to a high level of accuracy, whilst, above all, imbuing them with a passion for literature and a love of words.

Lessons

Students have four lessons of 35 minutes per week and a number of additional preps set outside of this time. Three of the lessons are dedicated to the study of a set text and preparation for any relevant assessments/tasks.

The fourth lesson will be dedicated to discrete learning of grammar through set exercises and teacher modelling, as well as to reading of a class reader text (chosen by the Shell English teachers and kept in the classroom). This class reader will be changed each half term in the case of most students. The CGP GCSE grammar book will provide the basis for tasks, revision exercises and questions. Under the teacher's supervision, students should spend 10 minutes tackling an exercise and its associated revision questions, leaving 20 minutes of the lesson for reading.

Over the Christmas and Easter holidays, and post-summer exam time, students will be asked to write a detailed review/article about their class reader. The most interesting and engaging articles will be selected for printing in a school publication.

Below is an outline of texts studied in the Shell:

Autumn Term – Prose

One from:

- 1) Gothic Fiction anthology, from which a minimum of 2-3 will be taught
- 2) Fahrenheit 451 – Bradbury
- 3) The Road – Cormac McCarthy
- 4) Adam, One Afternoon – Italo Calvino

Lent Term – Poetry

One from:

- 1) A selection of poems from "Songs of Innocence and Experience" – Blake
- 2) A 15-poem selection from "The Faber Book of Beasts" – various (listed below)
 - a. 'I Heard a Fly Buzz' – Emily Dickinson
 - b. 'A Narrow Fellow in the Grass' – Emily Dickinson
 - c. 'The Darkling Thrush' – Thomas Hardy
 - d. 'My Cat Jeoffry' – Christopher Smart
 - e. 'Widgeon' – Seamus Heaney
 - f. 'Cow in Calf' – Seamus Heaney
 - g. 'The Bear' – Robert Frost
 - h. 'The Thought-Fox' – Ted Hughes
 - i. 'A Noiseless Patient Spider' – Walt Whitman
 - j. 'The Polar Bear' – William Carlos Williams
 - k. 'The Mouse's Nest' – John Clare
 - l. 'Ode to a Nightingale' – John Keats

- m. 'Pike' – Ted Hughes
 - n. 'View of a Pig' – Ted Hughes
 - o. 'The Sky Lark' – John Clare
- 3) A 15-poem selection from Larkin's *High Windows* (listed below)
- a. 'Born Yesterday'
 - b. 'Coming'
 - c. 'Toads'
 - d. 'Deceptions'
 - e. 'I Remember, I Remember'
 - f. 'Mr Bleaney'
 - g. 'Toads Revisited'
 - h. 'MCMXIV'
 - i. 'Ambulances'
 - j. 'An Arundel Tomb'
 - k. 'The Trees'
 - l. 'Going, Going'
 - m. 'Sad Steps'
 - n. 'Cut Grass'
 - o. 'The Explosion'

Summer Term – Shakespeare

One Shakespeare play from this list:

- 1) *A Midsummer Night's Dream*
- 2) *The Taming of the Shrew*
- 3) *Romeo and Juliet*
- 4) *Henry V*

Preps and marking

Prep will be set regularly and should consolidate and extend what the students have covered during lessons. Prep will be marked with a representative A-E grade, a generic effort grade. Marks should be accompanied by specific, targeted feedback, allowing the students to improve on their performance. Over the course of the year, preps and other work will draw on the writing styles that are required at IGCSE in order to give students a sound basis in those types of tasks.

Formal Assessments

Every half term, students will be assessed more formally. They will be given an hour in which to complete either an extended writing task linked to the set text, or a summative reading-based assessment, either based on an extract or a whole text. There are a total of 6 formal assessment points in the year. An outline of the assessments is provided below.

Target sheets

After each reading assessment, students will be given a mark /25 and some specific, detailed feedback on improvements to be made. These are recorded in the students' exercise books in the form of a target sheet, an example of which is found below. For writing assessments, content will be marked /20 and a separate mark /5 will be given for accuracy of spelling, punctuation and grammar.

Assessments

Term/Assessment	Assessment
Autumn Term	
Half Term Assessment 1	Writing – either an extract or short story (500 words) in the style of the text/writer studied.
Half Term Assessment 2	Reading – summative assessment based on the chosen text (how does the author portray theme/character/setting/etc) (This will occur in the Shell November exam)
Lent Term	
Half Term Assessment 1	Writing – review/critical commentary* of chosen poet/poem (500 words)
Half Term Assessment 2	<p>Poetry – exploration task. Students should research the work of a chosen poet or a chosen style of poetry (ballad/sonnets/etc).</p> <p>This research should culminate in a short presentation (max of 3 minutes), in which they comment on the kinds of language and poetic features they intend to incorporate into their own creative piece.</p> <p>This presentation will be assessed as an oral piece according to the reading criteria, since it should demonstrate their understanding of poetic form and how well they have managed to develop these ideas in their own work.</p>
Summer Term	
Half Term Assessment 1	Speech (500 words) inspired by study of set text
Half Term Assessment 2 *SHELL EXAM*	Half reading-based, half writing-based formal assessment (King's internal summer exams).

*Note: critical commentary would require the student to engage in some way with the poet's use of language, form and structure, within reasonable expectations for students of this age group.

In addition to the above, students should be exposed to the following types of writing in the form of preps and classwork assignments:

- Letter
- Report
- Journal
- Descriptive writing
- Interview
- Newspaper report
- Magazine article

Target Sheet

Shell Termly Assessment/Target Sheet _____ Term 20 _____		
Assessment:	Grade:	Target (e.g. ensure more variety of paragraphing...):



Alex Latter, Head of English
athl@kings-school.co.uk

Mathematics

Although we essentially follow a three-year course to IGCSE (now the Edexcel (9-1) specification, much of the Shell year is spent consolidating the work that has been covered for the Common Entrance examination, taking each topic to a greater depth and exploring a wider range of applications. Mathematics is taught in sets and transitions between sets are common in the Shell year. There is a common syllabus for the first half of the autumn term, when the initial reshuffle will occur. The pitch of the course will depend upon the nature of each group. Top sets will tackle more challenging or less standard examples, while lower sets will appreciate a larger proportion of time spent on more routine contexts. To this end, different sets use different levels of the same textbook.

All areas of the subject (Using and Applying Mathematics, Number & Algebra, Shape, Space & Measure, Handling Data) are covered, in a cyclical fashion, in the Shell year with the upper sets moving faster and further, being exposed to extension work alongside the standard material.

Sets 1 - 3 might expect to go on to cover the majority of the IGCSE course in the Remove year (studying AQA Certificate Level 2 Further Mathematics the following year) although they will not sit the examination until the Fifth Form. Many pupils in the Shell will be encouraged to sit the 'Intermediate Mathematical Challenge', a national competition which takes place in February each year.

Advice for pupils: DRUMIT - or how to present your work

Date work, both in class and for prep

Rule off after each piece of work

Underline titles etc. with a ruler

Margins should be ruled (about two squares wide), neat, vertical (!) and in pencil.

Inkpen, please, as far as possible

Title: each piece of work should have one, even if it is only the exercise number

A few other pointers:

- Please write 'class' in the margin to signify classwork, and 'prep' similarly
- Any mistakes should be crossed out neatly or ink erased, you don't need correcting fluid
- Make sure corrections you add in later are clearly distinguishable from your first attempts e.g. on right hand side of page
- All graphs and tables should be drawn in pencil
- If you are checking any work in class then use pencil and make neat marks next to the answers
- Perhaps use a bookmark with your textbook so you can find your place again easily next time
- If using more than one column, work vertically down the page and don't zigzag

Stuart Ocock, Head of Mathematics
spo@kings-school.co.uk

The Sciences: Biology, Chemistry, Physics

Science at King's is taught as distinct subjects (biology, chemistry and physics) by specialist teachers in dedicated laboratories. In the Shell year we deliver a course that not only builds on the work done in pupils' previous schools, but introduces new practical skills and rigour in understanding and problem-solving, as well as starting on some important IGCSE material. We aim to stimulate pupils' interest in science, including current issues and the wider context of how science is done and how it impinges on our daily lives.

We follow the Edexcel IGCSE (International GCSE) 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.

More details of the course content can be found under the individual subjects below.

At the end of the Shell year pupils will go into sets according to their ability and motivation. In the first half of the year all pupils are taught the same course in 9 or 10 teaching sets. In the Fifth Form, after some further re-setting, seven sets (approximately) are prepared for the Triple Science qualification (separate IGCSE grades are awarded for Biology, Chemistry and Physics) while the other two or three sets take the Double Award qualification resulting in a double IGCSE grade in Science. Pupils who follow the Double Award route can still study science subjects in the Sixth Form.

Louise Comber, Head of Science (Curriculum)

lmc@kings-school.co.uk

Biology

In the first half of the autumn term we run an introductory course that enables new Shells to develop their biological awareness. Lessons are designed to assess, evaluate and extend each student's understanding of theoretical knowledge as well as their practical skills. With a strong emphasis on experimental work, we ensure every student is well prepared, confident and ready to embark on the Edexcel IGCSE Biology course after half term.

The Shell introductory course seeks to stimulate excitement and engender an appreciation of the wide-ranging impact of biology. While a significant number of King's biologists go on to careers in medicine, dentistry and veterinary science, many others make significant contributions to improving our lives and our planet via their work in cell biology and biochemistry. Their love of biology starts early and we see it as part of our role to inspire their interest and encourage their enthusiasm.

The Edexcel IGCSE biology specification provides an excellent wide-ranging understanding of biological science; it is an excellent foundation for A level biology. The course begins by building on year 7 and 8 topics already covered. We look at the role of individual cells, contrasting a range of functions within the different living kingdoms. Understanding molecular movement across cell membranes introduces concepts that reach fruition, at university, within the design of personalised medical treatment. Studying photosynthesis introduces students to the process of scientific methodology and the logical deduction that arises out of experimental observation. Subsequently we apply the biochemistry of photosynthesis to both food production and an understanding of the flow of energy through ecosystems.

Built into each topic covered is a range of learning skills and opportunities for self-assessment. Our aim is to encourage the development of effective learners and independent thinkers. With

environmental disasters, health scares and miracle medical cures reported on a weekly basis we want to ensure that our students are able to evaluate the validity of biological stories as reported in the media.

Elizabeth Lockwood, Head of Biology
ehl@kings-school.co.uk

Chemistry

The aims of the Shell Chemistry course are to:

- bring everyone to a common standard in terms of theory and practical skills
- provide opportunities for interesting and novel practical work
- provide a sound foundation for the IGCSE course (some of the topics studied in the Shell course will be examined in the IGCSE exams)

In the Autumn Term the emphasis is on practical work in the laboratory. We look at different chemical techniques and make new chemicals such as glass, polymer slime and dyes and we start some of the IGCSE material: separating mixtures and states of matter.

In the Lent Term we study elements, compounds & mixtures, the extraction of metals from their ores and the metal reactivity series.

In the Summer Term we study the preparation and properties of oxygen, hydrogen and carbon dioxide and the composition of the atmosphere. We then move onto looking at the structure of the atom and the sub-atomic particles that all elements are made up of.

Stewart Hayes, Head of Chemistry
sth@kings-school.co.uk

Physics

Physics in the Shell year is designed to introduce pupils to some fundamental concepts and to equip them with the skills that they will need as they progress through the IGCSE course. Initially Shells will undergo a short introductory course aimed to both inspire them in the subject and to equip them with some basic mathematical and practical techniques. Early on in the Autumn Term we will embark on the IGCSE material, using a range of different activities such as practical work, class demonstrations and ICT to enhance the pupils' learning.

In the Autumn Term and the start of the Lent Term we will be studying energy resources and energy transfers.

In the second part of the Lent term and the Summer Term, we will be studying solids, liquids and gases.

Louise Comber, Head of Physics & Head of Science (Curriculum)
lmc@kings-school.co.uk

Advice for pupils for science lessons

You need to bring the following to all lessons:

- A ring binder containing your notes (we will issue a suitable binder) pens, pencils, rubber and ruler
- A calculator
- Your textbook (if supplied)

You should also make sure you know all the health and safety procedures of the laboratory, which will be explained in your first lessons.

Modern Languages: French, German, Mandarin, Spanish

In the Shells (Year 9), pupils are required to do **two** modern languages chosen from **French, German, Mandarin, Spanish or English as an Additional Language (EAL)**.

In the Removes (Year 10) and the Fifths (Year 11), we expect pupils to continue with at least one of these languages to GCSE/IGCSE and stronger linguists will continue with languages programmes in the Sixth Form.

The Languages experience

The aim throughout the Shell year is to teach pupils how to communicate well in the languages that they study, so that they could act as 'family interpreter' at a basic level, whilst at the same time receiving a firm grammatical foundation necessary for further study to GCSE/IGCSE and beyond.

Teaching is in the target language as far as possible and there is an emphasis on pupil-led oral work in lessons although equal importance is given to listening, reading, speaking and writing skills. Topics covered allow students to talk about themselves, their family and friends, their hobbies, their town, their home and their school. Lessons are varied and differentiated to cater for different ability levels and, where possible, pupils are set according to ability based on Scholarship and CE results. Movement between sets is normal during the Shell year following assessments. Pupils who have not studied French, German, Spanish or Mandarin before (please see below for notes for students considering Mandarin as a language option) can elect to take any of the languages *Ab initio* and will be placed in sets with other pupils without previous experience.

Pupils are encouraged to use the Library, where they can enjoy a good selection of easy readers and the department has a wide range of DVDs and books that are available to be borrowed. In this way, pupils can develop their language skills outside of the classroom.

We also encourage pupils to take part in Homestay or Exchange visits arranged by our 'in-house' agency, Continental Connections. Trips to European destinations run in the Remove year and there are also Chinese cultural trips that take place in the UK.

Course books

Where we use the following textbooks as a basis for instruction we also use a wide range of printed and online materials to supplement our languages courses.

French: Tricolore Total 4 (non-beginners), MISSION FRANÇAIS 1 (beginners)

German: Zoom 1

Mandarin: Chinese for GCSE

Spanish: Viva 3 Rojo (non-beginners), Viva 1 (beginners)

Notes for pupils considering Mandarin as one of their language options

The requirements of studying Mandarin are that pupils have an interest and enthusiasm for the experience of learning a language which is different from European languages; and that they wish to gain a full understanding of this language as well as Chinese culture and customs. Those who have some prior knowledge can be catered for with extension work within the set. By the end of the Shell year, pupils have grasped phonetic spelling, basic Chinese grammar, and rules for writing Chinese characters.

Those with a more extensive prior knowledge of the language (both in speaking and in writing characters) can join this group at a later stage, i.e. in the Removes or Fifths, and should not choose this language option in the Shells.

Bilingual pupils

Pupils who are bilingual in 'Spanish-English', 'German-English', 'Italian-English', 'Japanese-English', 'Mandarin-English' or 'Russian-English' may take off-timetable lessons in addition to the two languages that they choose. Pupils who are genuinely bilingual in 'French-English' may choose French as one of their languages for timetabled lessons or they may choose two other modern languages (and have lessons in French off-timetable).

English as a 'Additional Language' (EAL)

English as an Additional Language (EAL) is offered to those pupils who are competent in English but may need extra support to access the Shell curriculum. They may not have studied in the UK before, or perhaps only for a year. These classes aim to support the pupils both linguistically and culturally, helping them to raise their communicative ability and to adapt to school in an English-speaking environment. EAL provision, which is part of our Learning Support department, essentially supports their core subject areas and focuses on both language and study skills. In addition, it assists with research skills and works alongside the Digital Curriculum. For those pupils with more individual needs, English Second Language (ESL) lessons may be necessary either as individuals or in very small groups. Assessment of need is ongoing.

Advice for pupils for modern languages

Learning a language is very exciting and enjoyable, but you have to be organised and efficient. Therefore:

- Do always bring your textbook to lessons, as well as writing paper, pens and pencils
- Do get into the habit of taking down new vocabulary in class without being prompted
- Do keep your files in good order
- Do check prep deadlines carefully, since late work is not acceptable unless there is a very good excuse
- Always write out corrections of marked written work (otherwise you risk remembering only what you first wrote, rather than the teacher's correction!)
- Do not be shy to practise oral work with a friend!
- Do try to travel to the country where the language is spoken whenever the opportunity arises: this always makes lessons feel more fun and purposeful
- Make the most of online and other digital resources which can be fun and very helpful

Ben Pennells, Head of Modern Languages, brp@kings-school.co.uk
Begoña Garces-Ramón, Head of Spanish, bg-r@kings-school.co.uk
Lixin Liu, Head of Mandarin, ll@kings-school.co.uk
Pam Brown, Head of Learning Enhancement, pjb@kings-school.co.uk

Art & Design

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 will 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.

Three specialist studio workshops will be used in rotation during the Autumn term. During this rotation through the department pupils will be given a brief taste of what they are likely to encounter in the following two terms, should they opt for Art/Photography as one of their choices. The Lent and Summer term will provide a springboard to launch the GCSE course in the forthcoming academic year. This will allow those who have opted for Art and Design to begin their artistic journey prior to the start of the GCSE course proper in the Remove. The work created in these two terms could go towards either a GCSE in Art and Design or Photography. Pupils will work on theme-based enquiries, which will be carried out in three main areas:

- 2-Dimensional Studies (paint/collage, photography)
- 3-Dimensional Studies (ceramics and sculpture)
- Textiles (printing, construction and design)

Advice for pupils

When you study Art & Design in the Shell year at King's, you will have the opportunity to use and enjoy visual language in all its diversity. As well as experiencing a range of processes and media, from clay or textiles to digital image manipulation, you will become more familiar with the work of influential artists and designers. It is hoped that you will find the introductory course in Art & Design both fun, informative, and a strong foundation for those who wish to study the subject for GCSE and perhaps to follow a career in the exciting modern world of Art and Design.

When you start the course, you will be provided with a sketchbook that will be used to record the work of the year alongside the classwork, which you need to bring to every lesson.

It is hoped that pupils continue to record images from direct observation and gallery visits throughout the summer in sketchbooks and using photographic media. This work could be brought to the first lesson as a guide to the pupils' own personal interests. There are plenty of opportunities to develop work outside the formal lesson times for those pupils with a particular passion or interest in the subject.

Drawing will be used to promote visual enquiry through analysis and direct response. In parallel with verbal language, it is a fundamental way of recording and documenting observations, expressing intentions and developing ideas. Sketchbooks are important in cataloguing this work. Photography is relevant for both Art and Design and those studying lens-based media. Throughout the areas listed above, an exploration of materials, techniques and equipment will help pupils to develop their skills. The vocabulary and grammar of visual language will be strengthened through set tasks exploring colour, tone, texture, pattern, form, etc. in a variety of practices. The aim of this programme is to help pupils identify their strengths, giving them the means and confidence to produce independent creative work. In addition they will be developing problem-solving and ICT skills throughout their first year.

Peter Cordeaux, Director of Art
pkc@kings-school.co.uk

Classical Subjects

Every pupil at King's has the opportunity to study Classics. Pupils either study the Latin language alongside Classical Civilisation topics or Latin & Greek alongside Classical Civilisation topics.

The School believes that the study of language and culture through Latin is valuable in itself and that it also provides many transferable skills, such as accuracy and sharp thinking, useful to King's pupils. Another important part of the course is the Shell Classics Project where pupils learn how to research and reference a topic of their own choice using the resources of the School Library and IT suites.

After the Shell year, Latin, Greek and Classical Civilisation become optional subjects for GCSE.

Questions about the Classics options may be directed to Janet Taylor, Head of Classics, jt@kings-school.co.uk. The following options are available to pupils:

Classics - Latin and Classical Civilisation

There is more to studying Latin than conjugating verbs. The benefits of studying Latin at any level are many and various: it instils a rigorous approach to study, with the emphasis on accuracy and attention to detail (a skill often lost in this age of spell-checks); it deepens the understanding of English through looking at how the two languages work in different ways; it helps in the acquisition of other modern languages; and it provides a 'long view' of history and opens the eyes to many aspects fundamental to the foundation of Western society. This challenging and very rewarding course should provide a firm basis for future study for all King's pupils.

Many pupils will have studied Latin in their Prep Schools but *ab initio* courses in Latin will be available for those who are coming to Latin for the first time. Pupils may continue to study Latin or Classical Civilisation in the Remove.

Classics - a combined Greek and Latin course plus Classical Civilisation

Those who have a strong background and proven ability in Latin are chosen for this option by the Deputy Head (Academic) and the Head of Department. There are usually three sets: a set for those who have already studied Greek, and two sets of beginners.

Pupils study both languages in one timetabled allocation of periods and have the option at the end of the Shell year either to continue with both languages to GCSE, or to continue with one language to GCSE level. Progress in the languages is rapid. Pupils are soon working at GCSE standard in Latin language; they are able to begin the study of a GCSE Latin literature text. At the same time, they quickly acquire a good understanding of Greek grammar and vocabulary. They begin the study of their Greek set texts in the Remove year. They may also continue with Classical Civilisation at GCSE.

Advice for pupils

- Bring your imagination to lessons
- Have an interest in reading, writing and researching
- Listen carefully to instructions
- Be organised and bring the right text books and equipment
- Hand in preps punctually
- Set your work out neatly and on a clean page (for translations, on alternate lines)

Janet Taylor, Head of Classics
jt@kings-school.co.uk

Design and Technology

During the Autumn Term all Shell pupils will follow an introductory ‘taster’ course involving designing products, solving practical problems and developing making skills. At the end of this introductory course Shells will choose whether they wish to continue studying Design & Technology for the rest of the year or, if they prefer, opt to focus on a different subject.

Shells that choose to study Design & Technology for the entire year will develop their design and making skills using graphical communication techniques, hand and machine tools, Computer Aided Design (CAD), Computer Aided Manufacture (CAM) and computer programming. By the end of the year pupils will have received a thorough preparation in the skills and knowledge needed for the GCSE course.

It is important to note that in order to choose Design & Technology at GCSE level Shell students must have followed the full, year-long Design & Technology course.

Advice to pupils

Not all pupils will have experienced Design & Technology in their previous school, and all of the Shell projects are designed with this in mind, so that both experienced and inexperienced pupils will make progress and be successful.

The Shell curriculum is also designed to give Shells a ‘taste’ of what Design & Technology involves, so that they can make an informed decision about whether they wish to make this subject one of their GCSE option choices.

Health and safety is an important aspect of Design & Technology. Pupils will be shown how to safely use a range of tools and machines. It is essential that pupils only use the department’s tools and machines once they have been shown how to use them by a King’s School Design & Technology teacher or technician, regardless of whether they have used identical or similar machines in their previous school.

Pupils will need to bring to lessons a pen, pencil, ruler and eraser; all personal protective equipment will be provided by the school.

Matthew Rolison, Head of Design & Technology
mjr@kings-school.co.uk

Digital Curriculum

As technology becomes increasingly embedded in our day to day lives, it is sensible and appropriate to reflect these developments in our educational practices. As a school, we wish to embrace the new opportunities that mobile technology offers, educating our pupils with regard to best practice and ensuring that they have the skills of discernment, critical evaluation and technical competence to support and enhance their learning through the curriculum. Acquiring the ‘skills at the point of learning’ is essential, and this is why we have moved away from ICT classes, which have traditionally

taught office-suite-competence in isolation from the subjects being covered within the Shell programme.

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 over the year work in a symbiotic partnership with the core subjects. 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 the current issues relevant to today's adolescents. For example the DC lessons will tackle 'sexting', grooming, peer-pressure, social networks and online reputations. Pupils will develop, in conjunction with the three Rs, skills in the three Cs: creativity, collaboration and communication.

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.

Al Holland, Head of ICT
ajh@kings-school.co.uk

Drama

This course provides an introduction to, and foundation for, the study of drama at King's. It promotes the development of imagination, creativity, confidence and communication, and encourages self-awareness and mutual respect. These valuable skills are necessary for effective group work, both within the drama studio and beyond. Classes are practical and involve a mix of scripted, group devised and improvisational work, with different forms of dramatic stimuli used as starting points for creative exploration. The Shell Drama course ensures that the necessary groundwork is covered to enable subsequent formal study at IGCSE level.

Advice for pupils

Drama is an exciting and enjoyable course designed to give you an initial grounding in all the techniques you will require should you choose to continue with the subject at IGCSE. The course also offers a chance to develop your communication, presentation and acting skills.

The course includes sessions focused upon acting, directing and creating your own pieces. No previous experience is necessary, just a willing and enthusiastic approach.

Rebekah Beattie, Head of Drama
rjb@kings-school.co.uk

Geography

This course provides a bridge between Common Entrance and IGCSE Geography. It is designed to give pupils the experience of studying the subject at a variety of levels. The department is keen to ensure that all will be able to see more of the world in which they live, to explain many of the current issues affecting the world, and to speculate as to how it might change. 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. This is achieved within our theme for the year: '2020 vision and the future of the world'.

Autumn term

We start with an overview of the geography of India (including plate tectonics, the formation of the Himalayas, and the geography of the monsoon season) and China (including population and economic growth). We finish the term with a look at the wide range of natural hazards that impact Man (including wild fires, hurricanes, earthquakes and tsunamis), with a particular focus on current events.

Lent term

We study 'Extreme Cold' as our main theme, learning about life in the tundra as well as the reasons for different climates across the globe, glaciation, the formation of snow, and the causes and effects of avalanches. We finish the term with a focus on Antarctica.

Summer term

In the final term we begin by studying climate change and the greenhouse effect, before moving on to the geographical issues related to extreme heat and deserts (including desertification, desert landforms, and aeolian processes), concluding with a look at the precious resource of water and the resulting threat of 'water wars'. Each pupil is encouraged to reflect on the year's course and formulate his/her own '2020 Vision'.

Advice for pupils

All you need in Geography is an open mind, willing to discuss ideas and listen to others. It is important that you have:

- An awareness of different places and cultures
- An enthusiasm for current world events
- An interest in travel and seeing the world
- An inquisitive approach, wanting to find out more, why, etc.

For Geography in the Shells, you will need to bring the following:

- Pen, pencil, highlighter, and ruler.

You will be supplied with an A4 book to take notes and do your prep in. This will be handed in to your teacher every week, and will be returned to you the following lesson.

Robert Sanderson, Head of Geography
rps@kings-school.co.uk

Global Perspectives

Throughout the Autumn and Lent Terms, alongside their standard work, Shell pupils are asked 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, testing the information they acquire through robust debate and critical evaluation. Pupils are largely, but not exclusively, directed towards material relevant to the developing world, eg China, India and Africa.

Rather than study within the traditional academic subjects, we want our pupils to think differently and synoptically. The main feature of this GP course is that it is entirely research-based and not taught. Teachers are not required to deliver information, but to be available to the pupils for inspiration, guidance and correction in the capacity of their role as pastoral tutors. They are supported by their tutors, by their subject teachers, where applicable, and by the skills they learn in their Digital Curriculum lessons. The library staff provide workshops to assist pupils with their research skills.

Instructions and guidance (for both tutors and pupils) are delivered centrally through the school's Intranet/VLE. The pupils also keep a (critical) progress blog on what they've discovered, done and learnt. This is supervised by, and discussed with, their tutor.

The first part of the course is designed to help them get used to working this way, to begin to show independence and initiative. In the second half of the Autumn Term, all Shell pupils attend the annual Shell Global Perspectives Lecture, which is delivered by a leading expert on either India or China. At the end of the first term, they have a critical reasoning exam in which they are presented with some quite challenging material (some of which they have had access to in advance); the questions require them to reflect analytically, asking them to come to evaluative conclusions from the evidence presented.

In the second term, they produce a research essay broadly based upon the specification for a Level 2 Extended Project. The essay writing programme is endorsed by The Royal Society for Asian Affairs, which sponsors prizes for the very best essays. Some pupils choose to submit their essays for a Level 2 Extended Project qualification in the following year, which is worth half a GCSE. Evaluative titles are submitted in advance for approval; pupils are asked to keep their progress blog up to date with reflective comments about what they are learning and how. The essays themselves should contain the following:

- a (critical) review of sources used
- an extended and coherent discussion
- a conclusion relating back to the title
- footnotes and bibliography.

The course concludes with the pupils giving a presentation, followed by questions and discussion in their tutor groups.

Some examples of essay titles chosen by previous year's Shells:

- Can the leadership of China balance the economy with the need to control pollution?
- China is a one-party state, but is it still a communist state?
- Is the discrimination towards women in India due to the country's culture?
- Win at all costs: is China's grooming of young sportsmen and women ethical?
- Given that there aren't enough toilets in India and millions of people are living in poverty, is the country right to be sending a spaceship to Mars?
- Should the English Premier League be worried about the Chinese Super League?

Advice for pupils

- Keep looking at the GP Intranet pages for material and instructions
- Be prepared to do your own research; don't always wait to be given tasks
- Keep a record (blog) of what you've done and how/whether you have learnt anything
- Always try to consider 'critical questions'
- For the exam at the end of term, make sure that you read the material supplied in advance and obey all instructions
- Don't put off writing the main essay. This will need to be submitted by the end of the Lent Term
- Plan and research it carefully beforehand, submitting your title for approval in good time
- Discuss, analyse and evaluate your work with your tutor
- Enjoy the challenge of taking yourself out of your comfort zone

Robert Harrison, Head of Lower School (Shells)

rtmh@kings-school.co.uk

History

The first aim of the Shell History course is to provide an experience that is both enjoyable and stimulating. We hope that this will encourage as many pupils as possible to continue with the subject to IGCSE and beyond. The second aim is to provide some background knowledge for the IGCSE course, and the third aim is to develop pupils' skills of historical analysis and evaluation so that they are ready for the demands of further study in History and other subjects.

In the first term pupils will study the First World War. This includes a study of the historical debates over issues of nationalism, imperialism and militarism and how short-term and long-term causes led to the war. Then the nature of trench warfare with a special focus on the Battle of Somme and the generals, and the reasons for the end of the war are studied. The term's teaching is enhanced by the whole Shell year group trip to the battlefields of Ypres Salient. There will also be a separate lecture by the well-known military historian Andrew Robertshaw.

In the Lent term there will be a focus on the United States in the 1920s looking at the economy's boom and bust, the experiment of Prohibition, the rise of the Ku Klux Klan and the gangster phenomenon. There will be an examination at the end of the Summer Term.

The summer term will be taken up with a special study on the assassination of President John F Kennedy. There will a focus on whether Lee Harvey Oswald acted alone or in concert with others as well as a consideration of whether he was framed.

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.

Advice for pupils

Suggested background reading for the course:

There are many thousands of books to read but the following may engender interest and enthusiasm:

Birdsong (Sebastian Faulks, First World War novel with adult content)

With a Machine-gun to Cambrai (George Coppard, memoirs of a First World War soldier)

Private Peaceful (Michael Morpurgo, OKS, First World War children's novel)

All Quiet on the Western Front (Erich Remarque, a German soldier's First War memoir)

The Boy in the Striped Pyjamas (John Boyne children's Holocaust novel and now a film)

If this is a Man (Primo Levi, Holocaust survivor)

The Diary of Anne Frank

Sharpe (Bernard Cornwall, Napoleonic War novels)

Enigma (Robert Harris, code-breaking novel set during the Battle of the Atlantic)

Downfall: the Battle for Berlin (Anthony Beevor)

One Summer: America 1927 (Bill Bryson)

Heavyweight academic authors on the two world wars include A.J.P. Taylor, Norman Stone, Niall Ferguson, Hew Strachan and Ian Kershaw. There are many excellent films to watch as well.

David Perkins, Head of History

djcp@kings-school.co.uk

Music

The Shell Music course is designed to meet the needs of a wide spectrum of musical ability, offering a broad introduction to music and music technology. Pupils are introduced to a global spectrum of musical genres and styles in listening topics, and form teams to work on collaborative performing and composing projects in the Apple Mac environment. Pupils learn basic recording techniques and are taught how to manipulate sound using Logic Pro, an industry standard application. Projects include creating music soundtracks and recording sound effects for film clips, as well as the basics of compositional technique.

Advice for pupils

You don't need any prior experience in music to get something out of these lessons.

You will just need to:

- enjoy listening to all types of music
- enjoy using music software
- enjoy recording and manipulating sounds
- work effectively in groups

William Bersey, Director of Music

wmb@kings-school.co.uk

Life Matters (Personal, Social, and Health Education)

Life Matters is a compulsory part of the curriculum from Shell to Fifth Form and it is our belief that all pupils benefit from it hugely. Life Matters (LM) courses attempt to help our pupils prepare for real life issues and encourage them to make mature and considered decisions when dealing with personal and social situations both now and later in life. It considers a variety of topics including personal values, healthy lifestyles and sex and relationships; LM follows a spiral curriculum developing core ideas in greater depth year on year as pupils mature.

Teaching

- LM is taught to the Shells, Removes and Fifth Form as part of the curriculum
- Each Shell set has a double timetabled lesson of LM each fortnight.
- As a general rule, no prep is set, and the pupils do not sit an end-of-term/end-of-year examination.

Academic staff lead the majority of lessons and try to foster an environment in which pupils are encouraged to take an active involvement in class discussions, and where they feel comfortable asking questions and contributing their ideas. Support is available from the Medical Centre and from the Learning Support department, amongst others. The school also uses external expert speakers to lead discussions on a variety of topics such as stress and anxiety, relationships and drugs.

Methods and Organisation

We educate the pupils using a variety of methods and materials including video clips, questionnaires, games, group discussions and debates as well as factsheets and articles.

The Shell Course

- Rules, values and expectations of the King's community. Service to others, kindness, volunteering. Who can help?
- Equality, acceptance, consent.
- Meet the school counsellors. Resilience and mental health issues.
- Maslow's hierarchy of needs. The importance of a healthy lifestyle and positive thinking.
- Social media and e-safety.
- Study skills.
- Sex education including STIs, contraception, consent and healthy relationships.
- First Aid training.
- Smoking, vaping, alcohol and other drugs.
- Sexual orientation, respect.
- Exam preparation and learning support.
- Risky behaviour, self-esteem, personal values.

Zoe Allen, Head of Life Matters
zta@kings-school.co.uk

Physical Education (PE)

The Shells PE programme aims to cover the main areas of the National Curriculum whilst also developing skills in a range of activities including swimming, gymnastics, girls' cricket, spikeball, athletics and badminton, as well as being inducted onto the CV machines in the fitness suite. There will be a focus on components of fitness; how to warm up and cool down; and the benefits these have on performance. We also aim to give Hockey, Netball and Lacrosse some extra attention in the Autumn Term to help develop their skills in time for the Lent Term. Furthermore, Shells will be introduced to the different components of fitness before learning how to train themselves. Additionally, PE facilitates the development of student responsibility for health and fitness as well as encouraging moral development, leadership, teamwork and cooperation with others.

There are four full time members of the PE department (3 male, 1 female) who teach both academic and core PE. They are ably assisted by a trainee teacher and a number of sports graduates. Lessons take place in the Recreation Centre with co-educational groups of mixed ability.

Pupils are expected to attend lessons with all appropriate kit and **school ID cards** to access the Recreation Centre and to attend lessons even if they are put off-games owing to injury or recovering from illness, as they can still participate in a variety of ways.

Advice for Pupils

You will need to have the following:

- ❖ School ID card
- ❖ PE Kit as laid out in the uniform list
- ❖ Non-marking lace-up trainers
- ❖ The ability to arrive at every lesson on time, ready to put 100% effort into every activity that you take part in

You will need to bring **both swimming kit and PE kit to your first lesson** as you will be taking part in a swimming proficiency test. More details will be given to you at your first PE lesson

Linley Portsmouth & Kate Batty, Joint Heads of PE
lw@kings-school.co.uk & kvb@kings-school.co.uk

Religious Studies (RS)

The specific aim in the Shell year is to introduce the pupils to a wide selection of religious, ethical and philosophical ideas and to enable them to think across a wide range of topics. The scheme of work is focussed around a key question for each term (details below). Over the course of the year, pupils will study and evaluate elements of many world religions and will also explore the growth in secularism. The intention of the course is primarily to encourage the pupils to critically engage with both historical

and topical issues and to whet their appetites for further study. We aim to create an atmosphere of sympathetic learning, understanding and personal evaluation in which the pupils can develop enquiring minds and flourish in academic confidence.

Teaching is through a variety of methods ranging from formal instruction to informal discussions and out of classroom opportunities. Pupils are always encouraged to ask questions, to discuss ideas and share opinions. Preps will take a variety of formats, but pupils will often be given GCSE-style questions to familiarise them with the requirements of the GCSE mark schemes and give them a realistic understanding of what would be required at GCSE. In the first term, specific time is set aside for teaching the research skills necessary for future academic success.

Autumn Term

Why do people believe in God?

During the first part of the course the pupils are introduced to concepts related to the Philosophy of Religion, in particular, a consideration of ultimate questions related to belief and the existence of God. They will be expected to evaluate different arguments for God's existence and also consider Feuerbach's projectionist theory of religion.

How does belief affect behaviour?

After half term, pupils will build upon their work on belief, and move on to investigate the way in which belief affects action. They will look at examples of religious and moral behaviour from a range of religious traditions before choosing an influential person (historical or contemporary) to investigate in more depth. They will complete a research essay upon the person of their choosing and will be taught to use the library and online resources to gather the information for their essay.

Lent Term

Religion, Peace and Conflict

This is obviously a wide and varied topic and we do not expect to find answers, but rather to teach the pupils to critically assess information they receive every day and to enable them to find their way successfully through such difficult topics. They will ask; What is conflict? Why does religion frequently get the blame? What is the importance of Jerusalem? Are Capital punishment and Sharia Law relevant in our modern world? Can there ever be such a thing as a Just or Holy War? What have we learned from the Holocaust? Could the world ever achieve Peace? What do we mean when we speak of 'Interfaith dialogue'? What is the Problem of Evil and Suffering and how does Buddhism approach suffering? As we head towards the end of term we consider the implications of the Easter story for Christians.

Summer Term

How do we decide what is good?

The aim of this topic is to provide pupils with an introduction to ethics. Pupils will consider the meaning of the term 'good' and compare deontological and teleological approaches to moral decision making. Pupils will have the opportunity to learn about and evaluate ethical theories such as Utilitarianism and Kantian ethics. It is expected that they will reflect upon their own moral decision making, and consider the role and value of morality within society.

Academic Work: Summary of Advice for Pupils

A positive attitude

- Enjoy your work.
- Always be positive about what you can do. Don't get into the wrong mind-set: your brains can acquire new skills and you can acquire new talents if you practise them, but only if you practise them.
- In lessons you should try to interact with your teachers and engage with the subject material. If you are prepared to put in the effort, you will usually get good results.
- Lots of people are here to help you. Please ask your teachers if you are unsure of anything. If you are still unsure or having difficulties, please tell your tutor.
- Remember your manners.

Knowledge

- Learn your timetable. At least, make sure you copy it out on to your calendar. Carry your calendar with you at all times.
- Know when your preps are. Make sure you do them on time and give them to the teacher when required.
- Aim to find your way around the school as soon as possible. Always ask someone if you are lost. Everyone is willing to help.

Equipment

- You must make sure you have all the books and files you need for each session when you leave your House to go to lessons. There isn't time to go back to your House between lessons.
- You must carry your laptop/tablet (if you have one), books, files, stationery, etc. in a strong, clearly named navy or black bag.
- Do not use your phone when walking around the school or in academic time; if you bring it to lessons, hand it in at the start without being asked.
- Some subject teachers will provide exercise books for you to write in. Others will expect you to do work on A4 paper and to insert it into files; others will expect it to be done electronically. Make sure you have enough files and paper. Keep your files tidy.
- You must take the right equipment to every lesson. Please look at the subject guidelines in this Guide. You should always have a pen, pencil and paper with you (and a calculator for maths and some science lessons).

Stationery List

Required items

- Pens
- Pencils
- Pencil sharpener
- Coloured pencils
- Highlighters
- 30cm ruler
- Scientific Calculator
- Pair of compasses
- Protractor
- Rubber eraser
- A4 lined paper
- A4 ring binder files
- Modern Language dictionaries (large Collins recommended)

Recommended items

- File dividers
- Ink eraser

Some Useful Contacts

Mr P J M Roberts	Headmaster	01227 595527 headmaster@kings-school.co.uk
Mrs E A Worthington	Senior Deputy Head	01227 595507 eaw@kings-school.co.uk
Mr L G Bartlett	Deputy Head (Academic)	01227 595510/595771 lgb@kings-school.co.uk
Miss Tanya Lee	Deputy Head (Pastoral)	01227 595560 tl@kings-school.co.uk
Mr M J Miles	Senior Tutor	mjm@kings-school.co.uk
Mr R T M Harrison	Head of Lower School (Shells)	rtmh@kings-school.co.uk
The Revd L R F Collins	Senior Chaplain	01227 595613 lrfc@kings-school.co.uk
The Revd M Robbins	Assistant Chaplain	mcr@kings-school.co.uk
Mrs P J Brown	Head of Learning Support	01227 595758 pjb@kings-school.co.uk
Mrs L A Renault	Examinations Officer	01227 595510 lar@kings-school.co.uk
Mrs G V Hone	Academic Assistant	01227 595510 gvh@kings-school.co.uk
Miss P K Rose	Librarian	01227 595608 pk@kings-school.co.uk
Mr R Falcon	Head of IT Support Services	01227 595699 rf2@kings-school.co.uk
Mrs J McLeod	Music Administrator	01227 595556 music@kings-school.co.uk
Ms Paula Williams	University and Careers Officer	01227 595550 pw@kings-school.co.uk
Mr Patrick Killeen	Information Systems Officer	01227 595647 pwk@kings-school.co.uk