

Curriculum Policy

2019-2020

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Contents

Curriculum Statement.....	1
Curriculum Details	2
Spiritual, Moral, Social and Cultural Development	2
Numeracy	3
Literacy and Linguistic	3
Scientific	5
Technological: Design & Technology	6
Information Technology & The Digital Curriculum	6
Human and Social	8
Creative and Aesthetic	9
Physical	9
Global Perspectives	9
Special Educational Needs and Education Support (includes EAL)	10
Gifted & Talented – and Stretch	12
Personal, Social and Health Education (The Life Matters courses)	13
Careers Education	13
Equal Opportunities and Gender	14
Setting	14
Prep/Homework/Holiday work	15
Appendix 1: Timetable and Lesson Structure at King's.....	18
Appendix 2: International College Curriculum & Timetable	19

Curriculum Statement

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

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

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

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

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

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

Luke Bartlett, Deputy Head (Academic)

Curriculum Details

Spiritual, Moral, Social and Cultural Development

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

During academic lessons, pupils are encouraged as follows:

1. to pursue further knowledge and understanding through asking questions
2. to reflect upon deeper non-material and ethical questions
3. to engage in discussion and debate, learning the skills of listening to and respecting others

4. to show initiative
5. to accept responsibility for their own learning and actions
6. to form balanced and well-reasoned opinions of their own
7. to have high aspirations
8. to understand the importance of self-assessment and self-evaluation
9. to work with and help others
10. to understand and respect their heritage and environment
11. to understand and respect cultural diversity
12. to be aware of and understand issues and responsibilities of citizenship: local, national and global

Numeracy

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

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

Essentially a three-year course to (Edexcel) IGCSE Mathematics is followed, although the top two/three sets will finish most of IGCSE by the end of the Remove and will cover the AQA Further Mathematics course in the Fifths, with both examinations taking place at the end of that year.

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

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

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

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

Literacy and Linguistic

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

English is compulsory from the Shells to Fifths (Years 9-11). In the Shells it occupies 12.25% of curriculum time (5 periods per week including one reading period); in the Removes 12.25% (5 periods per week) and in the Fifths 14.6% (6 periods per week). Whilst English and Language (Modern and Classical) Departments deal specifically with language skills and literacy, the latter, in particular, is seen as a whole-school responsibility.

Before the **Shells** arrive, the English Department has a snapshot of their linguistic skills from Common Entrance, King's Scholarship and our own 13+ and 14+ entrance papers, but these are supplemented at the beginning of the Shell year by a 'screening test' that lasts about thirty minutes. This is administered by set teachers and marked by the Head of Learning Support.

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

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

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

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

Modern Languages

All Shell pupils are asked to study **two** modern foreign languages from a choice of four (French, German, Mandarin and Spanish). Thus, they have seven periods per week in the Shells (seven periods per fortnight in each language) (16%). A small number of overseas pupils each year opt or are guided to take EAL lessons in place of one language.

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

Approximately half the GCSE cohorts study two modern foreign languages and 95%+ study at least one.

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

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

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

The Library

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

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

Shell Library Lessons All Shells will have timetabled sessions in the library starting in September 2019. These will be double lessons provided once a fortnight on reading and information literacy skills. Each lesson will start with a passage being read aloud, to introduce them to authors they may not necessarily have read, and will include a competitive element for pupils to guess the genre, etc.

Lessons will include:

- a. How info is used and fake news
- b. Use of OPAC and online resources
- c. Referencing
- d. Critical thinking
- e. Essay basics
- f. Use of primary, secondary, and tertiary sources
- g. Scanning/skimming

Other activities will include:

- h. Shells giving their own tour of the library
- i. A "Book Journey" by Carrah Wright
- j. Interactive Fiction computer game design with Philippa or Mary
- k. A tour of the Archives with Peter Henderson
- l. Picking a book or electronic material to read over half-term

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

Scientific

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

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

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

pupils can be stretched further through following an optional GCSE course in either Astronomy (moved to a 6b option from Sep 2017) or Earth & Planetary Science (Geology)

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

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

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

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

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

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

Technological: Design & Technology

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

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

Information Technology & The Digital Curriculum

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

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

Pupil (and staff) internet access has suitable filtering applied. However, as many pupils now connect to the internet via mobile devices/3G ipads/4G phones etc., outside of the school's control, parents must assist in the education of their children as to what constitutes safe browsing (e-safety lessons are conducted by the school at the start of the Shell year and are an integral part of the Digital Curriculum outlined below, as well as the broader PSHE programme). Internet access, e-mail and ICT resources

are provided subject to our acceptable use policy, to which all users must adhere. King's has strong multimedia resource provision, as well as audio-visual editing facilities in the art department, and music editing suites, and a fully featured computer-based recording studio in the music department. As well as the Windows based network, there is a network of 100 macs for Music, Art and Photography department use.

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

Teaching the Digital Curriculum

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

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

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

Human and Social

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

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

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

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

Creative and Aesthetic

These subjects fall into the IGCSE/GCSE and Sixth Form option blocks. All King's pupils have many opportunities to involve themselves co-curricular music and drama, from house plays and concerts to major choral and orchestral events and school plays. The annual end of summer term King's Week Festival is the highlight of the year in this respect.

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

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

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

From September 2018 the Shells have had four periods a week of 'Creative and Practical' Subjects – DT, Music, Art and Drama: two double lessons a fortnight in two subjects until Half Term in October, and then switching to the other two. In December they then choose two of the four subjects to continue for the rest of the year.

Physical

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

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

PE as Sports Science is also available as an examination option at GCSE and A Level.

Global Perspectives

In September 2019 we reformed the Shell GP programme, which comprises several strands.

Fortnightly lessons to support the themes of the year, prepare for the competitions, and develop awareness of the world and their place in it.

An inter-house General Knowledge 'on the buzzer' competition

All Shells give a presentation on one of four themes and one of four developing countries to the other Shells in their house; Grand Final of the best from each house in the Malthouse in April with visiting judges. Prizes.

General Knowledge and Global Perspectives exam paper in December – 100 multiple choice questions. Prizes for the best in each Shell class.

Special Educational Needs and Education Support (includes EAL)

There is a full and separate policy. The aims and objectives have been reproduced here:

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

Aims

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

Objectives

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

English as a Second Language

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

There are about 20% of pupils for whom English is not the language spoken at home, but many of these are fluent and confident in English. These fall into three groups:

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

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

- ◇ Cambridge IGCSE English as a second language during the Remove or Fifth years

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

Bilinguals

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

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

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

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

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

Gifted & Talented – and Stretch

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

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

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

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

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

Personal, Social and Health Education (The Life Matters courses)

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

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

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

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

The Sixth Form meet fortnightly for plenary or small group (20) Life Matters sessions incorporating Careers, UCAS, PSHE, life skills, motivational talks.

Careers Education

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

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

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

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

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

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

Equal Opportunities and Gender

The School has an almost exactly 50%-50% girl-boy ratio currently. It is fully co-ed in every sense and every attempt is made to ensure that this remains so in all aspects of the curriculum:

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

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

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

Setting

Shells

Most **Shell/Year 9** subjects are taught in forms. The exceptions are maths, modern foreign languages, sciences and classical subjects where they are setted in bands, though these sets depend to an extent upon their forms, and *vice versa*. There are **nine** forms in 2019-20. The forms themselves are divided into three bands for timetabling purposes and three levels (upper, middle and lower). Placing in the levels depends upon performance in the various entrance examinations. Within each band, pupils are organised partly alphabetically, partly to ensure a good balance of boys and girls, and partly to avoid too many from one Prep School or House being in the same form or set.

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

The forms are designated (not in this order): C, A, N, T, E, R, B, U, Y. There are three bands of three forms in each. Pupils are taught in their forms for: **English, Geography, History, RS, PE, Global Perspectives**.

The banding and setting structure varies slightly from year to year to accommodate pupil needs and abilities.

Removes and Fifths

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

Sixth Form

Pupils are set in **maths, chemistry, physics and modern languages (and occasionally in economics)** according to how their chosen subjects fall within the option blocks. Other subjects do not set as such though every effort is made to balance the teaching groups and (especially in English) to avoid a pupil being taught by the same teacher as at IGCSE.

Prep/Homework/Holiday work

Shells, Removes and Fifth Forms¹ are set regular c.30 minute preps/homework as follows:

Shells	Removes	Fifths
English x 2	English x 3	English x 3
Maths x 2	Maths x 3	Maths x 3
Modern language 1 x 2	Core Mod language x 2	Core Mod language x 2
Modern language 2 x 2	Biology x 2	Biology x 2
Classics x 2	Chemistry x 2	Chemistry x 2
Biology x 1	Physics x 2	Physics x 2
Chemistry x 1	Option 1 x 2	Option 1 x 2
Physics x 1	Option 2 x 2	Option 2 x 2
Geography x 1	Option 3 x 2	Option 3 x 2
History x 1		
Religious Studies x 1		

The general rule is that these are set during a taught lesson with written material required at the beginning of the next lesson. An approximate timetable is designed to ensure that pupils do not have more than three written preps on one day, except for week-ends when they may have four. Tutors and Hsms should help pupils to manage their prep planning.

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

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

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

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

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

Holiday work guidance

Exeat	Shells	Removes	Fifths	6b	6a
Autumn half-term	General reading Remedial catching up if required	General reading Remedial catching up if required	General reading Remedial catching up if required Reading ahead with some guided work	Advanced and directed subject reading Remedial catching up if required Reading ahead with some guided work	Advanced and directed subject reading Oxbridge and/or Medical candidates should be given strong advice and direction,

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

					including preparation for TSA tests (or equivalent)
Christmas and New year	General reading Some general preparation for the Global Perspectives essay	General and some specific reading	Directed revision work for January school 'mock' exams	Advanced and directed subject reading	Advanced and directed subject reading Directed revision work for January internal exams
Lent half-term	General reading	General reading	General reading/research	General reading/research	General reading
Easter	General reading	General reading Early entry IGCSE language sets should be provided with revision work, past questions, etc.	Directed revision work, past questions, etc.(Use of VLE) Final exam preparation	General reading/research Some directed revision work for the internal exams in Summer	Directed revision work, past questions, etc.(Use of VLE) Final exam preparation
Summer half-term	General reading and some guidelines with regard to revision for summer exams	General reading and some guidelines with regard to revision for summer exams	Final exam preparation	General and subject specific reading/research EPQ research	Final exam preparation
Summer	General reading	General reading	Preliminary reading for the Sixth Form	General and subject specific reading/research EPQ research	

Year 9 Shell	Years 10 and 11 Remove and Fifth Form
English Mathematics Biology Chemistry Physics Modern Languages: French, German, Mandarin and Spanish ³ Art Classics ⁴ Design Technology Digital Curriculum Drama Geography Global Perspectives History Library Music Life Matters (PSHE) Physical Education (PE) Religious Studies (RS)	<u>Core GCSE or IGCSE subjects:</u> English Language English Literature Mathematics ⁵ Sciences ⁶ Modern Language ⁷ <u>Optional GCSE or IGCSE subjects (three of):</u> Art <u>or</u> Photography ⁸ Classical languages ⁹ Classical Civilisation Computer Science DT: Engineering <u>or</u> Product Design Drama Geography History (a second) Modern Language ¹⁰ Music ¹¹ PE Religious Studies <u>Other subjects taken by everyone each fortnight:</u> Physical Education (PE) Life Matters (PSHE)

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

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

All pupils continue with the following to GCSE/IGCSE:

- **Mathematics:** one IGCSE; the present policy for the ‘top’ mathematicians is for them to work towards both the IGCSE and the AQA Further Maths Level 3 qualification preparing them for A Level. Both are taken at the end of the Fifth Form.

² To be read alongside the Lower School and Middle School Guides.

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

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

⁵ The top two or three maths sets usually take an advanced ‘Free Standing Maths Qualification’ (FSMQ) in addition to the IGCSE

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

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

⁸ Can also be studied as an extra in an ‘out-of-timetable’ group

⁹ Removes/Fifths: Latin *or* Greek with Latin (two GCSEs)

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

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

- **Science:** two or three IGCSEs as either the Double Award or as Separate Sciences; The final decision as to who is to take the Separate Sciences or the Double Award is taken at the end of the Remove year, although there are occasionally later changes for exceptional reasons.
- **Modern language:** Although these actually fall within our option blocks, we do expect our pupils to take a modern foreign language for GCSE/IGCSE; in exceptional cases, we are prepared to relax this rule to allow a pupil to choose another optional subject instead.

Appendix 1: Timetable and Lesson Structure

6a & 6b	from Jan	p1	p2	p3	break	p4	p5	p6	p7	Central Hour	p8	p9	p10	Late Hour	Supper	House meeting	Prep
	0835-0855	0855-0930	0935-1010	1015-1050		1115-1150	1155-1230	1235-1310	1315-1350		1450-1525	1530-1605	1610-1645	1700-1845	1800-1910	1915-1925	1930-2100
Monday	Prayers							Lunch									
Tues	Prayers										Games						
Wed	House							SFP	Lunch	CCF/Volunteering/Activities			Tutor				
Thurs	Prayers										Games						
Fri	Cong. Prac.								Lunch								
		0835-0910	0915-0950	0955-1030		1055-1130	1135-1210	1200-1300	1300 onwards								
Sat		1 or 5	2 or 4	3		4 or 2	5 or 1	Lunch	Games								
Rem & Fifths from Jan	p1	p2	p3	break	p4	p5	p6	p7	Central Hour	p8	p9	p10	Late Hour	Supper	House meeting	Prep	
	0835-0855	0855-0930	0935-1010	1015-1050		1115-1150	1155-1230	1235-1310	1315-1350		1450-1525	1530-1605	1610-1645	1700-1845	1800-1910	1915-1925	1930-2100
Monday	Prayers							Lunch									
Tues	Prayers							Lunch			Games						
Wed	House							Lunch		CCF/Volunteering/Activities			Tutor				
Thurs	Prayers							Lunch		Games							
Fri	Cong. Prac.							Lunch									
		0835-0910	0915-0950	0955-1030		1055-1130	1135-1210	1200-1300	1300 onwards								
Sat		1 or 5	2 or 4	3		4 or 2	5 or 1	Lunch	Games								
Shells	from Jan	p1	p2	p3	Break	p4	p5	p6	p7	Central Hour	p8	p9	p10	Late Hour	Supper	House meeting	Prep
	0835-0855	0855-0930	0935-1010	1015-1050		1115-1150	1155-1230	1235-1310	1315-1350	1350-1450	1450-1525	1530-1605	1610-1645	1700-1845	1800-1910	1915-1925	1930-2100
Monday	Prayers								Lunch								
Tues	Prayers							Lunch			Games						
Wed	House							Lunch		Activities			Tutor				
Thurs	Prayers								Lunch		Games						
Fri	Cong. Prac.							Lunch									
		0835-0910	0915-0950	0955-1030		1055-1130	1135-1210	1200-1300	1300 onwards								
Sat		1 or 5	2 or 4	3		4 or 2	5 or 1	Lunch	Games								

There are 41 timetabled periods per week, operating on a two-week timetable.

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

Saturday lessons swap over after half term each term from 1-5 to 5-1.

There is no change from winter to summer timetable.

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

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

Appendix 2: International College Curriculum & Timetable

Person responsible: Joint Principals
King's School, Canterbury International College
Reviewed: Policy dated August 2019. To be reviewed August 2020.

The King's School, Canterbury International College

A King's Education

A King's education focuses upon the needs of the developing individual. In so doing, it is built upon the twin pillars of:

- The academic studies within the curriculum; these are the main subjects studied during the day/week.
- The additional extension and enrichment activities, which help a student to flourish; some of these are catered for within the curriculum, some are outside, known as the co-curricular.

The highest quality of pastoral care underpins everything we do. All students are guided by experienced teachers and support staff dedicated to ensuring their safety and personal development. In fact, a King's education is community-based where students and staff are integral parts of a busy network of talented individuals developing their own skills but working together for the common good: personal development through a top quality all-round education.

1. The Learning Experience

The King's academic programme is designed to encompass both depth and breadth. Built upon historic foundations, the developing individual is taken out into the wider world locally, nationally and globally.

Education forever changes. We are now in a digital world of instant and mobile connectivity, dominated by information and data. There are exciting opportunities for a new pedagogy. There are new and different challenges. Our task is to develop and deliver a curriculum in a way that is relevant to today's teenagers and the specific needs of those joining the College, but without jettisoning what we value so highly from the past.

Therefore, the College focuses upon some traditional subject areas, all taught in a modern way, together with some new and innovative courses designed to provide students with the skills they need for further study and a genuine international perspective. To help achieve this, all teaching and learning has at heart the core themes of researching, questioning and communicating.

- Researching

The College promotes a spirit of enquiry beyond the confines of our students' 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 of learning for learning's sake.

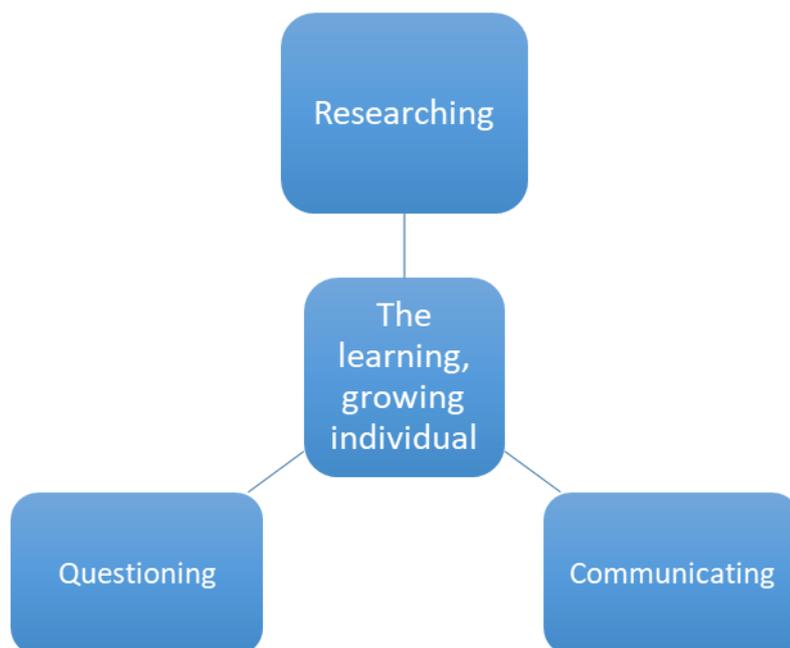
- Questioning

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 students 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, music and sport as well as understanding the power and responsibility of the written and spoken word.



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

The role of the teacher is to motivate and support learning, through encouraging research, questioning and discussion, rather than specifically delivering information (though there is always a time for that). He or she is still a central figure, guiding the learning and directing conversation, but lessons are discursive, much more like seminars, with students encouraged to talk about what they are doing at all times.

Students also have many opportunities for collaborative learning (i.e. working together on a task) and for delivering presentations to their peers.

2. Curriculum Details

All teaching and learning is in English, except where students are learning or practising a different language, and extra specialist support will be provided as part of the everyday curriculum. Those who need additional help with their English will have slightly restricted programmes of study elsewhere.

All students follow a compulsory wide-ranging curriculum covering English, Mathematics, Science, Humanities and Health & Well Being with a range of further options available for GCSE/IGCSE.

Year 9

In Y9, students follow a broad curriculum that allows them to develop a love of learning, and gives them the opportunity to experience how a range of subjects are taught in the UK, so that those who move on to other schools for Year 10 can make meaningful subject choice decisions. Some of these are taught combined with Year 10 students, to allow for more meaningful class sizes. Custom subjects such as Combined Humanities and Business & ICT provide insight into various disciplines, which broadens students' understanding of what subjects they might like to choose when they move on to another school, or for their Year 11 courses at the College.

Year 10

In Year 10, rather than start two-year GCSE courses in all subjects, our students only do so in Maths and Science. This is because for the most part, Y10 students have newly arrived in the UK and its education system, and are not in a position to make meaningful and informed subject choice decisions prior to their arrival. By allowing them to experience a broad curriculum, we are able to discover talents students may not have known they had, or foster interests in subjects that are taught wholly differently compared to the students' home countries. In addition, by participating in non GCSE courses such as Drama and Sports with Year 9, students are able to develop the language, communication, discipline, and study skills they will need to make a success of their one-year GCSEs in Year 11.

Year 11

In Year 11, students study towards GCSEs or iGCSEs that are taught over the course of just the one year, except for separate classes for Maths and Sciences, where students who arrived in Year 10 continue with the programme started in that year. English, Maths, Science, and Global Perspectives are compulsory: they provide key qualifications in subjects and study skills that will be essential for A level and university study in the future. In addition, students choose from a range of options. With different subjects placing varying demands on students' time, not all subjects have the same lesson allocation, so students will complete courses in varying amounts of subjects, depending on their individual timetables.

Core	
English	Taught in classes but personalised so that every student is challenged; individual or small group lessons provided as required; IGCSE Language or OCR English Language offered to those on the one year IGCSE course. Years 9 and 10 work towards the PET or IGCSE Language qualification, with the option of changing onto the First Language GCSE in year 11.
Mathematics	Taught in classes but personalised so that every student is challenged; IGCSE offered in Year 11 with extension work in Further Maths.
Science	Years 9 take a combined science course, while Years 10-11 follow the Edexcel IGCSE syllabus in all three sciences, with options to take the Single, Double or Triple (the latter through extension activities, rather than timetabled lessons).
Compulsory	
Global Perspectives	Global Perspectives is an exciting and modern qualification that places great emphasis on skills, not just content. Students research, present, cooperate in teams, while studying topics that cover global 21 st century life. Students in Year 10 and 11 work towards the IGCSE qualification, and students in Year 9 follow a Global Perspectives foundation course.
Health & Well Being	Health and Well Being lessons cover traditional PSHE content, but also culturally relevant ideas, such as how to approach a traditional formal dinner. In Years 9 and 10, a double lessons of key sports provides key life skills, as well as an introduction to team sports. In the Autumn Term, all students will do Swimming, in the Spring Term Basketball, and in the Summer Term Cricket.
Extended curriculum and options	
Art and Design	Year 9 and Year 10 are taught Art, Music, Drama, Business and ICT, which allows students to develop key communication and study skills
Music	
Computing	
Drama	

Economics	<p>or consider whether they might like to pursue the subjects in the future.</p> <p>Drama and ICT are not available as GCSEs at the College.</p> <p>Students will be entered for public examinations in their own language in Year 11 where this is appropriate. Some tuition will be provided in the run-up to exams for this, but this will be in addition to their normal, full timetable.</p> <p>Individual students may receive tuition for another language where this is appropriate and has been agreed with the Joint Principals.</p> <p>Year 9 students follow a broad humanities course including History, Geography, and Economics. At GCSE level, only History and Economics are available as options.</p>
Business and ICT	
Humanities	
Languages	
Extra and supra-curricular	
Sports	Regular sports and exercise through the Games programme.
Activities & Clubs	Further enrichment from a choice of pursuits, inside and outside the curriculum, including the International College Choir

3. The College Day

The College academic week and timetabled periods largely mirror the structure at the senior school, which allows for integration in terms of games and activities.

	B	C	D	E	F	G	H	I
			Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Wake up		7:00						
Tick in		7:40						
Breakfast		7:45 - 8:15						
P1		8:30 - 9:25	P1	P1	P1	P1	P1	P1
P2		9:30 - 10:25	P2	P2	P2	P2	P2	P2
Break		10:25 - 10:40						
P3		10:45 - 11:40	P3	P3	P3	P3	P3	P3
P4		11:45 - 12:40	P4	P4	P4	P4	P4	Tutor + Lunch at 12:10
Meetings		12:45 - 13:00	Tutor	House	Tutor	House	Assembly	
Lunch		13:05						
			Choir	Games + free	Activities	Games + free	Activities	Games + free
P5		15:00 - 15:55	P5					
P6		16:00 - 16:55	P6		P6			
Break		16:55 - 17:10						
House Curfew		17:00						
Quiet Hour / Activities		17:15 - 18:15						
Supper		18:30						
Tick in and meeting		19:00 - 19:10						
Prep		19:15 - 20:45						
Free		20:45 - 21:30						
Bed from		21:45						