



THE
KING'S SCHOOL
CANTERBURY

Curriculum Policy

Responsible Person: Deputy Head (Academic)
Latest Review Completed: September 2024

Curriculum Policy

2024-2025

Person responsible: Deputy Head (Academic)
Next update: September 2025

Contents

Curriculum Statement	3
Curriculum Details	4
Spiritual, Moral, Social and Cultural Development	4
Numeracy & Mathematics	4
Literacy and Linguistic	5
Scientific	8
Technological: Design & Technology	9
Information Technology & The Digital Curriculum	9
Human and Social	11
Physical	12
Global Perspectives	13
Special Educational Needs and Education Support (includes EAL)	14
Gifted & Talented – and Stretch	15
Personal, Social and Health Education (Life Matters)	16
Careers Education	17
Equal Opportunities and Gender	18
Setting	18
Prep/Homework/Holiday work	19
Appendix 1: Timetable and Lesson Structure	22
Appendix 2: International College Curriculum & Timetable	23

Curriculum Statement

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.

The academic programme of lessons, prep (homework), assessments & public exams lies at the heart of the school's activities and is the single most important facet of pupils' education, within our holistic and broad approach aiming to provide a world-class education in the 2020s.

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 **Global Perspectives** programme. In the Removes and Fifts, our pupils continue to hone skills learnt and develop themes further alongside their IGCSEs and GCSEs. We encourage pupils to study a wide range of subjects including at least one modern language for all pupils in Y9 and to GCSE; nearly all pupils take at least one humanities subject to GCSE, and many choose at least one 'creative' subject, within the normal total of 10 GCSEs.

The Govian reforms to A Levels were 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.

The model for the wider and deeper A levels means that the standard number of subjects taken in the 6b year is four (three main subjects and an E block half-choice), although with a significant minority (typically 24-28%) complete four or more full A levels, mostly those with Further Maths as a fourth, or a bilingual language.

At King's, we offer an unusually wide variety of academic courses, providing our Sixth Form pupils with a wide academic experience and opportunities for choice. There are 33 A level subjects on offer, the most of any school in the country, we think, plus two BTEC A level-equivalent qualifications. Our themes of researching, questioning and communicating are central to life in the Sixth Form, exemplified by the encouragement to take the Extended Project Qualification or another broadening course, alongside three A Levels, and help to establish the habits of deep and wide learning that are essential for achievement in public exams and in life.

Luke Bartlett, Deputy Head (Academic)

Curriculum Details

The below is to be read alongside the Guides for the Shell year, the Middle School years, and the Sixth Form years in which specific details of the public exam courses are given.

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 & Mathematics

Pupil numeracy is assessed formatively in day-to-day teaching, prep work, the interim reporting system, and summatively in internal and external exams – not only in Mathematics but also in the Sciences. The aim is to ensure that all pupils achieve at least a passing grade 4 at GCSE or IGCSE in mathematics. If a pupil fails to achieve the grade 4 (a C on the old scale) in Year 11, s/he is given extra help with retake opportunities in the Sixth Form until this is attained. Some with grades 4 and 5 retake Maths to improve the grade.

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; ISEB Pre-test now in many cases during the Autumn Term of Year 6, then those at UK prep schools still tend to sit some Common Entrance papers (we insist on level 2/Core in every subject bar Classics). Those taking our own 13+ Scholarship papers are usually excused Common Entrance with a strong performance. Others take 13+/14+/16+ entrance tests largely sat in the January before entry.

Pupils are setted by apparent ability in the Shell year in some subjects (Maths, English, Languages, Classics) but are placed in deliberately mixed-ability classes for Science and the other subjects. Individual setting is under regular review in Maths and Languages following class assessments and the

use of a year-wide exam in the first and third terms of the Shell year. Sometimes CEM data from MiDYiS after testing in September informs setting later in the year.

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 Level 2 course in the Fifths (not as broad as a GCSE course but at the same level and graded (9-1)) with both examinations taking place at the end of that year.

In the Sixth Form mathematics is a popular A level with typically 60-70 pupils taking single maths and another 30-40 taking double maths – approximately half the cohort in total.

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.

The Maths 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 and Removes it occupies 12.25% of curriculum time (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 or the King's Scholarship or 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 examined by 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 and 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.

Remove pupils follow the Edexcel IGCSE English Language and CIE IGCSE English Literature 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. 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 not intended to be a range of more than two grades achieved, eg 7-9 or 5-7.

Teaching in the **Fifth** year largely revolves around set texts. A full mock for both English Language and English Literature take place in January, when intensive correction of scripts is made and further advice given.

A level Literature course: 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 for or are guided to take EAL lessons in place of one language. A very small number of other pupils have Learning Enhancement sessions in place of one language. Beginner languages are encouraged and supported in the Shell year, and many reach GCSE over three years successfully.

Removes and Fifth Formers are expected to study at least **one** modern foreign language from a choice of four: French, German, Mandarin and Spanish. This rule might be disapplied in exceptional cases after discussion with the Deputy Head (Academic). Therefore, nearly all pupils study one of these modern foreign languages for at least 4 periods per week (nearly 10% of curriculum time). About 40% of the GCSE cohorts currently choose two languages.

Bilingual pupils are provided with the 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* including a set of Greek beginners. 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 School 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 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 iPads. 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 have timetabled double lessons once a fortnight supporting 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 21:30 on weekdays, 08:30 to 18:00 on Saturdays and 11:00 to 21:30 on Sundays.

Scientific

Science at King's is taught as distinct subjects (biology, chemistry and physics as the core three sciences, with geology GCSE as an option and astronomy offered to top Y11 sets, with geology offered at A Level) by specialist teachers in dedicated laboratories. We aim to deliver courses which prepare them, not only for A Level courses in science and for life as scientifically-informed adults, but also to develop the particular skills which science nurtures, such as numerical, analytical and ICT skills alongside critical thinking.

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

We then follow the Edexcel IGCSE courses 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: 99, 98, 88, 87, 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 (currently a one-year course for Fifths also open to 6bs).

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 (CPACs).

In the Shell pupils are taught in deliberately mixed-ability, mixed-background groups for the year before being sorted into four bands for the GCSE years.

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

- Harvey Society (the school's science society): regular talks, mostly from visiting speakers, some very distinguished.
- 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, often led by a King's student.
- Chemistry Research: a small team of 6th form chemistry students carry out high-level analysis and synthesis when there is enthusiasm for this in some years
- Biology Research: a small group of 6th form biology students carry out research projects, typically at the rocky shore of Reculver and in local rivers to examine the ecosystems there. We hope to publish the results of their research in due course.
- Linacre Society (the school's academic medical society)
- 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 MSP parent portal containing basic information, school reports, correspondence, etc.

Pupil (and staff) internet access has suitable filtering applied. However, as all pupils now connect to the internet via tablets/smartphones 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 audio-visual editing facilities in the art department, music editing suites, and a modern recording studio in the music department as well as state of the art audiovisual kit in the Malthouse. As well as our Microsoft-based network there is a network of 100 Macs for Music, Art and Photography department specific software 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 Milner Hall above the Psychology department and are available six days a week with on-call cover.

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.

We offer Computer Science at IGCSE and A Level; all Shell pupils receive an introduction to programming in their Digital Curriculum lessons 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 Fiftths.

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. Audio and video clips are used selectively in order to stimulate discussion.

Creative and Aesthetic

While all subjects, including Maths, consider themselves to be creative, our 'Creative subjects' – Music, Art, DT, Drama, Photography – 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 King's Week Festival in June-July is the highlight of the year.

Shell Art & Photography: 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.

The Shells have four periods a week total of 'Creative and Practical' Subjects – DT, Music, Art & Photography, and Drama on a carousel for the first term and then in December they then choose two of the four subjects to continue for the rest of the year with one double lesson per week each.

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 is available as a curricular option at GCSE and A Level, and a small number take BTEC Sport (one or two A levels' equivalent), taught separately to the A level group.

Global Perspectives

Our Shell GP programme comprises several strands: conscious teaching of the Global Perspective in RS, Geography & History; a General Knowledge & Global Perspectives multiple choice competitive exam in December; an optional GP essay competition in the second term and a compulsory presentation competition* in the second term. The aim is to develop awareness of the issues and different cultures of the world and how they as individuals can make a difference.

There is also an inter-house General Knowledge 'on the buzzer' competition including GP-based questions.

*All Shells give a presentation on one of four themes and one of four developing countries to the other Shells in their house; the Grand Final of the best from each house is in the Malthouse theatre in May each year with the whole year in attendance, a judging panel and prizes.



Shell Global Perspectives 2022 Presentations Final

7.30pm • Wednesday 4 May • Malthouse Theatre



Welcome

For several years at King's the Shells have undertaken a Global Perspectives project. This year all Shell pupils gave a presentation to the other Shells in their house in the Lent Term on a theme (from Language, Inequality, Democracy, Health) in a particular country (Russia, Japan, South Sudan, Mexico). Each house put forward their best speaker to compete in the Final this evening and we are delighted to be able to use the Malthouse Theatre again for this event: these finalists are still among a select few to speak solo from this stage.

We are very fortunate to have two distinguished judges who will be completely impartial as to house affiliations – our thanks to them.

The running order for this evening was chosen randomly with a little adjustment to avoid bunching of topics and nations. The presentations will run with a target duration of three minutes each; time permitting, each finalist will be asked one or two short questions by the judges. There will be no questions from the floor; please applaud each finalist warmly but sensibly after their talk and after their question at the changeover of speakers.

In the unlikely event of a fire alarm, make your way through the marked Fire Exits and assemble outside by the grass in front of the Malthouse.

Mr RTM Harrison
Head of Lower School (Shells)

Order of Speakers

- Augustin Cook MR • How has the recent Ebola outbreak affected agriculture in South Sudan?
- Olya Bilyk LX • How the Russian language spread around the world after the Russian Revolution
- Barnaby Keen GL • The Land of the Rising Rates – how Japan combatted Covid with an ageing population
- Dora Wang MT • How has language evolved in Mexico, and how has the culture influenced this?
- Lutendo Nematswerani MO • How has the lack of humanitarian aid caused a famine crisis in South Sudan?
- Dolly Wu HH • Sushi: the way to death in health
- Luca Sand CY • To what lengths did the Soviet Union go to suppress democracy?
- Carol Yan KD • The history of Japanese loan words
- Lucas Morton SH • How has South Sudan dealt with Covid-19?
- Charlotte Chan BR • How are the different genders treated in Mexico?
- Thomas Howse LN • Why are the people of Okinawa so healthy?
- Leah Kim JR • How did climate change accelerate the inequality in South Sudan?
- Alfred Yang GR • How has Japan dealt with the Omicron variant?
- Honor Fox WL • Has Sputnik succeeded as a vaccine?
- Charles Aylward TR • The factors affecting COVID-19 vaccine distribution in South Sudan

Judging Panel

Revd Canon Dr Tim Naish, Canon Librarian, Canterbury Cathedral
Mrs Elizabeth Worthington, Senior Deputy Head

Special Educational Needs & EAL support

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 appropriate techniques for 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 over 30% of pupils here now 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 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 year
- ◇ IELTS exams to assist university applications

Bilinguals

Specialist tuition, by a native speaker, is provided for those who are genuinely bilingual in 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 lesson (sometimes two or more extra lessons) per week at times arranged by the teacher.

For those bilingual in 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

See the separate Gifted & Talented Policy.

Personal, Social and Health Education (Life Matters)

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 Remove and Fifth group has one double lesson of Life Matters each fortnight. The Shells have three lessons per fortnight. Usually no formal work is set to be done between lessons 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. Attendance is monitored and catch-up sessions are provided for those who miss lessons.

Brief reports are written at various points in the year.

Life Matters is timetabled for 6b and 6a students in groups of 16-18 for one double lesson a fortnight and there are cohort talks at intervals in addition plus discussion in year-group specific tutor groups.

Life Skills, a separate programme for Removes, runs in p5 on Wednesdays for the Remove year and includes some Life Matters education as part of the programme alongside year group messages, talks, careers information and academic choices presentations.

Careers Education

Careers advice is given on an individual and collective basis during a pupil's time at King's, and beyond. The Director of Pupil Futures and the Head of Sixth Form are available in the University and Careers Centre, which is situated under Shirley Hall, 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 & 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, but the work space adjacent is intended for Sixth Form quiet study much of the time.

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 LM course. During the Fifth form pupils complete a 'career interests' questionnaire together with an aptitudes psychometric test delivered by Cambridge Occupational Analysts or an equivalent provider. The results are discussed with Tutors, Housemasters and Housemistresses, and with the Futures team. 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 the commissioned officers on our staff and by visiting liaison officers.

We recommend that pupils gain some 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 & Careers Centre is open to both pupils and parents for consultation at results time in August, and information, advice and guidance continues for recent OKS when requested.

In addition there are teachers in charge of Oxbridge applications, Medical applications and US/Canada/European applications. All work under the guidance and supervision of the Head of Sixth Form and Director of Pupil Futures

Equal Opportunities and Gender

The School has an approximately 50%-50% girl-boy ratio currently which we aim to keep within 45-55% in any year group. 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 and sets 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 and this in many cases involves directed seating with a seating plan

There will be times when classes are unbalanced in this respect such as in classes that are setted entirely according to performance, and in some subjects where the gender balance is unequal or there are blocking constraints owing to subject choice.

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

Setting

Shells

Some **Shell/Year 9** subjects are taught in forms (History, Geography, RS), some in bands and sets (Maths, English, MFL, Classics) and some in deliberately mixed ability groups (Sciences, PE, Creative subjects, Life Matters, Library Study, Digital Curriculum).

There are typically eight to ten sets in most subjects most years. Within each form or band, pupils are organised partly alphabetically, partly on background (international/British), 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 by letters – C A N T E R B U Y – not a hierarchy since mixed ability and depending on the Classics route (trios of C, A, N; T, E, R; B, U, Y). BUY typically have more Classics experience or interest; CAN have less than the average.

Removes and Fifths

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

Sixth Form

Pupils are set where possible within a block and sometimes within blocks in **maths, chemistry, physics, biology and modern languages**. Other subjects do not set as such though every effort is made to balance the teaching groups and to avoid a pupil being taught by the same teacher as in the Middle School where possible, simply for variety and a change of approach.

Prep/Homework/Holiday work

Shells, Removes and Fifths are set regular c.30 minute preps/homework as follows¹:

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	Biology x 2	Biology x 2
Modern language 2 x 2	Chemistry x 2	Chemistry x 2
Classics x 2	Physics x 2	Physics x 2
Biology x 1	Option 1 x 2	Option 1 x 2
Chemistry x 1	Option 2 x 2	Option 2 x 2
Physics x 1	Option 3 x 2	Option 3 x 2
Geography x 1	Option 4 x 2	Option 4 x 2
History x 1		
Religious Studies x 1		
(from Jan: Creatives x 2)		

The general rule is that these are set during a taught lesson with written material required at the beginning of the next lesson. Eighteen preps each week means three can be done each evening although sometimes four or five may be due in on a particular day. Tutors and Hsms should help pupils to manage their prep planning.

All preps are set via Assignments within the class Team. Preps can be submitted in a variety of ways, subject to guidance from the teacher – eg most of the time work being handwritten and handed in on paper; some must conversely be submitted online – there should always be clarity about the method of submission.

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 possibly the use of Teams to set preps independently of lesson schedules, this can be resolved.

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

- **four to five** 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 only 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 5–10 days, to do a major piece of work – they should not be set lengthy preps due in the next day or two, and preps should not normally be due in the following day unless there is an unusual timetable pattern, and the task is short.

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

The Lower and Middle School Curriculum (see the Shell Guide and Middle School Guide for more detail)

Year 9 Shell	Years 10 and 11 Remove and Fifth Form
English Mathematics Biology Chemistry Physics Modern Languages: two from French, German, Mandarin, Spanish, EAL support ² Art Classics ³ Design Technology Digital Curriculum Drama Geography History Library & Research lessons Music Life Matters (PSHE) Physical Education (PE) Religious Studies (RS)	<p><u>Core GCSE or IGCSE subjects:</u></p> English Language English Literature Mathematics ⁴ Sciences ⁵ Modern Language ⁶
	<p><u>Optional GCSE or IGCSE subjects (three of):</u></p> Art <u>or</u> Photography Classical languages ⁷ Classical Civilisation Computer Science DT: Engineering <u>or</u> Product Design Drama Geography Geology History (a second) Modern Language ⁸ Music PE Religious Studies
	<p><u>Other subjects taken by everyone each fortnight:</u></p> Physical Education (PE) Life Matters (PSHE) Life Skills

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**. A few who take three separate sciences plus Greek with Latin will be studying **eleven**. A bilingual language off-timetable may even raise the total to **twelve** for a handful.

All pupils continue with the following to GCSE/IGCSE:

² Shells: Pupils must choose to do **two** modern languages from French, German, Mandarin and Spanish

³ Shells: all pupils will study Latin; some sets will also study Greek; some sets will add history and literature to the language work; all study some general Classical Civilisation topics

⁴ The top two or three maths sets usually take the AQA Further Maths Level 2 in addition to the IGCSE

⁵ Removes/Fifths: either the Double Award (two IGCSEs) *or* the Separate Sciences (three IGCSEs)

⁶ 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

⁷ Removes/Fifths: Latin *or* Greek with Latin (two GCSEs)

⁸ Removes/Fifths: French *or* German *or* Mandarin *or* Spanish (continuing from the Shells)

- **Mathematics:** one IGCSE; the present policy for the ‘top’ mathematicians in the top three or so sets is for them to work towards both the IGCSE and the AQA Further Maths qualification preparing them for A Level. Both are taken at the end of the Fifth Form.
- **Sciences:** 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. Typically 8 of 10 sets take three Science GCSEs.
- **Modern languages:** Although these are run within our ‘option’ blocks, we do expect our pupils to take a modern foreign language for GCSE/IGCSE; some take two. In exceptional cases, we are prepared to relax this rule to allow a pupil to choose another option subject instead or to have EAL support.

Appendix 1: Timetable and Lesson Structure

2024-25 structure of the week

Structure of the week from Autumn 2024, post Weds lunch swap																		The King's School, Canterbury			
Shells		p1	p2	first break	p3	p4	second	p5	Shell Lunch	p7	Central Hour	p8	p9	p10	p11	Co-curricular	Supper	House roll call	Prep	Late Hour	
Monday	Assemblies School	0900-0935	0935-1010	1010-	1035-1110	1110-1145		1155-1230	1230-1305	1305-1340	1340-1430	1430-1505	1505-1540	1545-1620	1620-1655	1700-1830	1800-1910	1920	1930-2100	2100-2200	
Tuesday	Tutor time / optional year group assembly							Lunch				Games									
Wednesday	House						Lunch					Activities							House	time	
Thursday	Wk B - year group assembly					Tutor			Lunch												
Friday	Cong Prac							1150-1230				Games									
Saturday								Lunch		Games (from 1330)											
Removes		p1	p2	first break	p3	p4	second	p5 & lunch	p6	p7 & lunch	Central Hour	p8	p9	p10	p11	Co-curricular	Supper	House roll call	Prep	Late Hour	
Monday	Assemblies School	0900-0935	0935-1010	1010-	1035-1110	1110-1145		1155-1230	1230-1305	1305-1340	1340-1430	1430-1505	1505-1540	1545-1620	1620-1655	1700-1830	1800-1910	1920	1930-2100	2100-2200	
Tuesday	Tutor time							Lunch				Games									
Wednesday	House							Life Skills	Lunch	Lunch		Activities							House	time	
Thursday	Wk B - year group assembly					Tutor			Lunch												
Friday	Cong Prac							1150-1230				Games									
Saturday								Lunch		Games (from 1330)											
Fifths		p1	p2	first break	p3	p4	second	p5 & lunch	p6	p7 & lunch	Central Hour	p8	p9	p10	p11	Co-curricular	Supper	House roll call	Prep	Late Hour	
Monday	Assemblies School	0900-0935	0935-1010	1010-	1035-1110	1110-1145		1155-1230	1230-1305	1305-1340	1340-1430	1430-1505	1505-1540	1545-1620	1620-1655	1700-1830	1800-1910	1920	1930-2100	2100-2200	
Tuesday	Tutor time / optional year group assembly							Lunch				Games									
Wednesday	House							Lunch				Activities							House	time	
Thursday	Wk B - year group assembly					Tutor			Lunch			Games									
Friday	Cong Prac							1150-1230													
Saturday								Lunch		Games (from 1330)											
6a & 6b		p1	p2	first break	p3	p4	second	p5 & lunch	p6	6a & 6b Lunch	Central Hour	p8	p9	p10	p11	Co-curricular	Supper	House roll call	Prep	Late Hour	
Monday	Assemblies School	0900-0935	0935-1010	1010-	1035-1110	1110-1145		1155-1230	1230-1305	1305-1340	1340-1430	1430-1505	1505-1540	1545-1620	1620-1655	1700-1830	1800-1910	1920	1930-2100	2100-2200	
Tuesday	Tutor time / optional year group assembly							Lunch				Games									
Wednesday	House							Lunch				Activities							House	time	
Thursday	Wk A - year group assembly					Tutor			Lunch			Games									
Friday	Cong Prac							1150-1230													
Saturday								Lunch		Games (from 1330)											

This is available in the School Calendar.

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) in year group slots as shown, available in the Main Dining Hall and at the two dining rooms at St Augustine's.

Tutor period takes place during period 4 on Thursdays. No other school events or lessons are arranged during this time.

All timetables are available on iSAMS (for staff) and feed through to the Pupil and Parent Portals.

Appendix 2: International College Curriculum & Timetable

Person responsible: Joint Principals
King's School, Canterbury International College
Reviewed: September 2024

The King's School, Canterbury International College

The Curriculum and Timetable

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

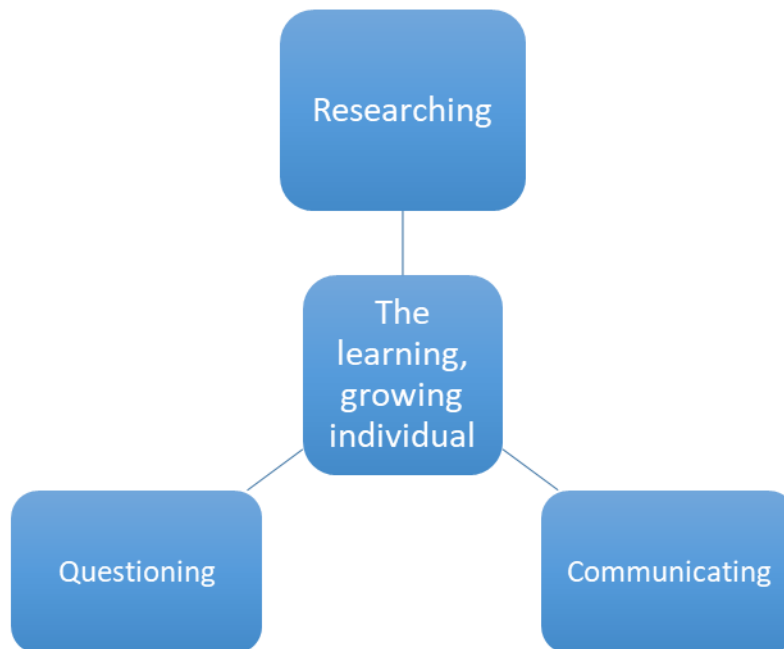
The College promotes a spirit of enquiry beyond the confines of our students' immediate experiences and the requirements of examination syllabuses. Through encouraging an awareness of their voyage of discovery, and helping them to develop skills that are relevant and useful, we aim to help them develop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

- Questioning

Information does not mean knowledge and knowledge does not 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 & Wellbeing with a range of further options available for GCSE/IGCSE.

Year 9

In Year 9, 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 may be taught combined with Year 10 students, to allow for more meaningful class sizes, for example PE.

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, Year 10 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 Sports, 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. Some of these may be taught combined with Year 9 students, to allow for more meaningful class sizes, for example PE.

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 in Sciences and Maths, where students who arrived in Year 10 continue with the programme started in that year. English, Maths, Single 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 ESL or English First are offered to those on the one year IGCSE course. Years 9 and 10 work towards the PET or IGCSE ESL qualification, with the option of changing onto the First Language course in year 11. Small groups may be extracted from classes for work on Literature in order to challenge students with advanced levels of English.
Mathematics	Taught in classes but personalised so that every student is challenged; IGCSE offered in Year 11 with extension through an additional Level 2 qualification in Further Maths for the strongest students or those who already made excellent progress in Y10.
Science	Year 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.
PSHEC	PSHEC lessons cover traditional content, but also culturally relevant ideas, such as how to approach a traditional formal dinner. In Years 9 and 10, a weekly lesson of key sports provides key life skills, as well as an introduction to team sports.
Extended curriculum and options	
Art and Design	Year 9 and Year 10 are taught Art, Music, Media Studies. Humanities Carousel (History, RS/Philosophy, Economics), Computing, GP, Business, and Geography, which allows students to develop key communication and study skills or consider whether they might like to pursue the subjects in the future.
Music	
Computing	
Geography	
Economics	
Business	In Year 11, the following subjects are available as i/GCSE options: Art & Design, Music, Computer Science, Economics, Business.
Languages	Students will be entered for public examinations in their own language in Year 11 where this is appropriate and a qualification available. Some tuition will be provided in the run-up to exams for this, but this will be in addition to their normal, full timetable. Individual students may receive tuition for another language where this is appropriate and has been agreed with the College Principals.
Humanities Carousel	
Media Studies	
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.

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Wake up	07:00							
Tick in at breakfast	07:30							
Breakfast	7:30 - 8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
Lesson 1	8:30 - 9:25	Less. 1	Less. 1	Less. 1	Less. 1	Less. 1	Less. 1	
Lesson 2	9:30 - 10:25	Less. 2	Less. 2	Less. 2	Less. 2	Less. 2	Less. 2	
Break	10:25 - 10:40							
Lesson 3	10:45 - 11:40	Less. 3	Less. 3	Less. 3	Less. 3	Less. 3	Less. 3	
Lesson 4	11:45 - 12:40	Less. 4	Less. 4	Less. 4	Less. 4	Less. 4	Tutor	
Tutor time	12:45 - 13:00	Tutor	Tutor	Tutor	Tutor	Assembly	Lunch	
Lunch	13:00 - 14:00	Lunch	Lunch	Lunch	Lunch	Lunch		
	14:00							
Lesson 5	15:00 - 15:55	Y9/Y10 Games	CH Y11 Less. 5 Y11	Y11 Games Less. 5 Y9/Y10	Activities	Y11 Games Less. 5 Y9/Y10	Y9/Y10 Games Less. 5 Y11	Y9/Y10/Y11 Games
Lesson 6	16:00 - 16:55		Less. 6 Y11	Less. 6 Y9/Y10	Less. 6 starts at 16:15	Less. 6 Y9/Y10	Less. 6 Y11	
Break	16:55 - 17:10							
House Curfew	17:00							
Late Hour / Activities	17:15 - 18:10							
Supper	18:20	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
Phone hand-in	19:00 - 19:10							
Prep	19:15 - 20:45							
Free	20:45 - 21:30							
Staggered lights out	22:00							