THE
KING'S SCHOOL
CANTERBURY

Curriculum Policy

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Publication Date: September 2026

Latest Review Completed: August 2026

Next Review Due: August 2027

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1. Curriculum Statement

At King's the academic programme, designed to encompass both depth and breadth, is built upon strong historic foundations and supported throughout by an extensive co-curriculum (service, sport, music, drama and more) 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, assessments and public examinations lies at the heart of the school's activities and is the single most important facet of pupils' education, within a holistic and broad approach aiming to provide a world-class education in the 2020s.

Underpinning that approach is King's Intelligence (KI), our framework for the qualities we want a King's education to cultivate in every pupil. Developed through full consultation with governors, staff, pupils and parents, it gives the school a shared language for what we are educating pupils for, beyond examination results. KI is built on five strands that run through the curriculum and the wider life of the school:

- Humanity — care for others and for the communities, local and global, of which our pupils are part.
- Inquiry — a genuine spirit of enquiry that reaches beyond immediate experience and the requirements of the examination syllabuses.
- Adaptability — the resilience and flexibility to meet unfamiliar problems and a fast-changing world with confidence.
- Advocacy — the ability to reason, to communicate with clarity and integrity, and to speak up for what matters.
- Legacy — an understanding of the responsibility each pupil carries to leave people, places and institutions better than they found them.

KI is not a discrete course, but a lens applied across the school. Its strands are made visible within subjects, so that pupils can see how Inquiry runs through a scientific investigation, how Advocacy is built through debate and extended writing, and how Humanity and Legacy are lived out in service and the daily life of a House. From September 2026 the framework is drawn together most explicitly through a new Sixth Form Diploma, and pupils in every year group are invited to reflect on their academic and personal development through KI in their mentor groups, so that the same language of growth runs from a pupil's first year to their last. The framework is set out more fully later in this policy.

In addition to a wide range of specific subjects, pupils in the Shell (Year 9) are encouraged to think across disciplines through our Global Perspectives programme, and to continue developing those skills alongside their IGCSEs and GCSEs in the Removes and Fifths. We encourage breadth: at least one modern language for every pupil in the Shell and to GCSE, a humanities subject to GCSE for nearly all, and a creative subject for many, within the normal total of ten GCSEs. Running through every year, our Life Matters (PSHE) programme prepares pupils for life beyond school — relationships, sexual and emotional wellbeing, staying safe online, decision making, citizenship and financial capability — taught in a way that is practical, discursive and rooted in real situations, so that pupils grow in self-knowledge and judgement as well as in knowledge.

There is a live national debate, given fresh weight by recent calls for a broader post-16 model including those of the Times Education Commission, about whether an education built on three A Levels specialises too early. At King's we take the case for breadth seriously while holding on to what depth does well: the chance to study a subject over two linear years, to make connections across it and to master it properly. Our answer is not to choose between the two but to build breadth deliberately around a rigorous core. The standard Sixth Form programme is four subjects in the 6b year (three main subjects and an E-block half-choice), with a significant minority completing four or more full A Levels. With one of the widest ranges of A Level subjects of any school in the country, our Sixth Formers have genuine choice and real ownership of it, and the encouragement to take the Extended Project Qualification or another broadening course adds the independent research and self-directed study that universities and employers increasingly value.

Complementing all of this is our Futures programme, which ensures that academic choice is always made with the next stage in view. From subject choices in the Removes through to university, apprenticeship and career destinations, and supported by a dedicated Futures team and the resources of our University and Careers Centre, pupils are guided towards confident, well-informed decisions about life beyond the school gates.

Matthew Key, Deputy Head (Academic)

2. 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. Each of these publications can be found on the school website.

2.1 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

2.2 King's Intelligence (KI)

The Curriculum Statement above introduces King's Intelligence and its five strands. This section sets out the thinking behind the framework, what each strand means in practice, and how KI is being embedded across the school.

The case for a framework of this kind is straightforward. Strong examination results, while essential, are no longer sufficient preparation for university, employment and civic life, and the arrival of artificial intelligence has sharpened the question of what a human education is for. The World Economic Forum's Future of Jobs Report identifies analytical thinking, resilience, flexibility, leadership and creative thinking among the most in-demand global skills, and estimates that a substantial proportion of today's skills will be obsolete within a few years; universities and employers consistently report that transferable capacities such as critical thinking, communication and teamwork are valued as highly as technical expertise. Our task is not to compete with machines but to form young people who remain fully human: wise, grounded and morally aware. KI names the human capacities that matter most in an age of abundant information and rapid automation, and commits the school to developing them deliberately rather than leaving them to emerge unevenly. It is not a generic set of "soft skills"

but something rooted in the particular character of King's: its scholarly tradition as one of the oldest schools in the world, its spoken culture, its community life in the shadow of the Cathedral, and its sense of legacy and responsibility. It allows the school, in essence, to look forward while looking back.

Each strand carries a specific meaning at King's:

- Humanity is shaped by community, shared purpose and the presence of the Cathedral at the heart of the school. It centres on what we owe to one another, grounded in empathy, creativity service **and our rich spiritual traditions and life**, and on the connections forged and lived across King's. The Cathedral offers stillness and the cultivation of an inner life, so that Humanity becomes the work of **formation as young people grow and develop.**
- Inquiry draws on one of the oldest unbroken lines of teaching in the world to develop deep knowledge, intellectual curiosity, critical thinking and analytical reasoning. As "a university for young people," King's cultivates the trained scepticism to disbelieve easy answers in an age that gives them away cheaply, and the joy of asking better questions.
- Adaptability reflects a school that has renewed itself through fifteen centuries of social, economic, political and technological change, and meets the AI age in the same temper. Pupils practise creativity, resilience, flexibility and problem solving, and develop the digital literacy, physical literacy and self-awareness to meet a demanding world with energy and composure: pioneering as well as traditional.
- Advocacy grows from centuries of dialogue and community around the Cathedral, placing oracy at the heart of confident partnership and leadership. Pupils use their voice well, with conviction, wit and respect for the person across the table, valuing agreeable disagreement and constructive debate: civility in the heat of argument, conviction without performance.
- Legacy reflects the privilege and responsibility of belonging to the oldest school in the world, set in one of the most storied cities in Europe. It asks pupils to think in centuries, not terms, cultivating sustainability, global awareness, systems thinking and ethical leadership, and to leave the school, the city and the wider world in better condition than they found them.

In the classroom, departments are encouraged to make the strands visible in their teaching, so that pupils can see how Inquiry runs through a science investigation or a Global Perspectives project, how Advocacy is developed through debate, presentation and extended writing, and how Humanity and Legacy are lived out through House life, service and partnership across Canterbury. Beyond the classroom, KI gives pupils a practical tool for personal development: used consistently in mentoring, reporting and Sixth Form guidance, it helps them recognise where they are developing strongly, identify areas for further stretch, make informed choices about their academic and co-curricular lives, and take increasing ownership of their own growth. The intention is that KI moves steadily from articulation to architecture, informing curriculum review, departmental self-evaluation, the Wednesday afternoon programme, reporting, professional development and university preparation, so that the qualities it names are deliberately planned for across the school.

The Sixth Form Diploma is the first formal vehicle for KI, running as a pilot from September 2026. It asks pupils to undertake structured reflection against the five strands, to build portfolio-style evidence of their development, and to articulate that development in a way that is useful for universities and beyond; it is integrated with the Sixth Form E-Block and assessed through a viva voce in the 6a year rather than by written examination. Evaluation of the pilot will inform a fuller launch from September 2027, and the school intends to seek UCAS accreditation for the programme of personal development review.

2.3 Map of the Academic Curriculum

The tables below set out how the teaching week is allocated for each year group, expressed as periods on our two-week timetable. Every year group carries the same total of 53 periods, but the balance shifts as pupils move up the school: a broad, largely prescribed diet in the Shells gives way to a setting of core subjects plus options at GCSE/IGCSE, and then to the concentrated study of a small number of subjects in the Sixth Form. Games, Wednesday afternoon activities and the Life Matters (PSHE) programme run throughout, alongside dedicated time for independent and directed study in the upper years.

2.3.1 Shell (Year 9)

English	Maths	Physics	Biology	Chemistry	Lang 1	Lang 2	Classics	History	Geography
5	4	2	2	2	4	4	3	2	2

RS	Creative 1	Creative 2	Core PE	Life Matters	CompSci / Digital	Games	Weds PM	Lunch
2	2	2	1	1	2	8	4	1

2.3.2 Remove (Year 10)

English	Maths	Physics	Biology	Chemistry	Language	Option 1	Option 2	Option 3	Core PE
6	5	4	4	4	4	4	4	4	1

Life Matters	Games	Weds PM
1	8	4

2.3.3 Fifth Form (Year 11)

English	Maths	Physics	Biology	Chemistry	Language	Option 1	Option 2	Option 3	Life Matters
6	5	4	4	4	4	4	4	4	1

Games	Weds PM	Indep. Study
8	4	1

2.3.4 6b (Lower Sixth)

Option 1	Option 2	Option 3	Option 4 / Study	E-Block / Study if 4	Life Matters	Games	Weds PM
9	9	9	9	4	1	8	4

2.3.5 6a (Upper Sixth)

Option 1	Option 2	Option 3	Option 4 / Study	E-Block / mainly Study	Life Matters	Games	Weds PM
9	9	9	9	4	1	8	4

Notes: *Core PE, Life Matters and CompSci / Digital Curriculum run on rotation in the lower years. Shell Creatives (Art & Photography, Music, DT and Drama) rotate across the Autumn Term before pupils settle on two for the remainder of the year. All figures are periods across the two-week timetable.*

2.4 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 Fifth Form and 6b (Year 11 and Year 12), s/he is given extra help with retake opportunities in 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; ISEB Pre-test in many cases, then Common Entrance (we insist on level 2/Core in every subject bar Classics) or our own 13+ Scholarship papers or 13+/14+/16+ entrance tests. Pupils are setted by apparent ability on arrival in some subjects (Maths, Languages, Classics) but are placed in deliberately mixed-ability classes for English, 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 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, with both examinations taking place at the end of that year.

In the Sixth Form mathematics is a popular A level with c. 100 pupils taking single maths and another c.40 taking double maths — approximately half the cohort.

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.

2.5 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, 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.

Remove pupils follow the CIE IGCSE English Language and 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. 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 two grades, eg 7–9 or 5–7.

Teaching in the Fifth year 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.

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.

2.5.1 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.

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 30% of the GCSE cohorts currently study 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. We offer supplementary taught provision in Turkish, Mandarin, Russian and Italian for community and native speakers .

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

2.5.2 Classical Languages

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.

2.5.3 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 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 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:

- How info is used and fake news
- Use of OPAC and online resources
- Referencing
- Critical thinking
- Essay basics
- Use of primary, secondary, and tertiary sources
- Scanning/skimming

Other activities will include:

- Shells giving their own tour of the library
- A "Book Journey" by Carrah Wright
- A tour of the Archives with Peter Henderson
- 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.

2.6 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). Occasionally we are also able to offer astronomy offered to top Y11 sets. All sciences are taught by specialist teachers in dedicated laboratories. We aim to deliver courses which prepare pupils 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 Combined Science specifications, resulting in a linked double grade for science: 99, 98, 88, 87, etc. Pupils who follow the Combined Science 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 bands for the GCSE years.

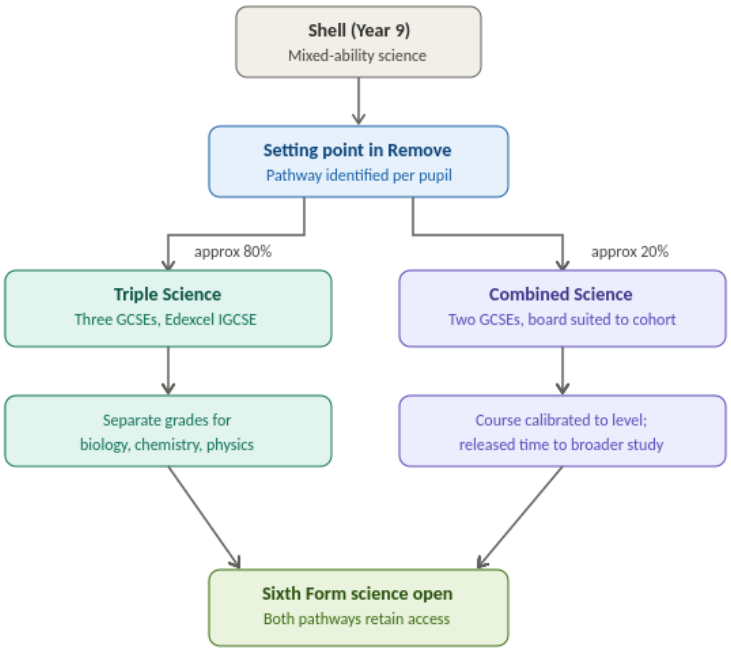
2.6.1 Combined Science pathway from Remove

From September 2026 we are introducing Combined Science as a distinct GCSE pathway running alongside Triple Science. This has been planned from the outset as a separate, intentionally designed route rather than a late-stage withdrawal from Triple Science, which has historically been the default approach in schools operating a similar model.

Pupils following this pathway will sit two GCSEs rather than three, with the awarding body selected specifically to suit the demands and profile of this cohort. We anticipate that approximately 20% of pupils will be placed on this pathway, identified at the point of setting in

Remove. The time released by the reduction from three to two GCSEs will be returned to the timetable to support those pupils' broader academic programme.

The principal aim is straightforward: pupils who are not well served by Triple Science will now follow a course calibrated to their level, examined by a board whose specification suits them, and assessed in a way that gives them a genuine opportunity to demonstrate what they know. We expect this to produce a meaningful improvement in outcomes for this group. Pupils on either pathway retain full access to the sciences in the Sixth Form.



Combined Science pathway: from Remove setting through to the Sixth Form.

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.
- Visits to lectures, industrial sites, universities, research establishments.
- Olympiad competitions, CREST awards, Nuffield Science Bursaries and other competitions.

2.7 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.

2.8 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. 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 get up and running with their device and 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.

2.8.1 The 1:1 Device Scheme

King's operates a 1:1 device scheme under which every pupil is provided with the same school-managed device, a Microsoft Surface Pro, rather than bringing a machine of their own. The scheme is run on a corporate-owned, personally-enabled (COPE) basis: the device belongs to and is managed by the school, but pupils use it as their own for both academic work and appropriate personal use.

This represents a deliberate move away from a bring-your-own-device approach. Under the previous model, pupils arrived with a wide range of laptops, tablets and phones of varying capability, much of which sat outside the school's management and filtering. That created three recurring problems: uneven access, where the quality of a pupil's device could shape their experience of lessons; inconsistent classroom practice, as teachers could not rely on every pupil having the same tools; and a safeguarding estate that was difficult to oversee because devices were not centrally managed.

A common, school-managed device addresses each of these. Because every pupil has the same Surface Pro, teachers can plan lessons around a known, consistent platform, and pupils can move between subjects, share work and collaborate without compatibility friction. Equity of access is built in from the outset: every pupil has the same capable device regardless of family circumstances. The Surface Pro was chosen for its versatility, combining a full laptop with pen and touch input that supports handwriting, annotation and diagram work alongside conventional

typing, which suits the breadth of the curriculum from mathematics and the sciences to the creative subjects.

Because the devices are school-managed, safeguarding and wellbeing can be supported directly on the device rather than left to the network alone. The scheme uses Securly and Impero to provide filtering, monitoring and classroom management across every device, in school and at home, giving a consistent level of protection and allowing staff to keep pupils safe and focused during lessons. The introduction of the scheme has been accompanied by clear communication with families, including a parent webinar and ongoing guidance, so that parents understand how the devices are managed and how they can support safe and healthy use at home.

Pupil (and staff) internet access has suitable filtering applied. Because pupils now work on a single, school-managed device rather than a mix of personal machines, that filtering and monitoring extends consistently to the device itself, in school and at home, though parents continue to play an essential role in helping their children understand 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.

2.8.2 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.

2.9 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, 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.

2.9.1 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 in 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.

2.10 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 the 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 choosing PE move to BTEC Sport (one or two A levels' equivalent) during the first term of 6b.

2.11 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 visiting judges and Prizes.

2.12 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.

2.12.1 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.

2.12.2 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.

2.12.3 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 here 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:

- those who are genuinely bilingual and do not need any extra English provision on entry to King's;
- 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;
- those who need specific language help — these are provided extra tuition as follows:
    - Shells: four periods per week instead of one of their foreign language options
    - Removes: four periods per week in place of one of their I/GCSE options
    - Fifths: four periods per week in place of one of their I/GCSE options
    - 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

- IELTS exams to assist university applications

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

2.13 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

Many pupils at King's are relatively gifted & talented compared with the national average, and pupils inspire each other with their interests and ambition. We aim to give the maximum opportunities for pupils to demonstrate their talents and learnt skills within the school year at a wide variety of events, formal and informal.

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
- PPE (Politics, Philosophy and Economics) course pegged to Level 2 HPQ in the Remove year for select pupils.
- Maths and science competitions, Olympiads, Crest, etc.
- Further Maths in the Fifth Form, plus astronomy and geology GCSEs (EPS) as extra offers most years
- Special bilingual classes off-timetable 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 to play and perform in groups
- Extended Projects (Level 3) and other research work such as the Shell Global Perspectives presentations/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 Mentor should ensure this, but, within particular areas of excellence, other staffing expertise is often employed.

2.14 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 in 2022–23 have three lessons per 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. Attendance is monitored and catch-up sessions are provided for those who miss lessons.

Life Matters is timetabled for 6b and 6a students in groups of c.15 for one double lesson a fortnight and there are cohort talks at intervals in addition plus discussion in year-group specific mentor groups.

2.15 Futures Education (Careers, Higher Education and Beyond)

Futures at King's is led by a Director of Futures, supported by a Deputy Director of Futures, and the provision is structured deliberately around the eight Gatsby Benchmarks, the national standard for good career guidance. Rather than treating careers as a series of one-off events, we aim for a stable, progressive programme that reaches every pupil from their first year in the school, gives them repeated encounters with employers, higher education and the world of work, and is grounded in good-quality, up-to-date labour-market information. Our ambition is to prepare pupils for genuinely diverse destinations, degree and non-degree alike, rather than defaulting to a single expected route.

The programme begins in the Shell year with a dedicated Shell Futures course, which introduces pupils to self-reflection, the language of skills and dispositions, and the idea that their choices connect to a wider set of possibilities. From the Remove upwards a Middle School Futures curriculum, delivered through mentor periods, assemblies and events, builds on this foundation, and workplace-experience opportunities are woven in as pupils move up the school so that the programme is anchored in real encounters rather than classroom theory alone. Careers learning is deliberately joined up with the mentoring system, so that each pupil's Futures thinking is picked up, revisited and developed in conversation with the adult who knows them best.

Underpinning the whole programme is Unifrog, our central Futures and destinations platform, which is used across the year groups and to which parents also have access. Unifrog gives every pupil a single place to explore university courses, apprenticeships and career pathways, to record the skills and experiences they are building, and to research destinations at home and overseas. Alongside it, the school runs a Futures Fair bringing employers and universities into direct contact with pupils, and an expanding programme of webinars and events drawing on the Old King's Scholars (OKS) network, so that pupils learn directly from those who have gone before them into a wide range of professions and pathways.

A consistent principle across all of this is that reflection matters as much as activity. Workplace visits, mentoring conversations and Futures events are structured with preparation and follow-up built in, so that pupils draw genuine learning from each experience rather than treating it as a box to be ticked. In this way the Futures programme supports pupils not only to make confident, well-informed decisions about their immediate next step, but to develop the habits of self-awareness and initiative that will serve them across a working life.

Careers advice is given on an individual and collective basis during a pupil's time at King's, and beyond. The Head of University Admissions & Careers and the Head of Sixth Form are 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 & 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.

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 Goddard & Major Vintner and by visiting liaison officers.

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 separate teachers in charge of Oxbridge applications, Medical applications, Law, International and US/Canada applications. All work under the guidance and supervision of the Head of Sixth Form and Head of University Applications & Careers.

2.16 Equal Opportunities and Gender

The School has an approximately 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 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 ability, and in some subjects where the gender balance is unequal.

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.

2.17 Setting

2.17.1 Shells

Some Shell/Year 9 subjects are taught in forms. The exceptions are maths, English, modern foreign languages, sciences and classical subjects where they are setted in bands (different for each subject). There are typically nine 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. Pupils are taught in their forms for Geography, History & RS.

2.17.2 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.

2.17.3 Sixth Form

Pupils are set where possible within a block and sometimes across blocks in maths, chemistry, physics, biology and modern languages 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 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.

2.18 Prep/Homework/Holiday work

See separate Prep Setting Guidance document for full prep guidance.

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

Shells	Removes	Fifths
English x 2 · Maths x 2 · Modern language 1 x 2 · Modern language 2 x 2 · Classics x 2 · Biology x 1 · Chemistry x 1 · Physics x 1 · Geography x 1 · History x 1 · Religious Studies x 1 (from Jan: Creatives x 2)	English x 3 · Maths x 3 · Biology x 2 · Chemistry x 2 · Physics x 2 · Core Mod language x 2 · Option 1 x 2 · Option 2 x 2 · Option 3 x 2	English x 3 · Maths x 3 · Biology x 2 · Chemistry x 2 · Physics x 2 · Core Mod language x 2 · Option 1 x 2 · Option 2 x 2 · Option 3 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. Mentors and Housemasters/Housemistresses 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 — e.g. 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.

2.18.1 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/directed subject reading; Oxbridge/Medical candidates given strong advice and direction, incl. preparation for TSA tests (or equivalent)
Christmas & 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/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 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

2.19 The Lower and Middle School Curriculum

(See the Shell Guide and Middle School Guide for more detail.)

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

2.19.1 All pupils continue with the following to GCSE/IGCSE

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

The full timetable overview is available in the School Calendar (printed and online copy).

There are 49 timetabled academic periods per week, operating on a one-week timetable, Monday through Saturday. There are additional periods timetabled for Games and the Wednesday Afternoon Programme.

Lunch is usually taken between 13:05-14:15 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.

Mentor period takes place during across the week as part of the Before School Programme. 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 (via MSP).

Appendix 2: International College Curriculum & Timetable

Person responsible: Co-Head (Academic). King's School, Canterbury International College.

Reviewed: Policy dated September 2026, to be reviewed September 2027.

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 PSHEC with a range of further options available for GCSE/IGCSE.

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: 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.

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, where some 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.

Curriculum Summary

Area	Subject	Details
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 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 to challenge advanced students.
Core	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.
Core	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 Double or Triple (the latter through extension activities, rather than timetabled lessons).
Compulsory	Global Perspectives	A modern qualification placing great emphasis on skills, not just content. Students research, present, cooperate in teams, while studying topics covering global 21st-century life. Years 10 and 11 work towards the IGCSE qualification; Year 9 follows a Global Perspectives foundation course.
Compulsory	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 / Options	Art & Design, Music, Computing, Geography, Economics, Business, Languages, Humanities Carousel, Digital Literacy	Years 9 and 10 are taught Art, Music, Digital Literacy, Humanities Carousel (History, Economics), Computing, GP, Business and Geography, developing key communication and study skills. In Year 11 the following are available as i/GCSE options: Art & Design, Music, Computer Science, Economics, Business. Students may be entered for exams in their own language in Year 11 where appropriate; individual students may receive tuition in another language where agreed with the College-Co-Head (Academic).
Extra / Supra-curricular	Sports; Activities & Clubs	Regular sports and exercise through the Games programme. Further enrichment from a choice of

Area	Subject	Details
		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. The full daily timetable (07:00 wake-up through to 22:00 staggered lights out, with lessons, games, activities, meals, prep and curfews) is available in the College's separate timetable document.