



## Curriculum Policy Whole School

### **Introduction**

The school curriculum comprises all the planned activities that are organised in order to promote learning and personal growth and development. It includes not only the formal and expected requirements of the academic curriculum, but also the various extra-curricular activities that the school organises in order to enrich the girls' experience. It also includes the "hidden curriculum" – what girls learn from the way they are treated and how they are expected to behave. The Kent College Curriculum aims to encourage girls to grow into enquiring, positive, responsible and resilient young women, who can make a valuable contribution in the world beyond school.

This policy covers all girls at Kent College, including day girls and boarders, prep and senior school pupils

### **1. Aims**

- To promote a positive attitude towards learning, so that girls enjoy coming to school and acquire a solid base for lifelong learning sufficient to cope with future changes in society, technology and career patterns.
- To enable girls to have respect for themselves, develop a growth mindset, and to live and work cooperatively with others. In particular our girls should learn to be generous, resilient, independent and tenacious (to have G.R.I.T)
- To provide breadth and range in our curriculum
- To enable all girls to learn and develop their skills in a manner that sets no limits on outcomes.
- To provide extension and enrichment opportunities for girls who are "Able or Interested and Motivated" (AIM).
- To provide a basis on which to make informed and realistic choices and decisions at all stages.
- To fulfil all the necessary requirements of the National Curriculum (Prep School only)
- To teach and develop the essential skills of reading, writing, communication and mathematics.
- To enable girls to appreciate and understand the importance of scientific and technological discoveries and development, gaining knowledge and understanding in a variety of scientific disciplines.
- To teach girls computing skills and to apply these skills across the curriculum to support and facilitate their learning.

- To teach girls about the developing world, including how their environment and society have changed over time.
- To understand Britain's cultural heritage and British values and become positive global citizens.
- To provide opportunities to develop cultural and artistic interests: musical, artistic and dramatic.
- To support and develop the girls' physical and mental wellbeing.
- To give girls an awareness of and develop understanding and skills in languages other than English.
- To appreciate and value diversity and the contribution made by all cultures in our society
- To teach girls to have an awareness of their own spiritual development, and to distinguish right from wrong.
- To help girls understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

## 2. Values of the curriculum

2.1 The Kent College Curriculum is designed to offer a bespoke education which sets no limits on a girl's potential, in line with the school's Mission Statement:

Kent College exists to provide an inspirational education that enables girls to develop into courageous young women equipped to make a purposeful contribution to the world.

Kent College girls are

- Generous - support each other, their community and the wider world
- Resilient - see mistakes as an opportunity to learn
- Independent - prepared to take their place in the world
- Tenacious - ambitious and determined

2.2 The school curriculum is underpinned by the school values including those set out in the introduction to the National Curriculum Handbook for Primary Teachers in England.

- We value girls' individuality; we listen to the views of individual girls and promote tolerance of and respect for people of all faiths and cultures through the spiritual, moral, social and cultural development of pupils.
- We value the spiritual and moral development of each girl, as well as her intellectual and physical growth.
- We value the importance of each girl in the school community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of the community.
- We value the rights enjoyed by each person in our society and understand that actions have consequences. We respect each girl's individuality, and we treat them with fairness and honesty. We want to enable each girl to be successful, and provide equal opportunities for all.
- We will strive to meet the needs of all our girls, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our girls through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

2.3 The British values of democracy, law, mutual respect and tolerance are embedded within the curriculum and are promoted at various times throughout the school year, and regularly in our assemblies.

### **3. The Curriculum and Inclusion**

3.1 The curriculum is designed to be accessed by all girls who attend the school. If it is thought necessary to modify some girls' access to the curriculum, in order to better meet their needs, then this is done in consultation with parents.

3.2 If girls have special educational needs, the school does all it can to meet the individual needs, and complies with the requirements set out in the SEN Code of Practice. If a girl needs support in her learning, then her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the girl's needs, within normal class organisation. If a girl's need is more severe, the SENCo and the Learning Support teachers are involved in making an assessment and providing the appropriate support.

3.3 The school provides a Personal Educational Plan (PEP) for some girls who are on the learning support register. This sets out the nature of the special need, and outlines how the school will aim to address it. The PEP also sets out targets for improvement, so that we can review and monitor the progress of each girl at regular intervals.

3.4 Girls can be taught in small groups, or have 1:1 support within/outside of the classroom as appropriate.

3.5 If girls in our school have disabilities then we are committed to meeting the needs of these girls, as we do meeting the needs of all groups of girls within our school (as per the Equality Act 2010). All reasonable measures are taken to ensure that disabled girls are not placed at a substantial disadvantage compared with non-disabled girls. Teaching and learning are appropriately modified for girls with disabilities.

3.6 We aim to ensure that all children with an EHC plan or medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. During school hours, this is not the sole responsibility of one person but depends upon our working collaboratively with families and any relevant agencies.

## **4. Preparatory School Curriculum**

4.1 Schemes of work in the Preparatory School are based on the National Curriculum in Key Stages One and Two and Foundation Stage in the Early Years.

4.2 The curriculum is planned in three phases. A long-term plan is agreed for each key stage. This indicates what topics are to be taught in each term, and to which groups of girls. This long-term plan is reviewed on an annual basis.

4.3 Through medium-term plans, clear guidance is given on the objectives and teaching strategies for each topic. Medium-term planning is taken directly from the schemes of work.

4.4 Short-term plans are those that teachers write on a weekly or daily basis. These are used to set out the learning objectives for each session, and to identify what resources and activities are to be used in the lesson.

4.5 In the Foundation Stage, and at Key Stage 1, an inter-disciplinary topic approach to curriculum planning is adopted where possible. The curriculum is planned carefully, so that there is coherent and full coverage of all aspects of the National Curriculum, development matters and early learning goals, and there is planned progression in all curriculum areas.

4.6 The curriculum that is taught in the nursery and reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Curriculum planning focuses on the development matters and early learning goals, as set out in these documents, and on developing girls' skills and experiences.

4.7 The school fully supports the principle that young children learn through play and by engaging in well planned and structured activities. Teaching in our Nursery and reception classes builds on the experiences of the girls in their pre-school learning, whether here at Kent College or in another setting. Kent College does all it can to build positive partnerships with the various nurseries and other pre-school providers in the area in order to ease transition of pupils.

4.8 Girls in Nursery and Reception are continuously being assessed and their progress recorded using Tapestry, an online record of their Foundation Stage Profile. This assessment forms an important part of the future curriculum for each girl.

4.9 The school is well aware that all girls need the support of both the parents and the teachers to make good progress in school. It strives to build positive links with the parents of each girl, by keeping them informed about how their daughter is being taught, and how well each girl is progressing.

4.10 In Key Stage 2, the foundation subjects are taught separately, with cross curricular links where possible.

4.11 Specialist teaching: In Early Years and Key Stage 1 the girls have specialist teachers for swimming, music, French, drama, gymnastics and dance. These subjects continue to be

specialist taught through Key Stage Two, with additional subjects taught by Senior School staff.

4.12 All members of the Preparatory School staff have curriculum responsibilities as subject co-ordinators and in most cases teach these subjects. The role of the subject coordinator is to:

- provide in liaison with Prep Senior Leadership Team, a strategic lead and direction for the subject;
- stay up to date with developments in their subject
- support and offer advice to colleagues on issues related to the subject;
- provide efficient resource management for the subject

## 5 Senior School Curriculum (Years 7 – 9)

5.1 All girls follow a broad curriculum with English, Mathematics, Science and at least two modern foreign languages (from French, Spanish and German) as the core subjects. In addition, Classical Civilisation (including Latin), History, Geography, Religious Studies, Design and Technology (Food Technology and Textiles Technology), Computer Science, Art, Music, Drama, Sport and Wellbeing and Personal, Social, Health and Citizenship Education (including appropriate careers guidance) are taken as foundation subjects from Year 7 through to Year 9. From Year 8 Science is taught as three separate subjects: Biology, Chemistry and Physics.

5.2 Schemes of work in all subjects are reviewed regularly and National Curriculum guide lines are used as part of the planning for these though Kent College maintains an independent approach to its curriculum, devised and designed to deliver the best possible quality of educational provision for our students.

5.3 Girls whose first language is not English may undertake additional lessons with a specialist teacher of English as an Additional Language (EAL). This may replace one or both modern foreign language but will incur an additional charge.

5.4 In Year 7 girls are taught in form groups, except for Maths which is taught in subject blocks. This allows the school to set girls by ability in Maths, if necessary. In Years 8 and 9 girls are taught in various teaching groups, allowing departments to set by ability within their subject or subject group or to teach in mixed ability classes, as deemed appropriate for the cohort and subject. The structure of subject groups is reviewed annually in order to offer a bespoke education where the needs of the individual are paramount.

5.5 In Year 9 girls start the GCSE Religious Studies course which continues into Year 10.

5.6 Schemes of work and departmental policies are kept in department handbooks.

## **6. Senior School Curriculum (Years 10 and 11)**

- 6.1 At Key Stage 4 girls choose from a range of GCSE/IGCSE options so that each girl follows a course suited to her particular abilities.
- 6.2 All girls are expected to study: English Language and English Literature IGCSE; Mathematics IGCSE; Double Science (unless taken as a Triple Award option) IGCSE; Religious Studies GCSE; Sport and Wellbeing ; Life Skills, including Personal, Social, Health and Citizenship Education and Careers Education.
- 6.3 All girls are given the option to choose any combination of four GCSE/IGCSE subjects from: French, German, Spanish, History, Geography, Classical Civilisation, Latin, Computer Science, Design and Technology: Food, Art & Design: Textiles, Art, Music, Drama, Economics, Film Studies, Physical Education, and Triple Science (which comprises Biology, Chemistry and Physics). In Year 11 for this year only girls may choose Cross Curricular Skills and/or English as an Additional Language support lessons as part of these options. Additional "top-up" lessons may also be available, at the discretion of the relevant Head of Department, in GreekGCSE, Further Mathematics and, for girls new to Year 10, Religious Studies.
- 6.4 Girls are advised to choose a balanced range of options. The school will honour all option combination requests provided that options are chosen by the published deadline (approximately February half-term).
- 6.5 Heads of Departments review and recommend which examination syllabus will be followed. Decisions are made in consultation with the Senior School Senior Leadership Team.

## **7. Sixth Form Curriculum**

- 7.1 Education after 16 offers girls opportunities for the advanced study of subjects in an atmosphere where more emphasis is placed on self-discipline and independent learning in preparation for further study at university.
- 7.2 Girls choose three or four subjects from Advanced level courses which include English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, French, German, Spanish, History, Geography, Economics, Business, Classical Civilisation, Latin, Psychology, Religious Studies (Philosophy and Ethics), Art and Design, History of Art, Art & Design: Textiles, I.C.T. (2018 only), Music, Photography, Physical Education, Dance, Government and Politics, Film Studies, Drama and Theatre and Sociology (new in 2018). In addition all girls follow a programme of Higher Education Preparation (HEP) and Physical Education.
- 7.3 The Leith's Certificate of Food and Wine or the school's Curriculum Enrichment Programme, including the Extended Project Qualification (EPQ) are also undertaken by girls in the Sixth Form as part of their programme of study.

- 7.4. Most girls study four subjects at the start of the Lower Sixth before selecting three of these four subjects to continue through to A-level
- 7.5. Currently, most subjects follow the 'reformed' structure of terminal assessment at the end of the Upper Sixth, while some subjects taught in the Upper Sixth followed the 'legacy' structure of AS assessment in the Lower Sixth and A2 assessment in the Upper Sixth. All A-levels taught in the Lower Sixth follow the reformed structure.
- 7.5. Girls are advised to choose a balanced range of options which allow them to pursue their chosen career path. The school will attempt to honour all option combination requests for three options, provided that options are chosen by the published deadline (approximately February half-term). Girls will be invited to choose a fourth option once the option blocks are finalised. In cases where girls are intent on completing 4 A-Levels, the school will still endeavour to allow for this in the initial option calculations.
- 7.6. Heads of Department review and recommend which examination specification they will follow. Decisions are made in consultation with the Senior School Senior Leadership Team.

## **8. The AIM Programme**

- 8.1. The Able, Interested and Motivated (AIM) programme is overseen by the Enhanced Learning Coordinator (ELC). The Aims Coordinator is responsible for identifying girls who are academically able in terms of baseline testing and examination performance, but also girls who are highly motivated or enthused about any aspect of their learning or ambitious in their university aspirations. Staff are also encouraged to nominate girls for the programme.
- 8.2. The ELC along with the Deputy Head Academic is responsible for monitoring the degree of challenge being offered in the curriculum. The ELC will also ensure that enriching and academically stretching experiences are available to all scholars and any girl who expresses an interest.
- 8.3. The ELC works in conjunction with the Director of Sport and Wellbeing, Head of Art and Director of Music to arrange a suitable programme of study for Scholars in these disciplines.
- Each scholar from these areas is assigned a supervisor who will oversee provision and also identify targets/ challenges for each girl.
  - Drama scholars are being given as active a role as possible in school productions; speech and movement workshops have begun specifically for them – non attendance is being followed up
  - Art scholars' work is regularly displayed in exhibitions
  - PE scholars have an individual fitness and training programme that is monitored by PE staff.

- Alongside other activities such as STEM club, Ancient Greek and entry for the Mathematics Olympiad, academic scholars/ AIM girls are encouraged to engage in a 'project qualification' strategy (rolled out after Christmas 2017), which will culminate in an evening scholar project presentation event in mid-June. It is proposed that this will then lead into to HPQ/ EPQ formal assessment in academic year 2018-19.

## 9. Sport and Wellbeing in the curriculum

The academic benefits of exercise being part of the curriculum (improved attention and more efficient transfers of information from short- to long-term memory), have for a long time been recognised. In addition, as mental health issues have become more prevalent in today's society, studies have highlighted the importance of the link between exercise and increased self-esteem, clearer thinking, and reduced anxieties. However, national research has identified an alarming fall in participation rates of young people, in particular girls, in sport. In a recent study by the World Health Organisation, 15% of girls aged 11-15 participate in the recommended levels of physical activity and the wellbeing this can provide. PE has been regularly criticised as inappropriate for many girls' needs, with narrow curriculums that are dominated by competitive team games, failing to address the needs and interests of young women.

- 9.1 In an effort to address these challenges, , Kent College's Sport and Wellbeing Programme aims to ensure that all our girls are enthused about regular physical activity and sport. We offer a broad range of opportunities that focus on the perspectives, attitudes and experiences of the adolescent, from the highest performing sports scholars, to the girl who finds the enjoyment of participation without the absolute need for an end result. With Sport and Wellbeing Afternoons being introduced into the timetable, the girls can participate with friends, switch off from academic pressures, and the everyday demands they are faced with.
- 9.2 All Senior School teaching staff are required to participate in the programme, utilising their own passions for different sports whenever possible. Girls are also able to see staff in a different context, helping to consolidate a positive teacher/student relationship. Only PE teachers take the sessions in the Prep School.
- 9.3 In the Senior School, BoxFit, badminton, trampolining, climbing, yoga, boot camp, mindfulness, lifesaving, basketball, table tennis and dance are just a few of the activities on offer during each Year group's timetabled Sport and Wellbeing session. A similar model is followed in the Prep School, with netball, hockey, trampolining, football, rounders, tennis, cricket and swimming being on offer
- 9.4 Pupils in sports teams have additional training and matches during Wellbeing Afternoons and participate in matches on set evenings, making other evenings available for their club sports and academic work. The fixture programme has also been extended to accommodate the increasing number of girls wishing to participate in competitive team sports.



## 10. Curriculum plans 2017-18

### 10.1 Nursery to Year 2

All periods are 35 minutes in length

Subject	Nursery Period Allocation	Reception Period Allocation	Year1 Period Allocation	Year 2 Period Allocation
English			10	10
Mathematics			7	7
Science			3	3
MFL	1 (French)	1(French)	1 (French)	1 (French)
Topic (History/ Geography/			3	3
R.E.			1	1
ICT			1	1
Art/DT			2	2
Music	2	2	2	2
Drama		1	1	1
P.E.	3	3	4	4
P.S.H.C.E.			1	1
Phonics/GR			4	4
Forest Fun	2	2		
PSHE/Story Time			5	5
TOTAL	45	45	45	45

With the exception of lessons taught by specialist teachers, the Early Years timetable does not follow structured periods. Literacy and number are taught every day and there is a wide variety of topic work and creative activities through the week.

## 10.2 Years 3 to 6

All periods are 35 minutes in length

Subject	Year 3 Period Allocation	Year 4 Period Allocation	Year 5 Period Allocation	Year 6 Period Allocation
English	10	10	11	10
Mathematics	10	10	10	10
Science	4	4	4	4
MFL	2 (French)	2 (French)	2 (French)	3 (2 French, 1 Mandarin)
Humanities	3	3	3	3
R.E.	1	1	1	1
I.C.T.	2	2	2	2
Art/D.T.	2	2	2	2
Music	2	2	2	2
Drama	1	1	1	2
P.E.	7	7	6	6
Problem Solving	1	1	1	-
TOTAL	45	45	45	45

### 10.3 (Lower School) Years 7 to 9

All lessons/periods are 35 minutes

#### KS3 Overview - 2017 onwards

Subject	Yr 7	Yr 8	Yr 9	Total	Minutes
English	6	6	6	18	630
Maths	6	6	6	18	630
Science	4	6	6	16	560
Sport & Wellbeing	6	6	4	16	560
MFL1	4	3	3	10	350
MFL2	4	3	3	10	350
Religious Studies	2	2	4	8	280
Art	2	2	2	6	210
Classics	2	2	2	6	210
Drama	2	2	2	6	210
Food Tech	2	2	2	6	210
Geography	2	2	2	6	210
History	2	2	2	6	210
Music	2	2	2	6	210
Textiles	2	2	2	6	210
Coding	1	1	1	3	105
PSHCE	1	1	1	3	105
Total	50	50	50	150	5250

## 10.4 Middle School (Years 10-11)

### KS4 Overview - 2017 onwards

Subject	Yr 10	Yr 11	Y11*	Total	Minutes
English	6	6	6	12	420
Maths	6	6	6	12	420
Science	11	10	10	21	735
Sport & Wellbeing	4	4	2	8	280
Religious Studies	2			2	70
PSHCE	1	1	1	2	70
Option 1	5	5	5	10	350
Option 2	5	5	5	10	350
Option 3	5	5	5	10	350
Option 4	5	5	5	10	350
Enrichment		3	5	3	105
Total	50	50	50	100	3500

*\*transition year*

### GCSE option subjects:

French, German, Spanish, History, Geography, Classical Civilisation, Latin, Art, Drama, Computer Science, Music, DT: Food, Art & Design: Textiles, Economics, Film Studies, Physical Education, Triple Science (Biology, Chemistry, Physics).

Support option subjects, not leading to GCSE qualifications:

Cross Curricular Skills (Year 11 only in 2017/8) (which may lead to a Certificate in Functional Mathematics), English as an Additional Language (EAL)

## 10.5 Sixth Form (Years 12-13)

### KS5 Overview

Subject	L6	U6	U6*	Total	Percentage	Minutes
Option 1	8	10	11	18	12.0%	630
Option 2	8	10	9	18	12.0%	630
Option 3	8	10		18	12.0%	630
Option 4	8	0		8	5.3%	280
Sport & Wellbeing	4	4		8	5.3%	280
CEP (max)	8	0		8	5.3%	280
HEP	2	2		4	2.7%	140
<b>Total</b>	<b>46</b>	<b>36</b>		<b>82</b>		<b>2870</b>

*\*transition year*

*11 periods for new A-levels*

*9 periods for old A-levels*

L6th	Curriculum Enrichment Programme (Extended Project Qualification, Model United Nations, community service, Sports Leadership, editing the school newspaper, dance) or Leith's Food and Wine – up to 10 periods, Higher Education Preparation – 2 periods  Sport and Wellbeing – 4 periods
U6th	Sport and Wellbeing – 4 periods,  Higher Education Preparation – 2 periods
Options (3 or 4 subjects)	Art and Design, History of Art Biology, Business, Chemistry, Classical Civilisation, Dance, Economics, English Literature, Film Studies, French, Geography, German, Government and Politics, History, Latin, Mathematics, Further Mathematics,

	Music, P.E., Photography, Physics, Art & Design: Textiles, Psychology, RS (Philosophy and Ethics), Sociology Spanish, Drama and Theatre.
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### MONITORING AND REVIEW

The Education Committee is responsible for monitoring the way in which the school curriculum is implemented. This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary.

Agreed by SLT: September 2011  
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 Agreed by SLT: September 2016  
 Agreed by Exec: November 2017  
 Approved by Education Committee: November 2017