

KING EDWARD'S SENIOR SCHOOL POLICY DOCUMENT

Title: Curriculum Policy

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Aims

King Edward's School aims to provide a broad and balanced curriculum based on sound educational principles and catering for a range of interests and abilities. We aim to nurture the mind and the body and to develop in our pupils a desire for intellectual enquiry and self-improvement. The curriculum is at the heart of this aim, and we encourage every pupil to maximise their talents and abilities both within and beyond its framework. Although at King Edward's we follow the National Curriculum in outline, we aim to extend and complement this wherever possible and appropriate. We aim to enable pupils to follow their particular strengths and enthusiasms in as unrestricted a framework as possible, although this aim is of course subject to the logistics of curriculum and timetable planning, as well as being guided by the importance of following a broad and balanced curriculum, especially at Key Stages 3 and 4. The curriculum is kept under constant review to ensure that it evolves with the best approaches nationally and fits the changing requirements and expectations of pupils, parents and society. These include fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, as well as PSHE and Careers Education and Guidance. Specific policies are in place for PSHE and Careers Education and Guidance.

Whilst the curriculum and teaching at King Edward's are designed to deliver a supportive learning environment that encourages pupils to fulfil their potential, these aspects do not exist in isolation, and the academic and pastoral teams work closely together to achieve the aims of the school, to support pupils' learning and to foster their emotional, physical and mental well-being.

Effective teaching and learning is supported by:

- regular and effective feedback
- higher-order activities that support independent thinking
- a secure and supportive environment
- praise and positive reinforcement
- excellent relationships between all members of our school community, based on mutual respect
- high quality and sufficient resources
- effective planning with clear objectives
- a good balance of individual, group and whole class work
- a range of activities and a variety of teaching strategies and styles.

To this end, the schemes of work for each subject are reviewed regularly by the Heads of Department. These schemes of work reflect the depth and breadth of the curriculum, which is in keeping with a school of our standards and traditions and the academic requirements of public examinations.

The Structure of the Curriculum

The curriculum is delivered within a timetable that follows a fortnightly cycle of 50 periods, each of 1 hour in length. Each day starts at 0840 and runs until 1600, with 5 periods in the day. Periods 1 and 2 are followed by a break, period 3 by lunch and then periods 4 and 5. Tutor registration precedes periods 1, and period 4 is used as our afternoon registration. The first week in the cycle is designated A week and the second B week. With the exception of year group games lessons, there are no planned double lessons. Only games lessons and the fortnightly PSHE lesson follow a set slot in the timetable each year, with all other lesson scheduled as best permits a balanced timetable. This model allows the best allocation of time across the subjects, lessons of a suitable length for practical and non-practical subjects alike, a lesson length that suits pupils of all ages and a day that is not overly complicated or rushed. We find this to be an efficient model for our pupils in light of the nature of our physical site and the curriculum we offer.

There is a degree of choice from Year 9 onwards. When making choices, pupils are asked for their preferences in rank order, and an option scheme is created from these, rather than option blocks being presented from which pupils make choices. The aim is to create a scheme that allows as many pupils as possible to study their chosen subjects, and our process gives us the greatest flexibility and success in achieving this.

Years 7 & 8

All pupils follow a broad curriculum which aims to introduce them to a full range of subjects across the Arts, Sciences and Humanities, whilst also encouraging the development of sporting and creative talent. All pupils study two Modern Foreign Languages, taken from French, German or Spanish. Parents express a preference for one language, and the other is allocated as to ensure balanced teaching groups across the timetable. Mathematics is taught in ability sets following assessment and review at the end of the first half term. The curriculum and the number of hours allocated to each subject in the fortnightly cycle are indicated below:

Subject	Year 7	Year 8
English	6	6
Maths	5	5
Biology	2	2
Chemistry	2	2
Physics	2	2
MFL 1	3	3
MFL 2	3	3
Geography	3	3
History	3	3
Latin	3	3
RS	2	2
Art	2	2
DT	2	2
ICT	2	2
Drama	2	2
Music	2	2
PSHE	1	1
Games	4	4
PE	1	1

Year 9

In Year 9, an element of choice is introduced in advance of later choices for GCSE, as follows:

Subject	Year 9
English	6
Maths	6
Biology	3
Chemistry	3
Physics	3
Geography	3
History	3
RS	2
EBU	3
Option A	3
Option B	3
Option C	3
Option D	3
PSHE	1
Games	4
PE	1

EBU: Economic and Business Understanding. A core programme to ensure that pupils have a sound understanding of the basic principles of business and economics to prepare them for the modern world.

4 x Year 9 Options (3 periods per option) to include at least one Modern Foreign Language:

Art
Drama
DT
French
German
ICT
Latin or Latin & Greek
Music
Spanish

Greek may be studied alongside Latin by those pupils who have shown themselves to be capable of coping with the demands of the course. There is no '*ab initio*' Modern Language option available.

GCSE

In Years 10 and 11, the range of options is extended and the time available for most subjects increased. Science sets are established based on pupils' ability in these subjects and their potential to carry on with all three sciences separately (Triple Award) or, if more appropriate, pupils are allocated to the Combined Science groups, leading to two GCSE grades. A Modern Foreign Language remains compulsory. The Science subjects are banded within the triple or dual options, and banding is also introduced in English. Those pupils continuing with the Latin & Greek option are given one extra hour of teaching off timetable to help them to cope with the demands of these two subjects. Most KES pupils study for 9 or 10 GCSEs, although for those taking Latin and Greek, 11 is the more likely number. In addition, the most able Mathematicians are able to take the AQA Level 2 Certificate in Further Mathematics, equivalent to an extra GCSE. Bilingual pupils may be allowed to take the relevant GCSE/IGCSE if they are not already taking it for GCSE. Many of these, as well as those who have gained the appropriate level of proficiency through additional study outside of King Edward's, may be permitted to take it early, usually in Year 9 or 10.

IGCSE courses have been chosen by some departments in favour of the equivalent GCSE course purely on the grounds that these are more suitable specifications for the ability range of pupils and for their subsequent, potential progression to A-level. There is no policy or plan requiring these subjects to take IGCSE courses or for IGCSE to be favoured over GCSE within the School.

Curriculum allocations are as follows:

Subject	Year 10	Year 11
English (Language and Literature)	6	6
Maths	6	6
Biology	4	4
Chemistry	4	4
Physics	4	4
Morality and Ethics	1	1
Option A	5	5
Option B	5	5
Option C	5	5
Option D	5	5
PSHE	1	1
Games	4	4

In Year 10 a wider range of Games options is offered for those not engaged in the major sport that term. In Year 11, the Games lessons are timetabled with those for Years 12 and 13 so that younger players can play for the more senior teams without disrupting their academic subjects.

4 x GCSE Options (5 periods per option) to include at least one Modern Foreign Language:

Business & Economics
Computer Science
Drama
French
Geography
German
History
Latin or Latin & Greek
Music
Physical Education
Religious Studies
Spanish

All pupils take English Language and English Literature, Mathematics and Sciences (Tripe or Combined) to GCSE/IGCSE and all pupils continue with one hour per fortnight of a compulsory, non-examined Morality and Ethics course, regardless of whether or not GCSE Religious Studies is taken.

GCE A Level

At A Level, a wide range of subjects is available. As with GCSE, strenuous efforts are made to try to ensure that all subject combinations are possible, although no guarantees are given to this effect. The curriculum operates as follows:

Subject	Year 12	Year 13
Option A	9	10
Option B	9	10
Option C	9	10
Option D	9	10
PSHE	1	1
Games	4	4

Four options at A- level are chosen from:

Art
 Biology
 Business Studies
 Chemistry
 Classical Civilisation
 Computer Science
 Design Technology
 Drama
 Electronics (available only as an AS course examined at the end of Year 12)
 Economics
 English Language
 English Literature
 French
 Geography
 German
 Government and Politics
 Greek (classical)
 History
 Latin
 Mathematics or Mathematics and Further Mathematics
 Music
 Philosophy
 Photography
 Physical Education
 Physics
 Psychology
 RS
 Spanish

The Extended Project Qualification is also supported. For many pupils, this is a valuable undertaking and an enriching opportunity to study a topic in greater depth, potentially leading to a formal qualification which carries the UCAS tariff equivalent to an AS level, albeit with an A* grade available. No timetabled lessons take place for this, but a member of staff has specific responsibility to support those pupils embarking on this course through their own independent study.

University Aptitude Tests, Oxbridge entrance and applications for medical and veterinary courses and similar are also supported by the UCAS team and relevant departments.

In Year 12, 9 hours per fortnight are available for each subject, increasing to 10 in Year 13. For Further Maths, this figure is 15 in both cases. Most pupils study 4 subjects throughout Year 12 and continue with 3 at in Year 13, although more able pupils often decide to continue with 4 subjects (or 5, if they have taken Further Maths) at the higher level, almost invariably with great success. The Sixth Form Learning for Life programme includes elements of specialist Careers and UCAS advice. The range of options available in Games includes more specialised and individual sporting activities, such as Golf, as well as a well-established and highly successful Community Service programme.

All pupils have a number of study periods on their timetable which they are expected to use to engage in private study. The Sixth Form Centre in Holbeche has dedicated study areas, and there is also space in the Library.

Schemes of Work

Each department is responsible for its own scheme of work. At A level and GCSE these will be driven by the demands of those qualifications. At Key Stage 3, the schemes are driven by the need to teach the knowledge and skills needed for pupils to progress successfully and confidently to GCSE level.

Curriculum Management

Overall management of the curriculum is carried out by the Deputy Head (Academic), supported by the Deputy Head (Curriculum and Information Systems) in regards to the choices schemes. Heads of Department are responsible for the curriculum planning for their own subjects. The role of the Deputy Head (Academic) in relation to this is principally one of support and oversight, as well as management as appropriate. Each Head of Department meets annually, at the start of the academic year, with the Headmaster and Deputy Head (Academic) to review the academic success and progress of the department in the previous year, giving particular focus to public examination results.

Curriculum Enrichment (including Able, Gifted & Talented)

The curriculum provides the basic framework for learning, but all departments are encouraged to go beyond this framework with a view to enriching the learning experience for pupils at all levels. Trips and visits, opportunities for support, extension and research, subject-based clubs and societies, guest speakers and commentators, a focus on new and varied learning methodologies and identification of cross-curricular themes and opportunities should all contribute to a culture which seeks to 'provide a distinctive and stimulating learning environment ... in which each individual is encouraged to strive for excellence and ... to fulfil their own personal academic, sporting, creative and cultural potential' [KES Aims].

Extraordinary Circumstances

During periods of extraordinary circumstances, like those we experienced during the Covid-19 pandemic, it may be necessary to make adjustments to the curriculum in order for it to be delivered effectively, for example if the school has to move to an extended period of online learning. If this situation were to occur, the school would produce details of the adjustments and make this information available on the school VLE or website.