

KENSINGTON
PARK SCHOOL

CURRICULUM POLICY

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1. POLICY STATEMENT

At Kensington Park School, our curriculum is designed to develop curious, adventurous and intellectually agile students, and to challenge them in a way that encourages curiosity and confidence.

The Senior School (Years 7-11) provides a wide-ranging and balanced curriculum where all children are educated holistically in all aspects of learning – linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative. It includes not only the formal requirements of the schemes of work in which children acquire subject-specific knowledge and skills in speaking and listening, literacy and numeracy, but also the co-curricular activities that the School provides in order to enrich the children's experience and develop the whole personality. The curriculum is tailored to develop the abilities and aptitudes of all children including those with learning differences, EAL or particular talents and abilities. Students receive exceptional pastoral care and are taught personal, social, health and economic education within lessons, through tutors and the safeguarding and pastoral team.

The Sixth Form continues with the provision described above, providing students with an education that equips them with the appropriate learning and skills to enable them to achieve the qualifications necessary to proceed to their next stage of education. The School provides supportive guidance and advice enabling students to maximise their potential with regard to university admissions, while the curriculum and the co-curriculum work together to prepare students for success in higher education, in subsequent careers and in the wider world.

2. ETHOS

The School's curriculum is underpinned by our values. The curriculum is the means by which the School achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- We value every student's uniqueness, we listen to the views of individual students, and we promote respect for all cultures.
- We value the spiritual and moral development of each child, as well as their intellectual and physical growth.

- We organise our curriculum to promote inclusion, cooperation and to meet the needs of all individuals in our School community, taking into consideration statutory guidance such as the Equality Act 2010.
- We value the rights enjoyed by each person in our society. We want to enable each child to be successful, and we provide equal opportunities for all our children.
- We address the concepts of Citizenship in the PSHE/RSE/SMSC policies.
- The spiritual, moral, social and cultural development of students at the School is embedded in the curriculum. We promote the fundamental British values of:
 - Democracy;
 - The rule of law;
 - Individual liberty;
 - Mutual respect and tolerance of those with different faiths and beliefs.
- We value our environment, and we want to teach our children, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3. SCOPE

This policy is applicable to all those involved in the organisation and delivery of the School's curriculum and co-curricular activities.

4. AIMS AND OBJECTIVES

The curriculum at Kensington Park School is designed to fulfil the School's objective to provide a modern curriculum which promotes intellectual curiosity and creativity, and which fosters a love of independent learning.

The aims of the School's curriculum are:

- to engage, motivate, challenge and sustain the interest of every student whatever their ability, and build confidence and self-esteem;
- to promote a positive attitude towards learning, so that children enjoy coming to School, and acquire a solid basis for lifelong learning;
- to enable every child to make good progress and achieve their individual academic potential;
- to teach children the fundamental skills of literacy, numeracy and computing;

- to enable children to be creative and to develop their own thinking;
- to develop children as independent, self-motivated learners;
- to teach children about the developing world, including how their environment and society have changed over time;
- to enable children to be positive citizens;
- to ensure that spiritual, moral, social and cultural values are recognised, addressed and developed;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to promote a healthy lifestyle;
- to enable children to have respect for themselves and to live and work cooperatively with others;
- to provide a curriculum that is accessible to all students.

5. LEGISLATION AND GUIDANCE

- The Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice 2015

6. ROLES AND RESPONSIBILITIES

This policy will be monitored by the Head of Senior School and Head of Sixth Form, who will report to the Headmaster on its implementation on a regular basis. The Headmaster will report to the KPS Advisory Board's Curriculum Sub-Committee on the progress of the policy and may recommend any changes.

7. RELATED SCHOOL POLICIES

- Safeguarding Children and Young People – Kensington Park School is committed to safeguarding and promoting the welfare of children and young people. Students are taught about safeguarding, for example through use of online resources, through the curriculum and PSHE/RSE/SMSC, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help.
- Health and Safety Policy – All staff are committed to prioritising the safety of students as per the School Health and Safety Policy.
- Accessibility Policy, and Accessibility Plan 2024-2027

- Complaints Procedure – Parents who have concerns about any aspect of the curriculum should follow the stages laid out in the Complaints Procedure, which include the handling and recording of initial or informal complaints.
- Achievement, Behaviour, Rewards and Sanctions – the School’s policies address how rewards and sanctions are applied throughout the curriculum.
- All academic documentation across the School, including: Curriculum Summaries; Curriculum Handbooks; Department Handbooks; SMSC.

8. MONITORING AND REVIEW

This policy will be reviewed annually and at other times in the intervening period as necessary, to ensure it follows the latest regulatory guidance, exam reform and any other strategic changes that are necessary to ensure that the students receive appropriate provision.

9. ORGANISATION AND PLANNING

Heads of Department maintain schemes of work that give guidance to teachers in how to proceed through the curriculum. Teachers will in general maintain a planner containing details of past and intended progress with each class. A detailed breakdown of the curriculum in each of the year groups is found later in this document.

10. THE CURRICULUM, INCLUSION AND DIFFERENTIATION

The School provides a stimulating and relevant curriculum for students aged 11 – 18 who have passed our selective entrance procedures. The curriculum broadly follows the National Curriculum, GCSE, IGCSE and A-level specifications, but extends to provide what we feel is an appropriate breadth and challenge for our students. It should be noted that the students develop and benefit from being at KPS as much from the co-curriculum as the academic curriculum: sports, music, drama, debating, DofE scheme, activities, study trips, clubs, assemblies are all an important part of our offering.

Between the curriculum and co-curriculum, such as during the opportunities provided by assemblies and collective gatherings that focus on the cultural and religious beliefs held by the members of the School community and the wider world, we believe students are educated in a wide-ranging and holistic manner.

The curriculum is designed to be broad and balanced, in particular from 11-16, so that decisions to specialise at Sixth Form and beyond have not been prohibited by choices made earlier in the School. This broad and balanced approach ensures that students are given the experience they require in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

We are confident that students acquire skills in speaking and listening, literacy and numeracy through the delivery of our core curriculum. From Years 7 through to 11, all students are expected to study English Language and Literature, Mathematics, the three Sciences, a humanity subject, and most will study at least one Modern Foreign Language.

11. PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

The development of students as responsible and informed citizens, and the fostering of spiritual, moral, social and cultural awareness, are at the heart of the educational experience at KPS. Preparing students for later life and the challenges and decisions they will need to make as adults is an important part of the education at the School. The Personal, Social, Health and Economic Education (PSHE) programme is one way in which these objectives are met. In addition to PSHE sessions, there are other opportunities, both on the curriculum and in co-curricular activities where such education can take place. These include assemblies, societies, study trips and within many academic subjects.

All students in Years 7 – 11 will have timetabled weekly or fortnightly lessons in PSHE, as well as sessions during tutor time. Each Year Group has a scheme of work which develops from previous years, and is tailored to that particular age group. External speakers are used within the programme where appropriate. Students in the Sixth Form have Enrichment on Wednesday afternoons. This includes Tutor Time, assemblies and various other activities which cover PSHE, University & Careers, and lectures from external speakers to create or further interest in diverse topics.

Religious Education is part of the core curriculum in Years 7 and 8. Within it the range of global religions is studied along with the human and social issues relating to each.

12. SCHEMES OF WORK

Department schemes of work and/or guidance are designed so that all

students have the opportunity to learn and to make progress. Learning and progress is regularly monitored and both are recorded by half-termly assessments and are reported in the School's published reports. The progress of all students is evaluated by Subject Leaders, Tutors and Key Stage Academic Leads. Follow-up discussions with students and their parents are arranged as appropriate.

13. ACADEMIC TRACKING

A system of academic tracking exists for all students in order to identify those students who are underperforming or require support. Regular dialogue between the Tutor, Key Stage Academic Leads, subject teachers and the student ensures that targets are set and reviewed. There is also a system of daily academic report-cards for students that temporarily would benefit from a narrower focus and more immediate feedback.

14. BASELINE TESTING

Students sit baseline tests, which are taken at regular times through a student's time at the School. Yellis is taken by Y7&8, MidYis by Y9, and Alis by Y12 students, at the start of the Autumn term. Y7-9 students have their reading age tested through NGRT. These results are used as part of the tracking and monitoring process used by the School. This information is not shared with parents or students.

Kensington Park School selects students at entrance in Years 7 – 11 partly according to their ability in written English. For students whose English proves to be a challenge, additional support is offered by specialist EAL teachers during the GCSE language blocks rather than studying for a GCSE in a foreign language. Our Academic English Programme provides support to our international students in the Sixth Form to enable them to better access their academic learning and to achieve the necessary IELTS levels (or equivalent) to secure their university places.

Such students are supported according to their individual needs, and their welfare and progress is overseen by their Tutor in liaison with the Learning Support Department.

15. ACCESSIBILITY

This policy is linked to the School's Accessibility Policy. The curriculum at KPS is designed to be accessed by all children who attend. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have a learning difference, our school does all it can to meet their individual needs, and we pay due regard to the statutory government guidance.

There are a number of students that are recognised as having Special Education Needs (SEND) that require additional support. All of these students are supported by the Inclusion Department and Individual Education Plans are drawn up for students on the Learning Support Register. The Inclusion Department works with teachers to develop greater understanding of the students' needs and CPD training helps teachers to be better equipped to support them. A TA is available to help teachers as required in lessons and extra support is also offered on a one-to-one basis.

If a child displays signs of having additional learning needs, then his/her teacher liaises closely with the Inclusion Department who works with the child and parents to make sure that adequate provision is given.

The School complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that students with SEND are not placed at a disadvantage compared with other children. Teaching and learning are appropriately modified for children with SEND. The School has an Accessibility Plan which is available to parents.

More able, gifted and talented children at the School are stretched and the curriculum is adjusted accordingly within normal lessons.

The Heads of Department provide academic support sessions alongside a wealth of enrichment opportunities. The extensive co-curricular programme in conjunction with the trips/workshops/scholarship support sessions go hand-in-hand with the differentiation provided in the classroom.

Students for whom English is not their first language are assessed by the EAL (English as an Additional Language) Department and appropriate support is put in place. This support is offered both in small groups and, where required, with one-to-one lessons. In class, teachers differentiate their teaching to ensure that EAL learners can access the curriculum

In cases where there is concern regarding a student's educational needs, then an assessment will be made. If a student meets the criteria, examination concessions (usually in the form of extra time) may be recommended and an application will be made to the Joint Council for Qualifications (JCQ) for special access arrangements. A Student Profile will be drawn up, outlining the student's difficulties and recommending appropriate strategies for differentiation within the classroom.

In the case of students with social/behavioural needs, the Head of Sixth Form or Senior School, the Head of Department and Head of Year, Tutor and parents and the student will be consulted and intervention programmes may be put in place. Targets will be agreed between teachers, students and parents and progress will be monitored and reviewed.

Should a student have an EHCP, the School will make adequate provision in accordance with the Plan's recommendations.

All teachers consider more able, gifted and talented students in their planning, and extension activities are a matter of course in lessons.

16. CAREERS GUIDANCE

Careers guidance for students occurs within the PSHE programmes, additional information evenings or assemblies and also by Tutors and Heads of Year. Careers Seminars and talks also occur on a termly basis, with students attending an external Careers Fair. Mock interview practice and specific Oxbridge and university interview preparation is also available to those in their final year. Each student will liaise closely with their teachers in the run-up to choosing GCSE or A-level options, and Tutors give additional advice.

In the Sixth Form there are information evenings on the UCAS process, as well as talks within Enrichment. The Enrichment programme also includes Volunteering options. Assistance is provided to Sixth Form students who would like to do work experience, including summer placements, and are offered the opportunity to have practice interviews. The Head of University Admissions works closely with the Head of Sixth Form and they advise on university entrance and future careers, using a variety of resources. The majority of leavers go into HE or FE, meaning that the main focus is on preparation for degree programmes.

17. THE KPS CURRICULUM

Senior School (Years 7-11)

The School day at KPS Senior School (Years 7-11) is based on a weekly cycle with each day having ten 35-minute periods, including lunch. These are a combination of single and double periods depending on the subject.

In Years 7 – 11, students have a lesson provision of around 25 hours a week. The subject breakdown varies by Year Group, as detailed separately below.

Year 7 and Year 8

Curriculum Policy SLT/01/25

Next review: September 2025

Students are taught in small classes, with an absolute maximum of 14 students, which facilitates highly personalised and focused learning. Students make rapid progress in lessons and engage with a range of practical activities, working in small groups.

The curriculum covers the following subjects:

English

Maths

Science

Computer Science

French or Spanish

Latin

Mandarin

Geography

History

Religious Studies

Art

Music

Drama

Physical Education

PSHE

PSHE is taught by tutors during Period 0 once a week and in lesson time.

Half termly assessments are given and end-of-year examinations take place during the week after the summer half term.

Year 9

Year 9 gives students the opportunity to hone down their option choices in preparation for GCSE. Alongside the core subjects of Maths and English they are able to choose from a range of options.

Science lessons are split into Physics, Chemistry and Biology, and Classics is introduced as another option.

PSHE is taught by Tutors during Period 0 and in lesson time.

Half termly assessments are given and end-of-year exams take place in the week after the summer half term.

Year 10

The majority of students take 10 GCSE subjects at the end of Year 11, although EAL students may study fewer with English support offered in place of a modern foreign language. Both English Language and English Literature are studied to GCSE from Year 10.

Students complete GCSEs in the core subjects of maths and English Language and English Literature. Most students will take a modern or ancient language of their choosing. PE and Business Studies are offered as extra GCSE options.

PSHE is taught by the Tutor during Period 0 and in lesson time.

Half termly assessments (Exam Practice Papers/EPPs) are given and end-of-year exams take place after the summer half term. At this point, Predicted GCSE grades are given in reports for the first time.

Students who are highly able in writing, speaking and understanding another language, have the option of taking this as a GCSE at the end of Year 10.

Year 11

Students continue with their chosen GCSE subjects from Year 10. They have mock exams at the start of the Spring term at which point most of the syllabi have been completed. At this point some students will be recommended to sit the Double Science award if they are finding the single Sciences challenging.

Students are directed through a comprehensive revision programme in preparation for their GCSE exams that start in May. Parents are kept well informed with their progress, with two Parents' evenings taking place and further discussions are held when there are specific concerns. Additional academic support is offered after school.

Sixth Form

The School day at KPS Sixth Form has the same timetable as the Senior School, but teaching starts at 08.30 with the earlier start replacing the registration period. Each subject is allocated five hours across one week in Year 12 and five-and-a-half hours across the week in Year 13. However, the approach to timetabling is to maximise flexibility to ensure individual student choices are facilitated, which could mean an alteration to the structure for a specific course.

Most students study three A levels, with some studying four. Where English is not a student's first language, they are encouraged to sit an A level in their

native tongue.

All students have one PSHE lesson scheduled on their timetable, with different sessions for both Year 12 and 13.

Subjects offered in Academic Year 2024- 26

Art	English Literature	Philosophy
Biology	Film Studies	Physics
Business Studies	Fine Art	Psychology
Chinese	French	Photography
Chemistry	Further Mathematics	Physical Education
Computer Science	Geography	Religious Studies
Classical Civilisation	Government and Politics	Spanish
Computer Science	History	Sociology
Drama and Theatre Studies	Mathematics	Academic English
Economics	Music	Extended Project Qualification

In addition to A level subject lessons, all students are allocated a personal tutor with whom they meet at least once each fortnight. In Year 12, Enrichment is offered to enable students to discover new interests and sports, to engage in work experience or to participate in health-related fitness activities.

Lessons finish at 4.00pm so that all Sixth Form students are able to access the co-curriculum on offer across both sites of KPS.

18. ACADEMIC ENGLISH PROGRAMME (IELTS)

We are committed to providing students for whom English is not their first language with the necessary support and teaching – this will enable them to better access their academic learning. To this end, there is a policy in place and established practices implemented by the School.

For students in the Sixth Form who take English is an additional language, the Academic English Programme is offered. This better enables them to access the curriculum and also prepares them for the IELTS examination and supports their university applications.

19. PE AND GAMES

All students in the Senior School are expected to take part in the School's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or for other reasons agreed with the School.

20. HOMEWORK

Teachers set homework, which is purposeful and meaningful, via Firefly. A homework timetable is given to students which suggests when subjects should be completed, although students are normally given several days before work needs to be completed and/or handed in. Parents are able to view this through their own Firefly access.

20.1. Marking

Effective feedback given to students through marking and reviewing their work will provide constructive steps for every student to ensure progress. Staff are expected to use the colour red to mark work.

Kensington Park School uses three types of formative marking as part of effective pedagogy:

- Acknowledgement marking – this is light-touch marking, typically with ticks or crosses accompanied with small corrections. This type of marking is often used for short pieces of homework. Where it has been planned that work will be peer or self-assessed, teacher initials will be sufficient.
- Quality marking – this is heavy-touch marking, and will include developmental and diagnostic comments so that students can see what they need to do to improve. This type of marking is used for extended pieces of work, such as essays, EPP's and Mock Exams. Apart from formative assessments (typically done once a half term), there also needs to be evidence of marking that enables students to correct misunderstanding and to show the development of their understanding. Target(s) should be included to enable students to develop and where appropriate, extend their knowledge. A capital 'T' in a circle should be used to indicate this. Comments of praise also acknowledge the progress and understanding that students' have made. Such comments are valuable as it confirms the students' knowledge is correct. Comments should indicate

specifically what students have understood or need to understand. Reference to KS3 or KS4/5 exam specifications would provide support with this. Evidence of such marking should occur twice per half term as a minimum. Teachers may wish to vary the quantity of such marking by marking more often, but with reduced comments.

- Peer marking and self-assessment marking – this is marking either by the student themselves (self-assessment marking) or by their fellow students (peer marking). This type of marking is often used for short pieces of classwork. Evidence of this should be in green pen.

Marking Key

Peer marking and self-assessment are seen as valuable tools to improve student performance, as follows:

- They enable very broad discussions to develop, discussions which achieve far more than merely improving the answer of the student or group to the specific question originally posed;
- They enable links to be made with other areas of the specification, which is invaluable when students are required to sit synoptic exams;
- They allow practical consideration of exam technique.

In addition to these types of marking, teachers will often give verbal feedback, either to an individual student or to the whole group.

21. COMMUNICATION WITH PARENTS AND GUARDIANS

We believe that parents and guardians have a fundamental role to play in helping students to learn. We do all we can to inform parents and guardians about what and how their children are learning, by:

- Holding annual parents' evenings to review student progress and to explain our School strategies;
- Uploading Curriculum Policies and Overviews to the School Firefly platform;
- Sending regular reports to parents and guardians in which we explain the progress made by each student and indicate how the student can improve further;
- Being available - we have an open-door policy;

- Maintaining strong lines of communication with parents living overseas.

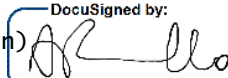
We believe that parents and guardians have a responsibility to support their children and the School in implementing School policies. We would like parents and guardians to:

- Ensure that their child has the best attendance and punctuality record possible;
- Do their best to keep their child healthy and fit to attend School
- Inform School if there are matters outside School that are likely to affect a child's performance or behaviour at School;
- Promote a positive attitude towards School, staff and learning in general;
- Fulfil the requirements set out in the Homework Agreement.

22. CONCERNS AND COMPLAINTS

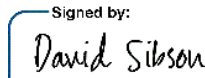
Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's personal Tutor. If the issue is not resolved, parents should contact the Heads of Senior School or Sixth Form. If there is no resolution, then parents should write to the Headmaster. The School has a Complaints Procedure in place, which is available on the website or from Reception.

Antony Faccinello MA(Oxon)

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24 January 2025

David Sibson KPS AB

Signed by:

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