



## **POLICY DOCUMENTS**

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<b>Source/Author of document</b>	Nick Seward
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## Curriculum Policy

### 1. Introduction

- **Scope.** This policy outlines the formal curriculum (academic and co-curricular) to be followed by all pupils, boarding or day, at Kingham Hill School (KHS).
- **Interpretation.** The “Head” includes deputies. “Parent/s” includes one or both of the parents, legal guardians or education guardians. Form groups referred to are according to the English National Curriculum.

### 2. Policy Statement

- **Philosophy.** The following tenets undergird our curriculum:
  - Our purpose as human beings is to know God and glorify Him. He is uniquely revealed to us in Jesus Christ, and the Bible is our authority in all matters of belief and conduct
  - As Christian educators, we welcome children of all faith backgrounds and none, recognising that each is uniquely precious and of worth regardless of ability, achievements, or potential. Each pupil should enjoy an education which encompasses the whole child, in his or her intellectual, physical, emotional and social, and spiritual faculties
  - We promote respect for all human beings as made in the image of God, and tolerance of different beliefs and lifestyles, with particular regard for protected characteristics under the 2010 Equality Act.
  - We promote the charitable objects of the Kingham Hill Trust, which is Protestant and evangelical in its ethos.
  - We are committed to a liberal education. We are seeking to help our pupils develop in character, academic curiosity, and appreciative pleasure. This kind of education is not utilitarian in nature, but seeks to inspire a love of beauty, truth, and goodness for their own sake, and to initiate pupils into a moral and educational inheritance, nourished by a larger spiritual vision.
  - We actively promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual tolerance and respect. The School subscribes to the philosophy statement on British Values authored by Professor Lord Alton et al, which can be found as an appendix to the policy.
- **Principles.** The following general principles apply:
  - Every pupil will undertake a formal academic curriculum, appropriate to their age, Monday to Friday, accompanied by requisite homework and preparation to be completed on weekday evenings

- Every pupil will take part in at least three afternoons of physical activity per week, and every pupil in 3rd Form and above will take part in one afternoon of service activity per week
- Every pupil will have the opportunity to pursue a wide range of hobbies, cultural activities, and the Performing Arts
- Every pupil will have the opportunity to learn a musical instrument, take part in drama, and be taught to sing
- Every pupil will belong to a pastoral House, and play a full part in its community life
- The School's religious ethos, services and school timetable are set in accordance with the Christian faith, but the School respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the School community as a whole and considerations of safety and welfare. School assemblies take place in chapel and whilst participation is encouraged in line with the Founder's vision, parents who wish their children to be excused chapel are to provide notice of this in writing to the Head
- Pupils of requisite ability will be invited to join the Octagon Academic Society, sports squads playing competitive inter-school fixtures, the KHS Academy for the Performing Arts, and positions of responsibility within the School.

### **3. Academic Curriculum**

- **Key Stage 3**

- Pupils follow a broad compulsory curriculum, including the core subjects of Maths, English, and Science
- Pupils concentrate on one Modern Foreign Language (French or Spanish) unless they have SpLD needs
- All pupils in Key Stage 3 also undertake History, Geography, Theology, Physical Education (PE), Art, Music, Design Technology, Drama and PSHEE, and Digital Literacy
- Pupils can also take Latin as an optional subject from 1st Form
- Pupils in 1st Form learn a musical instrument as part of their formal Music curriculum, and in 1st and 2nd Forms are taught to sing
- Allocation of individuals to teaching groups is not a precise science and consideration is given to social and personal factors as well as diagnostic data (MidYIS) and classroom performance
- In Mathematics, pupils are set according to ability
- In all subjects and to all age groups the teaching is underpinned by progressive schemes of work that allow for differentiation and recognise the individual needs of pupils
- All teaching departments are encouraged to work closely with the School's special needs department (referred to as "Greens") and with the English as Second Language (ESOL) department.
- Greens also coordinates provision for pupils with EHC plans, ensuring that needs are catered for throughout the School career of the child.

- Departments are kept informed about pupils with special needs via confidential files detailing individual education plans, aptitudes and strategies as well as through informal discussions and regular grades meetings
- In most subject the scheme of work used follows the spirit of the National Curriculum
- Internal assessments and examinations are set in most subject areas at regular intervals providing a basis for measuring pupil attainment and tracking individual progress. Careful monitoring of pupil progress is made through the course of the academic year and indeed through their time at the School. All pupils are given progress grades every half term. Individual targets are also set by subject teachers at the start of the academic year, recorded on the academic database and evaluated in the Trinity Term.

- **Key Stage 4**

- Pupils are required to take five GCSEs, and can choose up to five more for a full complement of ten. The compulsory subjects are Maths, English Language, English Literature, and at least two Science GCSEs. GCSE options include Triple Science, History, Geography, Theology, Music, Art, Design Technology, Drama, Economics, French, Spanish, Latin and PE
- For the core subjects at GCSE, pupils are streamed according to ability and entered into appropriate GCSE tier levels
- In all remaining subjects, other than those that justify two teaching groups, teaching is by mixed ability, with content, progression, and strategies for differentiation described in departmental schemes of work.

- **Key Stage 5**

- Entry to the Sixth Form is dependent on attaining five good passes 4-9 or equivalent at GCSE, including 6 or equivalent grades in the subjects to be pursued, or successful completion of a Foundation course, or an academic equivalent
- The exception to this rule is for pupils seeking the US High School Diploma (HSD) route, where entry to US Grades 11 and 12 is at the discretion of the Director of the US Program, based on academic transcript and interview
- Pupils will normally pursue either three or four A level subjects or BTEC equivalents, unless there are special arrangements to do with the HSD route in US Program. Most Sixth Formers will also complete an Extended Project Qualification (EPQ)
- Progression from the Lower Sixth to the Upper Sixth is dependent on satisfactory academic attainment, and the ability to successfully complete three A Levels or equivalent – the final arbiter in these matters is the Head, guided by grades and exam scores in the Lower Sixth
- A level subjects available include Maths, Further Maths, Physics, Chemistry, Biology, English Literature, History, Government and Politics, Geography, Theology, Art, Photography, Design Technology, French, Spanish, Latin, Economics and PE
- All Sixth Formers attend a weekly seminar

- Cambridge Technicals (Level 3) are available in Business and Sport, and BTEC Performing Arts; and BTEC Animal Management are also offered
  - Re-sit GCSE English and Maths are offered where appropriate.
- **Octagon.** Pupils of requisite ability are invited to join Octagon – the academic society at KHS. Octagon pupils follow an academic enrichment curriculum from 1st Form to the Upper Sixth, which is integrated into the timetable.
- **US Program.** Pupils working towards HSD through the US Program will be fully integrated into the academic curriculum during Key Stage 3. In Key Stages 4 and 5, one or more option blocks may be used to achieve any credits required which are not attainable through GCSE and/or A Level.
- **Greens.** Pupils with SpLD needs who are accessing the Greens department for extra support will normally do so in preference to a Modern Foreign Language at Key Stage 3, and will utilise one or more option blocks at Key Stages 4 and 5, depending on the level of need.
- **ESOL and Foundation.** Support arrangements for pupils for whom English is a Second Language (ESOL) are as for Greens pupils above, through the ESOL department.
- **PSHEE.** The Personal, Social, and Health and Economic Education (PSHEE) curriculum is detailed in the departmental handbook, and takes place in all year groups in a variety of contexts. These include Chapel, tutor sessions, and calendared events, and it is a taught curriculum subject at Key Stage 3.
- **Careers.** The careers provision is overseen by the Head of Sixth Form and Destinations, and as for PSHEE, takes place in a variety of contexts for pupils in Key Stages 4 and 5.
- **Homework.** Homework, known as ‘Prep’, is set according to a timetable which is published at the beginning of each academic year. The amount and level of prep differs according to age and Key Stage, and must be completed satisfactorily and to deadline, or sanctions are applied.
- **Trips and activities.** Academic departments offer a wide range of trips and activities appropriate to their subjects, to enhance the formal curriculum outside of the classroom. These are detailed in departmental handbooks. School policy is that trips and activities will be financed by KHS where they are essential to the curriculum, but will otherwise be self-financed through appropriate contributions from parents.

#### 4. Statement on STEM (Science, Technology, Engineering and Mathematics) and ICT

- One of KHS’ strategic themes is to prepare young people to flourish in their adult lives. This clearly includes the ability to function well in a society in which digital technology is pervasive; to this end digital literacy is embedded into the curriculum, both as a taught course and in wider schemes of work. In recent years KHS had conducted extensive and consultative research into the literature on ICT in teaching and learning. We believe that handwriting will continue to be an important skill, both practically and

in terms of its neurological benefits, and that there is a strong case for limiting and regulating pupils' screen time and use of ICT as an educational tool, as well as harnessing its potential for effective pedagogy. All new pupils in 1st Form are introduced to a STEM course, to engage them with technology and the potential for future careers. This includes Computer-Aided Design (CAD), robotics, computer construction, motor maintenance and racing, and electronics in drone and model plane flying. The Digital Literacy course in Key Stage 3 covers a wide range of IT skills, including coding, word processing, and the use of spreadsheets.

## 5. Co-curricular

- **Sport and Games.** The following provision is made for all pupils:
  - All pupils have a fixture afternoon, when there are no lessons after lunch, and those involved in the sports squads compete in inter-school fixtures
  - Pupils not involved in sports squads take part in the non-squad games programme
  - Pupils in Key Stage 3 have one further Games afternoon, when they will be squad-training or taking part in the non-squad programme, and a PE afternoon
  
- **Service.** The following provision is made for all pupils:
  - All pupils in 3rd Form and above are required to take part in the service programme, which operates on one afternoon per week
  - All pupils are encouraged to complete at least a bronze Duke of Edinburgh award and the gold award is available for those who want to progress to this
  - Pupils in 3rd Form are required to begin their Duke of Edinburgh award through the Combined Cadet Force (CCF), unless their parent/s specifically object/s on conscientious grounds in writing to the Head (see section 6 below)
  - Pupils in 4th Form and above can choose to continue their service programme through the CCF, or through a variety of other options including the KHS Farm, Model United Nations, CONServe, Ambassadors, or Community Service.
  
- **Activities.** The following provision is made for all pupils:
  - Pupils in Key Stage 3 have a compulsory afternoon session with the Performing Arts Academy, with those of requisite ability and interest continuing into senior years
  - A wide range of other activities and clubs are on offer, which are optional.

## 6. Special Arrangements

- It is recognised that for a variety of reasons it may be necessary or desirable to adjust the requirements outlined above for a particular pupil. These may include, for example, physical impairment, or a particular gifting in an activity not offered through the KHS curriculum, which necessitates extra training and involvement outside the

School (this is not an exhaustive list).

- Any such special arrangement must be requested in writing by the parent/s, and approved in writing by the Head.

This policy was ratified on .....

and will be reviewed October 2021

Signed by the Chairman of Governors .....

Reviewed and updated by Nick Seward (October 2020 and March 2021)

# VALUES

## The characteristics of our British national identity

We affirm the fundamental British Values of democracy, rule of law, equality of every human being before the law, freedom of speech and the rights of all men and women to live free from persecution.

We affirm as a matter of principle and of historical record that these values originate from Judaeo-Christian belief, thought and practice, which has been foundational in these islands. As such these values have been recognised worldwide as defining our national identity.

The central value in British history and culture, derived from our Judaeo-Christian foundations, is that every human being is created by God of infinite worth and with unique purpose and destiny. Therefore, every man woman and child is entitled to respect, care, consideration and protection.

Our values, relating to our personal and corporate life, are given substance, and first learned in the family, the original and enduring building block of our society, where mother and father are duly honoured as the primary educators.

Our values embrace respect for the rule of law and equality of all before the law, together with freedom of speech, debate, conscience and religion. Equity has a long and illustrious pedigree for which the 800<sup>th</sup> anniversary of Magna Carta is a timely reminder.

Our values embrace the utmost respect for human life and the wellbeing of others, compassion and care for the vulnerable, hospitality and mutual interdependence.

Our values derive from the belief that we are all responsible and accountable for our actions, recognising that there are consequences to all that we say and do. Our values encourage every person to seek the common good over and above personal gain, never insisting on our human rights at the expense of our social responsibilities.

Our values are evidenced in mutual trust, truthfulness and integrity. Our word is our bond within all relationships from the home to the marketplace, in civil society and in government. These are complemented by the attitudes of courtesy, compassion and modesty.

Our values applaud and encourage the virtues of commitment to hard work, steadfastness and reliability, in addition to consideration towards the feelings of others.

British history clearly authenticates the role and benefits of Christian teaching and practice. This is evidenced in the struggles to establish the rule of law and to defeat slavery and the slave trade; the establishment of the rights of conscience and the consistent opposition to intimidation, coercion, corruption, tyranny and oppression; the founding of numerous charitable institutions and the upholding of human dignity through the provision of education, health care and welfare. The essential recognition of the spiritual dimension of life provides the clear principles that lead to the honouring of others irrespective of their personal beliefs.

These values bring hope for all people because they reflect the character of the Creator and the created order. We seek actively to promote these values now as fundamental to the health of our national life and to teach and transmit to future generations their validity and their origin in the Judaeo-Christian foundations of our culture.

We call upon people of all faiths and none to subscribe to these values and to affirm and confirm them in daily life, general profession, teaching, and government.

*Drafted following a meeting in the House of Lords of 22 Christian leaders from different traditions, chaired by Professor Lord Alton of Liverpool, this statement was the subject of a special Consultation in the House of Commons on 27 January 2015. Following this it was simultaneously presented at Buckingham Palace to Her Majesty, The Queen, and at 10 Downing Street for the Prime Minister.*