Kineton High School

Achieving personal best

Curriculum Statement 2026/27

Principles - An inclusive curriculum that challenges all students:

Our inclusive curriculum has been meticulously designed to provide all young people with the **knowledge** and **understanding** needed to make sense of the world and to act as a well-informed and moral **global citizens.** The curriculum ensures all young people leave the school with **high currency academic qualifications** that enables them to move onto their next chosen career pathways. The curriculum constantly drives the importance of literacy and numeracy of which are embedded across all subjects, whilst also fostering curiosity and engagement throughout.

This includes the understanding of **British Values** and a willingness to engage in and learn about **ethical, philosophical and religious issues** with maturity, respect and tolerance. The curriculum constantly drives the importance of literacy and numeracy, whilst encouraging creativity and a commitment to the arts. The **extracurricular opportunities** offered by the school are diverse. We encourage and support all our students to participate in fundraising, community activities, teambuilding, educational trips and memorable experiences. Our aim is that students leave Kineton as happy, ambitious and confident young adults, who have developed a **lifelong thirst for learning**.

Purpose

The curriculum has been developed with two core purposes:

1. **To teach and develop the skills required for successful adulthood in modern British society and beyond.**
2. **To teach the knowledge and content required to successfully leave the school with high currency qualifications enabling students to enter their next phase of choice.**

Each subject has identified the key composites and components that are developed throughout the years with clear forensic assessments points at each stage. These are structured through the study of well-chosen topics across the subject. At KS3 this complements the more rigid knowledge specified in the KS4 and 5 specifications. Schemes of learning have The National Curriculum (DFE 2014) at their heart but recognise the skills, assessment styles and content required in new Level 2 (GCSE) and Level 3 (A Level) specifications. Schemes of learning have been planned in order to maximise opportunities to assess and ensure that students have learnt effectively and can remember and apply their new knowledge and skills.

Aims

We aim to develop a curriculum that supports the key values of the school:
Respect
Ambition
Kindness

In addition, we aim to:

- Challenge all students through the implementation of our curriculum regardless of prior attainment.
- Be fully inclusive whilst ensuring the curriculum is suited to the needs of the child.
- Offer students pathways that cater for their aspirations and educational requirements.
- Retain the breadth offered at KS3 whilst enabling students have an effective options process in Year 9.

- Enhance the formal curriculum through a varied extra-curricular offer and opportunities to gain cultural capital through memorable experiences.
- Teach students how to revise and be autonomous learners through the Science of Learning.

The school encourages and supports its disadvantaged and more vulnerable students to participate in activities that will enhance their aspirations and confidence to learn as well as complementing their academic progress.

Teaching & Learning and Assessment

Teaching and learning at Kineton is inclusive and is underpinned by a quality first teaching approach. This enables the curriculum to be delivered in a way that all children can access it and thrive. It is driven through the main aims of personalisation, challenge and checking and is powered by our 6 Learning Principles:

1. **Revise in 5** – Lessons start with a retrieval task allowing students to access parts of the curriculum previously studied.
2. **Cold Calling** – cold calling is the main form of questioning to enable all students to participate.
3. **Silent Study** – There is a period each lesson whereby a short period of time is reserved for silence to allow independent enquiry or deeper thought.
4. **Clear instruction** – Classes are quiet, and the instruction of the teacher is clear to allow for all to understand the learning or modelling to be successful.
5. **Scaffold and challenge for all** – All work is to be carefully scaffolded / structured to allow students to work in their ZPD.
6. **Supported reading** – Literacy and reading materials are carefully selected to allow all students to access and understand comprehensively, whilst driving tier 3 vocabulary and oracy.

This is further supported by the Kineton High School Leesson expectation that gives guidance to what every lesson aspires to be at Kineton School.

Assessment and reporting

Students are assessed during lessons through teaching strategies and low stakes testing. Through personalised marking and feedback within lessons and through written comments. The school uses the F (feedback) A (action) R (response) approach to encourage students to act upon gaps in knowledge or understanding and to help them embed learning. This will be carried out in line with curriculum plans devised by the subjects. Students are encouraged to use DIRT (Dedicated Improvement and Reflection Time) within lessons to close gaps in learning.

Summative tests or assessments take place to give teachers the information required to provide current levels and predictions three times per year per year group. The dates are published in the school calendar each year (termly) and parents receive a short (progress) report, which also provides information about their child's attitude to learning.

Students in KS3 are assessed early on entry to the school through baseline subject assessments. This (in conjunction with KS3 SATs results) enables each subject to identify an age-related pathway for every KS3 student. Going into KS4, this is converted to minimum expected grades (MEGs) for each subject which are calculated to ensure they are aspirational for all.

KS3 Curriculum Model:

The Key Stage 3 curriculum follows a broad range of subjects aligned to the National Curriculum in Years, 8 and 9. The purpose of Key Stage 3 is to build upon KS2 and to nurture roots in a wide range of subjects, whereby the students are inspired and develop a sense of awe and wonder. The majority of subjects are taught in mixed ability groupings with Mathematics and English being taught in groups based on prior attainment after an internal assessment. These sets are fluid, and students can easily move between them.

There are 50 lessons in a fortnightly timetable. The subjects are allocated as is shown below in each year group/ Key stage:

Year 7	**Lessons per fortnight**	**Grouping arrangement**
English	**7**	Set by ability after initial assessment
Mathematics	**6**	Set by ability after initial assessment
Science	**6**	Mixed
Art	**3**	Mixed
Computing	**2**	Mixed
Design Technology	**4**	Mixed
Drama	**2**	Mixed
Geography	**4**	Mixed
History	**4**	Mixed
MFL (Spanish) (or Literacy)	**3**	Mixed
Music	**2**	Mixed
PE	**4**	Streamlined
Character and Culture	**1**	Taught in form groups by Form tutor or specialist
RE	**2**	Mixed
Total	**50**	

*Additional literacy lessons are delivered to a small cohort for 3 periods a fortnight. They are withdrawn from MFL in order that they retain their curriculum entitlement.

Year 8	Lessons per fortnight	**Grouping arrangement**
English	**7**	Set by attainment
Mathematics	**6**	Set by attainment
Science	**6**	Mixed
Art	**3**	Mixed
Computing	**2**	Mixed
Design Technology	**3**	Mixed
Drama	**2**	Mixed
Geography	**4**	Mixed
History	**4**	Mixed
MFL (Spanish) (or Literacy)	**4**	Mixed
Music	**2**	Mixed
PE	**4**	Streamlined
Character and Culture	**1**	Taught in form groups by Form tutor or specialist
RE	**2**	Mixed
Total	**50**	

*Additional literacy lessons are delivered to a small cohort for 4 periods a fortnight. They are withdrawn from MFL in order that they retain their curriculum entitlement.

Year 9

The curriculum in Year 9 is designed to ensure students continue to follow a full KS3 National Curriculum. Students have an increased experience of core lessons and retain mandatory study of MFL and the humanities subjects including Geography, History and RE with an additional Philosophy component. There is a strong drive towards literacy here to fully prepare the foundations for study at KS4 across all the subjects available. Students are given the option of progressing with Computing or switching to Business (Enterprise and Marketing), but still covering a core range of digital literacy skills across either.

Students are given choice in terms of opting across the DT and Arts subjects, and are guided to focusing on specific subjects they are interested in across both disciplines opposed to following all of them through carousels or timetabled lessons. Students have taster sessions during flexible learning days to explore a suite of other subjects available at KS4 and to ensure a smooth options process.

PE is retained at 4 lessons per fortnight to complete a full programme of exercise across all of Key Stage 3.

Year 9	Lessons per fortnight	**Grouping arrangement**
English	**8**	Set by attainment
Mathematics	**7**	Set by attainment
Science	**7**	Mixed
MFL (French/Spanish) (Literacy)	***3***	Mixed
Geography	***3***	Mixed
History	***3***	Mixed
RE and Philosophy	***3***	Mixed
Art	***3***	Mixed
Drama	**3**	Mixed
Music	**3**	Mixed
DT – Food	**3**	Mixed
DT – Product Design	**3**	Mixed
DT – Graphics	**3**	Mixed
DT -Textiles	**3**	Mixed
Computing (or Numeracy)	**2**	Mixed
Business (or Numeracy)	**2**	Mixed
PE	**4**	Streamlined
Character and Culture	**1**	Taught in form groups by Form tutor or specialist
Total	**50**	

*Additional literacy lessons are delivered to a small cohort for 3 periods a fortnight. They are withdrawn from MFL in order that they retain their curriculum entitlement.

*Additional numeracy lessons are delivered to a small cohort for 2 periods a fortnight. They are withdrawn from Computing/Business in order that they retain their curriculum entitlement.

KS4 Curriculum Model:

Year 10 sees the start of formal GCSE/Level 2 studies. The large majority of students will study for 9 or 10 qualifications with a small number dropping to 8 whilst also following an option that involves being entered for a Statistics qualification to compliment the Maths GCSE. All students study the core subjects and continue to have lessons in Character and Culture; RE/Philosophy and PE. A small number of students are entered for functional Maths; they study this within the Maths curriculum.

Year 10 (2021/22)	**Lessons per fortnight**	**Grouping arrangement**	**Year 11 (2021/22)**	**Lessons per fortnight**	**Grouping arrangement**
English	8	Banded according to target grade	**English**	9	Banded according to target grade
Mathematics	8	Set by ability	**Mathematics**	8	Set by ability
Science	9	Mixed apart from a top set group.	**Science**	9	Mixed apart from a top set group.
PE	3	Streamlined	PE	2	Streamlined
Character and Culture	1	In form group	Character and Culture	1	In form group
RE/ philosophy	1	Not set	**RE/ philosophy**	1	Not set
4 x options	(4 x) 5	Not set	4 x options	(4 x) 5	Not set
TOTAL	50			50	

Level 2 Qualifications

GCSE	**English Language, English Literature, Mathematics (and Further Maths)**, History, Geography, RE, **Chemistry, Biology, Physics, Combined Science***, Fine Art, Art Textiles, Media Studies, Drama, Product Design (DT) Food (DT), PE, Computing, French, Spanish, Music
Vocational courses	BTEC Sports Studies, BTEC Health and Social Care, Cambridge National: Enterprise and Marketing, Graphics (DT) Statistics (Y11 only)

In years 10 and 11 students choose 4 additional subjects to study alongside the emboldened core subjects. Students will follow the combined (double) science award. If students opt for Triple Science, they choose 3 additional subjects.

- **Computing**

All students cover the National Curriculum through discretely taught lessons in Years 7, 8 and 9 with a real emphasis on digital literacy. Computing can then be further chosen as a GCSE subject. The NC for Computing is covered through online safety lessons in Character and Culture and embedded in the assembly/ theme for the week tutor activities or through safeguarding or other national initiatives.

The use of ICT supports the delivery of subject specific learning but also develops their ability to select and use a range of software for different purposes; for example, to research, plan, collate and present. The school has a commitment to empowering students to understand and use AI effectively but also critically.

- **Additional Support and SEN**

The curriculum aims to be fully inclusive and all teachers are considered to be expert teachers of SEN through adaptive teaching. Students are educated in mainstream classrooms with their peers. There are intervention activities delivered in the mornings and through additional literacy catch up. These may be individual or in

small groups. All students have a full choice of subjects through the option process and advice is given regarding suitability for courses. This ensures that there is a good breadth of provision and personal interests and ambitions are accounted for. The use of students 'Passports' ensures that learning needs can be accommodated when planning delivery of the curriculum. There are regularly reviewed and monitored using the plan-assess-do-review approach.

- **Developing literacy skills**

Fundamentally all children are encouraged to develop a lifelong love of reading and literature. Leaders at the school understand the importance of literacy in every classroom. Each subject has generated a series of suggested reading lists across Key Stages 3 to 5, these are publicly displayed, and books are stocked in the school library. Every teacher uses classroom strategies to develop reading and writing skills, in order to ensure a coherent approach. There is a focus on tier 3 subject vocabulary in lessons and to support reading comprehension through scaffold and differentiation. Teachers use reading ages that are converted reading attainment scores to ensure students are provided suitable reading materials within their ZPD (Zone of Proximal Development). There is a focus at the school on the etymology of language to make links between tier 2 vocabulary across subjects. Literacy is also promoted through the pastoral programme in which there is a dedicated fortnightly activity and reading timetable, and a new trial with Y7 around guided reading of texts. Oracy is increasingly becoming more embedded in the curriculum with the school working with Oracy Cambridge and training given to all teaching staff.
For some students, there is the need to enhance or boost literacy skills in order that they can cope with the demands of the curriculum. Some students in Key Stage 3 receive additional reading support during Tutor Time in the mornings. Additional literacy skills are delivered through a withdrawal from lessons within the main curriculum (without excluding from any specific subject) or through a functional-skills (level 1) option in KS4 to complement the level qualification in English. All students who may require additional support with literacy continue to attend their full curriculum entitlement.

- **Alternative provision**

Very occasionally, a student may be educated by an off-site provider for part of their curriculum. This is closely monitored and reviewed to ensure it meets the needs of the student and that progress is being made. A 'revolving' door approach is taken whereby a return to mainstream curriculum is a desirable outcome unless the school is unable to deliver the course, eg. Vocational qualification at College. Within this bespoke curriculum, a consideration is taken of the need to study the core curriculum at level 2 alongside level 1 and 2 qualifications.

Kineton has its own off-site provision which provided by Positive Impact and is located in Kineton Village's Sports and Social Club. A small group of students may have a blended provision in school and short periods off-site. This is aimed at supporting engagement in learning; promoting employability skills and successfully completing modules from the ASDAN level 1 or 2 qualifications and functional skills course. As much as possible, this will continue alongside the full suite of subjects studied at GCSE or equivalent. Other students may benefit from Thrive workshops or emotional regulation support in lower years

- **Character and Culture**

All students undertake Character and Culture from Y7-Y13. The aim of the Character and Culture curriculum is to help develop every individual holistically so that they leave school with the skills and attributes required to be a respectful and active member of society. Issues related to protected characteristics and diversity are taught within this curriculum alongside the pastoral and tutor programme.

The curriculum is delivered by Form tutors or specialist teachers who have enhanced training in these areas:

- Relationship and Sex Education
- Healthy Lifestyles
- Employability
- Citizenship

Within each of these 4 areas pupils will acquire the knowledge, skills and understanding to:

- Develop effective and safe relationships
- Develop independence and responsibility
- Develop self-awareness, confidence and positive self-esteem
- Learn to keep themselves and others safe
- Learn to respect the differences between people
- Learn how to live a healthier and safer lifestyle
- Make a positive contribution to society

The curriculum is also supported through a number of Flexible Learning days whereby students are able to build on and apply the skills and knowledge learned in lessons. These days often include visits from guest speakers or organisations such as St Johns' Ambulance; The Fire Service; The RSC. The New Curriculum guidance published by the government in Nov 2025 sees more inclusion of digital literacy, democracy etc. embedded within the Character and Culture schemes of learning.

Wider Learning and Personal Development:

- **Religious Education**

Through KS3, students have one RE lesson per week until Y9 whereby it increased to three over the fortnight, engaging with a wide range of topics in line with the Warwickshire SACRE agreed syllabus. The KS3 scheme of learning has been designed to help students develop their understanding and tolerance of a range of religious and non-religious perspectives. Students are also encouraged to develop their critical thinking, debating and evaluative skills.

At KS4, RE is available to study as a GCSE option. We deliver the Edexcel Spec B course which explores Islam and Christianity in great depth, whilst also considering Muslim, Christian and non-religious responses to a range of philosophical and ethical issues. As well as this, the statutory RE provision is met through a fortnightly Philosophy and Ethics lesson through Year 9, 10 and 11 and across Character and Culture lessons. The scheme of learning focuses on exploring ethical issues, British Values, philosophical theories, global and local citizenship, and the key beliefs of a range of religions.

- **Careers and work-related learning**

The Careers and Work Experience curriculum from Years 7 to 13 is taught through the Character and Culture curriculum and supported through the pastoral programme.

The Character and Culture curriculum includes careers schemes of work, in each year group, from year 7 through to Year 11. The programme content covers self-development through careers and work-related education, careers exploration and careers management. The schemes of work are positioned within the academic year to ensure that students receive timely and supportive CEIAG at key transition points. This includes support with the Options process in Years 8 & 9, preparing for work experience and post 16 and post 18 pathway choices. All year 10 students will participate in our Work Experience Programme and Business and Enterprise Activities Week. Visits to colleges, careers events and outside speakers will be arranged according to the needs of individuals or targeted groups of students.

All Key Stage Four students will receive one or more one to one careers interviews to help support them in their post-16 pathway choices. All students in Key Stages 3 and 4 have the opportunity to request individual careers interviews. Tutors can also request an interview for students for whom they think it would be beneficial. Students at risk of falling into a NEET category or those who lack aspirations are given priority.

As a part of the year 12 and 13 Study Programmes, students receive CEIAG through timetabled lessons, once per fortnight, delivered by their tutors. Here they will explore the full range of options and opportunities open to them, continue with self-development through careers and work-related learning and develop their knowledge and understanding of careers management. Students are supported throughout Sixth Form by their tutors and all have the opportunity to request one to one careers guidance meetings. Support is given for applications to University or other pathways via individual expert guidance. There is a dedicated tutor responsible for guiding students through the UCAS system.

In years 10 and 12 all students are encouraged to participate in a week's work experience placement in a workplace of their choice. This is supported through our work experience coordinator.

- **Extra-curricular activities**

Enrichment is a key part of the student curriculum experience at Kineton High School. There are varied and wide opportunities for getting involved across the key stages. Learning in these experiences enhances and 'joins-up' the main curriculum and take up is strong. The school considers participation in extra-curricular activities vital to developing skills for life and encourages students to get involved. Out of hours learning includes activities such as: Sports clubs, Debate club, Science, Maths and English Clubs; Musical Society.; Duke of Edinburgh award scheme (the school has high take-up for this challenge at Bronze, Silver and Gold levels). Additionally, students can join Art club; E-sports and computer clubs and a range of catch-up and revision classes on a weekly basis.

- **Memorable experiences**

Throughout their time at Kineton, students are presented with opportunities to have exciting and interesting experiences each year; these may complement the formal curriculum or take place within the extra-curricular and enrichment curricula. We believe that these experiences build social and cultural capital and ensure that their time at the school is happy and rewarding. Many of these involve activities that are Charity based fundraisers, such as sponsored walks or the Mini-Marathon; Charity Week or the Christmas fayre, which also develops entrepreneurial skills. A lot of these events such as the Charity Week are driven by the student themselves and develops the community spirit of the school.
Students are also encouraged to go on the vast array of trips that are offered in the school; financial barriers to these memorable experiences are overcome wherever possible.
In 2025-26 an extensive enrichment programme was delivered. These day trips included numerous theatre visits; Poetry Slam competition and workshops at Compton Verney; Imperial War Museum; Natural History Museum, Cotswold Wildlife Park and Black Country Museum to name a few.
The years ends with an Enrichment week during which all students have an opportunity to go on a trip as well as participate in learning activities within school. The range of experiences can be seen on our website: Enrichment Week - Kineton High School

In addition to the trips above, yearly residential expeditions including the Y9 Trip to Cornwall, the Ski Trip, the New York Trip or the trip to Italy/Iceland with the Geography team have become an annual date in the calendar.

At the end of each academic year an inclusive Sports day takes place across Y7-10, and this has become an important fixture in the calendar for the last couple of years.

- **Disadvantaged Students**

To improve the learning, outcomes, and ultimately life chances, of learners from less advantaged backgrounds, disadvantaged pupils will aspire to the same curriculum as other learners whilst additional

support and resources will be offered to them as needed. Low attainment disadvantaged students will be placed into the literacy options in KS3 and KS4 where appropriate. Additional lessons are also offered in EBacc subjects during tutor time; DA students will be priortised to attend these sessions where appropriate. Additional curriculum support is also offered to students after school during "Period 6.". Again, DA students will be priortised towards attendance at these sessions where appropriate.

KS5 Curriculum

The Sixth Form curriculum offers a broad variety of opportunities for a wide range of abilities and interests. It is designed to ensure that students are able to tailor their pathway according to their interests and ability. It includes a combination of traditional 'facilitating' A Levels alongside vocational/ applied courses. In addition to their curriculum studies, Sixth Form students take on many leadership roles within the school and are expected to act as role models to the wider school community.

Sixth form Offer 2026-27:

Year 12 (A Level unless stated)	Year 13 (A Level unless stated)
Art	Art
Biology	Biology
Business (L3 Camb Tech)	Business (L3 Camb Tech)
Business Studies	Business Studies
Chemistry	Chemistry
Computer Science	Computer Science
Digital Media (BTEC)	Digital Media (BTEC)
Drama	Drama
English Literature	English Literature
French	French
Further Maths	Further Maths
Geography	Geography
Health and Social Care (BTEC)	Health and Social Care (BTEC)
History	History
L3 EPQ (Y13)	L3 EPQ (Y13)
Maths	Maths
Philosophy and Ethics	Philosophy and Ethics
Photography	Photography
Physics	Physics
Psychology	Psychology
Sport Btec L3	Sport Btec L3
Sociology	Sociology

The Character and Culture curriculum extends into post-16 with a dedicated lesson delivered by the tutor team. This, alongside the pastoral and assembly programme covers elements of spiritual, moral, social and

cultural education; health and employability and RSE. A P4C (Philosophy for Children) approach is taken within the tutor programme. The EPQ qualification is additionally intended to support this development as students explore and research a topic they are passionate about in an independent enquiry. This forms part of an enrichment offer post-16 in which students choose from:

- Gold Duke of Edinburgh
- EPQ
- Business enterprise project
- Digital Award Scheme (IDEA)

Home Learning

Home learning at Kineton school is split between "Consolidatory" and "Exploratory" tasks and is only set for students to enhance and support learning. The majority of departments use consolidatory tasks the most to learning in the classroom is fully embedded. However exploratory tasks also play an important role whereby students can explore creativity and foster a greater sense of enthusiasm around a subject.

Evidence suggests that when set appropriately home learning can build confidence in students, is a key driver in facilitating students to practice material already taught and prepares children to access the curriculum to its fullest. Home learning also plays a vital role as a key building block for all students' literacy and numeracy skills that are utilised across the entire curriculum.

Each subject has a rationale home learning within their curriculum, and what balance between consolidatory and exploratory they have chosen to focus on in each Key Stage. The latest Home Learning policy was updated in September 2026 and is available on the school website.

Quality Assurance

Kineton High School ensures that the implementation of the curriculum is matched to its aims and purpose and is consistently delivered through a range of quality assurance processes. These are identified on a whole school QA calendar. Activities such as the ones cited below all support in ensuring that the school strives to enact the intentions and purpose laid out at the start of this statement.

- Student focus groups
- Book looks and work trawls
- Staff reviews and training days
- Lesson drop-ins/ learning walks
- Observations
- Curriculum reviews and exam analyses
- Stowe Valley Trust Self-Evaluation days

Related Documentation:

-Kineton High School Lesson (Last updated September 2026)
-Home Learning Policy (Last updated September 2026)
-Assessment and Feedback Policy (Last reviewed September 2026)

September 2026