DEAN CLOSE
KINGHAM HILL SCHOOL
OXFORDSHIRE

POLICY DOCUMENTS

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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

2.1 Curriculum Vision:

The curriculum is designed to contribute to our aims to develop the character of our pupils through the provision of an excellent all-round education within a distinctive Christian context and to develop our pupils so that they become life-long learners who are well-rounded, aspirational, globally minded and ready to work hard, play hard, serve well and rest well.

Within our Equipped to Flourish (ETF) programme we have identified 4 key character virtues of resilience, responsibility, humility and integrity. These are closely linked to and support the 5 Skills for the future of the Dean Close Foundation: compassion, critical thinking, collaboration, communication and creativity.

The curriculum is designed to ensure that each pupil experiences a broad education which also provides them with opportunities to specialise according to their own strengths and educational needs. The school provides broad educational experiences in the following areas of learning: linguistic, mathematical, scientific, technological, human/social, spiritual/moral, physical, aesthetic and creative.

- 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 and at weekends and during holiday periods if required.

- 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 have the opportunity to take part in physical activity throughout the school week
    - Every pupil will belong to a pastoral House (day or boarding), 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.
    - Pupils of requisite ability and attitude 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. Curriculum structure

The school operates a fortnightly timetable of 34 periods per week, with each individual period lasting for 50 minutes. The school year proceeds by alternating between the Week A and the Week B timetable.

- **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 additional learning needs which require them to access additional support from the Greens Department
    - All pupils in Key Stage 3 also undertake History, Geography, Theology, Physical Education (PE), Art, Music, Design Technology, Drama, ETF, and Digital Literacy
    - Pupils in 1st Form learn a musical instrument as part of their formal Music Curriculum.
    - 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 and classroom performance
    - In Mathematics, pupils are normally set according to ability
    - In all subjects and across all age groups the teaching staff adhere to the principles of adaptive teaching which is underpinned by progressive schemes of work that allow for the recognition of neurodivergence and which recognise the individual needs of pupils
    - All teaching departments are required 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.

- All SEND pupils have a pupil passport which is co-constructed with the pupil and parents to ensure that teaching staff understand how best to support each pupil
- Departments are kept informed about pupils with special needs via pupil passports which contain information about aptitudes and strategies as well as through informal discussions and regular grades meetings
- In most subjects the scheme of work used follows the spirit, if not the letter, 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.

- **Key Stage 4**

  - Pupils are required to take a minimum of five GCSEs, and can choose up to four more for a full complement of nine. More able Mathematicians will be offered the opportunity of also entering Further Maths GSCE, enabling them to complete 10 GCSEs. The compulsory subjects are Maths, English Language, English Literature, and at least one Science GCSE. GCSE options include Triple Science, History, Geography, Theology, Music, Art, Design Technology, Drama, Business Studies, French, Spanish, PE and Animal Management
  - The school reserves the right not to offer a particular subject in any given year based on pupil numbers selecting a particular subject
  - 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 or more 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. For A Level and Vocational courses, a minimum of a grade 6 or equivalent grades in the subjects to be pursued is normally required.
  - 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 and/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, Economics, PE and Psychology
    - The school reserves the right not to offer a particular subject in any given year based on pupil numbers selecting a particular subject
    - All Sixth Formers attend regular seminars as part of their ETF programme
    - Cambridge Technicals (Level 3) are available in Business and Sport, and BTECs are available in Performing Arts, Animal Management and Engineering
    - Re-sit GCSE English and Maths are offered where appropriate.
- **Octagon.** Pupils of requisite ability and attitude 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 school day.

- **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 additional learning 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 delivered through the school's Equipped to Flourish (ETF) programme alongside additional learning in Assemblies and Chapels, tutor periods and occasional outside speakers.

- **Homework**. Homework, usually referred to 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. School policy is that trips and activities will be financed by KHS (including the 3rd form Battlefields trip) where they are essential to the curriculum, but will otherwise be financed through appropriate contributions from parents.

4. 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 1st and 2nd form will be part of the Kingham Hill School Scout Troop
- All pupils are encouraged to take part in the Duke of Edinburgh Award Scheme 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

- **Activities.** The following provision is made for all pupils:

- A wide range of other cocurricular activities and clubs are on offer and pupils are offered a choice of these where possible

5. 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.

Last review: June 2026
Next review: September 2027