

Curriculum Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

Coordinator	Nominated Director	Chair of Board of Directors
Director of Academic Programmes Director of EFL Programmes	DIRECTOR OF ACADEMIC DEVELOPMENT	NIGEL PAMPLIN

Kings Colleges offers a wide-ranging curriculum to students of all ages from 14+. The schools have an exclusively international student body from over 50 countries. Between 30-40% of our students take pre-university academic courses; the remainder take English language courses of varying course lengths. Each of our three colleges has two departments, one offering academic pre-university programs from GCSE onwards, the other offering English language programmes. All courses are full time with a minimum of 15 hours of lessons each week. We acknowledge the formative learning experience that studying overseas represents to our students, particularly younger learners, and we endeavour to provide a curriculum which addresses their spiritual moral, social and cultural needs in both learning and teaching.

Key guidance on SMSC (spiritual moral, social and cultural education) can be found here: <https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools>

Every course we offer at Kings is grouped as either 'Academic' or 'English Language', based on their educational origin. While there may be significant differences in structure, duration, outcome and timetable between the courses in each group, every course contains both academic and English language elements. All courses, however, share the same core values, teaching strategies, quality testing and commitment to student achievement.

The term 'Academic' is used to refer to courses which are designed to lead to, support or prepare for British National Qualifications such as GCSEs and A Levels. These courses may teach from syllabuses provided by exam boards such as AQA, Edexcel and OCR. Typically these courses are fixed, long-term and result in a formal qualification or one transferrable to tertiary British education. The courses typically offer a content of core subject knowledge. As such, a certain language level must be assumed and there are strict and absolute entry requirements regarding language ability. In contrast, those termed as 'English Language' courses are more flexible, shorter-term and are taken by students to supplement their education or career in their native country. Generally, they are accessible to a wider level of language levels and abilities; the emphasis very clearly on language progress as well as knowledge over the duration of the course. We have found that grouping our courses in these terms helps define the course objectives and outcomes more clearly to our students and helps potential students distinguish between committing to formal British full-time education and or supporting their own career or formal education with a shorter-term educational course. These respective departments are described more fully below.

Academic

In the Academic Department students study GCSE, GCE A Level, Foundation and Academic English programmes. An individual student's entry point and progression through the courses will depend on their age, previous schooling, language and academic levels.

In the Academic Department, the development of English, Mathematics, Science and ICT is central to our GCSE curriculum work. Students' experiences will also be enriched by a range of additional curriculum subjects which are non-examinable such as PSHE and PE as well as extra-curricular activities such as Kings Enterprise, Trinity Arts, Drama or Music clubs.

Our post-16 education encourages students to take a broad range of subjects and to continue to focus on their language needs in order to take part fully and effectively in UK education at secondary and tertiary levels. The college offers a range of A Level subjects as well as Foundation programmes in five pathways. Each course has a language support and study skills element, which allows the

school to respond to our students' language and study adaptation needs arising from a range of linguistic, cultural and educational backgrounds.

English Language

In the English as a Foreign Language (EFL) Department, students can progress from a beginner level to an advanced level. An individual student's progression from one level to the next will depend on many factors, significantly their language level on entry, their linguistic, educational and cultural background and the length of their stay. Most students choose an intensive programme of 21 hours which will include the choice of a range of electives (Special Interest Groups) to focus on specialist areas within language learning. The alternative programme of 15 hours concentrates on general language skills.

In all departments, we aim to give all our students access to a broad, balanced and appropriate curriculum and to enable them to achieve high academic and personal standards. We strive to provide academic and personal challenge at all times and to contextualise learning. When relevant, academic learning is accompanied by appropriate life skills, such as teamwork and problem-solving, to add further value to the students' learning experience. We want all our students to succeed and to enjoy their learning, allowing them to fulfil their potential in their time with us. This is achieved by using the experience, knowledge and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, in a structured and well-ordered learning environment.

Aims

- To provide an appropriate and challenging curriculum to our international student body;
- To provide learning experience that is engaging, fun and stimulating to all students;
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- To equip students with a range of skills and a desire for lifelong learning;
- To prepare students for studies in the UK, or a career using English, where appropriate, and to help them adapt to a new culture and educational system;
- To provide a structured programme which will allow students to achieve their academic and/or linguistic aims;
- To give students a positive learning and cultural experience which will enhance their personal growth, and lead them to contribute the values of diligence, tolerance, generosity and ambition to their own societies
- To address the spiritual, moral, social and cultural needs of our learners in both learning and teaching

Procedure

Role of the Directors	<p>The Directors have:</p> <ul style="list-style-type: none"> • delegated powers and responsibilities to the Principal to ensure all college personnel and visitors to the school are aware of and comply with this policy; • nominated the Director of Academic Development to visit the school regularly, to liaise with the Principal and to report back to the Directors; • responsibility for the effective implementation, monitoring and evaluation of this policy through the Principal
Role of the Principal	<p>The Principal will:</p> <ul style="list-style-type: none"> • ensure all personnel, students and parents/parents' representatives are aware of and comply with this policy; • monitor the effectiveness of this policy; • annually review the success and development of this policy with the Directors of Studies and the Director of Academic Development
Role of the Director of Academic Development	<p>The Director of Academic Development will:</p> <ul style="list-style-type: none"> ▪ Regularly visit the school's Principal, Directors of Studies and Academic Management team to ensure the policy is implemented effectively; ▪ Report back to the Board of Directors; ▪ Lead a team of cross-school academic subject co-ordinators and specialist EFL



	<p>co-ordinators, appointed by the three principals, to ensure the development and implementation of best practice across the schools</p> <ul style="list-style-type: none"> ▪ ensure each cross-school Subject Coordinator reviews progress of their curriculum subject and reports this to the Academic Management Team and other members of teaching staff;
<p>Role of the Directors of Studies</p>	<p>The Director(s) of Academic and EFL programmes and the Course Directors will:</p> <ul style="list-style-type: none"> • lead the Academic and EFL Departments, and work towards a high standard of learning and teaching; • review the curriculum with the Subject Coordinators, Heads of Department or Subject Leaders, Assistant Directors of Studies(ADoS) and/or teachers. (Note we are working towards a Head of Department or Subject Leader for each curriculum subject in our academic departments. Given the size of our schools, a member of staff may have responsibility for more than one subject.) • work with the cross-school and in-school Subject Coordinator (where appointed) and/or Heads of Departments, Subject Leaders, ADoSes and Senior Teachers (where appointed) and senior teachers (where appointed) who act as mentors and overseers for the provision of that subject within the schools, to ensure a high standard of delivery of that subject; • provide opportunities for training and teacher development; • be responsible for screening students pre-arrival, when required, to ensure the student enters the appropriate course and/or level for his/her needs; • be responsible for screening students on entry to ensure the student enters the appropriate course and/or level for his/her needs; • be responsible for ensuring that all students meet individually with his/her Director of Studies, ADoS, Senior Teacher or Group Tutor to discuss his/her learning objectives, and discuss a plan of learning; • annually review the success and development of this policy with the Director of Academic Development
<p>Role of the Subject Coordinator, Advanced Level Foundation</p>	<p>The Subject Coordinators will:</p> <ul style="list-style-type: none"> • represent their subject across all schools where appropriate; • review the curriculum in their subject area and report to both the Director of Academic Programmes and Director of Academic Development; • work with teachers and Subject Leaders/Heads of Department to deliver a high standard of delivery in their subject; • review progress in their subject teaching and report this to the Director of Academic Programmes and teaching staff
<p>Role of the Subject Leader or Head of Department</p>	<p>The Subject Leaders or Heads of Department will:</p> <ul style="list-style-type: none"> • represent their subject within the school; • work with teachers and Subject Coordinators to deliver a high standard of delivery in their subject; • review the curriculum in their subject area and report to both the Director of Studies and the Subject Coordinator;
<p>Role of Teachers</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ▪ comply with all aspects of this policy; ▪ undertake careful planning of all areas of the curriculum and react to and make the most of learning opportunities which will further develop students' experiences; ▪ be encouraged to develop the curriculum by taking into consideration and using the range of cultures that we have within the college; ▪ review, evaluate and update their scheme/record of work in liaison with their Co-ordinator, Head of Department/Senior Teacher/Subject Leader/ADoS to reflect the needs of their students and ensure completion of the curriculum in their subject area ▪ submit their scheme of work to the academic administration; ▪ use a range of teaching and learning styles to address the needs of all students; ▪ ensure regular and appropriate homework is given and independent study is



	<p>encouraged</p> <ul style="list-style-type: none"> ▪ report to Director of Studies and Subject Leader as appropriate; ▪ undertake training where relevant to enhance their teaching; ▪ make every effort to provide a challenging and stimulating class environment to their students, paying attention to the range of students within the classroom and endeavouring to individualise the learning experience for the students where possible ▪ attend relevant cross school and departmental meetings and CPD sessions
Role of students	<p>Students will:</p> <ul style="list-style-type: none"> ▪ bring their own points of view and share experiences in class; ▪ support their learning with homework and independent study; ▪ complete the necessary course assignments within requested deadlines; ▪ participate in the lesson and the course to the best of their ability; ▪ commit to achieving their learning targets; ▪ understand they have a proactive role in their own learning; ▪ be encouraged to have input into the curriculum as appropriate
Student Consultation	<p>We wish to consult our students and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.</p> <p>Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.</p> <p>The methods will include:</p> <ul style="list-style-type: none"> • A Student Forum/ Council (which will meet regularly and also be consulted by the Principal) • An appointment system and means of contact with the Principal and key staff members • Operating an 'open door' policy in school whenever possible • Student Questionnaires (on a variety of matters relating to the school and/or and social issues) • Open Class discussion (on a variety of matters relating to the school and/or and social issues) • Suggestion Box (allowing anonymity if desired) <p>Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.</p> <p>A separate policy exists for student consultation which explains these processes in more detail.</p>
Role of parents' representatives and parents and guardians (if parents are the fee payers)	<p>Parents, parents' representatives and guardians will:</p> <ul style="list-style-type: none"> • be made aware of this policy through the student hand book, and will be invited to meet with school representatives in their country; • have access to the curriculum through the schools' website and brochures
Technology in Teaching	<p>Teaching will be supported</p> <p>with hardware such as:</p> <ul style="list-style-type: none"> • interactive whiteboards, where available; • with the use of the Computer Room where required; • with the use of Presentation Media • with the use of audio, using CDs or online audio resources • laptops/ tablets where appropriate



	<p>with software such as:</p> <ul style="list-style-type: none"> • with the use of educational software and on-line teaching resources; • by occasionally emailing links or teaching tasks • an online teaching platform and VLE <p>Students may be expected to:</p> <ul style="list-style-type: none"> • Produce work on Office Programmes; • Submit work electronically; • Use the internet effectively and efficiently for study purposes; • Use websites for research of study as instructed by the teacher; • Use appropriate presentation media • Use an online teaching platform
Time Allocation and Timetable	<ul style="list-style-type: none"> • Each subject/course component has its own specific time allocation • Class timetables provide details of subject/course component time allocation.
Planning	<ul style="list-style-type: none"> • Long, medium and short term planning is in place for all subjects. • Teachers are expected to regularly review their syllabuses and schemes of work.
Syllabuses and Schemes of Work	<ul style="list-style-type: none"> • Syllabuses are in place for all subject areas. Syllabuses are usually reviewed at least every two years. • Schemes of work are in place for all courses and subject areas. Schemes of work are written at the start of each course and are reviewed, evaluated and updated as appropriate during the course.
Monitoring	<p>Standards will be monitored by:</p> <ul style="list-style-type: none"> • evaluating students' work • lesson observations • student discussions • scrutiny of planning • general curriculum discussions • policy review • teacher feedback through curriculum meetings • student and staff feedback through questionnaires <p>Monitoring will be undertaken by Subject Coordinators and members of the Academic Management Team.</p>
Spiritual, Moral, Social and Cultural needs	<p>As an international school of students from a range of cultures, religions and backgrounds we always endeavour to address the spiritual, moral, social and cultural needs of our learners in our curriculum.</p>
Literacy and numeracy skills	<ul style="list-style-type: none"> • As an international school all students have English as a second or foreign language and this informs all teaching in terms of literacy; • We endeavour to maximize the learning opportunities in the sphere of literacy and EFL at all times inside and outside the classroom; • We recognise that our students have been taught numeracy in different ways; • Opportunities will be taken where appropriate to improve students' numeracy skills
Educational Visits and Visitors	<ul style="list-style-type: none"> • We actively encourage educational visits to link in with topic work, cultural awareness and university progression. • We invite speakers to enhance the experiences of the students.
Parental / Agent Involvement	<p>All parents are informed, either directly or through their representatives, via regular reporting of their child's progress and are encouraged to communicate with the school to support the student's learning</p>
Equal Opportunities	<ul style="list-style-type: none"> • We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.



	<ul style="list-style-type: none"> We promote equality of opportunity for all students regardless of age, race, gender or disability By careful monitoring and counselling we encourage those underachieving in certain areas.
Learning Needs	Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all students to make progress.
Special Needs	Please refer to the Additional Educational Needs Policy for more information.
Associated Policies and Publications	<p>This policy has been written with reference to and in accordance with the following policies and publications:</p> <ul style="list-style-type: none"> Kings Assessment Policy Kings Community Cohesion Policy Kings School Trips and Activities Policy Kings Sex and Relationships Education Policy The published Aims and Ethos of the School Kings E-Safety Policy
Monitoring the Effectiveness of the Policy	The effectiveness of this policy will be reviewed annually, or when the need arises, and the necessary recommendations for improvement will be made to the directors.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/carers	Directors	School Visitors	Wider School Community		
		✓	✓	✓	✓		✓		
Question	Protected Characteristics							Conclusion	
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'
YES									Yes No
NO	✓	✓	✓	✓	✓	✓	✓	✓	✓
UNSURE									
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'
YES	✓	✓	✓	✓	✓	✓	✓	✓	Yes No
NO									✓
UNSURE									
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.								



Annual Policy Review Sheet - Appendix A:


Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

Date of Last Review:					
Date of Next Review:					
Number of (non-language) subjects available to students within each course:					
GCSE	A Level	Foundation	AS	A2	
I confirm that, in accordance with the Policy, 100% of students of compulsory school age receive Physical Education as part of their curriculum.					YES/NO
I confirm that, in accordance with the Policy, 100% of students of compulsory school age receive lessons in creative arts (Art) as part of their curriculum.					YES/NO
I confirm that, in accordance with the Policy, 100% of students of compulsory school age receive lessons in ICT as part of their curriculum.					YES/NO
I confirm that, in accordance with the Policy, 100% of students of compulsory school age have received weekly PSHE lessons as part of their curriculum.					YES/NO
I confirm that, in accordance with the aims of the Policy, all academic subjects have a minimum of two field trips or visits from outside professionals every academic year.					YES/NO
I confirm that, in accordance with the aims of the Policy, all teachers are required to submit lesson plans when requested by the Directors of Studies.					YES/NO
I confirm, in accordance with the aims of the Policy, that teacher lesson planning criteria includes the measurement of how successfully the aims of the curriculum have been met.					YES/NO
I confirm, in accordance with the aims of the Policy, that teacher observation criteria include the measurement of how successfully the aims of the curriculum have been met.					YES/NO
I confirm that a Scheme of Work is completed by the relevant teacher (s) for all subjects and reviewed by the relevant Director(s) of EFL and Academic Programmes.					YES/NO



I confirm that all teachers have received at least one training or support session regarding matters related to the curriculum in the last 12 months.	YES/NO
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	
How are staff made aware of this policy?	
Staff Induction CPD sessions	
Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?	
Monitoring the Effectiveness of the Policy The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.	
Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...	
'12 weeks' students to be removed as the responsibility of staff is to ensure the content of this policy applies to all students no matter what the length of stay.	

Coordinator:		Date:	
Principal:		Date:	
Chair of Board of Directors:		Date:	
Name of School:			
Next Review Date:			

