

## Curriculum Policy 2012

All Kings' policies, including this Curriculum Policy, 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.

Date	Review Date	Coordinator	Nominated Director
28/11/11	28/11/12	Director of Studies Academic Director of Studies EFL	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 in both learning and teaching.

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 re 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 Young Enterprise, 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 good 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 (at Kings Bournemouth and Kings London Schools) or elementary level (at Kings Oxford School) 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 & 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 well-ordered learning environment.

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.<sup>1</sup>

<sup>1</sup> United Nations, (1989) *Convention on the Rights of the Child –Chapter IV Human Rights*, United Nations 2012, <http://treaties.un.org>, accessed 09.02.12

### 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**

<p><b>Role of the Directors</b></p>	<p>The Directors have:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• nominated the Director of Academic Development to visit the school regularly, to liaise with the Principal and to report back to the Directors;</li> <li>• responsibility for the effective implementation, monitoring and evaluation of this policy through the Principal</li> </ul>
<p><b>Role of the Principal</b></p>	<p>The Principal will:</p> <ul style="list-style-type: none"> <li>• ensure all personnel, students and parents/parents' representatives are aware of and comply with this policy;</li> <li>• monitor the effectiveness of this policy;</li> <li>• annually review the success and development of this policy with the Directors of Studies and the Director of Academic Development</li> </ul>
<p><b>Role of the Director of Academic Development</b></p>	<p>The Director of Academic Development will:</p> <ul style="list-style-type: none"> <li>▪ Regularly visit the school's Principal, Directors of Studies and Academic Management team to ensure the policy is implemented effectively;</li> <li>▪ Report back to the Board of Directors;</li> <li>▪ Lead a team of cross-school academic subject co-ordinators and specialist EFL co-ordinators, appointed by the three principals, to ensure the development and implementation of best practice across the schools</li> </ul>
<p><b>Role of the Directors of Studies</b></p>	<p>The Director(s) of Studies will:</p> <ul style="list-style-type: none"> <li>• lead the Academic and EFL Departments, and work towards a high standard of learning and teaching;</li> <li>• review the curriculum with the Subject Coordinators, Subject Leaders and/or teachers. (Note we are working towards a 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.)</li> <li>• act a Subject Leader for certain subjects and courses;</li> <li>• work with the cross-school and in-school Subject Coordinator (where appointed) and/or Subject Leaders (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;</li> <li>• 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;</li> <li>• provide opportunities for training and teacher development;</li> <li>• be responsible for screening students pre-arrival, when required, to ensure the student enters the appropriate course and/or level for his/her needs;</li> </ul>

	<ul style="list-style-type: none"> <li>• be responsible for screening students on entry to ensure the student enters the appropriate course and/or level for his/her needs;</li> <li>• be responsible for ensuring that all students on programmes of 12 weeks or more meet individually with his/her Director of Studies or senior teacher to discuss his/her learning objectives, and discuss a plan of learning;</li> <li>• annually review the success and development of this policy with the Subject Coordinators and the Director of Academic Development</li> </ul>
<p><b>Role of the Subject Coordinator</b></p>	<p>The Subject Coordinators will:</p> <ul style="list-style-type: none"> <li>• represent their subject across all schools where appropriate;</li> <li>• review the curriculum in their subject area and report to both the Director of Studies and Director of Academic Development;</li> <li>• work with teachers and Subject Leaders to deliver a high standard of delivery in their subject;</li> <li>• review progress in their subject teaching and report this to the Director of Studies and teaching staff</li> </ul>
<p><b>Role of the Subject Leader</b></p>	<p>The Subject Leaders will:</p> <ul style="list-style-type: none"> <li>• represent their subject within the school;</li> <li>• work with teachers and Subject Coordinators to deliver a high standard of delivery in their subject;</li> <li>• review the curriculum in their subject area and report to both the Director of Studies and the Subject Coordinator;</li> </ul>
<p><b>Role of Teachers</b></p>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>▪ comply with all aspects of this policy;</li> <li>▪ undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop students' experiences;</li> <li>▪ be encouraged to develop the curriculum by using the range of cultures that we have within the college;</li> <li>▪ write and update their scheme of work to reflect the needs of their students and ensure completion of the curriculum in their subject area</li> <li>▪ submit their scheme of work to the academic administration;</li> <li>▪ use a range of teaching and learning styles to address the needs of all students;</li> <li>▪ report to Director of Studies and Subject Leader as appropriate;</li> <li>▪ undertake training where relevant to enhance their teaching;</li> <li>▪ 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</li> </ul>
<p><b>Role of students</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ bring their own points of view and share experiences in class;</li> <li>▪ support their learning with homework and independent study;</li> <li>▪ complete the necessary course assignments within requested deadlines;</li> <li>▪ participate in the lesson and the course to the best of their ability;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ commit to achieving their learning targets;</li> <li>▪ understand they have a proactive role in their own learning;</li> <li>▪ be encouraged to have input into the curriculum as appropriate</li> </ul>
<p><b>Student Consultation</b></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"> <li>• A Student Forum (which will meet regularly and also be consulted by the Principal)</li> <li>• An appointment system and means of contact with the Principal and key staff members</li> <li>• Operating an 'open door' policy in school whenever possible</li> <li>• Student Questionnaires (on a variety of matters relating to the school and/or and social issues)</li> <li>• Open Class discussion (on a variety of matters relating to the school and/or and social issues)</li> <li>• Suggestion Box (allowing anonymity if desired)</li> </ul> <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>
<p><b>Role of parents' representatives and parents and guardians (if parents are the fee payers)</b></p>	<p>Parents, parents' representatives and guardians will:</p> <ul style="list-style-type: none"> <li>• be made aware of this policy, and invited to meet with school representatives in their country;</li> <li>• have access to the curriculum through the schools' website and brochures</li> </ul>
<p><b>Technology in Teaching</b></p>	<p>Teaching will be supported:</p> <ul style="list-style-type: none"> <li>• with the use of an interactive whiteboard, where available;</li> <li>• with the use of related online study sites or teaching resources;</li> <li>• with the use of the Computer Room where required (allowing a 2:1 ratio of student to computer);</li> <li>• with the use of Powerpoint and projector</li> <li>• with the use of audio, using CDs or online audio resources</li> <li>• by occasionally emailing links or teaching tasks</li> <li>• Classmate?</li> </ul> <p>Students may be expected to:</p> <ul style="list-style-type: none"> <li>• Produce work on Word, Excel or Powerpoint;</li> <li>• Email work;</li> <li>• Use internet search engines;</li> <li>• Use websites for research of study as instructed by the teacher;</li> <li>• Use Powerpoint and projector for presentation in class</li> </ul>

	<ul style="list-style-type: none"> <li>Use 'Classmate' online resource to support their learning</li> </ul>
<b>Time Allocation and Timetable</b>	<ul style="list-style-type: none"> <li>Each subject/course component has its own specific time allocation</li> <li>Class timetables provide details of subject/course component time allocation.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>Long, medium and short term planning is in place for all subjects.</li> <li>Teachers are expected to regularly review their syllabuses and schemes of work.</li> </ul>
<b>Syllabuses and Schemes of Work</b>	<ul style="list-style-type: none"> <li>Syllabuses are in place for all subject areas. Syllabuses are usually reviewed at least every two years.</li> <li>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 updated as appropriate during the course.</li> </ul>
<b>Monitoring</b>	<p>Standards will be monitored by:</p> <ul style="list-style-type: none"> <li>looking at students' work</li> <li>lesson observations</li> <li>student discussions</li> <li>scrutiny of planning</li> <li>general curriculum discussions</li> <li>policy review</li> </ul> <p>Monitoring will be undertaken by Subject Coordinators and members of the Academic Management Team.</p>
<b>Spiritual, Moral, Social and Cultural needs</b>	<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>
<b>Literacy and numeracy skills</b>	<ul style="list-style-type: none"> <li>As an international school all students have English as a second or foreign language and this informs all teaching in terms of literacy;</li> <li>We endeavour to maximize the learning opportunities in the sphere of literacy and EFL at all times inside and outside the classroom;</li> <li>We recognise that our students have been taught numeracy in different ways;</li> <li>Opportunities will be taken where appropriate to improve students' numeracy skills</li> </ul>
<b>Educational Visits and Visitors</b>	<ul style="list-style-type: none"> <li>We actively encourage educational visits to link in with topic work, cultural awareness and university progression.</li> <li>Invited speakers will enhance the experiences of the students.</li> </ul>
<b>Parental / Agent Involvement</b>	<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>
<b>Equal Opportunities</b>	<ul style="list-style-type: none"> <li>We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.</li> <li>We promote equality of opportunity for all students regardless of age, race, gender or disability</li> </ul>

	<ul style="list-style-type: none"> <li>• By careful monitoring we encourage those underachieving in certain areas.</li> </ul>
<b>Learning Needs</b>	Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all students to make progress.
<b>Special Needs</b>	Please refer to the Special Educational Needs and Disabilities Policy for more information.
<b>Associated Policies and Publications</b>	<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"> <li>• Kings Assessment Policy 2012</li> <li>• Kings Target Setting Policy 2012</li> <li>• Kings Community Cohesion Policy 2012</li> <li>• Kings School Trips and Activities Policy 2012</li> <li>• Kings Sex and Relationships Education Policy 212</li> <li>• The published Aims and Ethos of the School</li> <li>• Kings Strategic Objectives 2012-2015</li> </ul>
<b>Monitoring the Effectiveness of the Policy</b>	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.

<b>Principal:</b>		<b>Date:</b>	
<b>Director:</b>		<b>Date:</b>	

Kings Curriculum Policy 2012 Appendix A:

**Annual Review of Policy for Kings LOCATION School:  
Kings Curriculum Policy 2012**

Date	Review Date	Coordinator	Reviewer
28/11/11	28/11/12	Director of Studies Academic Director of Studies EFL	PRINCIPAL

 This Appendix A to the Kings Curriculum Policy 2012 contains information which is specific to Kings School LOCATION and will be reviewed and updated **annually** by the Principal and Coordinator.

Date of Last Review:					00/00/12	
Number of (non-language) subjects available to students within each course:						
GCSE	A Level	Foundation	HN Diploma			
0	0	0	0	0	0	0
All students of compulsory school age receive Physical Education as part of their curriculum.					YES/NO	
All students of compulsory school age receive lessons in creative arts (Art, Music, Drama) as part of their curriculum.					YES/NO	
All students of compulsory school age receive lessons in IT and Data as part of their curriculum.					YES/NO	
All students of compulsory school age have received weekly PSHE lessons as part of their curriculum.					YES/NO	
All academic subjects have a minimum of two field trips or visits from outside professionals every academic year.					YES/NO	
The school has added the following technological resources within the last 12 months (please state amount):					INTERACTIVE WBS PCs LAPTOPS TABLETS MP3 PLAYERS TELEVISIONS ONLINE STUDY PACKAGES OTHER	

All teachers are required to submit lesson plans when requested by the Directors of Studies.	YES/NO
Teacher lesson planning criteria includes the measurement of how successfully the aims of the curriculum have been met.	YES/NO
Teacher observation criteria includes the measurement of how successfully the aims of the curriculum have been met.	YES/NO
A Scheme of Work is completed weekly by the relevant teacher (s) for all subjects and reviewed monthly by the relevant Director(s) of Studies.	YES/NO
All teachers have received at least one training or support session regarding matters related to the curriculum in the last 12 months.	YES/NO
School meetings regarding the curriculum as a whole took place on the following date(s).	00/00/12
The curriculum for each subject is reviewed at least every 24 months by the Subject Coordinators, Subject Leaders and Directors of Studies. The curriculum review date is/was:	LAST: 00/00/12 NEXT: 00/00/13
The Policy conforms with the latest versions of any regulations and guidelines referenced in the Policy document.	YES/NO
Students, host parents, parents' representatives and parents are aware of the latest policy and current requirements regarding attendance through the Student Handbook, the online policies and the Parents' Handbook respectively.	YES/NO
I confirm that annual student consultation on the policy has taken place on (date).	00/00/12
<p><b>Monitoring the Effectiveness of the Policy</b></p> <p>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.</p> <p>Comments or recommendations for changes should be summarised below:</p>	


<b>Coordinator:</b>		<b>Date:</b>	00/00/12
<b>Principal:</b>		<b>Date:</b>	00/00/12
<b>Name of School:</b>	Kings School <b>LOCATION</b>		
<b>Next Review Date:</b>	00/00/13		