



THE KING'S SCHOOL
C H E S T E R

CURRICULUM POLICY

The curriculum policy for the Senior School is available below and on the school website.

Separate curriculum policies for EYFS, Key Stage 1 (Willow Lodge) and KS2 (Junior School) are also available on the school's website.

- 2.12.1 The school's curriculum in all areas of the Senior School follows statutory requirements, taking into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life. The curriculum policies, plans and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2.12.2 The school provides full time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. The curriculum provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society.
- 2.12.3 Pupils are expected to attend all lessons provided for the curriculum they are following at the appropriate stage in the school.
- 2.12.4 Pupils are expected to acquire skills in speaking and listening, literacy and numeracy skills.
- 2.12.5 Personal, social and health education is provided from Removes to Fifth Year (years 7-11), reflecting the school's aims and ethos.
- 2.12.6 Pupils receive accurate, up-to-date careers guidance that is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.
- 2.12.7 The school sets out to:
- ensure that pupils develop the essential literacy and numeracy skills.
 - provide pupils with a full and rounded entitlement to learning.
 - foster pupils' creativity and develop essential skills, including learning skills.
 - promote a healthy lifestyle.
 - inspire pupils to a commitment to learning which will last a lifetime.
 - promote high standards in all learning and teaching.
 - ensure that all pupils have the opportunity to learn and make progress.
- 2.12.8 Religious education is also provided for pupils in timetabled lessons as well as through whole school and year-based spiritual assemblies.

- 2.12.9 The curriculum policy is reviewed on an annual basis by the Deputy Head Academic, advised by the Academic Board, to ensure that it continues to meet the needs of pupils.
- 2.12.10 Equal Opportunities: entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.
- 2.12.11 Disabilities: in accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.
- 2.12.12 Differentiation: a variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.
- 2.12.13 The following subjects are offered to all pupils in years 7 and 8 (Removes and Shells); Art, Biology, Chemistry, Computer Science, Design Technology, Drama, English, one modern foreign language (French, German and Spanish are rotated annually) in the Removes leading to a choice of two languages in the Shells, Geography, History, Latin, Mathematics, Music, PE, Philosophy & Theology, Physics and PSHE. PSHE encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010); age, disability, gender reassignment, marriage & civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 2.12.14 In year 9 (the 3rd Year) all pupils study Biology, Chemistry, English, Geography, History, Mathematics, PE, Physics and PSHE. In addition, pupils choose to study four of the following subjects; French, German, Spanish, Latin, Classical Civilisation, Philosophy & Theology, Art, Computer Science, Design Technology or Music, with at least one of these choices being a modern foreign language.
- 2.12.15 All pupils in years 10 – 11 (4th and 5th Years) study English Language, English Literature and Mathematics. In addition, they choose seven option subjects from Art, Biology, Chemistry, Classical Civilisation, Computer Science, Design Technology, Economics, French, Geography, German, History, Latin, Music, Religious Studies, Physical Education, Physics and Spanish. Of these 7 option choices, at least two science subjects must be chosen (from Biology, Chemistry and Physics) and at least one modern language must be chosen (from French, German and Spanish). Some students study Double Award Science in place of separate sciences at the recommendation of the school.
- 2.12.16 Sixth form (GCE): in years 12 and 13 – pupils study four subjects in year 12 and may drop to three in year 13, chosen from Art, Biology, Business, Chemistry, Classical Civilisation, Computing, Design Technology, Economics, English Literature, English Language, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Philosophy, Physical Education, Physics, Politics, Religious Studies and Spanish.
- 2.12.17 All pupils, with the exception of those years 10 and 11 (4th and 5th Years), take part in a programme of Enrichment which is timetabled once a fortnight for 1 or 2 hours on a Friday afternoon. Enrichment activities are offered in addition to the wide range of extra-curricular activities taking place throughout the week.
- 2.12.18 An on-going curriculum review is in place, led by the Deputy Head Academic to consider the range of subjects offered throughout the school.
- 2.12.19 Entry requirements for Sixth Form:
Pupils wishing to progress to the Sixth Form (or join it from outside) require a minimum of seven GCSE passes of which four must be at least grade 7; a further three at grade 6, including grades 7, 8 or 9 in the subjects to be studied at A level.
- 2.12.20 Religious Education and collective worship: religious education is available to all pupils and is compulsory in years 7 to 8 (Removes to Shells). Parents have the right to withdraw their children from religious education.
- 2.12.21 All pupils are expected to take part in school services and assemblies and in the three services held each year in Chester cathedral.
- 2.12.22 Sex Education: the school provides sex education in the basic curriculum for all pupils from Removes to Fifth Year (years 7-11), in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

- 2.12.23 A full statement of the school's sex education policy is available to parents.
- 2.12.24 In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided.
- 2.12.25 Political Education: the promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.
- 2.12.26 PE and Games: all pupils are expected to take part in the school's Physical Education and Games programme.
- 2.12.27 Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.
- 2.12.28 Co-Curricular Activities: the school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are encouraged to take part in the programme.
- 2.12.29 Homework: the school expects homework to be undertaken by all pupils each evening. As guidance the school expects pupils to spend the following times on homework:
- Years 7 and 8 60 to 75 minutes per day
 - Year 9 90 minutes per day
 - Years 10 and 11 1-2 hours per day
 - Years 12 and 13 2-3 hours per day and more at weekends
- A separate homework policy sets out the requirements expected of pupils throughout the school.
- 2.12.30 Special Educational Needs and Disability: the school has a Special Educational Needs & Disability policy (Section 2.16) and, where deemed to be in the best interests of a pupil, may modify the courses followed by the pupil in consultation with the parents.
- 2.12.31 Concerns and Complaints: parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's form tutor.
- 2.12.32 If the issue cannot be resolved by the form tutor, parents are invited to seek an appointment with the Deputy Head Academic.
- 2.12.33 Monitoring and Review: this policy will be monitored by the Deputy Head Academic, who will report to the Headmaster on its implementation on an annual basis.
- 2.12.34 The Headmaster will report to the governing body's Education Committee on the progress of the policy and will recommend any changes.

2.13 ASSESSMENT, RECORDING AND REPORTING

- 2.13.1 Assessment measures the nature and extent of a pupil's progress and achievement and helps the pupil to practise skills, develop understanding and to consolidate knowledge.
- 2.13.2 Assessment and marking of work is consistently used to support the improvement of pupils' work and to aid their planning of future work.
- 2.13.3 Assessment will be both positive (praising achievement) and critical (pointing out errors and indicating scope for improvement). The following should be considered when giving feedback.
- Always start with a positive.
 - Verbal feedback, particularly one-to-one, is very important, especially for weaker students. The students really appreciate this and find it very useful and helpful.
 - Don't always give a numerical mark (sometimes students don't look beyond this).
 - Too many corrections can be counter-productive. Focus on targets for improvement; TNT = 'Target for Next Time', EBI = 'Even Better If', or use Target Sheets.

- Recommend no more than 3 points for improvement (in addition to small matters of S, P & G, brief comments in the margin etc.)
 - Student must check targets before the next piece of work and teacher confirms when these have been met. Consistent failure to meet targets = concern.
 - Model answers are important.
- 2.13.4 Assessment of written work from students with diagnosed specific learning difficulties will be sensitive to their needs¹
- 2.13.5 The independent written work of each pupil will be regularly assessed.
- 2.13.6 Assessment may be achieved through formal examination, formal or informal tests or individual assignments completed in class or for homework.
- 2.13.7 There is a common system of recording effort and attainment by means of grades and marks
- 2.13.8 A record is kept on the school database of each effort and attainment grade awarded and of the result of each formal, internal examination.
- 2.13.9 The outcome of each assessment and the result of each test or examination are recorded in the subject teacher's mark book or equivalent.
- 2.13.10 The progress of each pupil in each subject is reported upon in written reports and at Parents' Evenings, at agreed times throughout the school year.
- 2.13.11 Written reports are formal communications between the school and the parents, and this should be acknowledged in the care that is taken in writing them.
- 2.13.12 Assessment. Every piece of work that is assessed should show evidence of having been considered by the teacher.
- 2.13.13 Work will usually be graded by means of a numerical mark or by a letter grade.
- 2.13.14 If letter grades are used their significance should be made clear to the pupils.
- 2.13.15 Marking should be as accurate and consistent as possible and steps should be taken to ensure that formal assessments which involve more than one group of pupils are standardised
- 2.13.16 Formal tests may be arranged by departments at any time. Pupils who are not taking public examinations will take formal school examinations in the summer term.
- 2.13.17 Assessment may usefully:
- give practice at written answers.
 - give practice in examination techniques.
 - test the pupils' present level of knowledge, skills and understanding
 - assess the knowledge, skills and understanding that have been gained by the end of a course of study.
- 2.13.18 The aim(s) of each piece of assessed work should be specific and clear to the pupil.
- 2.13.19 Assessment of work from students with diagnosed specific learning difficulties will be sensitive to their needs, and where possible, alternative methods of assessment will be considered.
- 2.13.20 Assessments will usually indicate any errors and acknowledge points worthy of credit

¹ The sort of guidelines usually given are:

1. not correcting every spelling mistake
2. providing examples of other words which conform to a particular spelling rule
3. providing hints on how to remember spellings, keywords, key facts etc
4. giving extra time to complete tasks
5. not complaining about poor handwriting or other presentational features
6. encouraging the use of a computer to overcome the previous point
7. giving students opportunities to demonstrate their understanding orally
8. accepting that a smaller amount of writing may not indicate lack of knowledge

- 2.13.21 As far as possible critical comments should be constructive.
- 2.13.22 Work that has been collected for assessment should be assessed and returned promptly.
- 2.13.23 Assessed work should be reviewed or commented upon either individually or in class when it is returned to the pupil(s)
- 2.13.24 Sensitivity should be exercised in the question of producing rank orders of assessment outcomes.
- 2.13.25 Positions and rank orders should not be published formally. If they are used informally, pupils who appear consistently low in the order should be encouraged as much as possible.
- 2.13.26 Assessment allows the class teacher to brief the Head of Department about the progress of all pupils from time to time.
- 2.13.27 Pupils' progress should be included as a standing item in all departmental meetings
- 2.13.28 All marks or grades will be recorded in a mark book (or equivalent) kept by each teacher for that purpose.
- 2.13.29 The date on which each assessment was carried out or recorded should be made clear in mark books (or equivalent).
- 2.13.30 A mark or grade for each reporting period should be calculated whenever formal reporting of marks or grades for a year group is due and must be clearly based upon the marks/grades recorded in the mark book (or equivalent) for that period.
- 2.13.31 Results of formal examinations will be reported to the Headmaster and relayed to parents (generally by means of the school report).
- 2.13.32 Records of marks should be retained until the end of the academic year. The results of formal examinations should be kept until the pupils concerned have left the school.
- 2.13.33 The records of marks for each teaching group may be used from time to time within the department whenever a general review of pupils' progress is undertaken.
- 2.13.34 Any grading system used by a teacher should bear a clear relationship to the system used on reports.

Reporting

- 2.13.35 Reports are written twice a year for all pupils in Removes and the 3rd Year and once a year for pupils in Shells, 4th Year, 5th Year and 6th Form.
- 2.13.36 In a term when a formal, internal examination has been taken, the result (in the form of a percentage) should be clearly stated.
- 2.13.37 For years 7-10 (Removes-4th Year) examination results will be given in separate reports in the Summer Term.
- 2.13.38 Report sheets contain guidance as to the meaning of grades in each Year. This guidance should be followed by subject teachers.
- 2.13.39 In writing reports teachers should take care to ensure that:
 - spelling, grammar and punctuation are correct and that if the pupil is referred to by name, the correct name is used (this should be the preferred name indicated in 3Sys)
 - reports are written to the parents not the pupil.
- 2.13.40 Written reports must be formative in nature. They should be clear, correct, positive where possible and critical if necessary, but constructive in their criticism. In particular pupils should be given guidance where appropriate as to how they might improve their performance in the subject.
- 2.13.41 No report should compare one pupil with another pupil or make criticisms that cannot be substantiated. Neither should a report be expressed in slang or overly colloquial language
- 2.13.42 Reports should be as helpful as possible to pupils and parents in summarising:
 - performance;
 - any progress or marked change that has been noticed;
 - particular strengths and/or weaknesses;
 - targets for improvement
- 2.13.43 There must be consistency between the grades and the written reports in each reporting period.

- 2.13.44 Parents' Evenings are occasions at which oral reports are given about pupils' progress. Every effort should be made to ensure that the messages given in the most recent written reports are consistent with those given at the Parents' Evening.
- 2.13.45 When a pupil moves from one teaching group to another, particular sensitivity needs to be exercised when the first report is written. The pupil's effort grade in particular may show a marked change. This may indeed be due to a change of heart by a pupil, but in some cases the parent sees no change in the pupil's attainment in, or response to, the subject and is then puzzled by a significant change in the grade and in the tenor of the written report. Departmental policies should be in place to guard against misunderstanding by ensuring that the standards expected by all the teachers are consistent.

2.14 PUBLIC EXAMINATIONS

- 2.14.1 All pupils pursuing a GCSE or A Level course will be entered for public examination at the end of the course.
 - 2.14.2 All GCSE examinations are taken during the summer of the 5th Year, although Controlled Assessment tasks are completed at various times during the two-year course.
 - 2.14.3 Pupils' progress will be monitored throughout the examination course. Close contact will be maintained with parents by Heads of Departments, Tutors, Heads of House or the Head of Sixth Form, particularly about those pupils experiencing problems.
 - 2.14.4 Only in exceptional circumstances will pupils be withdrawn from examinations, and then only with the Headmaster's permission.
 - 2.14.5 Deadlines for Controlled Assessments and coursework submission will be made known to candidates well in advance and must be adhered to.
 - 2.14.6 Internal deadlines are necessary to allow time for internal moderation. Any internal deadlines must be reasonable and should be consistently enforced.
 - 2.14.7 Coursework submitted by candidates after the internal deadline may not be eligible for submission to the awarding body.
 - 2.14.8 If coursework is submitted late, the member of staff should only accept it after full consideration of the implications of acceptance or refusal.
 - 2.14.9 If coursework is accepted late by a department it cannot subsequently be withheld from submission to the awarding body.
 - 2.14.10 The pupil (and the pupil's parents) should be informed if any coursework has been handed in too late for submission to the awarding body or if for any other reason coursework that has been handed in will not be submitted to the awarding body. Under these circumstances the pupil's entry will be cancelled and the parents will be liable to pay any charges.
 - 2.14.11 The Deputy Head Academic should immediately be notified of any coursework that will not qualify for submission to the awarding body.
 - 2.14.12 Candidates will certify that coursework is their own work and must acknowledge any help received and any references used.
 - 2.14.13 Teachers have to be able to satisfy themselves that the coursework is the pupils' own work.
 - 2.14.14 Contact will be maintained between school and home in any cases of a pupil having problems with coursework.
 - 2.14.15 It is hoped and expected that, through our own vigilance and hard work and through the publication of dates of internal and awarding body deadlines, all coursework conditions will be met by all candidates. If it seems that there is likely to be a problem, parents should be informed sooner rather than later.
- Internal assessment of work for external qualifications**
- 2.14.16 Assessments will be conducted by teachers who have appropriate knowledge, understanding and skills, and who have been trained in this activity.
 - 2.14.17 Students' work should be produced and authenticated according the requirements of the awarding body.
 - 2.14.18 Where a set of work is divided between staff, consistency will be assured by internal moderation and standardisation.

- 2.14.19 If a student feels that the above policy may not have been applied in relation to his/her work, s/he may make use of the school's appeals procedure. Details of the procedure are available from the director of studies and are posted on the examinations notice board.
- 2.14.20 Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

Internal Appeals regarding results enquiries

- 2.14.21 Candidates, subject teachers and Heads of Department are advised by the Examinations Officer and/or the Deputy Head Academic as to the appeals procedures of Examination Boards and whether an enquiry about results or an appeal would be appropriate.
- 2.14.22 This policy is intended to apply when a candidate disagrees with the School's decision not to support an enquiry about results or an appeal.

Appeals against Public Examination Results Procedure

- 2.14.23 Candidates have the right to request a 'Post Examination Results Review' following publication of their examinations results. Application forms will be supplied to candidates with their results documentation. The completed form should be returned to the Examinations Officer, with payment, by the deadline stated on the form.
- 2.14.24 Where the School will not support a candidate's wish for an enquiry about results or an appeal, the parents of that candidate should appeal, in writing, to the Headmaster. This letter must be received by the Headmaster's office no fewer than 10 working days before the published JCQ deadline for appeals.
- 2.14.25 Appeals should be made as soon as possible, stating the reasons for the original enquiry or appeal and the reasons for disagreeing with the School's decision on this. The appeal letter should be signed by both the candidate and their parent/guardian.
- 2.14.26 The Headmaster will undertake a full investigation into the appeal and will report back to the parents of the candidate.
- 2.14.27 The Headmaster will meet with the parents of the candidate within seven days of receiving the complaint to discuss the matter. If possible a resolution will be reached at this stage.
- 2.14.28 If a resolution is not possible, then the letter of appeal will be treated as a complaint and the formal procedure for complaints will be followed.

Written Examination papers

- 2.14.29 Written examinations will be conducted in accordance with JCQ^{cic} regulations. The Examinations Officer, or designated deputy as appropriate, will confirm the identity of all candidates present before the examination starts.

2.15 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- 2.15.1 Pupils are expected to be fluent in English; if English is an additional language the relevant box should be ticked on the application form.
- 2.15.2 EAL teaching is not normally provided but if a place is offered this will be arranged where appropriate; parents will bear the cost of such tuition.
- 2.15.3 Overseas pupils must be resident with family within a reasonable daily commute.
- 2.15.4 Overseas pupils must qualify through the appropriate examination in the usual way.

2.16 GIFTED AND TALENTED STUDENTS

- 2.16.1 The School's philosophy underlying the teaching of Gifted & Talented pupils is as follows:

- To ensure that inspiring and engaging teaching, which challenges all to think, is at the heart of all that we do and that we equip students with a technical mastery and emphasize the beauty within each subject as well as connections with other subjects.
- To ensure that extension and enrichment are an integral part of learning, using material that allows any student to be stretched, whilst encouraging those we believe to be especially talented to take up particular opportunities and encouraging scholarship at all times.
- To provide enrichment opportunities outside timetabled lessons that will stimulate gifted students.

2.16.2 Setting work for gifted students. Schemes of work are planned to include material that differentiates between pupil ability and that stretches gifted students. Provision for gifted students might include

- Use of higher ability material (e.g. AS material at GCSE level).
- Use of more complex tasks for gifted students.
- Less use of scaffolding and greater independence in task completion.
- Extra reading material set around the subject matter.
- Referral to websites and other sources relating to associated topics or materials.