CURRICULUM POLICY

1.0 General Statement

The curriculum at Kingham Hill is delivered in the context of the Christian values of the School. These values underpin the delivery of subjects and activities within the School. It is hoped that by creating a Christian culture amongst all members of the School community, these aspirational values will infuse those who work and study here, beyond the time that they are together at the School.

The School was founded by a Christian philanthropist at the end of the 19th Century. His explicit goal was to care for the disadvantaged by giving them a home, a Christian upbringing, education and training that would enable them to make their way in life and contribute to society.

Today these goals are maintained through:

- Christian teaching, primarily in Chapel services, but also in other informal meetings and events that expose the community to Christian people from a variety of backgrounds.
- A boarding facility and tutorial system that endeavours to create a homely rather than institutional ethos, e.g., the leaders of the houses are called houseparents.
- In education the School follows the principles of the National Curriculum, GCSE and GCE courses of study in order to give all pupils a sound academic basis for further study or entry into the work force. The School aims to provide a broad and balanced education that is both rigorous and supportive of the needs of individuals and one that offers opportunities for linguistic, mathematical, scientific, aesthetic and expressive development and humanities.
- Enrichment activities available through sport, community service, cultural and outward bound activities encourage personal achievement and self worth in the context of teamwork.

2.0 Key Stage 3

At Key stage 3 all pupils will follow a curriculum based broadly on the National Curriculum. The full list of subjects and their weighting on the timetable is shown in the table below.

Subject	7K	7H	8K	8H	9K	9H	9S	Total
Maths	6	6	6	6	6	6	6	42
English	6	6	6	6	6	6	6	42
Drama/Latin*	2	2	2	2	2	2	2	12
Science	6	6	6	6	6	6	6	42
Design Tech	2	2	2	2	2	2	2	14
Geography	2	2	2	2	2	2	2	14
History	2	2	2	2	2	2	2	14
French/Spanish	4	4	4	4	4	4	4	24
Theology	2	2	2	2	2	2	2	14
PE	2	2	2	2	2	2	2	14
Art	2	2	2	2	2	2	2	14
Music/Latin*	2	2	2	2	2	2	2	12
PSHE/OCT	2	2	2	2	2	2	2	14
Total	40	40	40	40	40	40	40	

*Latin is only offered as an alternative to Art and Music in Year 9.

In Year 7 and 8 pupils are allocated to one of two teaching groups, K or H, with K considered the "more able" of the two groups. In Year 9 there are three teaching groups (K, H and S). Groups 9S and 9H are of equal ability and 9K is the "more able" pupils.

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 (MidYIS) and classroom performance. In Mathematics, pupils are set according to ability. In Years 7-9 pupils are taught in the same teaching groups except for Years 7 and 8 PE and Year 9 Music, Drama and PE where teaching groups are mixed.

Most pupils follow the full teaching programme described in the table above but there are exceptions. Pupils may be withdrawn from non-core curriculum subjects to attend lessons in ESOL and SpLD (known as Greens). As far as possible these withdrawals are negotiated and the loss of breadth in the pupil programme of study is compensated by the tutorial support they receive. Every effort is made to ensure that pupils do not miss subjects that they enjoy.

In all subjects and to all age groups the teaching is underpinned by progressive schemes of work that allow for differentiation and recognise the individual needs of pupils. All teaching departments are encouraged to work closely with the School's special needs department (referred to as "Greens") and with the ESOL department. Departments are kept informed about pupils with special needs via confidential files detailing individual education plans, aptitudes and strategies as well as through informal discussions and regular grades meetings.

In most subjects the scheme of work used follows the spirit of the National Curriculum. In a few subject areas the School does not have the resources to address the full NC course requirements (e.g., food technology and textiles).

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 progress of pupils is made through the course of the academic year and indeed through their time at the school. All pupils are given effort and attainment grades every half term. Tracking of individual pupil progress has been a school focus since 2004. Individual attainment targets are also set by subject teachers at the start of the academic year, recorded on the database and evaluated in the summer term.

Note

For all subjects other than Maths, Music, Drama and PE, pupils are taught in their teaching groups (K,H and S)

3.0 Key Stage 4

Invariably, in Key Stage 4 (GCSE) the options arrangements result in a narrowing of the curriculum for all pupils. All pupils study GCSE English Language and most also study GCSE English Literature. Pupils are also required to study Mathematics and Science to GCSE level. In addition, pupils take PSHE as a non-examination subject in Years 10 and 11. The exception to this rule are the few Greens' pupils who wish to take 3 GCSE options and who opt to attend their support lessons as a fourth option.

The remaining subjects are grouped into four GCSE options and pupils choose one subject from each option. SpLD and EFL are offered as subject choices within the option structure. Although pupils are encouraged to follow a broad and varied curriculum it is recognised that this is the only opportunity pupils have to shape their course of study. Moreover, a broad programme of study including say a humanities subject as well as a modern foreign language may not be appropriate for all our pupils.

Currently, the options groups are structured in such a way that it is possible for pupils to follow either a broad curriculum (e.g., modern language, humanities, technical and aesthetic subject) or to develop an interest in one skill area or to mix and match according to preference. The School encourages children to discuss their choices with parents and guardians as well as teachers and their academic tutors using the GCSE study booklet published by the School and a more pupil friendly GCSE handbook issued to all pupils in the Lent term. Parents in Year 9 are then invited to attend a meeting in the summer term to discuss the suitability of their child's option choices with teachers and tutors.

Consequently, pupils in their Key Stage 4 programme of study may well study up to nine GCSE subjects (five core and four options) or as few as six (three core, three options and SpLD/ESOL). The full list of timetabled subjects and their timetable weighting is shown in the table below. Each year a number of ESOL pupils also take GCSEs in Chinese.

YEAR 10 2013	Year 10 Period Allocation
Core: ENGLISH Language & Literature	6
Core: MATHEMATICS	6
Core: SCIENCE (Double)	8
Core: PSHE (non examination)	2
OPTION A: Triple Science/Music/ Geography/ESOL	4
OPTION B: Art/Economics/History	4
OPTION C: Drama/French/History/PE/ESOL	4
OPTION D: Design Technology/Geography/German/Latin/Theology	4

YEAR 11 2013	Year 11 Period Allocation
Core: ENGLISH Language & Literature	6
Core: MATHEMATICS	6
Core: SCIENCE (Double)	8
Core: PSHE (non examination)	2
TUTOR	1
OPTION A: Art/History/Triple Science/SpLD	4
OPTION B: Design Technology/Geography/Theology/ESOL	4
OPTION C: Drama/Economics/History/PE	4
OPTION D: French/Geography/Spanish/SpLD/ESOL	4

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 teaching groups, teaching is by mixed ability with content, progression and strategies for differentiation described in department schemes of work.

The formal curriculum for Years 7-11 is supported and enhanced by a full programme of activities outside the classroom.

4.0 Key Stage 5

In the Sixth Form, most pupils will attain three full A levels and one AS level qualification. A select few will attain four full A levels. In the Lower Sixth pupils choose a subject from at least three of the four blocks. If four subjects are chosen, one of these subjects is nominated as an AS, to be dropped at the end of the year, unless the pupil intends pursuing four A levels.

The 40 periods per week are divided as follows in the Sixth Form:

- Four subject blocks of eight periods each.
- A weekly sixth form seminar consisting of two periods.
- Four Study Hall periods.
- Two periods of sport

The curriculum arrangements for the Sixth Form are described in the table below:

Year 12 2013

Option A Periods 8	Option B Periods 8	Option C Periods 8	Option D Periods 8	Option E SUPPORT 6 Periods	Foundation Courses
Business Studies German History Mathematics	Biology Drama Economics French Geography	Chemistry Design Tech Further Mathematics Government & Political Studies Leisure Studies Theology	Art Biology English Phys Ed Physics	ESOL SpLD US Studies On-line courses (K12) GCSE English	iGCSE Accounting C.T. Business Science Mathematics ESOL

Year 13 2013

Option A Periods 8	Option B Periods 8	Option C Periods 8	Option D Periods 8	Option E SUPPORT 6 Periods
Drama Government & Political Studies Mathematics Geography Theology German	Chemistry Design Tech Phys Ed	Business Studies Economics History Physics	English Biology Leisure Studies Art Further Mathematics	ESOL SpLD US Studies On-line courses (K12)

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