



DUKE *of* KENT SCHOOL

2a – CURRICULUM POLICY

This policy applies to all sections of the School, including the Early Years Foundation Stage (EYFS).

Aims:

Duke of Kent School has the following Curriculum Aims, in accordance with which all plans and schemes of work are drawn up:

- To offer a broad, engaging and challenging age-appropriate curriculum to all its pupils, from age 3 to 16 (Nursery to Year 11), accessible to all
- To provide a supportive environment that enables pupils to develop a passion for learning and discover their spark
- To provide opportunities which will support the development of all pupils across all aspects of their intellectual and social development: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative
- To ensure that pupils acquire, and develop to their full potential, speaking, listening, literacy and numeracy skills
- To promote the School's key values: respect, honesty, effort, responsibility and kindness
- To assist our pupils to flourish as part of a happy, inclusive and nurturing community
- To provide personal, social, health and economic education which reflects the School's Aims and Ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act
- To uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- To take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC (Education, Health and Care) plan
- To ensure that all pupils have the opportunity to learn and make progress in a richly varied educational environment
- To provide a springboard so pupils leave as confident and grounded individuals ready to embark on the next stage in their journey
- To prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society; to teach pupils to be positive and constructive members of a community, with opportunities provided for leadership and service
- To ensure that all pupils experience the joy of learning and develop the capacity to acquire skills that will serve them well in their adult lives beyond full-time education
- To provide an innovative and effective curriculum, reviewed and developed in the context of current educational research
- To teach pupils to think independently, form their own ideas and articulate argument, aloud and in writing
- To develop as a community of learners, keeping learning at the forefront of all that Duke of Kent School does, and specifically to ensure that:

- Curriculum design and development prioritise the experience of the learner and encourage a 'growth mindset'.
- Pupils are encouraged and equipped to reflect on and discuss their experiences as learners
- Teachers are encouraged to reflect on and discuss their own experiences as learners and their practice as teachers.
- Habits of excellence are developed across the curriculum to support and promote learning
- Partnership between home and School promotes pupil learning
- Error and failure are openly discussed as opportunities for growth and development
- Learning outside the classroom plays a highly significant role in pupil learning
- All pupils are stretched and challenged in order to be the best they can be

The Curriculum:

1.1 Duke of Kent School is committed to meeting the particular needs of individual pupils across a broad academic spectrum and makes the most of its small size to maximise the learning opportunities and the achievement of potential for all.

1.2 The curriculum has much common ground with the National Curriculum but the School aims to broaden its perspective to enable the creation of courses and programmes of study suited to the abilities and aspirations of pupils.

1.3 Within the context of a rich extra-curricular programme and varied cultural and sporting provision, our academic curriculum is designed to give our pupils a broad and rounded education. We aim to provide pupils the opportunity to develop individual interests and strengths, as they reach ages appropriate to the making of choices, through their chosen fields of specialist study.

1.4 Flexibility and relevance are key drivers in curriculum design: the School seeks to gather information about and respond to the interest, educational profile and aptitude of year-group cohorts.

1.5 Duke of Kent School seeks to use its extraordinary setting and grounds in ways which best support pupil progress: all teachers are encouraged to exploit the natural resources of the School in their delivery of the curriculum and opportunities to share this best practice will be provided through Staff Meetings and INSET.

1.6 Extra-curricular activities are designed to complement and reinforce the curriculum. The Head of Activities, Heads of Section or Form Teachers can advise parents and pupils on choices of Activities most likely to support areas in which they would benefit from participation.

1.7 It is the responsibility of all teaching staff to encourage pupils to improve their learning and study skills. The subject-specific tools for learning and study skills are integrated into departmental teaching across the curriculum. Learning Development 'drop in' sessions will be available at lunch times to support pupils' study skills. We aim to make material available to support independent study. The Virtual Learning Environment holds, for example, lists of subject-specific vocabulary for pupils to learn independently. In addition specific events (such as a Revision Study Skills Day, or Revision Seminars for parents and pupils) involve pupils and parents in discrete study skill enhancement.

1.8 PSHE education is delivered through Form Time and Religious Studies lessons, and combines personal, social and health education with a broad-based religious education. Heads of Section help

co-ordinate the reinforcement of the programme through Assemblies and Activity Weekends. The Head of PSHE provides resources for form teachers and operates a system of continuous review to ensure material is relevant and engaging. A programme of study and resources are available via the School VLE for form teachers to access. External speakers enrich the programme.

1.9 The partnership between home and School plays a vital role in pupil success and Duke of Kent School is committed to maintaining and strengthening this relationship. Each academic year begins with an Information Evening, attended by the Head and other senior teachers, at which parents meet the relevant Form teachers and are informed about some of the key aspects relating to the learning of that year group with opportunities for questions and discussion. A Curriculum Newsletter will be sent to parents outlining what will be covered in each subject for each year group. Curriculum information is also available on the website with further information available on request. The Virtual Learning Environment provides a key link between home and School.

1.10 Pupils are expected to play an active role in their learning, from Y7 attending annual Parent Meetings, and regularly reviewing progress and discussing attainment targets with Form teachers. Form Times, Assemblies, written reports, and individual consultation meetings with Form teachers, the Head, Heads of Section or Director of Teaching and Learning provide pupils with a broad range of opportunities actively to consider how they are learning and what progress they are making.

1.11 Personal electronic devices, such as iPads and Chromebooks (Yr 10), are used extensively in teaching and learning from Y2-11, with dedicated devices assigned to pupils and teachers to enable 1 to 1 access. Senior pupils are encouraged to take their devices home to continue their studies. Apple TV is installed in all classrooms. Pupils and parents are given regular guidance regarding sensible and safe use of the devices.

1.12 The curriculum aims to deliver excellent teaching and learning experiences that stretch and challenge so pupils that they achieve their potential. To ensure that more able pupils achieve their potential the Stretch and Challenge Co-ordinator monitors pupil progress and oversees enhanced activities that are specifically directed, but open to all.

Progress Reporting:

In addition to the wealth of valuable informal oral and written checks on progress made throughout the academic year, Duke of Kent School operates a number of formal progress reporting processes:

- Attitude to Learning feedback (Y3-9)
- Progress Checks (Y3-9)
- Next steps (Y3-6)
- Tracking Grades (Y10-11)
- Written Reports
- Parent Meetings

Attitude to Learning Feedback (Y3-9):

2.1 From Y3 to Y9, pupil progress and effort are monitored with Attitude to Learning Grades, which parents' access remotely via the Parent Portal area of the schools information and management system (ISAMS).

2.2 Form teachers are responsible for reviewing this data to monitor progress, identifying any relevant patterns or concerns, or progress which needs commendation, and planning any necessary intervention, in consultation with Head of Section, Head of Learning Development or Director of Studies, as appropriate. Communication with parents will be initiated by Form teachers where

appropriate. All teaching staff routinely refer to and respond to the Attitude to Learning grades of the pupils in their classes.

2.3 Grades are generated on a termly cycle, under the supervision of the Director of Teaching and Learning Certificates are awarded to the pupils who achieve high Attitude to Learning grades on a termly basis.

Tracking Grades System (Y10-11):

3.1 Year 10 and 11 pupils are enrolled in a tracking system ('Tracker Grades') which enables them, their parents and their pastoral and teaching staff to monitor their progress. The Tracker Grades consist of a 'C' (Challenge) grade, indicating the teacher's assessment of the pupil's potential grade in the subject, and a 'W' (Working At) grade, indicating the current grade level at which the pupil is operating. Students are also given an Attitude to Learning grade as part of these tracking grades, which range from *Outstanding*, to *Expected* or *Unsatisfactory*.

3.2 Where a two grade differential or more is evident, the grade will be issued alongside targets, to address the discrepancy and close any achievement gap. 'C' grades can be raised or lowered depending on student effort and achievement.

3.3 Year 10 and 11 pupils receive their Tracker Grades on a half-termly basis, beginning in the Autumn Term. Form teachers discuss grades with pupils and pupils are encouraged to discuss their grades with their parents, which are accessed remotely via the Parent Portal area of the schools information and management system (ISAMS).

3.4 The system aims to:

- Maximise the achievement of each pupil in each examination subject
- Provide accurate and current information of progress
- Stretch and challenge pupils whose work exceeds public examination standard
- Identify areas requiring further attention
- Provide three-point plans to promote further progress
- Reflect the School's culture of pursuit of 'Personal Best', embodying an ambitious, 'growth mindset'
- Provide a starting point for identifying the most appropriate onward placement for Sixth Form study

Written Reports

4.1 Duke of Kent School reports aim to inform pupils and parents clearly and accurately about each child's progress and to provide useful advice for further improvement, including any necessary strategies or techniques suggested. Pupils have opportunities, from Year 7 up, to discuss their reports with their Form teachers and both pupil and parental feedback (to Form teachers or Heads of Section) is welcomed as a constructive part of the reporting process. Pupils in the Prep and Pre-Prep receive two written reports at the October Half Term and end of the Summer Term (with an interim grade sheet prior to the Spring Prep Parent Meeting with form teachers). Senior pupils receive a full written report at the end of the Summer Term.

4.2 Results of annual examinations are contained in the Summer Reports. Mock Examination results are released for the Spring Term Year 11 Parent Meeting.

Parent Meetings

5.1 Duke of Kent School highly values its excellent relationships with pupils' families and seeks to work in partnership with parents to promote pupil progress. Parents are encouraged to contact the School whenever they have a concern or a comment and not to wait for a formal meeting. In the course of every working week, a number of meetings are held between parents and Head, Deputy Heads, Form teachers or Heads of Section.

5.2 Formal Parent Meetings provide an opportunity for parents to meet with teachers across the range of curriculum subjects taught and with the Form teacher. Members of Senior Management also attend and are available for consultation as required.

5.3 From Y7, pupils are expected to attend Parent Meetings with their parents, to participate in the dialogue about their progress. Should parents wish additionally to speak to a particular teacher without the pupil present an opportunity will be made available.

Curriculum Support Arrangements: Learning Development Department (LDD)

How Needs are Identified

7.1 A referral for Learning Support can come as a result of concerns raised by the pupil, by teachers or parents, or as a result of pre-existing reports from a prior school or external expert or agency. Whole school screening in spelling, reading and writing speed operates from Year 3 upwards. Progress checks, standardised test assessments and summer exams are also used to screen pupils and monitor progress.

7.2 In the Early Years Foundation Stage (EYFS), close communication is maintained between the Learning Development Department and teaching and support staff, including regular visits of LDD staff to the Pre-prep classrooms. Both the pupils' twice-yearly reports to parents and EYFS tracking documents and the EYFS profile (usually completed in the final term of the Reception year), are scrutinised by the Head of Pre-prep, EYFS Co-ordinator and SENCO. The EYFS profile is used to inform plans for future learning and to identify any additional needs for support.

7.3 The provision of Learning Support always follows careful analysis of need and discussion with the pupil and parents. Close liaison with classroom teachers and parents means that individual targets and programmes best reflect the needs of the learner. Need is reviewed on a termly basis, with pupils included or discharged from Learning Support direct supervision as appropriate.

7.4 Pupils for whom English is not the primary language will be screened on admission and will have appropriate access to EAL (English as an Additional Language) lessons where this is deemed appropriate by the SENCO, either from arrival or at any later stage in their school career should the need arise.

7.5 Duke of Kent School seeks to respond additionally to those pupils who require short term assistance, for example, with planning and organisation, and provides a two or three week study support course for individuals in Years 7-11 who require such intervention. Pupils may self-refer for this assistance or be referred to the Learning Development Department by parents or teachers. The Learning Development Department also run a series of lunchtime 'drop in' sessions which are open to all pupils and provide a forum for them to seek help with any work they are finding difficult.

How needs are supported

7.6 Pupils who require additional support to access the curriculum, to reach their academic potential or to make appropriate progress, are monitored by the Learning Development

Department. Where pupils have SEN or a disability requiring intervention or specific support, and/or an EHCP, appropriate support will be given through the Learning Development Department. Interventions will follow the cycle of 'Assess, Plan, Do, Review' as advised in the Code of Practice.

7.7 The Learning Development team work closely with the Stretch and Challenge coordinator but the responsibility of monitoring progress and making provision for stretch and challenge pupils (formerly known as 'Gifted and Talented') is co-ordinated by the Stretch and Challenge coordinator.

7.8 Parents of pupils with EHCPs are invited to visit to discuss their child's educational needs, prior to the pupil starting at the School, or on identification of need, with the Head of Learning Development and the Head and to participate in the development and review of the Personal Learning Plan (PLP).

7.9 The Head of Learning Development is the Special Educational Needs Coordinator (SENCO) and provides information and support to classroom teachers about pupils with SEND/EHCPs, disseminating expertise both proactively and in response to teacher request. The Heads of Learning Development (Pre-Prep and Prep/Senior) will liaise where appropriate with external professionals, for example Speech and Language Therapists, to ensure continuity of approach where possible and the provision of information to teaching and support staff. Staff Briefing (daily) and Meeting (weekly) are important opportunities for individual pupils' progress, needs and attitudes to be discussed.

7.10 Information on the profile, needs and suggested strategies for each pupil receiving Learning Support, including those with EHCP, is readily available to all staff and is mainly held on the Staff Shared Drive and ISAMs, though further advice is available on request. At the INSET prior to the pupil starting at the School, the SENCO will have information on the profile of a pupil with an EHCP and suggested approach/strategies for teachers.

7.11 The School will meet the provisions set out in the EHCP. Support is usually in the form of pull out small groups/ 1:1 lessons. Learning Support is provided in Extra Literacy/ English and Extra Numeracy/Maths, Occupational Therapy and Study Skills (typically at least one and up to four half hour sessions per week in Pre-Prep and Prep and up to two half hour sessions in the Senior School, dependent on need). This support is usually charged to parents on a termly basis. In exceptional circumstances, and on a case by case basis but always bearing in mind the impact on other pupils, a Teaching Assistant maybe considered within Pre-Prep and Prep but is less likely to be considered within the Senior School where small class sizes and pull out small group/1:1 sessions are the more typical provision. Where pupils are funded by Local Authorities, the Bursar will handle communication regarding payment for any Learning Support or classroom support. If receiving additional support lessons, pupils will be set clear targets (in the form of a Personal Learning Plan) which will be reviewed termly to monitor progress.

7.12 The Learning Development Department serves as a resource for staff who wish to learn more about a particular condition or learning disability. Learning Development staff can attend lessons on teacher request to provide advice and feedback on teaching all pupils including those with EHCPs and can initiate classroom visits to see pupils with EHCPs in order to monitor the progress of the pupil and the effectiveness of strategies employed.

7.13 Parents are informed when special educational provision is made for a child, whether or not an EHCP is in place.

7.14 Pupils with EHCPs, play a full part in the life of the School and are encouraged and, where necessary and possible, supported to take part in Activities and school trips, for example, which will promote their academic and social development. Development of friendships is regarded as a priority for pupils' well-being will be supported if necessary with social skills intervention or

enhanced mentoring. Form teachers take the lead on this but will work closely with the SENCO and other teaching staff to ensure that the pupil is fully and happily integrated into School life.

7.15 In all dealings with the pupil, the Form Tutor and Head of Section will have regard to the information provided in the EHCP.

7.16 Where appropriate, an older pupil with an EHCP will be given opportunities (e.g. reading support or contributing to a Form Assembly) to mentor or act as a role model to younger pupils, under supervision of the SENCO.

7.17 For pupils with an EHCP, disability or applicable diagnosis, relevant Access Arrangements will be put in place according to current JCQ guidelines and dependent on the pupil's normal way of working. Pupils will be monitored within internal tests and exams and evidence gathered to support their Access Arrangement.

Person responsible for this policy: Director of Teaching and Learning

Reviewed: September 2019

Next review: September 2020

Name of Governor and review date: